



Cooperation With School Principals and Teachers Towards Developing Students' Malacts

Ani Apiyani

Agus Salim Islamic Institute Metro Lampung

Alamat: Jl. Brigjen Sutiyoso No. 7 Kota Metro Lampung

Korespondensi penulis: ani.apiani87@gmail.com

Abstract. *Developing student morals is a crucial aspect of education which aims to shape student character and morals. This article discusses the importance of collaboration between school principals and teachers in strengthening student moral development. The school principal has a strategic role in setting the vision and mission, creating policies that support moral development, and building a positive school culture. Meanwhile, teachers act as role models, integrating moral values in learning, and providing guidance and counseling to students. Effective collaboration between school principals and teachers can be carried out through regular coordination meetings, joint program development, and professional training. The result of this collaboration is improving student character, creating a harmonious school environment, and better academic achievement. In conclusion, synergy between school principals and teachers is the key to developing optimal student morals, producing a generation of achievers and noble characters.*

Keywords: *School Principals and Teachers, Student Moral Development*

1. INTRODUCTION

In this school institution, all components must work together and work together in carrying out the mandate given by parents to develop the morals of their children. It was explained that schools are institutions that are complex and unitary, because schools as organizations contain various dimensions which are interconnected and determine each other.

Due to its complex and unique nature, schools as organizations require a high level of coordination and cooperation, both between the Principal and Teachers, as well as between other components in the school and other parties outside the school. The principal as the main person responsible for an educational institution has high authority and determines how to create and plan a program that can be used as a means of developing student morals. The implementers of this program are teachers who serve as teaching staff at the school.

It was even explained that school principals are formal leaders in educational institutions (Herabudin, 2009:200). So some of the principals are described as people who have high hopes for teachers, staff and students. The principal is hope because he determines the rhythm of the school.

Based on the formulation regarding the existence of the Principal above, it shows how important the role of the Principal is in driving school life to achieve goals. In relation to achieving this goal, there are two things that need to be considered in this formulation, namely as follows:

- a. The principal acts as the central force that is the driving force of school life.
- b. Principals must understand their duties and functions for the success of the school, and have concern for staff and students.
- c. The principal must be able to collaborate with all components in the school to achieve school goals.

So, in developing the morals of children or students, the principal together with the teacher must be able to work together well in planning, implementing and supervising every development program carried out in the school. In implementing a moral development program, teachers cannot work independently because they require permission and direction from the Principal, as well as the Principal, the Principal will not be able to carry out his vision and mission regarding student moral development if the planned program is not implemented by the teacher.

So school principals and teachers must be responsible for developing children's morals, because when parents send their children to school, it is essentially a delegation of some of the parents' responsibilities. To the Principal and Teachers as stated by Zakiah Daradjat (2009:39) parents cannot possibly hand over their children to just any teacher/school because not just anyone can serve as a teacher.

Therefore, school principals and teachers are required to be able to provide guidance on the morals of their students. In this development, the principal and teachers must also set an example, because when students see everything that the principal and teachers do, they will absorb it. As stated by Herabudin (2009:200) that the principal is a formal leader in educational institutions. It is defined as head, because the principal is the highest official in a school, for example in elementary schools, junior high schools and general high schools. The principal is the main person responsible structurally and administratively in the school. Therefore, he has staff or officials who are under his leadership.

Thus, it is clear that schools and teachers as those responsible for developing children's morals in the school environment must be able to provide examples to children so that children can grow into children with noble morals.

Teachers who have the responsibility to educate, and school principals who have the responsibility to lead the school are essentially education that has the same goal, namely developing children's morals so that they grow into human beings with noble morals. Therefore, the coaching carried out by teachers also means the coaching carried out by the principal, the success carried out by the teacher is also the success of the principal, therefore the success of the principal and teachers also means the success of a school.

