

## **THE PERFORMANCE KEY OF TEACHERS RAUDHATUL ATHFAL: SUCCESSFUL EARLY CHILDHOOD EDUCATORS IN INDONESIA**

Fu'ad Arif Noor<sup>1</sup>

<sup>1</sup>Head of Early Childhood Islamic Education Study Program, Bina Insan Mulia, Islamic Education College of Yogyakarta, Indonesia

fuad.arif.noor@gmail.com<sup>1</sup>

Received: 20 April 2020; Accepted: 26 November 2020; Published: 30 November 2020

### **ABSTRACT**

This research is to find out how to improve the performance of outstanding Raudhatul Athfal (RA) teachers in Yogyakarta and how the steps are and how the key to the successful performance of outstanding RA teachers in Yogyakarta. This research is a qualitative research through a psychological approach that is carried out directly to the object under study, to obtain data relating to the performance aspects of the teacher's performance so that the improvement of his performance becomes an example for other teachers. Data collection method uses interview method, documentation, and observation. The results revealed that to improve the performance of outstanding RA teachers through six steps undertaken by outstanding RA teachers, namely; (1) knowing there are still shortcomings in performance; (2) knowing weaknesses and shortcomings in the seriousness of teaching; (3) identifying what becomes causes of deficiency especially those related to performance itself; (4) develop a performance plan that is presented; (5) assessing the problem has been resolved or not (problem solving); and (6) starting from the beginning again, if needed and needed again.

**Keywords:** successful, performance, teachers Raudhatul Athfal

### **INTRODUCTION**

Idealita of the 21st century is a century of openness and era description, so that human life has undergone many fundamental changes that are different from the norms of previous centuries. Thus, requiring qualified human resources (teachers), the existence of institutions that are professionally managed ultimately become superior. The superior paradigm demands a breakthrough process of thinking, especially if it requires quality output able to compete with the work in an open civilization (Tilaar, 1999).

The performance of comparable teachers is straight with the development of the quality of education, but not a few teachers work under the standards for which competency has been determined. Not because of not being able to but because a work culture that is conducive and commendable is not built, this is due to the low level of work enthusiasm, shaped like a sine chart that will meet the saturation point at a time if there is no curative and preventive effort either from supervisor or himself (Barnawi & Arifin, 2014).

Performance is the practice of competence in the form of real work, not individual characteristics, such as abilities and talents. High-performance teachers are teachers who have cooperative productivity above prescribed standards, while low performance levels are unproductive teachers (Priansa, 2014).

Education in Indonesia is required to be able to realize resources that not only master technology and science, but also have character and noble character (Formulated about the functions and objectives of national education, namely: developing the ability and shape of dignified national character and civilization in order to educate the lives of the nation, aiming for the development of the potential of students to become faithful and fearful people of God, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. National Education System Law (Sisdiknas: Number 20 of 200, Article 3). The Indonesian people consciously develop education based on noble character. As said by Soekarno, the first President of Indonesia that the Indonesian nation was built by prioritizing Character Building because this is what makes Indonesia advanced, victorious, and big, and dignified. If character building is not done, then this nation will become coolies (Hendri, 2016).

The successful implementation of learning that is in line with the expectations of the community and government is largely determined by the mastery of stakeholders, especially teachers. Teachers as educators in schools are special professions. Educator profession is not enough if it is only categorized as a type of work where they are finished paid work, but more than that the teaching profession has dedication, mission, vision, even a worship that has more value than the profession or other positions. Educator (teacher) is a profession that has special action, vision, and mission as the main actor to empower people (Radno, 2011).

Quality education in Indonesia requires qualified teachers, the low quality of education is inseparable from teacher quality problems. This quality can be seen at least from the results of the certification competency test of participants in 2012 which shows how low teacher competency at all levels of education reinforces the statement that nationally teacher competency in Indonesia is still low, but it cannot be denied that qualified teachers will produce students who quality. Although often complaining about salaries that are not yet feasible, it turns out that teacher competencies in Indonesia are not always dependent on the wages they receive (Jatmiko, 2017).

After Indonesian independence until the 1960s, the position of teacher was so respected. This condition does not escape the programs implemented by the government in various ways to attract the best youth to become teachers. At that time among the efforts was to provide dormitories and official ties for students or prospective teacher students. It seems that this is a form of incentive that invites young people to choose the path of education to become teachers (Soedijarto, 2002).

In this reform era, the implementation of the national education system has been poisoned by elements of corruption, collusion, nepotism and material cronyism that are material or non-material to satisfy the authorities. Teacher management was not implemented properly so that the professionalism of teachers was ruled out and replaced with nepotism and cronyism. In general, the pattern of national education is trapped in work of origin and the origin of the father's delight which ultimately disrupts the purpose of quality education (Tilaar, 1999). Teacher professional development is a very important medium for helping teachers to improve proficiency and knowledge, in addition to leaders who provide support in shaping teacher beliefs to become more successful in their profession (Zaini & Mansor, 2019).

Raudhatul Athfal or abbreviated RA is a unit form in the education of preschoolers who carry out Islamic religious education programs and general education for children aged

four to six years in formal education (Decree of the Director General of Islamic Education Number 3489 of 2016). RA is a level of education for early childhood (aged six years and under) in the form of formal education under the auspices of the department of religion, RA or kindergarten (TK), the curriculum to help the development and spiritual and physical growth that is emphasized in providing educational stimulus so children have readiness to enter further education.

