



Principal's Leadership in Improving Teacher Performance at PAUD Tasdiiqul Insan

Kirana Lesmi¹, Wahyu Triono², Iim Khotimah³

¹Insan Cendekia Mandiri University, kiranalesmi77@gmail.com

²University of Muhammadiyah Cirebon, wahyutriono966@gmail.com

³Insan Cendekia Mandiri University, iimkhotimah67@gmail.com

*Corresponding Author Email kiranalesmi77@gmail.com

Abstract

Background. Teacher performance refers to the provision of high- or low-quality education by an individual in the execution of their duties. The leadership of the Principal is expected to have the ability to move, influence, motivate, invite, direct, guide, govern, and nurture teachers, so that a high work ethic, creativity, and productivity in achieving goals is born.

Purpose. The purpose of this study is to discuss how the leadership of the principal in PAUD Tasdiiqul Insan improves teacher performance.

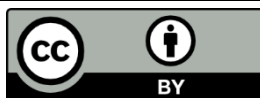
Method. This study uses a descriptive qualitative approach. The data collection method involves interview techniques, observation, and documentation.

Result. The results of the study show that the principal's role in improving teacher performance in PAUD Tasdiiqul Insan encompasses multiple aspects, including educator, manager, administrator, supervisor, leader, innovator, and motivator. The steps taken by the principal to improve teacher performance at PAUD Tasdiiqul Insan include motivating teachers, enhancing teacher discipline, creating a conducive work environment, improving teacher competence, and enhancing academic competence.

Conclusion. This study concludes that the principal's leadership in improving teacher performance at PAUD Tasdiiqul Insan is effective in carrying out his role as a principal. One of the steps taken by the principal to improve teacher performance is increasing teacher discipline, providing motivation, and offering gifts, but not in the form of monetary compensation. This is done to show appreciation, so that teachers are more motivated to improve their work performance.

Implementation. Staff and infrastructure, as well as expert and teacher discipline, are supported by the spirit of the teacher himself and the motivation from the principal to the teachers.

Keywords: Leadership, Early Childhood Education, Teacher Performance



© 2025 The Author(s). This article is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source.

INTRODUCTION

PAUD, also known as Early Childhood Education, is the only educational institution in Indonesia. PAUD is a measure of learning at the elementary preschool level, ranging from 0 to 6 years old (Solehuddin and Hatimah). Formal and informal learning environments are used for the management of early childhood education. Examples of formal PAUD units include Kindergarten (TK) and Raudhatul Athfal (RA). Furthermore, non-formal PAUD such as Play Groups (KB), Child Care Centers (TPA), and Similar PAUD Units (SPS).

Education today needs improvement because it is often focused on keeping up with technological changes and advances. Education becomes a serious problem if it lacks direction or a specific goal. However, education is an essential aspect of existence and what distinguishes us as humans from other beings (Laili I'lma, 2021: p.170). Human learning is a collection of behaviors designed to foster adult development and a more fulfilled life. To help transform and achieve the required quality, people seek to expand the information they learn through formal and informal institutions.

The current educational growth process provides insight into education in the current era of globalization. Through the principal, who is a leader in the school, it is hoped that the performance of the educational institution will increase. Cooperation, participation, and the best steps from all parties, especially from school principals and teachers, are needed to make PAUD a quality institution. Because teachers and school principals are the two keys that must exist in the Indonesian education system. Teaching and educating children is a teacher's responsibility. Teachers employ effective teaching methods to impart knowledge and skills to their students. To be a proactive mediator of noble moral principles for future provisions.

In carrying out their duties, in addition to communicating with students, teachers in PAUD also communicate with the principal when doing work. Conversely, the principal's involvement will impact how a teacher performs persistent tasks in the workplace or classroom. The principal can influence teachers in schools to carry out their responsibilities and functions more optimally, which is evident in improved performance. This is because discipline, creativity, and accountability, as well as the example of a leader, all have an impact on teacher performance results.

A school principal will be successful in their leadership role if they recognize that the school is a complex and unique institution with a well-organized structure, and if they effectively fulfill the principal's responsibilities as the person in charge of managing the school. Exceptional leadership is an additional responsibility of the leader in the school, in addition to

supervising and directing educators within the educational institution. In addition, the principal also has creative responsibilities and significant leadership, including setting the direction and goals of the planned PAUD, as well as maximizing the number of instructors to ensure they can work effectively in the learning unit.

LITERATURE REVIEW

The principal is a functional person who is given the responsibility to supervise the state of the school chosen by the school committee, managing all activities within the school. The principal has the authority to determine a learning and teaching activity in the school environment and to see the influence obtained when doing so to achieve a planned goal by focusing on effort and thought.

