

Instructional leadership in character education organization at three middle schools in Surabaya, East Java, Indonesia

¹Sumarli, ²Ahmad Sonhadji K.H, ³Utami Widiyati, ⁴Imron Arifin

¹Candidate of Doctorate in Education in Management, State University of Malang, Indonesia

²Professor in Education Management, Post Graduate Program, State University of Malang, Indonesia

³Professor in English Education, Post Graduate Program, State University of Malang, Indonesia

⁴Senior Lecturer, Doctorate in Education Management, Post Graduate Program, State University, Malang, Indonesia

Abstract:

This research was aimed at describing the instructional leadership in character education organization at three middle schools in Surabaya, East Java, Indonesia. This research employed qualitative approach with multisite study design. Data were collected by indepth interview, observation, and documentation. This research revealed that the instructional leadership in the character education organization based on the national education regulation covering academic aspect, students character development, and educators professionalism, which could enhance the students achievement, teachers' responsibilities, disciplines, worship devotion, noble value behavior, and virtue.

Keywords:

Instructional leadership, Character education, State middle schools.

Citation:

Sumarli; K.H., Ahmad Sonhadji; Widiyati, Utami; Arifin, Imron (2016); Instructional leadership in character education organization at three middle schools in Surabaya, East Java, Indonesia; Journal of Social Sciences (COES&RJ-JSS), Vol.5, No.4, pp: 580-594.

1. Introduction

National education functioned to develop and shape characters and civilization of dignified nation in order to educate the nation life. This is aimed at developing the students' potential in order to become godly, noble, healthy, knowledgeable, smart, creative, independent, democratic, and responsible. National education emphasizes on the character building in order to create smart, righteous, and resilient nation generation.

Character education is highly needed considering the recent phenomena that shows us the morale degradation, crisis in ethic and self determination, as well as the occurring conflicts across our country. Character education is expected to be effective alternative to solve such problems. The current condition demands character education transformed to children from the beginning holistically and continuously from the early children education, primary education, middle education, and higher education.

Character education at schools is a planned effort to facilitate learners to acknowledge, care, and internalize character values integratively in learning process, learners development activities, and school management activity (Kemendiknas, 2011stca). In middle schools character education is viewed as very important since in this instant children psychologically have a developmental level at the stage of concrete operational. They tend to use their rational logic to view all situation and move to maturity.

In the instructional management, principals are expected to become responsible and accountable instructional leaders to attain educational objectives. Principals need to possess ability in activate and to sought various resources to attain the educational objectives. This means that the school management is a strategic media that can be used by the principals to build learners characters through their policies. Such action highly supports the National education ministerial decree No. 23, 2015 concerning character building.

It has been acknowledge that the roles of principals as the instructional leaders to develop professionalism, enhance the students achievement and develop quality of learning have been very important. Principals determin the success and failure of education. Principals are highly charged to employ character education principles covering: (1) clarity of tasks and responsibility, (2) work distribution on the basis of *the right man on the right place*, (3) unity of direction and policy, (4) organized, (5) dicipline, (6) fair and balanced , (7) inisiative, (8) togetherness, (9) sinergis, and (10) sincere (Kemendiknas, 2010a, 2010b).

By referencing on these principles, principals are expected to easily practice instructional leadership. There are three strategies to be done by the principals for enhancing the effectiveness of instructional process, which are: (1) *modeling*; (2) *monitoring*; and (3) *professional dialogue and discussion*. *Modelling* means exemplary behavior to be exposed to teachers and students. *Monitoring* means monitoring the teacher performance in classroom when the learning process happens. *Professional dialogue and discussion* means actively, effectively, interactively, inspiratively, aspiratively, productively, democratically, and scientifically talk about outcomes of performance appraishal and follow up plan for improving the quality of learning process and outcomes. Referring to the principles of instructional leadership developed by the *Instructional Leadership Redesign Comission* in 2008 (Riyanto, 2010), the school principals can employ the following programs: (1) continuous improvement, (2) learning culture development, (3)

learning outcomes appraisal, (4) teachers professional development, (5) school management organization, (6) ethics, and (7) differences awareness in character education organization. These emphasize that the instructional management and leadership are strategic ways to build characters at schools.

