



The Influence of Principal Pedagogical Competence and School Culture on Student Character Development in Madrasah

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ABSTRACT

The school culture of Madrasah Ibtidaiyah is full of character development, and the role of the Principal as an educator with Pedagogical Competence is predicted to be able to develop students' character significantly. This study aims to prove the influence of the Principal's pedagogical competence and school culture on students' character development in Madrasah. The research was conducted through quantitative methods. The population and sample of the study were 60 people, taken from the entire madrasa academic community in Plaju District. Analysis of the data used is the Multiple Regression Test. The results showed that the Principal's pedagogical competence and school culture simultaneously significantly affected character development. However, based on the partial analysis, the Principal's pedagogical competence is less influential than the teacher's performance in character development.

KEYWORDS

Pedagogical competence;
Student character;
School culture

ABSTRAK

Budaya sekolah Madrasah Ibtidaiyah sarat dengan pengembangan karakter, dan peran Kepala Sekolah sebagai pendidik yang memiliki Kompetensi Pedagogik diprediksi mampu mengembangkan karakter siswa secara signifikan. Penelitian ini bertujuan untuk membuktikan pengaruh kompetensi pedagogik kepala sekolah dan budaya sekolah terhadap pengembangan karakter siswa di Madrasah. Penelitian ini dilakukan dengan menggunakan metode kuantitatif. Populasi dan sampel penelitian berjumlah 60 orang, diambil dari seluruh civitas akademika madrasah di Kecamatan Plaju. Analisis data yang digunakan adalah Uji Regresi Berganda. Hasil penelitian menunjukkan bahwa kompetensi pedagogik kepala sekolah dan budaya sekolah secara simultan berpengaruh signifikan terhadap pengembangan karakter. Namun, berdasarkan analisis parsial, kompetensi pedagogik kepala sekolah kurang berpengaruh dibandingkan dengan kinerja guru dalam pengembangan karakter.

KATA KUNCI

Kompetensi pedagogis;
Karakter siswa;
Budaya sekolah

1. INTRODUCTION

The character development of students is the concern and goal of education. Character education is an effort based on objective core virtues for individuals and society, aiming to develop good character. Character education as an education system focuses on three things: the cultivation of values, the will, and the actions to implement these values. The importance of character education in elementary schools can be seen from the proportion of character and character education schools which are greater than in junior high schools, which is 70% in elementary schools, while in junior high schools, it is around 60% (Efendi, 2016). Some of the problems of character development in elementary schools, among others, there are still many implementations of character education that have not been built based on the principles of true value education, schools do not yet have a grand design of character education, lack of developing life values such as love, respect, peace, cooperation, obedience. Democracy has not yet become a concern in the practice of character education in elementary schools. Various arrangements created for character education in schools, such as preparing rules for students, are still dominated by teachers and school principals (Samawi et al., 2014, p. 140).

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School culture is important to develop so that character development can occur according to expectations. At the school level, the criteria for achieving character education is forming school culture, namely behaviour, traditions, daily habits, and symbols that all school members practice. The community around the school must be based on these values (Asmani, 2012, p. 8) . With the school culture, students, teachers, and principals will jointly apply character values. This is more effective than teaching character values alone.

Character development through school culture prioritizes character values as pillars of school culture. Each school has its own culture as an identity that the school images. It can be in the form of curriculum, rules, school logos, rituals, uniforms and so on (Asril & Lian, 2019, p. 75). Character values are adjusted and described in effective and characterized school activities, activities, and habits.

Madrasah Ibtidaiyah has a distinctive school culture and is identical to character development. Madrasas are synonymous with an atmosphere full of discipline, honesty, and compassion, which are expected to produce good character (Karim, 2017, p. 45). In addition, madrasas have a larger portion of religious education than schools in general, so the religious character of students will be more formed in madrasah.

The implementation of madrasa culture in the perspective of character education is related to a cultural approach that includes the behavior of madrasa residents, traditions, daily habits, and cultural symbols can also be said to be in line with the formulation of the vision, mission and goals of the madrasa or with the madrasa's efforts in building a positive culture (Arif et al., 2020, p. 1). Thus, the development of madrasa culture and character development requires the role of the principal as a leader and principal of school management.

