DEVELOPING LEADERSHIP BEHAVIOR THROUGH NATURAL SCHOOL

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ABSTRACT

Purpose: this research aims to describe strategies for introducing the basics of leadership behavior at the Al Ghifari Kindergarten in Kuningan, Answered Indonesia.

Theoretical framework: The development of leadership behavior in children aged 5-6 years has not been a focus in many early childhood education institutions.

Problem: this has become problematic in the world of education when research results state that leadership abilities are the result of a conditioning process in the form of education starting from early childhood.

Methodology: the qualitative research was chosen in this study because there are characteristics/uniqueness in Al Ghifari Kuningan Natural Kindergarten, a nature-based early childhood education institution combined with a leadership curriculum program for early childhood and not much has been done in other places to do this. This research method is a qualitative case study with the data collection used being in-depth interviews and observation. The data analysis process is data reduction, identifying themes, mapping relationships between themes, and concluding the findings.

The finding: the results of this research are (1) We can introduce the basics of leadership in early childhood through a nature-based learning approach, (2) The role of teachers and parents in introducing the basics of leadership is very much needed in efforts to condition children's social environment, (3) Group games will help children in introducing the basics of leadership, (4) Through outbound games in the field, it helps children develop self-confidence as a basic owned by someone who is prepared to be a leader in the future.

Research, Practical & Social implications: the implication of this study is social implication. This is because researchers have found many cases where young people lack leadership skills, they are not ready to become leaders in the corporate institutions where they work or become social leaders in society.

Originality: The leadership dimension includes several things, namely: 1) organizational leadership dimension, 2) operational leadership dimension, and 3) personal leadership dimension.

Keywords: leadership, preschoolers, natural school.

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DESENVOLVENDO O COMPORTAMENTO DE LIDERANÇA ATRAVÉS DA ESCOLA NATURAL

RESUMO

Propósito: esta pesquisa tem como objetivo descrever estratégias para introduzir os fundamentos do comportamento de liderança no jardim de infância Al Ghifari em Kuningan, Indonésia respondida.

Estrutura teórica: O desenvolvimento do comportamento de liderança em crianças de 5 a 6 anos não tem sido um foco em muitas instituições de educação infantil.

Problema: isto tornou-se problemático no mundo da educação quando os resultados da pesquisa afirmam que as habilidades de liderança são o resultado de um processo de condicionamento na forma de educação a partir da primeira infância.

Metodologia: a pesquisa qualitativa foi escolhida neste estudo porque há características/singularidade no Jardim de Infância Natural Al Ghifari Kuningan, uma instituição de educação infantil baseada na natureza combinada com um programa de currículo de liderança para a primeira infância e não muito tem sido feito em outros lugares para fazer isso. Este método de pesquisa é um estudo de caso qualitativo com a coleta de dados utilizada sendo entrevistas e observação em profundidade. O processo de análise de dados é a redução de dados, a identificação de temas, o mapeamento de relações entre temas e a conclusão das descobertas.

A conclusão: os resultados desta pesquisa são (1) Podemos introduzir os fundamentos da liderança na primeira infância através de uma abordagem de aprendizagem baseada na natureza, (2) O papel de professores e pais na introdução dos fundamentos da liderança é muito necessário nos esforços para condicionar o ambiente social das crianças, (3) Jogos em grupo ajudarão as crianças a introduzir os fundamentos da liderança, (4) Através de jogos de saída no campo, ajuda as crianças a desenvolver a autoconfiança como um básico de propriedade de alguém que está preparado para ser um líder no futuro.

Investigação, implicações práticas e sociais: a implicação deste estudo é a implicação social. Isso porque os pesquisadores encontraram muitos casos em que os jovens não têm habilidades de liderança, eles não estão prontos para se tornar líderes nas instituições corporativas onde trabalham ou se tornam líderes sociais na sociedade.

Originalidade: A dimensão de liderança inclui várias coisas, nomeadamente: 1) dimensão de liderança organizacional, 2) dimensão de liderança operacional e 3) dimensão de liderança pessoal.

Palavras-chave: liderança, pré-escola, escola natural.