Affirmation of the importance of the ranching of RA teachers which is the investment capital for RA children and the driving force for the beginning of the foundation in their growth and development with the guidance of professional, competent and qualified teachers, so that it is expected to become a generation of nation that is in line with national education goals that will soon be realized. Exemplary high quality RA teachers, competent and professional will be realized if a performance measurement is needed to understand the extent to which the quality of outstanding RA teachers is competent to be able to become role models and other teacher role models. As mandated by the Republic of Indonesia Law 2003 number 20 in paragraph (2) point c article 40 (Stating that educators, and education personnel are obliged to set an example and maintain the good name of the institution, profession and position in accordance with the trust given to him. Law of the National Education System (Sisdiknas) Number 20 of 2003. Article 40 Paragraph (2) points c).

Assessment of school performance needs to be carried out as a means of evaluation of all strategic decisions that have been made. Strategic decisions are a step in achieving strategic goals set by the central level. The assessment is directed to get leading indicators and lagging on strategic objectives, so the school can conclude the success of its performance as a driver of continuous improvement and change (Noor, 2018).

The government gives serious attention and concern to empowering teachers, especially for those who have achieved awards (that teachers who excel, and / or serve in special areas are entitled to receive awards. Law of the Republic of Indonesia No. 14 of 2005. concerning Teachers and Lecturers. Article 36 paragraph 1). Teacher selection has been historically achievable since 1972 until 1997, namely the development of awards from the awarding of teacher examples to teachers through elections. In 1998 to 2000, the selection of exemplary teachers only reached the provincial level, after obtaining input from both the education manager and teachers at the district/city/province level, as well as evaluating, the results of selecting exemplary teachers improved the quality of their implementation and expanded coverage, so that the activities it turned out to be an outstanding teacher competition. So the selection of outstanding teachers was first implemented in 2002 (Ministry of Education and Culture, 2017).

Apart from the terms of the accomplished teacher above, basically what is known as easy and familiar among the teachers is the role model teacher. His exemplary is expected to be able to motivate, be a personality figure individually or institutionally even regarding his personality for other teachers can follow in the footsteps of his success or can be used as an example, because it is expected in the personal soul of a teacher there are nobility of mind and character that always illuminates the souls of students in particular, be an example for colleagues or friends of fellow teachers, and become examples of role models and protectors of the wider community (Alma, 2014).

There is a theoretical contradiction in the concept with its understanding and implementation among RA teachers, because it can be said that RA exemplary teachers are

still limited to the predicate of the results of the results of the election conducted by the organizers both at the sub-district, district, provincial and national levels, they are exemplary teachers have not been able to inspire personalities who are able to become exemplary figures for those of the other teachers, in order to become exemplary teachers of all who are able to become role models around them. But they accept it as mediocre even if it can be a model only a few aspects of the life and behavior of the model teacher.

## **METHODOLOGY**

The approach used in analyzing this research is using a qualitative descriptive approach, where research procedures that obtain descriptive data in the form of oral or written words regarding the circumstances, individual traits, and symptoms of a separate group can be observed. As well as a detailed qualitative descriptive analysis approach, which began the first time the data was collected, the analytical approach in this study was a qualitative approach using interactive analysis. The analysis step is carried out sequentially; starting from editing, reducing data, classifying data, and presenting data. Data analysis starts from the first problem, then the second and third as determined by the researcher. Some analysis will be taken by the researcher, because the researcher refers to the analysis of: data reduction, then data presentation, and concludes with conclusions (Miles & Huberman, 2014).

This research aims to find out the development of social capital of madrasah in involving the community in various activities to improve the quality of learning and the development of physical facilities. This type of research is qualitative. The approach used is phenomenology. This approach is used because it gives space to the data as a phenomenon. With this approach, it provides a phenomenon of self-talk and makes the phenomenon as a text that invites the question and then interpreted. The phenomenological approach seeks to break away from all the initial perceptions and assumptions created by the researcher. There are three aspects seen in this approach namely, First unconscious individual. Both the language and the expression that produces various narratives, rules, and conceptualizations on society. third sign and symbol. Signs become objects that have information and communication in certain contexts, whereas symbols have meant what is behind the mark. with the phenomenology of signs and symbols able to relate, shape and influence individuals when interacting and behaving like Schutz (1967).

The characteristics of the study use a qualitative type, so something in it becomes a direct source of data, because research is a key instrument of research, the research was by Bogdan and Biklen (2006) as key instruments. The descriptive nature of research prioritizes the form of appearance or expression, leading to a process not on results, so qualitative research focuses on what and how informants express opinions.

Researchers interviewed in-depth the subject, namely five RA teachers with achievement in Yogyakarta separately according to the domicile area where the teacher achieves teaching, in the teacher's room the researcher asked about self-development, in the form of motivation to follow regional level outstanding teachers. represented ambassadors at the district level, and asked various strategies for motivating other teachers to imitate themselves. The location visited by researchers for the first outstanding teacher was a representative of Sleman Regency, Mrs. Sri Ngadiyati at RA Masyithoh Kantongan Merdikorejo Tempel Sleman. It was not academic achievement that was negatively

associated with playing video games and watching television while it was positively associated with internet use (Alexander & Hamzah, 2018).

The location of the two researchers came to the second subject representative from Kulon Progo district, namely Estri Ritah Indriwati at RA Masyithoh Janten, Tegalrejo and Temon Kulon Progo. The three researchers came to Tegal Kembang Imogiri Bantul at the residence of Rufiyati Ambarningrum's mother as the third subject who was on maternity leave from RA Ar-Raihan, as an ambassador representing the Bantul district as her ambassador. The four researchers went to the location of RA Masyithoh Kwarasan in Kwarasan Tengah RT 1 RW 2 Kedungkeris Nglipar Gunungkidul interviewed the mother Rina Wahyuni as the five best performing RA teacher (hope II) who represented the ambassadors of Gunungkidul district. The five researchers came to RA Baitur Rahmah to interview Anton Ariyadi's brother on Jl. Sawitsari A-15, Condongcatur Depok Sleman. Because there are no ambassadors in the city, there is no representative, so the additional kouta is given to him as an outstanding teacher 4 (hope I).