Thus, it is clear that children's morals need to be fostered, and the responsibility for guidance when children are entrusted to school is in the hands of the school principal and teachers. Therefore, both of them must collaborate in developing these morals. Of the several things that can be done by the school, it will certainly run well and optimally if it is done systematically, organized and well programmed. Therefore, the principal as the authority holder in the school environment must have a clear and firm vision and mission to be carried out continuously by teachers, especially in developing student morals. In the learning process, whether students receive religious lesson material or general subjects, students must still be invited to prioritize morals and all their actions. This can happen when the school principal is able to give firm instructions to all teachers to implement the program above, as well as teachers, who must be conscious, sincere and responsible in carrying out the coaching duties assigned to them. Based on the background of this problem, the author wants to examine the cooperation between school principals and teachers in developing students' morals.

2. RESEARCH METHODS

Judging from this research, this research uses descriptive literature. Library research is research in which the data collection process is carried out by collecting data in the form of literature (Putera et al., 2022). The literature obtained is not only in the form of books but can be in the form of magazines, documentaries, newspapers and periodicals (Sarjono, 2008:20). The approach used in this research is qualitative, namely analysis that emphasizes the process of concluding comparisons and analyzing the dynamics of relationships between observed phenomena using scientific logic. (Saifuddin, 2001:5). The qualitative approach emphasizes an approach that produces descriptive data in the form of words written by the people observed rather than expressed in descriptive research terms. (Saifuddin, 2001:6).

3. DISCUSSION

Principal and Teacher Collaboration

The school principal must understand that within the school environment there are many components and elements that must be partners so that the planned program can run smoothly. The work of a school principal without support from teachers, for example, will definitely not produce results. At all, for example, when a school principal has a moral development program for students. Who carries out this coaching process if not the teacher, especially since there are many other burdens and responsibilities that must be carried by the school principal related to his position as school leader. Meanwhile, the teacher is an educator whose position is closer to

the students, and it is this teacher who will fully carry out the coaching programs that have been prepared by the school principal.

The school principal has a strategic role in creating a school environment that is conducive to developing student morals. Some of the roles that a school principal can carry out include:

- a. **Determining the School Vision and Mission:** The principal must establish the school's vision and mission that reflects the importance of moral development. This can be a guide for all school members in carrying out educational activities.
- b. **Creating School Policies:** School principals are responsible for creating policies that support moral development, such as disciplinary regulations, moral-based extracurricular programs, and religious activities.
- c. **Building a School Culture:** The principal must be able to build a positive school culture, where moral and ethical values are upheld by all school members.

Teacher according to Syaiful Bahri Djamarah (2005:32) are all people who are authorized and responsible for guiding and developing students, both individually and classically, at school and outside school. So what the author means by teacher is a person whose job is to teach or convey the transfer of knowledge to students at school, because teachers accept responsibility from parents to teach and educate. When their children enter school, parents completely hand over the educational process to the teacher. In this case, Sardiman explained (2010:125) that: teachers are one of the human components in the teaching and learning process which plays a role in efforts to form potential human resources in the field of development. Parents delegate some of the responsibility for their children's education to teachers.

The teacher is a figure who interacts directly with students every day. Therefore, teachers have a very important role in developing students' morals, including:

- a. **As a Role Model:** Teachers must be role models for students in their daily attitudes and behavior. Students tend to imitate what they see from their teachers.
- b. **Integrating Moral Values in Learning:** Teachers can integrate moral values in every subject taught. For example, in history lessons, teachers can emphasize the importance of honesty and justice.
- c. **Providing Guidance and Counseling:** Teachers also act as guides and counselors for students who experience moral or ethical problems. Teachers must be able to provide wise advice and help students find solutions to the problems they face.

Thus, the way to carry out moral development is that there is a great need for good cooperation between coaches and educators. The supervisor in this case is the school principal and the educator is the teacher who is directly involved in educating children at school. Meanwhile, the principal is responsible for all programs run at the school in general.

Cooperation between school principals and teachers in developing student morals

Collaboration between school principals and teachers will provide great benefits for the development of the institution or school in general, and for the success of the development program being implemented specifically. In implementing a moral development program, there is definitely a need for good and unified cooperation between the person in charge and the program implementer. In this case, the principal as the person in charge and the teacher as the implementer must collaborate well so that the planned program can run well and optimally.

