

School Leadership Patterns in Character Value Strengthening in The First Middle School Country 34 Kerinci District

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Abstract – This article will describe the picture of the patterns of school leadership in the formation of character values in Junior High School. The research design used a case study research in 34 State Junior High School reference schools in Kerinci Regency. The selection of research subjects using the sampling method. Data collected through observation, interview and document study tation. The selection of research subjects using the *purposive sampling method*. Data were analyzed using the interactive model of Miles and Huberman to get a *holistic* concept of the role of the principal's leadership in building the character of students in 34 State Senior High Schools in Kerinci. This research is divided into three stages, the first stage is preparation. determine and compile research instruments. The second stage is the implementation of research refers to the qualitative stages of *case study research*. Phase three is the analysis of the data and draw conclusions to describe patterns of school leadership in strengthening character Number tot al subjects of the study were 21 people, consisting of one principal of school and 20 teachers. Data validity is done through the triangulation process. The results showed that the characteristics of leadership patterns in schools tend to be dominant in the *instructional leader* pattern. In order for the process of forming the character of students to be more optimal, the principal must do a combination of leadership patterns. Transformative leadership patterns and cultural leadership must be cultivated in strengthening character by innovating strategic programs according to the conditions and abilities of the school. Character strengthening programs that are integrated in the subject and extracurricular students must accommodate the six stages of the pyramid of habituation of character values.

Keywords – Character, Leadership, Culture.

I. INTRODUCTION

As social problems related to the character of students in the field of education in the last five years received quite serious attention from the education office and the city administration of Kota. Considering the strengthening of juvenile delinquency cases such as immoral acts, cases of murder of school principals by parents of students, theft, drug cases, and the increase in AIDS sufferers among young

people presents their own concerns among the community and government (Prayogi, 2019). These conditions encourage thinking about the importance of rules for regulating learning systems and learning hours so that negative things can be minimized. The results of the survey in 2019 conducted in schools Kerinci found fenomena robust behavior in each taunted (*bullying*) or harassment of

students, both directly and through social media facebook with menguploud vidio harassment actions (Pujianto, 2019).

In social interaction students occur in politics, socially involved to the level of student interaction in the community so that it gives a strong impression that the attitude of intolerance and hatred towards other groups is something that is directly or indirectly taught to children.

Strengthening character education is one of the efforts made by the government in realizing the goals of national education. Implementation of the inculcation of character values must be done by parents, teachers and the community (Setiawati & Nia, 2018). Character education in junior high schools is the process of accustoming students to building moral understanding (*moral knowing*), moral sensitivity (*moral feeling*) and moral action (*moral action*) in their daily lives. The discovery and meaning of moral values are constructed and cultivated through the process of environmental habituation and not solely through teaching in the classroom as a process of *transfer of knowledge*. Martin Heidegger explained that learning is making everything we answer to be the essence that always shows itself at all times, because what is required of teaching is to let it learn (Bonnet, 2010). So the process of strengthening the character of the cultural process, where social life products and human activities are developed.

As a learning leader the principal must understand that aspects of the mind and cognition and memory of students are something that goes beyond the physical aspect (*extending beyond the skin*) so that the learning process in strengthening student character is to turn on the intermental and extramental functions in culture (Ardichvili, 2010). The process of learning and character formation occurs when what arises in the students' internal intentions is internalized in the inter subjective process. That is, the process of character in students requires the role of social environmental strength (*social environment*) and the role of inner strength (*inner resources*) of students themselves, because the character values are socially embedded in certain cultural environments (Elkind and Sweet, 2019). Instilling character values in schools must arrive at the student's awareness that he knows the purpose of learning and *how to learn*. So the highest value of the learning process is the ability of students to be themselves who have responsibility for what must be done, when something has to be done, and how to do it, regardless of whether students are happy or not with what they do (Zamroni, 2014). Besides junior high school students (early teens aged 11th-16th) is a crucial phase in the process of

forming student character values. As Krori expressed, adolescence is an important period of life span, a transitional period, a period of change, a period of problematic age, a period in which individuals seek self-identity, a dreaded age, a period of unrealism, and a threshold to maturity.

