LEADER IN ME WIDELY INDIVIDUAL GOAL (WIG) PROGRAM IN FORMING STUDENT LEADERSHIP CHARACTER

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ABSTRACT

Character education is very important to instill good character in someone. The character that is suitable for solving problems in the era of disruption 4.0 is a lead character that can be applied to students through the education level. The Leader in Me (LIM) program is one of the programs that function to shape the character of students to become leaders by instilling disciplinary values so that students can excel and compete in the 21st century with one of its programs, namely the Widely Individual Goal (WIG). The purpose of this study is to want to know in depth about the Leader in me program on the Widely Individual Goal (WIG) in shaping student leadership character. This research was conducted at SD Yasporbi I using a qualitative research approach using the case study method. The time of this research started from November 2022 to May 2023 with data collection techniques namely participatory observation, interviews, and documentation obtained from several informants, namely the principal, deputy principal, LIM president, students, teachers, and parents of students. The results of this research are in forming the character of student leadership, SD Yasporbi I through the Leader in me program. Developing several goals which are divided into three, including School WIG, Teachers, and Students. The three WIGs are integrated with each other so that they become an effective way to shape student leadership character.

INTRODUCTION

Entering the challenges of the 4.0 revolution era made many changes to all aspects of human life, especially education (Arsanti et al., 2021). Education has changed due to the demands of an increasingly developing era that demands human resources (HR) to have the advantage of being able to compete in the global arena. Character is one of the most influential aspects to determine the quality of human resources because along with the development of the times, the discussion about human morals has had its ups and downs (Hidayat, 2020).

Character building can be done at school through education. However, ideally, character formation starts early which can be done through the family. Jeffers from Lemon Bay High School in Englewood, Florida in Covey's book (2009) states that the formation of basic character and one's life skills can usually be taught at home, places of worship, and also schools. Contrary to this, it turns out that family cannot necessarily be used as a vessel to shape one's character because it is in line with research conducted by Triningtyas (2016) where the results of this study with one of his students who had low self-esteem were caused by several factors, one of which was parenting style that makes students not independent because they always serve and provide for children's needs and the attitude of parents who always demand that their children succeed in everything so that when they are in an environment they feel

less confident and tend to close themselves off and have negative thoughts about their environment. In addition, research by Asiyah et al., (2019) found that many students at SD Negeri 18 Seluma still have low self-esteem. In this study, it was proven that when asked questions, many students could not answer and glanced at their friends to ask for answers regarding science lessons. Conditions that occur like that do not reflect 21st-century students because they have not met the demands of this century because students do not have a character in themselves. Therefore, the school is an important tool in shaping the character of students.

Success in implementing strengthening character building as a form of the National Mental Revolution Movement must receive support and encouragement from schools, parents, and the community. In this regard, in schools, teachers have a very important role in shaping student character (Munif et al., 2021). The teacher is not only a teacher but a facilitator, liaison, and catalyst (Munif et al., 2021). This is in line with Government Regulation No. 19 of 2017 which states that in carrying out their duties, the teacher not only acts as an educator to educate the nation but also must form positive character in students so that they are able to become the golden generation of Indonesia with 21st-century skills. The formation of the right student character to answer the challenges of this century is the cultivation of leadership character in students because leadership is a person's ability to influence and motivate all followers in an organization to be responsible for what he has (Nindiantika et al., 2019). The formation of leadership character in students will increase student achievement if the implementation goes well (Hitt & Tucker, 2016).

To be able to shape the character of 21st-century student leadership in schools which includes integration between students, academics, teachers, and staff as well as school culture, and in line with the Pancasila student profile, there is a program called Leader in me. Leader in me is a program launched by an American company called FranklinCovey.co where this program is a comprehensive model that builds leadership character, student skills, creates a school culture with high trust, and lays the foundation for sustainable academic achievement, and has the principal that everyone can be the leader that can be needed and compete in this century. Apart from being in line with the profile of Pancasila students, the Leader in me is a character-building model which is in line with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20 of 2018 concerning strengthening character education in formal education units article 2 states that values in strengthening character education include: religious, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, love homeland, appreciate achievement, communicative, love peace, love to read, care for the environment, care for social and responsibility.

