

# Develop Educational Leadership by Applying Values and Ethics to Strengthen Student Character

**Imam Gunawan**

Department of Educational Administration  
Universitas Negeri Malang, Indonesia  
imam.gunawan.fip@um.ac.id

**Abstract:** The role of the school principal cannot be ignored in the character building, because the principal has a role to foster professional teachers and students' character. Values and ethical leadership shown by principal become the critical success of character education programs in schools. If you want the students has the character, principal and teachers should show character first. The teacher is a role model for the students. The development of students' character will be effective when the principal and teachers work together. Principal as educational leaders and teachers as instructional leaders always show good behavior. Principal and teachers set an example for their students.

**Keywords:** leadership values, leadership ethical, students' character

## I. INTRODUCTION

At the moment character education topics are often discussed by education activists, ranging from lecture halls to scientific seminars. Character education which is discussed generally leads to the demands of characters that should be owned by the students. What about the character of the principal as educational leader of the school and the teacher as a leader in the classroom?

Study of the character of principal and teachers are almost not touched, when discussing about character education. Character education is a naming system of character values that include of knowledge, awareness or willpower, and actions to implement these values, either against God, ourselves, others, the environment, as well as the nation as the components.

Development of national character can be done through the development of individual character of a person. However, for people living in a particular socio-cultural environment, the development of individual character can only be done in a social and cultural environment from where they lived. In meaning, social, cultural and character development can be done in an educational process which does not release students from their social environment, culture, and culture. Education to the formation of the national character of the students is the responsibility of all teachers.

Therefore, its development must be by the teacher. The role of the school principal also cannot be ignored in the development of character, because the principal has a role to foster professional teachers and students' character. The principal is the key that determines the success or failure of a school. Principal can be said as a conductor track which is able to guide and coordinate all its members, to accommodate school potentials, creating a harmonious school climate and school culture in a dynamic condition (Gunawan, 2015b).

School success is determined by the principal in carrying out any role as an educational leader. The success of the principal in carrying out their duties, are

determined by the principal leaderships. Leadership is the most important factor in supporting the implementation of the curriculum in schools. Effective principal is a principal who are committed to the vision of the school and constantly focuses on learning and teacher performance in the classroom. Students at the elementary school level tend to have a sense of reluctant and idolized principal and teachers who have a good attitude according to the size of the student's own.

It is influenced by the stage of development of elementary school students; the students at that age are still in the stage of imitation or imitate and idolize other people who the students think as a good person. Students tend to obey the command of the principal and teachers when compared to the command of his own parents. This is the background of the need to develop the character of the students which started from the character development of the principal and teachers based on the values and ethics of educational leadership.

## II. PRINCIPAL AS THE EDUCATIONAL LEADER

Leadership shown by the principal determine the success of the school program, whether it can improve the quality of learning in the classroom implemented by the teacher or not. Good principal will have a good teacher as well, otherwise the less good principal will make the teacher does not want to be good either (not that the teacher is not good). Educational leadership is basically almost the same as leadership in other areas, but the difference is the field of work and its purpose. Educational leadership is done at educational institutions, with the aim of affecting all citizens of school duties and his job properly and correctly in accordance with their respective responsibilities, which ultimately aims to develop the potential of all the students.

Principal can use his power of influencing or even forcing teachers and students, which would be directed towards the good. Leadership is a process to influence and

provide aspiration and direct the actions of a person or group to achieve the expected goals. Leadership can be applied in all areas of the organization, not least in education. Kusmintardjo (1989) stated educational leadership is leadership that took place in a situation or educational environment, which means that educational leadership, should display leadership traits that are educational. Leadership and education as the ability to influence the process, coordinate, and actuating the other person or group that has to do with the development of science and implementation of education and teaching, so that activities can run a more effective and efficient in achieving the goals of education and teaching.

This is confirmed by Kusmintardjo (1989) which suggests that the word education behind the word leadership should also reveal qualities or specific characteristics of leadership that are educating and nurture, not forcing or pressing in any form. Educational leadership is the act or behavior among individuals and groups that cause them to move towards achievement of the objectives of education. Educational leadership are all activities that seek to influence others, both individuals and groups of people, in the environment or situation in education so that they are willing and sincere voluntarily jointly achieve educational goals that have been set.

