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## PRINCIPAL LEADERSHIP BEHAVIOR IMPACT ON THE CHARACTER EDUCATION

Hanafiah<sup>1)</sup>, Ramazan<sup>2)</sup>

<sup>1)</sup> Universitas Samudra Langsa, Aceh, Indonesia  
E-mail: [hanifah1969.mpd@gmail.com](mailto:hanifah1969.mpd@gmail.com)

<sup>2)</sup> Universitas Samudra Langsa, Aceh, Indonesia  
E-mail: [ramazan@unsam.ac.id](mailto:ramazan@unsam.ac.id)

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**Abstract.** The principal as the leader directly is a real example in the work activities in the school environment. This study aims to look at the principal's leadership behavior, the relationship between the principal's leadership behaviors towards strengthening the character education of vocational students. This research uses a quantitative approach, using a cross-sectional survey method. The results of this study are based on the results of data processing obtained that five school principals have good leadership behavior with a percentage of 55.56%, and four school principals have reasonably good behavior with a percentage of 44.44%. Partial test results obtained there is a relationship between the principal's leadership behavior towards strengthening the character education of vocational students on the east coast of Aceh, principal's leadership behavior 58.8% to the student's character education. Based on the results of data processing, it is obtained that from 9 vocational high schools in the eastern part of Aceh that were studied, 5 schools (55.56%) principals had good leadership behaviors, and 4 schools (44.44 %) the principal has a fairly good leadership behavior. From the partial test results obtained that there is a relationship between the principal's leadership behaviors towards the education of the character strengthening of vocational students on the coast of East Aceh.

**Keywords:** Head Leadership; Character Education; Vocational Students

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### I. INTRODUCTION

Every human being in his life needs education to be a good and right human being in living his life. It is stated in the National Education System Law No. 20 of 2003, that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble morals, as well as the skills required by himself, society, nation and state (Hasudungan et al., 2022).

National education to function to develop capabilities and shape the dignified character and civilization of the nation in order to develop the life of the nation, which aims to develop the potential of students to become human beings and have faith and be devoted to God who Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Putra et al., 2020).

Based on the understanding, functions and goals of education above, for the implementation of education carried out by schools that include all levels in which involved the principal, teachers, and students, as well as other education personnel. Related to the role and functions of the principal, Supriadi (in Asmendri, 2014) formulates seven things more

an attitude/behavior that the principal school should have in order to create a healthy school life, conducive and supportive school performance, namely: (1) has a vision clearly, (2) rely more collaborative approach, (3) responsive and proactive in responding to what is happening outside of school, (4) example and be consistent in enforcing the rules, (5) a lot of active and drops down (management by walking around), (6) gives a lot of social rewards, and (7) create a variety of rides or activities that can develop pro-social skills (pro-social skills), faith and devotion of students. The principal can play an important role in the process of character education in schools.

In addition to the structural and administrative officials at the school, the principal also serves as supervisor oversight and guidance to the dynamics of the group of teachers, laboratory assistants, administrators, and staff of school (Cherkowski, 2016). The principal is the highest leader in the school, the pattern of leadership is very influential and even decisive on the progress of the school. An effective headmaster is optimistic, full of confidence and keeps good relationship with others (Sivakumar & Arun, 2019). Therefore, in the leadership model the principal needs to get serious attention, because the leadership of the principal is the effort of the principal in influencing, encouraging,

guiding, directing and moving the teacher, staff, students, parents of students, and other parties involved to work and participate in achieving the goals set.

Leadership in an organization is important because it involves the imposition of influence that has changed the attitude and actions of subordinates to use various techniques to influence other individuals (Huang, 2011). In its implementation, the success of the principal is strongly influenced by a strong personality, where the principal must develop a person who is confident, brave, passionate, and generous, has social sensitivity, and has a good character, where the education of the current character is now a movement nationwide, which began in 2010.

The role of the principal is very crucial in the development of the school. The principals are responsible for maintaining such an environment (Vasimalairaja, 2017). All school principals as leaders in schools must make the educational institutions, they lead become a means of strategy as forming the character of students, including vocational schools located in the coastal regions of Eastern Aceh which are the topic of this research, as part of the Indonesian nation. The program of character building for coastal vocational high school students is expected to foster enthusiasm for learning and make students happy at school as a friendly home for growth and development.

Character education in schools is not only the responsibility of the principal as a leader but also the responsibility of the teacher as a person who deals directly with students every day. Daily teacher behavior will be an example for students in school as a reinforcement of character education for students.

The program of strengthening character education at all levels of education is contained in Presidential Regulation No. 87 of 2017 which has the objectives of: a. build and equip students as the golden generation of Indonesia in 2045 with the soul of *Pancasila* (*Pancasila* is the state ideology of Indonesia) and good character education in order to face the dynamics of change in the future, b. developing a national education platform that places character education as the main soul in the organization of education for students with the support of public engagement which is done through formal, non-formal and informal education with due regard to Indonesia's diversity; and c. revitalize and strengthen the potential and competence of educators, education personnel, students, the community, and the family environment.

