

The Role of the School Private Development in Improving the Performance of Integrated PAUD Posyandu Teachers

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Abstract: This study aims to describe the role of school principals in improving the performance of PAUD Posyandu teachers in Kec. Penukal Kab. Pali. The research was carried out at the integrated Kec. Penukal Early Childhood Health Center with the address of PU Village, Babat Dusun II Village, Penukal District, Penukal District, Abab Lematang Ilir. The research was carried out from February to April 2023. Data and information were collected by researchers while in the field by obtaining direct surveys. The documentation from primary and secondary sources and used to fulfill research requirements regarding the benefits and objectives of the research. The results of the research show that the results of the survey and documents that were carried out at the time of the research were quality improvement, guidance for school principals and supporting facilities and infrastructure in improving teacher performance in PAUD Posyandu.

Keywords: Integrated PAUD, Performance, School Private Development, Teacher.

A. Introduction

Quality education is the dream of all levels of society. Quality education must be felt by all levels (Murdoch et al., 2020). Good quality education must be felt by all elements in this country. Therefore, it is important to make the educational process have goals that benefit the general public and become an obligation state to provide the best and quality education services to its people.

Human resources play a very important role in achieving goals or success for sustainable development in modern times (Bombiak, & Marciniuk-Kluska, 2018). Principals are required to display their ability to foster cooperation between all personnel in an open working climate that is partnership in nature, and to be able to increase the active participation of parents of students so that the principal can get full support in each of his work programs during his tenure (Kempa et al., 2017).

From the results of observations on the role of the integrated Posyandu PAUD school principal, Penukal District, PALI Regency for the last 2 (two) years, it shows that the school principal is quite good at coaching the performance of teachers,

especially discipline and enthusiasm in carrying out their duties, however there are several obstacles that become obstacles. at the school, namely that educational qualifications have not been maximized, both the educational qualifications of the principal and the teachers, what is meant here is that the educational qualifications are only graduates of Vocational High Schools (SMK), while there is only one teacher who graduated with a bachelor of education, that is one of the factors hindering the increase competence, both teachers and principals, who do not have a teaching background. In addition, the facilities at this school are classified as lacking in supporting the learning process and school administration because they do not support the room in carrying out teaching and learning activities.

Several classrooms were inadequate, the education level of the teachers was not in accordance with the standards of educators who only graduated from high school (SMA). However, the principal and teachers remained enthusiastic in advancing the school, especially in terms of teacher performance.

This makes the teaching and learning process at the Integrated Posyandu PAUD well implemented. From the results of this secondary data conducted by researchers with the integrated Posyandu PAUD school principal, the researcher wants to conduct further research by giving the title of this study "The Role of School Principals in Improving Teacher Performance In the Integrated Posyandu Early Childhood Education, Penukal District, Pali Regency" (Safitri, & Hidayat, 2019).

Based on the results of observations and the results of the questionnaire, the problems that arise are: 1) The less than optimal role of the school principal in developing school organizations in accordance with the needs with the presence of teachers who teach not in accordance with educational qualifications; 2) The less optimal role of the principal in supervising teachers in learning activities in class so that student learning outcomes are still far from what is expected; 3) The role of the school principal is not optimal in optimizing coaching for teachers so that teachers still lack knowledge about the latest learning models at this time; and 4) Less than optimal role of the principal in optimizing facilities and infrastructure in schools.

Based on the focus of this research, the researcher sub-focused this research as follows:

1. What is the role of the school principal in improving the educational qualifications of Integrated Posyandu PAUD teachers?
2. What is the role of coaching school principals in improving the performance of Integrated Posyandu PAUD teachers?
3. What is the principal's solution in improving the performance of Integrated Posyandu PAUD teachers?

4. How is the supervision carried out by the integrated Posyandu PAUD principal in improving teacher performance?
5. What is the role of the school principal in optimizing learning activities in schools, both in terms of school facilities and infrastructure?