1 INTRODUCTION

Al Ghifari Kindergarten is in Kuningan Regency, West Java. The kindergarten has a curriculum that combines the national education curriculum and the nature-based

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school curriculum. Al Ghifari Kuningan Kindergarten has the title "School for Future Leaders", this is of interest to researchers in how the school develops the basics of leadership in early childhood. Activities at Al Ghifari Kuningan Kindergarten are directed at introducing the basics of leadership, to prepare children for leadership abilities in future adulthood (Karim, Agus, et al., 2023; Kultsum et al., 2022).

The reality in the field is that not many schools focus on developing leadership for students, including at the early childhood education institution level. There are many findings in the field that they become leaders in an organization or society only because they are forced to comply with existing job demands without having sufficient leadership skills through the educational process they go through, of course this has become food for thought among all academics, how do educational institutions starting from early childhood education institutions to prepare students in leadership behavior skills according to the child's developmental stages (Purnomo et al., 2022; Karim et al., 2022). An individual's ability to lead is influenced by his or her attitude of wanting to grow and change with changing times (Graen & Uhl-bien, 1995). Leadership fosters awareness in oneself and organizational members in positive, tenacious, hopeful, transparent, and moral self-development (Luthans & Savolio, n.d.). Effective leaders can be selected or trained or can be configured to provide increased leadership and organizational effectiveness (Fetter, 1975; Adeyemo et al., 2023). Leadership behavior involves the level of an individual's emotional abilities (Goleman, Boyatzis, & McKee, 2001). Leadership is influenced by the motivational abilities of oneself and followers (Müller-Oerlinghausen & Berghöfer, 1999). Leadership requires self-development in communication skills (Muna & Zennie, 2010). Leaders must be a source of ethics for members of their organization (Haber, 2011). Leadership is widely accepted as one of the key elements in high-quality organizations (Moriarty, 2002). Leadership in children can be taught through professional school leadership (Thornton, 2010).

Meanwhile, seen from the early childhood phase, is a fundamental phase in the development of various aspects of intelligence and potential (Diezmann & Watters, 2000). Early childhood is the golden age (Diezmann & Watters, 2000). Early childhood begins to develop in literacy. skills through conditioning carried out by teachers and mothers (Bingham, n.d.). Early childhood is also the development of social skills (Wright et al., 2011). Cognitive skills and social skills are two dimensions that support leadership development in early childhood (Voorhis, Maier, Epstein, & Lloyd, 2013). Leadership

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dimensions are important things to develop in early childhood education. Leadership has become an interesting topic discussed in psychology (Fetter, 1975). Because many dimensions are closely related to psychology. Early childhood education is a strategic period in the introduction of behavior. leadership, in line with Barrable's 2019 statement that "The basics of leadership can be introduced to early childhood with a learning approach in nature which has an emphasis on individuals who are strong in making decisions, and accustomed to facing challenges and obstacles through outbound activities in nature" (Barrable, 2019). This concept is supported by the understanding that natural schools have the advantage of helping children to develop as people and create abilities and self-confidence, as well as solid connections between themselves and the put where they live (Barrable, 2019; Karim, Faiz, et al., 2020). Children who are trained to face challenges and obstacles and learn to solve them will grow in their self-confidence in their abilities. Self-confidence is an important dimension for someone to develop leadership abilities (Brien & Murray, 2007; Karim, Fathurrohman, et al., 2023).

Individual leadership abilities develop through a process based on a combination of occasions that shape an individual's portfolio and from natural capacities and encounters (Luthans & Avolio, n.d.). Character education will produce young leaders in the future (Althof & Berkowitz, 2006). Leadership is shaped by internal and external factors (Tierney & Tepper, 2007). Children who are prepared to become leaders must have better character and morals (Brown et al., 2005). Experience can be created through environmental conditioning that provides support in leadership abilities, learning activities at school are part of a form of environmental conditioning, where children learn From what is passed or experienced at school, the leadership experience will be more optimal if it starts in early childhood education (Wright et al., 2011). Activities that introduce the character of honesty, responsibility, and politeness in communication, this is the main potential that needs to be developed in forming children with a leadership spirit. Leadership can be interpreted as the ability to organize, manage, and convince members of the organization (Rosenthal & Pittinsky, 2006). Leadership is a process that involves everyone from various layers and social substances of society and various roles or professions (Haber, 2011). The meaning of a leader in the context of leadership as an agent of social change (Kagan & Hallmark, 2001). The social authority demonstrate translates authority as a bunch prepare that incorporates four primary components comprehensive, enabling, moral, and process-oriented (Haber, 2011). Michael E Browen

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argues that leaders must be the main source of ethical guidance for their subordinates (Brown et al., 2005). Ethical leadership is related to behavior in consideration, honesty, trust, and fairness (Tucker, Turner, Barling, & Mcevoy, 2010).