The school is a place to instill the values of the nation's character building massively and effectively through the implementation of the main values of the National Movement for the *Revolusi Mental* (Mental Revolution) in the religious, nationalist, independent, mutual cooperation and integrity sectors which will become the focus of learning, habituation, and culture. So that education the nation's character can truly change the behavior, way of thinking, and way of acting of all students for better and integrity (Taufik, 2020).

The movement to strengthen character education becomes increasingly urgent to be prioritized because of various issues that threaten the integrity and future of the nation such

as rampant acts of intolerance and violence, rampant corruption, violent behavior in the educational environment and society, sexual crime, student brawl, free promiscuity, and the tendency of children young school age on drugs, in which it does not rule out the possibility that vocational students will also be involved in it (Hartini, 2018).

For this problem, vocational schools as one of the levels of education which is a place to educate the nation's children who are approaching adolescence whether they have implemented a program to strengthen character education for their students, especially vocational schools located in the East coast of Aceh that are used as research objects this, which includes Aceh Tamiang, Langsa City, and East Aceh District. Because all the problems mentioned above still continue to occur. To answer all these problems, this research needs to be done, by means of observing, interviewing, and giving questionnaires to be answered by vocational students in the Eastern Aceh Coastal region.

## II. METHODOLOGY

This study used a quantitative approach; it applied a cross-sectional survey method because the information collected about the variables studied is only done once research in the field and is taken from a predetermined population, both to obtain information about symptoms or variables to be examined according to what is in field or to find out whether there is a relationship between the variables involved.

Cross-sectional study design is a type of observational study design. In a cross-sectional study, the investigator measures the outcome and the exposures in the study participants at the same time (Setia, 2016). The aim of cross-sectional studies is to obtain reliable data that make possible to generate, robust conclusions, and create new hypotheses that can be investigated with new research (Zangirolami-Raimundo, 2018).

A quantitative research method deals with quantifying and analysis variables in order to get results (Apuke, 2017). Williams (2011) remarks that quantitative research starts with a statement of a problem, generating of hypothesis or research question, reviewing related literature, and a quantitative analysis of data.

The research steps that will be carried out consist of the preparation, implementation and analysis stages of the research data.

### Preparation phase

- Make observations to sharpen the problem and the objectives to be achieved
- Develop an instrument of response to the leadership of the principal.
- Develop response instruments for teacher performance.
- Develop response instruments for students.

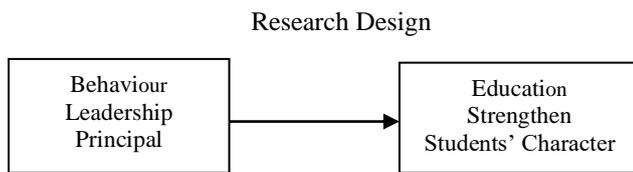
### Implementation

- Provide response instruments

### Analysis of research data

- Analyze the results of instrument responses

The research will be carried out in accordance with the research focus, namely on the east coast of Aceh province including East Aceh, Langsa City and Aceh Tamiang.



### III. RESULTS AND DISCUSSION

To know the description of the leadership behavior of school principals in East coast Vocational Schools, the norm categorization consists of three categories of subjects, which are very good, good and quite good. Normative tables used for the subject categories in this study can be seen in the following table.:

TABLE 1  
 NORMS OF RESEARCH RESPONDENT CATEGORIES

Category	Norms Formula	Category
	$X \leq M - 1,5 SD$	Quite Good
	$M - 1,5 SD < X \leq M + 0,5 SD$	Quite Good
	$M - 0,5 SD < X \leq M + 0,5 SD$	Quite Good
	$M + 0,5 SD < X \leq M + 1,5 SD$	Good
	$M + 1,5 SD < X$	Very Good

Based on the norms that have been prepared, the researchers categorized the scores of each research respondent on the research variables. The reference criteria for evaluation are as follows:

TABLE 3.  
 T TEST RESULTS (PARTIAL TEST)

Coefficients <sup>a</sup>		Unstandardized Coefficients		Standardized	t	Sig.
Model		B	Std. Error	Coefficients		
				Beta		
1	(Constant)	116.703	12.797		9.119	.000
	Principal Leadership	.025	.123	.026	7.202	.041

#### a. Dependent Variable: Students' Character Education

The hypotheses in this study are as follows:

H<sub>a1</sub>: There is a significant relationship between the leadership behaviors of school principals on the education of strengthening the character of vocational students on the coast of East Aceh.

From the partial test results that the value of sig. for variable X1 (Principal Leadership) is 0.041 which is smaller than 0.05 (0.041 < 0.05), this means a positive and significant effect so that it can be concluded that there is a relationship between the headmaster's leadership behavior towards strengthening the character education of vocational students in the eastern coast area of Aceh.

