

# PROCEEDING

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**THE 3<sup>rd</sup> SUMMIT MEETING ON EDUCATION  
INTERNATIONAL SEMINAR**

## **Values – Based Learning for Wonderful Children**

**Yogyakarta, November 22<sup>nd</sup> 2016**

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**Teacher Education “Madrasah Ibtidaiyah”**

Faculty of Tarbiya and Teacher Training  
State Islamic University Sunan Kalijaga  
Yogyakarta



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**Teacher Education “Madrasah Ibtidaiyah”**  
**Faculty Islamic Education and Teacher Training**  
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**Yogyakarta**  
**November, 22<sup>nd</sup> 2016**





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**PREFACE: PROCEEDING THE 3<sup>rd</sup> SUMMIT MEETING ON EDUCATION  
INTERNATIONAL SEMINAR  
“Values – Based Learning for Wonderful Children”**

*Alhamdulillahirabbil'amin. Wabihinasta'in 'alaumuridunniyawaddin. Wash-sholawatuwassalamu'al aasrofilanbiya'Inalmursalin. Wa'alaalibiwaashabibihaqmain. Ammaba'du.* Praise be to Allah, prayers and greetings may always devoted to the Prophet Muhammad, and his Companions and those who continue to follow his Sunnah.

This international seminar was held on the basis of the need for the sake of change, innovations are constantly learning to the attention of academics and practitioners. In this case teacher education “madrasah ibtidaiyah” will make every effort to continue to develop activities that support quality improvement, both for professors, students, and even for alumni of primary education itself, as well as the public in general as users of the alumni in primary Faculty Tarbiyah and Teaching Training, UIN Sunan Kali jaga

The quality improvement of which is done in the form of implementation of the ‘international seminar’. The international seminar will set the theme of **The 3<sup>rd</sup> Summit Meeting on Education 2016**. The activities organized include the activities of the International Seminar on the theme **Values – Based Learning for Wonderful Children**.

The speaker of this event from various countries, namely:

1. Diane Tillman from USA
2. Christopher Drake, Association for Living Values Education International from T'ionggok
3. Taka Nurdiana Gani from Indonesia
4. Ahmad Arifi from Indonesia

So that we can convey the essence of the organization associated with the The 3<sup>rd</sup> Summit Meeting on Education. We thank you very much for your participation and support from various parties that we can not mention one by one. Without the help and participation of colleagues of all these activities can not be carried out well. Hopefully this activity can increase the contribution to the repertoire of science, especially in basic education and bring benefits to the participants and readers.

Yogyakarta, November, 22<sup>nd</sup> 2016

International Seminar Committee



## **PREFACE**

All praise be to Allah SWT, for His bless and mercy, so that we as editorial team can complete this international seminar proceedings. The International Seminar that held by Department of Education for Madrasah Ibtidaiyah Teachers (Prodi Pendidikan Guru Madrasah Ibtidaiyah/PGMI) Faculty of Tarbiya and Teaching Training, State Islamic University Sunan Kalijaga Yogyakarta is held annually as a part of 3<sup>rd</sup> Summit Meeting on Education with the theme: “Values-Based Learning for Wonderful Children”.

This Proceedings deliver main papers from seminar speakers, i.e.: Diane Tillman, Christopher Drake, and Taka Nurdiana Gani, Ahmad Arifi; and also supporting papers that consist of eleven papers related to the implementation of values education in general; and ten papers related to the implementation of values education for children.

We very appreciate for the participation from researchers and writers for their papers that submitted to this proceeding, especially to writers from: The Islamic State Institute Imam Bonjol Padang, The State Islamic University Raden Fatah Palembang, The State Islamic University Syarif Hidayatullah Jakarta, The State Islamic University Sunan Kalijaga Yogyakarta, Majalengka University, The STAIN Pamekasan, Jabal Ghafur University Salatiga, the State Institute for Islamic Studies Ma'arif NU Metro, Muhammadiyah University Yogyakarta, IAI Ibrahimy Genteng Banyuwangi, The State Islamic Institue Syekh Nurjati Cirebon, Muhammadiyah University Magelang, and Sriwijaya University Palembang.

We have tried to compile these proceedings as well as possible. For the sake of improvement in the future, we expect criticisms and suggestions. Hopefully, these proceedings can be beneficial for knowledge development and can contribute to the advancement of education in Indonesia.

