

'LEADERS ARE HEROES': UNDERSTANDING THE DEFINITION OF A LEADER EARLY CHILDHOOD PERSPECTIVE

Fitria Ulfah^{1*)}

¹Universitas Islam Bandung, Indonesia

^{*)}E-mail: fitria.ulfah@unisba.ac.id

Submitted: 10 Agustus 2025

Accepted : 23 September 2025

Published: 31 Oktober 2025

Abstract

This study aims to reveal that early childhood has a perspective related to leadership, which is interpreted differently depending on the child's perspective. The method in this study is a focused ethnography conducted for approximately 2 months. The research subjects were all students in groups A and B of Candra Kindergarten-Bandung. Data collection techniques used observation and semi-formal interviews with children. Meanwhile, the data analysis technique used a grounded theory approach. The study illustrates that early childhood has its own perspective regarding leaders, but children do not define leaders in a segregated manner, that leaders are male or female. Children define leaders with adjectives such as "Jagoan".

Keywords: Leadership, Jagoan, Perspective, Early Childhood.

Abstrak

Penelitian ini bertujuan untuk mengungkapkan bahwa anak usia dini memiliki perspektif terkait dengan pemimpin, yang dimaknai secara berbeda tergantung pada perspektif anak. Metode dalam penelitian ini yaitu etnografi terfokus yang dilakukan selama kurang lebih 2 bulan. Subjek penelitian yaitu seluruh siswa kelompok A dan B TK Candra-Bandung. Teknik pengumpulan data dengan cara observasi dan wawancara semi formal kepada anak. Sedangkan teknik analisis data menggunakan pendekatan grounded theory. Penelitian menggambarkan bahwa anak usia dini telah memiliki sudut pandang tersendiri mengenai pemimpin, tetapi anak-anak tidak mendefinisikan secara tersegregasi bahwa pemimpin itu laki-laki atau perempuan. Anak-anak mendefinisikan pemimpin dalam kata sifat seperti "Jagoan".

Keywords: Pemimpin, Jagoan, Perspektif, Anak Usia Dini.

INTRODUCTION

Early childhood leadership is often considered not crucial, because children are still considered innocent individuals. We understand it with one of the characteristics of a leader, which is responsible and empathetic. Cases of child abuse often show irresponsibility and indifference. Incidents of bullying are not only physical, but also verbal and rejection. Bullying does not only occur in elementary school and later levels, but has occurred since PAUD. For example, PAUD children in North Sulawesi did not go to school for three weeks because they experienced bullying (But, 2022), destruction of kindergarten children's belongings in Lampung by their friends, and (Sulis, 2016) refusal to play

together are one of the forms of bullying that occurs in PAUD. Bullying in the form of refusal to play has not been widely reported because it is considered a natural thing in children's friendships. (Tanrikulu, 2020)

Bullying has long-term effects, for example academically the perpetrator or victim of bullying will experience difficulties or failures in academics (Bettencourt et al., 2023) , even to the point of causing the victim to choose to end their life. Of course, we cannot ignore this, but there must be preventive efforts from an early age. These efforts can be made through collaboration in designing contextual bullying prevention programs (Caniago, 2025) (Ey & Spears, 2020) . Another effort can be made by instilling positive leadership values in children from an early age. Negative leadership often changes the role of being a perpetrator of bullying. (Dong et al., 2025)

Leadership learning is not something that is considered foundational. In formal learning, teaching leadership in early childhood is still limited to leading prayers, leading gymnastics activities, and being a prayer imam and this does not give children the opportunity to demonstrate visionary authority. Often the child's leadership appears when the child plays freely, for example leading the flow of the game. This appears in the phase of collaborative play without adult mediation, the leadership strategy is (Ulfah et al., 2019) (Benmira & Agboola, 2021) *assertive* and physically free, this is influenced by the child's cultural experience. Leadership in children arises during (Mawson, 2011) *the period of parallel play*, where socially the child is in the phase towards collaborative and cooperative social interaction, there is a process of self-organization in order to achieve common goals in play. (Soffler et al., 2011)

