Leadership Approach:

Developing Teacher Leadership Skills in the Classroom

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Abstract—Teachers in carrying out learning also act as leaders in the classroom. Leadership skills are needed by teachers to act as good teachers and leaders. Collaborative understanding between the two will guide optimal character development to prepare the younger generation. In this study identify to be able to see whether the teacher has leadership skills, especially as an approach to the effectiveness of learning. A qualitative approach is used. The qualitative approach is supported by interview and observation instruments that can map the leadership approach that describes leadership skills in the classroom. The results obtained that to build a leadership approach in the classroom is done by 1) the teacher must be a good listener in the classroom, 2) the ability of the teacher to build empathy for the students, 3) the teacher is able to eliminate the limits of rigidity in the class, 4) the teacher is able growing awareness in the classroom in learning, 5) the teacher invites students to build relationships through patterns of persuasion, 6) the teacher develops the concept of closeness in relationships in the classroom, 7) the teacher builds a shared view in the classroom, 8) the teacher becomes a painstaking adult in the class and 9) teachers build commitment and build class as a great community.

Keywords—classroom leadership; developing leadership skill; teacher leadership

I. INTRODUCTION

The teacher has a role to support the success of the school and students either in a role that is formally or informally assigned. The teacher also plays a role in building the capacity of the entire school so that it can improve [1]. Teachers are the spearhead in implementing education, teachers are influential parties in the teaching and learning process. The success of the students in the classroom learning process cannot be separated from the role and competency of the teachers [2]. The authority and ability of the teacher greatly determines the continuity of the teaching and learning process in the classroom and its effects outside the classroom. The teacher must be smart to bring students to the goals to be achieved. Effective teachers are teachers who are able to bring their students to succeed in achieving the teaching goals. Teaching in front of the class is an embodiment of interaction in the communication process. Learning is a process carried out by individuals to obtain the desired abilities or competencies. In the learning process, the teacher conveys the message in the form of science. The communication process will achieve the goal if both parties - the sender and recipient can have the same understanding of

the message and information communicated. Learning activities are basically an individual process, however, in the process of learning also occurs in the form of groups or classics. The deliberately designed learning process usually has a specific purpose, which is forming someone to have certain abilities and competencies called learning. More schools and classrooms, more books and teachers, would inevitably lead not only to higher enrolments but also to higher completion rates and greater achievement. When such logic did not always lead to the expected results, attention eventually turned to the "black box" in the middle—the quality of the teachers, the teaching-learning process, and the curriculum it was meant to deliver—where the inputs were meant to be used in creative ways to produce the outcomes desired [3].

As explained in previous studies that leadership influences the effectiveness of learning and student learning outcomes. The effectiveness of learning in the classroom is also very determined by teacher leadership. Improving the quality of processes and student learning outcomes is largely determined by the ability of teachers to motivate, direct and move students to want, know, and want to get good results in learning [4-6].

Teacher leadership in the classroom can be an important part of filling aspects of student application, not just aspects of knowledge and skills. The description of school leaders as artists suggests that there is no one specific formula, no particular policy, and no exact set of procedures that will work with everyone, in every situation, in every school. Like the artist, the evaluation of a work of art is subjective and very much dependent on one's individual perspective. School and classroom leadership cannot follow a stir-and-serve recipe. Often, the very qualities that we desire in teachers and administrators—passion, creativity, and a thirst for independence—can make it difficult for them to share, to work toward a common goal, and to be good teammates [7].