II. LITERATURE REVIEW

A. Leadership

Miftah Toha said that "Leadership (*leadership*) is a relationship between a person and others, leaders are able to influence others to be willing to work together in tasks related to achieving desired goals (Miftah, 1999). Meanwhile, according to Abi Sujak argues that "Leadership is a pattern of relationships between individuals who use authority and influence on others or groups of people to form cooperation to complete a task.

From the various opinions above it can be concluded that leadership is a pattern of relationships between individuals who use authority and the ability to influence, move and direct action on a person or group of people to achieve certain goals in certain situations. An effective principal based on research from the National Association of Secondary School Principals is a combination of personal traits and leadership style, namely: (1) giving examples; (2) interest in quality; (3) works on the basis of human relations; (4) understand the surrounding community; (5) have a good mental attitude and excellent physical stamina; (6) interests with staff and schools; (7) making compromises to reach agreement; (8) maintaining stability; (9) able to cope with stress; (10) creating a structure so that something can happen; (11) there is an error; (12) does not create personal conflicts; (13) leading through a positive approach; (14) does not distance or precede those they lead; (15) easily contacted by people; (16) have a matching family (Soebagyo, 2003).

Principles of Leadership

As a leader of course the principles of leadership must be understood in order to develop the school. The principles of leadership in general include: 1) Constructive principals must provide encouragement and guidance to each teacher and staff to develop their abilities optimally. 2) Creative principals do not get caught up in old work patterns worked by the previous headmaster, but he must always be creative in looking for new ideas in carrying out their duties. 3) Participation gives confidence to all parties to always be involved in every school activity. 4) Cooperative: the principal must always work together with all the components involved in carrying out each activity. 5) Delegative: the principal tries to give confidence to staff to carry out tasks

according to their abilities and job descriptions / position. 6) Integrative: to produce a great synergy, the principal must integrate all of his activities so that the school's goals can be achieved. 7) Rational and objective: the principal tries to be a wise leader in carrying out his duties and acts based on reason and objective considerations, not emotionally. 8) Pragmatic: principals in setting policies and targets must base on the real conditions and capabilities of the school. 9) Do not force yourself to carry out activities beyond the capabilities and targets. 10) Exemplary: the principal as a figure who deserves to exemplify all staff, teachers and students. Therefore the principal must always show good behaviors and be able to show his behavior as a leader. 11) *Adaptable* and Flexible: principals must be able to adapt and be flexible in dealing with new situations and also create working conditions that support staff to quickly adapt.

B. Character

Etymologically, when traced from the origin of the word, the word character comes from the Latin "kh Character", "kharassein", "kharax", which means to make sharp and make in. 3 In terminology, character is interpreted as a way of thinking and behaving that is unique to each individual for live and work together, both within the scope of the family, community, nation and state. Character can be considered as the values of human behavior related to God Almighty, self, fellow human beings. The environment and nationality are manifested in thoughts, words, and actions based on religious norms, law, manners, culture, customs, and aesthetics. In addition, the character is also a reflection of human beings related to one's behavior in behavior that becomes a habit in their daily lives, the character can be good or bad. It depends on the formation of character in their environment.

Values in Character Education in Schools

The Curriculum Center for the Research and Development Agency of the Ministry of National Education in its publication entitled Guidelines for Character Education Implementation (2011), has identified 18 character-forming values which are the results of empirical studies of the Curriculum Center sourced from religion, Pancasila, culture and national education goals. The character values in education include: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity, 10) spirit of nationality, 11) love for the motherland, 12) respect for achievement, 13) communicative, 14) love for peace, 15) love reading, 16) care for the environment, 17) care for the social and 18) responsibility.

C. Culture

Etymologically the notion of culture (culture) comes from the Latin word *colere* (Daryanto: 2015: 1), which means to plow the land, cultivate, maintain the fields (Poespowardojo, 1993). However, the original understanding of agrarian further applied to things that are more spiritual (Langeveld, 1993). Furthermore, terminologically the notion of culture according to Montago and Dawson (1993) is a *way of life* (Daryanto: 2015: 1), which is a certain way of life that radiates a certain identity also from a nation. Culture is the power of mind in the form of copyright, intention and taste, while culture is the result of copyright, intention and taste. In principle, culture is the result of human effort, both material and spiritual results and that culture is social property and heritage, culture is formed in and with social interaction and passed on to the younger generation by way of acculturation or educatio.