The principal's expertise and leadership greatly determine the achievement of educational goals. The development and improvement of school quality depend on principles, as the role played by leaders has a significant impact on the current state of the teaching and learning system. Therefore, it can be concluded that the principal's leadership role needs to uphold the law in the learning process to remain resilient and competent.

According to Government Regulation of the Republic of Indonesia No. 74 of 2008 concerning Teachers and Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers, every teacher is obliged to uphold the highest possible standards to teach kindergarten, formal, elementary, and secondary subjects. This is stated in the analysis (Suyani, 2018: p. 3-106).

Teacher performance refers to the behavior, appearance, or work of a teacher, encompassing their ability to direct, teach, and train students. A performance instructor is someone who conducts a show or performance and teaches in carrying out their responsibilities as educators. Because teachers interact most directly with students during the education or learning process in early childhood education institutions, the quality of teachers' performance significantly affects the quality of educational results.

The performance of the teacher in question reflects the teacher's steps in compiling, implementing, and evaluating the teaching and learning activity (PBM) process, based on work ethic and discipline in the educational process, to become a quality teacher.

Teachers play a crucial role in the learning and teaching process, particularly in fostering positive attitudes towards learning activities, thereby cultivating intellectual curiosity in students, promoting independence, and stimulating critical thinking. According to Martinis

Yamin & Maisah (2010:26) and Prajudi Atmosudirdjo (1982:60), teachers play a crucial role in education and assume their duties in ensuring the quality of education. As a result, educators must continually improve their performance and competence.

The primary role of a teacher is to guide and support students in their development into responsible adults. According to Martinis Yamin and Maisah (2010: 87), teacher performance refers to all actions taken by members of the teaching staff in carrying out their duties as individuals with a mandate and obligation to encourage and direct students and guide students' progress towards mental, spiritual, and physical maturity.

The abilities that a teacher must possess are listed in the Indonesian government regulation No. 19 of 2005 concerning National Education Standards article 28 paragraph (3) which reads: Competence as learning at the PAUD, Elementary, Junior High and high school levels which includes (1) Pedagogic Competence, (2) Personality Competence, (3) Professional Competence and (4) Social Competence.

Schools function as educational institutions with the responsibility to improve the quality of human resources, enabling them to be controlled, organized, and empowered to produce the best outcomes by offering students the best possible service. Before providing services to students involved in the teaching and learning process, teacher performance must also be considered. Good teacher performance may help raise educational standards. Therefore, teacher performance requires instructors who can improve their teaching standards.

To achieve this, leaders or principals must be skilled at managing schools and fostering an environment that enhances teacher effectiveness and improves student achievement. Coordination, mobilization, and alignment of available educational resources are essential tasks for school principals, utilizing educational sessions that are prepared and implemented. One of the factors that can motivate schools to achieve their vision, goals, and objectives is the principal's leadership. School principals need to be equipped with various leadership concepts to remain productive as school leaders. Every school principal in the field of education will greatly benefit from this way of thinking about leadership, as it applies to their role as leaders in early childhood education.

Principal leadership is a step to inspire teachers to deliver more effective lessons, which can improve student learning outcomes without focusing on teachers. Leadership also determines how the organization will emerge in the future and leads the organization toward its goals.

The low quality of education is also related to poor teacher performance, so the

principles of good school leadership must be able to help teachers excel. As a result, the principal plays a crucial role in leading an educational organization and ensuring its smooth operation, as the leader's job involves serving as a leader, administrator, supervisor, manager, innovator, and motivator.

In an educational institution, an effective learning process cannot be separated from the principal's leadership role. Students must be guided towards the vision goals by the principal. The principal should inspire students. Therefore, to facilitate proper implementation, such as through interpersonal communication, the principal must have a better understanding of each student in the school. As a means to achieve your goals, develop friendly working relationships and build strong, encouraging interpersonal relationships and principles that have a significant impact on teachers' performance in their work.

It can be concluded that the leadership of the principal has a significant impact on how teachers perform their duties in the classroom, which in turn affects how students achieve the desired academic results. The principal will be able to improve the performance of teachers and other school staff by providing work motivation.

Education from an early age will determine the structure of education at a higher level, so it is clear that education has been carefully planned. However, various factors, including teachers, the number of students in the classroom, the curriculum, the completeness of textbooks, facilities and infrastructure used, hardware and other software, as well as the management of educational operations, all contribute to the quality of education. The assumption behind the need for quality education is that education in an institution will have an impact on its effectiveness and efficiency.

