



## The Role of Teacher Leadership in Shaping the Character of Class XII Students of Public High School 27 Bone

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### Abstrak

Penelitian ini bertujuan untuk menganalisis peran kepemimpinan guru dalam pembentukan karakter siswa kelas XII di SMA Negeri 27 Bone serta faktor-faktor yang mempengaruhi efektivitasnya. Penelitian ini menggunakan metode penelitian kualitatif dengan teknik pengumpulan data melalui observasi, wawancara, serta dokumentasi. Hasil penelitian menunjukkan bahwa guru memiliki peran strategis dalam membentuk karakter siswa melalui keteladanan, motivasi, dan pembimbingan. Guru tidak hanya menyampaikan materi pembelajaran, tetapi juga menanamkan nilai-nilai seperti disiplin, tanggung jawab, religiusitas, dan sopan santun. Efektivitas kepemimpinan guru dipengaruhi oleh faktor internal, seperti motivasi siswa, serta faktor eksternal, seperti pengaruh lingkungan sosial dan teknologi. Dukungan kepala sekolah dan kerja sama antara guru dan orang tua juga berperan penting. Penelitian ini menyimpulkan bahwa kepemimpinan guru yang efektif dapat meningkatkan pembentukan karakter siswa.

**Kata Kunci:** Kepemimpinan guru, pembentukan karakter, siswa SMA Negeri 27 Bone

### Abstract

*This study aims to analyze the role of teacher leadership in character formation of grade XII students at SMA Negeri 27 Bone and the factors that influence its effectiveness. This study uses a qualitative research method with data collection techniques through observation, interviews, and documentation. The results of the study indicate that teachers have a strategic role in shaping students' character through role models, motivation, and guidance. Teachers not only deliver learning materials, but also instill values such as discipline, responsibility, religiosity, and politeness. The effectiveness of teacher leadership is influenced by internal factors, such as student motivation, as well as external factors, such as the influence of the social environment and technology. The support of the principal and cooperation between teachers and parents also play an important role. This study concludes that effective teacher leadership can improve student character formation.*

## INTRODUCTION

Education is a fundamental aspect in building a nation. Through education, the generation younger is prepared to face various obstacles in the future and contribute positively to the progress of the country. The role of educators in the learning process is not only limited to the transfer of knowledge, but includes the formation of student character. In this case, teacher leadership is an important factor in achieving the goals of national education, especially in shaping the character of students with morals and integrity (Sutarna, 2018).

Law Number 20 of 2003 on the National Education System states that national education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life. The purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. In realizing these goals, the role of teacher leadership is especially in very shaping important, student character (Kemendikbud, 2017). In addition, Law Number 14 of 2005 concerning Teachers and Lecturers states that teachers have a strategic role in educating the nation's life. Teachers are not only tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students, but also being role models in character building. Character is the values that reflect human behavior towards God Almighty, self, fellow human beings, the environment, and nationality, which

are based on religious norms, laws, customs, and culture. In the era of globalization and the Industrial Revolution 4.0, student character building is becoming increasingly important. The phenomenon of moral degradation, the fading of national values, and the increasing cases of juvenile delinquency are indicators of the importance of strengthening character education in schools (Wahyudin, D., Supriyono, S., & Jalil, 2020).

SMA Negeri 27 Bone, is one of the senior secondary education institutions in Bone Regency, South Sulawesi, the role of teacher leadership in student character building is very important. This is especially true for grade XII students who will soon complete their secondary education and enter higher education or the world of work. To face the challenges ahead, they need a strong foundation of character, such as honesty, responsibility, discipline and sympathy. Effective teacher leadership can help students internalize these positive values to become individuals who are better prepared for life after school. Based on pre-research conducted by researchers at SMA Negeri 27 Bone, it shows that although most students have an understanding of the importance of character values, the application of these characters in daily activities is not fully optimal. This can be seen from the fact that there are still some students who show a lack of discipline, lack of responsibility, and lack of respect for the values of togetherness at school.

As an effort to build student character, SMA Negeri 27 Bone implements a number of rules covering various aspects of school life, such as security and hygiene rules, dress code, attendance rules, attitude and

rulesbehavior. Security and hygiene rules include: 1) Every student is prohibited from fighting in school; 2) Every student is obliged to protect the class from all forms of damage. Dress code includes: 1) Every student must dress neatly and politely; 2) every student must put their clothes in when entering the school environment. Attendance rules include: 1) The attendance of students following the teaching and learning process each semester is at least 80%; 2) Every student must be present at school before 07.00 WITA. Attitude and behavior rules include: 1) Every student is not allowed to have blonde hair, the maximum hair size for men is 2 cm; 2) Female students are prohibited from wearing (make up and jewelry) and excessive.

Based on the pre-research conducted, a number of teachers at SMA Negeri 27 Bone stated that they often face difficulties in consistently implementing character based learning approaches. Some of the obstacles include time constraints, a heavy curriculum load, and a lack of training focused on character development. This is one of the reasons why the leadership role of teachers has not been fully effective in characterstudents .