School culture and character development require educational interactions between principals, teachers, and students. The Undang-Undang No.14 Tahun 2005 concerning Teachers and Lecturers states that pedagogic competence is the ability to manage students. Meanwhile, in the context of the principal's task, pedagogic competence is the principal's ability to guide students and create interactions that can support student development.

Hiryanto explained that pedagogy that is carried out effectively could make students actively involved, connect with the wider world, have a conducive classroom environment, and recognize differences in application to all lessons (Hiryanto, 2017). The character education guide states that the example of teachers and education personnel in setting an example through good actions will be a role model for other students.

If the principal applies pedagogical competence, then the role of the principal as an educator will not be lost. The principal is not only a policy maker but also directly goes to the field to interact with students to guide and develop student character. The principal is the person most responsible for the success of strengthening the character of students (Susanti & Lian, 2020). In practice, the value of guidance carried out by the principal in developing character is to be a role model for students in terms of discipline and responsibility (Alifiyah, , Imron, & Juharyanto, 2019). As explained by Mulayasa (2012) that character education is not only related to right and wrong, but how to instill habits about the good things in life, so that children/students have awareness, high understanding, and care and thoughts to apply virtues in life.

The school culture of Madrasah Ibtidaiyah is full of character development, and the role of the Principal as an educator with pedagogical competence is predicted to develop students' character significantly. Therefore, researchers are interested in conducting a research entitled *The Effect of Principal Pedagogical Competence and School Culture on Student Character Development*.

2. METHOD

The research method uses quantitative research to describe the influence of research variables. The quantitative research variables tested in this study consisted of the Principal's Pedagogic Competence (X1), School Culture (X2), and Character Development (Y). The study will examine the simultaneous effect of variables X1 and X2 on variable Y and will be tested using the Regression Test.

The population in this research is the academic community of Madrasah Ibtidaiyah in Plaju District, Palembang City. All people in the population were used as research samples because there were less than 100 people, six Madrasah Ibtidaiyah in Plaju District, with the following details.

Table 1. Population and Sample

No	Madrasah Ibtidaiyah	Sample Category		Total
		Teacher	Administrator	
1	Tarbiyah Islamiyah	6	4	10
2	Islamiyah Perguruan	6	4	10
3	Intibahul Islamiyah	6	4	10
4	Ittihadul Ummah	6	4	10
5	Nusantara	6	4	10
6	Ar Rahman	6	4	10
	Total	36	24	60

Research data was obtained using a questionnaire for each variable. The questionnaire used is a Likert scale. The construct of the questionnaire used can be seen in table 2 below.

Table 2. Construct of instrument

Variable	Indicators
Principal's Pedagogic Competence (X1)	Ability to understand Learners
	Ability to Design Learning Activities
	Communication with Students
School culture (X2)	Artifact
	Values
Character Development (Y)	Basic Assumptions
	Knowing The Good
	Desiring the good
	Exemplifying The Good
	Loving The Good
	Acting The Good

3. RESULTS AND DISCUSSION

3.1 Result

The data collection results on the X1 variable (Pedagogic Competence) show that the entire sample assesses the pedagogic competence of principals in each institution in the medium category. These findings mean that all samples feel that the principal has not been maximal in showing their pedagogic competence. The statistical description of the X1 variable data can be seen in table 3 below.

Table 3. X1 Variable Data Description

			Statistic	Std. Error
Var_x1	Mean		86.13	.742
	95% Confidence Interval for Mean	Lower Bound	84.65	
		Upper Bound	87.62	
	5% Trimmed Mean		86.41	
	Median		86.00	
	Variance		33.067	
	Std. Deviation		5.750	
	Minimum		69	
	Maximum		95	
	Range		26	
	Interquartile Range		9	
	Skewness		-.433	.309
	Kurtosis		.184	.608

Based on the data in the table above, it is known that the mean= 86.13 (medium category), the highest (maximum) score obtained by the sample is 95, while the lowest (minimum) score obtained is 69. The comprehensive range of scores is around 26 points.