Leadership issues associated with early childhood are issues that are rarely looked at, while studies related to leadership tend to look at the issue of leadership of school principals or those that are more managerial. For example, the transformation of the leadership of school principals in improving the quality of education (Faturhman, 2021; Sabariah et al., 2024; Yusuf & Basrowi, 2023) Meanwhile, research related to leadership and early childhood is mostly focused on efforts to develop children's leadership and focused on elementary school age. Likewise, related to early childhood, it is still focused on the development of early childhood leadership through several activities such as role playing, the urgency of parental involvement in child leadership development, and there is also research that looks at teachers' perceptions related to leadership learning for early childhood. However, research that looks

at the child's side related to leadership is still quite rare, so this study focuses on how to define leadership from a child's perspective. (Anafiah et al., 2022; Fatimah et al., 2023; Prakasya et al., 2023; Rohman et al., 2021) (Vidian Ningsih & Novitasari, 2021) (Santosa, 2021) (Ulfah & Nur, 2023)

Children are often understood as innocent figures. So that adults have the view that the phenomenon of early childhood leadership as a dominating attitude or physical aggression and a nickname for "bossy" and even "naughty" children appear. However, in social reality it shows a systematic dynamic and has meaning for children. Early childhood can already understand more abstract issues such as leadership issues (Ulfah, 2018). Thus, this study aims to affirm that children have a perspective related to leaders.

METHODS

This study uses a qualitative approach with a focused ethnographic research design, which is an adoption of ethnographic research design. The data collection process was carried out for 2 months at one of the kindergartens in Bandung. The subjects in this study are all kindergarten students in group A and Group B with an age range of 4-6 years, school principals, teachers, and education staff. Field data collection using observation techniques on the entire learning process from the children to the children coming home. The focus of the data taken by observation techniques is all forms of activities related to the leadership learning process, both structured and spontaneous, that occur in children's play activities. Another technique used is in-depth and semi-structured interviews conducted with the entire kindergarten community, including children. Interviews with children are conducted informally (the researcher converses with the child when the child approaches the researcher, the topic in the conversation is leadership associated with the child's play activities at that time). (Wall, 2015)

The researcher conducted an analysis process on the data that had been collected using a grounded theory approach. This approach can be said to make it easier for researchers to categorize findings using coding techniques. The coding phase in research with grounded theory analysis can be carried out through two phases, namely initial coding and focused coding. The initial coding phase is the research phase that gives a name to the data from observations and interviews. The existing codes are then developed into themes. Then a reduction is made to codes that have the same meaning. The

next phase is focused coding. This stage is to relate themes and sequence more analytical data to find relationships between themes that emerge. As for the data validation process, it is carried out through a data triangulation process. The data obtained by observation techniques, the researcher transcribes and focuses on the data that they feel need explanation and then followed up by conducting interviews. This is done to reduce errors in interpreting data. (Thornberg & Charmaz, 2014)

RASULT AND DISCUSSION

1. Protective Leader

Suddenly Denis and the others Raihan came and approached Piet.

Raihan : "What are you writing? Hahahahaha."

Noah : "The writing is very fast like in Avenger hahaha".

Piet : "Can it be written?".

Raihan : "Okay,,,,Okay,,,,hehhe,,hehhe".

Piet : "Who likes to be a leader?".

Noah and Raihan answered at the same time

Noah : "Raihan".

Raihan : "I"

Piet : "Why do you like to lead?".

Raihan : "Like".

Piet : "Why?".

Raihan : "Don't get into a fight, Denis used to be fierce with Davina I was retaliated".

Piet : "Why is it replied?"

Raihan : "At the corner, because Davina was bumped with Denis".

The conversation above occurs when the child finishes carrying out structured activities. The dialogue describes the characteristics of early childhood normative social interaction, especially regarding the understanding of leadership construction. In the domain of child development, the concept of a leader is often defined by children as an individual who is able to manage play activities, become a mediator when disputes occur between peers, and ensure a fair situation. For children, leaders have a reach that goes beyond authority, embodying protectors, problem solvers, and conflict prevention agents in peer play groups.

Based on these conversations, there is a collective perception related to Raihan taking on informal leadership roles among his peers. Raihan's statement "so as not to be scrambled" implies that leadership needs an organization to prevent conflicts, this is in line with the leader as the guardian of justice. In addition, Denis' aggressive behavior towards Davina that Raihan stifled through

aggressive impulsive actions by making physical contact portrayed leadership motivated by a desire to uphold justice. In this case, the conflict resolution strategy carried out by children is still impulsive and retaliation-based.

2. Hero Leader

The definition of a hero leader, recorded in the conversation below:

Fito approached me while recording children's activities. In this conversation, I use it to explore information about leadership from a child's perspective.

I : "What is the tea leader?"

Fito : "I don't know (smiles)".

I : "If there is a leader in this class, right?".

Fito : "There is no (shaking his head)".

I : "Oh no, no...".

