

The Role of Teachers in Shaping the Leadership Characteristics of Madrasah Ibtidaiyyah Nurussalam



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ABSTRACT

This study aims to determine the role of the teacher in shaping the leadership characteristics of the students of Madrasah Ibtidaiyyah Nurussalam. This research uses the type of field research. (field research). With a qualitative descriptive research approach. This research took place in Madrasah Ibtidaiyyah Nurussalam, Sambirejo, Mantingan, Ngawi, East Java. Data collection methods consist of interviews, observation, and documentation. The results of this study indicate that the teacher's role in shaping the leadership characteristics of the students of Madrasah Ibtidaiyyah Nurussalam, Sambirejo, Mantingan, Ngawi, East Java, includes: (1) providing good examples; (2) introducing responsibilities, (3) providing direction and motivation; (4) giving group assignments or work, (5) forming an organization, (6) providing approaches and escorts; and (7) providing training, and habituation. In their role in shaping the leadership character of students, teachers face several obstacles caused by internal factors and external factors. Internal factors include, (1) The low level of self-awareness and sensitivity of students to the environment, (2) Lack of confidence, (3) Low discipline. While external factors include: (1) The family environment is not good and (2) the association is not good.

KEYWORD:

The Role of Teachers
Leadership Characteristic
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui peran guru dalam membentuk karakteristik kepemimpinan peserta didik Madrasah Ibtidaiyyah Nurussalam. Penelitian ini menggunakan jenis penelitian lapangan. (fields research). Dengan pendekatan penelitian deskriptif kualitatif. Penelitian ini mengambil lokasi di Madrasah Ibtidaiyyah Nurussalam, Mantingan, Ngawi, Jawa Timur. Metode pengumpulan data terdiri dari wawancara, observasi, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa peran guru dalam membentuk karakteristik kepemimpinan peserta didik di Madrasah Ibtidaiyyah Nurussalam Sambirejo Mantingan Ngawi Jawa Timur, meliputi: (1) memberikan keteladanan yang baik; (2) mengenalkan tanggungjawab; (3) memberikan pengarahan dan motivasi; (4) memberikan tugas kelompok; (5) membentuk organisasi, (6) memberikan pendekatan dan pengawalan; dan (7) memberikan pelatihan, dan pembiasaan. Dalam perannya membentuk karakter kepemimpinan peserta didik, guru menghadapi beberapa kendala yang disebabkan oleh faktor internal dan faktor eksternal. Faktor internal meliputi, 1) Rendahnya tingkat kesadaran diri dan kepekaan siswa terhadap lingkungan, 2) Kurang percaya diri, 3) Rendahnya kedisiplinan. Sedangkan faktor eksternal meliputi; 1) Lingkungan keluarga yang kurang baik, 2) Pergaulan yang kurang baik.

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1. Introduction

Humans are created to be leaders, at least to lead themselves. Therefore, leadership is everyone's business, for which every leader will be held accountable. Indeed, every one of

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you is a leader and every leader will be held accountable for it (Narrated by Bukhari and Muslim) (Usman, 2019). From this, it is clear that humans have been gifted by Allah SWT at the same time as a leader. The crisis of leadership character is increasingly living in the modern era during the covid-19 pandemic, and has become a hot conversation and has caused public concern. The crisis was demonstrated by several cases of regional heads violating regulations related to regional financial management, receiving honorariums for the funeral of Covid-19 bodies by regents and government officials, and buying and selling positions. The existing reality indicates how bad the lead character of the leader is. Because it is not enough for a leader to only have qualified intellectual qualities, without being based on good character and morals (Basyar, 2020).

The security stability of a nation is manifested by the existence of a leader who has a quality, honest and trustworthy leadership spirit. In the field of organization, good or bad an organization is very dependent on the leadership factor. (Samsul & Hasibuan, 2019) Therefore, it is necessary to build leadership character from an early age in children. so that from an early age they are trained to become leaders. Many educational institutions are very concerned about the formation of leadership characters in their students, one of which is Madrasah Ibtidaiyyah Nurussalam which is an Ibtidaiyyah madrasa under the auspices of Gontor, where education at Gontor is community-oriented, with the hope that students will not be awkward in playing their roles when they enter the community in the future. Second, a simple life, which means a sufficient, clean and honest living. Third, not having a party, which is based on the motto "cottage stands above and for all groups". Fourth is *tholabul-ilmu* (Qodri, 2019).

