

Research Article

School Principal Leadership in Improving Teacher Performance in Kindergarten Tut Wuri Handayani**Yulia Fajri¹, Syarfuni², Zahraini³****¹²³Pasca Sarjana, Universitas Bina Bangsa Getsempena, Indonesia**Corresponding Author: yulifajri75@gmail.com**Abstract**

The purpose of this study was to determine the leadership applied by the principal to improve the performance of Tut Wuri Handayani Kindergarten teachers to work more effectively and efficiently. The method used in the research is a descriptive approach with qualitative analysis, namely by using data collection techniques in the field through the process of interviews, observation and documentation. The results showed enhance teacher performance, the principal leads the team in finishing assignments and work within the allotted time. The orientations peer interactions and task orientation show how teacher performance has improved at Tut Wuri Handayani Kindergarten. The principal effectively carries out the laws aimed at enhancing teacher performance, carries out programs that develop teaching ability by encouraging teachers to pursue further education, and recognizes and rewards the hard work and dedication of their teachers.

Keywords: Leadership, teacher Performance, competences, childhood**INTRODUCTION**

Early childhood education is the foundation as the main capital to form people who are skilled, intelligent, independent and able to be responsible for the progress of the nation and state. This is in accordance with the ideals of the Indonesian nation stated in the 1945 Constitution to protect the entire Indonesian nation and all Indonesian bloodshed and to promote general welfare, educate the nation and to



achieve the above ideals, one of the main conditions that must be built is in the field of education. This statement means that education is a conscious effort and aims to change human behavior towards a better direction and in accordance with what is expected. Through education is able to stimulate. A child's creativity so that he is able to face life's challenges in the form of nature, humans, and technology that leads us towards a more complex life.

Education for early childhood as an effort to prepare an environment that can, support the learning process, so that the growth and organization of children can grow optimally. Early childhood education is a process of providing early stimulation so that the potential that exists in children can develop optimally. According to Ariyanti (2016). Early childhood education is all efforts and actions carried out by parental education and the process of care, educational care in children by creating an environmental atmosphere where children can freely explore experiences that provide opportunities for them to know and understand the learning experiences they get from the environment, through observing, imitating and experimenting that takes place repetitive and involves the child's potential and intelligence.

Teacher performance in the implementation of teaching and learning activities is also influenced by the principal's leadership role in school organizations. Teacher performance is the result of teacher work which is reflected in how to plan, implement and assess the teaching and learning process whose intensity is based on work ethic, as well as professional discipline in the learning process. Teacher motivation and work discipline have a fairly high correlation with teacher work ethic, both partially and simultaneously, which can affect teacher work ethic which is able to increase teacher work productivity.

Teachers are figures who occupy positions and play an important role in education. When someone questions the issue of education, the figure of the teacher must be involved in the agenda of the conversation, especially regarding the issue of formal education in schools. Educators or teachers are professionals who are in charge of planning and implementing the learning process, assessing learning outcomes,

conducting guidance and training, motivators for students in the learning process, as well as conducting research and community service.

To assess a successful performance in education in schools, good principal performance is needed. Good teacher performance can be seen from the inherent competencies and must be mastered, namely pedagogical competence, professional competence, social competence and personality competence. These four competencies are integrated in teacher performance, as well as mastery of technology in learning. Therefore, teachers should be able to continuously improve their performance which is capital for educational success.

In this case, it is quite clear the professional demands of teachers. His professionalism will improve the performance of a teacher. The role of a teacher is seen in terms of duties and responsibilities is not light, for that a teacher should have good performance and get special attention. To achieve optimal learning outcomes, teachers are one of the determining factors for the success or failure of a learning. The success of learning implementation is largely determined by the readiness of teachers in managing learning, therefore, teachers must create creative and fun learning, for that teachers must have the skills to manage learning.

Ahyanuardi, Hambali & Krismadinata (2018) said that factors that cause low professional competence of teachers include (1) there are still many teachers who do not pursue their profession as a whole. This is due to some teachers who work outside their working hours to meet the needs of daily life, so that learning time to improve self-competence is inadequate: (2) the absence of teacher professional standards as demanded in developed countries: (3) it may be caused by the existence of fake universities as printers of teachers whose graduates are original without calculating their output later in the field: (4) lack of teacher motivation in improving self-quality, even though teachers have a very large contribution to the success of learning in schools.

