



WOMEN'S LEADERSHIP IN BUILDING MOTIVATION TO LEARN EARLY CHILDREN

Mabruroh

Universitas Nurul Jadid, East Java, Indonesia

Email: Mabruroh1910@gmail.com

Abstract:

Good school principal leadership can influence a pleasant and comfortable work atmosphere and optimally improve students' learning motivation. Involving female leaders, especially in the field of early childhood education, is very much needed with the nature of a woman who is gentle, patient, and full of compassion, making children more comfortable in building their talents. This study aimed to analyze and understand women's leadership in building children's learning motivation at KB Smart Ceria Pandean Paiton Probolinggo. This study uses a qualitative approach to the type of case study. The results showed that the first leader in KB Smart Ceria was a woman who had high enthusiasm in motivating teachers enthusiasm in implementing teaching and learning activities for students so that students were encouraged to increase their enthusiasm for learning. Second, the motivation carried out by the principal towards teachers in expanding the enthusiasm for learning in students is carried out by implementing a motivational program by becoming an educator, supervisor, innovator and motivator. With the implementation of management motivation by the principal at the Smart Ceria KB, the enthusiasm for learning of students is more active and exploratory, and the level of effort in learning indicators is increasing.

Keywords: *Female leadership, learning motivation, early childhood*

INTRODUCTION

Education is used as a process of increasing, improving, changing one's knowledge, skills, behavior with the aim of educating human life by means of guidance, teaching and training (Yulianti et al., 2009). Education in early childhood is an effort to encourage guidance, nurturing, stimulation, which will then develop children's abilities and skills (Baharun, Zamroni, et al., 2021). Education for an early age is carried out through the method of playing while learning through games so that children will get interesting learning, especially during the golden age which is around the age of 0-6 years. (Sham & Damayanti, 2020).

Playing while learning is the right way to provide learning stimulus for children. Activities that get real and fun results, namely from games, aspects of development can be completely achieved through games (Saleha et al., 2022). Through games, a child can discover new things and can reinforce experiences that a child has previously known by way of expression and exploration by the child. This can also show the child's identity, increase the child's fantasy and be active. The process of education in childhood is the basis for the success of later education in the future. (Hasanah, 2019).

The importance of the meaning of play for children encourages children's motivation to remain passionate in carrying out their activities. Growing motivation to learn certainly has a process that must be carried out in its implementation and needs to be done with careful planning (P, 2019). High learning motivation will develop six aspects of early childhood development including aspects of the development of religious and moral values, social-emotional, language, cognitive, physical-motor, art

and (Sinaga & Doang, 2020). The importance of motivation to always be carried out based on several previous studies, namely; Nisa & Sujarwo, (2020) say motivation is the encouragement and strength within a person to achieve certain goals that he wants to achieve. Then Agustina et al., (2021) the growth of motivation in children also affects the optimization of aspects of child development. With the existence of motivation in the child, it will automatically improve aspects of the child's development more optimally.

Furthermore, Fadlilah, (2020) motivation can maintain the continuity of education, motivation can determine whether it is good or not in achieving goals so that the greater the motivation, the greater the success of learning. Motivation is an important thing for children to have, when children have high learning motivation, children will be more enthusiastic about carrying out each process of learning activities (Aulina, 2018). Someone who has high motivation will actively try to learn, and vice versa if someone has low motivation, they will be indifferent and easily give up. Learning motivation is an encouragement or mental strength that can activate human behavior, including active learning behavior.

But the fact is that not all children succeed in getting motivation in a balanced way, especially at an early age, so that various obstacles can occur in stimulating motivation. As a component of education, it is appropriate to understand the development of students and the right way to provide motivation as a provision in providing guidance to children so that they can develop their abilities properly.

Based on the results of observations made at the Smart Ceria Pandean Paiton Probolinggo KB, it shows that some children experience problems in their learning so they need motivation to be more active in learning and to develop their abilities. Obstacles in this learning can be seen from the lack of enthusiasm in participating in learning activities, achievement indicators are not achieved, are not independent and are not responsible for activities ordered by the teacher, causing difficulties in the development of children's learning achievement.