Based on the researcher preliminary study, there have been three schools implementing the character education. These are the state middle school 1, 6, and 22 Surabaya (SMP Negeri 1, SMP Negeri 6, and SMP Negeri 22 Surabaya). The main focus of this research were (1) instructional leadership planning in the character education organization, (2) implementation of the instructional leadership in character education organization, (3) instructional leadership evaluation in character education organization, and (4) alternatives of problem solvings in the implementation of instructional leadership in character education and (5) impact of the instructional leadership in character education organization.

2. Research method

This research employed the qualitative approach and multisite study design (Moleong, 2006), constant comparative technique of the three middle schools in Surabaya. They were State middle school 1, 6, and 22 Surabaya or the so called SMP Negeri di Surabaya, yaitu SMP Negeri 1 Surabaya, SMP Negeri 6 Surabaya, dan SMP Negeri 22 Surabaya. These research was designed using multisite approach due to having similarities in characteristics, which were (1) middle schools, (2) state schools, (3) located in Surabaya, and (4) under the authority of the Department of education in Surabaya. By this design, it is expected to result stable theories development.

Data was collected by using indepth interview, participant observation, and documentation. The researcher played his role as the key instrument. The presence of the researcher was acknowledged by the community of the three mentioned schools aiming at avoiding misunderstanding that can hinder the research. The data analysis was done in two stages, which was within single site analysis and cross site analysis. To ensure the validity of data, the researcher employed *credibility*, *transferability*, *dependability*, and *confirmability*.

3. Research results

This research revealed the following results.

a. Instructional Leadership Planning in the Organization of Character Education

The instructional leadership planning in the organization of character education were categorized into the sources, reference pattern, management, main program, and socialization process as shown in table 1.

Table 1 Instructional leadership plan in the organization of the three sites in the organization of character education

Category	Site 1	Site 2	Site 3	Cross case findings
Sources	Governmental rules and policies of Education department of Surabaya Municipality	Global situation, Governmental rules and policies of Education department of Surabaya Municipality	Governmental regulation on the 8 standards and policies of Education department of Surabaya Municipality	Governmental rules and policies of Education department of Surabaya Municipality
Reference patterns	Vision, mission	Vision, mission, objectives	Vision, mission, objectives	Vision, mission
Management	RKS, RKAS, Organization structures	RKS, RKAS, Organization structures	RKS, RKAS, Organization structures	RKS, RKAS, Organization structures
Main program	<ul style="list-style-type: none"> . Academic activities, curriculair, and extracurriculair . Habituation activities . Educators and educatonal staffs professionalis m 	<ol style="list-style-type: none"> 1. Academic activities, curriculair, and extracurriculair 2. Habituation activities 3. Educators and educatonal staffs professionalism 	<ol style="list-style-type: none"> 1. Academic activities, curriculair, and extracurriculair 2. Culturalization and habituation activities 	<ul style="list-style-type: none"> Academic activities, curriculair, and extracurriculair Culturalization activities
Socialization	School community members and parents	School community members and parents	School community members and those who care for education	School community members

The governmental regulations and local government policies influenced much on the instructional leadership plan in organizing the character education. The instructional leadership implementation has been formulated by having the vision, mission, and school program. The forms of such planning was emerged in the school work plan or the so-called *rencana kerja sekolah (RKS)* and the school budget and activities plan or the so-called (RKAS), as well as the organization structure. To enhance the comprehension of the instructional leadership plan, socialization to all the school community members was done effectively.

b. Implementation of the Instructional Leadership in the Character Education Organisation

The instructional leadership implementation could be briefly explained on the basis of the guidance category, academic activities, culturalisation of characters, those who involve, and the principals roles. The comparison on this matter among the three sites were as stated in Table 2

Table 2 Instructional leadership in education character implmentation in the three sites

