



Implementation of the Principal's Religious Leadership in Building Student Character at MI Rouhotul Ulum, West Jakarta

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ABSTRACT

Education is an institution that plays an important role in forming character apart from family. Character formation in educational institutions is usually carried out at school. One way that can be done to shape student character is through religion, starting from the religious leadership of the school principal which is carried out at MI Roudhotul Ulum, Kalideres District, West Jakarta. This research aims to find out in depth the principal's religious leadership implemented in the school and see the character displayed by the students. This research used qualitative methods with informants such as the Deputy Principal, Teacher Council, Administrative Staff, and several students which was carried out in December 2023. This study employed observation, interviews, and documentation procedures as data-collecting methods. The Milles and Huberman method, on the other hand, is a data analysis strategy that makes use of three methods: data reduction, data presentation, and data verification. As a result of this study, grade 6 students are in charge of a tahlil activity that is consistently held every Friday in the hopes that the students' religious character will be better ingrained and more advantageous to society.

Keywords: Religious Leadership, Principal, Student Character

INTRODUCTION

Education is organized to develop the knowledge, skills, and attitudes of each student. Therefore, education must be built and developed periodically so that the implementation process produces the desired generation (Azzet, 2013). Competitive education aims to develop the knowledge, skills, and attitudes of each student. In public and private schools, character education has now been intensified, so that formal education and character education can be balanced so that the implementation process produces the desired generation (Aziz & Masrukin, 2023).

The school principal has an important role in directing education so that it is in line with educational goals. According to Mulyasa, the duties and roles of school principals are as educators, leaders, administrators, reformers, motivators, teachers, and leaders. National education aims to develop opportunities for students to become human beings with noble, healthy, capable, capable, creative, independent, and democratic characters, and have faith in God Almighty. Citizen and responsible (Law (UU) Number 20 concerning the National Education System, 2003).

Entering the era of disruption 4.0, the world of education has quite tough challenges because all elements in education must collaborate in facing the demands of the times, especially regarding student character. This is in line with what Shinta & Ain, (2021) said that the focus in education today is related to character formation in students. Some examples that require educational institutions to intensify character development are related to various quite heartbreaking events such as student fights,



bullying in the school environment, drug addiction, prohibitions, sexual abuse, abortion, and deadly abuse (Fathun, 2019).

A leader uses a variety of leadership philosophies and techniques when guiding an organization. One of them is that a religious society is also typically created by religious leadership. Because everyone will be held accountable, leaders, as role models, must provide a positive example for their population by following the guidance of the hadith and the Qur'an in Surah Annisa (Ulil Amri). Thus, religious authorities serve as evidence that Islam and politics are complementary rather than mutually exclusive (Arista et al., 2022).

The religious leadership of a school principal does not only include managerial aspects but also spiritual, moral, and ethical aspects. Religious leadership carried out by the school principal is expected to create a school atmosphere and culture that is conducive to teaching learning and development by Islamic religious values. The character of students studying at MI is a personal characteristic that reflects attitudes, behavior, and skills by religious, legal, social, and cultural norms. The characteristics of students studying at MI include cognitive, affective, and psychomotor aspects. The character of students studying at MI is also religious, national, independent, cooperative, and honest. The essence of students studying at MI is the result of planned, directed, and continuous learning to build student character so that the main goal of Islamic education is achieved (Arista et al., 2022).

Realizing religious culture in madrasas is not easy. Its application requires a very long time and very hard effort. This success also involves the learning community, namely school principals, educators, students, and parents. The principal's leadership hopes to instill religious cultural traditions in students to make them better students. The aim of this research is that researchers want to know in depth about the implementation of the religious leadership of madrasah heads in shaping student character. The sub-focus of this research is the religious leadership of madrasa heads in shaping student character. The benefit of this research is that it is hoped that the results of this research can become a guide for other educational institutions that want to shape the character of students outside MI Roudhotul Ulum. Based on the background above, the researcher will make theoretical and practical contributions regarding the religious leadership of school principals in building student character and focusing on Madrasah Ibtidaiyah Roudhotul Ulum. In conducting this research, the researcher found several journals that had relevance to the researcher's journal, including:



**Table 1** State of The Art

No.	Name, Year, Research Title	Research Methods	Conclusion
1	Ribuwati (2019) with the title "Kepemimpinan Kepala Sekolah Menengah Atas Negeri 1 Belitang Kabupaten Oku Timur".	Qualitative	The strategy of the Head of SMAN 1 Belitang in forming the character of students is through an integration strategy, integrating character through programmed activities, through example, warning, motivation, environmental conditioning, routine activities/habitation, and integrating character through learning activities.
2	Qudsiyah (2017) with the title "Kepemimpinan Kepala Sekolah dalam Penerapan Budaya Religius di MTs. An Nuqayah Putri Guluk-guluk Sumenep Madura".	Qualitative	The policies implemented by the principal in implementing religious culture at MTS Putri An Nuqayah resulted in work programs, regulations, decisions taken based on deliberation, and activities of a religious nature.
3	Muhamad Makki (2017) with the title "Manajemen Kepala Sekolah dalam Mengembangkan Budaya Religius di SMAN 1 Praya Lombok Tengah".	Qualitative	Educational strategy and management to build internalization of Islamic values and forms of internalization of Islamic values in building educational management at SMAN 1 Praya.

