

The Role of Teachers in Cultivating Leadership Values through the "Captain School" Activities at Salafiyah Elementary School in Pekalongan

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Submitted: 1/01/2022
1st Revised: 1/03/2022
2nd Revised: 1/03/2022
Accepted: 10/03/2022
Online Published: 25/03/2022

Citation: Mubin, M. N., The
Effect of Lego Games on
Improving Children's Creativity
Development, IJBER:
International Journal of Basic
Educational Research, 7(4) 2023;
1-10, doi:
10.14421/IJBER.tahun.volumeno
mor-01

Abstract

This article aims to analyze the role of teachers in instilling leadership values through the "Captain School" activities at Salafiyah Elementary School in Pekalongan. The problem addressed in this research is that students experience low self-confidence, dishonesty, fear of failure, selfishness, and irresponsibility, as indicated by the researcher's observations and interviews conducted at the school. This study is a qualitative research with a naturalistic approach. The research subjects are teachers and students at Salafiyah Elementary School in Pekalongan. Data collection techniques include observation, interviews, and documentation. The validity of the data is tested using triangulation techniques. The data analysis technique employed is interactive analysis. The results of the research indicate that leadership values grow and develop due to the role of teachers in setting examples of attitudes and behaviors in everyday school life and in the delivery of materials during the "Captain School" activities. Students who have received materials during the "Captain School" activities will directly implement them in their respective classes by becoming daily class organizers and peer tutors in the classroom.

Introduction

The role of a teacher is crucial in the learning process to educate the nation's children. Moreover, teachers also play a role in setting a good example of leadership for their students. Becoming a leader helps children build self-confidence and succeed in activities such as group projects, teams, clubs, and more, and these skills will benefit them as they grow into adults. Leadership can be developed and nurtured from an early age, even in elementary school (Ramdan & Fauziah, 2019).

Formal education at Salafiyah Elementary School in Pekalongan combines general education with a focus on Islamic studies. Salafiyah Elementary School offers a wide range of Islamic subjects, including Tahfidz (Quran memorization), Hadith, Aqidah (faith and belief), Akhlaq (morality), Fiqih (Islamic jurisprudence), Tarikh (history), Arabic language, Nahwu (Arabic syntax), Shorof (Arabic morphology), and Aswaja (Ahlussunnah Wal Jama'ah). Active, innovative, creative, effective, and enjoyable learning is supported by teachers' preparation of lesson plans (RPP), which serve as a reference for teachers to conduct teaching and learning activities more effectively and efficiently (Kunandar, 2011). Furthermore, the school provides opportunities for all students to participate in organizational and extracurricular activities, nurturing leadership values in students from an early age. These activities offer students a platform for creativity, especially in terms of leadership. (Ahmad et al., 2022)

Leadership skills, or the ability to lead, are essential qualities that involve attracting the attention of a group of people, inspiring them, and persuading them to follow a set direction. A skilled leader can make decisions, earn the trust of others, and mobilize them to achieve common goals. In everyday life, some examples of leadership skills that students can practice include honesty, active listening, optimism, and the ability to solve problems effectively.

Through observations conducted by the researcher, several issues have been identified at Salafiyah Elementary School, including low self-confidence among students, a lack of honesty, fear of failure, selfishness, and a lack of responsibility. To address these problems, teachers provide opportunities for all students to participate in the Captain School activities with the aim of shaping and nurturing leadership values from an early age. Therefore, this research aims to examine the leadership values in the context of Captain School activities at Salafiyah Elementary School in Pekalongan.

Methods

This is a qualitative research study with a naturalistic approach conducted at Salafiyah Elementary School in Pekalongan. The research took place from August 2023 to September 2023. The subjects of this research were the teachers and students of Salafiyah Elementary School in Pekalongan. Data collection techniques included observation, interviews, and documentation. Data validity checks in this research were performed using triangulation techniques, specifically triangulating sources and methods. The data analysis technique employed in this research was interactive analysis. Data analysis consisted of three stages: data reduction, data presentation, and drawing conclusions/verification. (Creswell, 2018)

Result

3.1 Research Site Description

Salafiyah Elementary School is located at Jalan Semarang No. 38 Sugihwaras Pekalongan. The goal of Salafiyah Elementary School in Pekalongan is to provide quality primary education based on the Quran and Sunnah under the guidance of scholars from the Ahlussunnah Wal Jamaah an-Nahdliyah, aiming to nurture a generation with noble character, intelligence, competence, and piety.