TABLE 2.  
 REFERENCE CRITERIA RESEARCH RESPONDENTS CATEGORIES

Category Norms Formula	Category
$X \leq 30$	Quite Good
$30 < X \leq 40$	Quite Good
$40 < X \leq 50$	Quite Good
$50 < X \leq 60$	Good
$60 < X$	Very Good

The results of the categorization of principals' leadership behaviors and teacher performance will be explained as follows:

#### Principal Leadership Behavior in Vocational Schools in the Eastern Coast of Aceh

Based on the results of data processing, it is obtained that from 9 SMKs in the coastal areas of East Aceh studied 5 (55.56%) principals had good leadership behavior, and 4 (44.44%) principals had quite good leadership behavior.

#### Hypothesis testing

##### a. T Test (Partial Test)

The t test was conducted to show how far the influence of the independent variables (the leadership behavior of the principal) individually in explaining the variation of the dependent variable (student character education), which means that it has a significant effect if the calculated probability value < 0.05 (significant significance). The results of the t test (partial) can be seen in the following table

#### 2. Coefficient of Determination (R<sup>2</sup>)

Coefficient of determination (R<sup>2</sup>) measures how far the model's ability to carry the dependent variable (student character education). The coefficient of determination in this study uses the value of R Square. The results of the determination test can be seen in the following table:

TABEL 5. DETERMINATION TEST RESULT

MODEL SUMMARY				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.768 <sup>a</sup>	.588	.576	3.885

a. Predictors: (Constant), Principal Leadership

In the table above it can be seen that the R value of 0.768, then the R Square value of 0.588 which means that 58.8% of the variation in the value of student character education (Y) is influenced by the leadership behavior of the principal (X1) while the rest (100% - 58.8 % = 41.2%) explained by other variables not included in this study.

Based on the results of data processing, it is obtained that from 9 vocational high schools in the east coast of Aceh that were studied, five school principals had good leadership behavior with a percentage of 55.56% and four school principals have good leadership behavior with a percentage of 44.44%. From the partial test results, it is found that there is a relationship between the leadership behaviors of the head towards the education of character strengthening of vocational students on the eastern coast of Aceh.

The purpose of the education program to strengthen character education in schools is to instill the values of the nation's character building massively and effectively through the implementation of the main values of the *Gerakan Nasional Revolusi Mental* (Mental Revolution National Movement) in the religious, nationalist, independent, mutual cooperation, and integrity sectors that will be the focus of learning, habituation, and acculturation, so that national character education can truly change the behavior, ways of thinking, and ways of acting for all students to be better and have integrity. In its implementation, the success of the principal is strongly influenced by a strong personality, where the principal must develop a person who is confident, brave, passionate, and generous, has social sensitivity, and has good character, where the current character education is already a movement nationwide, which began in 2010.

The principal has a very important role in mobilizing and harmonizing the educational resources available at the school and using them as needed. This means that the principal's leadership is one of the factors that can realize the vision, mission, goals, and objectives of the school through programs that are carried out in a planned and gradual manner.

The role of leader is essential in all fields one such instance follows is school in which the behavior of the leader associated with the education of the students and the relationship with the employees (Albu, 2013). The principal as the leader directly is a real example in the work activities in the school environment. The school principal that is diligent, meticulous, and cares for teachers, students and administrators at the school makes him a figure that can protect the school community. A leader to be able to start leading well is to have the nature of affection or love for what they lead. With this property, the leader will make human resources as the main asset of the most important and unmatched by any asset.

In addition to the headmaster's leadership behavior another thing that influences student character education is teacher

performance. Related to teacher performance, the intended behavior is the teacher's activity in the learning process. The teacher's performance can be seen when he carries out teaching and learning interactions in class including his preparation both in the form of semester programs and teaching preparation.

#### IV. CONCLUSION

Based on the results of data processing, it is obtained that from 9 vocational high schools in the eastern coast of Aceh that were studied by 5 people (55.56%) school principals had good leadership behavior, and 4 people (44.44%) principals had sufficient leadership behavior.

From the partial test results obtained that there is a relationship between the leadership behaviors of school principals on the character strengthening education of vocational students on the coast of East Aceh. To see the strengthening of vocational student character education in this study only takes one variable, namely the leadership behavior of the principal, it is recommended that other researchers be able to follow up with different variables who want to know about strengthening the character education of vocational students. Recommendations from the results of the study need to be provided to SMK headmasters in the coastal regions of Eastern Aceh given education training in positions related to character education.

#### ACKNOWLEDGMENT

The author would like to thank the Chancellor of Samudra University through the Research Institute, Community Service and Quality Assurance, who have assisted in the funding of conducting this research through the flagship basic Research program of lecturers.

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