To improve the academic standards or professional competence of teachers, coaching must be conducted consistently. To improve the quality of teaching resources, the principal needs to do this by coaching, which requires the coach to possess technical, interpersonal, and conceptual skills. Since the principal is the supreme leader of the institution, it is his duty and responsibility to raise the standard of instructional resources.

Facts in the field indicate that there are still many teachers at PAUD Tasdiiqul Insan who are not qualified as teachers, do not align with their knowledge background, or are not suited to their field of ability, as required by the teacher qualifications. To prepare these teachers to become competent human resources, the leader or principal must provide special direction in this area.

The implementation of teaching and learning activities at PAUD Tasdiiqul Insan can

run smoothly per the set standards if the school prepares its education personnel appropriately and in line with their competencies. This is because teachers have a strategic role in the classroom. To effectively utilize educational resources, certain conditions must be met.

The author will conduct research at PAUD Tasdiiqul Insan on the Leadership of School Principals in improving Teacher Performance. The Principal's Leadership in Improving Teacher Performance at PAUD Tasdiiqul Insan is the title of the author's research. To illustrate the differences between the problems and goals of each researcher, the author cites several theses related to the topics to be discussed.

Here are some examples of findings from research related to the leadership of school principals described as follows:

Rabadi (Thesis, 2019) with the title of research, *Principal's Leadership in Improving Teacher Performance at PAUD Blangkejeren*. As a consequence of implementing various indicators and strong teacher performance, the study's findings show that the principal's leadership in improving teacher performance has been effective.

Second, Ningsih Purnama (Thesis, 2021) with the research title, *The Role of School Principals in Improving Teacher Performance at RA Tsanawiyah, Baru Nalo Village, Nalo Tantan District, Merangin Regency*. The study's findings indicate that the management of school principals still requires improvement, particularly in enhancing teacher performance. However, the principal of RA Tsanawiyah has implemented several measures to improve teacher performance, such as increasing instructor collaboration and motivating teachers.

Nadia Nabilla (Thesis, 2018) with the research title, *Principal's Leadership in Improving Teacher Performance at PAUD Islam Cendikia Bandar Lampung*. The findings of this study show that although Islamic Scholar PAUD teachers usually perform well, there are some drawbacks stemming from a lack of adequate resources.

Ahmad Zainuri Fadjri Fahmi (Thesis, 2017) with the research title, *Principal's Leadership in Improving the Quality of Teacher Performance at PAUD Pakamban Laok Pragaan Sumenep*. According to the study's findings, the principal at PAUD Pakamban Laok Pragaan Sumenep routinely holds meetings, conducts face-to-face consultations, evaluates students, and participates in other forms of training outside the classroom by inviting teachers to nearby job training sessions. Working group. The following factors help and hinder School managers' steps to improve average teacher performance: well-developed infrastructure and teachers who are open to training are examples of supporting factors. Additionally, some elderly teachers struggle to understand technology due to their advanced age.

Ahmad Kadafi Faisal (Thesis, 2021) with the research title, *The Role of Principal Leadership in Improving Teacher Performance at Bintang Cahaya Kindergarten, Makassar City*. The study's findings show that the managers of Bintang Kindergarten play a proactive role in improving the performance of instructors. In addition to allocating time for teacher communication, pressuring teachers to discipline, and managing learning activities efficiently, principals must build a democratic, direct, and open leadership style.

Based on the description above, the author aims to study and research issues related to the research problems outlined in the thesis titled "*Principal's Leadership in Improving Teacher Performance in PAUD Tasdiqul Insan*".

METHOD

This research employs a qualitative approach as its research strategy, which combines a descriptive presentation aimed at describing a phenomenon with a research strategy to develop numerical data. A study method known as a qualitative approach produces personal speeches, descriptive data, and finally. Additionally, this research is a field study.

The goal of the descriptive research approach is to provide a more in-depth, broad, and detailed description of the subject being researched. This method is often used to collect data, analyze it, classify it, draw conclusions from it, and disseminate findings to solve or avoid a problem.

The problems raised in this study are critical, and by conducting research, new information will be generated to address these issues (Iskandar, 2008).

RESULTS AND DISCUSSION

Principal's Leadership in Improving Teacher Performance at PAUD Tasdiqul Insan

The principal has actively participated in supervising the work of teachers as educators, managers, administrators, supervisors, leaders, innovators, and monitors. The effectiveness of each of these roles depends on the specific situation and conditions in the teachers' workplace. Each teacher offers materials and training that are more in line with their expertise in Steps to improve teacher performance. The involvement of the principal has an impact on achieving the highest teacher performance because not all teachers can fully understand the material presented during the implementation of improving teacher performance.

