

The Principal's Leadership in Shaping the Character of Indonesia's Golden Generation: A Literature Review

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Abstract. Character education takes an important part in preparing for Indonesia's golden generation. To realize a good character education, school needs an effective leader who is able to prepare a golden generation to help Indonesia to be a better nation and be ready to compete in global competition. The importance of the principal's leadership to design the character golden generation of Indonesia is very interesting to study, and this article aims to review how the principal's leadership in shaping the character of Indonesia's golden generation. There are a number of articles found about the principal's leadership review and their effect on the character of Indonesia's golden generation that was made not only by researchers in Indonesia but also written by foreign researchers. The purpose of this literature review is to find out the role of the principal's leadership in shaping the character of the golden generation of Indonesia. Based on the results of literature reviews from various countries in the world, we found the scope of the article was still limited, so, we wanted to know more deeply and was interested in following up on the discussion about the role of the principal's leadership in shaping the character of Indonesia's golden generation towards demographic bonus 2045.

Keywords: Character Education, Golden Generation, Principal's leadership

1 Introduction

Character education is one of the fundamental efforts in creating learning situations that are suitable for students' self-development and is designed to shape students' character. As an educational institution, the school has an important role to design the character of students. Because it is expected that through character education, students are expected to be closer to God, have strong faith, so they become virtuous, tolerant, have a motivation to fight for life, hard-working and discipline [1]. Build the skills and character are important efforts in preparing Indonesian youth to face global economic competition [2].

Besides, with character education, the identity of students will be well-formed, so that the nation's generation will have a good character. In shaping quality characters, coaching is needed from an early age. Tilaar stated that the term 'character' is the essential features of a person or a group or nation that is very prominent so that it can be recognized in various situations or is a trademark of someone. So, through character education, Indonesia's future

generation will have intelligence in cognitive, affective, and psychomotor. This will strengthen the foundation of nationality towards a better nation [3].

In this context, there are two main roles of school, those are educating students with a variety of subjects, cognitive skills and knowledge, and educating students in individual and social development. Therefore, the school has a major role in character education as the social capital of students in their lives [4]. If the young generation of this nation is not educated with good character, then the nation's character -over time- will be destroyed, as stated by Thomas Lickona in Agus Wibowo's book entitled *Character Education: Strategies to build the Character of Civilized Nations*, he stated that: a nation is going to ruin when its character is pawned [5].

The principal is the person who has the highest authority in the school, because the principal is responsible for all school activities and plays an important role to improve the quality of education [6], [7]. Bush said that the Leader is the person who sets goals, provides innovations, and takes actions to his employees [8]. Principal's leadership is one of the factors that influence the quality of the school [9]. The principal's leadership is very important for the success of the school organization. Leaders can create positive changes in education by encouraging staff to take initiatives and change for effective and efficient school management [10], [11].

Principal's leadership influences students' potential in a variety of ways, through instructional and non-instructional assignments. The level and way of the leadership of a school principal influence student learning outcomes, but still depends on all aspects in the school environment, such as the principal, teachers, students, and the community [12].

The role of the principal is very important in transforming the educational process, performance, and student learning outcomes. Because the quality of school leaders is related to the student's result; therefore, schools must invest in training and upgrading the principal's leadership [13]. As a person who has the highest authority and rights in the school, the principal has seven tasks, those are: as an educator, as a manager, as an administrator, as a supervisor, as a leader, as an innovator, and as a motivator [14]. In short, Principals play a key role in this domain by design the school environment, motivating, and supporting learning in school [15].

The proper principal's leadership in shaping the character of the golden generation is very important. A demographic bonus must be welcomed. Demographic bonus is a situation where the number of productive age population is higher than the number of non-productive age population. It can be said that the principal's leadership has a large impact in shaping the golden generation character. The development of skills and character is one of the important efforts in preparing Indonesian youth to support the achievement of demographic bonuses and to face global economic competition [2]. Based on the description above, the authors feels the need to know more deeply about "What is the Role of the Principal's Leadership in Shaping Indonesia's Golden Generation Character?"