B. Methods

The location of this research was carried out at the Integrated Posyandu PAUD Kec. Penukal with the address of PU Village, Babat Dusun II Village, Penukal District, Penukal Regency, Abab Lematang Ilir. The time of the research was carried out from February to April 2023. The study was planned from February to March. The object of the study was Integrated Posyandu PAUD, Penukal District, Penukal District, Abab Lematang Ilir (PALI). In terms of methodology, this research is a type of qualitative research. The qualitative approach in this research is descriptive (Lambert, & Lambert, 2012). Descriptive research is research on current phenomena (Kim et al., 2017). This research was conducted by collecting data and compiling data, as well as analyzing and interpreting the data.

In this field research to obtain data, the researchers used several methods as follows: 1) Interview; 2) Observation; 3) Documentation Techniques. The initial step when conducting an analysis is to formulate and explain the problem, before going into the field and continuing until the writing of the research results. Data analysis in this study consisted of data reduction, data presentation, and conclusion drawing (Sugiyono, 2013).

The stages of data analysis in this study are as follows: The data management process begins by examining all the data that has been obtained from various research sources, including: 1) Observations in the field in the form of direct observations about the role of school principals in improving teacher performance in the Integrated Posyandu PAUD, Penukal District, PALI Regency; 2) Researcher interviews were conducted with teachers, parents of students and the Head of PAUD and PNF District of Pali who supported the passage of this research; 3) Documentation through photographs during the research process; 4) No less important data relating to research. Data presentation, Sugiyono (2013) argues that through the presentation of the data, the data is organized, arranged in a relationship pattern so that it will be easier to understand. In this study, complete data were presented, both data obtained through observation, interviews, documentation and then analyzed with all existing problems to get clear results so that data collection activities could produce good data. Conclusion Drawing/Verification, according to Sugiyono (2013) the desired conclusion in qualitative research is a new finding that has never been studied before. Findings can be in the form of a description or description of an object that was previously

vague or dark so that after conducting research it becomes clear, it can be in the form of causal or interactive relationships, hypotheses or theories. Drawing conclusions is the last step in data analysis, namely by understanding what is in the field, after being described in the form of the data above.

Furthermore, the data is grouped in each chapter and the section gets an arrangement of systematic final conclusions. These three components are carried out as data analysis units that are inseparable or integrated with one another

C. Results and Discussion

PAUD Integrated Posyandu is located on the Sekayu road, Kampung PU Dusun II, to be precise, in Penukal District, Penukal District, Abab Lematang Ilir (PALI), this PAUD was established in 2018 and will operate in the new school year 2019.

This PAUD was established on the initiative of the Ministry of Health No. 19 of 2011 which contained guidelines for integrating basic social services at the Integrated Service Post (POSYANDU), therefore the Penukal Abab Lematang Ilir Regency Government issued a Decree of the Head of the Health Service No. 440/114/KPTS/Dinkes/Kesmes/2018 to form committees and experts for implementing Integrated Posyandu at the Penukal Abab Lematang Ilir Regency level in 2018.

1. School Name: Integrated Posyandu PAUD
2. NPSN/NSS: 69987764
- 3 Principal's name: Arlin Karmila
4. Land/building ownership: Village Government
5. Land Size: 7 x 6M²

PAUD Integrated Posyandu, Penukal District, Pali Regency has 3 educators and 1 dapodik operator. This Integrated Posyandu PAUD is under the auspices of the local village, namely Babat village in Penukal District, Pali Regency. All costs incurred by the Integrated Posyandu PAUD are charged to the Regional Expenditure Budget (APBD) of the Pali Regency since 2018.

There are 2 study groups at Integrated Posyandu PAUD, namely group A with 10 children, while study group B has 14 children. The learning activities are carried out from Monday to Friday, at 07.30-10.00 WIB. The details of the activities there are 07.30-08.00 WIB, carrying out opening activities which include joint prayer activities and apperception of previous activities. At 08.00 WIB until 09.30 the children carried out learning activities in the form of training children's motor activities. Until 09.30 the children were given time to rest in order to eat the lunch they had brought and to play with their friends in the school yard.