Meanwhile, research data on the X2 variable (School Culture) shows that, generally, school culture has not developed optimally in the madrasa where the sample works. This has similarities with the results on the X1 variable, namely the principal's pedagogic competence that has not been maximally raised by the principal. The description of X2 variable data can be seen in table 4 below.

Table 4. X2 Variable Data Description

		Statistic	Std. Error	
Var_x2	Mean	92.97	.742	
	95% Confidence Interval for Mean	Lower Bound	84.65	
		Upper Bound	87.62	
	5% Trimmed Mean	93.24		
	Median	93.50		
	Variance	43.050		
	Std. Deviation	6.561		
	Minimum	78		
	Maximum	103		
	Range	25		
	Interquartile Range	11		
	Skewness	-.450	.309	
	Kurtosis	-.478	.608	

Based on the data in the table above, it is known that the mean= 92.97, the highest (maximum) score obtained by the sample is 103, while the lowest (minimum) score obtained is 78. The total score range (range) is around 25 points. Furthermore, the results of data collection regarding the Y variable (Character Development) can be seen in table 5 below.

Table 5. Y Variable Data Description

		Statistic	Std. Error	
Var_Y	Mean	82.15	.571	
	95% Confidence Interval for Mean	Lower Bound	81.01	
		Upper Bound	83.29	
	5% Trimmed Mean	82.26		
	Median	82.00		
	Variance	19.553		
	Std. Deviation	4.422		
	Minimum	71		
	Maximum	91		
	Range	20		
	Interquartile Range	6		
	Skewness	-.257	.309	
	Kurtosis	-.280	.608	

Based on the data in the table above, it is known that the average score of the sample is 82.15, the highest score (maximum) obtained by the sample is 91, while the lowest (minimum) score obtained is 71. The overall score range (range) ranges from 20 points. In line with the previous two variables, the entire madrasa where the sample is located has not been optimal in carrying out character development. The overall score obtained by the sample indicates that the character development is in the moderate category.

The first and second hypothesis testing is to prove the influence of variable X1 (Pedagogic Competence) on variable Y (Character Development), and the influence of variable X2 (School Culture) on variable Y (Character Development). Researchers used the t-test to prove the hypothesis, through spss 20 data processing. The results of

data analysis for testing the two research hypotheses can be seen in table 6 below.

Table 6. Result of Partial test

	Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
		B	Std. Error			
1	(Constant)	60.713	10.652		5.700	.000
	Var_x1	-.053	.093	-.069	-.569	.571
	Var_x2	.280	.081	.415	3.436	.001

a. Dependent Variable: Var_Y

Based on the table above obtained sig. for the Pedagogic Competence variable (X1) of 0.571 and the School Culture variable (X2) has a sig value. 0.001. It is understood that there is no significant influence of pedagogical competence on character development, due to the value of sig. X1 $0.571 > \alpha$ (0.05). Whereas in school culture, there is a significant influence of school culture on character development, evidenced by the value of sig. X2 = $0.001 \leq \alpha$ (0.05).

Furthermore, to prove the influence of the two variables X simultaneously on variable Y, multiple linear regression analysis techniques were carried out. The analysis of linear multiples or multiple regression serves to look for the influence of two or more independent variables (Pedagogic Competence and School Culture) on dependent or bound variables (Character Development). The results of the linear regression analysis are presented in table 7 below.

Table 7. Result of regression test

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	199.612	2	99.806	5.963	.004 ^b
	Residual	954.038	57	16.738		
	Total	1153.650	59			

a. Dependent Variable: Var_Y

b. Predictors: (Constant), Var_x2, Var_x1

The results of regression testing using ANOVA were produced with a significance value of 0.004. Based on the hypothesis criterion if the significance of the $\leq \alpha$ (0.05) then it can be concluded that the pedagogical competence of the principal and the school culture together affect the development of student character. The two variables X simultaneously affect variable Y. Whether or not the influence of these two variables on student character development can be seen from the *summary model* resulting from data processing using SPSS, in table 8 as follows.