2 Literature Review

2.1 Principal's Leadership

Leadership according to Heifetz is a social activity [16]. The principal is the person who has the highest authority in the school, because the principal is responsible for all school

activities and plays an important role in improving education's quality and support the academic success of students, especially the students who are marginalized because of race, ethnicity, language, ability, socioeconomic status, gender, and religion [17], [6], [7].

The principal has an important role in influencing; encourage; guide; directs; and mobilizing teachers, staff, students, parents, and other stakeholders to achieve the goals set. [18]. A significant effect of school leadership on all school elements, positively influences the quality of teaching and learning. The function of leadership is to design organizational conditions that foster high quality in teaching and produce improvements in learning outcomes [19].

Principal's leadership is crucial for the success of school organizations because leaders create positive changes in education by encouraging staff to take initiatives in changing towards progress [10]. The leadership of the principal influence students' potential in various ways, through both instructional and non-instructional tasks. The level and way of the leadership of the principal could influence student learning outcomes but still depends on all elements in the school, such as school principals, teachers, students, and the community [12]. The role of the principal is very important in transforming the educational process, performance, and student learning outcomes because the quality of school leaders is related to the academic success of students; therefore, a school must invest in training to upgrade the principal's leadership [13], [20]. In short, the principal plays a key role in this domain by shaping the school environment, motivating, and supporting in school [15]. Three types of principal leaders' profiles were identified: "principals who think about people", "principals who think administratively:" and "principals who think moderately" [21].

2.2 Indonesia's Golden Generation Character

The Golden Generation is the generation of Indonesian who are often described as superiors, choices, creative and have high integrity and exceptional intellectual space. Changes in the generation of dynamic pioneers towards the good to shape the life and culture of a better nation. Various concepts and programs for the formation of the Golden Generation must be born, even forming the grand design of the formation of the Indonesian Golden Generation in Indonesia. The development of Indonesia's young generation must be balanced between aspects of knowledge (cognitive), character (affective), and skills (psychomotor) [22]. Every human being has the potential to display a good character that is suitable for him the nature of human creation since he was born. However, there must be a long process of developing good character through care, education, and social activities. Family, School, and Community play a very important role in forming, developing, and educating good human characters [23].

Education is a process of cultural reciprocity between individuals and communities. One of the important roles of education is filtering foreign cultures in society and maintaining local culture. Besides, education also plays a role in developing academic skills, shaping character, and positive behavior. To be successful, character education requires the right method so that teachers must be able to integrate character education into everyday life. Besides, teachers must use appropriate learning methods so that students can easily understand them. In addition to integrated learning, character education can also be integrated through cross-curricular, co-curricular, and extracurricular activities. Character education can be implemented with school programs and activities [24].

Character is an integral part that must be built properly. So that the young generation as the hope of the nation who is responsible for determining the future, students must have the

attitude and intelligence of strong and correct morality to build the nation [25]. Character education is not just about teaching right or wrong, but more than that besides this habit of internalizing (habituation) about which is good. Students will then know and understand good values or things that are true (cognitive), can feel values and norms (affective), and able to perform good behavior (psychomotor). Character education involves moral knowledge, moral feelings, and moral actions. So, character means values and norms that are related to national values and norms that are based on the Pancasila National Philosophy [23].

Character education in Indonesia is to develop and to familiarize the moral values and norms of Pancasila in our daily lives to have a peaceful and good life. The purpose of character education is to develop the character of the nation in Indonesia ordering that Indonesian people can carry out the values of Pancasila. The character of the educational function as (1) develops the basic potential of people to be kind, to have good thoughts, and to do good behavior; (2) strengthening and developing multicultural behavior, and to improve the cultural life of the nation which is competitive in Indonesia's world living relationships [23].

Characteristics of education are human activities in which educative and didactic actions are made for a growing generation. Ideally, education characteristics would be better implemented early. So, during the implementation of certain values, students will get educative actions. Through the education of school characteristics, this can encourage students to do, so with noble character values, such as respecting and caring for others, responsibilities, discipline, and many more values that need to be implemented [26].

