



Socialization of Goleman's 6 Leadership Types to Prepare Young Leaders for the Future

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ABSTRACT

This leadership is the art of influencing someone, either individually or in groups. According to Daniel Goleman, leadership styles are divided into 6: Commanding, Visionary, Affiliative, Democratic, Pacesetting, and Coaching. Basically, leadership can be formed and trained since school age. This is done so that when they are faced with a problem, they can easily find several alternative solutions to the problem. In order to realize a young generation that has a leader's soul, community service activities are carried out at SMP Ma'arif Kota Batu. This socialization activity aims to introduce and increase knowledge about Goleman's 6 leadership styles. The method used in socialization is using the lecture method using power point media with material on 6 types of leadership according to Goleman. To measure the level of knowledge of students, a pre test was conducted before socialization and a post test was conducted after socialization. The result is an increase in knowledge of female students after socialization so that it is expected that students can recognize their own leadership style. As for the suggestions in this activity, namely the use of leadership material to direct female students in increasing their understanding and leadership skills in an organization.

KEYWORDS

Goleman, Leadership, Socialization, Knowledge, Students

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INTRODUCTION

Schools or educational institutions are conscious efforts aimed at developing the personality and potential of students. Therefore, school is one of the means to achieve the formation of students as a whole. With the existence of the Intra-School Organization, students have the opportunity to express their leadership spirit through various activities held in the organization. OSIS also acts as a platform that shapes students' leadership abilities (Ramadhani et al., 2023). With OSIS, it is hoped that the emergence of young generation seeds that excel in leadership by having an honest, disciplined, and responsible attitude.

Leadership means a set of abilities and is a personality trait inherent in a person's personality (Leandre et al., 2023). This leadership is the art of influencing someone, both individually and in groups (Evi et al., 2023). Influencing can mean that it is done in one direction, therefore leadership is closely related to the ability of a leader to influence his members to work together in achieving organizational goals (Ramadhan et al., 2023). Basically, leadership can be formed and trained since school age. This is done so that when they are faced with a problem, they can easily find several alternative solutions to the problem (Nuraziza et al., 2023).

Students as the younger generation are Human Resources (HR) who have high potential in efforts to build the state and nation. One of the attitudes that female students must have is leadership (Ariadi, 2021). The lack of awareness of students about this leadership spirit has an impact on the achievement of personal or national goals (Putnarubun et al., 2019). Therefore, students must be equipped or formed their leadership spirit.

This leadership spirit can be formed by recognizing oneself, including the potential that is owned which will be directed by parents and teachers to good things. Training this leadership spirit can be done by giving the opportunity to have an opinion on a problem. In addition, students' understanding and awareness of leadership can also be improved through communication approaches, providing good examples, and providing the right support to develop leadership skills (Maulida et al., 2023). The importance of self-recognition and understanding of individual potential as the beginning of the formation of leadership spirit can be combined with Goleman's six leadership models. Goleman's leadership model includes emotion-based leadership, where understanding and managing emotions is key. Goleman's six leadership models are Commanding, Affiliative, Democratic, Pacesetter, and Coaching.

For the sake of the realization of a young generation that has a leader's soul, community service activities are carried out in the form of socialization as a forum to introduce and increase knowledge about "6 Goleman leadership styles". With the socialization of "6 Goleman leadership styles" it is hoped that





students of SMP MA'ARIF BATU can recognize themselves so that they know what leadership style is suitable for them.

MATERIALS AND METHODS

The method used in the socialization program is using the lecture method using the material of 6 types of leadership according to Goleman. To measure the level of knowledge of students, a pre-test was conducted before socialization and a post-test was conducted after socialization. This service was carried out at SMP Ma'arif Kota Batu on Thursday, November 30, 2023 at 07.00 AM - 09.00 AM. In this service involved class 8B students totaling 29 people consisting of male gender as many as 15 people and female gender as many as 14 people. In this service, it is hoped that students can understand how to be a good leader according to Goleman's 6 types of leadership. The sampling technique uses a random sampling technique where the student population is taken randomly. Data analysis is carried out in the form of tables containing characteristics and knowledge tables from the pre-post test that has been carried out.