Based on the results of previous research regarding leadership development in early childhood, questions arise that will arise in our minds, such as how can leadership develop a moral character. How do impacting person characteristics and qualities such as insights, personality, and identity impact each individual's administration improvement? What part do early life encounters, child rearing, and the bigger environment play within the creation of authority afterward in life? What role do educational institutions from preschool education, elementary schools, and even universities play in developing individuals into leaders? Questions like this will be of interest to us who focus on leadership development research in early childhood which requires long-term (longitudinal) assessment.

The formulation of the problem in this research is firstly, what is the relevance of the curriculum to the development of leadership behavior in early childhood at Al Ghifari Kuningan Kindergarten? Second, what is the condition of the teaching reality in introducing leadership behavior for children aged 5-6 years at Al Ghifari Kindergarten, Kuningan, West Java?

2 LITERATURE REVIEW

From some of the literature we have reviewed, natural schools have advantages in children's physical literacy abilities (Brien & Murray, 2007). Children who take part in natural school programs have much better social-emotional intelligence (Ridgers, Knowles, & Sayers, 2012 The challenges faced by children in the wild in the form of outbound activities can increase self-confidence (Maynard, 2007; Moumeni & Saber, 2023). Natural schools can shape children's leadership abilities (Boileau & Dabaja, 2020). From some of the results of our research, the author is interested in photographing natural schools in developing and introducing the basics of leadership behavior for early childhood. This is what became our interest in conducting research at the Al Ghifari Natural Kindergarten, Kuningan, Answerarat. Forming individuals who have leadership abilities is a long process. Leaders must be the main source of ethics for subordinates (Brown, Treviño, & Harrison, 2005). Ethical leadership is related to behavior in consideration, honesty, trust, and fairness.

Concerns about children not having as much contact with the natural environment as parents in urban areas do (O'Brien, 2009) will reduce important dimensions of children such as self-confidence, independence, and others. Early childhood education has become a movement in America (Larimore, 2014). Canadian society has a good response to natural schools with outdoor and child-centered learning (Boileau & Dabaja, 2020). In England, natural schools are growing rapidly in line with parents' awareness of the importance of learning in nature (Brien & Murray, 2007). Natural schools are believed to have several advantages, namely: Schools have the same concept between teachers and parents who want children to learn more outdoors in the hope that children will have more experience in the process of undergoing education from early childhood. (Boileau & Dabaja, 2020; Silva & Nascimento-e-silva, 2023). Children's instincts to like to "explore" can be fulfilled through learning activities in the wild at natural schools (Ridgers et al., 2012). In an inquire about consider, it was concluded that free play bolsters the advancement of social bonds with peers, investigation, risk-taking, and nature association (Barrable, 2019). Playing in nature can bolster expanded inventiveness, problem-solving, and enthusiastic and mental improvement in childhood (Conner, M., & Norman, 2006). The importance of childhood as a formative period for developing knowledge about the environment, and interest in being in the natural environment and preserving nature (Casta et al., 2021; O'Brien, 2009). Nature schools offer assistance rouse children, youngsters, and grown-ups through formal instruction to realize and create self-confidence and self-esteem through coordinate learning encounters within the wild (Rinto et al., 2020; Brien & Murray, 2007). In the concept of nature-based contextual learning: children will have more freedom when learning is done in nature (Ridgers et al., 2012; Karim, Purnomo, et al., 2020).

