

# Identification of Themes in the Moral Debate Program as an Effort to Increase Work Integrity of Principal

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## ABSTRACT

This article describes the sub-themes chosen by the principal in the moral debate program. This research is included in survey research. Respondents of this study were the Principals of the State Elementary Schools of Malang City, East Java, Indonesia, with a total of 82 school principals as respondents. The instrument used to determine the sub-themes chosen by the school principal in the moral debate program was a closed questionnaire. There are 74 items filled in by the principal in determining the moral sub-theme of the debate. The data analysis used was descriptive analysis. The reference used to determine the sub-themes is to compare the item mean with the total mean. Based on data analysis, from 74 items, 39 items (52.7%) were included in the high category (H) and there were 35 items (47.3%) included in the low category (L). Referring to the results of data analysis, it is known that there are 39 items out of 74 items that are the theme of the moral debate program.

**Keywords:** *Moral Debate, Integrity, Principal, Primary School*

## 1. INTRODUCTION

Integrity is indispensable in carrying out a task given to individuals from the organization. The principal as a school leader also requires high integrity in carrying out the mandate as a leader. In general, humans are born into this world alone, but that does not mean that humans are naturally individual beings. Humans are creatures that have an instinct to live together with other humans. He also has a desire to become one with other natural environments.

Humans are gifted to think, how to manage their environment and sort out what is good and what is right. Humans are not only needed to manage the environment, social life must also be managed. For that we need quality human resources. A quality human being is able to become a leader [1], both for himself and for his environment and social life. Especially in dealing with complicated and complicated problems. This is what a leader requires, in making decisions so that they can be resolved properly [2]–[4].

Leadership is the process of influencing or setting an example by leaders to followers in an effort to achieve organizational goals. Leadership is the process of influence between a leader and followers to attain group, organizational or society goals [5]. Leadership is a person's effort to influence a group of people to jointly achieve a goal. The function of leadership is to maintain the internal integrity of the organization in order to adapt to changes in the outside environment [6]. Leadership theory evolves, from discussing the leader's personality to the leader's ability to make changes in groups [7].

If you look at its development, leadership theory is grouped into: (1) personality perspective, the success of a group to achieve its goals depends on the innate traits of the leader, which are divided into two, namely the great person theory (to become a successful leader must imitate the personality. and the behavior of successful leaders) and trait theory (looking for characteristics or traits that distinguish good leaders from ordinary people); (2) a situational perspective, in contrast to the personality

perspective, the situational perspective focuses more on the behaviors shown by the leader, such as the interaction between the leader and the situational conditions, culture, and context of the group; and (3) group process perspective, this perspective assumes that the leader's personality and situation or group, process within the group influences leadership [1]. The purpose of this study was to determine the sub-themes chosen by the principal in the moral debate program.

## 2. METHOD

To find out the sub-themes (from the predetermined themes) chosen by the principal, this research was conducted using a survey approach. The predetermined themes are: principal performance, teacher performance, staff performance, school infrastructure, school finances, admission of new students, school culture and environment, and student achievement [8]–[11]. Of the 8 themes, 74 items were developed in the form of a questionnaire instrument, which was filled in by 82 school principals as the sample of this study.

This research was conducted in elementary schools in Malang City, East Java, Indonesia. To determine the sub-themes that will be used in the moral debate program is to use descriptive analysis, by comparing the mean items with the total mean [12], [13]. If the mean of the item > the total mean, it is included in the high category (H). If the mean of the item < total mean, it is included in

the low category (L). Items that are used as sub-themes are items that fall into the high category (H).

## 3. RESULTS

Determining the sub-themes used in the moral debate program is obtained from data collection using a closed questionnaire. The data was collected online, namely by using Google Form. As for determining the sub-theme of the debate is to calculate the average for each item compared to the average total items, and the item whose average is greater than the average total item (H) becomes the moral debate theme on each identified moral debate theme; while the items whose average number is smaller than the mean of total items (L) are not a moral debate theme. Based on the analysis of the descriptions of each item, Table 1 shows the results of the description of the items that are the sub-themes of the moral debate program.

## 4. DISCUSSION

An organization certainly needs a leader who can advance the organization with the intervention of his subordinates. A leader in an organization must be able to control his subordinates and provide direction in order to become a leading and surviving organization in the organizational world. A leader is someone who has a mandate from God who can direct, organize, and motivate others [1], [14]. This leader prefers deliberations to solve problems and make decisions and relies heavily on a sense of cooperation to achieve the desired goals. Every day controlling the performance of its employees.