Yogyakarta, November, 22<sup>nd</sup>, 2016

Editorial Team



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# GROWING DEMOCRATIC LEADERSHIP IN ELEMENTARY SCHOOL

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## **Abstract**

Democratic leadership is a leadership that's always expected and coveted by society, it's necessary to encourage the educational environment to create a leader like that. The elementary school is the frontline in the human prints desired by the nation. The elementary school has a very significant role in growing and creating a democratic leader in children. Elementary school teacher has an opportunity to inculcate democratic leadership in the school, the goal is to prepare leaders who are fair, honest, responsible, and humanists in the future. In this article, the need to educate children to become a democratic leader and some activities that can be carried out by teachers or parents at school or at home to teach children about the importance of being a leader in every element of life.

**Kata kunci:** *Leadership, Democratic, Elementary school.*

## **A. Preliminary**

Departing from the literature that has graced many libraries, be it the local library, college, or e-library, a lot of their research and articles that examines the democratic leadership. Democratic leadership much studied and discussed by experts, especially in Indonesia, because of this leadership style of its humane and in accordance with the system of governance in our country, namely a democratic state.

When it's used as a benchmark is good, then there needs to be an effort to settle them from an early stage, because all children are leaders in accordance with the hadith (Al-Bukhari: 4789)<sup>2</sup> "everyone is a leader," so how do our job foster democratic leadership in children who already have leadership potential from an early age, because a successful leader and democratic is a huge asset for the country and the nation to compete in a globalized world that demands a country can compete in the quality of its human resources, which will certainly affect the the development of our country that still hasn't been significant progress in many areas.

Applying or foster democratic leadership on elementary school children will be very easily internalized by them, compared with children over the age, because their mindset isn't widely contaminated by negative things. The role of teachers is indispensable as his role model, then this needs to be studied and studied and can be used as a formulation of the problem, namely how parents or teachers foster democratic leadership in children in elementary school? and the purpose

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<sup>2</sup> Al-Bukhari Muhammad Bin Ismail Abu Abdullah. Shahih Bukhori. t.tp: daarut thuqinnajah: 1422 H.



of writing this article is so that parents and teachers are able to understand and to foster democratic leadership to their children.

## B. Discussion

Achievements in the 21<sup>st</sup> century will depend on one's ability to lead, to develop in a wider network system, more varied, and more open than at any previous time in human history (Seidman, 2007: 55)<sup>3</sup>. Leadership is everyone's responsibility for the behavior of every person has the potential to influence others. When talking about leadership, what kind of leader is much preferred by people globally? the answer is a democratic leader, because people will be like the leader of the humanist, the more attention to the feelings than interest groups or institutions.

According to Mahfud (2003: 10)<sup>4</sup> "democracy is a combination of two words *demos* and *kratos* is taken from the Greece, *demos* meaning people and *kratos* means rule", so democracy can be interpreted as a government in which the people hold a crucial role. Then, according to Dewey (in Haricahyono, 1995)<sup>5</sup> democracy isn't just a freedom in action, but especially the freedom of intelligence. Referring to the notion of democracy and democratic elements, then the democratic leadership can be identified as the type of leadership that apply democratic principles in leadership pattern (Dahl, 1989 in Gastil, 1994)<sup>6</sup>.

The essence of democratic leadership lessons for elementary school children is the emphasis on intellectual ability, personal, social, activities of mutual respect and trust, and create an emotional connection and commitment to complete the tasks. In education there must be a demand for the school to teaching academic transfer into the reality of life in the community. The goal is to educate children and deliver them to the phase of maturity, so that they are independent both psychologically, biologically, and socially (Rosyada, 2004: 45)<sup>7</sup>.

The best characteristics of a leader is that he Won't hesitate when taking part in the work. Learning from experience is a very important lesson from a leader. In elementary school children will be a lot to meet new people that are different from their families, they will engage and interact intensively. Knowledge, skills and attitudes acquired by children at this age will affect their behavior, so that they can prepare themselves to be part of the social life inside and outside the school (Sunarto and Hartono 2006: 130)<sup>8</sup>.

The explanation given above shows that the democratic leadership is very important to apply from early on. There are a number of ways to cultivate democratic leadership in children, such as:

### 1. Management of democratic class

The attitude of teachers who stimulate children's participation will create a dynamic learning environment for the active participation of all children. Formation of work groups and small

3 Seidman, D. How: Why how we do anything means everything. Hoboken, NJ: Wiley, 2002, page.55.

4 Mahfud, M. *Demokrasi dan Konstitusi di Indonesia (Studi tentang Interaksi Politik dan Kehidupan Ketatanegaraan)*. Jakarta: Rineka Cipta, 2003, page.10.