If you notice the above description, it can be seen educational leadership is basically almost the same as leadership in other areas, namely the attempt to influence others, but the difference is the field of work and its purpose. Leadership training is done at educational institutions, with the aim of affecting all citizens of school duties and his job properly and correctly in accordance with their respective responsibilities, in order to achieve the educational goals that have been set effectively and efficiently, and ultimately aims to develop all potential owned by the students.

The principal as a leader in school should affect himself to do the good and the right, before influencing others to do the good and the right, it is meant in the context of continuous efforts to build his capacity and ability to lead the school. If the principal did good and right things, then the process to influence the school community in order to do well and properly is also getting easier. In this case principal is as an example for the citizens of the school.

Tahalele and Indrafachrudi suggests there are educational leadership functions, namely: (1) educational leadership functions related to the objective has to be achieved; and (2) educational leadership functions related to the creation of a comfortable and fun work atmosphere (Kusmintardjo, 1989). Leadership functions related to the objectives has to be achieved, are: (1) think and formulate the objectives of the school, and explain to the citizens of the school, so that they realize to cooperate in achieve the objectives of the school; (2) provide encouragement and explain the situation to the school community, in order to find the better plans of leadership; (3) make the school community gather the necessary information, so that it can conduct a comfortable considerations; (4) use the ability and interest of the school community; (5) gives a boost to any school members to express their feelings and thoughts to choose good mind to solve problems

encountered; and (6) give confidence to members by delegating some responsibilities in accordance with the ability of each member of mutual interest.

While the leadership functions related to the creation of a comfortable and fun working atmosphere are: (1) foster and maintain an attitude of cooperation to achieve the objectives of the school; (2) instill and foster feelings of the citizens of the school that they are part of the school organization as a whole; (3) fostering and maintaining the spirit of all the school community through the provision of an appreciation of the good efforts of its members; (4) promoting a comfortable and a pleasant working atmosphere, from rooms, facilities, and the situation; and (5) use the advantages that exist in itself to develop the ability of its members, so that he can be recognized and accepted by subordinates fairly.

Principal should be a coordinator and a coach with the main function to help people in schools to always learn to decide and work more effectively and efficiently. For example, the principal help in establishing working procedures for the achievement of learning objectives by the teacher.

This is a supporting factor to achieve of the objectives of the school and to create a comfortable and fun working atmosphere between teachers and principal, because the interaction that exists is collegial. Teachers are not afraid to reveal the problems their faces to the principal. Principal in this case should be able to know the problems of the teachers, both personal and work problems at school, because these problems can affect the work of the teachers in school.

### **III. VALUES AND ETHICS OF EDUCATIONAL LEADERSHIP**

Based on the above explanation it is clear that the principal of an educational leader must know the values and ethics of educational leadership. Leadership values are a number of key traits that must be owned by a leader so that his leadership can be effectively and efficiently to achieve the intended purpose. These numbers of key traits are like a spirit that makes one capable of running an effective activity. Without this spirit the position or post of a person as a leader means nothing. Robbins (2003) stated values tend to be relatively stable and survive. So, the value is something that has not changed because the value is a benchmark in determining a person's ethical or not.

Ethics is the science of what is good and what is bad, and about right and a moral obligation; a set of principles or values with respect to morals; and the principles that guide behavior (Kamus Bahasa Indonesia, 2008). Ethics is a personal value system that is used to decide what is right, or what is most appropriate in a given situation to decide what is consistent with the value system that exists in the organization and themselves personally.

Ethics is a normative standard of behavior in the form of moral values, norms, and things are good. If the value agreed, then they called norm. Those norms will be used as benchmarks for someone can be called ethical or not. Thus, running an ethical life is believed to bring life to a condition that does not cause negative effects to the

life around it. Ethics can be a key factor in the success of leadership.

Leadership is considered good when the leadership functions are executed based on ethical principles. Ethics in leadership is needed to support the sustainability values. A leader besides considering to the existing value also must adhering the ethics in their environment. Educational leaders in every action must always think whether it is right and it is wrong to do. Whether his action accordance with the prevailing values in society and whether it was worth for a leader which is a role model to his subordinates.

### **1. Values of Educational Leadership**

A leader is a role model to his subordinates and a leader as a respected person, so far as possible the leader must have a good attitude in leadership, by existence of values in leadership. A leader must possess a fair, honest, kind, friendly, unselfish, and understand the state of his subordinates.