The objectives of character education put forward by the Ministry of Education of the Republic of Indonesia are a). Developing the development of conscience / affective as human beings and citizens who uphold cultural values and national character, b). Developing a commendable attitude habit that is in line with universal values and religious and cultural traditions of the nation, c). To instill a spirit of leadership and responsibility as the next generation, d). Developing the abilities of students to become independent, creative, nationalistic people, and e). Develop a school environment that is safe, honest, full of creativity and a friendly learning environment, and has a high sense of nationality and is full of strength (dignity) [22].

Character is the values of human behavior related to God, self, people, environment, and nationality, which are manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and customs [27]. Character education is a teacher's effort to shape student character. Besides the term character, we also know the word moral. Based on the meaning of the word in the dictionary, there is no significant difference between character and morals. Character and morals are defined as actions that occur without thinking (spontaneously) because both morals and morals are embedded in the mind, in other words, they can be called habits. [28].

The application of the value of character education can be done through learning, that is by including character values in each lesson because in each learning not only requires cognitive aspects but also affective and psychomotor. In Presidential Regulation (PERPRES) number 28 of 2017, the president divides the values of character education into 18 parts. One of the 18 characters is 'hard work'. The character of hard work is persistence in trying to get the target, this character education is said to be important to improve the life of the nation in aim to fight for the ideals of the nation's generation to shape a good golden generation character [29]. If we look at the Purpose of National Education in UUSPN (Indonesian Law) No. 20 of 2003, the desired national character in national education is the character that aims at developing the potential of students to become people who believe in God, have good

character, are healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible [30]

In order for humans to have good character, character education is required since they are in school. Character education is a process of cultural internalization within a person and society to make humans and society have good morals. Thomas Lickona emphasizes the three components of good character: moral knowledge (moral knowledge), moral feeling (moral feeling), and moral action (moral action). The three parts of the character components have a relationship that is interrelated with one another. According to Lickona, good characters are: knowing good things, wanting good things, and doing good things. The character is expected to become a habit in thinking, a habit in the heart, and a habit in action [31]. The development of skills and character is one of the important efforts in preparing Indonesian youth in a global economic competition [2].

3 Research Methodology

This literature review focuses on the Principal's Leadership in Shaping the Character of the Indonesian Gold Generation. The authors conducted a study of this literature after determining the topic of writing and establishing the formulation of the problem, before plunging into the field to collect the necessary data. Data collection is done using Google scholar searching for articles and international and national journals with the keywords principal's leadership, character education, golden generation. The search ranged from 2015-2020 and total of 150 articles were identified.

The criteria for inclusion in this study are as follows:

- a. Quantitative results from the principal's leadership in shaping the character of Indonesia golden generation .
- b. This research is carried out in the world
- c. This research uses English
- d. Dissertations and theses are excluded

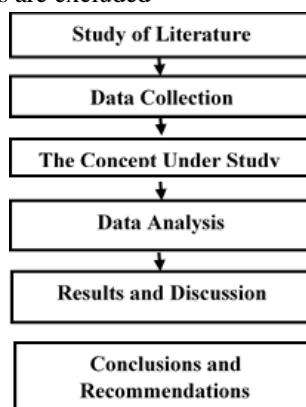


Fig 1. Flow of Literature Review

4 Results and Discussions

Table 1. The Principal's Leadership in Shaping the Character of Indonesia's Golden Generation

Author and Year of Publication	Title	Country	Methods	Sample	Results
Abdullah, Waluyo and Wardani (2019)	Hard Work Character Education in the Novel Merindu Baginda Nabi by Habiburrahman El-Shirazy	Indonesia	Qualitative	-	Describe some of the values of character education of hard work in the novel longing for the king's prophet by Habiburrahman El-Shirazy.
Abdullah, Hastuti, and Karmila (2015)	Lego (bingo puzzle) games: character education-based educational media in elementary school-age children in realizing Indonesia's Golden Generation	Indonesia	Qualitative Descriptive	-	Lego games learning media were created with the aim that students are easy to apply and get used to applying the values of character education, which has implications for the formation of the personality of students as good shoots nation.
Anggi (2018)	Al-Quran Perspective Hadith Character Education	Indonesia	Qualitative	-	The hadith appeared in this study contains human character or behavior towards God, self, fellow human beings, and the environment. Some concepts of character education that can be revealed from the Quran and the Hadith are First, the basis of character education, Second. The concept of character education in Islam. Third, the stages of forming character education. Fourth, the internalization character education method. Fifth,