**Table 1** Determination of Moral Debate Program Sub-theme

No.	Themes and Subtitles	Mean Item	Total Mean	Information
<b>A</b>	<b>Principal's Performance</b>			
1	Principals have achievements, both at the regional and / or national levels	3.01	2.84	H
2	The principal's achievement is a form of school achievement	2.78	2.84	L
3	The school has a strategic plan as a reference for preparing school programs	2.89	2.84	H
4	The principal has a significant contribution to the strategic planning of the school	2.67	2.84	L
5	The principal has patience at work	2.94	2.84	H
6	The principal faces the subordinates with full understanding	2.77	2.84	L
7	Discipline is a work culture shown by the principal	2.71	2.84	L
8	Each school program is directed by the principal from planning to evaluation in a timely manner	2.77	2.84	L
9	The principal has new ideas / ideas in developing the school	2.90	2.84	H
10	Ideas / ideas that come from subordinates are taken into consideration in school development	2.93	2.84	H
<b>B</b>	<b>Teacher Performance</b>			
1	The outstanding teacher becomes a model for all teachers in the school	3.09	2.89	H
2	Every school's strategic program is handled by outstanding teachers	2.73	2.89	L
3	The teacher has a learning plan that includes prota, promes, and lesson plans	2.89	2.89	L
4	Teachers have a follow-up program in the form of remedies or enrichment for their students	2.83	2.89	L
5	Teachers are role models of behavior for all students and school members	2.93	2.89	H
6	Positive behavior becomes a guide for teachers in their behavior	2.94	2.89	H
7	The teacher is on time for class	2.83	2.89	L
8	Each student's work is evaluated by the teacher and returned to the students	2.84	2.89	L
9	The learning media used by the teacher is attractive and has an educational element for students	3.00	2.89	H
10	Teachers have creative freedom in designing instructional media	2.84	2.89	L
11	The teaching ability as a form of pedagogic competence is owned by the teacher	2.96	2.89	H
12	Having a solid personality as a form of personal competence is owned by the teacher	2.79	2.89	L

No.	Themes and Subtitles	Mean Item	Total Mean	Information
13	Mastery of learning materials broadly and deeply as a form of professional competence is owned by the teacher	2.90	2.89	H
14	Communicating and interacting effectively with all school members as a form of social competence possessed by teachers	2.90	2.89	H
<b>C</b>	<b>Staff Performance</b>			
1	Having integrity and noble character as a form of personal competence owned by the staff	3.16	2.92	H
2	Can work together in teams as a form of staff's social competence	2.90	2.92	L
3	Able to carry out school administration duties as a form of technical competence possessed by staff	2.90	2.92	L
4	Able to compile school work programs and reports as a form of managerial competence owned by staff	2.84	2.92	L
5	Every task carried out by the staff is done with full dedication	2.74	2.92	L
6	Each staff member carries out their respective job descriptions	2.91	2.92	L
7	Staff with good performance are rewarded by the school	2.96	2.92	H
8	Awards given by schools are in the form of material and / or non-material	2.93	2.92	H
9	Staff carry out their duties with full honesty	2.90	2.92	L
10	Anything that is conveyed by staff regarding school services can be trusted	2.96	2.92	H
<b>D</b>	<b>School Infrastructure Facilities</b>			
1	Schools have a fixed budget for the provision of school infrastructure	3.50	3.50	L
2	The school principal had a breakthrough in the procurement of school infrastructure	3.45	3.50	L
3	Before being used, every school facility will be recorded in the infrastructure inventory book	3.70	3.50	H
4	Each school room has an inventory sheet that lists the infrastructure in that room	3.63	3.50	H
5	The infrastructure owned by the school has an ideal ratio with the users of the infrastructure	3.39	3.50	L
6	There is a scheduling of the use of infrastructure, especially for limited infrastructure	3.35	3.50	L
<b>E</b>	<b>School Finances</b>			
1	The school has a procedure for compiling a school activity plan and budget	3.71	3.65	H
2	The school has a school activity plan and budget	3.90	3.65	H
3	The school has records and evidence of funds going to the school treasury	3.84	3.65	H
4	The school has records and evidence of funds going out of the school treasury	3.84	3.65	H
5	The school has financial accounting standards	3.32	3.65	L
6	Every school income and expenditure can be accounted for	3.88	3.65	H
7	Schools report periodically finances to stakeholders	3.61	3.65	L
8	School financial reports are checked by a public accountant	2.90	3.65	L
9	School financial reports are prepared periodically	3.65	3.65	H
10	Schools have financial report documents	3.82	3.65	H
<b>F</b>	<b>New Student Admissions</b>			
1	The school implements an indent system in the acceptance of new students	1.68	2.63	L
2	The pivot system is beneficial for prospective students and schools	1.89	2.63	L
3	The interest of school applicants has increased every year	3.11	2.63	H
4	The school has a strategy in increasing applicants for prospective students	3.37	2.63	H
5	New Student Admissions brochures that are distributed to the community are able to form a positive perception towards schools	3.38	2.63	H
6	The New Student Admissions Brochure is designed as attractive as possible to build the image of the school	3.28	2.63	H
7	The quota of prospective students that the school has determined is fulfilled each year	3.23	2.63	H
8	The target number of applicants for prospective students is met every year	3.24	2.63	H
9	The school applies the selection for prospective students by means of tests	1.55	2.63	L
10	Selection of prospective students is carried out by ranking the National Exam scores	1.54	2.63	L
<b>G.</b>	<b>School Culture and Environment</b>			
1	Students' interest in visiting the library is very good	3.13	3.45	L
2	Students' reasoning power is very good	3.09	3.45	L
3	Teachers have the freedom to develop learning models	3.50	3.45	H
4	Teachers have the power to compile their own learning resources, such as books and modules	3.20	3.45	L
5	The school has a beautiful garden to support the student learning atmosphere	3.51	3.45	H
6	The cleanliness of classrooms and other school spaces supports student learning atmosphere	3.74	3.45	H
7	Students have good behavior	3.71	3.45	H
8	The culture of student behavior reflects a civilized society	3.73	3.45	H
<b>H</b>	<b>Student Achievements</b>			
1	Students who will take part in the competition are given training / mentoring in advance	3.74	3.56	H
2	Students who have the potential according to the type of competition will be given additional training	3.71	3.56	H
3	Extracurricular activities organized by the school are tailored to the talents and interests of students	3.67	3.56	H