Category	Site 1	Site 2	Site 3	Cross Sites
Guideline	RKS, Ministerial decree No 23/2015	RKS, Ministerial Decree No 23/2015	RKS, Ministerial Decree No23/2015 and SOP	RKS and ministerial decree No 23/2015
Objectives	Attainment of the character building and noble morale for the students wholistically, integredly, and balanced as mandated by the graduate competence standards.	High quality godly, etical, skillful, environmentally and globally aware students.	High achievers, nobler, godly, and environmentally aware students	High achievers, character based, and environmentally aware students.
Academic Activities	<ul style="list-style-type: none"> . Implementing the 2013 curriculum and promoting the smart student program . Having the curriculum developement out o the working times . Doing activities to enhance the middle school students national examination achievement. . Self development activities . Religious coaching in the 	<ul style="list-style-type: none"> .Curriculum 2013 curriculair activities .Extra cuirriculair .Developmental activities invloving the counselling practices. 	<ul style="list-style-type: none"> 1. Focusing on the academic achievement using the 2013 curriculum 2. Allocating educational resources to achieve vision, mission, and objectives 3. Operating effective school 4. Implementing teachers and staffs development 	Curriculair and extracurriculair activities on the basis of the 201 curriculum

	effective hours. . Doing extracurricular effectively.			
Character Culturalization	Cultivating spiritual and morale values Cultivating nation and unity in diversity values Cultivating positive interaction among students and teachers Developing students positive interaction, Self maintenance and school environmental maintenance, Developing students potential wholistically, Parents involvement at school	1. Implementing 5 S daily 2. Implementing culture: Prsyig together, reciting holy books, singing national anthem, literacy, singing traditional songs, flag raising, morning rehearsal 3. Habituation of the healthy and charming friday 4. Breakfast together 5. Honesty 6. Parents care	1. Culturalization of 6 S 2. Culturalization of literacy, 3. Doing Duha prayer, 4. Doing clean friday 5. Doing Ants Power (Gertak Semut) 6. Reciting Juz Ama and 7. Dhuhur prayer together	Development of religion education, local culture, nationalism, environmental awareness and health care
Involved Parties	Teachers and Parents	School community and Parents	School community and community	School community and parents
Principals	Multifunction role model (EMASLIM)	Role model and motivator	Role model and motivator	Role model and motivator

The implementation of instructional leadership in the organization of education character have run well by basing on the ministerial decree No 23/2015 and RKS (School Work Plan). The instructional leadership impacted the graduates having high achievement, good characters, and environmentally caring. Academically, the instructional leadership was related to the 2013 curriculum and extracurricular activities. In terms of the culturalization, the instructional leadership concerned the development of religion education, local cultures, nationalism, environmentally caring, and health care. The implementation of the instructional leadership in the organization of character education involved all school community and parents. Principals influenced the instructional leadership in the organization of character education as role model and motivator.

c. Evaluation of the instructional leadership and the organization of character education

The evaluation of the instructional leadership in the organization of character education in three sites was analyzed using four categories, which are evaluation standard reference, evaluated aspects, evaluation procedures, and evaluation outcomes. Based on these four categories, the evaluation could be described in the following table.

Table 3 Evaluation of Instructional leadership in the organization of character education in the three sites

Category	Site 1	Site2	Site 3	Cross sites
Standard Reference	Law no 20/2003 Government Regulation No 32/2013 Education Ministrial Decree No 19/2007 Education Ministrial Decree No 54, 64, 65, 66, 81A/2013 Education Ministrial Decree No 23/2015	Law no 20/2003, Ministrial Decree No 22, 23, 41/2007, Education Ministrial Decree No 13, 16, 19, 20, 23, 41/2007, Education Ministrial Decree No 64, 65, 66, 81A/2013 Education Ministrial Decree No 23/2015	Law no 20/2003, Ministrial Decree No 22, 23, 41/2007, Ministrial Decree No 13, 16, 19, 20, 23, 41/2007, Ministrial Decree No 64, 65, 66, 81A/2013 Education Ministrial Decree No 23/2015	Law no 20/2003, Education Ministrial Decree No 22, 23, 41/2007, Education Ministrial Decree No 13, 16, 19, 20, 23, 41/2007, Education Ministrial Decree No 64, 65, 66, 81A/2013 Education Ministrial Decree No 23/2015
Aspects	Students Academics Students Characters Educational Resource Professionalism	Students Academics Students Characters Educational Resource Performance	Students Academics Students Characters Educational Resource Professionalism	Students Academics Students Characters Educational Resource Professionalism
Procedures	UH (Daily Assessment), UTS 1&2 (Mid-term assessment), UK (Competence evaluation), US (School Evaluation),	Authentic evaluation, Self Evaluation, portfolio, UH (Daily Assessment), UTS (Mid-term assessment), UK (Competence Evaluation), US (School	UH (Daily Assessment), UTS (Mid-term assessment), US (School Evaluation), UN (National Evaluation), UK (Competence	UH (Daily Assessment), UTS (Mid-term assessment), US (School Evaluation), UN (National Evaluation), UK