The study's findings reveal that the principal's role in PAUD Tasdiiqul Insan, encompassing educator, manager, supervisor, leader, innovator, and monitor, does not always function as intended and requires improvement. However, the principal continues to make improvements to enhance the quality of teachers. The implementation and application of these responsibilities is tailored to the circumstances of the teachers, taking into account their age, skills, and work environment. The principal has also carried out all the necessary tasks to improve teacher performance, although the results have not been fully effective or efficient.

This aligns with the principal's responsibility in guiding school residents. The acronym (EMASLIM) refers to the position of the principal as an educator, manager, administrator, supervisor, leader, innovator, and motivator, as stated by Mulyasa (2005). Because implementing in the field requires such a role, several of the principal's roles as leaders and motivators are used in both circumstances. As a leader, the principal implements and understands every aspect of the school, regardless of the situation. Meanwhile, the principal must always encourage teachers who are struggling with their lessons, so that they can maintain their enthusiasm.

Based on the above findings, it can be concluded that the principal acts as a democratic leader by the Relational Theory of Leadership, also commonly referred to as relational theories of leadership. This theory focuses on the relationship formed between the leader and his followers. Leaders motivate and inspire people by helping members understand their potential, which is then transformed into real behavior, enabling them to complete the main tasks and functions together.

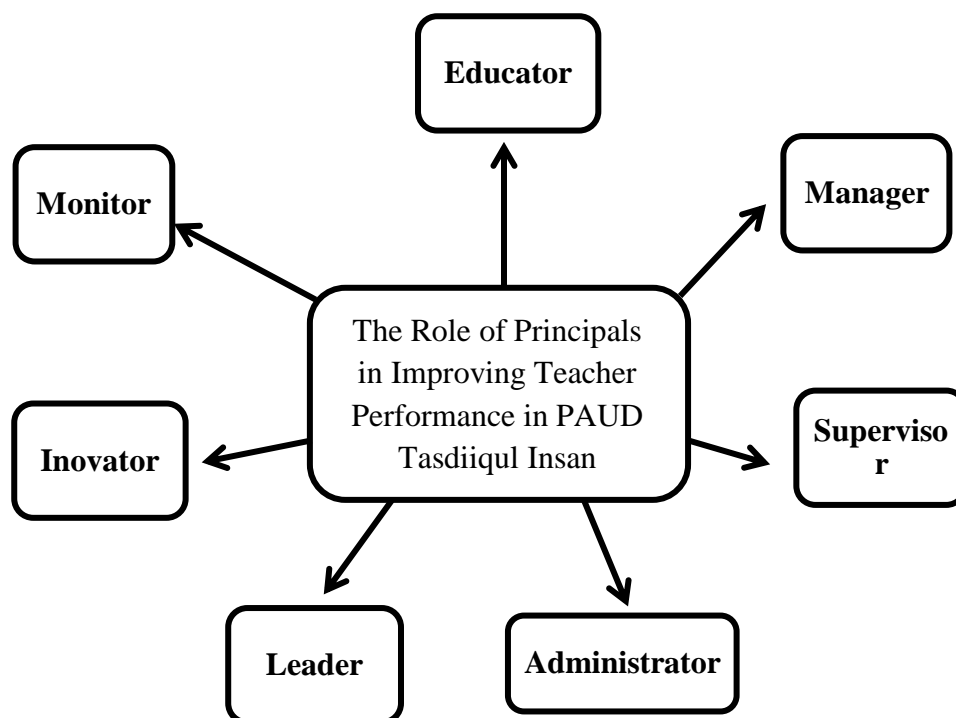
Transformational leaders typically have high ethics and moral standards. To become a transformational leader, two key tasks must be accomplished: building awareness of the importance of increasing organizational productivity and developing organizational commitment by fostering an ownership mindset and a sense of responsibility for the organization.

The author concluded that, although it was not as expected, the principal had demonstrated his leadership role in improving teacher performance and had become an admirable leader at PAUD Tasdiiqul Insan. This is evident in the principal's attitude when providing specific and straightforward examples. Because there are still teachers who arrive late, the coaching discipline is still not carried out properly, and the principal also never tires of reminding the teachers.

Information:

To achieve the goal, careful planning is necessary for every implementation aimed at improving teacher performance.