In overcoming this, an appropriate solution is needed to deal with students' learning problems by providing motivation so that their enthusiasm for learning grows and is able to improve students' abilities optimally, motivation is carried out by institutions involving a reliable leader so that they are expected to be able to overcome existing problems. Reliable leadership is something that every organizational leader should have in overcoming problems (Fauzi & Muali, 2018). The expertise of leaders in directing their members will create the effectiveness of their leadership (Sutanto, 2000). Because morale, comfort, security, quality of work and the level of achievement of an organization are influenced by a leader. Much needed the role of a leader in achieving the goals of an optimal organization. This is also what is needed by KB Smart Ceria Pandean Paiton Probolinggo in anticipating and solving problems that occur.

KB Smart Ceria Pandean Paiton Probolinggo chose the involvement of a female leader in fostering the organization. Because the involvement of women leaders, especially in early childhood education, is considered to be able to protect, foster, guide and establish close relationships in motivating children. The nature of motherhood and tenderness that is owned by a woman is able to provide a sense of comfort in a child. This departs from previous research including (Halilah, 2012) Conveying women's leadership in educational organizations has a positive influence on students, because the gentle attitude of women is able to understand the character of their students, especially in early childhood. Women leaders can create parenting patterns that are comfortable, especially in early childhood. Creating quality future generations, strong faith, superior in personality, mastering science and technology so that the country will become a more advanced and superior country, this is influenced by Education (Yulianto, 2016). The leadership of female school principals is also capable of creating effective leadership, because women also have advantages in playing a role and creating organizational effectiveness (Nurvita et al., 2020).

Next (Sholehah et al., 2016) argues that women's leadership has several

advantages including; First, women are synonymous with gentleness, serenity and humility. Second, Having analytical and careful nature. By having these characteristics, a leader will be more careful in making decisions. Third, better understand and understand what his subordinates want. With some of the characteristics of a woman, in leading it will provide comfort to her subordinates. Education for early childhood is expected to be able to stimulate their development to support their future in the future (Wahid et al., 2018). Appropriate stimulation is expected to be able to build students' learning motivation so that children can maximize their development.

Presentations from a number of researchers explained the importance of women's leadership in early childhood in stimulating and building children's motivation to be more enthusiastic about participating in learning-playing activities so as to maximize the growth and development of students. Departing from the above, the researcher is interested in reviewing women's leadership in building early childhood learning motivation. The focus of this study aims to analyze women's leadership in building teacher motivation so that teachers can implement active learning that can foster enthusiasm for learning in students.

RESEARCH METHODS

This research is a qualitative descriptive study. The focus is an overall description of the role, supporting factors and efforts. The purpose of this descriptive research is to make systematic, factual and accurate descriptions, drawings or drawings regarding the facts, characteristics and relationships between the phenomena investigated in the form of language and text in context. This research was conducted at an early childhood education institution located in the Probolinggo district, to be precise KB Smart Ceria Pandean Paiton Probolinggo. This study specifically aims to describe women's leadership in building motivation for learning enthusiasm in teachers and students.

Research subjects and informants in the study include; principals, teachers and guardians of students. Observations were carried out by directly observing field conditions and conducting semi-structured interview sessions with several teachers who were determined randomly to obtain authentic information. Researchers then triangulated the data as an effort to analyze self-evaluation data by policy makers, teachers as implementers of policies, and real conditions in the field.

RESULTS AND DISCUSSION

The principal as a leader, namely the leadership of the principal is one of the factors that encourages schools to realize the vision, mission and goals and objectives of the school through programs that are implemented in a planned and gradual manner (Fitriani, 2015). Therefore leadership is the activity of influencing other people to want to work to achieve predetermined goals (Sunarto, 2011). For this purpose, school principals must be able to influence and mobilize school resources in relation to planning and evaluating school programs, curriculum development, learning, manpower management, learning facilities and resources, finance, student services, school-community relations, creating a school climate, and etc

In this era, the involvement of women as leaders is no stranger, because in many sectors many women are involved as leaders, especially in early childhood education, which in fact is mostly led by a woman (Baharun, Wibowo, et al., 2021) . There is no doubt about the ability of women to lead a community, especially those related to early childhood, women who have a gentle and affectionate attitude have advantages in providing comfort to early childhood compared to male leaders. Women as school leaders are also able to formulate the vision, mission, goals and objectives of the school and socialize it to the school community.