## **RESULTS, DISCUSSION AND IMPLICATIONS**

In order to improve the performance of these outstanding RA teachers, at least Anton Ariyadi has stated that there are six steps that can be done by outstanding RA teachers, namely; (1) knowing there are still deficiencies in performance; (2) knowing weaknesses and weaknesses in the seriousness of teaching; (3) identify what is the cause of deficiencies especially those related to performance itself; (4) develop a performance plan that is presented; (5) assessing the problem has been resolved or not (problem solving); and (6) starting from the beginning again, if needed and needed again (Interview with high achievers teacher I, Anton Ariyadi, on February 16, 2018).

Improving the performance of these outstanding RA teachers has results because they all have advantages and disadvantages, it is very useful for RA teachers, and from various theories about the performance of outstanding RA teachers, the performance of outstanding RA teachers is the ability of an RA teacher to perform the task as an RA teacher that produces satisfactory findings for the fulfilment of the goals of group organizations in education units or work units, namely RA. RA teacher performance in this case can be measured through 4 elements, namely the performance of RA teachers achieving learning plans, their performance in terms of doing learning, teacher performance in assessing their learning, and the performance of RA teachers achieving in the discipline of learning tasks or others.

### **Factors Affecting Performance of RA Teachers in Yogyakarta**

The first and foremost influencing factor for outstanding RA teachers is the teacher's ability and willingness to follow the competencies of achieving teachers by preparing portfolios, making scientific works, presenting and interviewing the organizers of the compilation (Interview with outstanding teacher 1 Mrs. Sri Ngadiyati, on February 6, 2018).

The performance that is the difference between one person and another in a work situation is due to differences in individual characteristics. In addition, the same person can produce different performance in different situations. This all explains that the performance

of the outstanding RA teacher is largely influenced by two things, namely: personal individual factors and factors surrounding the situation.

### ***Ability Factor***

The ability of teachers in psychology consists of the ability of reality (knowledge + skill) and potential abilities (IQ). Means that a teacher who has a higher education background who is in accordance with his field is also skilled in carrying out his daily work, and then the teacher is easier to obtain the expected performance. Therefore, outstanding RA teachers need to be placed in jobs that are in accordance with their expertise. With the placement of outstanding RA teachers who are in line with their fields will be able to improve the effectiveness of learning.

### ***Motivation Factors***

This encouragement or motivation is manifested from the attitude of a person (teacher) in encountering work or teaching. Motivation becomes a condition that awakens a person who is focused on achieving educational goals. This view is in line with Keith Davis's argument that explains motivation by starting with; (1) Human Performance = Motivation + Ability; (2) Ability = Knowledge + Skill; and (3) Motivation = Attitude + Situation.

The formation of motivation from the attitude or attitude of an RA teacher achieves in order to live a work situation. Mental attitude as a mental condition that motivates individuals an RA teacher to excel to always strive to achieve maximum work performance. The mental attitude of the outstanding RA teacher has a psychologically sound mental readiness (ready physically, mentally, situation and purpose). This means that an accomplished RA teacher has a mentality, who is physically capable, knows the target work and the main goals to be achieved, as well as being able to create and utilize work situations.

David McClelland describes that a person or teacher will be able to obtain maximum performance, if he has a strong achievement motive. Achievement motives that a person is capable of living are nurtured from within himself, apart from the environment in which he works. This achievement motive is raised from within the self will make self-strength and if the work environment situation contributes to it, the acquisition of performance will be easier.

Rosyada describes in his book "The Paradigm of Democratic Education" that the activities of teachers teaching in class include; (1) the teacher prepares a plan for the implementation of wise learning; (2) communicative teacher or able to communicate effectively with his students; (3) teachers improve teaching and learning strategies that teach; (4) the teacher controls the class; and (5) teachers carry out evaluations correctly (Rosyada, 2004).

### ***Teacher Activities at School***

Various types of teacher activities include: active participation in the field of administration, in this field teachers have many opportunities to participate in all school activities which include;

(1) improving the philosophy of education; (2) adjust and improve the curriculum; (3) planning supervision activities; and (4) planning various employment policies (Purwanto, 2005).

All the work is done with the togetherness of one teacher with another teacher, namely by deliberation techniques. To develop performance, the teacher looks at the state of the principal (leader). So, it can be summarized that in the learning process both good and bad teachers depend on several factors, one of which is the supervisor in carrying out supervision or supervision of abilities (teacher performance).

### **Key to the Success of Performance of Outstanding RA Teachers**

Some of the performance of outstanding RA teachers who are the key to their success are having personality and dedication, teaching skills, professional development, communication and relationships, relationships with society, work climate, and discipline, and welfare.

#### ***Personality and Dedication***

Individuals of each teacher have their own personality according to the personal signs that someone has. These signs or characteristics make the difference between a teacher and another teacher. Actual personality is an abstract problem, which can only be seen from actions, appearance, speech, and how to dress and in dealing with every problem. In other words that one's personality is actually abstract, it is difficult to know or be seen with real, which can be known is the former or appearance in all things and aspects of life, such as in speech, actions, dress, how to get along, and how to deal with any problems or problems, good mild or severe problems.