Madrasah Ibtidaiyyah Nurussalam pays great attention to the formation of the lead character of its students. From grade 1 to grade 6 they are educated to become leaders through various activities held at school. For this reason, teachers are needed as educators who are responsible for education in schools. Students from grade 1 to grade 6 need direction, motivation, education, and learning from the teacher, for that the teacher has an important role in shaping the character of grade 1. And from the teacher, they are taught a lot about life in the school environment and outside of school. The role of the teacher as an educator for students must also be able to protect, be a good example and be able to give love to their students.

The problem formulations of this research are: 1) What is the teacher's role in shaping the leadership character of Madrasah Ibtidaiyyah Nurussalam students? 2) What are the teacher's obstacles in shaping the leadership character of Madrasah Ibtidaiyyah Nurussalam

students?. The purpose of this study is to describe how the roles and obstacles faced by teachers in shaping the lead character of the students of Madrasah Ibtidaiyah Nurussalam.

2. Literature Review

Leadership

Leadership is the ability and readiness possessed by a person to be able to encourage, influence, guide, invite, direct, move, and sometimes force people or groups to accept this influence and do something that helps the realization of certain predetermined goals (Hidayat, 2019). Leadership is togetherness, change towards improvement towards achieving the goals or shared goals that have been set, leadership is serving not being served, understanding and not being understood, leadership is a responsibility, exemplary, not mere power (Wijaya et al., nd).

In the Islamic perspective, the term leadership is called the Khalifah which means a substitute or representative (Rohimah et al., 2021). Leadership in Islam is not a special and exalted position, but it is a mandate and a great responsibility that is borne and will be accounted for before Allah SWT. Leadership is also not an arbitrariness in acting but it is an authority in serving (Sajidah et al., 2021). The purpose of leadership should be in line with the goals of the organization he leads, as a leader must be able to guide, direct to achieve the expected goals. Therefore, the purpose of leadership is to be in control of a group or organization (Hidayat, 2019).

A Principal of school is a critical factor in managing education in his school, in order to achieve educational goals. Therefore, it is a prerequisite for the ability of the principal to have sufficient knowledge, capabilities, and skills. As an educational leader, the principal Pat Williams (2021) stated that there are six qualities that a leader must possess, namely: a leader must have a clear vision and mission, and be consistent with the vision and mission because it will determine the direction and goals.

- a. Have good communication skills with the team, appear optimistic in public, can be a good listener.
- b. Have social skills and can develop a healthy respect for leadership
- c. Leaders must have a character that defines who they are. The characters that must be built are humble, flexible and adaptive, confident, and maintaining absolute integrity.
- d. Having the competence so that the team does not hesitate to follow it and has a commitment to continue to grow and work hard.
- e. Have the courage to always be assertive, dare to take risks, face conflicts, differences, and criticism.

The Character of a Leader

In Islam, the characteristics and elements of the leadership of the Prophet Muhammad are honest, fair, patient, trustworthy, intelligent, brave, forgiving, physically and spiritually strong, polite, firm, maintaining self-respect, optimism, responsible, generous, humble, and always kind (Samsul & Hasibuan, 2019).

- a. Honest (*Al-Shidq*). Honest means are trustworthy. Honesty is a person's notification of everything he believes to be true. Honesty is a noble trait because with honesty other people will appreciate what someone has to say. This trait must be possessed by a leader so that everything that is conveyed can be believed to be true.
- b. Fair (*Al-Adl*). Fair is giving equal treatment or law between two people or two groups, putting something in its place, giving rights to each owner without taking sides, discriminating between the two. Fair is one of the principles of leadership in Islam because justice will create peace, peace, and comfort.
- c. Be patient. Patience is refraining from complaining. Many problems come and go that will be faced by a leader; therefore, he must have a high intensity of patience and be able to face various challenges in life.
- d. Trustworthy (*Al-Amanah*). Al-Maraghi stated that trust is divided into 3 things, namely human responsibility to God, human responsibility to others, and human responsibility towards themselves. Thus, the criteria for a trustworthy leader means not betraying the responsibility given by Allah SWT, any position given to him by fellow human beings, and also trusting himself. A trustworthy leader must have a good relationship with God and fellow human beings (Amen & Siregar, nd).
- e. Intelligent. The nature of leadership is intelligent and can know the root of the problem that occurs. Leaders must understand the parts in the system of an organization or institution, understand the nature of the work or tasks they carry out and be able to make decisions correctly and correctly (Sakdiah, 2016). A leader must dare to act and take risks for what he does. However, before acting, he must be able to think carefully about what will happen once he decides to do it.
- f. Istiqomah. Istiqomah is a firm stance in monotheism and still doing good deeds, steadfast in the path of truth, maintaining obedience and not replacing it with sin and disobedience (Ahmad, 2016).
- g. Strong. The strength of a leader becomes capital for him in carrying out leadership, he will be free to express, encourage, and motivate others to work towards the ultimate goal, can provide help, and help others under certain conditions. The strength of a

