

LEADERSHIP IN DEVELOPING CHILDREN'S LEADERSHIP SPIRIT FROM AN EARLY AGE IN WATUMALANG VILLAGE, WONOSOBO

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Abstract

This study focuses on leadership, specifically the extent of leadership in early elementary school children. The purpose of this study is to analyze leadership management indicators that determine school excellence. This study employed library research and field research methods, collecting relevant data from books, journals, and magazines, and conducting field visits. The research was conducted over three months, beginning with collecting books and journals, then analyzing the relevance of the research topics and themes to the current research theme, and developing a questionnaire to collect data in the field. Based on the analysis of books, scientific journals, and field data used in the study, leadership management indicators for achieving school excellence include: organizational aspects, learning, resources (human resources and infrastructure), and organizational culture. These indicators are key determinants of school excellence. Therefore, school leaders must focus more attention on achieving these indicators.

Keywords: leadership, child, management

INTRODUCTION

Developing leadership skills from an early age is crucial for boosting children's self-confidence. Children who possess leadership skills are able to control themselves, adapt to their social environment, understand their rights and obligations, and take responsibility for their actions. This enables them to learn to manage their own lives, face challenges, and solve problems independently and through collaboration with others. Equipping children with leadership skills will also prepare them to face challenges at school more quickly and wisely. Numerous studies have been conducted on leadership styles in educational organizations, with various research approaches used, both qualitative and quantitative. As Jackson (2019)

conducted an exploratory study of the research methodology aspects of articles published in three educational leadership journals, where the articles published between 2013 and 2017, showed that the methodological design choices used more qualitative methods than quantitative and mixed methods. Based on this statement, it can be seen that studies on leadership have been conducted extensively. Experts and researchers in the field of leadership have developed leadership terminology based on traits, behaviors, influences, interaction patterns, role relationships, and positions within an administrative position (Yukl, 2013). Leadership management capabilities influence organizational change. Dimensions of this change include changes in school culture, organizational commitment of school residents, teacher teaching motivation, learning quality, and as an output, student achievement. The results of the main literature review from several books and previous research results reveal that leadership with various styles (styles) contributes to the progress of an organization, such as transformative leadership style. There is a positive and significant relationship between transformational leadership and school climate (Lestari et al., 2018; McCarley et al., 2014). Every child has the potential to become a leader. Certain characteristics that emerge early on can be signs of leadership potential, including:

1. Strong Empathy

A good leader is someone who can understand others emotionally. Children who demonstrate empathy and are able to relate well to others emotionally exhibit leadership characteristics. Parents can help develop empathy in children by talking about feelings, teaching them to understand others' emotions, and encouraging them to care for others.

2. Demonstrating a Sense of Responsibility

Children often act more mature than their age, or children who demonstrate maturity and responsibility at a young age are potential leaders. Children who are able to communicate with adults and are confident in discussions also demonstrate signs of leadership.

3. Confident and Sociable

A leader is usually comfortable in social situations and able to build connections with a wide variety of people. Children who are sociable, make friends quickly, and are able to build positive relationships exhibit strong leadership characteristics.

4. Interested in Various Activities

Children who are interested in trying various activities demonstrate a desire to broaden their horizons. Interest in various activities is a sign that a child wants to enrich their learning experiences and not just focus on what they have already mastered. Children who are not afraid to take risks and try new hobbies can also learn a lot from these experiences, which is an important skill for a leader.

By referencing several related literature and analyzing various research findings relevant to the topic, this article examines leadership variables in schools so that they are able to face competition amidst rapidly changing situations by offering leadership management needed for the current situation. This article is formulated based on the assumption that leadership

effectiveness is a determinant of organizational progress with the power, authority, and influence inherent in it. Yukl (2013) explains that organizational effectiveness is the long-term prosperity and survival of the organization. Yukl believes that to be successful, organizations must adapt to their environment, obtain the necessary resources, and conduct operations in an efficient manner.