RESULTS

A. Respondent Characteristics

The implementation of the socialization of Goleman's 6 types of leadership was carried out at SMP Ma'arif Batu Jl. Oro-Oro Ombo Batu District, Batu City, East Java. The socialization was attended by 29 students of class 8B with the following characteristics:

1. Age

From the activities carried out, the characteristics of respondents based on age can be seen in the following table,

Table 1. Distribution of characteristics according to age of respondents

Karakteristik	Frekuensi (n)	Presentase (%)
Usia		
13 tahun	10	34,48
14 tahun	19	65,52
Total	29	100

Based on the table above, it is known that there are 10 students aged 13 years (34.48%) and 19 students aged 14 years (65.52%).

2. Gender

Table 2. Distribution of characteristics according to gender of respondents





Karakteristik	Frekuensi (n)	Presentase (%)
Jenis kelamin		
Laki-laki	15	51,73
Perempuan	14	48,27
Total	29	100

There were 15 students who were male (51.73%) and 14 students who were female (48.27%).

B. Activity Implementation

This socialization activity was held on Thursday, November 30, 2023 at 07.00 AM to 09.00 AM. The target of this socialization activity is class 8B students of SMP Ma'arif Kota Batu, totaling 29 people. The implementation stage in this community service activity consists of several activities, namely as follows:

1. Opening and introduction
2. Pretest filling
3. Presentation of material about Goleman's 6 Types of Leadership
4. Questions and answers and sharing session
5. Ice breaking, games about leadership
6. Post test completion
7. Documentation and closing

C. Knowledge Outcome

The results of the student knowledge measurement test regarding Goleman's 6 types of leadership material are presented in the following table:

Table 3. Pre-Test and Post Test Results of Students on the Material

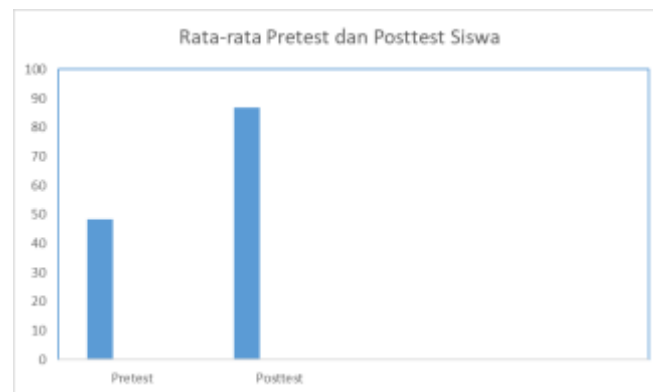
Kategori Pengetahuan	<i>Pretest</i>		<i>Posttest</i>	
	n	%	n	%
Baik	4	13,79	22	75,86
Buruk	25	86,21	7	24,14
Total	29	100	29	100

Knowledge assessment in the pre-test and post-test is divided into two categories, namely good (80 - 100) and bad (<80). The results of pre-test measurements on 29 female students obtained results in the good category as many as 4 people (13.79) and in the bad category as many as 25 people (86.21%). The results of post-test measurements on 29 female students obtained results in the good category as many as 22 people (75.86%) and in the bad category as many as 7 people (24.14%). When viewed from the average pre-test and post-test scores of 29 female students, it can be seen in the following graph.





Table 4. Average Pre-test and Post-test students



Based on the graph above, it can be seen that the average pre-test score is 48.28 on a scale of 100, while the average post-test is 86.90 on a scale of 100. This shows that there is an increase in the average score of 38.62.

D. Effectiveness of Socialization of Goleman's 6 Leadership Types on Students' Knowledge of Leadership

Educational leadership in junior secondary schools includes the ability to influence, coordinate and mobilize others in the implementation of tasks and activities at school. Educational leadership in junior high schools can also be influenced by factors such as emotional intelligence, sociability, ability to be objective, ability to determine priorities, values and culture, and interpersonal communication in the family environment. Therefore, leadership education in junior high schools needs to pay attention to these factors to effectively develop students' leadership abilities. According to Asiyah, N (2020), leadership style is the attitude that underlies the behavior of a leader, how a leader directs and strategizes to maximize his productivity in influencing and directing the work system of his subordinates so as to produce job satisfaction as well as an attitude that can survive in all situations. The leader's function basically involves two main things, namely (1) a task-related function called the problem-solving function, and (2) a group maintenance function called the social function.