To improve teacher performance by coaching discipline, being an example for teachers and students, holding seminars and trainings, collaborating with other educational institutions, bringing in experts, providing opportunities for teachers to

supervise each other. Good performance is related to the quality of teachers in carrying out their duties such as: (1) working with students individually, (2) learning preparation and planning, (3) utilizing learning media, (4) involving students in various learning experiences, and (5) active leadership of teachers.

In order to improve teacher performance and achieve organizational goals, school principals as educational leaders have the responsibility to understand performance management so as to increase the effectiveness and efficiency of the programs they design. The program designed by the principal is crucial, because it can affect the performance of all school residents, namely teacher performance, staff performance, and student achievement. Teacher performance management is especially closely related to the principal's duty to always carry out continuous communication, through partnerships with all teachers in the school. The headmaster in developing teacher performance management, in it must be able to build clear expectations and understanding of the essential work functions expected of teachers, namely: (1) how much the teacher's work contributes to the achievement of educational goals in the school doing a good job; (2) how teachers and principals work together to maintain, improve, and develop the performance of existing teachers; (3) how work performance will be measured; and (4) recognize performance barriers and work to eliminate them. Performance is a record of the results obtained through a particular job function or activity over a period of time. Performance emphasizes more on the results obtained from a job as a contribution to the organization. Charles & Ochieng (2023) mentions performance as the level of task implementation that can be achieved by a person, unit, or division, using existing capabilities and limits that have been set to achieve organizational goals. In addition, from the teacher himself also needs a professional attitude. Teacher professional development is an important effort in order to improve the quality of schools.

Teachers are determinants of educational success through their performance at the institutional and experiential levels, so efforts to improve the quality of education must start from the aspects of teachers and other education personnel

concerning their professional quality and welfare in a professional education management (Smith & Gillespie, 2023).

The implementation of learning is inseparable from the role of the principal as the highest leader in the school. The principal has an important role and great responsibility in advancing and improving the quality of the institution he leads. Sometimes school principals often leave school because there are activities to follow, which has an adverse impact on teacher performance. In addition, based on initial observations, there are still principals who are emotional in leading and managing teacher duties at school and are not good at making decisions in the distribution of teacher duties at school. Good decision making should be a good yardstick to run the wheel of leadership. The headmaster should not only allow teachers to discuss with teachers, but also allow and involve teachers in decision-making.

In order for the school to achieve its goals effectively and efficiently, the principal must carry out managerial functions such as planning, organizing, directing, motivating, implementing, organizing, controlling, evaluating and innovating. A good principal is expected to shape the implementation of learning carried out by good teachers. If learning in school is good, it will certainly produce good student and teacher achievements. Leadership includes the process of influencing in determining organizational goals, motivating follower behavior to achieve goals, influencing to improve the group and its culture. Leadership is any action carried out by individuals or groups to coordinate and give direction to individuals or groups who are members of a certain container to achieve predetermined goals.

Wulandari, Febriansyah, Salwa & Sulaiman, (2019) argues that the principal is someone who determines the central point and rhythm of a school. Because schools are complex institutions, schools as organizations require coordination. The success of the school is the success of the principal as well. Principals succeed when they understand the existence of the school as a complex and unique organization, and are able to carry out the role of the principal as someone who is given the responsibility to lead the school.

Principal leadership is the ability to move, influence, motivate, invite, direct, advise, guide, order, command, prohibit and even punish (if necessary), and foster with the intention that teachers as management are willing to work in order to achieve administrative goals effectively and efficiently, carried out by a principal, as well as creative discipline and leadership responsibilities that can affect good teacher performance, if the leader sets a good example,

From some of the studies above, research that examines the leadership of school principals in special kindergartens in Aceh Besar has not been conducted. Therefore, the author is interested in conducting this study which aims to determine the behavior of the principal's leadership behavior in improving the performance of educators in Tut Wuri Handayani Kindergarten and the impact or results of the principal's leadership in improving the performance of educators in Tut Wuri Handayani Kindergarten. issues related to this study. If we understand the nature and essence of the main duties of Tutwuri Handayani Kindergarten teachers, it is necessary to improve and improve so that the main duties of teachers can run in accordance with government regulations. Therefore, this researcher examines the principal's leadership in improving teacher performance in Tut Wuri Handaya Kindergarten to achieve this goal, the specific objective of this study is to reveal the principal's leadership in improving teacher performance in Tut Wuri Handayani Kindergarten.

