Private Leadership in Developing the Religious Culture of Setia Budi Abadi Perbaungan High School

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Abstract

Kepala sekolah merupakan pemimpin disekolah, Kepala sekolah sangat berpengaruh dalam mengembangkan budaya religious dilingkungan sekolah. Banyak budaya religius yang harus dikembangkan terutama dalam efektifitas dan efisien pembinaan budaya religius disekolah dan masyarakat. Oleh karena itu kepala sekolah berupaya mengembangkan budaya religius disek olah dengan meningkatkan suasana keagamaan sehingga siswa terbiasa berprilaku sesuai dengan nilai-nilai islam. Peneliti mengunakan metode kualitatif dengan metode deskriptif. Teknik pengumpulan data menggunakan; (1) Wawancara, (2) Observasi, (3) Dokumentasi. Analisis data yang digunakan penulis adalah triangulasi. Fokus penelitian penulis adalah; (1) Visi misi kepala sekolah dalam mengembangkan budaya religius, (2) Cara kepala sekolah dalam mengembangkan budaya religius
Kata Kunci: *Kepemimpinan, Budaya Religius*

Abstract

The principal is a leader in the school, the principal is very influential in developing religious culture in the school environment. There are many religious cultures that must be developed, especially in terms of the effectiveness and efficiency of fostering religious culture in schools and society. Therefore, the principal seeks to develop a religious culture in school by increasing the religious atmosphere so that students are accustomed to behaving in accordance with Islamic values. Researchers use qualitative methods with descriptive methods. Data collection techniques using; (1) Interview, (2) Observation, (3) Documentation. The data analysis used by the author is triangulation. The focus of the writer's research is; (1) The principal's vision and mission in developing a religious culture, (2) The principal's way of developing a religious culture
Keywords: Leadership, Religious Culture

Introduction

Principal leadership is a factor that is the key to driving the success and sustainability of a school culture. This must be supported by the appearance of the principal. The principal's appearance is determined by the authority, nature and skills, behavior and flexibility of the principal. In order for the principal's leadership function to be successful in empowering all school resources, especially in terms of developing a school culture to achieve goals according to the situation, it is necessary to have a principal who has

professional skills, namely: personality, basic skills, experience, training and knowledge

Principals like this provide an orientation towards the formation of a strong school culture to support the success of achieving school goals. The integration of school principals with school culture is an effort to articulate the school's vision and mission, school values, school uniqueness, school symbol systems, adequate rewards, organizational ties based on mutual trust and commitment between teachers, students and the community .

A good school culture is a culture that prepares a civilized society, and does not neglect religious teachings and orders. One model of school culture is religious culture which has its own color and is in accordance with national education goals which shape the character of students .

According to Chairul Anwar education is an important part of life as well as distinguishes humans from other creatures. Animals also "learn" but are more determined by their instincts. While human learning is a series of activities towards maturity in order to lead to a more meaningful life. In real life, in public schools there is still less management and development of religious culture than it should be. The planting of Islamic religious education is still minimal and is only given in general. Diversity or religiosity can be manifested in various aspects of human life, religious activity is not only when someone carries out ritual behavior (worship), but also when carrying out other activities that are driven by supernatural powers. It is not only related to activities that are visible and visible to the eye, but also activities that are invisible and occur in one's heart. Because of that one's religiosity will follow several kinds of sides and dimensions. Then it can be realized into three parts, namely as follows:

1. Physical, namely the management of religious values in the form of facilities and infrastructure, where this is a very important factor to be empowered in society.
2. Activities, namely the management of activities in schools which include the implementation of worship (congregational prayers), teaching and learning processes (seminars, discussions, teaching, special training and so on).
3. Attitudes and behavior, namely management of actualization which has a deeper meaning which is manifested in attitudes and behavior such as greetings, greetings, visits, compensation and appearances.

The development of religious culture is one of the policies that must be considered by Islamic and general education-based schools. Religious culture is not created by itself, but requires creative, innovative and visionary hands to create, move and develop it. With the existence of a religious culture in public schools, in particular, it can introduce and instill Islamic religious values so that in the process of child development, they will always adhere to the values of Islamic religious teachings and form the morals of students, in addition to embodying the values of religious teachings as a tradition that should be implemented by public educational institutions as well. Principals who are able to develop a religious culture in schools can be said to have succeeded in becoming quality principals. Setia Budi Abadi High School is a public school of choice for the people of Serdang Bedagai Regency, especially the Perbaungan sub-district. Public schools that develop a religious culture for their Muslim students.