With a woman's gentle temperament, she is able to become a reliable motivator in attracting all components involved in the organization (Wahyudi, 2018). The leadership of female school principals as a motivator must have the right strategy to provide motivation to educators, students and parents of students in carrying out

various tasks and functions. Because school principals believe that the ability to build good motivation will build and increase the effectiveness and efficiency of performance (Sabirin, 2012), so that the components within the institution are able to be creative in order to realize good quality education as well. The ability of school principals to build motivation is one of the keys to improving the quality of good education as well. The ability of school principals to build motivation is one of the keys to improving the quality of education because it is collaborated with teacher performance. The research results of Septiana et al., (2013) concluded that principal leadership and work motivation together have a significant effect on teacher performance. The results of the study show that women's involvement in building motivation for teachers, students and guardians of students in developing the abilities of students is carried out at the Smart Ceria KB institution by means of;

Educator

The leadership of the school principal as an educator in improving the competence of teachers, students and guardians of students, the principal must be able to create a conducive school climate from all aspects. Leaders serve as role models and also as a basis to be used as a reference for members who are led, therefore leaders must be able to become educators who are able to protect all components in the institution. The principal as an educator, namely the principal's duty to guide teachers, education staff, students, keep abreast of science and technology developments, and set a good example. As explained by Rusmawati, (2013) that in order to create a conducive school climate, cooperation or harmonious relationships are needed between all school members and not only the responsibility of the school principal. Therefore, the effort that can be made by the school principal in improving performance as an educator, especially in improving performance as an educator, especially in improving the performance of educational staff and student learning achievement is to involve teachers in further education by encouraging teachers to start being creative and achievement.

IF1 as the head of the school said that I, as the head of the school at KB Smart Ceria, tried my best to become an educator so that I could motivate my subordinates, such as teachers, staff, students and parents. I hope that the efforts made, namely participating in training and seminars and then applying them to institutions, can become good education to be used as a reference by subordinates.

It was also emphasized by IF2 that the Kuncup group teachers said that in building motivation for students' enthusiasm for learning, the school principal provides education to teachers by routinely carrying out weekly evaluations. In this evaluation, teachers are provided with educational strategies in educating children to further increase students' learning motivation. so that we as teachers are assisted in managing learning strategies by providing the right stimulation.

Furthermore, IF3 as the teacher of the Mekar group said that the education applied by the principal to teachers was especially to build students' learning motivation with various methods and tricks ranging from playing while learning, nature tadabbur (outdoor games), group implementation, storytelling and others.

IF4 the accompanying teacher of the bud group also emphasized that the educational support provided by the school principal was not only through words and actions, but also in the form of providing supporting facilities and infrastructure in order to increase children's learning motivation, such as the completeness of APE (Educative Teaching Aids) both external and external APE. Indoor APE, outdoor area, library and so on.

Then IF5 as the student's guardian also emphasized that the KB Smart Ceria headmaster is not only an educator for teachers but also an educator for student guardians by holding training and special seminars on early childhood parenting so that we can understand parenting in developing children's talents as well as us understand how to provide the right motivation for children in improving their learning activities.

The principal as a good educator is able to create and build a more creative,

innovative and independent institution in producing superior generations in the future. By providing appropriate and complementary education with collaboration between school principals, teachers and guardians of students, the motivation for learning enthusiasm in students will increase.

Innovator

Successful school principals are able to build innovations that can improve the quality and quality of the institution. The principal as an innovator for all components of the school so that all existing aspects can be motivated to improve their capabilities with innovation. In carrying out its role and function as an innovator, the principal must have the right strategy to establish a harmonious relationship with the environment, seek new ideas, integrate each activity, set an example to all educational staff in schools and develop innovative learning models. Ancok, (2012) explained that innovation is a change of something, both incremental and radical changes. The role of the principal as an innovator will be reflected in the ways in which he does his work constructively, creatively, delegatively, integratively, rationally and objectively, exemplary, disciplined, and adaptable and flexible.