SD Yasporbi I has become one of the schools that has implemented the leader in me program in shaping the leadership character of students in schools that have collaborated with Dunamis Organization since 2020. One of the leader in me programs is the application of widely individual goals (WIG). The implementation of leadership character education implemented by Yasporbi is the result of slices from the Pancasila student profile which produces 18 basic character values, the leader in me and Yasporbian's 10 bases programs. Based on preliminary observations made by

researchers, it was found that in making students become leaders as a form of implementing the Leader in me program at SD Yasporbi I, namely during open houses, students play a major role in guiding the course of the open house, namely as hosts who collaborate with teachers and parents. , besides that students are also given the freedom to write down their strengths and weaknesses as well as the goals they want to achieve in a portfolio and many others. The purpose of this study is that researchers want to know in depth about the implementation of the Leader in Me program through Widely Individual Goals (WIG) in shaping student leadership character. The sub-focus of this research is the leader in me program on Widely Individual Goals (WIG) in shaping the leadership character of students at SD Yasporbi I. The benefit of this research is that the results of this research can be used as a guideline for educational institutions and other parties who wish to take advantage of The results of this research in making the application of the Leader in me program in shaping the character of student leadership as well as being material for further research by making the output of SD Yasporbi I students a role model for student leadership character through the leader in me program. In conducting related research, researchers found several other journals that have relevance to the research being carried out, including:

Table 1 State of The Art

No.	Name, Year, Research Title	Research Methods	Conclusion
1	Basyar (2020) with title "Membentuk Karakter Kepemimpinan dan Kemandirian pada Siswa *Boarding School* dengan Strategi Musyrif"	Qualitative	This research in shaping the character of student leadership uses musyrif strategies which are divided into two stages, namely internal and external. The internal character-building strategy is carried out in six stages, from planning to reward and punishment. The external stages are an introduction, supervision, and evaluation which are integrated through active communication with parents and guardians both in formal and non-formal forms. Thus, it can be concluded that the musyrif strategy is very effective in forming the character of leadership and student independence.
2	Santoso, (2020), with title "Pembentukan Karakter Kepemimpinan Siswa Melalui Organisasi Siswa Intra Sekolah (OSIS) di MTs Negeri Batu"	Qualitative	The formation of student leadership character in this study is through the student council with various work programs held within the student council.
3	Syam et al., (2020) with the title *"Strategy for Establishment Santri Leadership Character"*	Qualitative	The formation of student leadership character in this study is through strategies to achieve the goals that have been set, namely the vision and mission of the school with the hope that students can develop themselves in Islamic boarding schools with various applicable rules.

Based on some of the results of the research that has been described above regarding the formation of student leadership character, it can be concluded that the research to be carried out by researchers has differences from previous research, namely in terms of the program used for the formation of student leadership

character, where the program used in character building The student program that will be carried out is the leader in me program so that researchers believe there will be renewal in this study, so based on the background that has been submitted the researcher is interested in taking the title "Leader in Me Widely Individual Goal (WIG) Program in Forming Students Leadership Character".

METHOD

The type of research used in this study is qualitative with a descriptive qualitative research design. The method used is a case study which will be explained thoroughly, in detail, and clearly. This research was conducted at Yasporbi I Elementary School (SD) which is located at Jalan Rasamala Raya No.2, RT.8/RW.8, Menteng Dalam, Kec. Tebet, City of South Jakarta, Special Capital Region of Jakarta. The time of this research was conducted from November 2022 to May 2023. To obtain valid information, researchers sought information from several informants, including school principals, deputy principals, president leaders in me, teachers, parents, and students. The data collection technique used was participatory observation with the aim of seeing research information directly, then researchers used interview techniques to further dig up information related to research, and to support this, researchers also used documentation to support and complement the research used. Techniques for analyzing and testing the validity of the data in this study researchers used data triangulation techniques.