Individual leadership abilities can develop through a process based on a combination of occasions that frame an person portfolio of natural capacities and encounter (Luthans & Avolio, n.d.). Experience can be presented through environmental conditioning which provides experience in leadership abilities, learning in schools is part of a form of environmental conditioning (Dinh et al., 2014), where children learn from what they pass or go through at school to become valuable experiences in forming leadership behavior (Bernotavicz, Mcdaniel, Brittain, & Dickinson, 2013). Leadership experience will be more optimal if it has been started and introduced since early childhood education (Wright et al., 2011). Activities that introduce honesty, responsibility, and

politeness in communication, this is the initial capital that needs to be developed in forming children who have a leadership spirit in addition to cognitive development in adulthood (Ehrlich & Dukerich, 2014).

Figure 1: The concept of developing the basics leadership
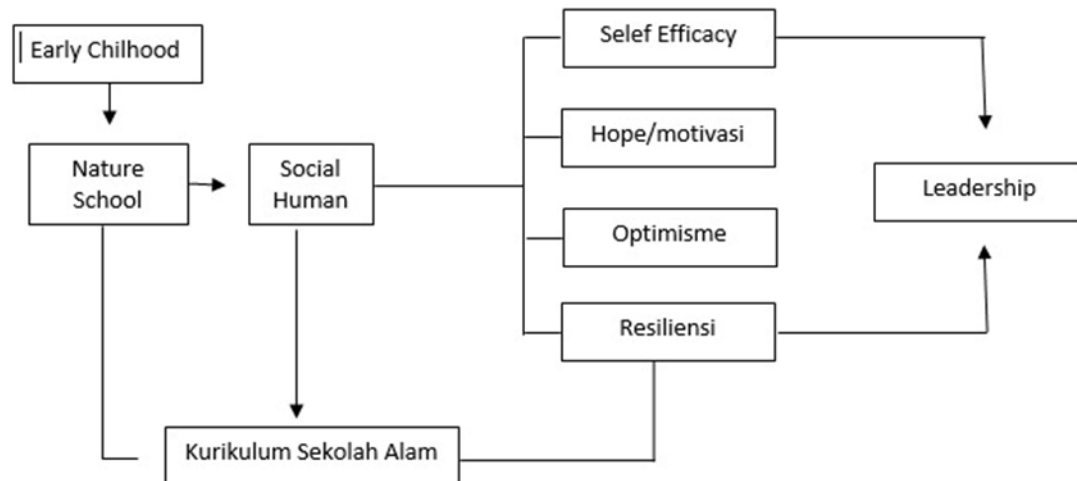
Source: processed by the authors in 2023

The Figure 1 shows that leadership is an important thing in various organizations (Nupponen, 2006) with its several steps or roles. Organizations can be successfully determined by their leadership abilities (Marion & Uhl-Bien, 2007). Children who are introduced to leadership behavior have greater opportunities in careers and work (Michael, Teri, & Marie, 2016). Leadership requires individuals to have a higher dimension of responsibility towards their members (Heikka & Hujala, 2013). Emotional stability is needed in a leader (Goleman et al., 2001). The motivational dimension is an important part of leadership ability (Müller-Oerlinghausen & Berghöfer, 1999). Leadership is a daily practice carried out by professionals (Nicholson & Maniates, 2016).

3 METHODOLOGY

The research approach used in this research is qualitative (qualitative research). Subjective investigate is frequently alluded to as a naturalistic inquire about strategy since it is carried out in normal conditions. Bogdan and Taylor (Moleong, 2005) characterize subjective technique as a investigate method that produces clear information within the shape of composed or talked words from individuals and discernible behavior. This approach is coordinated at the individual/group's foundation in all-encompassing

(entirety) way. So in this case it isn't passable to confine people or organizations into words or theories, but it is vital to see them as portion of a entirety. Data sources with a case study approach such as information regarding the data required include:

3.1 SUBJECT OF RESEARCH

Research conducted in educational institutions is the occurrence of activities carried out by humans, so the respondents involved in Kindergarten Alam Al Ghifari Kuningan were used as data sources which included teachers, students, school principals, parents, education experts, and psychologists.