The values of leadership are needed for the smooth passage of an organization in accordance with the objectives that have been planned. The value of leadership is needed because the leader is a very important factor in an organization. If a leader does not apply any values, how will the subordinates and the continuation of the organization. Leadership values that need to be owned by a principal as educational leaders are:

- a. Faith in God Almighty. A leader should have a good spiritual intelligence. A good leader comes from good people.
- b. Integrity and morality. Integrity concerns the quality, nature, and circumstances that indicate a coherent whole so that it has the potential and ability that exudes dignity and honesty. Morality involves moral, manners, decency, the doctrine of good and bad, everything connected with the etiquette, customs, and manners.
- c. Responsible. A leader must assume responsibility for the mission and the mandate entrusted to him. Leaders must take responsibility for what is done and not be done to prevent the occurrence of irregularities in the organization. Leaders must put the interests of the organization rather than personal or family interests. Leaders must train subordinates to accept responsibilities as well as oversee the execution of their duties.
- d. The leader's vision. The leadership of a leader is almost identical to the vision of leadership. Vision is the direction in which the organization and the people who led will be taken by a leader.
- e. Wisdom. The wisdom of a leader to decide something that is fair and wise decision.
- f. Exemplary. The example of a leader is attitude and behavior that can be an example for those they lead. Modeling is closely related to honor, integrity, and morality leader.
- g. Keeping honor. A leader must maintain the honor with no misconduct because all his actions set an example for subordinates and the people they lead.
- h. Communication skills. A leadership process essentially contains several components, which are the

leader, the led, communication and interaction between the leader and the led, and the environment of the communication process. A leader must establish communication with the people they lead so that leadership can be effective and efficient.

- i. Commitment to improve the quality of human resources. Leaders must have a strong commitment to improving the quality of human resources, because human resources are a strategic factor that determines a production process.

Ki Hajar Dewantara presents three concepts of educational leadership values, namely: (1) *ing ngarsa asung tulada*, meaning that if he is on the front he gives an example; (2) *ing madya mangun karsa*, meaning that if it is in the middle, he developed determination; and (3) *tut wuri handayani*, meaning that if he behind he became a driving force. When referring to the book of Mahabharata, then there are values that are called *hastabrata* which may indicate a good leader (Usman, 2009). *Hastabrata* are eight noble characters that guide a leader:

- a. *Indra Brata*. Behavior of Dewa Indra who always gives rain and water that allow growth and life of plants and creatures in this world. If ponder deeper, it contained teachings that leaders are always thinking about the fate of its members, always working for the prosperity of society as a whole. Leaders are required to be able to cultivate human relations to enforce human rights (righteousness and justice).
- b. *Yama Brata*. Behavior of Dewa Yama the god of justice to punish evil deeds. A leader must be fair to all existing followers to punish all evil deeds sentenced in accordance with the magnitude of their mistakes and appreciate the good deeds. If the leader does not do justice, then there will be a crisis of authority in carrying out the task. In accordance with the law of *karma phala*, such penalties must be educational in which penalties are intended to correct the error, so that subordinates more careful in carrying out his duty.
- c. *Surya Brata*. A leader in his duties should be able to provide information to members and to give him strength. Members or subordinates should be given awareness of their responsibilities and truly realize the task of assuming. The sun was shining in all corners of the world and illuminates the entire universe is without a point of view, low, and high. Leaders should not lose heart make contact with subordinates to know about the true state of his subordinates.
- d. *Chandra Brata*. A leader provides illumination that is cool and comfortable. Someone will be happy and obedient if their needs can be met, both material and spiritual. Everyone in essence have a desire to be appreciated and otherwise not happy when insulted, the more if it is done in front of crowds. To guard her honor men, accost done on the spot itself. There is a desire to participate in the work, everyone wants to make something that is proud and happy to say "this is me or this is the result of the work in which I participated doing". The desire to eliminate the tension. Tensions arise because a leader causes discomfort and displeasure. This tension if known

must be eliminated immediately. The desire to actively work and the work were not boring. A leader must pay attention to the task of its members, within a specified time there should be a shift in position, so it is not boring for the member.