As an educational institution, Integrated Posyandu PAUD requires neat, orderly and orderly organization in which there are groups of people who work together in order to achieve the desired goals. For this reason, it is necessary to have an organizational structure that is used as a tool to achieve the goals and structure of the Integrated Posyandu PAUD school, Penukal District, Pali Regency as follows:

Supervisor	: Arie Meidiyansyah, S.Pd.M.Pd
Principal	: Arlin Karmila
Group A Teacher	: Wina Adha Vitri, S.Pd.I
Group B Teacher	: Desti Hani Saputri
School Operator	: Tiara SuciHawa
Committee	: Meri Susanti
School caretaker	: Noprianto

The learning programs that have been prepared by the school principal include: 1) Holding regular meetings with the village as the person in charge of the Integrated Posyandu PAUD, 2) Collaborating with relevant agencies, apart from the Puskesmas, such as the Population and Civil Registry Service (Dukcapil), 3) Procurement of playing and learning facilities and infrastructure, 4) Provision of learning educational tools both inside and outside, 5) Implementation of permanent parenting (one room) and education classrooms, 6) Involving all seminar educators both those held by the Office Pali District Education or seminars held by other parties to develop the competence of Integrated Posyandu PAUD educators

From the several programs that have been prepared by the principal above, the following benefits can be obtained: 1) Get support and facilities both material and spiritual from the village, 2) Get facilities in managing everything related to student data, such as taking care of Birth Certificates children in Dukcapil, 3) The school gets assistance with facilities and infrastructure for children to play and learn in class, such as teaching aids that support students' learning activities, 4) Students can freely play because there are educational game tools that help children train physically and good motor skills, 5) Facilitate interaction activities between teachers and students in a conducive environment, 6) Educators can improve their performance and competence in carrying out their duties as educators. The role of the teacher as a student guide is very important in educating and guiding students (Baugh, 2018; Himmetoglu et al., 2020), because it is appropriate for teachers to have higher potential than their students in all fields.

The teaching staff in the Integrated Posyandu PAUD are 4 people, consisting of 2 permanent teachers, 1 operator staff. In addition to teaching staff, in managing all school administration, the principal has auxiliary staff, namely the administration

section. This administration section is none other than serving in terms of correspondence and then storing all important school files and so on. Students are a part of learning, in addition to teacher factors and the purpose of teaching methods. As one of the components, it can be said that students are the most important factor among other factors. If there are no students, the actual teaching and learning process will not take place.

It can be seen that the total number of Integrated Posyandu PAUD students in Penukal District, Pali Regency in the 2022/2023 academic year is 24 students. Because the Integrated Posyandu PAUD only accepts a maximum of 25 students.

The Role of the Principal in Coaching to improve teacher performance

Improving teacher performance is inseparable from the role of the principal in the school in providing guidance to teachers (Amelia et al., 2020; Saleh, & Mutiani, 2021). Based on the results of interviews with the principal of the Integrated Posyandu PAUD school in improving teacher performance, namely Mrs. Arlin Karmila and the homeroom teacher that the effort to improve teacher performance is by inviting teachers to take part in various educational activities such as seminars, *workshops*, trainings

Supporting and Inhibiting Factors in Coaching to improve teacher performance

In coaching activities carried out by the school principal, he always faces obstacles, both from within and from outside, according to the results of interviews with the principal and homeroom teacher. The school principal always coordinates with the teachers. I will ask what are the obstacles, if the obstacle is a problem of funds then I always make a budget from school income for transportation and accommodation costs in attending seminars or trainings that will be attended by teachers, besides the factors that support the coaching that I do to our teachers is, we are always in line, teachers are always open to all obstacles and will jointly find solutions to overcome problems, besides that I always coordinate with other parties who are also responsible for this Integrated Posyandu PAUD, such as the health office, the local village government, which includes PKK activities for village women

This method is used by the principal to motivate teachers to be active in participating in activities to improve teacher performance, so that the quality of the school can be high. Similar to what was expressed by the Head of PAUD and PNF, Mrs. Herawati, S.Pd.SD.M.Pd, who said that: "Integrated Posyandu PAUD are schools under the auspices of the PALI District Education Office, the Health Service, namely the Penukal District Health Center, as well as the Government of Babat Village, Penukal District, the principal of the Integrated Posyandu PAUD school in

the Penukal District always coordinates with all parties in overcoming the obstacles encountered, so the Integrated Posyandu PAUD can overcome the obstacles encountered.