The national privatization that our education has not yet been able to properly fill the aspects of the application as a whole together with the improvement of aspects of knowledge and skills. There are many problems such as juvenile delinquency, drug abuse, fights, bullying, etc. at school and outside school. One of the strategies for resolving these problems is to be built more sexually about character education which is then poured through the curriculum that is used by all teachers. Character Education is the focus of discussion from

various scientific disciplines so that it is expected to be a guideline for a person's behaviour in the various professions he engages in. The initial education that is available in the family becomes the initial basis of character education so that the role of parents and the environment becomes its own decisive aspect in building character education. Formally character education must begin to be applied to the basic education level, namely Elementary School, and the results of character development in the elementary school will be a strong and main foundation for character development in the next level, so the development design requires special thinking and extras that will guide development. Values, both terminal and instrumental, with the level and type of embeddedness, especially of owner-managers. It was hypothesized that affective and normative embeddedness have the strongest influence on the overall level of embeddedness, whereas calculative embeddedness, because of its short-term character, has a rather negative influence [8]. Character building begins in the classroom, the strong character of the leadership of a teacher in the classroom will have a strong effect on the development of student character. As servant teachers, not only do we serve our students and our immediate school community, but we also strategically build and develop democratic classrooms and encourage a life of democratic living and principles among our students. Therefore, teachers must have leadership skills to be able to transfer the elements of leadership to their students, so that they have good character and can be a provision in living their lives → focus on the phenomena and some previous research.

Based on this, the study will examine the development of teacher leadership skills in the classroom as one of the approaches in leadership so as to be able to build student character.

II. LITERATURE REVIEW

A. Leadership

Leadership (leadership) is an abstract, but we can feel its influence in the social interactions that we do. Leadership involves other people in each activity, namely subordinates or followers. Leadership is a subject that has long excited interest among people [9]. The presence of followers confirms that the leadership status he possesses has the power to move those subordinates. Leadership also signifies the unequal distribution of power between leaders and group members. A leader has the authority to direct group members to carry out expected activities.

For understanding and enhancing professional leaders in work, it needs to be understood and mastered skills, to building "leadership capacity," I mean broad-based, skilful involvement in the work of leadership [10]. These skills are in the form of (a) involving members in decision making, (b) delegating authority, (c) opening lines of communication, (d) developing Human Resources (attention to patterns of relations between humans), (3) concentration on quality.

Teachers as leaders in the class must have skills, in the principal ship that drives the principals away from instructional leadership and towards managerial and political leadership

roles [11]. This needs to be applied in activities: (a) establishing the vision and formulation of the mission of the school, (b) determining the policies and objectives to be achieved, (c) conducting programming activities, (d) estimating and allocating resources, (e) modify policy and planning → put in teacher leadership section

B. Teacher Leadership

Teaching has become the core of school improvement and success [12]. Teaching requires teachers to expand their knowledge and list their skills. When they become competent and more skilled practitioners, they have a moral and professional obligation to challenge their practice and be open to new challenges [13]. Thus, the teacher as an educator becomes closer and experiences direct contact with student learning than the principal [14].

Teacher leaders are identified as being in a "unique position to make change happen" [15] and their leadership is associated with school improvement, teacher agent improvement, school democratization, teacher learning, and developing a collaborative culture [16-18]. Leading changes from class is closely related to the development of teacher leaders [19].

An effective leader creates the future. this statement shows that a leader must be creative, and innovative especially in times of uncertainty, create new structures, describe clear priorities, and develop multipurpose organizations so that teacher leadership has great potential to improve schooling [20-21].

Teacher leadership has many goals and benefits for schools. But one general and essential aspect of most teacher leadership theories is that teacher leaders have the privilege of leading improved teaching because of their knowledge, legitimacy position, and familiarity with the writing context with what they are doing [22].

Teacher leaders strengthen their identity as instructional change agents in their schools, create conceptual tools that help them define and reflect on their leadership roles, and ultimately trust and rely on all school citizens to sponsor meaningful professional development [23].

Leadership skills are tools, behaviors and abilities needed to succeed in motivating and directing others to do what must be done to achieve goals [24]. Teacher leadership as a school-level resource and emphasizes the placement of teachers in school leadership positions to assist in determining the direction and objectives of other organizations [25].

C. The Role of Leadership in Developing Student Character

Character is a set of personal traits or dispositions that produce certain morals and as personal integrity [26]. Character is a habitual formation for example internal values, choosing good choices, doing them as habits, and providing examples [27].