3.2 Captain School Activities

Captain School is one of the school activities that train students to become leaders. This activity functions as an intra-school student organization (OSIS), where the leadership consists of two to three students from each class, and its members include all students at Salafiyah Elementary School. Every week, Captain School receives guidance and leadership-related materials from teachers at Salafiyah Elementary School. The formation of Captain School is aimed at addressing school-related issues and developing students' leadership qualities, mirroring the leadership of Prophet Muhammad SAW.

From the observations conducted, it is evident that Captain School activities are implemented daily by the Captain School officials. It starts in the morning with the recording of student attendance lists. Students who arrive late are reported to the student affairs department at the school and are sanctioned with reciting morning prayers. Following that, students who are part of Captain School select other students to lead the morning ceremony, which includes a collective prayer in the school courtyard. Every week, Captain School officials receive leadership-related materials from teachers responsible for student affairs. Subsequently, these students are assigned tasks to practice the material taught by teachers in their respective classes, such as taking on the role of class daily organizer and becoming peer tutors in their classes. In addition to teachers serving as role models for leadership, students involved in Captain School activities also serve as role models for their fellow students.

Discussion

3.1 Leadership attitudes in students.

Cultivating leadership qualities is crucial to be taught from an early age. This is because fundamentally, every child has the potential to become a leader in the future. Therefore, it's important for teachers and parents to train children's leadership skills from a young age. In this regard, the leadership skills that need to be taught to children include instilling a sense of responsibility in them for the tasks they undertake and fostering their perseverance in both home and school tasks. To become a leader, a student doesn't just have to receive education from teachers or parents alone; students also have a significant role in developing their own abilities.

By developing their abilities to the fullest, students have a great opportunity to become leaders. The ways to cultivate leadership qualities in students include:

1. **Introducing Responsibility:** The key characteristic of a good leader is having a sense of responsibility. By introducing responsibility to students from an early age, they can become more disciplined and organized in completing their tasks.
2. **Instilling Honesty:** Instilling the value of honesty by providing students with the stimulus that all our actions are seen by Allah.
3. **Instilling Optimism and Self-confidence:** Instilling the values of optimism and self-confidence in students in everything they do by always providing encouragement and refraining from complaining.
4. **Creating Group Work Assignments:** Group work assignments can also train leadership qualities in students. By allowing them to lead their group, it's undeniable that in the future, they may become leaders of larger groups.
5. **Additionally, encouraging students to join school organizations.** This way, they can maximize their potential, for example, by becoming a leader, as suggested by Jarwanto in "Pengantar Manajemen" (2015).

Successful leaders are those who possess four important criteria in carrying out their leadership, namely:

1. **Legitimacy declared normatively, especially leaders who are established through a plan regulated by the constitution of a country.**



2. Recognition and credibility of leadership acknowledged by the community or the followers being led.
3. Possessing adequate knowledge to provide guidance and direction to subordinates.
4. Having sufficient financial resources to avoid being influenced by corrupt leadership styles, as mentioned by Jarwanto in "Pengantar Manajemen" (2015).

Leadership is not something special, but a responsibility. It is not ease, but sacrifice. It is not pleasure, but effort. It is not the freedom to do nothing, but the duty to serve. One can understand leadership from various aspects. Here are two aspects of leadership:

1. Formal leadership, referred to as "Kepala" (Head), is a person who is officially appointed to a leadership position and is part of the organizational hierarchy.
2. Informal leadership, on the other hand, is a type of leadership that does not result from official appointment and is not visible in the organizational leadership structure, as described by Veithzal Rivai in 2012.