METHODOLOGY

This study uses library research and field research methods, namely by collecting relevant data from books, journals, magazines, and conducting field reviews. library research method, namely by collecting relevant data from books, journals, magazines, and so on. While field research uses surveys, questionnaires to find out data in the field with sources of elementary school students and teachers in elementary schools in Watumalang village, Watumalang district, Wonosobo regency, the approach in this study is a qualitative approach because the study of the problem produces descriptive data or in other words in this study attempted to collect descriptive data poured into the form of reports and descriptions. In general, the descriptive data collected is more in the form of words and pictures than numbers. So the purpose of this qualitative research is to describe the empirical reality behind the phenomenon in depth, detail and thoroughly. Therefore, this research uses a qualitative approach to match empirical reality with existing theory using descriptive methods. Meanwhile, the research results are described by describing various indicators of leadership management.

RESULT AND DISCUSSION

Based on the analysis used in the study, the indicators cover aspects of organization, learning, resources (human resources and infrastructure), and organizational culture. These management indicators determine school excellence. Therefore, educational leadership management by school leaders must focus more on meeting these indicators. The results of the analysis of these indicators are described below. Organizational Aspect: Management modernization is a crucial aspect that cannot be ignored. In today's era, adopting modern organizational management is crucial. Management cannot be considered a static and unchangeable aspect of educational institutions (Bush & Coleman, 2012). Field research, based on survey results and analysis, indicates that not all students have high scores in the organizational spirit of modern management.

Learning Aspect: Quality, namely the learning process, is one indicator that determines student excellence. The digitalization of learning activities is a measure of a school's competitive advantage. Technology has revolutionized the world of education, the application of technology in schools cannot be ignored, the facts show, with the advent of computers in education, it has become easier for teachers to impart knowledge and for students to acquire it, so that the use of technology has made the teaching and learning process more enjoyable (Raja & Nagasubramani, 2018). Digitalization in the field of education can be implemented at the level of: administration, teaching and learning, evaluation, research, and school development (Bejinaru, 2013). The implementation of teaching and learning activities in schools can maximize the use of technology as an instrument to achieve quality learning. With the advancement of information and technology as it is today,

All learning activities are directed towards the use of technology through online learning models (e-learning). Therefore, teacher quality is a key determinant of learning quality. Teacher competence influences learning motivation (Alif et al., 2020). Based on these

research findings, principals, as learning leaders in schools, are urged to adapt their learning management practices. All learning activities can no longer rely on conventional learning methods. Teachers must become accustomed to using online learning media (e-learning) using existing learning applications.

The resource aspect is a crucial factor driving school progress, both human and material resources. Human resources include student readiness, teacher quality, and abilities. Similarly, material resources, such as learning facilities and infrastructure, are crucial. Alif et al. (2020) in their research revealed that teacher competence influences learning motivation, learning facilities influence learning motivation, student readiness influences learning motivation, and learning motivation influences learning achievement. Therefore, in this era of change, principals must have effective management strategies and be responsive to change.

Organizational Culture is a variable that influences organizational performance. Organizational culture consists of the shared assumptions, beliefs, and values of its members. Organizational culture focuses on individual values, beliefs, and norms and how these perceptions combine or coalesce into organizational meanings (Bush & Coleman, 2012). It contains the results and analysis conducted with an emphasis on the answers to the problems. Results can include images, charts, tables, etc., and are placed in the middle of the page and described in the paper.

CONCLUSION

Based on the findings obtained from the research and discussion conducted, it can be concluded that educational leadership management applied at the school level is focused on several indicators of leadership management, namely: organizational aspects, learning, resources (human and infrastructure), and organizational culture. several of these indicators. However, the results of this study also need to be further verified through field studies using various research approaches, both qualitatively and quantitatively, by taking a broader and more in-depth study focus on school leadership management indicators, which can further enrich the results of this study, so that future findings can contribute to the development of leadership management in the field of education.

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