Personality is the whole of the person that includes physical and psychological elements, meaning that all one's actions and attitudes become an illustration of the personality of the person, in other terms a person's image becomes good or not determined by his personality. The first and foremost factor for a teacher is his personality. This personality of an accomplished RA teacher determines whether an outstanding RA teacher becomes a teacher, educator and coach who is commendable for his students or even vice versa who will be a destroyer and destroyer for the future of students, especially for children who are still small, small or early age and especially those who are experiencing mental turmoil. Personality means a reflection of a teacher's self-image that will affect the relationship between teachers and students. Therefore, personality is a determinant of the high and low dignity of a teacher. According to Anton Ariyadi:

*"Personality is a person's behavior and characteristics such as mindset, behavior, interests, abilities and potential. This is what distinguishes it from others, because everyone has their own personalities that are different from each other. The implementation is when teaching and interacting with teachers and guardians when in school, such as being sociable, sociable, friendly, and confident (Anton Ariyadi, 2018).*

While dedication according to him is: "an effort to sacrifice energy, time and mind in order to achieve certain goals. Dedication in teaching so that children can understand everything I say, understanding them according to their age and abilities, and always

prioritizing life rather than prioritizing my individual personal interests. The same personality that I applied when doing daily activities at home, so that during this time my relationship with the family was harmonious, there was rarely a problem, I tended to give in when there was a difference of opinion and I was open with the family. When interacting with neighbors the community is also the same, thank God I have a good relationship to interact with the community and are often trusted to be the organizer of a community program.

Teacher's personality is reflected in his actions and attitudes guiding and fostering students. A teacher whose personality is getting better, the better his dedication is to carry out his responsibilities along with his duties as a teacher, means reflected in a strong dedication from the teacher in carrying out his functions and duties as an educator. One of the cornerstones of personality formation is success which makes a result of personality, general image, attitude, and skills therefore polished through the process of human interaction (Drost, 1998).

There are three elements of personality, namely; (1) Material or material that is all the power (ability) of carrying along with its features (talents); (2) Structure is its normal properties as well as the characteristics of its form; and (3) the nature or quality is the process of encouragement (Suryabrata, 2001). Whereas according to Freud (2011), that actual personality consists of; (1) the id (Das es) is a biological aspect, this makes the original system in personality so that this aspect makes the inner world of the human being subjective that does not have a direct connection to human birth with the objective world; (2) Das ich or the ego is a psychological aspect, this arises because the needs of individuals interact with the real world; and (3) the super ego or Das Ueber Ich is a sociological aspect, this personality is representative of the ideals of society and traditional values as well as those interpreted by parents to their children, including the inclusion of rules, orders and prohibitions.

The above aspects make personality competence as a mandatory requirement that an RA teacher achieves in carrying out his profession. Because without these aspects it is very unlikely that the teacher can carry out the task in accordance with expectations. Strong dedication and personality can develop job awareness and be able to realize adequate performance for someone, other teachers and groups in an organization. Teachers who have the potential to have a commendable personality can arouse the desire to actively improve their profession and develop dedication in carrying out educating work, so that the teacher can be said to have a commendable accountability with other terms of accountability behavior asking that the work end with perfect results that can satisfy the boss or leader who authorizes the task and any interested parties or all work carried out both qualitative and quantitative amounts in accordance with established guidelines and not arbitrary.

### ***Teaching Ability***

In order to carry out all tasks with commendation, outstanding RA teachers require the ability to plan teaching, arrange teaching objectives, present material or lesson material, ask questions to students, introduce concepts, communicate with students, observe classes, and assess learning outcomes. Teaching is the competence of the teacher, namely the ability or ability of the teacher to manage learning. The point of emphasis is the teaching skills of teachers in learning not only what is learned (learning what to be learned), but teachers are required to be able to create and use conducive or positive circumstances to bring themselves into the learning process so that children can develop their petitions. Teachers can develop



and interpret the curriculum content used so far at the level of education that is applied accordingly despite diverse economic, cultural, social backgrounds.

Some aspects of mental exemplary RA teachers achieving in particular will have a strong influence on students' thinking and the learning climate that the teacher raises. The teacher understands that the attitudes and feelings of students will contribute and have a positive influence on the learning process. Competent teachers to be able to have an innovative soul, leave a conservative attitude, capable (capable, capable, smart, capable) and creative, not defensive or defensive, but able to make students more offensive or responsive (Sutadipura, 1994).

Mastery of a set of competencies that includes process skills competencies and knowledge mastery competencies is an element that is collaborated in the form of a single unity that integrates and forms a competency structure that is owned by a teacher, because competence makes a set of teacher abilities equal to the educational needs in schools, demands of the community, and the growth of science and technology (Interviews with the second-highest achieving teacher subject on Friday 26 January 2018, to select Gunungkidul representative ambassadors from the Dikmad Ministry of Religion District tested including testing the participants' expertise in operationalizing IT in this case in the form of a laptop)

Teacher's teaching ability is actually a reflection of teachers' skills on basic competencies mastered, consisting of; (1) understanding material; (2) mastering the foundation of education; (3) establishing teaching programs; (4) running teaching programs; (5) evaluating results and the learning process; (6) conducting guidance and counselling processes; (7) conducting school administration; (8) improving personality; (9) dealing with peers and the community; and (10) conducting useful research for learning purposes (Imron, 1995).

While Usman argues that there are several types of teacher competencies including; (1) personality competency, including: improving personality, interacting and communicating, conducting guidance and counseling, conducting administration, conducting research for teaching purposes; and (2) Professional competence, among others, carries out the basics of education, knowing teaching materials, planning teaching programs, conducting teaching programs and evaluating the results and learning systems that have been carried out (Usman, 2006).

*The ability to teach outstanding RA teachers in accordance with the standard requirements of the task they have has a good and positive effect on the product or results to be obtained such as the transformation of students' academic results, skills, attitudes of students, and even the transformation of changes in teacher performance patterns that are increasing, on the contrary if the teaching competence carried out by the teacher is very small, it will affect not only to lower the achievement for students, but also weaken the level of work of the teacher (Interview with 1 achieving teacher subject on Wednesday, January 24, 2018, the motivation to participate in the competition wanted to test the feasibility for him to become a professional teacher with achievement).*

As long as the teacher's competence or teaching ability becomes very important in carrying out its functions and tasks, without good teaching skills, it is highly unlikely that

teachers can carry out the creation or innovation of material specified in the curriculum, then in turn it will provide boredom and boredom for teacher or students to carry out their respective functions and tasks.