3.2 TIME AND PLACE

The implementation location where this research was conducted at Kindergarten Alam Al Ghifari Kuningan, West Java is part of the data source. In qualitative research with a case study approach of course the location setting is the main part of finding the information needed in the research, the place is used as a data source

As for the data collection techniques in this research which are carried out naturally, it is necessary to prepare interview guidelines containing researcher questions, documentation studies, and observations, which aim to strengthen the results of the research that has been carried out. The data collection technique can be described as follows:

In subjective inquire about, there are two sorts, to be specific essential information and auxiliary information. Essential information is the most information gotten by inquire about through perception and interviews with individuals involved in the research object, in this case, the people at Alam Al Ghifari Kindergarten, Kuningan, West Java, namely teachers, school principals, parents, and children. Meanwhile, secondary data was obtained from interviews with child education experts, psychologists, and research literature that supports the information needed by researchers.

The data source in this research is the first interview. Researchers conducted formal interviews, both individually and in groups, with several sources, namely teachers and school principals, parents, psychologists, and children. Interviews were conducted to obtain information regarding children's development in leadership behavior as observed by teachers at school and parents at home. After obtaining information from teachers and parents, researchers compared the results of interviews with educational experts and

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psychologists to test the truth of the information obtained from the interviews, and secondary evidence obtained from previous research literature as supporting data. The second participatory observation is: Observation is carried out to obtain data that describes the research setting, various activities that take place in the research setting, and the people involved in it, as well as the behavior displayed by children while participating in activities at school within the research period. The type of observation carried out by researchers in this research is participatory observation, in participatory observation the researcher is directly involved in interaction with the object of his research. To make it easier to carry out participatory observations, researchers took part in activities both at school and home visits to students' homes. Through this participatory observation, the researcher was able to obtain additional information that did not appear during the interview. Third, Documentation Analysis. The researcher also looked at the documents used in the learning process, the documents observed included the semester program, RPPM, and RPPH as well as other equipment such as PAUD assessment instruments which can be carried out by teachers in the classroom and child evaluation results, and teacher evaluation instruments or teacher supervision.

3.3 DATA VALIDITY CHECKING TECHNIQUE

The data analysis technique used in this research is the Campbell pattern matching model. Pattern matching is comparing empirical patterns with predicted patterns. If the patterns show similarities, then the data results can strengthen the internal validity of the case study in question. So that the results of the case study research can be justified.

Campbell's pattern-matching model has three strands of activities to be carried out, namely general statements, selecting questions, and developing concept maps. The following is an explanation of the three activity flows of the Campbell analysis pattern matching model:

a. General Statement

A general statement is the first step in developing a concept. The concept prepared involves various statements that are broad, and comprehensive and describe how the data to be studied is designed. So a general statement will describe an event as a whole.

The general statement that the researcher will obtain does not only depend on the research focus chosen by the researcher. The general statement explains the researcher's

view of what happened or what was done. All events or occurrences that have been obtained will be recorded thoroughly.

b. Selection of Statements

The second step in the Campbell pattern matching stage is Sorting the Statement or statement selection. "This step in the process was completed using an unstructured sorting procedure." The data processing that has been obtained in the general statement will be linked based on the sub-focus of independence of children aged 5-6 years who are progressing in social interaction patterns with peers.

c. Concept Map Development

The third or final stage in Campbell pattern matching is the development of a concept map. Developing a Concept Map is useful for presenting data on an event. "This sort of examination starts by accepting that all articulations are into littler and littler bunches." This sort of information examination starts by expecting all the explanations in a single range and after that appears it by putting the articulations into littler bunches. The first step in developing this concept map is that the data from the selection of statements will be divided into the same area. The single area of research is the basics of leadership behavior in 5-6 year old children participating in activities.

Nature school. Each area is made into a symbol to simplify the analysis process into concepts. Statements that have been created with symbols are grouped into several sub-focus groups. Based on the sub-focus that has been determined by the researcher, namely: 1) The emergence of leadership behavior in children aged 5-6 years which shows pro-social abilities with peers, 2) Leadership development activities carried out by Alam Al Ghifari Kindergarten and 3) Events that arise in leadership characteristics in children.