5 Haricahyono, Cheppy. *Dimensi-Dimensi Pendidikan Moral*. Semarang: IKIP Semarang Press, 1995.

6 Gastil, Jhon. *Political Communication and Deliberation*. Sage Publications, available at <http://www.googlebooks.com>. 2007.

7 Rosyada, D. *Paradigma Pendidikan Demokratis*. Jakarta: Prenada Media, 2004, page.45.

8 Sunarto, A. & Hartono, A. *Perkembangan Peserta Didik*. Jakarta: PT. Asdi Mahasatya, 2006, page.130.



group discussions in the classroom will facilitate children to participate actively in the learning process. The core of the application of democratic leadership in the classroom is as practical learning to foster democratic attitudes to children, namely mutual respect and compassion for humanity is based on the belief that every individual has the equality and freedom of thought and action. Appreciating the dissent as a dynamics in the community so as not to impose the will and opinion as an absolute truth.

Research shows that the democratic school and better classroom management skills will affect teachers and their children in a positive act in every way (Taylor, 1993)<sup>9</sup>. The attitude and behavior of elementary school teachers in classroom management is one of the most important factors that could affect the democratic attitude of the child. Measures such as making the rules in the classroom, where teachers have to involve children in decision-making by consensus or by majority vote decision, involving the child will train children to be responsible for the rules they make. Children will learn that when they had made a class rules then they will have the responsibility to obey these rules with all its consequences, not a single member class was missing from the rules that have been created along for the principle of equality is one of the values espoused in the classroom democratic.

## 2. Teachers should be effective and efficient

In internalize democratic values teachers can be a role model, where all behavior can be a role model for children in the formation of a democratic character in him. If the teaching and learning activities in the classroom isn't temperate democracy, then the child Won't be embedded attitudes that reflect the values of democracy. Rosyada (2004: 19)<sup>10</sup> states that "the school isn't a venue for teachers but a place for children to supplement and enrich their learning experience." Therefore, teachers should be able to develop learning strategies that provide opportunities for children to learn. This is the other meaning of the democratic school, that the school was for children not to teachers. School should be a second home for children, they like to spend time at school, learn, discuss, completing group tasks, reading, and doing other activities. Implementation of democratic education in the learning process in the classroom can't be separated from the role of the teacher. Teachers should create a warm atmosphere in the school so that it becomes a comfortable place for children to learn as much as they might. Let your child help each other and exchange information that they get from the access to information. Through a discussion will be nurtured democratic values because discussions were very allows children to interact with other children, learn to express their opinions, respect every opinion and not to impose their opinions to others.

## 3. Generating democratic sensibilities of children

Children are invited by the teacher to perceive, interpret the scene that took place around the world, things like this will make them more interested and be sensitive to events in the larger world around them. They should be encouraged to understand how to be sensitive to the circumstances around the world. In addition, they should be educated in a way to encourage them to take steps either as individuals or as part of a group to contribute to find solutions to the problems that

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9 Taylor, A. *How Schools are Redesigning Their Space*. Educational Leadership, 1993.

10 Rosyada, *ibid*, page.19.



exist in the world. For example, teachers help children in the search for social events happening locally and globally through newspapers, magazines, and television. Then the teacher to allocate part of their course time to evaluate the social activities. Awareness of democracy can be enhanced by generating their own opinion to solve social problems feared by them. Gaudelli and Fernekes (2004)<sup>11</sup> suggests the level of sensitivity of children to national issues and human rights is very high, so the task of the teacher is to provide a number of questions on the matter, in order to appear democratic attitude of the child.

#### 4. The child centered learning

In education, democracy doesn't mean absolute dependence on authority. Instead, the people who make decisions about themselves in accordance with the mind and skills respectively. Lessons are given by teachers in the classroom, is regarded by us all as a form of learning that's democratic, because the teacher has given its obligations to the child to understand the teaching materials. But things like that's not enough to say that the democratic attitude because there are some things that must be considered by the teacher, the teacher must replace conventional teaching methods and techniques that aren't democratic with child-centered methods more democratic. Through the implementation of child centered learning, children are expected to participate actively, constantly challenged to have a critical power, able to analyze and solve the problem yourself (Sugihartono, 2007)<sup>12</sup>. Concrete examples such as teachers offering which is desired by the child when planning learning activities, so the teacher must prepare several alternative learning activities that'll be carried out, which of course can't be separated from teaching materials to be received by the child. For example, in topics relating to environmental education, the children participated and choose activities according to their wishes, although the activities of their different but the theme remains the same, namely the topic of environmental education, whether that activity is carried out in the classroom, school, or outside school. Furthermore, the teachers listened to the opinion of the child related to the learning to be or had been committed by them, learning like this is an activity that's very effective and democratic for the child, and will give you peace and freedom in their souls.