- a. Educators can do this by encouraging the professionalism of the teaching staff in their institution, fostering a positive learning environment, offering guidance to students, and motivating the entire teaching team.
- b. Managers encourage the participation of all educational staff and offer opportunities for them to advance their careers.
- c. Administrators manage the curriculum, students, staff, infrastructure, archives, and finances.
- d. The supervisor provides professional assistance and performs his duties under the demands of the teaching staff.
- e. Leaders are to offer direction and supervision and increase the motivation of teaching staff.
- f. Innovators are creating cutting-edge teaching methods and being role models for all school staff.
- g. The motivator is to encourage education personnel to carry out various tasks and obligations. This motivation can be enhanced through control of the physical environment, work environment, discipline, practical encouragement and reward, and the provision of various learning resources.



Source: Tasdiqul Insan Early Childhood Education Plan Document

Figure 1. Chart of the Principal's Leadership Role in Improving Teacher Performance in PAUD KB Tasdiqul Insan

Supporting and inhibiting factors for the Principal in improving Teacher Performance in PAUD KB Tasdiqul Insan

Some factors must be experienced by school principals and teachers to improve teacher performance, initially, the lack of adequate facilities and infrastructure, which hurts student learning achievement and affects the results of teachers' work based on standards. The second is the lack of teacher discipline.

There are also efforts to overcome obstacles such as the need for careful planning, optimal running activities and infrastructure facilities to support the inhibiting aspects that are a reference in PAUD KB Tasdiqul Insan is for teachers who some teachers do not do their job well, do not explore the regulations that have been inaugurated so that they become obstacles in the achievement of teacher performance, some teachers have limited discipline towards time due to the lack of effort teachers in mastering This means that the order or sensitivity to students in the process of achieving education in PAUD KB Tasdiqul Insan has an internal aspect, namely motivation is an energy or aspect that exists in humans that concentrates and organizes their behavior.

Based on the research findings, several factors in PAUD KB Tasdiqul Insan hinder the

principal's leadership in improving teacher performance. Regarding the factors that school principals and teachers must address to improve teacher performance, the first is the lack of adequate facilities and infrastructure, which hurts student learning achievement and results in substandard teaching practices. The second is the lack of teacher discipline.

Both internal and external factors contribute to improving teacher performance. Internal factors include the psychological health of teachers and motivational elements. Restrictions on time allocation, learning media, methodologies, facilities, and infrastructure that hinder teachers' ability to develop their work are examples of external factors.

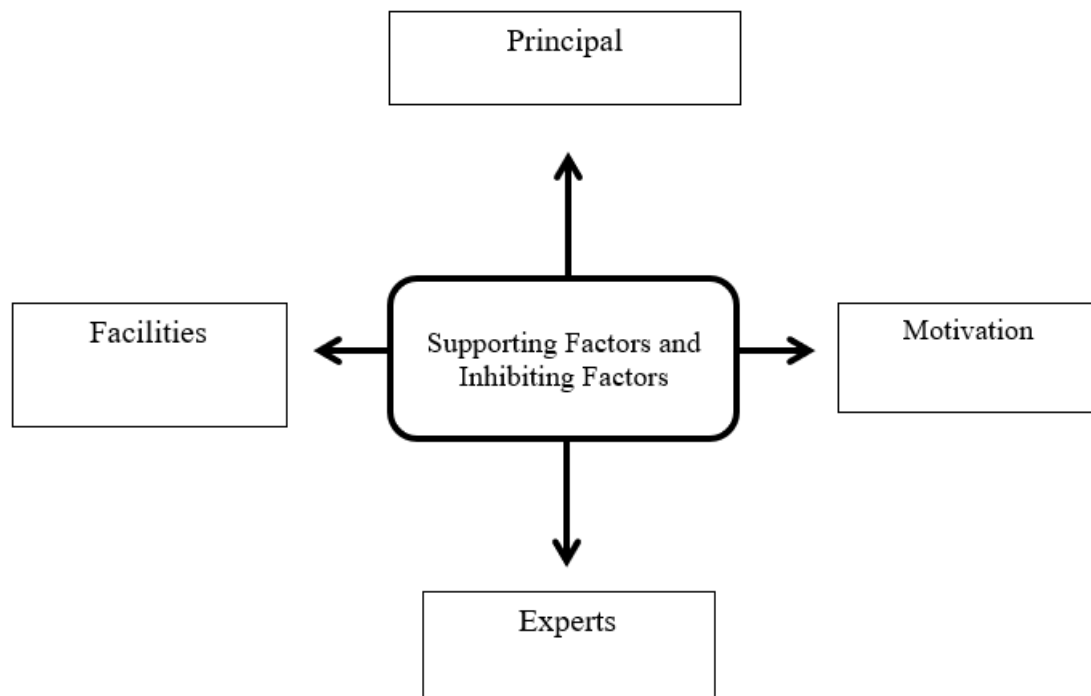
The effort to overcome obstacles is the need for careful planning, activities running optimally, and infrastructure facilities to support the inhibiting factors that are a reference in PAUD KB Tasdiiqul Insan are found in teachers who some teachers do not carry out their work correctly, do not follow the regulations that have been set so that they become obstacles in achieving teacher performance, some teachers are limited in discipline to time due to the lack of effort teachers in understanding The importance of discipline and sensitivity to students in the process of learning achievement contained in PAUD KB Tasdiiqul Insan there are internal factors, namely motivation is an energy or factor found in humans that directs and organizes their behavior.