Fito : "Eh there is Raihan".

I : "Oh...Raihan".

Fito nodded

I : "Why Raihan?".

Fito : "Eh...".

I : "If Andara is the leader, isn't it?".

Fito : "No"

I : "So the leader is one?"

Fito : "Yes".

I : "If Fito wants to be a leader, right?".

Fito : "No".

I : "Why don't you want to?".

Fito : "Not good at it yet".

I : "Not good at how to fit"?

Fito : "Like Raihan".

I : "Later Fito can also be a leader".

Fito smiled and then high five with me.

The interaction above provides an overview related to how children understand the concept of leadership. Children tend to have an understanding of the concept of leadership which shows that a leader is a figure who has the ability to organize other individuals, make decisions in the process of play, or imitate a figure who is considered more competent in social activities. Children's understanding of leadership is still concrete, based on experience, and influenced by observers in daily life.

The concept of leadership for children refers to things that are concrete, but have not been able to convey systematically. In addition, for children, the position of leader is an exclusive position, and leaders are also associated with certain skills such as "Jagoan".

Early childhood understanding related to leadership is always built on real experience in the realm of social and play, not something that is obtained through the formal identification process that is often used by adults. In terms of social development, leadership is more interpreted as behavior that is easy to observe, such as the ability to manage peers, make decisions in play, or be a figure who is admired and emulated during the process of playing together. Leadership is often defined by children as the behavior that children observe in play activities, especially the ability to communicate, lead a group to play, and make decisions or explain play ideas (Chen, 2023)

Leaders as protectors and champion leaders describe how children construct the meaning of leadership through direct experience through interaction with peers and social games. In the discourse of child development. Leadership in early childhood is not a structural thing but the ability to set the flow of the game, set rules, mediate micro-conflicts, and keep justice present in the playgroup. Based on scientific studies, it is emphasized that children's leadership appears in directing behavior, initiating game ideas, negotiating roles, and maintaining game order. However, the basic concept of child leadership is often blurred because there are still very attached personal attributes such as being vocal, responsive in making decisions, or looking more skilled (jago). (Chen, 2023)

Referring to Vygotskian's perspective that role-playing is a leading activity in early childhood that requires children to take roles, follow rules, and make sense of each game process. It requires the ability to coordinate, negotiate, and self-regulate which is a means for the actualization of children's leadership. Thus, children who are assumed as leaders by peers tend to be children who have skills in managing and mediating conflicts, rather than focusing on abstract things about vision or mission. (Hostettler, 2017)

A review of the early childhood education literature and policies makes the quality of children's interactions how to coordinate, resolve conflicts, and good communication skills as important indicators in the development and learning of early childhood leadership.

Leadership in the broadest sense based on an adult's point of view is indispensable to prepare an environment, play structure, and support that can provide space for children to express leadership in a safe, prosocial, and inclusive manner. For children, leaders are a controlling figure, protector of things that are unfair, and directing which is a form of behavior born from the social game environment and the process of negotiating meaning. (Douglass, 2019; Kirby et al., 2021, NAEYC, 2022) Another finding is that leaders as protectors provide the meaning that leadership is a prevention of conflict and the maintenance of justice in the playing group. The involvement of children in responding to attacks on their friends is an impulsive conflict strategy. The way children assess provocation, retribution, and justice develops normatively with

age. So that children often normalize retaliation when there is a trigger even though the stimulation of learning to distinguish good and correct (stimulation of moral aspects) is given carefully. The type of child moral reasoning to predict the form and function of future attacks correlates with a reduction in reactive attacks. Not only related to aspects of moral development, the cognitive aspect also has an important role in a more mature emotional understanding related to the preference of more positive conflict strategies and suppressing negative strategies. A justice scheme that interprets the protective leader needs a shift from retribution to restoration, where protecting friends means stopping harm, asking for adult help, mediating conflicts, restoring relationships, and drafting fair rules. Thus, the role of pedagogical leaders is very important in providing examples, motivation, stimulation, and teachers to model the language of justice and to develop learning plans that contain elements of non-violent protection. (Baker & Liu, 2020) (Baker et al., 2022) (Cao et al., 2023) (Anwar et al., 2022)

Real interventions supported by training emotions, enriching emotional vocabulary and knowing the victim's point of view can increase the child's sense of care, through games of choosing the word solution to ask for help, apologize meaningfully and improve attitudes that reduce feelings of resentment, provide sufficient tools and play materials so that there are no conflicts in using tools and play materials. This is in line with the importance of integrating play leadership into the curriculum to strengthen children's social competence. The definition of Leader as protector becomes a basic potential for fostering prosocial leadership based on restorative justice, but requires the support of a consistent practiced environment, language, and procedures. (Cao et al., 2023) (Chen, 2023)