Method

The research was carried out at the Setia Budi Abadu Perbaungan High School located at JL. SERDANG NO. 157 PERBAUNGAN, Perbaungan District, Serdang Bedagai Regency, North Sumatra Province . This research was conducted from February to April 2022.

The research method used in this study is a qualitative method. The qualitative

method is a research procedure that produces descriptive data in the form of written or spoken words from the people being observed. Descriptive understanding is a research method that describes all data or conditions of the subject or object of research and then analyzes and compares it based on the current reality and then tries to provide up-to-date information so that it is useful for the development of science and can be applied more widely to various problem. In general, descriptive research is an activity that wants to describe or try to describe an event or symptom in a systematic, factual way with an accurate arrangement.

To test the validity of the data obtained, researchers used the Triangulation technique. In data collection techniques, triangulation is defined as a data collection technique that combines various data collection techniques and existing data. If the researcher collects data by triangulation, the researcher actually collects data which simultaneously tests the credibility of the data using various data collection techniques and various data sources.

Qualitative data analysis is inductive, namely an analysis based on the data obtained, then developed into a hypothesis. Based on the hypothesis formulated based on the data, then look for data again repeatedly so that it can be concluded whether the hypothesis is accepted or rejected based on the data collected. If based on data that can be collected repeatedly using triangulation techniques, the hypothesis is accepted, then the hypothesis develops into a theory. To describe, explain, and draw conclusions from this research data, researchers used data analysis techniques in the field model Miles and Huberman.

Results and Discussion (70%)

In relation to the behavior and morals of school members, school principals are required to develop a good school culture, namely by creating a school religious culture so that it can shape the morals and character of school members. The principal is the driving force, the determinant of the direction of school policy which will determine how goals and education in general are realized. The development of a religious culture in schools needs to be supported by strategies and programs. The strategy includes the methods that are taken while the program concerns the operational activities that need to be carried out. Strategy and program are two things that are always related. In addition to cultivating the values of Islamic teachings, this can be done in several ways, including through school leadership policies, implementation of teaching and learning activities in the classroom, extracurricular activities outside the classroom and the traditions and behavior of school members continuously and consistently, so as to create an Islamic culture. it in the school environment. Based on the data obtained in the field, in developing a religious culture, there are efforts made by the principal of Setia Budi Abadi Perbaungan High School. During the observation of approximately 2 weeks at Setia Budi Abadi Perbaungan High School ,

The principal's way of developing a religious culture in schools is as follows

1. Read the prayer before studying in accordance with the religion adopted. Setia Budi Abadi Perbaungan High School is a school whose students are not only Muslim as the majority but there are Christians and Chinese and this is where the role of the principal plays in developing a religious culture. According to Mrs. Ratna as the school principal, religious culture is not only about worship but mutual respect for one another is a religious culture

2. Carrying out the Dzhuhur Prayer In the congregational midday prayers at the school mosque it is intended to train the school community to be punctual, indeed there are some students who do not pray in congregation because the mosque is not that big. now we are building a bigger

mosque behind this mosque. So that later it will load all students. Congregational prayer activities at the mosque are an obligation for every school member here, the school principal often tells all students to pray in congregation, not just praying after carrying out congregational prayers, always fill in the culture Based on interviews, he said that he always encourages school residents to perform midday prayers in congregation to residents school at the school mosque, through the obligatory midday prayer at school. This is important to do in practice teaching Islamic teachings especially to students with the aim of strengthening the bonds of brotherhood and uniting the emotional bond between the principal and the school community, between teachers and students and all school members. To corroborate the results of the interviews, the researcher made observations, that the midday prayer at school is indeed carried out routinely every day, it is not uncommon for many students to queue outside to take turns praying because the mosque is not big enough and researchers often find the principal coming to the mosque early to perform the midday prayer. in congregation, not infrequently the school principal performs sunnah prayers at the mosque. Based on this, the principal has provided an example of attitude/example to school members in worshiping on time is a form of obedience to the creator.