Lack of motivation and attention will result in less-than-ideal work outcomes when carrying out tasks related to the teacher's responsibilities as educators. A teacher who learns and works with great motivation will carry out activities seriously and happily; a lack of motivation and attention will affect the results of good work performance.

Information:

Several factors, including the following, can be observed that hinder the principal's leadership in encouraging teacher performance.

- a. School principals as leaders must be able to identify problems that arise in the educational environment.
- b. Facilities are one of the factors that help maximize activities that affect teacher performance.
- c. Experts are among the supporters of measures to maximize the effectiveness of teacher performance.
- d. Motivation is one strategy to boost teacher morale.



Source: Tasdiiqul Insan Early Childhood Education Plan Document

Figure 2: Chart of Supporting and Inhibiting Factors of School Principals in Improving Teacher Performance in PAUD KB Tasdiiqul Insan

What steps did the Principal of PAUD Tasdiiqul Insan take in improving the Performance of Teachers

The researcher has provided information about the role and responsibility of the principal's leadership, the steps taken by the principal, and the supporting and inhibiting factors faced by the principal in improving teacher performance. Furthermore, several steps to improve teacher performance include:

- a. Providing Support and Motivation to Teachers
- b. Providing Training and Development to Teachers
- c. Creating a Clear and Measurable Work Program
- d. Building Effective Communication with Teachers

The first finding is to provide support and motivation to teachers, where the principal offers support to maintain a disciplined attitude and motivates teachers to work with enthusiasm and dedication. This is achieved by providing awards, praise, and incentives to teachers who have successfully met the performance targets set. The second finding is to provide training and development to teachers, specifically by school principals, who offer training and

development to teachers to enhance their competence and skills in teaching. Training and development can take the form of workshops, seminars, or on-the-job training. The third finding is to establish a clear and measurable work program, where the principal can create a clear and measurable plan that enables teachers to work with a focused and defined set of goals. The work program must be prepared by considering the needs and potential of teachers as well as the conditions of the school environment. The fourth finding is to establish effective communication with teachers, specifically that school principals can foster effective communication with teachers to understand the needs and challenges they face in carrying out their duties. This is achieved by holding regular meetings, engaging in open discussions, or utilizing other communication media.

School administrators use teacher work discipline as a tool to interact with teachers and encourage behavior adjustment, as well as measures to increase understanding and willingness to comply with all applicable laws and socially accepted norms. (Rivai, 2017).

The principal also practices discipline coaching by exemplifying a positive attitude, especially by maintaining neatness and utilizing study time efficiently. The principal continues to monitor the presence of teachers during this discipline development. The principal will sanction teachers if they are proven to be lacking in discipline. However, it was found that some instructors still arrived at school late, as indicated by the principal's interviews.

According to Istikhomah (2018), who believes that a leader must be able to encourage discipline, especially self-control, the development of discipline is crucial for increasing teacher effectiveness. In this case, managers should be able to assist staff in setting patterns and improving standards of behavior while enforcing discipline through the implementation of regulations. Discipline is essential for fostering cooperation, fostering respect for others, and creating respect for authority.

The author can conclude that the steps taken by the principal to improve teacher performance have been carried out effectively, despite the many obstacles still faced. However, the principal of PAUD KB Tasdiqul Insan always strives to improve the performance of teachers.