Renewal or innovation can be interpreted as a process or result of developing the use of knowledge, skills and experience to create or improve the quality of a new system, which provides significant useful value (Rohmalina, 2016). Giving encouragement or stimulation to someone to further improve the quality of life can be called a motivator. Can provide motivation that builds for the progress of an organization or institution. In motivating it can be done with seminars, training (Training) (Mubarokah et al., 2021).

IF3 conveyed the innovations carried out by the school by implementing all learning activities involving games that were changed periodically, that is, every day the games had to be changed and set according to the students' agreement so that students did not feel bored and bored. With the changing game method settings, students are more enthusiastic and enthusiastic in carrying out learning activities. The innovative method of changing game patterns that are encouraged in schools is able to motivate students and teachers to be more active and creative in mixing and matching games with learning activities that are tailored to the daily learning implementation plan (RPPH).

Based on field observations, the researcher witnessed the motivation of the principal not only towards the teachers and students, but also towards the parents of students, where the guardians of the students have control over the habits or character of the students in their behavior. Motivation by the principal and teacher to parents of students by holding parenting about the importance of stimulating motivation to learn in children. This is expected to establish good cooperation between school members and student guardians and can produce the expected output, namely students who are able to develop the six aspects of their development (Name, language, cognitive, motor, social and artistic).

With the implementation of the right innovation program by the head, the stimulation of learning motivation in students will increase significantly as seen in the Smart Ceria KB, motivation by involving game programs that change regularly can build children's motivation to be more active in participating in learning activities seen in increasing abilities children in the six aspects of development, children are able to achieve the specified indicators and children are more active and diligently attend teaching and learning activities.

Supervisors

Supervisor is someone who is authorized or has the authority to supervise, direct a technical or procedure systematically and control the implementation of other procedures, namely by giving orders to subordinate staff who are under the direction of his superior's position. Principal as Supervisor. Supervisors carry out observing activities, identify which things are correct, which are not correct, and which are not correct, with the intention that they are appropriate for the purpose of providing guidance (Barinto, 2012), there is a significant positive relationship between the

supervision of school principals and teacher job satisfaction (Fanani et al., 2014).

The IF2 expression of the Smart Ceria KB teacher's leadership carried out by the Smart Ceria KB school principal plays a very important role in building the intelligence of students, marked by the activeness of the school principal in supervising teachers who are tasked with stimulating the development of students, especially in providing motivational stimulation to students. The principal conducts supervision by controlling and directly supervising how teachers work inside and outside the classroom, the principal also evaluates our performance as teachers and then evaluates deficiencies that need to be addressed for the sustainability of the existing programs in our institution.

Supervision activities are carried out once a week by the school principal, carried out on weekends, namely Saturday after teaching and learning activities, as expressed by IF3 that; in the supervision of the principal discussing the progress achieved by students in relation to the motivation that is being intensively carried out to handle existing inequalities, then the principal also discusses the incompatibility or lack of implementation of motivation carried out by the teacher to students, after being explained clearly then the principal provides input to all teachers to improve the lack of stimulation which is carried out by consensus and mutual agreement.

IF4 also said that the supervision carried out by the school principal yielded results with the implementation of learning system innovations in terms of building children's motivation by carrying out several methods such as the playing while learning method, the storytelling method, the group method, the outdoor game method with complete facilities and adequate infrastructure.

The supervision carried out at KB Smart Ceria can describe the atmosphere of activities in the field and is able to provide enlightenment to all aspects of the school, especially for teachers to further improve or focus more on providing stimulation of learning motivation in students. With the supervision of teachers, principals and teachers, they can find out how successful the programs have been, so that principals and teachers can draw conclusions about continuing or improving existing programs.