	UN (National Evaluation) Attitude and Behavior Supervision, SKP (Employee Work Target), PKB (Continuous competence development)	Evaluation), UN (National Evaluation) Attitude and behavior Supervision, EDG (Teachers Self Evaluation), PKG (Teachers Performance Apraishal), SKP (Employee Work Target), PKB (Continuous competence development)	Evaluation) Attitude and behavior Supervision, PKG (Teachers Apraishal), SKP (Employee Work Target), PKB (Continuous competence development)	(Competence Evaluation) Attitude and behavior Supervision, PKG (Teachers Apraishal), SKP (Employee Work Target), PKB (Continuous competence development)
Outcomes	Students achievement The increase of students awareness towards others and environment The increase of teachers responsibility	Students achievement The increase of students awareness towards others and environment The increase of awareness among teachers and students	Students achievement The increase of students awareness towards others and environment The increase of teachers responsibility	Students achievement The increase of students awareness towards others and environment The increase of teachers responsibility

The governmental regulation, mainly law no 20/2003, Educationn ministry decree no 22, 23, 41/2007, Education ministry decree no 13, 16, 19, 20, 23, 41/2007, Education ministry decree no 64, 65, 66, 81A/2013 and Education ministry decree no 23/2015 determined evaluation of instructional leadership in rthe organization of education character covering students academics, students characters, and education resources professionalism. The Evaluation proceeedures of the instructional leadership in the organization of character education concerned with UH (Daily assessment), UTS (Mid-terms assessment), UK (Competence Evaluation), US (School Evaluation), UN (National Evaluation), Daily attitude and behavior, supervision, UKG (Teachers Competence Evaluation), SKP (Employee Work Target), PKB (Continuous professional development). The higher the students acievement, the better the students awareness towards others and environement, the better the teachers responsibilities which impacted the instructional leadership in the organiation of character education.

d. Problems and Problem solving alternative in the instructional leadership for the organization of character education

These can be expalined through the following table.

Table 4 Findings of Problema and Problem solcing alternative in the instructional leadership for the organization of character education

Category	Site 1	Site 2	Site 3	Cross Sites
----------	--------	--------	--------	-------------

Instructional leadership in character education organization....

Implementatation Model	Integration of study matters and character education	Integrated and Separated	Integrated and Separated	There were two models of character education,; (1) integrated in the subject matters, and (2) separated
Problem	<ul style="list-style-type: none"> 1.No budget 2.Lack of healthy living and clean awareness 3.Low commitment of the school community 4.No program progress measurement 5.No regulation and evaluation 	<ul style="list-style-type: none"> 1.Leadership model 2.Lack of the community commitment 3.Professional development 4.Regulation and Evaluation 	<ul style="list-style-type: none"> 1.Not a priority yet 2.Regulation and Evaluation 3.Differences in attitude and behavior 	<ul style="list-style-type: none"> 1.No fund or budget 2.Lack of healthy and clean living awareness 3.Low commitment of the school community 4.No progress measurement 5.No regulation and evaluation
Problem solving	<ul style="list-style-type: none"> 1.Improvement of RKAS 2.CSR 3.Improvement of integration concept 4.Principals as role models 5.Maintaining good tradition 6.Being the consideration of graduation 	<ul style="list-style-type: none"> 1.Enhancement of community commitment 2.Cooperation with all parties 3.Forming community 4.Empowerment of EDG, MGMP 5.Principals as role model 6.Becoming the consideration for graduation and level promotion 	<ul style="list-style-type: none"> 1.Becoming school program 2.Referencing to the Education ministerial decree No 23/2015 3.Principals as role models 4.Respecting differences 5.Interpersonal and familiar communication 	<ul style="list-style-type: none"> 1.mprovement of RKAS 2.SR 3.mprovement of integration concept 4.rincipals as role models 5.maintaining good tradition 6.eing the consideration of graduation and level promotion