					the role of teachers and parents in character education.
Aprilana, Kristiawan and Hafulyon	Madrasah Head Leadership in Creating Effective Learning in Madrasah Ibtidaiyyah Rahmah El Yunusiyyah Diniyyah Princess Padang Panjang	Indonesia	Qualitative	1 Principal	Effective learning is done to produce good student attitudes and achievements. The principal's leadership looks good because his concern continues to develop teacher and student participation. Headmaster applied 1) technical skills; 2) human skills; and 3) conceptual skills in his leadership.
Aravena (2019)	Destructive Leadership Behavior: An Exploratory Study in Chile	Chile	Qualitative research based on interpretive phenomena	207 (34%) teachers	Leaders who are often labeled as destructive show autocratic leadership, poor communication, inconsistent behavior, and poor strategic skills.
Azhary, Handoyo, and Khafid (2018)	The implementation of integrated character education in policy design at SD Muhammadiyah (Plus) Salatiga	Indonesia	Qualitative	-	SD Muhammadiyah (Plus) Salatiga has implemented character education that is integrated into school policies, this is evidenced by the inclusion of environmental, religious, autonomous, loving, homeland character values in the vision, mission and school programs. An honest, conscientious, innovative, and independent character has also been integrated into the classroom, this is seen in the Lesson Plans and the media created by the teachers.
Brooks &	Culturally	Philippines	Qualitative	42	Explicitly emphasizes

Brooks (2019)	(Ir)relevant school leadership: Ethnoreligious conflict and school administration in the Philippines			Principal s	the importance of principals' meaningful preparation and professional development programs that cultivate culturally relevant leadership skills, reflective practices, and intercultural understanding in ways that can be applied locally.
Dekawati (2020)	The Principal's Leadership As The Effort To Build Students' Character	Indonesia	Qualitative	85 Teachers	The principal's leadership is an alternative way to build student character. Based on the results, the author suggests that (1) the principal increases information disclosure through communication by maximizing digital communication facilities and hold flag ceremonies to be delivered information optimally. (2) The principal builds solid teamwork and participates in social activities in collaboration with local communities in protecting the environment.
Dou, Devos, and Valcke (2017)	The relationships between school autonomy gap, principal leadership, teachers' job satisfaction, and organizational commitment	China	Quantitative	528 Teachers and 59 Principal s	The significance of instructional and transformational leadership on teacher's job satisfaction and organizational commitment, mediated by the indirect impacts of the school climate and teacher's self-efficacy. The school autonomy gap, which is closely related to the leadership of the school principal,

					appears as an important effect.
Eisenschmidt, Kuusisto, Poom-Valicks, and Tirri (2019)	Virtues That Create Purpose For Ethical Leadership: Exemplary Principals From Estonia And Finland	Finlandia	Qualitative	-	In building schools for future generations, principals must demonstrate virtue, wisdom and knowledge in creating a long-term vision for the school.
Farida (2016)	Pendidikan Karakter Dalam Prespektif Islam	Indonesia	Qualitative	-	The Qur'an very firmly provides concrete solutions for us to develop spiritual, emotional, and intellectual awareness which not only become theories, but the Qur'an commands to translate them into daily life.
Ismail (2018)	Pengembangan Karakter melalui Pendidikan Agama Islam	Indonesia	Qualitative	-	Character development through Islamic religious education in Indonesia and its correlation with the mental and spiritual development of the nation's children.
Jamrah (2017)	Shaping Golden Generation Through Character Education Toward 100 Years Indonesia	Indonesia	Qualitative	-	The golden generation must be ready from now through education. In addition to building knowledge competence (Cognitive) and skills (psychomotor), balance is also very important with building character (affective).
Jones (2015)	Contemporary challenges and changes: principals' leadership practices in Malaysia	Malaysia	Quantitative	7 Systems Leadership Study	Empirical evidence is emerging about principals' leadership practices and highlights some of the challenges associated with new accountability expectations and demands given to actors in Malaysia.
Lijuan,	Principal	Hong	cross-	32	The various dimensions