### ***Professional Development***

The teacher's profession in its development is increasingly becoming its own interest along with the transformation of science and science that demands the readiness of teachers not to stutter and miss. According to Pidarta, the profession is an occupation or ordinary occupation as well as various other jobs, but the work is introduced to the public for general purposes, not for certain groups, individuals, or groups. In doing the work, it certainly meets the norms, people who do professional work are experts, people who already have the power of thought, skills and high knowledge. In addition, his work is demanded to be accountable for the work and all his actions related to the profession (Pidarta, 1999).

Furthermore, Pidarta explained the characteristics of the profession consisted of; (1) choice of position or position based on strong encouragement and making the calling of the person concerned; (2) having special knowledge, knowledge, and skills that continue to develop and are dynamic; (3) knowledge, as well as special skills are obtained through education or study taken in a long time at a college; (4) having autonomy in activities when helping clients; (5) orienting to social assistance or serving the community, not just to get financial benefits or salaries; (6) not offering or advertising (advertising) his expertise to obtain clients; (7) as a member of the profession; and (8) the professional organization establishes the requirements for the acquisition of members, provides sanctions, monitors the behavior of members, strives for the welfare of members, and fosters the membership profession (Pidarta, 2000).

Teacher professional development is an important factor for seriousness in order to maintain the weight of demands and changes to the teaching profession. The development of teacher professionalism demands management capabilities as well as strategies for their application or mastery of science. Maister expressed his opinion that professionalism is not just about having technology, science, and management. But professionalism also has the required behavior, and has high skills (Maister, 1997).

Professional development for teachers to refine the standards as expressed by Stiles and Horsley that there are four standards of professional development for teachers, namely; (1) the standard of improvement or development of professional as for teachers is the professional development of science teachers who need learning of science content, used through various perspectives and various inquiry methods; (2) the standard of professional enhancement b for teachers is the development of a science teacher profession that requires the integration of science knowledge, education, learning, and students, as well as establishing that knowledge into science learning; (3) standards for professional development C namely professional development for science teachers requires the formation of abilities and understanding for learning throughout time; and (4) standards for professional enhancement D for teachers, namely all science teacher professional programs related (coherent) and integrated (Stiles & Horsley, 1998).

The above standards are intended to fend off the tendency of unsustainable and fragmented (duplicated) professional opportunities to increase. If in Indonesia the teacher has

completed the requirements of his professionalism standards as is the case in the United States, the quality of Indonesian teachers or HR is increasingly commendable. Demands complement teachers' professionalism standards as a form of willingness to get teachers who can foster students in harmony with community support, besides being forced by teachers to achieve the professional teacher title a teacher is urged to have five conditions are; (1) teacher has a commitment to the learning process and to students; (2) the teacher understands in depth the subjects or materials to be conveyed and how to teach them to students; (3) teachers are obliged to monitor the results or learning products of students with various assessment techniques; (4) teachers can think systematically about what they do and learn from experience; and (5) teachers should be a component of the learning community in their professional environment (Supriadi, 2005).

In Indonesia, professional teachers are required to fulfill; (1) a solid foundation of knowledge as a manifestation of knowledgeable society, and technology society; (2) understanding various professional tips based on research and educational practices is the science of education into praxis not just as concepts mere education into a system that occurs is scientific, in the field and educational research should focus on the practice or practice of education of the Indonesian people; and (3) enhancing sustainable professional competence, the teaching profession becomes a continuous and continuous profession between educational practices with the LPTK. The lack of education and the teaching profession is due to the interruption of in-service and pre-service programs because of strict or rigid bureaucratic considerations, or weak education management (Arifin, 2001).

The professionalism requirements for the teacher above are fulfilled, so replacing the role of a teacher who is initially passive turns into a dynamic and creative teacher, so that the determination of the requirements of professionalism for the teacher will change the role of the teacher who was originally a verbalistic (clever speech) orator (investigative) become a dynamic force in realizing an atmosphere of learning environment (Semiawan, 1991).

Being a low teacher professionalism, there are five main causes are; (1) many teachers have not fulfilled their profession as a whole continuously; (2) low and vulnerable teachers' adherence to the values or norms and professional ethics or teacher's morality; (3) endorsement of teacher training and education are still not intact and unanimous from several parties involved in policy making. It was proven that the lack of established institutions that gave birth to education and teaching personnel; (4) still lacking in paradigm differences about the proportion or balance of teaching materials provided to professional teacher candidates; and (5) the PGRI did not function optimally as a professional organization or organization as much as possible to improve the professionalism of its members.

Effective teachers would use knowledge of their students' culture and ethnicity as a framework for inquiry and they organise and implement instruction. Teacher training programs can alter these attitudes and impact the teachers' practices and beliefs in a positive manner. Teachers with training in education could engage in higher levels of combating prejudice at schools and are more likely to build positive relationships with students (Abdullah & Abdullah, 2018).

The pattern of coaching or professional development for teachers described above strongly strengthens the transformation or paradigm shift in improving the teaching profession is an anticipatory step towards the transition of the function and role of teachers which is currently accepted as the main source of information and knowledge for students.