There were differences in models of instructional management and character education among the three sites, which were, integrating the character education with the subject matters and separated model. Both models influence the instructional leadership practices. The outstanding problem laid on the uncertainty of the fund, lack of the clean and healthy living, low commitment of the school community members, having no progress and outcome measurement, having no regulation and follow up of the outcomes. Such problems could be managed if there as an improvement of RKAS (School Budget Work Plan), a usage of CSR, an improvement of the integration between character and subject matters, the enhancement of school community members commitment, a condition of being the principals as models, a condition of having differences respect among the

school community members, and the condition that results of the character education as considered for level promotion and graduation.

e. Impacts of the Instructional Leadership in Education Character Organization

Impacts of the Instructional Leadership in Education Character Organization can be explained in table 5..

Table 3.5 Findings on the impacts of the Instructional Leadership in the organization of Character Education in the three sites.

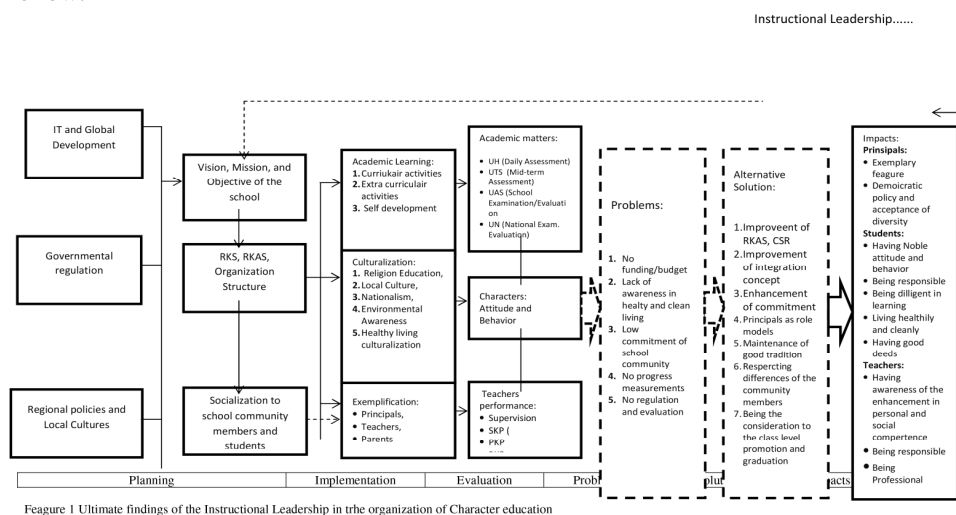
Aspects	Site 1	Site 2	Site 3	Cross Sites
Principals	Exemplary Feature Democratic and Acceptance in diversity	Role Model Democratic and acceptance in diversity	1. Democratic and Acceptance in Diversity 2. Focus on the school program 3. Having support from subordinates	.Role Model and Exemplary feature .Democratic and acceptance in diversity
Teachers	Discipline Professional Responsible	Professional Responsible Having an increase of awareness on the importance of Character Education High sense of family	1. Awareness of the enhancement of social and personal competences 2. Responsible 3. Respecting others 4. Becoming exemplary to students	.Awareness of the enhancement of social and personal competences .Responsible .Professional
Students	Behavior 3 S Good prayer Discipline High Solidarity Clean living	Spirit and learning achievement were enhanced Behavior 5 S High solidarity Clean Living Good Deed Complying schools regulation (discipline)	1. Noble Attitude and behavior 2. Responsible 3. Diligent in learning 4. Positive thinking 5. Good Deed 6. Being good in the community	.Noble attitude and behavior .Responsible .Diligent in learning .Good Deed

From this table, it can be described that the impact on the instructional leadership of the character education organization concerned the roles of the principals in being role models, democratic, aspirative, and acceptance in diversity. As for the impact for teachers concerned the awareness in enhancing the personal and social competences, being responsible, and working professionally. The impacts towards students concerned the noble attitude and behavior, being responsible, diligent in learning, and having good deeds.

f. The Instructional Leadership in the character education in three sites.