Character education includes all educational activities that are explicit and implicit to help students develop positive personalities, strengths that are called virtues. Some activities that might trigger good character development among students

are developing discipline and self-confidence and increasing awareness and courtesy, attracting students in extracurricular activities and scouting activities, enhancing students' self-development by holding various competitions through Student Council activities and developing talent interests through extracurricular activities and various other activities that can in carrying out character education in the teaching and learning process in school [28].

Character education thus focuses on helping students understand what is ethically important in the situation and how to act for the right reasons, such as they become more autonomous and reflective of the practice of virtue. Students need to decide wisely what they want and learn to choose between existing alternatives or to find new ones. In this process, the ultimate goal of character education is the development of common sense, or practical wisdom; the capacity to choose intelligently an alternative to several alternatives, where this capacity involves knowing how to choose the right path for each action in difficult situations and it gradually emerges out of the experience of making choices and growth in ethical insight. This enormous task was carried out by a teacher.

The main method in character education is a good role model given by teachers in their interactions with students [29].

Teachers have many roles in building the character of students, such as Developing classroom rules, positive language, expression of choice, direct instruction, partner learning, time of appreciation, guidance, cooperative activities [30].

Schools and teachers must educate characters, especially through teaching respect and responsibility. When teachers interact with students, it is very important for them to become role models by making professional judgments and decisions based on social and moral virtues [31].

A good teacher is one who has a personality and does not hide it from students. It means that the teacher in the class has a position not only as a teacher but the way he acts from students plays an important role in building the character of students or in other words students like teachers who have good personalities and can imitate their teacher easily [32].

III. METHODS

This research method is descriptive with a qualitative approach that examines the leadership approach to map teacher leadership skills in the classroom as seen from how the teacher becomes 1) a good listener; 2) build empathy for students; 3) eliminate the limits of rigidity, 4) foster awareness of learning; 5) inviting students to build relationships through persuasion patterns; 6) develop the concept of closeness in relationships in class; 7) build a future view with students; 8) becoming a painstaking?? Find proper terminology adult in class and 9) building commitment and building class as a great community.

Bandung City Private Primary School was used as a place of research with a sample of study consisting of several class teachers who were taken randomly.

Research data was collected through interviews and observations. Research data were analysed by data reduction, data presentation and conclusion drawing.

IV. RESULTS AND DISCUSSION

Leadership skills in building good and enjoyable learning can begin with; 1) a good leader is a good listener for his students, 2) build empathy for his students, 3) eliminate the boundaries of stiffness between teachers and students, 4) build awareness and self-confidence in students, 5) build relationships by persuasive good, 6) build closeness between the teacher and students, 7) share about the future and expectations of their students, 8) become a place for shedding thoughts and feelings, and 9) building commitment. Based on the results of the study, every leadership skill in the class is carried out in various ways. Here's the description.

A. Become a Good Listener

Being a good listener begins with being a pleasant teacher with a "heart to heart" approach. Before learning begins, students must be happy with the teacher. After students are happy with the teacher, students will obey themselves. The teacher always listens to the complaints of the students both when students get personal problems and are constrained in terms of understanding the subject matter. When students tell a problem, the teacher also provides constructive input and advice. So, the students put their trust in the teacher because he was able to be a good listener and advisor to themselves.

Listening is a very important part of building relationships, gaining respect and trust from students and for developing strong collaborative relationships [33].

B. Building Empathy for Students

The teacher's task is not only to build cognitive students, but more precisely to build a sense of empathy or concern among students. One of these concerns can be formed through the building of characters which among them can be built by fostering a social spirit for students. Among the examples is the teacher invites students to pray for their sick friends to get well soon, the teacher also tells a number of stories about life or moral stories so students will know the moral message in the story and be able to implement it in daily life and students invited to find the wisdom behind the story

Besides that, the teacher also explained how important someone has an empathetic spirit to others and always the teacher becomes a role model for students in showing empathy

Showing positive attitudes can also foster empathy for example affection. Because elementary students are not possible with violence. So that when teachers love students, students also love their teacher, students will feel empathetic to anyone. In addition to that, conducting individual chat with students can also foster a sense of empathy for students.