A leader as a hero is the definition of a leader according to a child who is skilled, able to manage and decide. This definition shows that leadership is an exclusive position, one individual occupying the position is understood as a leader in the context of his group, while another individual is considered not a leader. This understanding illustrates how early childhood thinks that still limits social roles outside of the child's direct experience. In this case, because the child is still developing an understanding of leadership through a variety of a mixture of emotional, social, and functional experiences, which are tested through a trial and error process such as through play activities. Children also have a tendency to imitate figures who are considered competent in understanding leadership. This is because children learn through the process of attention, retention, and motivation to models that are considered to be in accordance with their views. Social assessment of the figure of a leader is always wrapped in two dimensions, namely competence and warmth. In children, these two things became the initial prototype of the figure of a leader. Another perspective sees that children's leadership practices often have a role

as a buffer for peer collaboration, children who have skills often become mediators in play activities. The buffer mechanism outlines that children's leadership is still functional and closely related to tasks and has not changed leading to abstract concepts such as leader ethics. (Vega et al., 2024) (Fiske, 2018) (Murphy et al., 2025)

The findings that show that leaders as an exclusive position and are always associated with "Jagoan" can be analyzed from the perspective of popular culture about heroes who are understood by children as leaders who are characterized by symbols of courage, protection, and as an example to become the basis in social judgment of what and who to follow. The association of "Jagoan" is also so easy to stick to children because it is influenced by the heroic narrative in children's media which has a tendency to normalize that leaders are extraordinary figures. Other literature, such as developmental literature, straightens out that group stereotypes (including gender) can influence early childhood against views of leaders constructed as masculine potentially placing girls or groups that do not fit into masculine stereotypes vulnerable to not getting the opportunity to be leaders in the game. In the Indonesian context, the definition of leadership from the perspective of children is influenced by religious discourse and "jago" masculinity, emerging in micro-role-playing that affirms the concept of leaders in the classroom mediated by socio-cultural constructions. Still in the Indonesian context, the term "jagoan" is often used by children to identify figures in their group who have great influence, this is an identity construction that combines courage, physical strength, and the role of protector for their group (Sun et al., 2024) (Master, 2021) (Ulfah, 2018) (Soffler et al., 2011)

CONCLUSION

This study confirms that the concept of leadership in early childhood is built through the experience of play, social interaction, and observation of peer figures who are considered competent. The two categories that emerged, *Protective Leaders* and *Jagoan Leaders*, showed that children understood leadership concretely, contextually, and closely related to the emotional and social dynamics they experienced. *Protective Leaders* reflect a form of leadership that is oriented towards justice and protection, although the child's social-emotional response at this stage is often still impulsive. Meanwhile, *the Jagoan Leader* expressed the child's perception of leadership as a superior skill that is seen through the ability to organize, initiate games, and influence peers. Overall, these findings make an important contribution to strengthening pedagogical practices in PAUD. Teachers play a strategic role as facilitators who can direct children's natural leadership tendencies towards prosocial behavior through *guided play*, conflict mediation, and taking turns providing

leadership opportunities. Proper pedagogical support can help children develop moral awareness, emotional regulation skills, and more mature social competence.

In addition to providing empirical understanding, this research opens up space for further exploration. Future studies can expand the context of observation, integrate more structured child leadership assessment instruments, and explore the influence of environmental factors such as school culture, parenting, and teacher leadership styles. With a more comprehensive understanding, the development of leadership competencies in early childhood can be designed in a more systematic, contextual, and sustainable manner to support the formation of character and social skills in the future.