The instructional leadership in the character education organization is described wholistically, beginning from the planning, which was formulated on the basis of governmental and provincial regulation and policies, designed in vision and mission as references of the School Work and School Budget Work Plans or the so-called RKS-RKAS through the implementation and evaluation of the instructional leadership. The RKS-RKAS covered the academic or curricular and extracurricular programs and the culturalization as well as socialization of the characters within the school community members. Therefore, the implementation of the instructional leadership in the organization of the character education was based on the School Work Plan or the so-called RKS comprising the academic aspects and culturalization aspect of the characters being educated and was involving all school community members as well as parents and students. Meanwhile, the principals were becoming the role models and motivators. Evaluation of the instructional leadership in the organization of the Character education was based on the governmental regulation that governed the evaluation of academic aspects, students characters, and Educators through examination and other evaluation that resulted the enhancement of students' achievement and students awareness, and the enhancement of the teachers' responsibilities. To overcome the problem of the inexistence of funding, having low awareness in healthy and clean living, having no measurements of progress and outcomes, having no regulation and follow up, the alternative solution turned out to be the improvement of RKAS, using CSR, improvement of the integration concepts of character education and subject matters, the maintenance of good tradition, the enhancement of the school community members awareness, the existence of principals as role models, the respect of diversity, and the consideration of the character education results for class level promotion and graduation. The impacts of the instructional leadership in the organization of character education were obvious on the [principals' attitude and behaviors, teachers, and students for being responsible, discipline, obedience in good deeds, and having noble values.

Of the overall findings in the three sites, it can be shown in the final findings as the orientation of the instructional leadership in the organization of character education as follow:



4. Discussion

a. Planning of the instructional leadership in the organization of the character education

The instructional leadership planning was designed on the basis of national law, governmental regulation, and regional government policies in terms of the vision and mission as the reference of the school planning the so-called RKS-RKAS which technically covered curricular and extracurricular activities, culturalization activities socialized to all schools community members. Consequently, those state schools under the authority of the Surabaya municipal government had to follow the national government regulation and municipal policies. Such regulation was dealt with the law No. 20, 2003 of the National Education System, Education ministerial No. 22, 2006 of the content standard of the curriculum, education ministerial decree No. 23, 2006 of the graduate competence standard, education ministerial decree No. 41, 2007 of the process standard, education ministerial decree No. 16 tahun 2007 of teacher standard, Education ministerial decree No. 13, 2007 of the Principal standard, Education ministerial decree No. 22 tahun 2007 of the education facilities and infrastructures, Education ministerial decree No. 19, 2007 of the management standard, and Education ministerial decree No. 20, 2007 of the evaluation standard, Education ministerial decree No. 54, 64, 65, 66, and 81A, 2013. Related to the character education, the implementation was based on the Education ministerial decree No. 23, 2015 of the character building the so-called *Penumbuhan Budi Pekerti*. In chapter 2 of the Education ministerial decree No. 23, 2015, it has been stated that the character building at schools make the school a friend of students learning which should be enjoyable, and friend of teachers, and educational staffs.

The plan was made in the school work plan and school work budget plan or the so-called RKS and RKAS. These plan were actualized on the basis of the school organization structure. These plans were designed on the basis of national and local educational objectives which enabled students to highly achieve their academic and non academic performances and which enabled students to have good characters and to have environmental awareness. Thus, the ultimate school program was aimed at curriculum and values culturalization. Such situation is consistent with the notion of instructional leadership by *Instructional Leadership Redesign Commission* tahun 2008 quoted by Kemendiknas (2011a) which says that instructional leadership among others is related with the enhancement of quality of learning continuously. The instructional leadership pays attention on teaching and learning impacting to the students learning through teachers. Therefore, the instructional leadership focuses on the enhancement of learning quality with teachers' professionalis.

b. Implementation of the instructional leadership in the organization of character education

The instructional leadership implementation was based on the school work plan or the so-called RKS covering academic and non academic aspects as well as culturalization of characters involving the overall school community members including principals, teachers, staffs, students, and parents. Such findings are in line with the Kemendiknas (2011a) stating that a way of implementing the instructional leadership is implementing it at school. Kemendiknas (2010b) states that the development of characters at schools can be done by integrated process through (1) integrated learning process, (2) integrated school management, and (3) students activities. This means that the character education

process needs developmental pattern whlistically and coordinated in each aspec of the school activity.