- e. *Bayu Brata*. Leaders must be able to know everything matters and minds of its members, so as to understand more deeply, especially in the lurch of his life and in carrying out their duties, but does not need to be known by other members. This concept in management, called employee counseling, in Sloka concept mentioned “if the wind acts (evil deeds), you should know the result, your eyes should be good”. Such behavior of Dewa Bayu has sublime nature and not greedy (by anyone he could turn to help).
- f. *Kuwera Brata*. Leaders must be able to give a good example to their members, such as neat clothes because it gives a huge influence on a subordinate. The other thing contained set before a lead of others; leaders must be able to organize themselves first.
- g. *Baruna Brata*. A leader should have a broad view and thoughtful in addressing all the existing problems. Leaders must listen to the inner voice or opinion of members and could conclude as well, so that subordinates feel satisfied and obedient and easily moved to complete a task.
- h. *Agni Brata*. A leader must have the spirit of blazing like *agni* (fire) and can also rekindle the spirit of members who are directed to complete all the work which it is responsible.

## 2. Ethics of Educational Leadership

In addition to the values that should be possessed by a leader, good ethics must also be held. Ethics is a normative standard of behavior in the form of moral values, norms, and things are good. Ethics functioned as a guide in life to act and running toward a better state level. Ethical leadership will create the atmosphere of a working relationship in the organization is more comfortable and avoid conflict of vertical and horizontal conflicts. For ethical principles which restrict the movement of being and acting.

As for ethics in leadership are: (1) keep the feelings of others; (2) resolve issues with humility; (3) avoid the imposition of the will but respect the opinions of others; (4) give priority to the process of dialogue in solving problems; (5) respond to a problem quickly and in accordance with the expertise; (6) realize the mistake and tried to correct; and (7) promote honesty, discipline, and trustworthy.

Blanchard (2007) suggests ethics in leadership can be divided into several types, namely:

- a. Act in line with your goals. Blanchard defines it as the way you want to go through in this life, the way that gives your life meaning and significance. A clear personal goal is the basis for ethical behavior. A clear organizational objective will also strengthen the ethical behavior of the organization.
- b. Act such a way that you personally feel proud of your behavior. Confidence is a set of powerful tools for ethical behavior. Is self-confidence being a sense of pride which is mixed with humility balanced manner

that will foster strong confidence when you have to face a dilemma in determining the manner of conduct.

- c. Act with patience and confidence with your decision and yourself. Patience helps people to be able to keep picking the best behavior in the long term, and prevent someone from trap things that happen suddenly.
- d. Act firmly. This means behaving ethically at all times and not only when a person feels comfortable to do so. A leader, who has ethics, has the toughness to stick to the goals and achieve what it wanted.
- e. Act consistently with what is really important. This means you have to keep perspective. Perspective invite someone to reflect and see things more clearly so that someone will see what is really important to guide their own behavior so as to guide others.

Effective leadership of a school principal by Usman (2007) can be assessed from three dimensions: (1) personal; (2) organizational; and (3) individual. Personal assessment by indicators covering the reputation gained during this and self-assessment. The better the reputation of a person, the more effective he led his school. The higher the value assessment of one’s self, the more effective he led his school. Organizational assessment with indicators includes the achievement of organizational goals, increasingly achieve organizational goals of the school, the more effective he led his school. Individual assessment indicators consist of satisfaction and performance. The more satisfied people in school and out of school, the more effective he led his school. The higher the value the performance of the principal, the more effective he led his school.

## IV. URGENCY OF TEACHER CHARACTER

According to the point of view of traditional Javanese society, socio-cultural teacher is a respectable profession. It is revealed from the word “*guru*” in the Java language by *kerata basa* or *jarwa dhosok* stands for “*digugu lan ditiru*” which means adopted and emulated (Ranggawarsita, 1954). Starting from those *kerata basa*, then the teacher is a respected professional and personal in a traditional Javanese society. They become role models and examples for the community because they have the skills, abilities, and behaviors that deserve to be exemplary. Therefore, to be a teacher one must meet a number of criteria to meet the idealized image of the traditional Javanese society. View traditional Javanese community of teachers as mentioned above, of course, is also found in other ethnic groups in Indonesia. In other words, the actual views of the Indonesian people about teaching profession are representation by point of view of the traditional Javanese society.