The emotions that are thus addressed are emotional authenticity, constructive discontent, sympathy/empathy, fun (or passion) and hope. Considerate attention to these emotional states fosters attitudes and behaviours that open up individuals to consider and mobilize for ambitious and difficult change [8].

C. Eliminate the Boundaries of Stiffness Between Teachers and Students

The boundaries of stiffness in the classroom can be eliminated by carrying out serious but relaxed learning. There are times when the teacher jokes and then enters the student world, like they are chatting, the teacher joins or has something that can be shared with the students that makes the student feel happy. But there are times where the teacher must be firm with his students. That is, to eliminate stiffness in the class, it is done with the teacher positioning himself as a friend, so that students are not rigid and afraid of the teacher.

To eliminate the boundaries of stiffness in the class between the teacher and the students, teachers can begin the learning with ice breaking, pat cheering, and class yells. Besides being able to eliminate the boundaries of stiffness, this activity can also spur the spirit of student learning. Others de-emphasize the stiffness of legal provisions by explaining they are only necessary formalities recommended by others as "best practices [8].

Then, the stiffness in the class can be eliminated by the teacher being a good listener, having a high humor style, easy to get along with students, finding out what students like and teachers can position themselves when teaching and communicating, embracing all students by giving attention and showing the soul of love, checking students' personal hygiene, and doing apperception previous lessons.

D. Build Awareness and Self-Confidence in Students

Building awareness in learning is not an easy one. Learning awareness can grow through the understanding of the teacher that science is important. Besides that the teacher also motivates students to study hard by linking them to their ideals later and also reminding them actively to study so they can achieve what they aspire to. Students need to see in us, their teachers, a strong work ethic, character, self-discipline, self-regulation, self-confidence without arrogance, and our passionate desire to serve their needs, whatever those needs might be at the moment [7].

In this case there are many ways that can be done, for example habituation of children by giving assignments, then students are provoked to want to express their opinions. If there is awareness in students, students will definitely be enthusiastic in learning, and the focus will not be lost. Emerging intrinsic motivation or motivation from within students is the greatest strength in order to be able to encourage us in learning. That is, the teacher must become follow remainder, reminding constantly that it never stops.

In addition, awareness of learning in the classroom can be grown by implementing a point system. Point is the initial form of forming their consciousness. When they do the assignment and get points, they will continue to do the task so they can get the point.

E. Build Relationships Through Persuasion Patterns

Building relationships with persuasion patterns between students and teachers can be done with good communication. This can be done by means of the teacher providing a stimulus first so that students can feel safe and comfortable while interacting in class. In addition, the teacher can invite students to behave positively such as by reminding students not to be picky in playing, inviting students to share with each other and always inviting all students to live in harmony with each other and respect each other. Strong leaders understand that leadership is about relationships [7].

Furthermore, the teacher must also be able to position himself as a teacher when teaching in the classroom and as parents and friends when not teaching in the classroom so that mutual trust, obedience and comfort can grow in students who ultimately can create a good relationship within class.

F. Develop the Concept of Closeness in Relationships in the Classroom

As a leader in the class, a teacher must be able to develop the concept of closeness in relationships in the classroom. This can be done by reminding students that the school is their second home and the role of their parents is replaced by their teacher / mother in school. In this case, teachers and students or fellow students must interact more closely in the classroom, the teacher must be able to make their students as friends, carry out learning with a relaxed atmosphere but remain firm and authoritative. That is, the teacher must be able to be friends with students and fellow students also become friendly to each other. So students do not hesitate to share stories because the teacher can be used as a place to be invited to share when students are having problems. Functional families can tolerate a high degree of variation in closeness/distance, and provide space for members to develop a *differentiated self* that is not dominated by family relationships [8].

In addition, the teacher is able to position himself as an educator and parent. When teaching, the teacher gives a firm figure so students focus on learning. Apart from teaching, the teacher positions himself as a parent and friend so that when interacting with students the teacher is able to have a close relationship with the individual students. So, there is a closeness between the teacher and the students themselves. The teacher must already know how to teach well to his students in the classroom and therefore when in the classroom, a teacher takes control of the activities that will be carried out while studying with his students.