Principals shall enrole as *advisor* to ensure the development of all potential at schools and to work with other educational managers in the concerns human resource management. The education management to create conducive learning environment and continuous improvement is the commitment of overall school managers. The ability of principal in these findings support Petterson (in Kemendiknas, 2010a) concerning the effective instructional leadership.

c. Evaluation of the Instructional Leadership in the organiation of Character education

The evaluation was based on the governmental regulation of education which included academic aspects, students character, and educators professionalism through examination and other evaluations resulting the enhancement of students' achievement, students' awareness, and teachers' responsibilities. The three sites implemented the 2013 curriculum which was designed on the basis of the nation character and culture, civilization, and competence. The success of learning deals with the the mastery learning in the learning process. Learning mastery means having the attainment of competences covering knowledge, skills, attitudes, or values actalized in the habit of mind and action.

The professional development of the teachers covers overall efforts made by the principals to construct mental attitude of the teachers to be better educators in helping students achieve their goals. The reference of the evaluation concerned the law No. 20, 2003 of the national education system, governmental decree No. 32, 2013 of the National Education Standard, and the Education ministerial decree No. 19 tahun 2007, No. 54, 64, 65, 66, and 81A, 2013.

d. Problems and alternative solution of the problem in the implementaton of instructional leadership for the organiation of the character education.

Character education emphasizes on the *best process*, rather than the *the best input*. Schools are expected to be inclusive institution being rady in all forms of diversity of students, educators, and educational staffs, employees, and all other community members of the schools. The diversity power can be used to enhance the success of education through learning and character development. To solve problems faced in the implementation of the instructional leadership in terms of the lack of funding, lack of awareness in healthy and clean living, low level of the school community awareness, the inexistence of the progress and results measurements, as well as the inexistence of regulation, the principals can use alternative solution be improving the school work plan or RKAS, using CSR, improving the concept of integration of character education and subject matters, enhancing the school community members commitment, making the principals as role models, maintaining good tradition of the schools, aand considering the character education results as the consideration of the class level promotion and graduation.

The principals turned out to involve and obtain resources available in the community to achieve vission, mission, and school as well as stake holder objectives. All of these resources were collected through donation of parents, school committee, company CSR, and alumni empowerment. The principals were also oblighted to sinergize with students

and communities surrounding the schools. Such action is called wholistic approach. The success of the character education is, in turn, determined by the synergy of the school internal component, students family, and external communities.

e. Impacts of the Instructional leadership in the organization of Character education

It was found out that the impacts of the instructional leadership in the organization of character education concerned the attitude and behavior of principals, teachers, and students of being more responsible, discipline, obedience in good deeds, and being godly and noble. Such instructional leadership mostly deals with: (a) doing responsibilities professionally and respecting integrity and fairness, (b) becoming example and professionally giving support to implement code of ethic and norms, (c) making decisions in the context of respecting self and others, (d) coachin school community members in the event of changes of policy, social condition, political condition in order to enhance the students learning outcomes, (e) making decision to support the quality development which is suitable with the school vision and mission as well as school objectives, (f) considering jurisprudence aspects, moral aspects, and ethical aspects in making decision, and (g) complying the rules and regulations.

5. Conclusion and suggestion

Generally the instnctional leadership in the organization of the character education at schools results graduates who are high achiever, have god character, and are aware of the environement through planning process, implementation, and evaluation. The planning process of the instructional leadership for the character educaction concerned desgining plan on the basis of governmental rules and regulation as well as policies emerged in the school vision and mission as the reference to create school work plan the so-called RKS-RKAS which tehnicall covered intra and extra curriculair activities and the culturalization of the characters at schools which were also socialized to all schools committee members. The implementation of the instructional leadership for the organization of the character education was based on the school work plan the so-called RKS covering the academic aspects, culturalization activities involving principals, rteachers, educational staffs, students, parents, and extrernal community surrounding the schools done by the principala as motivators. The evaluation was based on the governemtal regulation and policies covering academic aspects, students characters, and teachers' professionalism through examination and other evaluation resultinf the better studsents' achievement, students' awareness, and enhancement of the teachers; responsibility.