Based on several research findings above, it can be concluded that the research conducted by researchers has similarities and differences with previous researchers. The similarity is that they both discuss the leadership of the principal and the religious culture in the school. Meanwhile, the difference lies in the objects and problems studied which prioritize the approach and strategy of the principal with religious culture at Mi Roudhotul Ulum. Therefore, researchers are interested in creating the title " Implementation of the Principal's Religious Leadership in Building Student Character at MI Rouhotul Ulum, West Jakarta".

METHOD

This study uses a qualitative method. The researcher acts as the main instrument who applies himself to the life of the subject who has been determined directly. This research was conducted in December 2023 at MI Roudhotul Ulum, Kalideres District, West Jakarta City, Special Capital Region of Jakarta with as



informants the Deputy Principal, Teacher Council, Administrative Staff, and several students. Data collection techniques used in this research include observation, interviews, and documentation methods. Meanwhile, the data analysis technique used is the Milles and Huberman method which uses three methods, namely data reduction, data presentation, and data verification.

RESULTS AND DISCUSSION

Results

The leadership of the madrasa head carried out by MI Roudhotul Ulum West Jakarta in shaping student character is through a religious approach carried out through tahlil and yasinan activities carried out by all students as a routine activity on Fridays. The tahlil culture is carried out as a form of achieving the goals and programs carried out by the school principal with the vision desired by the school, namely "Forming a generation of achievers, discipline and good morals" with indicators of good morals, including:

1. Correct lines of Islamic teachings,
2. Speak kind words,
3. Convey the attitude of conveying greetings correctly,
4. A close sense of family is instilled among madrasah residents.



Figure 1 Tahlil and yasinan habituation activities

Discussion

Based on the research results obtained previously, the following is the discussion:

1. The madrasa head has an important and determining role in an educational institution. This means that the success or failure of carrying out tasks at the madrasah depends a lot on the head of the madrasah as the leader and policy maker at the madrasah. that "leaders are the determining factor in the success or failure of an organization and business. "Both in the world of business and in the world of education, health, corporate, religious, social, political, state government, etc., the quality of leaders determines the success of the institution or organization." Therefore, the head of the madrasah as the top leader needs to demonstrate good leadership. to the teachers he leads.
2. For the implementation of duties at the madrasah to run smoothly, orderly, and effectively, and to obtain optimal results as expected, the madrasah head needs





to show good leadership to the teachers he leads. One type of leadership that needs to be demonstrated well by the head of the madrasah in leading the teachers at the madrasah so that they can then become role models is religious-based leadership.

3. The religious-based leadership of the head of the madrasah is very important for the teachers he leads. The religious-based leadership of madrasah principals whose essence is to guide, mentor, guide, and show the path approved by Allah SWT has an important role in improving the performance of teachers. This is because the madrasa head as the top leader not only provides services, but also maintains everything smoothly and continuously by maintaining harmony, providing guidance, providing guidance, and pointing out the right path for teachers to follow. This kind of behavior by the head of the madrasah will create good behavior for the teachers he leads, namely that they carry out their duties well, with discipline and high dedication.
4. In instilling character through religious leadership, the principal of MI Roudhotul Ulum implements morning habits in the form of tahlil and yasinan every Friday which is carried out before starting learning. The tahlil carried out is led by grade 6 students who are expected to become people with morals and be useful for religion, the homeland, and the nation. By doing this tahlil, apart from being able to form a religious character in students, can also create a sense of self-confidence, provide guidance, and have good morals.
5. Implementation of tahlil and yasinan activities carried out by all students and teachers as a form of realization of the school's goals in shaping student character, including:
 - a. All madrasah residents have become accustomed to Islamic cultural behavior in interacting in the madrasah environment.
 - b. Madrasahs have standard facilities and infrastructure/madrasah facilities include; all facilities and infrastructure, facilities, equipment and maintenance meet the SPM
 - c. Can practice religious teachings as a result of the learning process and habituation activities.
 - d. Able to achieve academic and non-academic achievements at least City level.
 - e. All teachers have developed their own and implemented teaching tools by the applicable curriculum
 - f. Madrasahs have students with reliable competencies and can compete with other madrasahs both academically and non-academically
 - g. Mastering the basics of science and technology as preparation for continuing to a higher madrasah
 - h. Become a madrasah that is popular with the public
6. Apart from getting used to tahlil and yasinan, in shaping students' character, especially in religious matters, learning is carried out by grouping students, which will form a good brotherhood between friends and also make it easier for teachers to teach.



Figure 2 Learning activities

CONCLUSION

Based on the data presented previously, it is concluded that the leadership of the principal in an educational institution plays a very important role in the continuity of the education system in that educational institution. The leadership style and religious implementation applied at MI Roudhotul Ulum, West Jakarta in instilling character in students is by carrying out tahlil every Friday led by teachers and students taking turns, especially grade 6, which is believed and proven to be able to instill character, especially religious, in students. The aim of the school principal in implementing this is, apart from instilling religious character in students, it is also hoped that it will be beneficial for the community, homeland, and nation.

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