Whereas the development of technology and information today is according to what was expressed by Mrs. Sri Ngadiyati as an outstanding RA teacher, that:

*The development of the function of the gadget or android cell has opened opportunities for each individual to be able to learn easily independently and quickly, this means anyone can more Before knowing what happened before someone else knew it, this condition indicated a shift in learning patterns or a change in the role and function of a larger teacher, no longer a major source of knowledge and information for students, but was able to be a facilitator who directed students in their learning (Interview with the first subject, Mrs. Sri Ngadiyati, on Wednesday June 6 2018).*

Rina Wahyuni as an outstanding RA teacher stated that:

*"Teacher professional development should be followed by other efforts such as seeking a special library for teachers which includes the development competencies of students through the approaches of themes taught in RA, so that a teacher is not too difficult to find material material and references for teaching in class. Other development can be done through the provision of opportunities and opportunities for teachers to compile children's activity material which is an additional book for students, either individually or in groups in the form of child worksheets or handbooks for students and handbooks for their teachers. this can motivate teachers to innovate and improve their creativity, meaning that it also gives teachers the opportunity to improve their performance" (Interview with fifth subject (Mrs. Rina Wahyuni) on Monday 4 June 2018)*

Connell said that regarding professional teachers, teachers who have certain abilities match the conditions set by the teaching profession. The role of the profession is as a supervisor, motivator, person in charge of fostering discipline, class administration manager, behavioral model, instructor who is constantly looking for new ideas and knowledge to improve and complete his knowledge, mentors and instructors in the learning process, communicator parents guardians of students with the community, and as a member of the educational profession organization (Connell, 1974).

Professional development and guidance for teachers aims to develop performance and be carried out continuously or continuously until they are able to create performance in accordance with the desired conditions, in addition teacher guidance is adjusted to the guidelines and duties or functions of interest in the school. The more routine the teaching profession is developed with various activities, the easier it is for teachers to obtain professional teacher titles in carrying out their duties, so that the teacher's performance is better and will soon be achieved (Interview with Mrs. Sri Ngadiyati on March 18, 2018).

### ***Between Relations and Communication***

Communication is a basic human activity, where humans are able to relate to each other in human daily life, whether at work, in the market, in the family, in society or wherever humans are, all human beings will be involved in communication. The importance of communication for the organization cannot be denied, an organization can run successfully

and smoothly if there is good communication, and vice versa. For example, the school principal does not inform when the school starts after the holidays to the teachers, so it is likely that the teachers will not come to teach. The example beside shows the importance of communication, so that forgetfulness of information can have a major impact on the survival of the surrounding (Muhammad, 2005).

Effective communication is essential for every organization, so communicators and organizational leaders need to improve and understand their communication skills (Koehler et al., 1981).

*RA teachers excel in the process of carrying out their duties need to consider communication and good relations between teachers and principals, between teachers and fellow teachers, teachers and students, and between teachers and other personnel in school. Communication and relationships that are commendable influence the interaction of each component in the RA school system. The teaching activities carried out by RA teachers will be successful even if there is communication and good relations with students as the components taught. Teacher performance increases along with the conditions of communication and good relations between the RA components, this pattern of communication and good relations will encourage the personal achievement of an RA teacher to do his job well (Interview with Mr. Anton Ariyadi on March 28, 2018).*

According to Forsdale that: communication is the process by which the system is changed, formed, and maintained using shared signals that operate according to regulations “communication is the process by which a system is established, maintained, and altered by means of shared signals that operate according to rules” (Forsdale, 1981). While other experts argue that human communication is a process through individuals in their relationships, in groups, in organizations and in society using, sending, and creating information to coordinate others and their environment (Ruben & Stewart, 2016).

In the work environment human social relations always occur between people, as research conducted by Terence R. Mitchell concluded that many people who are in the organization spend all their time for interpersonal interactions (Sodiah & Nurhikmah, 2017). Relationships that exist between leaders or superiors and subordinates, among fellow subordinates, in school or RA relationships can occur between teachers and principals, between students and teachers, or between teachers and fellow teachers. The teacher's relationship with students is more often related than the teacher's relationship with fellow teachers or even the relationship between the teacher and the principal. Every day the teacher faces a large number of students sometimes very inconvenient, but for the teacher the interaction of communicative relations with students becomes interesting and exciting things, moreover it can help students in completing their learning difficulties (Interview with Mrs. Estri Ritah Indriwati, outstanding teacher subject 2, on March 22, 2018).

There are various interactions at school. When viewed from the purpose of the interaction of the implementation of the task, then there are two kinds of interactions are; (1) interaction in the context of carrying out tasks that are directly directed to the goals of the organization; and (2) interaction outside the context of carrying out the task, even though the interaction occurs in the environment work. A good relationship in the context of carrying out the task is a prerequisite for productivity to increase again.

Communication is used to understand and exchange verbal and non-verbal messages between senders of information and recipients of information to change behavior. Communication and relationships developed by the teacher, especially in the learning process and in situations of other interactions in schools, provide opportunities for creating conducive situations to facilitate the implementation of tasks, all problems received by the teacher both in carrying out additional tasks and the main tasks can be completed by joint completion with fellow teachers the other, without good communication and relationships in the school environment, whatever form of work the teacher does, it will still experience obstacles and even less smoothly.

*The establishment of communication and relationships in the school environment or RA strengthens teachers can improve their creativity, because there are ways to emerge feedback and interaction from other parts of the school to innovation and creativity, this will be a driving force for teachers to always develop creativity and its innovation is not only innovation in its main work but innovation can be born in other work mandated by the school. This guidance means that commendable communication and relationships among elements in the school are a necessity in supporting the development of performance. For that, the better the communication and relationship development is fostered, the better the response that emerges will also drive the development of its performance (Interview with Anton Ariyadi on March 20, 2018).*

### **Connect with the Community**

Schools become non-profit or social institutions that cannot be decided from the community and their environment, while the community cannot be separated from schools because both have interests, schools become formal institutions that have the mandate to guide, train, and educate young people for their contribution to the future, while the community becomes the user of education services themselves.

According to Pidarta (2000), a school is not allowed to isolate or separate from the community. Schools may not make their own community closed from other communities around them, schools may not carry out their own ideas without knowing the aspirations of the community. The community wants the school to stand in its territory to develop the growth of their children. Schools become open systems of their environment including school support communities. Schools as an open system certainly cannot close themselves or isolate because if this is done it means that the school is heading to the threshold of closure.