School Culture

According to Deal and Peterson in Supardi (2015: 221) states that: School culture is a set of values that underlies the behavior, traditions, daily habits, and symbols practiced by school principals, teachers, administrative officers, students and the community around the school. School culture is a characteristic, character or character, and the image of the school in the wider community. Schools as a system have three main aspects that are very closely related to school quality, namely: the teaching and learning process, school leadership and management, and school culture. Culture is a view of life that is shared by a group of people, which includes ways of thinking, behavior, attitudes, values that are reflected both in physical and abstract form. Culture can be seen as behavior, values, life attitudes and ways of life to make adjustments to the environment, as well as to look at problems and solve them. Therefore a culture will naturally be inherited by the next generation of generations.

Among the principals and teachers are embedded moral values and enthusiasm in working to produce and provide the best service. Other values developed are those related to learning and upholding the norms of decency, politeness, morals and religion. Rules and Norms, including the existence of rules that are clearly communicated and implemented consistently. There is support for the development of social and social knowledge and skills, including effective listening, problem solving, reflection and responsibility and ethical decision making. The culture of science must be a value that must be embedded in every school citizen.

III. RESEARCH METHODOLOGY

This research is a qualitative research in the form of *case study research*, to examine the factual phenomena associated with the program of strengthening character education in schools (Ary, D., Jacobs, LC, & Sorensen, 2010). Data were analyzed using the interactive model of Miles and Huberman to get a *holistic* concept of the role of the principal's *leadership* in building the character of students in junior high schools. This research is divided into three stages, the first stage is preparation. determine and compile research instruments. The second stage is the implementation of research refers to the qualitative stages of *case study research*. Phase three is the analysis of the data and draw conclusions to describe patterns of school leadership in strengthening the student's character S ekolah SMP.

This research was conducted in Kerinci Regency. This research gradually in the carry of the month from January to February 2020. The subjects in this study were the principal. The selection of research subjects using the *purposive sampling method* with the consideration that the subjects chosen or determined according to the research objectives to be achieved. Pertimbang on an aim that have one principal of school and 20 teachers of the school are that the number of study subjects berj otal 21 people. The principal is chosen because he plays the role and is fully responsible for the implementation of student character education. The object of research is the pattern of school leadership in the implementation of character education in Junior High School.

Data collection was carried out by in-depth interviews with principals related to habituation of students' superior character through the principal's leadership role in building student character based on his role as manager, leader and motivator. Design of *case study research* (Baxter & Jack, 2008; Yin, 2009) incorporates a variety of data both from observation and interviews, and related documents has become a study of teachers and principals. The observation center is the activities and activities of the principal, teachers and students related to the strengthening of character in the learning process.

The data analysis of this research was carried out inductively (ie), that is, research began with empirical facts and formed data that had been collected with the *interactive analysis of the Miles & Huberman model* (Iman Gunawan, 2015). This data analysis process is divided into three important stages, namely data reduction, data display and verification / conclusion drawing that is repeated and

interactive to ensure that all data is steady or valid (Miles & Huberman, 1994).

IV. RESULTS AND DISCUSSION

The findings in this study are an analysis of the results. The results and discussion section describe how the principal's leadership pattern is in strengthening the character of junior high school students. In detail the results and studies of these aspects are described as follows:

4.1. The Role of the Principal in Strengthening Characters in SMP N 34 Kerinci

a. The Principal's Role as a Manager

The principal's role as a manager in strengthening the character values is reflected in the interview and observation information and data and phenomena related to the existence of a good managerial creation effort in schools. Implementation of five important pillars through this managerial role at SMPN 34 Kerinci.

b. The Principal's Role as a Leader

The role of the principal as a *leader* in strengthening the character values is done through giving direction, elegation and decision making as well as the distribution of tasks and responsibilities to teachers in carrying out tasks both in learning and outside academics, directing direct, collaborating and responsible in carrying out tasks which are given.

c. The Principal's Role as a Motivator

The role of the principal as a motivator in strengthening character based on observation and interviews is able to create a good work climate, fun and transparency as well as giving appreciation and trust to teachers. In addition, the role of the Principal as a motivator in strengthening character values based on interviews and observations produces leadership patterns in the form of examples of discipline to subordinates, provides assertiveness to teachers who are considered less disciplined, makes persuasive approaches in the form of parenting approaches in student learning processes and their exemplary played to school in clothes, speech patterns of parenting and deed. The implementation of the character strengthening policy is carried out through analysis of school conditions, planning supervision as an effort to improve teacher professionalism and create a school organizational structure with a written concept chart that is socialized through the board flocat in the room of teachers and school principals. Improving the administration and modernization of data through the Dapodak school data

bank program is part of an effort to improve and maintain the status of school accreditation with superior categories.