The shaping role of leadership educators in shaping the character of students at SMA Negeri 27 Bone is becoming increasingly relevant amid the phenomenon of moral degradation that often occurs among adolescents. The challenges faced by students today are very complex, ranging from the negative influence of social media, promiscuity, to academic pressure. This condition requires an active role from teachers in guiding students to stay on

the right track and avoid deviant behavior (Hasibuan, 2020).

One of the methods applied by educators in leading and shaping the character of students is through a learning approach that focuses on character development. In this approach, educators not only provide cognitive subject matter, but also integrate character values in every learning process. For example, teachers can integrate values such as honesty, cooperation, discipline, and responsibility in various learning activities, both inside and outside the classroom (Salahudin, A. & Alkrienciehie, 2022). In addition, educators as leaders also need to be able to become role models for students. The examples given by teachers, both in terms of discipline, honesty, and responsibility, will greatly influence is students in developing their character. Students tend to imitate the attitudes and behaviors of teachers they respect, so it important for teachers to demonstrate attitudes that are in line with the expected character values.

However, the implementation of teacher leadership in the formation of student character is not without challenges. Some obstacles in the implementation of character education in schools include the lack of teacher knowledge about the concept of character education, limited time and resources, and lack of support from the surrounding environment. Therefore, comprehensive and a systematic strategy is needed in optimizing the role of teacher leadership for student character building. Based on this background, the reviewer feels interested in studying more deeply about this matter with the title “The role of teacher leadership in shaping the

character of class XII students of SMA Negeri 27 Bone”.

## METHODS

The type of research used in this study is qualitative research. Qualitative research is a research method that aims to understand social phenomena in depth by exploring the experiences, perceptions, or views of people involved in the situation being studied. According to (Creswell, 2022: 45) qualitative research aims to gain in-depth knowledge about the complexity of a problem, human behavior, or patterns of social interaction in a particular context.

In this method, the researcher is the main instrument responsible for the entire research process, from data collection to analysis. Techniques often used in qualitative research include in-depth interviews, participatory observation, and document analysis. This approach was chosen because the purpose of the study was to understand the role of teacher leadership in the character building of students in depth, especially in class XII of SMA Negeri 27 Bone.

Qualitative descriptive research allows researchers to explore and describe phenomena that occur naturally without intervention from researchers, and provides an understanding of the processes that occur in the field. This research was conducted at SMA Negeri 27 Bone which is located at Cakkeware, Cenrana District, Bone Regency, South Sulawesi. The implementation of the research took place from October 2024 to December 2024.

There are two in this study, namely primary data and secondary data sources. According to (Sugiyono, 2020:59) primary data is

obtained directly from individuals who experience the phenomenon being studied. In this study, primary data was obtained from interviews with the principal, Civics teacher, Islamic Religious Education teacher, Indonesian Language teacher, and class XII students of SMA Negeri 27 Bone. Meanwhile, secondary data is information obtained from sources that are already available, such as documents, archives, reports, journals, or books relevant to the research topic.

The main instrument in this research is the researcher himself because this research uses a qualitative approach, where the researcher plays a direct role in the data collection process (Moleong, 2019). Other instruments used in this research include guidelines interview and observation sheets. The interview guideline contains a list of questions compiled to explore information about the role of teacher leadership in student character building. Meanwhile, the observation sheet was used to document the direct interaction between educators and students in the classroom and school environment.

The data collection techniques used in this study include interviews, observation, and documentation. According to (Creswell, 2018) interviews are one of the main data collection techniques in qualitative research, where researchers explore in-depth information by asking open ended questions to understand participants' perspectives in detail. Observation according to (Moleong, 2019) direct observation in qualitative research is carried out to directly observe behavior, actions, and situations in the field. In this context, researchers observed how Civics teachers practiced their leadership in classroom learning

activities and how students responded to them. Documentation According to Millan and Schumacher (in Ibrahim, 2018: 94), documentation in the form of printed or written records of past events in the form of anecdotal notes, diaries, letters, and other documents can be used as a source of information in research.

The data that has been obtained is analyzed using thematic analysis, where information is arranged in themes relevant to the role of teacher leadership in student character building. The steps of data analysis include data reduction, presentation data, and conclusion drawing. According to (Miles, M. B., & Huberman, 2019), data reduction is the first step in analyzing qualitative data. The data that has been reduced is then presented in the form of narrative descriptions arranged by theme, such as exemplary, communication, and the learning environment created by educators. After the data is analyzed and presented, it is then concluded based on the findings regarding how teacher leadership plays a role in shaping student character.

## RESULTS AND DISCUSSION

### 1. The Role of Teacher Leadership in Student Character Building

The results showed that teacher leadership has an important role in the character building of class XII students at SMA Negeri 27 Bone. The principal emphasized that character building not only includes moral and ethical education, but also includes fostering positive attitudes and social skills that aim to produce a generation that is responsible and contributes positively to society.