RESULTS AND DISCUSSION

Results

SD Yasporbi I has implemented the Leader in me program at school, in collaboration with the Dunamis Organization since 2020 which is now entering its third year. The Leader in me program goes through 7 habits and 10 bases before being applied to students, teachers must attend training related to the program. Based on initial observations and interviews by Yasporbi I, dunamis has carried out training and development three times for all teachers called Core 1, 2 and 3. The training is a strategy given by Dunamis to form a school culture with a special character. to become a leader. Recently, in September 2022 to be precise, SD Yasporbi I have just held core 3 training as a form of the strategy carried out by SD Yasporbi I towards a school with character. The implementation of Core 1 at SD Yasporbi I is related to the introduction of the 7 Habits. Core 2 regarding training related to the formation of lighthouse teams, and for Core 3 the implementation has begun for students called SLC (Student Led Conference). Based on the training, six action teams were formed to carry out various leader in me programs, one of which was the Widely Individual Goal (WIG).

Discussion

WIG is one of the LIM programs designed by the Action 5 team, where the Action 5 team has several tasks, including:
1) Setting Goals,

Every organization must have a goal to be better and qualified. In the same way, SD Yasporbi I to become a school with character in 2024 has a vision namely "To

become a school that stakeholders (students, parents, teachers, community) are proud of" To realize this there are several missions, including "Forming students YASPORBI students become children who have strong personalities, are happy, can compete (competitively), and have noble character." In line with strengthening the implementation of this mission, Yasporbi has collaborated with Dunamis to implement the Leader in me program to make the school have a character with one of its programs, namely the Widely Individual Goal (WIG).

2) Making WIG, Lead measure, and timeline,

WIG is a goal to be achieved by each individual as a whole, both schools, teachers, and students. Through the leader in me program, SD Yasporbo I makes WIG divided into three namely school WIG which is made as the main goal, namely the school's vision and mission, then Teacher's WIG which is included in the teacher portfolio which is adapted to the circumstances when carrying out the teaching and learning process, and the third is WIG students where students must have goals by making various ways to achieve these goals for one semester. Student WIGs are usually made in the form of a student portfolio with the aim of what is commonly known as a Lead measure to see how far the student has achieved. The last step is to make a timeline to be more organized to achieve the goals that have been made. The following is an example of a WIG and a timeline that was made by the Action Team 5 teacher to apply the wig that was made.

Table 2 Action Team Work Program 5

	Action Team Work Program 5
	5.3 School goals are aligned
1	Evaluate school goals together with the school principal
2	Determination of school goals for the 2022/2023 school year with all teachers
3	Making WIG, lead measure, and timeline
4	Creation of WIG and scoreboard designs with a team of 3
	5.2 Team Goals
1	Socialization of school goals
2	Setting goals class
3	Making WIG, lead measurement, and timeline
4	Making WIG designs, lead measures, and scoreboards
	5.1 Individual goals
1	Setting individual goals
2	Creation of WIGs, Leadmeassures, and individual timelines
3	Students evaluate with their accountability partners every month.

TIME LINE LIM AGUSTUS 2022						
Hari	Senin	Selasa	Rabu	Kamis	Jum'at	Sabtu/Minggu
Tanggal	1	2	3	4	5	6/7
Aksi						
Tanggal	8	9	10	11	12	13/14
Aksi						
Tanggal	15	16	17	18	19	20/21
Aksi			LIBUR KEMERDEKAAN RI			
Tanggal	22	23	24	25	26	27/28
Aksi						
Tanggal	29	30	31			
Aksi						
Note:						