No.	Themes and Subtitles	Mean Item	Total Mean	Information
4	There is special training for students who have good talents and interests	3.51	3.56	L
5	Championship-winning achievements are awarded proportionally	3.50	3.56	L
6	The school has rules in rewarding outstanding students	3.22	3.56	L

Leaders also need to give prizes to employees who excel, carry out their work according to the rules, and are serious in their work. The leader must also enforce the rules made by the organization. Leaders also need to provide motivation to problematic employees [15], [16]. The leader must always provide an overview and supervise each employee's work, and have good interactions with his employees. Based on a leadership perspective, leaders also need to carry out their leadership according to the perspective of situational leadership based on democratic leadership types. This can be seen from interactions with employees who are more open and provide feedback on what their employees have done and motivate employees not only for work, but also for personal matters. A leader does not only have personality skills, but social interaction, especially transactional and transformational group process relationships [17]–[20]. In order for the relationship between the leader and the one being led to be maintained, a leader must also be democratic, so that the problems faced are discussed together to reach consensus, goals and mutual agreement.

Types of leadership are: (1) autocratic, meaning that the leader determines all policies, how to achieve goals, and determines the actions and interactions that are allowed in the group; (2) democracy, which means a leader who supports, provides an overview in carrying out tasks, and facilitates group action and interaction to achieve goals; and (3) laissez faire, meaning that a leader who gives freedom in action and interaction of group members, does not provide feedback if group members do not ask [21]. A good leader is: (1) a leader who focuses the group on task completion; (2) pay attention to individuals in the group; and (3) pay attention to group integrity. In addition, a leader must also develop: (1) the leader's relationship with his group members; (2) whether the tasks must be completed in the group are structured; and (3) the strength of the leadership position [6], [22].

The type of leadership based on group processes is cooperation between leaders and members to achieve common goals. The existence of transactions, gifts or feedback from leaders to members who have carried out the appropriate objectives. Transformational leadership is a leader who prioritizes the development of motivation and values in his subordinates [1]. Transactional leadership is a leader who moves his subordinates based on applicable rules and regulations (working hours, salaries, bonuses, intensive, and others) [1].

The leader is central and becomes the benchmark and assessment of an organization. Leadership has the basic words of a leader, namely a person who has skills and strengths, especially skills and strengths in one area, so that he is able to influence other people to jointly carry out certain activities, for the achievement of one or several goals [23]. There are many definitions put forward by the experts according to their respective points of view, and these definitions show some similarities. Leadership is the activity or art of influencing other people to cooperate based on the person's ability to guide others in achieving the goals the group wants [11], [24], [25].

## 5. CONCLUSION

The results obtained 39 themes which are used as themes in the moral debate program. This theme will be discussed in more depth by the principal participating in the moral debate program. The moral debate program aims to improve the integrity of school principals in carrying out their duties as leaders in their schools. The leadership displayed by the principal will affect: principal performance, teacher performance, staff performance, school infrastructure, school finances, admission of new students, school culture and environment, and student achievement.

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