Figure 2. Preschoolers' Charactersitics
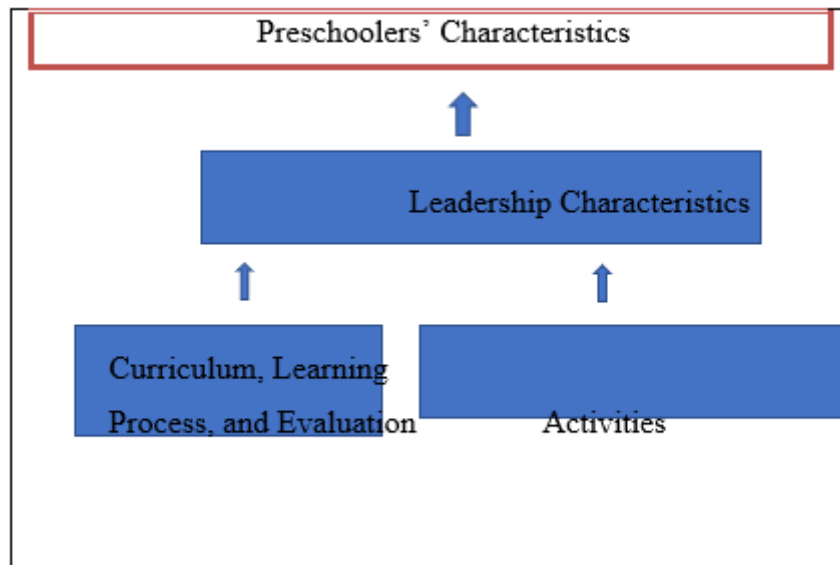
Source: processed by the authors in 2023

The Figure 2 above depicts a concept map for developing leadership for children aged 5-6 years at Al Ghifari Kuningan Kindergarten, starting with a learning planning process that includes a leadership curriculum and is outlined in school programs/activities in introducing the basics of leadership for children aged 5-6 years. until early childhood leadership behavior emerges.

4 RESULT AND DISCUSSION

a. Lesson plan

The learning planning process at Al Ghifari Kuningan Kindergarten is carried out by the class teacher and accompanied by the school principal. However, the learning planning stage is carried out first, carrying out in-house training (IHT) regularly ahead of the new school year. The aim is to refresh teachers' abilities in mastering the curriculum implemented at Al Ghifari Kuningan Kindergarten. The school combines the natural school curriculum with the national curriculum based on the independent learning curriculum.

The planning stage carried out at Al Ghifari Kuningan Kindergarten was to include a leadership development curriculum for early childhood. Every activity carried out by children and teachers must lead to strengthening leadership behavior, such as training children in leading group games, leading routine worship activities, and being

trained in an attitude of responsibility in the tasks given to children, even if they are simple.

In preparing study materials that will be given to students, apart from considering the natural approach, we also pay attention to social interaction patterns that lead to children's social skills. This is done to develop children's ability to adapt to the social environment and in this case, it is an important dimension in Supporting children's social behavior at Kindergarten Alam Al Gifari Kuningan.

b. Learning process

Teachers in the learning process place themselves as facilitators in the sense that learning is child-centered, teachers only make it easy for children to learn according to their interests and talents, in this case, the principle of freedom to learn is upheld by the teacher in fulfilling the learning needs of each child who has his or her uniqueness. This is done so that children can develop their potential according to their interests and talents.

Children's interactions with peers are always optimized at the Alam Al Gifari Kuning Kindergarten. This is to train children's social skills. Social skills are seen as important things that children must have because children experience changes in situations and previously interacted only in a home environment with limited residents, while at school children get to know many new friends who require an adaptation process to be accepted in the school community and this as well as being an opportunity for children to train their social skills at Al Ghifari Kuningan Kindergarten. Like children helping each other and being able to say thank you when helped and being able to help friends who ask for help. This was observed by researchers in the field of children's daily activities at school.

The superior programs at Al Ghifari Kuningan Kindergarten are educational gardens, outbound, market day, and field trips. All of this is done to strengthen aspects of child development in the dimensions of motivation, independence, self-confidence, optimism, physical motor literacy, and resilience in children