CONCLUSION

The involvement of women leaders in the world of early childhood education is able to provide motivation and education to develop all the potential that exists in early childhood. Women who are known for being gentle, patient and good at self-control are able to set a good example and can be emulated by their subordinates, students and parents. Building learning motivation in early childhood by involving female school principals which is implemented with education, innovation and supervision can strengthen the motivation of learning enthusiasm in students, the learning enthusiasm of KB Smart Ceria students can be seen when students are enthusiastic about participating in teaching and learning activities, the achievement of learning indicators is in accordance conditions and activity of student attendance. Of course, with the achievements that have been disclosed, the involvement of women leaders in building motivation for early childhood learning at KB Smart Ceria is included in the successful category, but in the context of integration of learning in each institution, of course, it is different, it must be adapted to the environmental conditions of each institution, therefore researchers hopes that there will be renewal of research to add insight about women's leadership in building motivation for early childhood learning which is more complex and comprehensive.

REFERENCES

- Assa'idi, S. (2021). The growth of Pesantren in Indonesia as The Islamic Venue and Social Class Status of Santri. *Eurasian Journal of Educational Research*, 2021(93), 425–440. <https://doi.org/10.14689/ejer.2021.93.21>
- Agustina, M., Azizah, E. N., & Koesmadi, D. P. (2021). Pengaruh Pemberian Reward Animasi terhadap Motivasi Belajar Anak Usia Dini selama Pembelajaran

- Daring. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(1), 353–361. <https://doi.org/10.31004/obsesi.v6i1.1331>
- Ancok, D. (2012). *Psikologi Kepemimpinan dan Inovasi*. In Jakarta: Erlangga.
- Aulina, C. N. (2018). Penerapan Metode Whole Brain Teaching dalam Meningkatkan Motivasi Belajar Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 2(1), 1–12. <https://doi.org/10.31004/obsesi.v2i1.1>
- Baharun, H., Wibowo, A., & Hasanah, S. N. (2021). Kepemimpinan Perempuan Dalam Menciptakan Sekolah Ramah Anak. *Quality: Journal of Empirical Research in Islamic Education*, 9(1), 87–102.
- Baharun, H., Zamroni, Amir, & Saleha, L. (2021). Pengelolaan APE Berbahan Limbah untuk Meningkatkan Kecerdasan Kognitif Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1382–1395.
- Barinto. (2012). Hubungan Kompetensi Guru Dan Supervisi Akademik Dengan Kinerja Guru Smp Negeri Se-Kecamatan Percut Sei Tuan. *Jurnal Tabularasa PPS UNIMED*, 9(2), 201–214.
- Fadlilah, A. N. (2020). Strategi Menghidupkan Motivasi Belajar Anak Usia Dini Selama Pandemi COVID-19 melalui Publikasi. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 373–384. <https://doi.org/10.31004/obsesi.v5i1.548>
- Fanani, Z., Mardapi, D., & Wuradji, W. (2014). Model Asesmen Kepemimpinan Pembelajaran Kepala Sekolah Pendidikan Dasar. *Jurnal Penelitian Dan Evaluasi Pendidikan*, 18(1), 129–145.
- Fauzi, A., & Muallid, C. (2018). Menelusuri Jejak Dan Kiprah Kiai Mohammad Hasan Genggong; Dalam Membangun Kepemimpinan Spritual-Transformatif. *Jurnal Islam Nusantara*, 2(1), 17.
- Fitriani, A. (2015). Gaya Kepemimpinan Perempuan. *Jurnal Tapis*, 11(02), 1–24.
- Halilah. (2012). Kepemimpinan Wanita Dalam Manajemen Kependidikan. *Jurnal: Manajemen of Education*, 1(1), 1–9.
- Hasanah, U. (2019). Penggunaan Alat Permainan Edukatif (Ape) Pada Taman Kanak-Kanak Di Kota Metro Lampung. *AWLADY : Jurnal Pendidikan Anak*, 5(1), 20–40.
- Mubarokah, L., Azizah, U. N., Riyanti, A., & Nugroho, B. N. (2021). Pentingnya Inovasi Pendidik untuk Meningkatkan Kualitas Pendidikan. *JIRA: Jurnal Inovasi Dan Riset Akademik*, 2(9), 1349–1358.
- Nisa, K., & Sujarwo, S. (2020). Efektivitas Komunikasi Guru terhadap Motivasi Belajar Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 229–240. <https://doi.org/10.31004/obsesi.v5i1.534>
- Nurvita, A., Alam, F., & Abdullah, I. (2020). Kepemimpinan Kepala Sekolah Perempuan Dalam Meningkatkan Budaya Sekolah. *Jurnal Administrasi Pendidikan UPI*, 27(1), 42–52. <https://www.neliti.com/id/publications/78494/konsep-sistem-informasi>
- P, S. (2019). Keunggulan Media Audiovisual dalam Pembelajaran Al-Quran Hadis di MAN 1 Bone. *Al-Qayyimah: Jurnal Pendidikan Islam*, 2(1), 43–59.
- Rohmalina. (2016). “SEBAGAI INOVASI MEDIA PEMBELAJARAN PAUD DALAM MENYONGSONG INDONESIA BEBAS SAMPAH DI PAUD SIAGA KOTA CIMAHI. *Jurnal Tunas Siliwangi*, 2(2), 43–53.
- Rusmawati, V. (2013). Peran Kepemimpinan Kepala Sekolah Dalam Upaya Meningkatkan Disiplin Kerja Guru Pada SDN 018 Balikpapan. *E-Journal Administrasi Negara*, 1(2), 395–409.
- Sabirin. (2012). Perencanaan Kepala Sekolah Tentang Pembelajaran. *Jurnal Tabularasa PPS UNIMED*, 9(1), 111–128.
- Saleha, L., Baharun, H., & Utami, W. T. (2022). Implementation of Digital Literacy in Indonesia Early Childhood Education. *International Journal of Emerging Issues in Early Childhood Education*, 4(1), 12–22. <https://doi.org/10.31098/ijeiece.v4i1.894>
- Septiana, R., Ngadiman, & Ivada, E. (2013). Pengaruh Kepemimpinan Kepala Sekolah Dan Motivasi Kerja Terhadap Kinerja Guru Smp Negeri Wonosari. *Jupe UNS*,