#### 5. Democracy by means of games in the classroom

According Santrock (2006: 273)<sup>13</sup> "game can help children master the anxiety and conflict, these pressures could be released in the game, the game allows the child let go of excessive physical energy and liberate pent-up feelings". Games in the classroom can be applied to help elementary school students acquire democratic attitudes and skills. In the game in the classroom, children are given different tasks to play its role, this game could be the entertainment for them once they gain skills in implementing democratic life. For example, the teacher gave the task to the child to engage in games democracies, namely to draft class into a country, where there must be officials who fill positions that have been conceptualized by teachers, such as presidents, ministers, governors, regents, treasurer, and sexy other sections, for example to elect the president or head of the class,

11 Gaudelli, W. & Fernekes, W.R. *Teaching about Global Human Rights for Global Citizenship*. The Social Studies: ProQuest Education Journals, 2004.

12 Sugihartono, dkk. *Psikologi Pendidikan*. Yogyakarta: UNY Press, 2007.

13 Santrock. (2006). *Life Span Development: Perkembangan Masa Hidup*. Jakarta: Erlangga, 2006, page.273.



which must be fair, responsible, disciplined and decisive. As for the other positions should have an attitude that's open, honest, smart look for solutions, diligent, skillful, has the ability to operate a computer and many other criteria. It's to be delivered and played by children, so that children are able to understand the meaning of democracy in the bud. Democracy is an abstract concept for elementary school children, democracy can easily be taught by means of games and drama. According to Ibrahim and Wahyuni (2012)<sup>14</sup> games and drama in the classroom can help children to acquire the habit of responsible and will encourage children to participate in and work collectively. The impact of games in the classroom that the child will develop skills in terms of individual, social, and communication with other people will be more comfortable and precise, then will develop social skills and will foster democratic attitudes are flexible.

#### 6. Bottom of Help them learn to see the varied viewpoints

A good leader doesn't declare himself a leader, but was chosen by his colleagues to be a leader. Thus, the ultimate goal isn't to teach children how to be a leader, but to teach the basis of ethics and values so that it becomes a strong individual with the ability to be a leader. Children can be taught leadership skills at an early age because their minds are young, curious and alert for an identity. With the guidance of teacher a child will also learn how to communicate effectively, strategies, dealing with complicated situations, not suppressed, and plan everything in advance. Leaders are most proactive in each group so that teachers have to teach him to always take the initiative. Show him with a real life example of how discipline and being proactive, because it can make them stand out and be successful (Elmore, 2001)<sup>15</sup>.

#### 7. Help them maintain a positive attitude

According Yukl (2010)<sup>16</sup>, one of the most important traits of a leader is the ability to make decisions for themselves, able to stand on peer pressure and set standards of personal behavior. A leader remains focused on maintaining a positive attitude, even though the people around them say no. Teach your child to say "yes I can!" even when they aren't convinced, "this isn't a problem, it's a challenge!", "never give up", "I may fail or make a mistake but I am always learning and moving forward", "what can I learn from this experience", "I will always do my best," teach children the power and importance not to stop and meet their commitments in life.

#### 8. Teach them that mistakes will always happen and is a natural part of life, and don't let errors beat their passion for the better. Instead, teach them to ask themselves what can be done to face a difficult situation.

Kids often measure intelligence and their success in school with test scores and grades homework. Children who have an innate intelligence may be more frustrated in the face of failure, thereby causing them to avoid challenges. It can be difficult for children to see their mistakes as a positive thing, children are so afraid of failure that they react to bad score can be detrimental. This is why it's important for parents or teachers to not overreact when children scored poorly. Tell your child must remain calm, it will go away and let you know that a bad score doesn't mean they aren't

14 Ibrahim, A.S. & Wahyuni, S. *Asesmen Pembelajaran Bahasa*. Bandung: PT Refika Aditama, 2012.

15 Elmore, Tim, Dr. *Nuturing the Leader Within Your Child*. Thomas Nelson Inc., A Tennessee Corporation, 2001.

16 Yukl, Gary. *Kepemimpinan dalam Organisasi*, Edisi Kelima. PT. Indeks, 2010, page.45.



intelligent. Mitchell (2011)<sup>17</sup> has some tips for parents or teachers to help children to learn from mistakes, namely:

- a. Convey that you don't expect your children to be perfect.
  - b. Don't save the children from their mistakes. Instead, help them focus on the solution.
  - c. Give examples of your own mistakes, and how you learned from it.
  - d. Encouraging them to take responsibility for their mistakes and not blame others.
  - e. Avoid showing their past mistakes.
  - f. Commending them for their ability to recognize their mistakes.
  - g. Praise them for their efforts and their courage to overcome his error.
  - h. Guide them how to apologize for the error when they have hurt others.
  - i. Help them see the good side of things one has ever done by them.
  - j. Let them make their own decisions, so that they learn the meaning of the principle of trial and error.
  - k. Teach them to set goals and always try to do my best in everything.
9. Enrolling children in extracurricular activities to give them the confidence needed to lead people.