If the teacher is good, definitely the students are good. But if the teacher is not good, then the students “do not want” to be good. This does not mean that the students are not good, but it “does not want” to be good, because the teacher did not look good as well. *Guru* is “artist” for the students. If you want the students has character, the teacher first has to be characterized. This is where the urgency character of teachers, to be able to influence, actuate, and encourage students to continue to be a good person and always trying to continue to get

better, in whatever aspect. Character is certainty of something, who are you? Surviving into some character is hard. Teacher, “last” to be a teacher is difficult; the teacher is a profession that is most severe in the world. If you are already a teacher, it means “the main goal” is not money, but rather is to educate, education, and sharing of “knowledge”. So before becoming a teacher, one must set the heart for it.

How to be a teacher with character? If you are sure to be a teacher, either to educate, share knowledge, the teacher should be sincere to guide the students. Teacher is the heir of a science and passed again to other humans. A science is everywhere and belongs to anyone. If a man would think and want to contemplate, he will gain knowledge, to reach the light. Science is the light. Teacher is the light of life. Teachers are required to play a right “role” in the community, as an appropriate teacher (ideal case, *das sollen*). Thus, a teacher is not only having a university degree course, but teachers can *digugu* (followed) their advice, *ditiru* (imitated) his actions. That makes “everyone can be a teacher”. Teachers are also an “artist” for the community.

Teachers must open horizons to their students, so it is not easy to convict anything. Teachers need to understand first and rich insights. Teachers should be exemplary, rich horizons, and rich language, so that the students can interact with another human being politely. Teachers will remain a respected teacher, longing, dignified, if a teacher does not “vilify”, “insulting” others without *patrap* (role), must take academic rules. Teachers create a “new teacher” better than himself. The happiness of a teacher is if the student is cleverer, smarter, more critical, more successful, more in positive terms, from the teacher itself.

Teachers should not be “dubious” about the ability of the students, because if teachers doubted the ability of their students, the teacher actually inwardly “doubted his own ability” to educate. Where have the times to educate teachers, so students said “incapable”? Teacher alone doubted the ability of their students, let alone others? Teachers should ask to themselves what is wrong with me, so my students were less able. Great teachers are encouraging. If you want to see the teacher, look the students. Peter suggested that regular teachers “say”, good teacher “explain”, a superior teacher “demonstrate”, and a great teacher is “inspired” (Sahertian, 1992).

Related relationship with pupils, according Ranggawarsita (1954) teachers are also required to: (1) *asih ing murid* (compassionate to pupils; regarded as his own children and grandchildren); (2) *telaten pamulange* (patient in giving lessons); (3) *lumuh ing pamrih* (no strings attached, except for the purposes of pupil progress); (4) *tanggap ing sasmita* (able to capture the student wishes); (5) *sepen ing panggrayangan* (do not make the pupil prejudice); (6) *ora ambalekaken patakon* (able to give an answer); (7) *ora ngendak kagunan* (do not underestimate the pupil); and (8) *ora amburu aleman* (not to be superior in cleverness). Furthermore according Ranggawarsita (1954) to be a good teacher (eminent), a teacher must: (1) *mulus ing sarira* (not disabled); (2) *alus ing wicara* (smooth in spoken word); (3) *jatmika ing solah* (understated in behavior); (4) *antepan bebudene*

(having a solid personality); (5) *paramarta lelabuhane* (sincere in devotion); (6) *patitis nalare* (smart); (7) *becik labete* (good behavior); and (8) *ora duwe pakareman* (did not have the pleasure that can be degrading position).

A criterion for formidable figure and ideal teacher is very much and very complex. A teacher according to Gunawan (2013) is possible to be able to carry out the genuine task well, when in the tasks and everyday life apply and implement *Dasa M* (10 M), namely: (1) *manembah*, teachers must have faith and devoted to God, religion and worship according to her faith; (2) *momong*, the teacher must always act and behave *ing ngarso sung tulodho*, in addition to fostering, guiding and directing, also must provide role models through the attitudes and actions as well as patterns of role models for students; (3) *momot*, teachers must be patient and resilient in the face of problems; (4) *momor*, teachers must be able to *manjing ajer-ajer* (capable to adapted) in both the vertical and horizontal relationships, open to change and renewal, in accordance with the development period (dynamic); (5) *mursid*, teachers must *landep penggraitone* (sharp and broad-minded thinking into the future), but *ora cengkah karo jejerling kautaman* (do not deviate from the noble character and major); (6) *murokapi*, the existence and presence of the teacher is really necessary and meaningful for students; (7) *mapam*, teachers must have the mental toughness and physical resilience strong, consists *mugen ing painstaking pakaryan ora mangru tingal gebyaring kahanan* (diligent and tenacious in the work and work, and education firm); (8) *mituhu*, teachers must have high loyalty to the Pancasila, 1945 Constitution, applicable legislation, superiors, tasks, and work with full responsibility; (9) *mitayani*, teachers when viewed in terms of ability quality and quantity should be able to rely on; and (10) *mumpuni*, teachers must have more capabilities, may be possible advantages in the field of work experience or achievements as well as other fields, with an excess of a teacher is required to have the ability to prime, for the teachers to be clever, agile, and nimble in working out the thought.