METHOD

This research uses a qualitative research approach using the case study method. Case studies were chosen in conducting this research because case studies are a form of qualitative research that can indeed be used, especially to develop theories raised from several similar research backgrounds based on existing facts in the field. So that theories can be generated that can be transferred to broader situations and more generally the scope is put forward. The case studies can be used to research schools where students achieve the achievements achieved by students.

This research was conducted at Tutwuri Handayani Kindergarten, Aceh Province. The research will be conducted in August 2023 for one month. The subjects

of the study were principals and teachers totaling 8 people. Data collection techniques through observation and interviews. The interview was conducted to obtain data on the general description of the research object which includes the organizational structure of the School, the number of students, facilities and infrastructure, principal programs and teacher performance in kindergarten. Tutwuri Handayani. The Data Analysis Technique entitled on the pattern of why questions and how to explore the research discussion in depth. In this study, the analysis technique used is an analysis that follows the concept of a case study. In this concept, there are three stages carried out during the research: data presentation, data reduction, and ending with verification or conclusion making.

RESULT AND DISCUSSION

The Principal's Ability to Improve Teacher Performance in the Learning Process

The headmaster is the driving force and determinant of school policy direction that will determine how the goals of the school and education in general are realized. In relation to the learning process, the principal is required to always improve the effectiveness of his role as a leader in order to achieve school goals. The success of an educational institution largely depends on the leadership of the principal.

The principal as a leader must be able to direct his organization towards achieving the goals that have been set. He must be able to see changes and be able to see the future in a better globalization life. The headmaster shall be responsible for the smooth and successful running of all matters of setting up and managing the school formally and his supervisor or informally to the community to which his child has been entrusted.

This is in accordance with the results of the author's interview with the principal of Tut Wuri Handayani Kindergarten, Mrs. Ely Musriati, S.Pd as follows:

"To support the learning process at Tut Wuri Handayani Kindergarten, I as the principal conduct seminars, study groups. My goal is that eventually teachers will take the initiative to create a study group with teachers at PKG Suka Makmur. Then involve teachers in workshops and seminars. Usually, these

workshops and seminars are held as a form of empowerment from the principal. With the aim of increasing knowledge and experience through sharing, collaborating and exchanging information with other teachers". (Kepsek /February 20, 2023)

The principal always tries to empower teachers, so that the implementation of the learning process runs well. The principal also always involves teachers in workshops and seminars, aims to increase insight and knowledge and can exchange information with other fellow teachers.

The same thing was conveyed by one of the teachers of Tut Wuri Handayani Kindergarten, Mrs. Nurmaya Sopha, S.Pd., whose results were as follows:

"The forms of activities that are often carried out by school principals are seminars or upgrades and study groups. Usually all teachers are included, because this seminar or upgrade is an opportunity for a teacher to add insight. So that it can be applied in learning. Although in terms of group learning with the principal, it is not always carried out regularly, but forming a group of fellow teachers of exciting subjects 2023)

The requirement for a good learning process is to be able to build active and creative work groups. The principal as a leader in this case has been able to work with teachers and carry it out optimally. Such as finding and making up material that will be used as teaching material, so that it is not only glued to existing modules.

This was also stated by the principal Mrs. Ely Musriati, S.Pd during the interview, which is as follows:

"In fostering active and creative work, it is currently still in the process of training and learning to be an active and creative teacher. But until now it will still be tried as much as possible and teachers will be given workshops and seminars. For example, training in composing or writing creative teaching materials. So that teachers are not fixated on the modules available in schools". (kepsek/ February 30, 2023)

The modules used will be additional material for teachers in teaching. To achieve this, the principal is willing to spend time and incur adequate costs and

provide infrastructure to support this. Making this module is believed to provide an alternative in teaching, so that students are not overwhelmed in following and repeating lessons at home. Teacher teaching is also more creative and varied.