The results of natural school activities at Kindergarten Al Ghifari Kuningan increase the dimensions of Self Efficacy, Hope, Optimism, and Resilience in children with changes in children's performance in daily activities such as increasing children's perseverance in learning, having good hopes for their future, optimism in completing learning based on problem-solving and having good energy for all failures or not achieving the expected achievements in children, which we are more familiar with as

resilience. Group game model activities are one of the techniques for introducing the basics of leadership. Children who have leadership potential can cooperate in games with peers, can control other friends, and learn to obey the rules of the game. When children play in groups, a leadership attitude will emerge with good communication skills in conveying ideas that will be followed by peers in group play. Another effort by Kindergarten al Ghifari Kuningan is to carry out activities outside the school in the form of outbound activities. It is believed that a series of outbound activities carried out by children can increase children's self-confidence after going through various challenges. Children who can overcome various challenges will increase their self-confidence. Self-confidence is an important dimension in forming/preparing someone to become a leader in the future. Another effort made by teachers is the ability to communicate with children when carrying out various activities outdoors, children feel more able to speak when they are outdoors, Emotional relationships between children and teachers and peers are much better than when they are in the classroom or just within the school environment.

c. Learning Evaluation

The results of the evaluation of the nature-based learning program at Al Ghifari Kuningan Nature Kindergarten in terms of components are Need Assessment, namely nature-based learning that is in line with learning objectives that make students become leaders and needs analysis includes the needs of educators, students and funding for the most part. is by the objectives of natural schools and national standards, although there is still a shortage in the area of standard natural schools, however, by utilizing the natural tourist areas in Kuningan Regency for children's learning activities in the wild is a solution to this problem.

Assessments are carried out every day with the learning assessment, the aim is to see the child's changes in growth and development as an evaluation and to become material for planning future learning as well as information material that will be conveyed to parents in the hope that parents will become more involved in helping children develop their potential including in it is the potential for leadership abilities from early childhood.

Nature Kindergarten is a form of open school where children learn in nature in a fun atmosphere. Outdoor learning is an alternative learning method in school design (Spalie, Utaberta, Abdullah, Tahir, & Che, 2011). Outdoor learning activities provide children with lots of experiences where children come into direct contact with the objects being studied, children will understand a lot about the regularity of a natural eco-system,

how children have experiences with various animals with various shapes, colors, and types of food (Kemp & Pagden, 2019). Children will be at risk of injury or injury, but this is a way to develop their confidence (Elliott, 2015). Children through observations in nature learn about various types of plants and animals (Boileau & Dabaja, 2020). Apart from that, children develop a sense of self-confidence, empathy, physical literacy, and independence by participating in a series of activities in the open (Maynard, 2007). Interaction between children and teachers and peers provides space for children to develop in various dimensions that support behavioral abilities. leadership. Children generally like activities carried out in nature, they have an interest in researching new things such as observing various animals and plants (Lindemann-Matthies, 2006). Children who take part in a series of programs at Kindergarten Alam Al Ghifari Kuning have quite good development in the dimensions of Self-efficacy, hope/motivation, optimism, and Resilience. The natural school program is a means to facilitate children in developing various intrinsic potentials that exist in the child himself. , nature schools provide children with the means to fulfill their explorer's desires/desires (Barrable, 2019). A encourage good thing about physical action within the open air environment is that it fulfills the potential human require for energy and challenge (Maynard, 2007).

5 CONCLUSION

The curriculum at Al Ghifari Kuningan Kindergarten with various learning activities such as outdoor learning activities, outdoor learning, and social skills learning can introduce leadership behavior to early childhood. From the results of field observations by researchers at TK Alam Al Ghifari Kuningian, TK Alam can help young children by introducing the basics of leadership. The basics of leadership can be developed through self-confidence, independence, motivation, and the development of physical literacy. Children who are introduced to natural life will have a holistic way of thinking about the meaning/perception of life. Children who have a perception good attitude towards life will have a good visionary attitude as a basis for success in leading an organization/institution. Outbound activities carried out by children provide opportunities for children to get used to facing challenges and obstacles and will increase children's self-confidence in building a leadership attitude that is prepared for life. grow up later.

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Good relationships between children, peers, and teachers are a way to develop aspects that support the creation of leadership behavior in early childhood, even though it is a very simple behavior, it is significant in developing leadership in children at Al-Ghifari Kuningan Kindergarten. Simple behavior that children do in leadership is a big asset in leadership success in adulthood, all of which must be supported by a supportive social and environmental situation, the educational process is part of environmental conditioning. The limitation of this research is that it was conducted during the COVID-19 era when school activities were limited by Indonesian government regulations.

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