

The Effects of Principal's Competence and School's Culture on Student's Character Development

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Abstract: This study focuses on the impact of the principal's competence and school's culture on student's character development partially and simultaneously. This study uses quantitative methodologies. The academic community of State Elementary Schools in Air Kumbang District, Banyuasin Regency, is the population of this study. A sample of 123 third-grade kids is drawn to reflect the research data. We employ the entire population as a purposive sample. Questionnaires, observations, and documentation were used to collect data. The study hypotheses were evaluated and assessed utilizing basic and multiple linear regression tests to examine the data. The result showed that the principal's competence and school's culture both impact the student's character development.

Keyword: Character Development, Principal's Competence, School's Culture

1. Introduction

The issue in this study is that the character development of the students at Air Kumbang Banyuasin State Elementary School is still lacking. This is evident from observations of students with negative personalities, such as students who do not care about cleanliness in the school's environment, students who are rude to older people, and students who fight and make fun of friends with words. impolite words, being too lazy to study and complete the assignments assigned by the teacher, there are those who joke too much, secretly cutting their friends' notebooks into four small pieces, hiding their friends' shoes, some are too lazy to

go to school, and there has even been theft of money or friends' belongings (Utami, Khansa, & Devianti, 2020). The character of students like this is very concerning, given their young age as the nation's generation's successors; this is presumably due to a lack of character inculcation in students who are entering a period of searching for identity and wanting to show their skills with others. As a result of this issue, the researcher investigates student's character development issues (Zaenab, Chamisijatin, & Wahyuni, 2020).

This research is limited to only examining the character development of SDN students in Air Kumbang Subdistrict, Banyuasin Regency associated with two variables that are thought to affect the development of student character, the principal's competence as a variable X1 and school's culture as a variable X2. While the student's character is developing as variable Y.

According to (Untung Kurniawan, 2010), humans with strong characters will find it easy to achieve their life goals, whereas humans with weak characters will easily sway, falter, and be slower to achieve their life goals and will be unable to embrace other people to collaborate. This can be explained again by stating that each person's personality varies even within the same family, let alone between families or tribes. This character determines whether a person is strong or weak in achieving his goals, and a strong character can ward off bad influences from the environment and even influence the less good culture of the surrounding environment into a commendable culture. As a result, a strong and excellent character ingrained in a person's soul will decide his achievement (Nizarani, Kristiawan & Sari, 2020).

A strong technique to establish character is to set an example, instill discipline, and become used to performing good things in a conducive, directed, and complete environment. Building student's character, according to (Zaenab et al., 2020), begins with good cultural habituation traditions such as exemplary examples from the character and behavior of the principal, instructors, education staff, the surrounding community, and notably their parents (Khakiim, 2020; Nurul Yaqin, 2022).

According to (Suparno, 2018), school's culture may modify the traits of students' character since instructors, lessons, schools, books, friends, learning media, family, and social environment are some of the elements that can often change the growth, formation of student's character. According to (Afifullah Nizary & Hamami, 2020), school's culture is colorful and diversified in the educational environment, developed via the structure and arrangement of

activities, social functions, and critical requirements. Friendly, quiet, disciplined, structured, clean, and tidy shape that encourages school's culture by establishing a comfortable learning environment.

This study focus on is there any effect of the principal's competence on student's character development? Is school's culture influencing kids' character development? Is there an impact of the principal's competence and school's culture on student's character development?

2. Methods

The study was carried out at six public elementary schools in the Air Kumbang sub-district of Banyuasin Regency. This study uses quantitative methodologies. The quantitative approach is a systematic method to study that employs mathematical models. A quantitative way to determining the partial influence of existing factors (Jayusman & Shavab, 2020). The academic community of State Elementary Schools in Air Kumbang District, Banyuasin Regency, is the population of this research. A sample of 123 third-grade kids is drawn to reflect the research data. We employ the entire population as a purposive sample (Lenaini, 2021), which means we use the entire population as the study sample. Questionnaires, observations, and documentation were used to collect research data. The study hypotheses were evaluated and assessed utilizing basic and multiple linear regression tests to examine the data. We utilize multiple linear regression analysis to forecast how the ups and downs of the dependent variable state would change if two or more independent variables as predictor factors grow and decrease in value (manipulated) (Trisunaryanti, Triyono, Mudasir, & Syoufian, 2010).

3. Results and Discussion

The Principal's Competence on Student's Character Development

Because the correlation value of 0.4595 spans between 0.20 and 0.49, the impact of the principal's competence (X1) on the Y variable (student character) has a mild positive association. The score is low because it could be due to respondents' lack of accuracy in filling out the questionnaire and being less concerned with the research process, as well as other activities while conducting this research such as semester exams and report cards and grades, as well as a covid pandemic outbreak that affects activities and concentration. Furthermore, it

coincided with the hectic installation of ANBK. However, the coefficient of dependence $R_{X1Y} = r_{X1Y}^2 = (0.4595)^2 = 0.211143$ reveals that the value of the X1 variable (principal's competence) impacts the value of the Y variable (student's character) by 21.1143%. As a result, the principal's competency as the X1 variable influences the character development of the Y variable pupils. This result was supported by (Dekawati, 2020).

School's Culture Influencing Kids' Character Development

Because the correlation value of 0.5172 spans between 0.50 to 0.79, the effect of school's culture (X2) on the Y variable (student's character development) has a moderately favorable connection. Although the coefficient of determination was attained, this may have occurred because the respondents, who were grade 3 pupils, did not grasp the questions, which corresponded with the bustle of adopting ANBK, performing end-of-semester examinations, and processing report cards. $R_{X2Y} = r_{X2Y}^2 = (0.5172)^2 = 0.26745$ reveals that the variable X2 (school's culture) impacts the variable Y (student's character development) by 26.745%.

The correlation value of 0.4595 between the student's character development variable (Y) and the X1 variable (principal's competence) is less than the correlation value of 0.5172 between the Y variable (student's character development) and the X2 variable (school's culture), indicating that the level of influence of the principal's competence (X1) in influencing student's character development (Y) is less than the level of influence of school's culture (X2). As can be observed, school's culture (X1) influences student's character development (Y). X1 effect on Y X2 influence on Y Or; 0.4595 0.5172. What was we found here relevant with (Tabroni, Nasihah, & Bahijah, 2021).

The Impact of the Principal's Competence and School's Culture on Student's Character Development

Variables X1 (principal competency) and X2 (school's culture) had a combined impact on student's character development (Y) with a correlation value of 0.6449, explaining $(0.6449)^2 = 0.415896$ at least 41.5896% of students' character development scores. The simultaneous test proved the substantial amount of effect between the variables tested by comparing the value of $F\text{-count} > F\text{-table}$. Because of the value of $F\text{-count} > F\text{-table}$ in the simultaneous test, H_0 is rejected, indicating that there is a strong impact on student's character

development (Y) by the principal's competence (X1) and school's culture (X2). As a result, the principal's competence (X1) and school's culture (X2) both impact the student's character development (Y). What we found about principal's competence and school's culture toward student's character development are significant also related to (Mahardika et al., 2020; Sutino, Sowiyah, & Tristiana, 2021).

4. Conclusions

This article concluded that the principal's competence and school's culture both impact the student's character development.

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