The results of this interview were also reinforced by the treasurer, which is as follows:

"I strongly support the establishment of an active and creative working group held by the principal. Because I think this has a very positive impact on the creativity of teachers. This activity will provide additional knowledge for teachers in expanding the teaching materials available so far. Because so far, what has been done may be that we are only fixated with the existing modul."
(Interview /February 30, 2023)

Based on interviews and observations, it shows that school principals maximally build active and creative work in teachers to help implement the learning process through good and unidirectional communication.

Based on the results of the interview with the principal:

"Establish good communication with teachers to carry out the learning process. Teachers will not hesitate to tell the obstacles that occur during learning in class. In addition, with the development of social media today, principals and teachers increasingly have closeness through social medians such as WA, Instagram, FB, Telegram, etc. Principals and teachers can gather together only limited to teaching obligations but can be with a sense of brotherhood and kinship. So that the relationship is not rigid. Not infrequently also communicate with students at certain times. This is also done to avoid students' fear of the principal" (kepsek/August 1, 2023)

A school principal must communicate well with the community or school community in order to create a harmonious relationship in carrying out activities within the school. While the headmaster can give time and communicate well with the school community, the headmaster in this regard has performed his leadership role very well as well. So that the expected educational goals can be achieved.

Good communication between the principal and teachers is not just about

getting good grades. But also as a way and solution for teachers who have obstacles in the classroom. Teachers who experience problems when carrying out learning will be prioritized to submit their complaints to the principal. Because teachers with various obstacles in the classroom will also have an emotional impact on students. This is where the principal of Tut Wuri Handayani Kindergarten swiftly responded to this situation.

The Principal's ability to complete tasks and work on time

Schools need leaders who are able to move, set an example, are passionate, honest, innovative, and creative, so it is hoped that they will be a driving force to prepare qualified teachers. The principal is a determinant of policy direction in determining the vision and mission of the school he leads. In addition, the headmaster is a good example to teachers, staff and students. However, this will not work well with administrative delays or basic duties of function by the principal

Routine activities carried out at Tut Wuri Handayani Kindergarten are always supervised by the principal. Good cooperation between teachers and principals will result in good performance as well. School principals are required to complete work on time not just a mere theory but actually implemented in learning. In this case, the role of the principal in fostering and guiding teachers is recorded with the activities and results of the documentation carried out.

As the results of the interview with the principal whose results are as follows:

"I am also obliged as a school principal to pay attention to punctuality of my main duties in education. The role of the principal is also required to be able to lead the learning process, because the role of the principal is the key to success in empowering the community and school environment. Therefore, as a school leader, he is expected to be able to try to foster, manage and develop existing resources in the school. The principal has the main duty to manage the implementation of learning education activities in schools" (kepsek/August 11, 2023)

According to the results of an interview with the school treasurer of the finance department of a teacher:

"For monthly reports related to the main duties and functions of teachers, namely learning administration (monthly scores of students, weekly and daily assessments and student attendance) so far it has been carried out".

The headmaster observes the class, conducts meetings to provide technical direction to teachers and staff, provides solutions to learning problems experienced by teachers. This was done by the principal as an effort to improve the accuracy of submitting reports on educational programs to superiors. More operationally, the main task of the principal includes exploring and utilizing all resources in the school in an integrated manner, in order to achieve the school's goal to improve the performance of Tut Wuri Handayani Kindergarten teachers. In addition, the activities carried out by the principal in completing tasks on time carry out routine reports, such as monthly reports on teacher performance.

The headmaster plays a role and facilitates the achievement of all reporting activities for achievement. In addition, the principal motivates the teachers to encourage teachers to actively work according to certain procedures and methods to achieve predetermined goals and time.

As the results of the interview with the principal as follows:

“ Good reporting activities are not only announced and delivered personally, but I as the principal conduct meetings in the form of seminars on the completion of good tasks, good procedures and good reporting arrangements as well. All of that I do to minimize mistakes that are often made before. (kepsek/August 11 2023)

In this case, the principal makes a report in the form of a file format. Overall, the activities that have been completed and that have taken place have been well reported. So in this case, the principal can be concluded that the principal's interpersonal relationship has good qualities in his leadership pattern. Interpersonal relationships both to teachers and employees or vice versa, both to external and

internal parties. The principal establishes cooperation and becomes a liaison between internal parties, namely the interests of the school to external interests, namely the interests of parties outside the school.