Leadership can be defined as the power to mobilize and influence people. In this context, leadership is defined as the process of persuading people to do something willingly or voluntarily.

3.2 The role of teachers in fostering leadership values in students

In Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1 states that a teacher is a professional educator with the primary duties of educating, teaching, guiding, directing, training, assessing, and evaluating students in Early Childhood Education, formal education pathways, elementary education, and secondary education. (Law 14-2005).

The role of teachers in instilling leadership values in students is crucial in the education process. Here are some key roles of teachers in this regard:

1. **Setting an Example:** Teachers should serve as role models for leadership behavior and attitudes. They should demonstrate the desired leadership values to students through their actions and words. When teachers practice qualities like responsibility, honesty, hard work, and other leadership traits, students are more likely to emulate them.
2. **Providing Leadership Training:** Teachers can design specific activities or extracurricular programs focused on developing leadership skills. This may include group projects, assigning leadership roles within the classroom, or offering specialized leadership training.
3. **Offering Support and Guidance:** Teachers can provide emotional support and guidance to students interested in becoming leaders. They can identify leadership potential in students and offer guidance on how to nurture and develop those capabilities.
4. **Creating Opportunities for Leadership Practice:** Teachers can give students opportunities to lead in everyday classroom situations, such as leading discussions, organizing group projects, or assuming class leadership roles. This provides students with hands-on experience in practicing leadership.
5. **Encouraging Active Participation:** Teachers can encourage active participation from all students in the classroom. This fosters an environment where students can develop social skills, cooperation, and leadership abilities.
6. **Providing Constructive Feedback:** Teachers should provide constructive feedback on students' leadership performances. This feedback helps students understand their strengths and areas needing improvement in leadership.
7. **Promoting Social Responsibility:** Teachers can motivate students to take on social responsibilities within the school community and society. This may involve activities like participating in charity projects, engaging in community service, or contributing to school activities with a positive impact.

8. **Facilitating Collaborative Learning:** Teachers can create opportunities for collaborative learning within the classroom, where students work together in groups to achieve common goals. This enables students to learn about group dynamics and the importance of effective leadership.

By actively assuming these roles in instilling leadership values in students, teachers can play a significant role in shaping a generation of competent and responsible future leaders. (Hamzah: 2005)

The role of teachers in nurturing leadership qualities in students at SD Salafiyah Pekalongan is an effort made by teachers to influence students so that they can become responsible leaders with good attitudes, as well as a strong motivation to achieve the established educational goals. The teacher's role in fostering leadership qualities with proper leadership in the "captain school" activities is aimed at improving students' achievements and motivation. The data obtained by the researcher from the field includes observations, interviews, and important documentation collected at SD Salafiyah Pekalongan. In this regard, the researcher did not encounter significant obstacles in gathering information.

Here are the results of the researcher's interview with Ustadz Abdullah, S.Pd.I, who serves as the Head of School and also a teacher at the school: "The role of teachers is very important for the students in this school to mold them into individuals who can lead and act in accordance with what is taught by them. Therefore, the role of teachers in providing motivation to students is crucial." (Head of School U. A., 2023).

This is consistent with the statement made by Ustadzah Hanadi S.Pd, who serves as the Vice Head of the Student Affairs department. Here are the results of her interview: "Perhaps I cannot be as exemplary as Prophet Muhammad SAW, who is a good role model for the Muslim community. However, I strive to emulate him by always trying to set a good example for the students so that they can provide positive feedback as well. I always make an effort to guide and set an example for the students to behave well, be responsible leaders, remind them to diligently perform congregational prayers, especially by instilling high values of discipline, honesty, responsibility, and good conduct in the students." (Vice Head of Student Affairs, 2023).

Students often observe the behavior and appearance of teachers as examples in their daily activities, both inside and outside the classroom. For instance, teachers prepare lines in the morning from 07:30 to 07:45 for the morning ceremony. The morning ceremony includes reciting morning prayers, reciting the beautiful names of Allah (asmaul khusna), and mushofahah or handshaking between teachers and students. As for the class hours, they are from 07:45 to 14:00 until school dismissal. During the class hours, the time is divided into two segments. From 07:45 to 08:00, teachers instruct and guide students to lead the prayer (sholat) and recite ratib (a form of Islamic litany) in their respective classes. Then, from 08:00 to 14:00, teachers enter the classroom to deliver the lesson materials.