## V. STUDENT CHARACTER BUILDING WITH THE EXAMPLE OF PRINCIPAL LEADERSHIP AND TEACHER BEHAVIOR

Educator develop cultural values and national character in students so that they have value and character as the character himself, apply these values in her life, as a member of society, and citizens are religious, nationalist, productively, and creatively. What character should be imparted to the students? Kemendiknas (2010) suggests character education in the educational unit has identified 18 source from value of religion, Pancasila, culture, and national education objectives which are: (1) religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independently; (8) democratic; (9) curiosity; (10) the national spirit; (11) patriotism; (12) appreciate the achievements; (13) friends / communicative; (14) pacifist; (15) likes to read; (16) care for the environment; (17) social care; and (18) of responsibility.

The behavior of principal and teachers become role models to students in school. Principal and teachers

still display good behavior, although not seen by anyone, including students. This is because between principal and teachers to have a bond. That is the essence of the character, a person doing well, did not notice whether he is seen by others or expect praise from others. The principal as a leader in the school display good behavior both to teachers and students.

Elementary school students tend to idolize the principal. The teacher's role is not just as a mere teacher, educator academic but also an educator of character, morals and culture for students. The teacher should be a role model, a model and mentor of students in realizing the behavior of character that includes thinking though

(*olah pikir*), emotion (*olah hati*), and feeling (*olah rasa*). Developing character students with exemplary leadership of principal and teachers as illustrated in Figure 1.

Based on Figure 1 can be seen that to develop good character in the students, principal and teachers need the character first. Principal and teachers become the main character in character education in schools. This is in accordance with the opinion of Alfonso, et al., (1981) which confirms the instructional supervision is herein defined as: behavior officially designed by the organization that directly affects teacher behavior in such a way to facilitate pupil learning and achieve the goals of organization.