3. Commemoration of Islamic Holidays (PHBI) Commemoration of Islamic holidays such as the Birthday of the Prophet Muhammad SAW, Isro' Mi'roj Prophet Muhammad The majority of the school community always holds it every year and is arranged by inviting preachers or ustadz. Even though Islamic holiday activities are always held by the majority of the community, the school also holds Islamic holiday activities at school. Of course this needs researchers to put in a separate point because there are activities in several commemorations of Islamic holidays which is the agenda of school activities, so that it involves all school members. For example Isro' Mi'roj Prophet Muhammad SAW, Maulid Nabi Muhammad SAW. In addition to facilitating the religious awareness of school members, the commemoration of Islamic holidays is expected to strengthen the cohesiveness and togetherness of school members as a community and cooperation to achieve school goals. So that with religious culture commemorating Islamic holidays, a sense of kinship and a sense of togetherness will be established and increase in piety to Allah SWT.

4. Wearing Muslim/Muslimah Clothing Wearing a headscarf or headscarf at first was only a few students when attending religious activities at school, over time it developed into a recommendation program from the school principal to wear clothes in accordance with Islamic teachings, this recommendation was enforced for Muslim women at Setia Budi Abadi Perbaungan High School so that later students get used to it. That the policy of wearing Muslim women's clothing or wearing the headscarf is a school principal's regulation to make the school have a religious culture, even though it only started as a suggestion and now the students have become accustomed to it. This shows that activities that contain religious values, such as wearing the hijab, will greatly impact all school members so that they are accustomed to wearing the hijab. By properly wearing Muslim clothes, the principal continues to encourage all school members not only to use religion as symbols but also to manifest it in daily behavior. Wearing Muslim/Muslim clothing every day is the principal's effort in developing a religious culture, which is expected to directly train students to behave in akhlakul karimah, polite, tidy and follow Islamic shari'ah teachings. From the results of interviews and observations, Muslim/Muslim dress was

previously only a recommendation and now it has been legalized by the school principal as a school regulation for the sake of a school environment that has religious values which are later expected to have a positive impact on the entire school community.

5. Ramadhan Islamic Boarding School Activities Ramadhan Islamic boarding school activities are activities carried out in the month of Ramadan. This activity aims to deepen a student's religious practice, especially during the month of Ramadan because the month of Ramadan is a special month compared to other months. As for the activities carried out by students, among others, in the Ramadhan boarding school activities at Setia Budi Abadi High School, it is filled with: a. Al-Qur'an tadarus activities, Qur'an khotmil training, collection of zakat fitrah, and zakat mal, sodaqoh and infaq. b. Nuzulul Quran Activities Nuzulul Quran activities are activities carried out in commemoration of the revelation of the Al-Quran. In this activity, the activities carried out at Setia Budi Abadi Perbaungan High School included Khotmil Qur'an, recitation, and breaking the fast together.

The principal's way of getting used to school values is in addition to familiarizing the school community through religious activities. Habituation of values is done by making educational slogans. The educational slogan can be interpreted as a philosophy owned by the school, which aims to encourage and motivate students to be more active in studying. The principal's efforts in developing Islamic culture at Setia Budi Abadi Perbaungan High School are by making slogans that are pasted on school walls, madding, and class walls.

Conclusion

The results of the research and discussion that have been carried out can be concluded as follows:

1. The role of the school principal in developing a religious culture. In relation to the behavior and morals of school members, the principal is required to develop a good school culture, namely by creating a school religious culture so that it can shape the morals and character of the school community. The principal is the driving force, the determinant of the direction of school policy which will determine the goals and education in general realized The development of a religious culture in schools needs to be supported by strategies and programs. The strategy includes the methods that are taken while the program concerns the operational activities that need to be carried out. Strategy and program are two things that are always related. In addition to cultivating the values of Islamic teachings, this can be done in several ways, including through school leadership policies, implementation of teaching and learning activities in the classroom, extracurricular activities outside the classroom and the traditions and behavior of school members continuously and consistently, so as to create an Islamic culture. it in the school environment

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