TIME LINE LIM SEPTEMBER 2022

Hari	Senin	Selasa	Rabu	Kamis	Jum'at	Sabtu/Minggu
Tanggal	-	-	-	1	2	3/4
Aksi						
Tanggal	5	6	7	8	9	10/11
Aksi						
Tanggal	12	13	14	15	16	17/18
Aksi						
Tanggal	19	20	21	22	23	24/25
Aksi		Rapat tim aksi 5		Evaluasi Goals tahun ajaran 2021/2022 bersama kepala sekolah		
Tanggal	26	27	28	29	30	
Aksi	Mendiskusikan WIG tahun ajaran 2022/2023				Mendiskusikan WIG dengan TIM 6 untuk portofolio	

Note:

TIME LINE LIM OKTOBER 2022

Hari	Senin	Selasa	Rabu	Kamis	Jum'at	Sabtu/Minggu
Tanggal	-	-	-	-	-	1/2
Aksi						
Tanggal	3	4	5	6	7	8/9
Aksi			Rapat penetuan goals tahun ajaran 2022/2023		Rapat tim aksi 5 pembahasan fiksasi goals	
Tanggal	10	11	12	13	14	15/16
Aksi		Sosialisasi goals kepada guru-guru			Sosialisasi goals sekolah kepada siswa	
Tanggal	17	18	19	20	21	22/23
Aksi		Pembuatan goals kelas dan goals pribadi siswa				
Tanggal	24	25	26	27	28	29/30
Aksi		Pembuatan WIG dan Lead Measure			Pembuatan design WIG dan Lead Measure bersama tim 3	
Tanggal	31					
Aksi						

Note:

TIME LINE LIM NOVEMBER 2022

Hari	Senin	Selasa	Rabu	Kamis	Jum'at	Sabtu/Minggu
Tanggal	-	1	2	3	4	5/6
Aksi		Sosialisasi WIG dan Lead Measure ke guru-guru			Sosialisasi WIG dan Lead Measure dari guru ke siswa	
Tanggal	7	8	9	10	11	12/13
Aksi			Penentuan scoreboard		Rapat design scoreboard dengan tim 3	
Tanggal	14	15	16	17	18	19/20
Aksi		Rapat scoreboard ke guru-guru			Sosialisasi scoreboard dari guru ke siswa	
Tanggal	21	22	23	24	25	26/27
Aksi						
Tanggal	28	29	30			
Aksi			Siswa melakukan evaluasi bersama mitra akuntabilitasnya			

Note:

TIME LINE LIM DESEMBER 2022

Hari	Senin	Selasa	Rabu	Kamis	Jum'at	Sabtu/Minggu
Tanggal	-	-	-	1	2	3/4
Aksi						
Tanggal	5	6	7	8	9	10/11
Aksi						
Tanggal	12	13	14	15	16	17/18
Aksi	LIM Celebration			SLC		
Tanggal	19	20	21	22	23	24/25
Aksi						
Tanggal	26	27	28	29	30	
Aksi						

Note:

Figure 1 Action Team Timeline 5

3) Collaborating with action team 3 regarding the creation of WIG, Leadmeasure, and scoreboard. The purpose of the existence of the portfolio is believed to be able to foster a sense of responsibility for the goals that have been made. So to achieve these goals, students must find the steps that can be used to achieve these goals, thus forming a lead character in students because students are considered to be responsible, creative, independent, and innovative in achieving their goals. The following are the results of student portfolio designs related to WIG, Lead measurement, and Scoreboard.

Figure 2 WIG, Leadmeassure and Student Timeline

Through the WIG steps, students can explain the portfolio they have made to their parents when they are taking their report cards. They are responsible for what they do and don't do. So this fosters good character in students.

CONCLUSION

Widely Individual Goals (WIG) as part of the implementation of the leader in me program at SD Yasporbi I is something that can shape student leadership character. WIG is divided into three parts namely School WIG, Teacher WIG, and Student WIG where the three WIGs synergize and integrate to achieve the goal of being a school with character. With the responsibility to achieve the goals that have been set, students make strategies to be able to achieve these goals. The importance of linkages and cooperation between students, the school, and parents is the main key to success in achieving the goals that have been set as a form of the success of the Leader in me program in shaping the character of student leadership.

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