Community and school relations embody the structure of external communication relationships that are carried out on the principle of common goals and responsibilities. Communities form groups of individuals who try to carry out education or help with educational efforts. In the community found educational, social, religious, arts, scouting, political, and sports institutions that take part in educational efforts. In the community also found individuals or individuals who are tolerant of education in school. The existence of schools in the community and can be useful like a double-edged knife. The first eye is to protect the sustainability of positive values in society, so that the inheritance of community values goes well. The second eye is to become an institution that promotes the transformation

of tradition and values in harmony with the demands of life and development and progress (Soetjipto & Kosasi, 2009).

Community relations with schools is a system of community communication with schools to promote community understanding of education activities and needs, as well as to move interest, participation for the community in school improvement and development. This community and school relationship is a cooperative effort to develop and maintain communication in an efficient two-way explanation and mutual understanding between schools, school personnel and with the community, where the purpose of community relations with schools can be seen from two dimensions: community needs and school interests (Mulyasa, 2004).

The objectives of community relations based on the dimensions of school interests include; (1) maintaining school survival; (2) improving the quality of education in schools; (3) streamlining learning activities; and (4) obtaining protection and support or assistance from the community in terms of implementation and improvement all school programs. The next purpose of the relationship is based on the needs of the community, among others; (1) improving and promoting peace of the community; (2) gaining school progress in solving problems received by the community; (3) ensuring the suitability of school activities with the development and needs of the community; and (4) getting back the people who are increasingly improving their competence and skill.

In carrying out community relations with schools it is necessary to follow several principles as guidelines and objectives for teachers and principals, in order to achieve the desired goals. The principles of the relationship include; (1) the principle of authority means that the school's relationship with the community is carried out by people who have authority, because of their responsibility and knowledge in administering the school; (2) the principle of simplicity means that programs related to school and society are simple and clear; (3) the principle of sensitivity means that in dealing with various problems related to the community, the school has a sensitivity to the needs and expectations of the community; (4) the principle of honesty means that whatever is conveyed to the public about what is and is given honestly; and (5) the principle of accuracy means that what is given by the school to the community is appropriate and appropriate, both in terms of time, content and media that are utilized and the objectives to be achieved (Soetjipto & Kosasi, 2009).

In order for the public relations to be continuous and well-established, Mrs. Rufiyati Ambar Ningrum gave input that: it is necessary to improve the profession of RA teachers in relation to the community.

*"RA teachers excel in addition to being able to carry out their respective tasks in RA, they are also expected to be able and able to perform the tasks of their relationship with society. They can understand all the activities of their community, understand their culture and customs, know their aspirations, be able to put themselves in society, be able to communicate with them and give birth to their dreams. To achieve this requires the ability and behavior of the RA teacher in accordance with the local social structure, because when the teacher's behavior and competence do not match the social structure in society, there will be a clash of understanding and misunderstanding and even fail to understand the program implemented by school or RA and impact the lack of support or community assistance to schools, even though the*

*community and schools have the same interests and a strategic role in educating and producing quality students (Interview with Ruffyati Ambar Ningrum, third subject as an accomplished RA teacher 3, on April 20, 2018).*

The ability of the teacher to bring a good presence in the community can impact the community's assessment of the teacher. Teachers behave according to the rules norms set in the community, communicative and responsive to the community, understanding, tolerating and appreciating their opinions. If they are not able to bring themselves well, the community will not respect and ignore them, such circumstances will bring a bad mark for the teacher, even in the eyes of the public the image of the teacher will be bad. Therefore the school's responsibility is to strengthen the authority of teachers in the community by continuing to adapt themselves while contributing to fostering enlightenment to the community.

The explanation above shows that the role of the teacher in community relations with the school is very important. The establishment of a dynamic and harmonious relationship between the community and the school opens opportunities and opportunities for mutual supervision and coordination in the learning process in schools and mutual involvement in fostering and advancing students. Teachers are expected to always do their best to match the expectations of the community is the achievement and quality of the education of their children.

Creation of a challenging atmosphere according to Anton Ariyadi that:

*"The atmosphere is filled with good ties between parents of student guardians and the surrounding community. This is intended to foster active and participatory roles, as well as a sense of shared responsibility for education. Only a small amount of time is used by teachers at school and most of it is in the community. In order for this outside education to be well established and what RA teachers do in school or RA, synergy between teachers, parents and the community is needed. The obligation of the teacher to hold contact relations with the community makes the part and task of the teacher in educating students and improving their profession as a teacher. The school is jointly owned by the residents of the school itself, the government and also the community" (Interview with Mr. Anton Ariyadi, fourth subject as an accomplished RA teacher 4, on June 28, 2018).*

With the change of paradigm or mindset of education today, it opens opportunities and opportunities for people to be able to assess schools and teachers in carrying out their duties and obligations in a commendable manner in accordance with applicable rules. Supervision and evaluation carried out by the community both individually and in groups carried out indirectly or directly has an impact on the creation of working conditions towards a more perfect, because the development of school life depends also on the involvement and participation of the community as a supporting factor for the success of the school. directly impact and influence on teacher performance, because when the teacher shows poor performance in the school unit, the community will not show positive feedback for the sustainability of the school. Moreover, teachers who are always in the community all their behavior will always be imitated and exemplified by the community.



## **Working Climate**

School is a system that includes various elements to create a unified entity. In schools there are various social systems that increase from a group of people who are interrelated according to certain goals and patterns that are influenced and influenced by their environment, to realize the behavior of the results of personal relationships with individuals, and with their environment.