The implementation of character education policies began to focus first on streamlining student learning activities so that the principal's focus was on compiling teacher data, student data banks, student state charts, making guestbooks, making mutation books, scheduling school meetings and school committee meetings.

4.2. Principal's Leadership Pattern in Strengthening Character

Differences in leadership patterns are determined by program policies, program execution and evaluation of program achievements and the norms and culture of school organizations. The pattern of leadership is seen as a key requirement for success, achievement, and achievement of organizational goals (Yukl, 2002). From this perspective, it can be seen that the pattern of leadership related to strengthening character education is more focused on *instructional leadership*. This can be seen from the emphasis on the target curriculum achievements and learning activities every day at school. The character strengthening program is finally more oriented to the routine school activities program. The three school principals do not yet have a strategic program to strengthen the special character according to the conditions, needs and excellence of the school. So the strategic program owned by the principal is "a program of integrating character values through subjects according to the direction of the ministry of education. Thus the character education program is still seen as a routine program of learning every subject taught by teachers in each school. There are strong indications that all schools want to progress with good results, with many achievements in O2SN activities at the district, provincial and national levels. The dynamics of the scientific approach in the 2013 curriculum have not been seen much in its implementation in the classroom even though the learning plan has included character values. Learning is still dominant in the classroom with conventional patterns, not many observing activities, asking questions, making experiments, building student associations and reasoning, getting used to communication and collaboration actions among teachers. It is strong enough that the phenomenon of students is given a lot of homework, extra lessons at the teacher's house to meet the achievement of students' cognitive values. This is a common phenomenon that is quite common in most junior high schools. Many curriculum subjects and teachers themselves are not yet proficient in managing thematic learning with a scientific approach, making the process of

creativity, innovation and development of critical thinking skills (*high other thinking skills*) still quite weak. Related probelematika i n i heads of schools do not have specific strategic programs and policies designed to strengthen character education in schools. Generally the program's emphasis is on elements of time discipline, cleanliness, neatness of dress and environmental conditions of schools with ornamental plants that receive more attention and priority when the school prepares a school accreditation visitation.

There are efforts to innovate programs such as in SMP N 34 Kerinci through an *ant operation* program which requires all students and teachers to pick up and clean up trash around the school, classroom before starting and ending lessons. The target to be achieved is to maintain and maintain the cleanliness of the school environment with the embedded character value is responsibility and independence. On each wall of the school, in the front area on display 18 character values as part of the socialization building students' memories regarding character values but not all students pay serious attention to all the values recorded on the flocat board from the 5 priority areas developed namely, *religious, nationalist, integrity, mutual cooperation and independence*. Strengthening character values can also be seen from phenomena in classrooms, on terraces, in the aisles of schools plastered with writing or *qout*, wise words aimed at motivating students for good things or virtue values. The writings of these reflect the efforts of schools to introduce and disseminate the value of the character so that students know, understand and bias run several advantages of the school. The excellence of schools such as Adi Wiyata's school is building public awareness that hygiene is an important part of private and communal life.

In addition, the interventions of learning and character policies in SMP N 34 Kerinci emphasized " *Values such as the body must always be healthy, independent, persevering, open-minded, have a leadership spirit* ." These values are always instilled in students in every learning in school by the teacher. SMP N 34 Kerinci cultivates learning processes and activities in a fun way by staying focused on strengthening religious, moral and ethical values, practicing good habits for teachers, employees and students.