Table 8. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.416 ^a	.173	.144	4.091	.173	5.963	2	57	.004

a. Predictors: (Constant), Var_x2, Var_x1

b. Dependent Variable: Var_Y

Based on the table above, the obtained R Square is 0.144. This means that the contribution of variables of pedagogical competence and school culture is only about 14.4%. While the rest is influenced by other variables that are not included in the variables of this study. The results of research that show that school culture has a great influence in character development can be found in Mawardi & Indayani's research on the Influence of School Culture on the Character of Grade 5 students of SD Negeri 6 Subulussalam, Subulussalam City. The results showed that song creation / singing in the application of school culture has an increase in character change for the better, as evidenced in Cycle I is 75% while in Cycle II it increases to 95% (Mawardi & Indayani, 2020).

3.2 Discussion

Efforts in building a school culture that has an impact on student character development were stated by Supraptiningrum & Agustini (2015) regarding Building Student Character through School Culture in Elementary Schools. In instilling character in students, habituations are needed through various activities, including the following.

- 1) Spontaneous activities that students do spontaneously at that moment
- 2) Exemplary is the behavior, attitude of teachers, education staff, and students in setting an example through good actions so that they are expected to be role models for other students
- 3) Conditioning by means of the creation of conditions that support the implementation of character education (Supraptiningrum & Agustini, 2015).

The cultivation of character values in madrasahs, especially those carried out outside the classroom, cannot be delegated to teachers alone as educators, there needs to be supervision and guidance carried out by the principal as the school manager. In the context of character education management, what is meant by supervision is the creation of the necessary conditions or conditions to ensure the internalization of the previously planned character. The findings of the study show that the principal's ability to create an environment that encourages strengthening student character is still not optimal, which can be seen from the results of the sample assessment of the principal's pedagogical competence.

Hidayatullah recommends wholehearted education as a model that can be implemented in character education strengthening programs in students of Madrasah Ibtidaiyah or the like (Hidayatullah, 2019). The holistic principle of this approach is that there is not the slightest gap in students to commit social deviance because every activity from oral to movement is based on a clear conscience.

Basically, to implement character development, there is no need to change the madrasa curriculum. Madrasahs do not have to change the existing curriculum, but rather optimize the curriculum in madrasahs. Madrasahs can adjust the curriculum framework, namely the minimum allocation of time set in the basic framework and curriculum structure, as well as madrasah extracurricular activities in accordance with the interests and characteristics of students, local charisma, carrying capacity and wisdom of their respective madrasahs.

The main role of school culture in the development of student character in madrasahs is as a tool to familiarize students in applying the expected character values. Khamalah explained that strengthening character education based on school culture is carried out by emphasizing the habituation of the main values in the daily life of the madrasah, creating an example of adults in the madrasah environment, involving the entire educational ecosystem in the madrasah, developing and giving wide space to all the potential of students through co-curricular and extracurricular activities, empowering madrasah management and governance, considering norms, madrasa rules and traditions (Khamalah, 2017).

4. RESEARCH IMPLICATIONS

The theoretical benefits of this research are expected to be used as a source in providing knowledge and insight into the influence of school culture and teacher personality competence on student character. School culture and teacher personality competence on student character, can be used as a reference and material study and consideration for further research. The practical benefits of this research are expected to provide good benefits for schools, teachers, and other researchers.

5. CONCLUSIONS

The results showed that the pedagogical competence of the principal and school culture simultaneously had a significant effect on character development. However, if you look at the analysis partially, the pedagogical competence of the principal is less influential than the teacher's performance in character development.

Madrasah as an Islamic educational institution has a great role and responsibility to develop the character of children. The main child character development can be achieved through habituation, therefore in developing

school culture must focus on habituating children's character values. A good school culture for the development of children's character can refer to the principles in character education.

School culture will facilitate madrasa management to strengthen children's character education. In essence, school culture as an adjustment to learning activities and activities that are oriented towards the development of children's character. Madrasahs do not need to change the curriculum structure, just map to curricular and extra-curricular activities according to the development needs of students.

The optimization of the principal's role in the development of children's character is that the principal should be an example and *suti tauladan* for all, both students, parents, and teachers. The principal must also be able to plan character development activities, supervise, create a conducive environment, and evaluate or achieve programs that can be felt by students.

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