To overcome problems on rthe lack of funding, lack of awareness in clean and healthy living, lack of commitment among the school community members, inexistance of the process and results measurements, inexistance of the school regulation the alternateive solution turned out to be improving the school work plan or the so-called RKAS, utilizing company CSR, improving concept of integration between character education and subject matters, enhancing school community members commitment, having the principals as tole models, maintenaning good tradition, respecting school members differences, and considering that the results of character education are used for deciding clas level promotion and graduation. The instructional leadership turned out to impact the attitude and behavior of the principals,m teachers, and students in being more responsible, more discipline, more obedient in good deeds, and being noble.

It has been suggested that principals, educators, and educational staffs, as well as the department of education officers enhance the instructional leadership abilities in cultivating cultural norms and supporting all school community members to cultivate the noble character of the nation.

6. References

Kementerian Pendidikan Nasional. 2010a. *Pembinaan Pendidikan Karakter di Sekolah Menengah Pertama*. Jakarta: Kementerian Pendidikan Nasional.

Kementerian Pendidikan Nasional. 2010b. *Pedoman Sekolah: Pengembangan Pendidikan Budaya dan Karakter*. Jakarta: Badan Penelitian dan Pengembangan Pusat Kurikulum.

Kementerian Pendidikan Nasional. 2011a. *Pendidikan Karakter Bangsa: Pengembangan Pendidikan Karakter Bangsa Berkelanjutan (PPKBB)*. Jakarta: Direktorat Peningkatan Mutu Pendidik dan Tenaga Kependidikan, Pusat Kurikulum.

Kementerian Pendidikan Nasional. 2011b. *Bahan Pelatihan: Penguatan Metodologi Pembelajaran Berdasarkan Nilai-nilai Budaya untuk Membentuk Daya Saing dan Karakter Bangsa, Pengembangan Pendidikan Karakter Bangsa*. Jakarta: Direktorat Peningkatan Mutu Pendidik dan Tenaga Kependidikan, Pusat Kurikulum.

Moleong, L.J. 2006. *Metodologi Penelitian Kualitatif*. Edisi Revisi. Bandung: PT Remaja Rosdakarya.

Musliar, K. 2013. *Urgensi Implementasi Pendidikan Karakter*. (Online). (http://www.goole.com/pendidikan_karakter/), diakses tanggal 15 Januari 2014.

Peraturan Menteri Pendidikan Nasional Nomor 17 tahun 2003 tentang Karakteristik Kepemimpinan Manajerial Kepala Sekolah. Jakarta: Kemendiknas

Peraturan Menteri Pendidikan Nasional Nomor 22 tahun 2006 tentang Standar Isi Pendidikan Dasar dan Menengah. Jakarta: Kemendiknas.

Peraturan Menteri Pendidikan Nasional Nomor 23 tahun 2006 tentang Standar Kompetensi Lulusan Sekolah Dasar dan Menengah. Jakarta: Kemendiknas.

Peraturan Menteri Pendidikan dan Kebudayaan Nomor 23 tahun 2015 tentang Penumbuhan Budi Pekerti. Jakarta: Kemendikbud.

Riyanto, 2010. *Empat Model Penerapan Pendidikan Karakter di Sekolah*. (Online). (<http://riyantosma9yk.wordpress.com/2010/08/09/4-model-penerapan-pendidikan-karakter-di-sekolah-antara-otonomi-integrasi-suplemen-dan-kolaborasi-read-more-about-integrasi-pendidikan-karakter-dengan-matapelajaran-by-kang-marfu/>), diakses 6 Februari 2014.

Undang-undang No. 20 tahun 2003 tentang Sistem Pendidikan Nasional. Bandung: Citra Umbara.

----- XXXXXXXXXXXXXXXX -----