- 2(1), 107–118.
- Sholehah, A. R., Anwar, S., & Herman. (2016). Pola Kepemimpinan Perempuan dalam Pengelolaan Yayasan Lembaga Pendidikan. *Tadbir: Jurnal Manajemen Dakwah*, 1(1), 69–84.
- Sinaga, R., & Doang, M. (2020). Keunggulan Media Audiovisual dalam Pembelajaran Al-Quran Hadis di MAN 1 Bone. *SIKIP: Jurnal Pendidikan Agama Kristen*, 1(2), 104–114.
- Sunarto. (2011). Pengaruh Gaya Kepemimpinan Kepala Sekolah, Manajemen Berbasis Sekolah dan Iklim Organisasi Terhadap Kepuasan Kerja dan Kinerja Guru SMP di Wilayah Sub Rayon 04 Kabupaten Demak. *Jurnal Analisis Manajemen*, 5(1), 17–29.
- Sutanto, E. M. (2000). Peranan Gaya Kepemimpinan Yang Efektif Dalam Upaya Meningkatkan Semangat Dan Kegairahan Kerja Karyawan Di Toserba Sinar Mas Sidoarjo. *Jurnal Manajemen Dan Kewirausahaan*, 2(2), 29–43.
- Syam, A. F., & Damayanti, E. (2020). Capaian Perkembangan Bahasa Dan Stimulasinya Pada Anak Usia 4 Tahun. *PAUDIA : Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 9(2), 71–88.
- Wahid, A. H., Muali, C., & Sholehah, B. (2018). Pendidikan Akhlak Perspektif Al-Ghazali. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 7(2), 190–205.
- Wahyudi, V. (2018). Peran Politik Perempuan dalam Perspektif Gender. *Politea: Jurnal Politik Islam*, 1(1), 63–83.
- Yulianti, L., Ali, M., & Halida. (2009). Peningkatan Pengenalan Konsep Bilangan Melalui Permainan Angka Pada Anak Usia 4-5 Tahun Di Paud Siratul Jannah. *Jurnal Pendidikan*, 1(1), 24–25.
- Yulianto, A. (2016). Pendidikan Ramah Anak: Studi Kasus SDIT Nur Hidayah Surakarta. 1(1), 1–20.