REFERENCES

- Anafiah, S., Sudigdo, A., & Masjid, A. Al. (2022). Sastra anak: media penumbuhan karakter kepemimpinan melalui ajaran Tamansiswa Ngeri, Ngrasa, Nglakoni (Tri Nga). *Taman Cendekia: Jurnal Pendidikan Ke-SD-An*, 6(2), 13–22. <https://doi.org/10.30738/tc.v6i2.13407>
- Anwar, R. N., Mulyadi, M., & Soleh, A. K. (2022). Kepemimpinan Transformasional Kepala PAUD untuk Meningkatkan Mutu Pendidik. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(4), 2852–2862. <https://doi.org/10.31004/obsesi.v6i4.1577>
- Baker, E. R., Huang, R., Battista, C., & Liu, Q. (2022). Head Start Children's Moral Reasoning Predicts Aggressive Forms and Functions. *Early Childhood Education Journal*, 51(3), 443–455. <https://doi.org/10.1007/s10643-022-01313-6>
- Baker, E. R., & Liu, Q. (2020). Moral Reasoning and Moral Behavior: Intersections of Reasoning with Aggressive Forms and Functions in Early Childhood. *Early Education and Development*, 1–19. <https://doi.org/10.1080/10409289.2020.1780561>
- Benmira, S., & Agboola, M. (2021). Evolution of leadership theory. In *BMJ Leader* (Vol. 5, Issue 1, pp. 3–5). BMJ Publishing Group. <https://doi.org/10.1136/leader-2020-000296>
- Bettencourt, A. F., Clary, L. K., Ialongo, N., & Musci, R. J. (2023). Long-term consequences of bullying involvement in first grade. *Journal of School Psychology*, 97, 63–76. <https://doi.org/10.1016/j.jsp.2023.01.004>
- Caniago, H. (2025, November 3). Tiga pelajar di Sukabumi dan Sawahlunto bunuh diri, mengapa bunuh diri di kalangan remaja marak terjadi? *Bbc.Com*.
- Cao, Y., Wang, H., Lv, Y., & Xie, D. (2023). The influence of children's emotional comprehension on peer conflict resolution strategies. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1142373>

- Chen, J. J. (2023). Leadership at Play in Preschool Children: A Systematic Synthesis of Nearly Nine Decades of Research. *Early Education and Development*, 34(1), 1–26. <https://doi.org/10.1080/10409289.2021.1988036>
- Dong, Z., Huitsing, G., & Veenstra, R. (2025). Promoting Positive Leadership: Examining the Long-Term Dynamics of Anti-Bullying Programs. *Prevention Science*, 26(1), 43–55. <https://doi.org/10.1007/s11121-024-01762-y>
- Douglass, A. L. (2019). Leadership for quality early childhood education and care (OECD Education Working Papers, Vol. 211). <https://doi.org/10.1787/6e563bae-en>
- Ey, L. A., & Spears, B. (2020). Engaging early childhood teachers in participatory co-design workshops to educate young children about bullying. *Pastoral Care in Education*, 38(3), 230–253. <https://doi.org/10.1080/02643944.2020.1788129>
- Fatimah, D., Pahriati, R., Pahriati, R., Amelia, M., Asvio, N., & Anwar, K. (2023). Socialization Of The Importance Of Cultivating Leadership Attitudes In Children From An Early Age In The RT 04 RW 01 Sumber Jaya Environment Sosialisasi Pentingnya Membudayakan Sikap Kepemimpinan Pada Anak Sejak Dini Di Lingkungan RT 04 RW 01 Sumber Jaya. In *ARSY :Aplikasi Riset kepada Masyarakat* (Vol. 4, Issue 1). <http://journal.almatani.com/index.php/arsy>, Online
- Faturohman, N. (2021). Gaya Kepemimpinan Transformasional Kepala Sekolah Pada Pendidikan Anak Usia Dini (PAUD) Di Kabupaten Serang. *JPP PAUD*. <http://jurnal.untirta.ac.id/index.php/jpppaud/index>
- Fiske, S. T. (2018). Stereotype Content: Warmth and Competence Endure. *Current Directions in Psychological Science*, 27(2), 67–73. <https://doi.org/10.1177/0963721417738825>
- Hostettler, S. J. (2017). Supporting Young Children's Learning in a Dramatic Play Environment. *Journal of Childhood Studies*, 42(3), 62. <https://doi.org/10.18357/jcs.v42i3.17895>
- Kirby, G., Douglass, A. L., Lyskawa, J., Jones, C., & Malone, L. (2021). Understanding Leadership in Early Care and Education: A Literature Review. <http://www.acf.hhs.gov/programs/opre/index.html>.
- Mais, T. (2022, December 5). Viral Anak TK di Sulut Jadi Korban Bully, Korban 3 Pekan Tak Mau ke Sekolah . *Detik.Com*.
- Master, A. (2021). Gender Stereotypes Influence Children's STEM Motivation. *Child Development Perspectives*, 15(3), 203–210. <https://doi.org/10.1111/cdep.12424>
- Mawson, B. (2011). Children's leadership strategies in early childhood. *Journal of Research in Childhood Education*, 25(4), 327–338. <https://doi.org/10.1080/02568543.2011.605207>