Furthermore, SMPN 34 Kerinci is included in the category of homogeneous schools because all the teachers and students are Muslim. On one hand leadership in all programs becomes easier because one policy reaches all in one joint activity such as prayer, congregational prayer, infaq

policy, or making special religious events such as religious celebrations very easily conditioned and coordinated. The emphasis of the principal's role is to strive to create a healthy, religious life that has strong morality and Islamic ethics. Homogeneous school environment and conditions greatly help improve school performance in supporting the creation of a better religious life in schools (Asmendri, 2014). This religious social capital has become the principal's power in mobilizing and designing strategic programs based on Islamic superior values in strengthening, expanding and deepening character education at the classroom, school and community level.

4.3. Strategies in Strengthening Character Education

The principal's ability is measured by his ability to articulate his vision at every opportunity and his capacity to influence teachers, staff, students, parents and all other stakeholders (Chang, 2004; Government, 2018). For leadership to be effective, leadership must be built on a solid foundation of a clear vision and mission for the future, a specific strategy, and a culture of success (Charanjit S. Rihal, 2017). The existence of a policy strategy to optimize the integration of character values in subjects and routine activities through the *management* of the performance of school principals to strengthen character. This is important to support and increase the capacity and skills of school principals to design programs for character education that are reached by schools and measured in evaluating their achievements. In relation to the role of leader, manager, motivator the principal can innovate and strengthen character strengthening strategies through simple designs to lead, organize the activities of teachers and students, as well as motivate teachers to develop activities innovatively. Generally, school principals are no longer burdened with teaching, so it is possible for them to focus more on thinking about breakthrough programs and school-based management arrangements to realize character strengthening. This is important so that the principal is not trapped in the habituation of characters that are routine.

Generally, the principal was superior in *kepemimpinan pembelajaran (instructional leadership)* but not yet developed the ability *transformatif leadership (transformatif leadership)*. The transformatif leadership model must be more cultivated in schools related to character strengthening. This pattern will further encourage satisfaction and confidence of students and teachers, teachers feel not pressured and pay attention to student progress (*academic excelent*) as well as giving

principals confidence in their own performance. The results of research conducted at schools found that more transformative leadership had a better impact on school progress (Yuningsih & Herawan, 2015). Likewise, the improvement of the system and aspects of service quality in school management will have a positive impact on improving teacher performance and services that benefit students (Dike, Daniel, & Parida, 2016, 019; Ozkan, 2015).

Transformational leadership emphasize the shift from the leadership dimension to professionalism, because professionalism emphasizes more competence than just leadership skills (Lynch, 2015). In accelerating the increase in results and the impact of strengthening character values, the principal needs to also develop cultural-based *leadership* because *cultural* character cannot be separated from the local social and cultural context, school culture (Carjuzaa, 2012; John Keedy, 2002). *Cultural leadership* emphasizes understanding and competence related to the values of trust and social and cultural identity of students and teachers. According to Nononka, it can be pursued through four strategies namely *socialization, externalization, combination and internalization*.

The socialization step can be taken through empathizing with other people and their environment through subjective exchanges between individuals in classrooms or the school environment. The aim is to help teachers and students acquire and increase knowledge about culture and minimize prejudice. The internalization strategy is carried out by accepting and understanding the good values that are formed and presented from cultural acculturation interactions that occur in schools. The combined strategy is pursued by combining various approaches to leadership and management strategies so that it is not patterned on just one approach model in strengthening character (Nonoka, 2005). These four aspects are developed through habituation and exemplary principals, teachers, parents and the environment related to 18 character values supported by five priority programs through the pyramid pattern of the stages of knowing, understanding, familiarizing, believing, doing and maintaining character values as a *way of life*.

V. CONCLUSION

From the description presented in the following discussion of results and some conclusions principal's leadership in strengthening character education in Junior High School include:

- Implementasi character education is still focused on the integration of the value of the character through the subjects and yet innovative programs headmaster for widening and deepening the characters in school because of the leadership of the head of school dominant in leadership patterns of learning (*instructional leadership*).
- The results of strengthening character education presented at schools through learning interventions have not been optimally expanded with contextual and innovative learning methods and approaches, for example through *inquiry learning* approaches, *problem solving*, and *project* and *product* approaches and assessments in learning. Scientific approach in implementing K.13 has not yet become a culture of learning to build students' learning skills (*learn how learn*) so that character values are not limited to the inculcation of information knowledge but rather to cultivate students themselves to find value and meaning through activities inside and outside of school.

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