All parents dream of their child to be a great leader in the future. Seeing a child grow into an important and successful in their careers is something that every parent wants. Cultivation of future leaders, means must instill leadership skills from an early age. According to Elmore (2001)<sup>18</sup>, the following is a way for children to have leadership skills, such as:

- a. Confident, this is one of the most important skills for a leader in the future, but can't be taught. Children learn to trust themselves not only by praise, but also to have the opportunity to do a good job. Enrolling children in extracurricular activities, such as team sports, individual sports, and other activities such as scouts, this is the best way to instill their confidence will be important to lead any person or organization.
  - b. Working together, to have a spirit or soul as a leader, children must often work together as a team involved in an activity or any activity. When children are often involved the cooperation of these activities will generate ideas, thoughts, suggestions, and ideas for the purpose of cooperation that previously could be implemented immediately. Actually the child is involved in a partnership to produce quality talent to the criteria expected of future leaders. Because, the cooperation process is basically there are elements of communication, discussion, solutions, ideas, thoughts, and problem solving that'll be badly needed by a leader.
10. Gardening activities in the park or school, give the child a few potted plants, then maintain it until the plants grow and thrive. It's an honor when what they sow and grow and develop in their care. The goal is to build commitment of a child, and cultivate an attitude of responsibility and provide leadership traits.
11. Development of a religion, the religion of coaching the parents of the children have many benefits for their lives, one of which is capable of being a personal being wise course required by a leading figure.

The above explanation is how to provide treatment to children so that they get the learning

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<sup>17</sup> Mitchell, Price, Marilyn. *Mistakes Improve Childrens Learning*. <https://www.psychologytoday.com/blog/the-moment-youth/201109/mistakes-improve-childrens-learning>. 2011.

<sup>18</sup> Elmore, *ibid*, page.86.



and experience, and be able to internalize the attitude of the leadership from an early age, because of the attitude of leadership is closely related to the child's career in the future. Elementary school teachers would have to be a good model for children with behavior or attitude shows that democratic, teachers should not be too tight or too loose against the agreed rules with their children. The hope is that parents and teachers should not be tired in giving lessons to children, and always provide role models every day, children are an asset of the nation and our regeneration in the future to improve and develop their potential because of it being our happiness together.

## **C. Conclusions and suggestions**

### **1. Conclusions**

Democratic leadership learning in elementary schools is an activity that emphasizes children's intellectual ability, personal, social, activities of mutual respect and trust, and create an emotional connection and commitment to complete the tasks. There are a number of ways to cultivate democratic leadership in children, such as: 1) a democratic classroom management; 2) The teacher must be effective and efficient; 3) raise the democratic sensibilities of children; 4) The child centered learning; 5) democracy by means of games in the classroom; 6) help them learn to see the varied viewpoints; 7) helping them maintain a positive attitude; 8) teach them that mistakes will always happen and is a natural part of life, and don't let errors beat their passion for the better. Instead, teach them to ask themselves what can be done to face a difficult situation; 9) register children in extracurricular activities to give them the confidence needed to lead people; 10) activities of gardening in the park or school, give the child a few potted plants, then maintain it until the plants grow and thrive. It is an honor when what they sow and grow and develop in their care. The goal is to build commitment of a child, and cultivate an attitude of responsibility and provide leadership traits; 11) establishment of religion, religion coaching the parents of the children have many benefits for their lives, one of which is capable of being a personal being wise course required by a leading figure.

### **2. Suggestions**

Character is very necessary democratic leadership instilled from an early age in elementary school children. Children need to cultivate democratic leadership is no integration in the activities in the classroom or outside the classroom. The role of a parent or teacher is vital, parents or teachers are required to have an understanding, insight and ability competent in growing the value of democratic leadership, the teachers also demanded to make a classroom situation can redirect attitudes and behavior of children to the leadership development of their democratic, communication must be built intensively with children, then a private teacher is also expected to be a role model for children.



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