Collaboration between school principals and teachers is very important in developing student morals. Some forms of collaboration that can be carried out include:

- a. **Regular Coordination Meetings:** School principals and teachers must hold regular coordination meetings to discuss the moral development program and evaluate its implementation.
- b. **Joint Program Development:** School principals and teachers must work together to develop programs aimed at fostering student morals, such as mentoring programs, social activities, and community projects.
- c. **Training and Professional Development:** School principals can conduct training for teachers to improve their competence in developing student morals. This training can include effective teaching methods, guidance and counseling techniques, as well as strategies for dealing with moral problems in schools.

In connection with the benefits of collaboration between the principal and teachers, there is good cooperation between the principal and the components in the school, so the school atmosphere becomes more peaceful and the school's vision and mission can be achieved perfectly.

Thus, there are many benefits that can be gained from collaboration between school principals and teachers, especially with regard to student moral development programs. If the school principal and teachers are able to establish good cooperation, then the program will definitely run well and the results will certainly be maximum.

In carrying out and carrying out his duties the principal must collaborate well with all components in the school, one of which is the teacher. The principal is the person in charge, so to become a principal you need a leadership spirit in order to understand and comprehend his

position and position as a principal. It is explained that: principals are successful if they understand the existence of the school as a complex and unique organization, and are able to carry out the role of principal. school as someone who is given the responsibility to lead the school.

So the school principal must understand that in the school environment there are many components and elements that must be partners so that the planned program can run smoothly. The work of a school principal without support from teachers, for example, will definitely not produce results. At all, for example, when a school principal has a moral development program for students. Who carries out this coaching process if not the teacher, especially since there are many other burdens and responsibilities that must be carried by the school principal related to his position as school leader. Meanwhile, the teacher is an educator whose position is closer to the students, and it is this teacher who will fully carry out the coaching programs that have been prepared by the school principal.

When their children enter school, parents completely hand over the educational process to the teacher. In this case it is explained that: the teacher is a professional educator, therefore implicitly he has willingly accepted and assumed the educational responsibility borne by parents.

Thus, the way to carry out moral development is that there is a great need for good cooperation between coaches and educators. The supervisor in this case is the school principal and the educator is the teacher who is directly involved in educating children at school. Meanwhile, the principal is responsible for all programs run at the school in general.

4. CONCLUSION

Synergistic cooperation between school principals and teachers is very essential in developing student morals. The school principal plays a strategic role in establishing the school's vision and mission, creating policies that support moral development, and building a positive school culture. Meanwhile, teachers as direct role models for students, play an important role in integrating moral values in learning, as well as providing guidance and counseling to students. Effective collaboration between school principals and teachers through regular coordination meetings, joint program development, and professional training, can improve student character, create a harmonious school environment, and contribute to better academic achievement. In this way, student moral development can run optimally, producing a generation that not only excels academically but also has noble morals.

REFERENCES

- Daradjat, Z. (2009). *Ilmu Pendidikan Islam*. Jakarta: Bumi Aksara.
- Djamarah, S. B. (2005). *Guru dan Anak Didik Dalam Interaksi Edukatif*. Jakarta: Rineka Cipta.
- Herabudin. (2009). *Administrasi dan Supervisi Pendidikan*. Bandung: Pustaka Setia.
- Putera, R. P., dkk. (2022). Tinjauan Pendidikan Nilai-Nilai Akhlak Aqidah Islamiyah Dalam Suluk Sujinah. *Al Qalam: Jurnal Ilmiah Keagamaan dan Kemasyarakatan*, 16(5).
<http://dx.doi.org/10.35931/aq.v16i5.1184>
- Saifuddin, A. (2001). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Sardiman, A. M. (2010). *Interaksi & Motivasi Belajar Mengajar*. Jakarta: Bumi Aksara.
- Sarjono, D. D. (2008). *Panduan Penulisan Skripsi*. Yogyakarta: Jurusan Pendidikan Agama Islam