- Murphy, C., Muir, T., & Thomas, D. (2025). Scaffolding Collaboration in Early Years Mathematics: A Practice-Based Case Study in Teaching Multiplicative Grouping. *Early Childhood Education Journal*, 53(8), 3207–3217. <https://doi.org/10.1007/s10643-025-01928-5>
- Prakasya, M. B., Narayan, N. B., & Nuryanto, A. B. (2023). Dorsata si Ilmuwan: Mengungkap Kejadian Sains di Sekitar Kita dengan Media Eksperimen Virtual Berbasis Game Edukasi. *Ideguru: Jurnal Karya Ilmiah Guru*, 9(1), 1–7. <https://doi.org/10.51169/ideguru.v9i1.748>
- Rohman, S., Al-Mubarak, S., & Tengah, L. (2021). Menumbuhkan Jiwa Kepemimpinan Sejak Dini Di Mi Sekecamatan Bandar Mataram. In *Jurnal Pendidikan Islam* (Vol. 3, Issue 1).
- Sabariah, S., Atiqoh, A., Gunawan, W., Rahmi, A., & Danu, R. (2024). Kepemimpinan Kepala Sekolah dalam Membina Motivasi Pendidik Anak Usia Dini. *Absorbent Mind*, 4(1), 87–101. https://doi.org/10.37680/absorbent_mind.v4i1.5084
- Santosa, S. (2021). Urgensi Peran Orang Tua Membangun Kepemimpinan Anak di Era Disrupsi Teknologi Berdasarkan Ulangan 6: 6-9. *EDULEAD: Journal of Christian Education and Leadership*, 2(1), 71–88. <https://doi.org/10.47530/edulead.v2i1.61>
- Soffler, A. A., Timson, W. M., Balgopal, M. M., Banning, J. H., & Palermo, F. (2011). What Is the Nature of Children's Leadership in Early Childhood Educational Settings? A Grounded Theory.
- Sulis, H. (2016, January 24). Kasus Bullying di Lampung, Anak TK Rebut Bekal Temannya lalu Diinjak-injak. *Lampung.Co.Id*.
- Sun, Y., Kinsella, E. L., & Igou, E. R. (2024). On Cultural Differences of Heroes: Evidence From Individualistic and Collectivistic Cultures. *Personality and Social Psychology Bulletin*, 50(6), 841–856. <https://doi.org/10.1177/01461672221150238>
- Tanrikulu, I. (2020). Teacher reports on early childhood bullying: how often, who, what, when and where. *Early Child Development and Care*, 190(4), 489–501. <https://doi.org/10.1080/03004430.2018.1479404>
- Thornberg, R., & Charmaz, K. (2014). *The SAGE Handbook of Qualitative Data Analysis*.
- Ulfah, F. (2018). Pembelajaran Kepemimpinan di PAUD Ditinjau Dari Perpspektif Gender: Penelitian Ethnografi Terfokus di Taman Kanak-Kanak Candra Bandung. Universitas Pendidikan Indonesia.
- Ulfah, F., & Nur, A. U. (2023). Persepsi Guru PAUD Tentang Pembelajaran Kepemimpinan Anak Usia Dini Di Kecamatan Wanaraja. <https://journal.stai-musaddadiyah.ac.id/index.php/ja/article/view/593>
- Ulfah, F., Yulindrasari, H., & Adriani, V. (2019). Leadership in early childhood: Gender and age intersectionality. *Early Childhood Education in the 21st Century*, 117–122.

- Vega, C. E., Billsberry, J., Molineux, J., & Lowe, K. B. (2024). The Development of Implicit Leadership Theories During Childhood: A Reconceptualization Through the Lens of Overlapping Waves Theory. *Psychological Review*, 132(3), 719–743. <https://doi.org/10.1037/rev0000484>
- Vidian Ningsih, N., & Novitasari, L. (2021). Penerapan Metode Bermain Peran untuk Meningkatkan Kepemimpinan Siswa. In *Jurnal Mentari* (Vol. 1, Issue 1).
- Wall, S. (2015). Focused Ethnography: A Methodological Adaptation for Social Research in Emerging Contexts. <http://www.qualitative-research.net/>
- Yusuf, F. A., & Basrowi, B. (2023). Pengaruh Kepemimpinan Visioner dan Manajemen Berbasis Sekolah terhadap Kinerja Guru dan Implikasinya pada Kualitas PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 7(3), 2851–2861. <https://doi.org/10.31004/obsesi.v7i3.4289>