This is in accordance with the results of observations that have been made that the principal, completing his duties does not carry out independently. For example, making an annual report. Before the implementation of the report card filling was carried out, the entire teacher council and school treasurer held a meeting. The meeting will also be chaired by the principal himself.

In the meeting, there are several points that have been determined for the implementation of assessments at the end of the semester held by the school. Both the verdict that becomes the assessment is the learning outcomes of students, affective, psychomotor and social relationships.

Principal's Leadership is Effective in Improving Teacher Performance at Tut Wuri Handayani Kindergarten

School readiness is the key to the success of changing the education system in Tut Wuri Handayani Kindergarten where education must be able to keep up with technological advances. For this reason, the involvement of the principal in realizing Tut Wuri Handayani Kindergarten is very necessary. In improving teacher performance.. By facilitating the use of technology and creativity, teaching will provide individual skills, principals involve teachers.

The principal's leadership effectiveness is also a central profile as a leader in education. The principal is not just a principal who always has the right to highlight his power, will but rather embed his function as a leader. Based on data obtained in the field, the leadership effectiveness that occurs in Tut Wuri Kindergarten is leadership that realizes school goals productively by prioritizing pro-child learning. Here are the results of the interview with the principal:

"I as the principal do not limit the desire of my teachers to master the technology that is currently developing. Because I as a principal need teachers who are able to improve performance well and are able to have an impact on the

development of this school". (/kepsek/August 12, 2023)

In addition, the effectiveness of the principal's leadership can also be seen from the researchers' observations that the principal embraces teachers by showing tolerance in religion and socializing. Many disciplines have been carried out by the principal such as salary cuts, sanctions or transfer of duties to other schools. But also high tolerance, good communication and positive relationships. The implementation of the main duties and functions of the principal does not limit the distance from the teachers.

As the results of the interview with the principal are as follows:

"As a leader and principal at Tut Wuri Handayani Kindergarten, I uphold tolerance, with the educational, religious, cultural and customary backgrounds of each teacher. Therefore, I must be able to provide comfort in the school environment and I must be able to direct teachers together to achieve educational goals" (kepsek/ August 12, 2023)

The principal tends in carrying out his actions to accept the aspirations and opinions of his subordinates. This is useful to accommodate all problems that occur, especially in schools. Being a principal is also a moral that must be upheld.

As the results of the interview with the principal are as follows:

"Being a leader is not an easy matter to attract the attention of teachers and students. I am required to be a good person, understand and be able to embrace teachers while realizing educational goals."

According to the results of the interview with the principal as follows:

"The teachers appointed to develop teaching and learning creativity will be prioritized because this is an attraction in achieving school goals and improving teacher performance at Tut Wuri Handayani Kindergarten".

One of the principal's attitudes in realizing school goals productively also does not escape the role of teachers. Teachers are the most decisive component in the education system as a whole. This one figure is always a strategic highlight when talking about education issues, because teachers are always related to any component

in the education system. Teachers play a major role in building education, especially those held formally in schools. Teachers also greatly determine the success of students, especially in relation to teaching and learning.

As the results of the interview with the principal whose results are as follows:

"Teacher performance is a performance carried out by a teacher in carrying out his duties as an educator, to obtain maximum results. While the performance of teachers in Tut Wuri Handayani Kindergarten in general has been good and continues to increase, from a number of 8 teachers, of which 6 have been certified and others have not, with qualifications according to the (linear) lessons taught. In order to improve quality, teachers are included in coaching. This is inseparable from the role of the principal who always collaborates with other principal treasurers to control and provide information."

This is justified by the teacher. which can be seen from his description in the teaching and learning process. The results of the interview are as follows:

"The learning process that takes place is in accordance with the schedule that has been determined. It has also been approved by the principal and formed by the vice principal of the curriculum section. The teaching and learning process at Tut Wuri Handayani Kindergarten has been running conducively, disciplined, on schedule and smoothly. Even if there are teachers who do not enter or are late, they must have asked the picket teacher for leave.

Learning activities that took place at Tut Wuri Handayani Kindergarten were running as it should be by obeying all applicable rules. This is one form of achieving school goals. As a professional teacher, before learning begins, they prepare everything needed during the teaching and learning process.