leader will encourage him to work with full energy, enthusiasm, and motivation. Not only physically strong, but a leader must also be spiritually strong. With spiritual strength, he will be able to restrain and control his anger (Ismail & Tang, 2021).

- h. Optimism. A good leader can provide a sense of optimism, giving confidence to his group so that they can feel comfortable (Ismail & Tang, 2021).

3. Method

This study uses a descriptive qualitative approach with data obtained from interviews, observations, and documentation. This research was conducted at Madrasah Ibtidaiyyah Nurussalam, Ngawi, East Java. Those who took part as respondents were 3 teachers, and 5 students. The sampling technique was carried out by purposive sampling. The initial activity of the research used participatory observation, namely the researcher was involved in the daily activities of the person being observed or used as a source of research data, by observing the teacher in his role in shaping the leadership characteristics of students. Then interview the subject and collect field data through photos, videos, and documentation.

4. Result and Discussion

The role of the teacher in shaping the leadership characteristics of students is very important because it is from them that students learn a lot about how to live in the school environment and outside of school. In addition to teaching them about manners and good manners of behavior, they also play a role in shaping the leadership characteristics of students. Because every human being is a leader, Madrasah Ibtidaiyyah Nurussalam is very concerned about the spirit of leadership that must be taught to all students. The teacher's role in shaping leadership characteristics at Madrasah Ibtidaiyyah Nurussalam includes:

- a. Give a Good Example

This example is set to be the main means of education, in addition to milieu (environment) and activities. A student becomes a mirror for other students, senior students become role models for their younger siblings, teachers become role models for all students. then out again through the left ear (Ahmad, 2016). A teacher must be a good role model for his students. Because what every student sees, hears, does, and feels is education.

- b. Introducing Responsibilities

One of the characteristics of a leader is responsible. A leader has responsibility for something that is his obligation or duty and must also be responsible for his leadership as a whole (Rulitawati, 2018). By introducing responsibilities to students, they will be more organized and disciplined in carrying out their duties. The teacher's

role in introducing responsibility is very important to shape the leadership characteristics of students because, with responsibility, awareness will grow towards a job and will be more sensitive to the surrounding environment.

c. Provide Direction and Motivation

In the process of forming the character of a leader, giving direction and motivation to students before carrying out various activities is absolute and very important. Directing is a process of giving instructions and guidance to subordinates so that they work according to a predetermined plan (Dunie, 2018). While motivation is a condition that gives energy, encourages, and causes someone to do something consciously (Hanafi et al., 2018). The teacher's role in providing direction and motivation to students is very important. By providing direction and motivation, students become more enthusiastic and confident in carrying out all activities. By giving direction, students will be given an understanding of all the activities to be carried out, and after that, they are evaluated to determine the standard of implementing these activities. Motivation is given by the teacher to students in the form of rewards and punishments

d. Giving Assignments or Group Work

Assignments are a very effective educational tool. With it, students will be controlled, trained, and motivated. The assignment is a process of strengthening and self-development, so whoever gets a lot of assignments or involves himself to play a role and function himself in various tasks and activities, then is the one who will be strong and skilled in solving life's problems (Zarkasyi, 2011). Group assignments given by the teacher will foster a leadership spirit in students because with group assignments they can share their work well, communicate with each other in completing the task, interact with each other to be able to solve problems in groups, and can be responsible for the completion of the task. Group tasks that are usually given by teachers to students to shape their leadership character are the division of groups, cleaning classes, and group assignments in certain subjects.