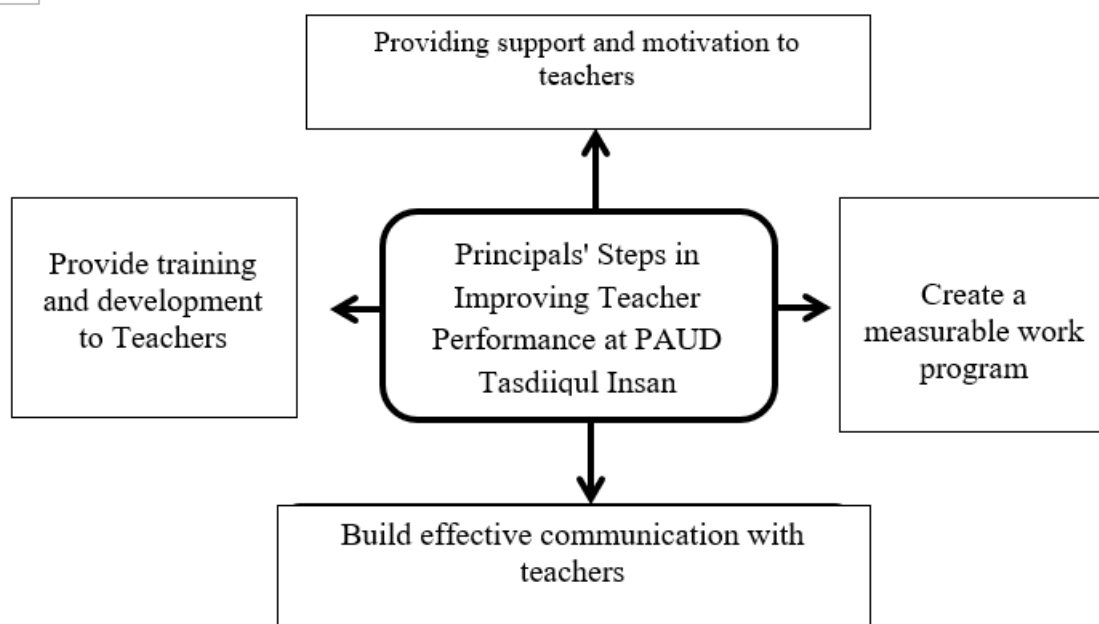


Figure 3 Principal's Step Chart in Improving Teacher Performance in PAUD KB Tasdiiqul Insan
Source: Tasdiiqul Insan Early Childhood Education Plan Document

Information:

a. Providing Support and Motivation to Teachers

The principal consistently provides support to foster a disciplined attitude and motivates teachers to work with enthusiasm and dedication. This is achieved by providing awards, praise, and incentives to teachers who have successfully met the performance targets set.

b. Providing Training and Development to Teachers

The principal provides training and development to teachers, enabling them to enhance their competence and skills in teaching. Training and development can take the form of workshops, seminars, or on-the-job training.

c. Creating a Clear and Measurable Work Program

The principal can create a clear and measurable work program so that teachers can work with a clear focus and goals. The work program must be prepared by considering the needs and potential of teachers as well as the conditions of the school environment.

d. Building Effective Communication with Teachers

Principals can foster effective communication with teachers to understand the needs and challenges they face in carrying out their duties. This is achieved by holding regular meetings, engaging in open discussions, or utilizing other communication media.

CONCLUSION

1. The Principal of PAUD Tasdiiqul Insan has taken steps to improve teacher performance. These steps include encouraging teachers, enforcing improved discipline, fostering a positive work environment, enhancing teacher competence, and improving academic outcomes.
2. The principal understands teachers better, both those who have achieved success and those who are experiencing difficulties, and always provides support or encouragement to teachers. They carry out their responsibilities as principals or school leaders, who are supposed to maximize student learning and increase teacher effectiveness.
3. Teachers must prepare themselves mentally and physically in order to provide the desired performance.
4. It is essential to consider the facilities that instructors require to enhance their performance. Based on the study's findings and a discussion on how the principal leads in improving teacher performance at PAUD Tasdiiqul Insan.

BIBLIOGRAPHY

- Adikusumo (1986). *Community Education*. Yogyakarta: Pustaka Adkarya.
- Afiattresna, O.S. (2019). *Attitude and Performance of Professional Teachers*. Yogyakarta: CV Budi Utama.
- Anggraeni, G, N. (2016). "Implementation of the role of the Head of Kindergarten (TK) in Improving teacher performance", in *PENDIDIKAN Journal*, Vol . 25, No.1, pp.1-8.
- Arifudin, O. et al. (2021). *Basic Concepts of Early Childhood Education*. Bandung: Widina Bhakti Persada Bandung.
- Danim, S. (2019). *Early Childhood Education Management*. Bandung: Pustaka Setia.
- Fahmi, A, Z, F. (2017). *Principal's Leadership in Improving the Quality of Teacher Performance at PAUD Pakamban Laok Pragaan Sumenep*. (Thesis). Early Childhood Education Study Program, Maulana Malik Ibrahim State Islamic University.
- Faisal, A.K. (2021). *The Role of the Principal's Leadership in Improving Teacher Performance at Bintang Cahaya Kindergarten, Makassar City*. (Thesis). Islamic Education Study Program, Alauddin State Islamic University.
- Fadhli, M. (2018). *Educational Leadership: An Application of Effective, Strategic and Sustainable Leadership*. Medan: Widya Puspita.
- Fadlillah, M. (2014). *Early Childhood Learning Policy Concept: Theoretical & Practical Review*. Yogyakarta: Ar-Ruzz Media. Print II.
- Idris, A. (2017). "The Role of Principal Leadership Orientation and Teacher Performance on Education Quality at SDN Tanjung 2", in *Journal of Leadership Management*