In essence, the leadership spirit can be cultivated from an early age by teachers through various stimuli, as demonstrated by the teachers at SD Salafiyah Pekalongan, including:

1. **Assigning Presentation Tasks:** Assigning presentation tasks to students is an effective way to instill leadership values in elementary school students. When students give presentations, they need to capture the attention of their peers, making them focused and comprehend the presented material.
2. **Providing Opportunities for Class Leadership:** Giving students the chance to become class leaders is common practice. Each class usually has one class leader who assists the teacher in the teaching-learning process and helps gather assignments completed by other students.
3. **Setting a Good Example:** Teachers can lead by example because students often find it easier to understand things that teachers practice rather than just verbal instruction.

4. Encouraging Students to Watch Leadership-Themed Films: Teachers can encourage students to watch films that feature leadership themes, such as movies about Indonesian heroes or even animated films like "The Lion King," "Gash Bell," or "Raya and The Last Dragon."
5. Promoting Student Opinions: Encouraging students to express their opinions can boost their self-confidence and enhance their leadership qualities.

By employing these methods, teachers can effectively nurture leadership values in elementary school students, helping them develop essential leadership skills from a young age.

A teacher is a professional educator, and professionalism itself refers to a job or activity undertaken by an individual to earn a livelihood that requires expertise, skills, or competencies that meet certain quality standards or norms and necessitates professional education. Teachers, as professional individuals, possess several criteria, including elements of personality, idealism, and development. As professionals, they must also have a progressive work ethos, which includes producing excellent results, punctuality, discipline, diligence, precision, systematic work, and adhering to the principles of their field of knowledge.

Teachers are the source of knowledge, attitudes, and skills for their students. To become a teacher, one must have various qualifications that are carefully considered. Teachers have multiple roles in the field of education, including being informants, correctors, inspirers, motivators, facilitators, organizers, initiators, guides, demonstrators, mediators, supervisors, and evaluators.

In addition to qualifications, teachers also have the responsibility of mastering various effective learning methods that align with the individual learning types and styles of their students. They should cultivate a positive attitude and leadership qualities within their professional duties. Applying leadership attitudes to students also involves understanding the nature and characteristics of students, particularly their learning abilities, learning methods, interest in subjects, motivation to learn, and the learning outcomes they have achieved (Uno, 2007).

As a teacher, it is essential to be able to motivate students in their learning process. The ability to motivate students can be learned and developed through experience. Understanding the students' conditions, the determining factors of their learning motivation, and ways to motivate them serve as the foundation for implementing these strategies in the classroom. Developing leadership qualities is also vital, as it encourages students to be enthusiastic about the subject matter presented by the teacher.

To cultivate leadership qualities, teachers play a crucial role in enhancing leadership attitudes in students. The teacher's leadership role in driving the school organization greatly influences the success of achieving the organization's goals and motivating the students' work. Teachers must perform at their best to produce satisfactory student learning outcomes. The challenge for teachers is to present enjoyable lessons. In the Indonesian dictionary, a teacher is defined as "a person whose job, livelihood, or profession is teaching."

While mechanical and technological advancements are manifestations of civilization, more in-depth research is still needed to definitively identify the factors contributing to the development of effective leaders. Because the teacher's role includes fostering leadership qualities in students, this helps guide students toward a successful future. (Ayu, et al., 2022).

Imam Mulyasa outlines the ethical code and responsibilities of a teacher as follows:

1. Compassion for Students: Teachers should show love and care for their students, treating them as their own children.
2. Emulating the Prophet Muhammad: Teachers should emulate the example of the Prophet Muhammad by not demanding payment, rewards, or recognition for their teaching.