Therefore, the importance of leadership education for junior high school students makes one of the bases for the service team to carry out this activity. From the results of the activities carried out, it was found that there was enthusiasm from students in the socialization of Goleman's 6 Types of Leadership. The results show that the use of pretests and posttests can improve student learning outcomes, with data showing a significant increase between pretest and posttest scores. An example of research using the One-Group Pretest-Posttest Design showed a significant increase in the learning outcomes of female students after the application of the pretest and posttest. i.e. from 48.28 on a scale of 100 to 86.90 on a scale of 100. Thus showing that there is an increase in the average



score of 38.62.

This, the students began to understand what a leader is, leadership, the steps to become a leader and the purpose of a leader in leading a group. There are also some students who are starting to be motivated and confident to be ready to become leaders. This can be seen from the enthusiasm of the students in practicing how to lead well and providing direct responses and questions.

E. Evaluation Stage

For the sake of the realization of the nation's generation of leaders, the implementation of community service in the form of socialization as a practical application in providing insight into Goleman's 6 types of good leadership to junior high school students. The current context where the reflection of the leader figures today mostly lacks the spirit of leadership, so that in carrying out their duties and responsibilities there are still many lacunae. This is the reference in the realization of a determination to jointly provide the right understanding to students in preparing themselves early, so that one day they will become good leaders.

DISCUSSION

The implementation of Goleman's 6 types of leadership socialization at SMP Ma'arif Batu revealed insightful outcomes regarding student engagement and understanding. The socialization activity involved students of class 8B, who exhibited varied characteristics, including age and gender. The diverse demographic provided a comprehensive perspective on the students' reception of leadership concepts, highlighting the effectiveness of the educational intervention.

From a theoretical perspective, Goleman's leadership framework, which includes styles such as authoritative, affiliative, and democratic, among others, emphasizes emotional intelligence and situational adaptability (Solikhah & Tyas, 2023). Previous studies have underscored the importance of these traits in educational settings, suggesting that students who understand diverse leadership styles are better equipped to navigate social and academic challenges. The socialization aimed to provide students with a practical understanding of these styles, fostering a deeper awareness of how leadership can be exercised in different contexts (Qotrunnada et al., 2023).

The results indicated a marked improvement in students' knowledge and understanding of leadership concepts. Initially, a majority of the students demonstrated a limited understanding of leadership, but post-socialization, there was a noticeable shift towards a more nuanced comprehension (Supriadi et al., 2023). This aligns with prior research, which suggests that structured educational interventions can significantly enhance cognitive and affective learning outcomes. The use of interactive activities, such as discussions and leadership games, was particularly effective in engaging students and reinforcing theoretical knowledge with practical experience.





However, the implementation of this program also brought to light some challenges and divergent opinions. On one hand, proponents argue that exposing students to various leadership styles early on can cultivate essential life skills, such as decision-making, empathy, and teamwork. These skills are not only critical in academic settings but also in students' future professional lives. On the other hand, some critics contend that the complexity of leadership concepts may be overwhelming for young students, potentially leading to confusion or misapplication of the styles learned. They argue for a more simplified approach tailored to the developmental stage of the students (Romayatul et al., 2023).

In conclusion, the socialization of Goleman's leadership styles at SMP Ma'arif Batu demonstrated both the potential benefits and challenges of introducing advanced leadership concepts to junior high students (Muzaharyadhi, 2023). While the majority of students showed a significant increase in their understanding and enthusiasm for leadership, there remains a need for careful consideration of the methods and content used to ensure that the material is accessible and relevant to the students' age group. This initiative underscores the importance of adapting educational content to the audience's needs and the potential of leadership education to positively impact student development.

CONCLUSIONS

The conclusion that can be drawn after this activity is the increasing knowledge of students about Goleman's 6 leadership styles, and for the realization of a young generation who has a leader's spirit and can recognize leadership styles for themselves. As for the suggestions in this activity, namely the use of leadership material to direct students in increasing understanding and leadership skills in an organization. It is hoped that this activity will become routine at SMP Ma'arif Kota Batu by involving teachers who oversee the school.

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Conflict of Interest

The authors state they are not aware of any financial or interpersonal conflict that might have influenced this service activity.





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