e. Formed Organization

In the organization, students are educated to be able to do politics properly and correctly. Politics in the world of education is different from the free, liberal world. By organizing, students will learn how to solve problems when there is friction between organizational management. Because with friction, a person will have endurance, creative power, propulsion, fighting power, and adaptability. All of these resources

will be trained with various kinds of problems faced in the organization or social life (Zarkasyi, 2011). Teachers form organizations for students such as class organizations, organizations in scouts, and organizations at various committee events.

f. Approach

The teacher provides an approach to shape the leadership characteristics of students. There are 3 kinds of approaches to forming a leader, namely the human approach, the program approach, and the idealistic approach. A human approach is a physical approach, by humanizing, a prospective leader must be prepared to become a leader. With this approach, it can be seen the mindset, attitude, and behavior of prospective leaders can be direct and evaluated. A program approach is an approach to assigning tasks, with this approach prospective leaders will become more experienced, skilled, and broad-minded. The idealism approach is an effort to provide the spirit, teachings, and philosophy behind the assignment. A prospective leader should be given the understanding that all activities in the lodge have very noble souls and values (Zarkasyi, 2011). In addition to the approach, escort also needs to be done. All tasks and activities of students must always receive guidance and assistance so that everything that has been programmed can be controlled. With a tight, neat, and meeting escort, all programs and tasks will run well.

g. Provide Training, and Habituation

With training, skills will grow in attitudes and dealing with life, have broad insight, thus will grow more self-confidence, with training also shape and color the mental and character of students. Students must be trained so that they can live in an organization and society. While habituation is an important element in the mental and character development of students. With habituation will grow habits and understanding. In shaping the leadership characteristics of students, several factors become obstacles for teachers, namely in the form of external factors and internal factors.

External factors that become obstacles in the formation of student leadership characteristics are:

a. The Low Level of Self-Awareness and Sensitivity of Students to The Environment

Lack of self-awareness and sensitivity of students to the surrounding environment becomes an obstacle for teachers in shaping the leadership characteristics of students because unconsciousness and sensitivity will lead to ignorance and indifference to the surrounding environment. In essence, having self-awareness and

sensitivity is very important, because it is the first step to success. Progress will not be achieved without self-awareness. Students who have self-awareness will always strive to perfect their shortcomings, increase their potential and abilities, are good at placing themselves without being forced by others.

b. Less Confident

Lack of self-confidence in students hinders the teacher's role in shaping leadership characteristics. Students who lack self-confidence will find it difficult to progress and develop, difficult to socialize and interact with friends, classmates, and teachers.

c. Low Discipline

Discipline is a person's awareness of his obedience to binding rules that are carried out without coercion. Discipline is also a measure of a person's responsibility in carrying out the obligations or tasks assigned to him (Bandiyono, 2021). Students who are not disciplined will be difficult to organize and be given guidance, so they underestimate all work. Students who are not disciplined are very difficult to form into leaders.

While the external factors that become obstacles in the formation of student leadership characteristics are:

a. Not Good Family Environment

Family is the most important place for children's growth and development. Meanwhile, broken homes tend to be inharmonious and uncomfortable situations arise in a family. Children who experience a broken home have attitude changes such as excessive fear, do not want to interact with others, shut themselves off from the environment, are more emotional, and sensitive (Paramitha et al., nd). because students have a broken home family that is difficult to form, they are often alone and find it difficult to socialize with their friends.

b. Bad association

Children's association today needs a lot of attention and a big role from parents, teachers, and the government. Instilling religious provisions will minimize the occurrence of bad associations that will cause moral damage to childre. (Firmanyah et al., nd). Students in bad relationships will be easily influenced by friends or the surrounding environment, become more stubborn so it is difficult to be given direction, evaluated, and given advice.

5. Conclusion

The results of this research convey that the role of the teacher in shaping the lead character of the students of Madrasah Ibtidaiyah Nurussalam, Sambirejo, Mantingan, Ngawi, East Java is very important. These roles include: providing good role models; introducing responsibilities; providing direction and motivation; giving group assignments or work; forming an organization; providing approaches, escorts; and providing training, and habituation. In their role in shaping the leadership character of students, teachers face several obstacles caused by internal factors and external factors. Internal factors include: the low level of self-awareness and sensitivity of students to the environment; lack of confidence; low discipline. While external factors include: unfavorable family environment; and unfavorable association

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