As the results of the interview with the teacher with Mrs. Kartniti whose results are as follows:

"A teacher must have pedagogic, professional, personality, and social components. Increase insight by attending training, seminars, work shops, reading a lot to support the ability of a teacher. Following the educational standards currently used (K13) Every time I will teach beforehand there are

preparations in addition to the syllabus, lesson plans, there is also a journal. So that I as a teacher know to what extent the lessons I teach. Always *up-to-date* with lessons, because sometimes what students ask is not necessarily in the book". (gr/15 August 2023)

Discussion

School Principals Able to Empower Teachers to Carry Out the Learning Process Well, Smoothly and Productively

The headmaster empowers teachers by fostering discipline by showing an exemplary attitude by arriving on time and dressing neatly and using study time effectively. For this discipline development, the principal always checks the teacher's attendance. If there is a teacher who is not disciplined, there will be a reprimand from the principal. However, based on the results of interviews with the principal, information was obtained that there were still teachers who were late to school and when they entered class time, teachers did not immediately enter the classroom.

School principals are required to play an active role as learning leaders who strive to improve learning effectively, and increase the academic achievement of their students to be high. With greater success, the principal has greater authority in managing his school. Directly the principal and teachers are interrelated with the responsibility for empowering developments regarding human resources, including professional development of teacher performance through the learning process and support for the learning process; namely time, suitability in teaching materials, and regarding the location of time.

In addition, the principal also provides guidance in discipline development which is still not implemented optimally due to the lack of firmness of the principal in fostering teacher discipline, but for his exemplary attitude has been shown by the principal. For this reason, success in empowering teachers must play a role in each other which is not accompanied by benefits means that success is not effective. The description shows that all estuaries of the learning process carried out in schools are inseparable from the principal's contribution as the leader of the school organization.

According to Abidin & Mustika (2023), coordination between teachers and principals is well developed, paying attention to the level of teacher discipline and actualizing the role of teachers through improving and developing professional duties such as participating in. Professional training and teacher supervision so that educational goals are achieved. Give teachers the right to express opinions and accept these opinions for the development of the school. The description illustrates how important and large the role of the principal in every decision to determine policy steps for the interests, needs and development of the school in a better direction. Another view on the role and function of the principal in teacher development.

Benchmarks that are used as standards for a person's eligibility to become an effective principal according to Nabila & Ghani (2022) Principals apply situational leadership in embracing all parties to carry out their duties as telling, selling, participating, delegating, (2) Supporting factors for the implementation of principal leadership in the form of direction and motivation to teachers, employees, being fair about what must be done, (3) The impact of the implementation of the principal's situational leadership style can look at the level of ability and maturity possessed by teachers, employees by providing instructions, directions related to tasks so that the principal can assess how much teachers and employees are responsible for their duties.

Principals can Complete Tasks and Jobs on Time

The leadership of the Principal of Tut Wuri Handayani Kindergarten in completing tasks and work has been in accordance with the stipulated time in improving teacher performance by conducting routine supervision. The task of the principal in supervising teacher performance has indeed been carried out, but it has not been fully maximized. This will have implications for improving teacher performance in the school because there will be ups and downs in teacher performance and it affects the learning process for students.

Based on the results of interviews and observations above, it shows that the principal has supervised teacher performance by observing / controlling classes and visits to the class to see directly. The learning process carried out by the teacher.

However, for observation of each class, it is often done if the principal is standby at school, but if the principal is on duty or there is a need outside the researcher sees the teacher's problem solved by the teacher himself.

The strategy carried out by the principal to complete assignments on time, by providing targets for completing assignments by teachers who are collected collectively per month. The assignment schedule by the principal is a target that will have an impact on the completion of the principal's work report. Until now, there are still obstacles or difficulties for teachers in teaching, but the principal is always active in providing solutions or follow-up on problems experienced by teachers, performance as a professional teacher will have an impact on the quality of learning (Sukarmen, 2018).

Hasanah (2020). states that school principals must have several requirements to make the school they lead more effective, including: Have good physical and spiritual health, stick to the goals achieved, be passionate, capable in providing guidance, fast and wise in making decisions, honest, intelligent, proficient in teaching and put good trust and strive to achieve it.