Proximity The teacher will spend about 10 minutes before learning begins or 10 minutes after learning. The teacher asks if there is something they want to say or tell, if the student does not want to tell the story, the teacher will ask students to take an anonymous piece of paper to write a story about the student's life or the problem that occurs in the student, so the teacher will know that each individual has different stories and problems. Through this method, the teacher will be closer to his students and try to help find solutions and motivate if there are students who experience difficulties in their lives.

G. Share About the Future and Expectations of Their Students

Share about the future is usually related to vision. Usually at the beginning of the meeting, the teacher will explain the goals that will be obtained, simply the teacher needs to convey

the vision that will be studied so that the children will understand and follow the track or learning path.

Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. The definition includes efforts not only to influence and facilitate the current work of the group or organization, but also to ensure that it is prepared to meet future challenges [9].

In addition, in building a foresight, the teacher always motivates students with the ideals that students want later. This is also realized by procuring hope trees in the classroom. On the tree, students depend on their dreams on tree branches and in teaching and learning activities teachers always motivate students to be active in learning to achieve their goals. Besides that, the teacher also trains and prepares their skills related to relevant learning material in the classroom.

H. Become a Place for Shedding Thoughts and Feelings

Being a place for shedding thoughts and feelings can be done by being a role model. This can be realized when the teacher can provide examples in accordance with the rules so that children can also follow them. Becoming a mature adult can be demonstrated by the attitude of teacher discipline, such as entering the classroom earlier so that the student imitates and follows the disciplinary problem that his teacher exemplifies. Supportive leadership (or "supporting") includes a wide variety of behaviours that show consideration, acceptance, and concern for the needs and feelings of other people [9].

In addition, being a mature person can be done by becoming a leader in the classroom. First, there must be clear rules. Second, implement the rule by example. Third, be firm about what was agreed at the beginning. All regulations and their consequences must be shared by all. So that students know what they are violating and know the consequences. So, the teacher must be more assertive in applying the rules that have been made.

In addition, the teacher in general must have a character that is able to make students comfortable. If you face students who are indeed at the elementary school level, you must understand how the child's abilities and development. To understand this, an approach is needed by means of teachers being able to love, protect, and be able to be friends and friends for the child. An adult figure in the teacher's self is needed when in class and individual management. So, today's attitude is needed to solve the problem. Therefore, to build a good class community, communication must be established both from the teacher and the teacher, students and students, as well as teachers and students.

I. Building Commitment

Commitment can be built through the existence of rules because commit is related to the rule. So that students obey what has been agreed upon, the teacher gives reward and punishment in the form of star giving. The goal is also a form of habituation. Habit for students to obey what has been agreed

upon. So that will shape their character. Then there is good communication between teachers and students. This communication is adjusted to the stage of child development. Taught for tabayyun or cross check if there is a problem, then their problem solving is demanded to be able to solve the problem. Potential benefits for the organization include higher employee commitment, higher performance, and better preparation of people to fill positions of greater responsibility in the organization as openings occur [9].

Furthermore, the teacher always fosters a social spirit and high solidarity with each student. The teacher also reminds all students to be consistent and responsible for all their duties. The teacher always appreciates and rewards students who show a positive response and align students who show a negative response so students can be motivated. Social spirit and solidarity, consistent and responsible for their duties.

V. CONCLUSION

Having leadership skills in the classroom is something that every teacher leadership must have. Based on the results of the study, it can be concluded that there are nine leadership skills that teachers can develop again in a leader in the class. These skills are 1) being a listener in the classroom, 2) building empathy 3) removing boundaries of rigidity, 4) growing awareness of learning, 5) building relationships through persuasive patterns, 6) building closeness, 7) building a vision, 8) becoming a person painstaking adults and 9) build commitment and build class as a great community. Each of the nine leadership skills can be further developed by the teacher through several roles and tasks as an educator in the class that is responsible for the classroom learning environment and the formation of student character.

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