Hallinger, and Ko (2016)	leadership and school capacity effects on teacher learning in Hong Kong.	Kong.	sectional a Quantitative method	elementary schools	of the leadership of the principal make a significant contribution to the capacity of the school and the professional learning of teachers. The presence of cooperation, trust, communication, support for students, and alignments, coherence, and structure in schools also influence teacher professional learning.
Mahara, Harun, and Usman (2017)	Principal's leadership style in improving teacher discipline in MAN Pegasing, Central Aceh district.	Indonesia	Qualitative	-	Research limitations / implications (1) MAN Pegasing's style in Central Aceh District in improving teacher discipline is in an authoritarian and democratic style (2) MAN Pegasing's principal in Central Aceh District has obstacles in increasing teacher discipline in schools.
Maryam, Ummah, Munjin, and Faris (2017)	1 Hour Q-Time as a Preventive Effort of Juvenile Delinquencies to Prepare the Golden Generation of Indonesia 2045	Indonesia	Qualitative	-	Describe the idea of creating new innovative programs to improve family harmony with character education
Murniati (2018)	Principal's Leadership in Improving Teacher Professional Competence at SD Negeri 13 Banda Aceh City.	Indonesia	ex post facto	279 students	Teacher professional Competence and learning discipline significantly influence social studies learning outcomes. Teachers should always try to improve their professional competence and are expected to discipline students to learn well at home and

					school.
Murwaning sih, Fadhilah, and Sholeh (2020)	The Implementation of Characters' Values Through Local Wisdom of Sadranan in Elementary Schools	Indonesia	Qualitative	-	The application of local wisdom can be achieved by habituation and integration local wisdom values become class lessons.
Quin, Deries, Bischoff, and Johnson (2015)	Comparison of Transformational Leadership Practices: Implications for School Districts and Principal Preparation Programs	USA	Qualitative	92 Teachers	(a) principals in high-performance schools more often apply leadership practices than principals in low-performing schools and (b) inspire a shared vision and challenge the process in two practices that have the greatest impact on student achievement.
Rina, Murtini, and Indriayu (2018)	Establishment of entrepreneurial character in the foundation based school system through project-based learning	Indonesia	Qualitative	-	Show those learning activities based on activities on the project form entrepreneur according to the level of entrepreneurship of students' education level. The character of elementary school students is independent, creative, honest, and discs
Septigaman dari and Ardipal (2019)	Implementing Character Values through Music Learning in Class V SDN 04 PPA.	Indonesia	Qualitative	Grade 5 Students	Show how the characteristics of planning and creativity in instilling character values through music learning in class V SDN 04 PPA TanjungHarapan District, Solok City
Setiyati (2014)	The influence of the principal's leadership, work motivation, and school culture on teacher performance.	Indonesia	Quantitative	753 Teachers	1) There is a positive and very significant influence from the principal's leadership, work motivation, and school culture on teacher performance with a

					percentage of 42.2%. (2) There is a positive and very significant influence on the principal's leadership on the teacher's performance with a percentage of 18.22% (3) There is a positive and very significant influence of work motivation on teacher performance with a percentage of 13.03% (4) There is a positive and very significant influence of school culture on teacher performance with a percentage of 10.94%.
Simanjuntak (2019)	The Importance of Implementing a Curriculum Based on Strengthening Character Education for the Creation of the Indonesian Golden Generation in 2045	Indonesia	Qualitative	-	This article proposes that all elements of society play an important role in supporting every government program to improve the quality of Indonesian people by improving character education so that it becomes a whole curriculum for the creation of a strong national generation based on Pancasila.
Supriyono (2016)	Developing Character Education Concerning Islamic Perspective: A Conceptual Review	Indonesia	Qualitative	-	Character education in Indonesia already has become a priority and its mandate is mandated to be included in all subjects important through curricular and extra-curricular activities. Practically effective implementation must be taken care of. Suggestive development and implementation of character education