Principal's Leadership is Effective in Improving Teacher Performance

Based on the findings of research conducted by researchers, the results show that the effectiveness of the principal's leadership can improve teacher performance in Tut Wuri Handayani Kindergarten. Namely by realizing school goals productively in accordance with the provisions that have been set in improving teacher performance by providing motivation to teachers. The motivation given by the principal is by providing encouragement and input to teachers and creating harmonious relationships and a pleasant working atmosphere so that teachers can improve their performance. This is done by the principal during meetings and individual discussions with teachers. In addition, the principal also gave awards in the form of support to continue education to a further level.

This teacher's performance can be seen from two parts, namely task orientation and peers. The author provides a task orientation questionnaire of 21 items and distributes them to all teachers to answer based on knowledge and without coercion. From the results of the questionnaire, it is known that the results of the distribution of task orientation categories are always 3 respondents or 20.4%, task orientation with categories often there are 4 respondents or 29.6%, task orientation with categories

sometimes 9 respondents or about 16.7%, task orientation with rare categories is 8 respondents or 14.8%, orientation with never categories is 10 respondents or 18.5%.

Meanwhile, in peer relations with teachers and relatives, from the results of the distribution of questionnaires conducted by researchers, the percentage results can be seen as follows: peer relations with categories there are always 8 respondents or 20.4%, peer relationships with categories often have 4 respondents or 28.85%, peer relationships with categories sometimes 4 respondents or around 17.87%, peer relationships with rare categories are 6 respondents or 15.9%, The peer relationship with the never category was 3 respondents or 22.5%..

The results of the study show that the effectiveness of the principal's leadership has actually carried out teacher development activities in the form of involving teachers in training or seminars and even encouraging teachers to continue their higher education. However, it has not been fully implemented optimally because the training program so far still only involves teachers in activities outside of school and there are still only a few teachers who run it according to their field of study (Marjan, 2022). The principal's efforts can improve teachers' social competence such as training, workshops, providing motivation to members, social events such as fellow caring activities, providing facilities, collaborating with parties outside the school and rewarding competent teachers (Sundari, Robandi, & Mulyasari (2019).

Meanwhile, in the form of peer relationships, principals between teachers create cooperation and accept each other's shortcomings and strengths in teaching. A reliable, strong and capable principal who together with all stakeholders in the school can provide quality educational services to all students. The principal becomes a locomotive and force to guide, set an example, and mobilize teachers in carrying out efforts to improve the performance of Tut Wuri Handayani Kindergarten teachers.

Therefore, from the results of the above research, it can be concluded that the principal realizes peer relations and good teacher work orientation cannot be separated from the effectiveness of the principal in leading and supervising school goals productively in accordance with the provisions that have been set in improving teacher performance for the realization of the work of teachers and principals of Tut Wuri Handayani Kindergarten.

This is in line with Amini, Pane, & Akrim (2021) said that the principal must have the right strategy to motivate education personnel in carrying out various tasks and functions. The principal gave priority to teachers to be able to develop themselves through peer relationships and showed in the form of work orientation at Tut Wuri Handayani Kindergarten.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the principal empowers teachers by fostering discipline by showing an exemplary attitude

and using learning time effectively. The leadership of the Principal of Tut Wuri Handayani Kindergarten in completing tasks and work is in accordance with the predetermined time so as to improve teacher performance. The improvement of teacher performance in Tut Wuri Handayani Kindergarten can be seen through two orientations, namely peer relations and task orientation. The principal realizes school goals productively in accordance with the provisions that have been set in improving teacher performance, conducting teacher ability strengthening programs by motivating teachers to continue education, rewards, recognition of performance carried out by teachers. The involvement of the principal as a leader is a must in order to provide space and have a very pronounced impact on the world of education, the principal as a leader must wisely take steps to produce quality teacher performance. In addition, the principal as a leader must be able to provide trust so that teachers are truly able to develop the competencies possessed by teachers. For teachers, in addition to being a figure who is always faced with the problems faced, they should be able to show self-dedication both from attitudes, performance and with the surrounding community. For researchers, the results of this thesis are expected to have a good impact on Tut Wuri Handayani Kindergarten education. And it is hoped that in the future it can be researched with different time and leadership.

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