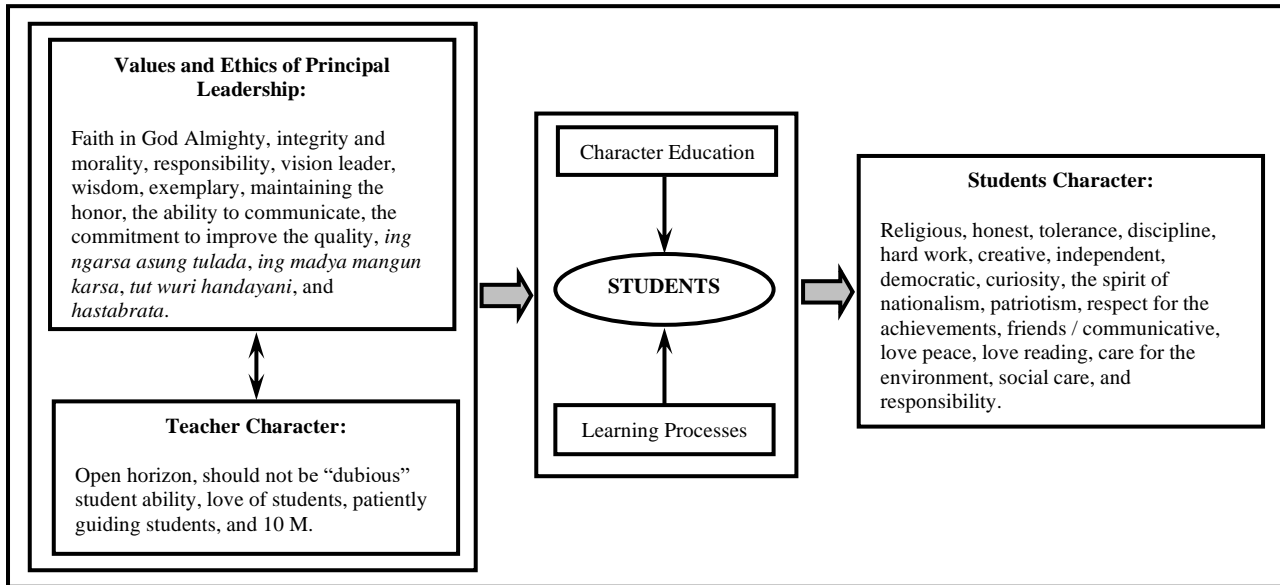


Figure 1  
The Model of Student Character Building with the Exemplary of Principal Leadership and Teacher Behavior

## VI. CONCLUSION

When we loss of wealth, we do not lose anything; when we loss of health, we lose something; when a character loses, we lose everything. That how important of character gives by Graham (Gunawan, 2015a). The behavior of principal and teachers become role models to students in school. The principal as a leader in the school display good behavior both to teachers and students. Principal apply the values and ethics in leadership is expected to affect the students to have a private and a good character.

The teacher should be a role model, a model and mentor of students in realizing the character's behavior. Student character development can be implemented by the teacher in the classroom. Lessons conducted by the teachers integrate the values of character for students. The learning process used as a vehicle for the internalization of the application of character for the students. When students have implemented good character, teachers ensure students stay implements the characters in their everyday life. Principal and teachers became actuate at the same time example for the students.

## REFERENCES

- [1] Alfonso, R. J., Firth, G. R., and Neville, R. F. 1981. *Instructional Supervision: A Behavioral System*. Boston: Allyn and Bacon, Inc.
- [2] Blanchard, K. 2007. *Leading at a Higher Level*. New Jersey: Prentice Hall, Inc.
- [3] Gunawan, I. 2013. *Revitalisasi Karakter Guru menurut Filosofis Jawa: Sebuah Gagasan Mengembangkan Kepribadian Siswa*. Proceeding International Seminar on: Local Wisdom and Character Education for Elementary School Students, PGSD FIP IKIP PGRI MADIUN, 6 April.
- [4] Gunawan, I. 2015a. *Handout Pengantar Pendidikan*. Malang: Jurusan Administrasi Pendidikan Fakultas Ilmu Pendidikan Universitas Negeri Malang.
- [5] Gunawan, I. 2015b. *Optimalisasi Peran dan Tugas Kepala Sekolah dalam Implementasi Kurikulum 2013*. Prosiding Seminar Nasional Implementasi Kebijakan Ujian Nasional, Dualisme Kurikulum, dan Sistem Seleksi Masuk Perguruan Tinggi Negeri, Fakultas Ilmu Pendidikan Universitas Negeri Malang, Malang, 16 May, p. 38-49.
- [6] *Kamus Bahasa Indonesia*. 2008. Jakarta: Pusat Bahasa Departemen Pendidikan Nasional.
- [7] Kemendiknas. 2010. *Pengembangan Pendidikan Budaya dan Karakter Bangsa*. Jakarta: Pusat Kurikulum, Badan Penelitian dan Pengembangan, Kemendiknas.
- [8] Kusmintardjo. 1989. Kepemimpinan dalam Pendidikan. In Soekarto, I., and Soetopo, H., (Eds.), *Administrasi Pendidikan* (p. 251-279). Malang: Penerbit IKIP Malang.
- [9] Ranggawarsita, R. N. 1954. *Wirid Hidajat-Djati*. Translation by R. Manajo. Surabaya: Trimurti.
- [10] Robbins, S. P. 2003. *Organizational Behavior*. New Jersey: Pearson Education International.

- [11] Sahertian, P. A. 1992. *Paradigma Kategori Guru Kaitannya dengan Profesionalisme Tenaga Kependidikan*. Malang: IKIP Malang.
- [12] Usman, H. 2007. Faktor-faktor yang Mempengaruhi Perilaku Kepala Sekolah. *Jurnal Tenaga Pendidikan*, 2(3): 1-20.
- [13] Usman, H. 2009. *Manajemen: Teori, Praktik, dan Riset Pendidikan*. Jakarta: PT Bumi Aksara.