					includes strengthening values people, become good creatures from God as in Faith, and can do good deeds and moral actions in society.
Tingle, Corrales, and Peters (2019)	Leadership development programs: investing in school principals	USA	Quantitative	59 Principals	Principals consider that training activities related to human resources, executive leadership, school culture, and strategic operations, have a “high” influence on their effectiveness as school leaders.
Truong, Hallinger, and Sanga (2017)	Confucian Values and School Leadership in Vietnam: Exploring the Influence of Culture on Principal Decision Making	Vietnam	Qualitative	3 schools	In Vietnam, school leadership must adopt the values of the ‘indigenous perspective’ to be a good leader for schools.
Angela Urick (2016)	Examining US Principal perception Of Multiple Leadership styles Used To Practice Shared instructional Leadership	USA	Quantitative	8,524 Principals	Appropriate improvement in leadership style practice by shared instructional leadership may not be defined by categorized needs.
Wardoyo (2015)	Character Education: Building the National Identity Towards a Religious 2045 Gold Generation	Indonesia	Qualitative	-	All elements of society must play an active role in achieving these goals through character education to achieve the golden generation of 2045 which is religious.
Widodo (2019)	Strengthening character education at SD Muhammadiyah Macanan Sleman Yogyakarta	Indonesia	Qualitative	1 Principal, 6 teachers dan 6 students	Strengthening religious character education is carried out integrated with several subjects such as Islam, al-Islam, Arabic, worship practices, and Muhammadiyah. Strengthening nationalism character

education through routine flag ceremony activities every Monday, and batik extracurricular activities. Strengthening independent character education, namely students making class rules (golden class). Strengthening mutual education character education, that is, students help each other in doing each activity. Strengthening character integrity education, that is, students are responsible for doing learning and in activities outside the classroom.

Source: Data Adapted from various publication mentioned

This section reports the main findings of the article being reviewed. The analysis shows that most of the articles focus on the Principal's Leadership, the Character of the Indonesian Gold Generation. The articles that have been reviewed are research conducted in several countries. Based on the articles reviewed, there are various ways of collecting data related to school principal leadership and the formation of the character of the golden generation of Indonesia. The research method used from article to article. The most commonly used method is by using interviews and observations used by [24], [18], [22], [25], [5], [31], [4].

Research on the principal's leadership in shaping the character of the golden generation has been carried out in Indonesia and various organizations in various countries. Table 1 shows that research has been carried out in schools, universities, and schools. The results of the majority of studies indicate that the leadership of the principal is an alternative way to build an integrated character in school policy, by incorporating the values of environmental, religious, autonomous, autonomous, loving character of the motherland, courtesy and courtesy in the vision, mission and programs school. To create a golden generation of Indonesia, all elements of society must play a role in supporting every government program to improve the quality of Indonesian by enhancing character education, so it becomes a comprehensive curriculum for the creation of a golden generation of Indonesia that is a strong national successor based on religious Pancasila.

5 Conclusion

The results based on the literature review, it can be concluded that principal leadership has a positive and significant effect on character education in various countries including Indonesia. This shows that the principal's leadership will influence the character of the golden generation. The conclusions from this study were generally obtained when the authors considered all the study reviews, which showed that the principal's leadership was very important for shaping the students' character in preparing for Indonesia's golden generation. The broad conclusion is that when the writer considers all the study reviews of the principal's leadership in shaping the character of the golden generation in Indonesia, it shows that the leadership of the principal is very important for the formation of student character in preparing for the golden generation of Indonesia. This means that the leadership of the principal plays an important role and has a big impact in determining the character formation of Indonesia's golden generation.

Limitation and Study Forward

As with research, this review has limitations. First, the articles were reviewed more in English so other studies were not reviewed because of limitations in the context of some countries. Second, dissertations and theses are not discussed in this article because they can cause publication bias in the results. Third, the scope of the article being reviewed is still limited. The researchers hope there will be further research on the Principal's Leadership, Character of Indonesia's Golden Generation.

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