In this case, teachers not only act as teachers, but also as facilitators who create a learning environment

conducive to students' character development. A supportive learning environment will help students internalize positive values more effectively. The PPKn teacher supports this opinion by emphasizing that character education is the basis for creating individuals who are religious, disciplined and have integrity so that they can become effective leaders in the future.

Teachers act as mentors, motivators, and role models for students. In the learning process, educators actively insert moral values and manners as part of character education. A value-based learning approach is also applied by connecting academic material with real life, so that students can understand the relevance of moral values in everyday life. Exemplary behavior shown by teachers through discipline, such as arriving on time to school and maintaining neat dress, is a real example that can be imitated by students. Teachers also play an important role in handling conflicts among students by understanding their traits and characters and providing appropriate solutions. In addition, teachers also encourage open dialog in the classroom to build empathy and tolerance among students, so they can learn to resolve conflicts in a more constructive way.

At SMA Negeri 27 Bone, character building is not only done in the classroom, but also through activities outside the classroom, such as student council, PMR, and PKS. In these activities, teachers guide students to learn responsibility, cooperation, and leadership. Students' participation in these extracurricular activities provides

real experience in practicing the values of leadership, discipline, and teamwork. Students are also taught to make decisions by considering the moral and ethical aspects of their actions.

Through this involvement, learners can increase their self-confidence and problem-solving skills. In addition, the character building program is also strengthened by social activities such as social services and visits to orphanages, which aim to foster students' sense of concern and empathy for the surrounding environment.

Furthermore, the school also implements a positive habituation program, such as praying in congregation, reading the Qur'an before starting lessons, and mutual cooperation activities that are carried out regularly. This program aims to instill the values of religiosity, discipline and togetherness among students. In addition, parental support is also an important factor in student character building. Collaboration between teachers and parents in monitoring children's character development at home and school can strengthen the values that have been taught in the educational environment. With the synergy between school, family and community, it is expected that students can grow into individuals who have strong character and are able to face challenges in the future.

## 2. Factors Affecting the Effectiveness of Teacher Leadership.

The effectiveness of teacher leadership in shaping students' character is influenced by various factors, both internal and external.

Internally, students' motivation and confidence are challenges that are often faced. Some students show a low level of motivation to learn, so teachers need to provide encouragement and motivation to increase their participation in learning. In addition, the habituation of religious values and discipline is also a focus in efforts to shape student character, such as congregational prayer and mutual cooperation activities.

External factors that change students' character building are the influence of the social environment and technology. The principal stated that poor socialization can have a negative impact on students' character, while the uncontrolled use of gadgets is another challenge that must be overcome. To mitigate this negative impact, the school encourages students to participate more actively in social and religious activities, which can help them develop a positive character.

Teacher leadership has a big impact on the character building of Grade XII learners at SMA Negeri 27 Bone. Many students show willingness in terms of aspects of discipline, responsibility, and cooperation. For example, students are more punctual in attending lessons, more orderly in dressing, and more active in school activities.

Extracurricular activities such as student councils and youth organizations provide a platform for students to develop leadership, communication skills and teamwork. In these activities, teachers provide direct direction to students to manage activity programs and solve problems that arise. In addition,

literacy is one of the activities that encourage learners to think critically and develop their creativity.

Principal support also plays an important role in supporting the character building program. The principal actively motivates teachers to continue developing their competencies in guiding students. With good cooperation between educators, principals, and guardians, students are expected to become someone who has a strong character, both morally and socially.

The expectation from the results of this character building is that students can continue their education to a higher level by bringing the positive values they have learned. In college, students are expected to continue developing their character through organizational activities that train discipline, responsibility, and leadership. Thus, character building implemented by educators at SMA Negeri 27 Bone not only has an impact on the lives of students today, but also on their future.

## CONCLUSIONS

Based on the results of the study, it can be concluded that teacher leadership has a very important role in shaping student character at SMA Negeri 27 Bone. Teachers not only act as teachers, but also as mentors, motivators, and role models who instill moral values, discipline, and religiosity in the learning process. Teachers' disciplinary attitude and direct involvement in various school activities are real examples that have a positive impact on student character building. The success of this role is influenced by internal factors, such as student

motivation and confidence, as well as external factors, such as the social environment and technological developments.

To optimize this role, schools need to provide full support to teachers through training, motivation, and adequate facilities. Teachers are expected to continue to improve their role models and integrate character values in learning. Students are also encouraged to be more active in character-building activities, such as mutual cooperation and religious activities. In addition, the role of parents in supporting children's character building at home is very important through good communication with schools and being role models in daily life.

In the future, further research can explore strategies innovative in student character building, including the utilization of educational technology to face the challenges of the digital era. With a holistic and collaborative approach, it is hoped that students can grow into disciplined, responsible individuals who are ready to make a positive contribution to society.

## LITERATURE

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