3. **Ranking and Competence:** Teachers should not assign ranks or statuses to students until they are deserving and competent, and they should avoid teaching vague or unclear knowledge (al-'ilm al-kahafy) before completing clear knowledge.
4. **Preventing Bad Behavior:** Teachers should strive to prevent students from developing bad behavior, if possible, through subtle guidance rather than direct criticism.
5. **Respecting Different Fields of Study:** Teachers specializing in a particular field of study should avoid belittling or denigrating other fields of study.
6. **Adapting to Student Abilities:** Teachers should present lessons to students according to their level of ability.
7. **Teaching Less-Able Students:** When dealing with less-able students, teachers should provide global knowledge and not delve into excessive details.
8. **Practical Application of Knowledge:** Teachers are expected to practice what they teach, and their words should align with their actions.

These principles form a code of ethics and responsibilities that guide teachers in their roles as educators and mentors. Nana Sudjana further elaborates on the competencies of a teacher, which can be divided into three areas:

1. **Cognitive Competence:** This refers to intellectual abilities such as mastery of the subject matter, knowledge of teaching methods, understanding of individual learning and behavior, guidance and counseling knowledge, classroom administration knowledge, knowledge of student assessment, knowledge of community engagement, and other relevant knowledge.
2. **Attitude Competence:** This pertains to the readiness and willingness of a teacher to deal with various aspects related to their profession. For example, having a positive attitude towards their work, a genuine love and enthusiasm for the subjects they teach, tolerance towards colleagues, and a strong willingness to improve their performance.
3. **Behavioral/Performance Competence:** This involves a teacher's ability in various skills and behaviors, such as teaching skills, mentoring, assessment, the use of teaching aids, interaction and communication with students, lesson planning skills, classroom administration skills, and others.

These competencies collectively contribute to a teacher's effectiveness and professionalism in their role as an educator.

3.3 **Advantages of Participating in Captain School Activities**

1. **Responsibility:** Students feel a sense of responsibility for their tasks and roles in Captain School activities.
2. **Increased Self-Confidence:** Students gain more self-confidence as they are given the opportunity to lead and actively participate in school activities.
3. **Optimism:** These activities help boost students' optimism.
4. **Honesty:** Students develop a strong sense of honesty in carrying out leadership tasks.
5. **Leadership Development:** These activities help train and cultivate students' leadership qualities for the future.
6. **Increased Insights:** Students gain a better understanding of the meaning of leadership.
7. **Friendship:** These activities foster camaraderie and friendships among students from various grade levels.

3.4 **Disadvantages of Participating in Captain School Activities**

1. **Loss of Class Time:** Students miss classroom learning time while Captain School activities are ongoing because teachers provide leadership-related content.
2. **Disruption of Subject Material:** Students participating in these activities may miss out on classroom explanations of subject material for one week.



3. Lack of Dedicated Space: Captain School activities do not have dedicated spaces, so students have to use places like the mosque or computer laboratories for these activities.

Despite the disadvantages, Captain School activities have significant benefits in developing students' leadership and responsibility.

Conclusion

Based on the results of the mini research conducted, it can be concluded that leadership values grow and develop due to the role of teachers in setting examples of everyday attitudes and behaviors in school and in delivering materials during the "Captain School" activities. The "Captain School" activities are provided to student leaders on a weekly basis, equipping them with leadership values such as responsibility, honesty, confidence, and the ability to lead oneself and others. Students who have received materials during the "Captain School" activities will directly implement them in their respective classes by becoming daily class organizers and peer tutors in the classroom. This transformation has been experienced by the students at Salafiyah Elementary School in Pekalongan, who previously had low self-confidence and honesty issues but have become better students as a result of the "Captain School" activities provided by the teachers.

Declarations

Author contribution statement

Debbi Silvia Aqida as the first author was in charge of collecting data, analyzing data and compiling research results.

Mila Rahayu as the second author was tasked with completing the writing in the research background and research discussion sections.

Funding statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors. If an organization providing not monetary support (maybe they provided facilities, survey samples, etc.), please mention that that organization supported the research.

Data availability statement

-Declaration of interests statemen

The authors declare that we have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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