The principal also always involves the school community in every activity held by the school (Pont et. al., 2008). This is one of the ways to increase cooperation with parents and increase residents' interest in entering the Integrated Posyandu PAUD, Penukal District, Pali Regency. With coordination between the school principal and student guardians, this can affect the progress of the school itself.

Solutions made by the principal in carrying out coaching to improve teacher performance

Based on an interview with the school principal of the Integrated Posyandu PAUD, Penukal District, Pali Regency, Arlin Karmila revealed that there were several solutions he took in conducting coaching in improving teacher performance.

The research findings regarding school principal coaching in improving the performance of Integrated Posyandu PAUD teachers, Penukal District, Pali Regency to answer research questions in the problem formulation in the previous chapter, namely: 1) What is the role of integrated Posyandu PAUD principal coaching in improving performance teachers? 2) What factors hinder/support the role of school principals in improving the performance of Integrated Posyandu PAUD teachers? 3) What are the solutions for school principals in conducting coaching to improve the performance of Integrated Posyandu PAUD teachers?

Based on the existing findings, the research data presented is in accordance with the real conditions in the field obtained from the results of interviews, observations, and documentation. Interviews were conducted in detail with the main informants and supporting informants as data validation from the main informants regarding the description of school principal development.

The data analysis technique used is in accordance with what was stated in the previous chapter, which consists of data reduction, data presentation, drawing conclusions (verification). In general, the data collected from the field cannot be separated from the coaching carried out by the school principal in improving teacher performance.

Education is one of the efforts to improve the quality of human life, which in essence aims to humanize humans, mature humans, change behavior, and improve human quality for the better. To realize the above required a leader. According to Sugai & Horner (2002) education basically has a broad scope of meaning, education in the

form of a process of human behavior or group behavior that is changed by teaching and training efforts. Education is also a planned conscious effort to create an interesting learning atmosphere with a good learning process so that students can develop their potential and have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed for themselves, society, nation and state (Rieber, 1996). This is also in line with previous research conducted by Kilag & Sasan (2023), there is a significant influence between the leadership of the school principal on teacher performance, which encourages teachers to take part in various trainings and seminars to improve teacher performance, in order to increase the quality of education in the school.

D. Conclusion

According to the results of research conducted by researchers, the following conclusions can be drawn: The role of the integrated Posyandu PAUD school principal in Penukal District, Pali Regency in improving teacher performance through coaching teachers has been carried out to the fullest extent possible. As for the factors that can hinder the role of coaching school principals in improving teacher performance, one of them is Integrated Posyandu PAUD teachers who have not been awarded a degree in early childhood education (PG PAUD), the minimum income earned by teachers, inadequate facilities and infrastructure. While the supporting factors in the coaching carried out by the school principal are as follows, namely the establishment of good cooperation between the school principal and teachers, student guardians, village heads and other agencies involved with the Integrated Posyandu PAUD, one of which is Puskesmas, Penukal District, Pali Regency.

Teacher development is one of the strategies carried out by school principals so that teachers have competence in the learning process, including managing learning in the classroom. Teacher development aims to ensure that the learning process has quality learning. In fostering teachers, the principal as a leader can involve teachers in upgrading to add insight to teachers, direct teachers to carry out tasks in learning, avoid actions that are coercive towards teachers, try to move teachers to assess student learning outcomes, be wise in making decisions, provide comfortable facilities and a supportive atmosphere for comfort in work.

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