- Education, Vol. 12, No. 7, pp. 177–180.
- Indrawan, I. et al. (2020). *Out-of-School Education*. South Purwokerto: CV.Pena Persada.
- Josoef, S. (2008). *The Concept of Out-of-School Education*. Jakarta: PT Bumi Aksara.
- Lazaruth, S., Drs. (2005). *Principal's Leadership and Responsibilities*.
- Marzuki, Saleh, H.M. 2010. *Non-Formal Education - Dimensions in Literacy, Functional, Training, and Andragogy*. Bandung: Remaja Rosdakarya.
- Masykurin, L, I. (2021). "Analysis of the Leadership Style of the Head of PAUD in Improving Teacher Performance in RA Darusalam", *Journal of Early Childhood Education Workshop*. Vol . 14, No.2. pp.160-173.
- Mataputun, Y. (2018). *Principal's Leadership*. East Java: Uwais Inspiration Indonesia.
- Noble. (2012). *Early Childhood Education Management*. Bandung: PT Remaja Rosdakarya
- Noble. (2006). *Become a Professional Principal*. Bandung: PT Remaja Prosdakarya.
- Nabilla, N. (2018). *The Role of Principal Leadership in Improving Teacher Performance in PAUD Islam Cendekia Bandar Lampung*. (Thesis). Education Management Study Program, Raden Intan State Islamic University.
- Pianda, D. (2018). *Teacher Performance: Teacher Competence, Work Motivation, and Principal's Leadership*. Sukabumi: CV Trail
- Purnama, N. (2021). *The Role of Principal Leadership in Improving Teacher Performance in RA Tsanawiyah Baru Nalo Village, Nalo Tantan District, Merangin*. (Thesis). Child Education Study Program, Sultan Thaha Saifuddin State Islamic University.
- Rabadi. (2019). *The Leadership of Principals in Improving the Performance of Teachers in PAUD Blangkejeren*. (Thesis). Education Management Study Program, AR-RANIRY Darussalam State Islamic University, Banda Aceh.
- Rahim, S.Y. (2020). *The Role of the Principal in Improving Teacher Performance*. (Thesis). Education Management Study Program, State Islamic University (Iain)Metro.
- Salch, S. et al. (2020). *Out-of-School Education*. Yogyakarta: K-Media Publishers.
- Sudjana, D. (1996). *Out-of-School Education, Insights, Developmental History, Philosophy, and Basic Supporting Theories*. Bandung: Nusantara Press.
- Sudjana. (2001). *Out-of-School Education: Insights, Developmental History, Philosophy, Supporting Theories, Foundations*. Bandung: Falah Production.
- Sujiono, Y, N. (2009). *Early Childhood Education Management*. Jakarta: PT Indeks.
- Sulfemi, W. (2018). *Non-Formal Education Management*. Bogor: STKIP Muhammadiyah.
- Suparman. (2019). *Leadership of Principals and Teachers*. East Java: Uwais Inspiration Indonesia.
- Suryana, D. (2021). *Early Childhood Education: Learning Theory and Practice*. Jakarta: PT Kencana.
- Suryobroto, B. (2001). *Education Management in Schools*. Jakarta: Bhineka Cipta Pratama Karya.
- Syifauzakhia, M. et al. (2021). *Fundamentals of Early Childhood Education*. Malang: CV.Literasi Nusantara Abadi.
- Trenggana, J. (2012). *Types and Units of PLS*. Jakarta: PT Bumi Aksara.
- Utaminingsih, S. et al. (2022). *Improving Teacher Performance Requires Professionalism in Early Childhood Education*. Tangerang: Pascal Books.
- Wahjosumidjo. (1995). *Principal's Leadership: A Theoretical Review and Its Problems*. Jakarta: Raja Grafindo Persada.
- Wiyani, N, A & Barnawi. (2014). *Early Childhood Education: Format, Concept, Characteristics, and Implementation*. Jogjakarta: Ar-Ruzz Media.Print II.
- Yus, A. (2011). *Early Childhood Education Model*. Jakarta: PT Adhitya AndrebinaAgung.