Schools can be seen with two approaches; (1) a static approach as a place or means for people who gather in one form of organization; and (2) a dynamic approach which is a harmonious cooperative relationship between members to achieve common goals. Interactions that apply in schools make an indication of the relationship between one another to meet the needs, also the demands of the job and the obligations of the work. To establish various interactions that require harmonious relationships and create conducive to work, the best work climate is needed.

So the work climate is the interaction between various personal, cultural and social factors that affect personal or group attitudes within the school environment, this can be seen from the interaction of harmonious cooperation relationships and conducive conditions between teachers and principals, between teachers and other teachers, between the teacher and the school staff and all of the components that create a relationship to synergize with students so that the goals of teaching and education will be achieved.

According to Sri Ngadiyati that:

*"Negative climate manifests itself in the form of contradictory, competitive, opposition, jealousy, selfishness. Ignorant, and individualistic, this negative climate is able to reduce the level of work productivity of teachers. On the contrary, a positive climate shows a close relationship with each other in many cases where mutual assistance and complementarity occur between them, in synergy to complement each other, all problems or problems that arise are resolved together through deliberation. Positive climate shows that all activities run harmoniously with conditions of peace, calm providing a sense of peace, comfort to personnel or employees and especially for teachers (Interview with Mrs. Sri Ngadiyati; first subject as an accomplished RA teacher 1, on June 28, 2018).*

The creation of a positive climate in schools if there is a harmonious interaction between teachers and superiors or principals, between teachers and other teachers, between teachers and staff or administrative staff, and with students. Owens's opinion is that there are several determinants of organizational climate in schools that consist of; (1) ecology, where the physical environment of facilities and infrastructure such as buildings, cabinets, chairs, tables, electronic devices, etc.; (2) milieu means social relations; (3) social systems in the form of: organization, administration, decision making and forms of communication; and (4) culture, in the form of: beliefs, values, rules, and ways of thinking of each individual in the organization (Owens, 1991).

## ***Discipline***

Understanding of discipline as The Liang Gie gives the meaning of discipline is an orderly situation in which many people who are gathered in an organization are obedient and subject to various regulations that have been decided with a sense of pleasure and responsibility (The Liang Gie, 1972). While Good in his education dictionary defines discipline by:

- a. The results or process of control or direction of desires, interests or encouragement to achieve goals and to achieve more perfect behavior.
- b. Look for selected activities actively, tenaciously, and directed to yourself, even though facing trials and obstacles.
- c. Control of actions or behavior is direct and absolute with a reward or punishment.
- d. Emphasis on motivation in a painful and unpleasant way (Carter, 1959).

From the aforementioned notions, it can be summarized that discipline is compliance, accuracy and adherence to a rule that is carried out consciously without coercion or motivation from other parties, meaning also a condition that is in order, orderly, and should, and without a violations both indirectly and directly.

The purpose of discipline according to Suharsimi Arikunto is that the school program can run effectively in a peaceful, calm atmosphere, and for teachers and employees in the school to feel comfortable and satisfied because their needs are met. Meanwhile, the Ministry of Education and Culture stated that there are two objectives of the discipline; (1) the general objective is to have the curriculum run well which supports the development of the quality of education; and (2) specific objectives, this consists of; (a) so that the principal is able to realize the conditions and an exciting work situation for school residents; (b) so that teachers are able to carry out the learning process to the maximum extent from various sources outside of school or inside the school; and (c) so that harmonious collaboration between parents and school units, as well as communities and schools, is carried out education (Ministry of National Education, Teaching Professionalism Development; Teacher Professionalism Development (Depdiknas, 2005).

Teachers also can identify the level of print concepts of children under their care through assessment. Teachers can observe and assess the children by using print concepts instrument and using this information as guide to assist the children (Mohamed Isa et al., 2015). Discipline really needs to be upheld in carrying out its duties and obligations as educators, and instructors, as well as students' mentors. Strong discipline will be able to develop professional performance because of the cultivation of a commendable discipline the teacher can observe the strategic steps and various regulations in the implementation of the learning process. According to According to Indriwati Estri Ritah:

*"Discipline is firm based on the results of deliberation or joint commitment, responsible for its ability. If I say yes or can, however I will do it. For example, as an elder at school, I am obliged for everything, I don't know time, but sometimes there is a saturation point in my family especially at the end of the year like this, I am in RA all day for 3 days. Because it has become a joint commitment, we will hold a cluster level competition agenda for National Education Day on the 5th, then the 4th has been from the morning carrying out the tasks as usual, afternoon to evening preparation (I am trusted to*

*coordinate). On the 5th, the competition was attended by the supervisor, at the afternoon of the supervision of the supervisor, continued until evening coordinating the preparation of the Pendis expo 10-13 May.*

*Today I am also still in RA, there are electrical installers and others (from preparing to drink and clean up) until sunset. Other teacher friends, prepare the contents of the booth for the upcoming expo. The contents of the children's booth appear mureotous, every evening I take to the expert teacher. I record, my mother lent me a cellphone to study, at school or in RA I review it again.*

*Not stale, even though some kurag agree. Yes, I am the person frankly at that time, if it is not in accordance with our commitments, I am always negative first, if I can do something myself, I rarely ask for help (usually this is a matter of time, can do but the time is not there), new I beg for a friend's teacher. Well if possible, be an example first, in the hope that other friends imitate without command.*

*For the problem of schoolwork, because my house is quite close (5 minutes away from the house), I can go to school at any time if there is something done. Last night I was visited by a friend, I had missed out on school at yesterday's activity, because of the fact that those who were friends, I didn't know. At 11:30 p.m. I went to school to see whether it was still outside or already secured, WA friends were late, no one answered.*

*"I still have a lot of agenda, starting from the preparation for the 9th, the 9th afternoon to jogja for preparation for the expo. On the 10th, starting the expo until May 13, 2018, with various agendas that have become joint commitments, I can assess the extent of my friends' abilities, I give assignments to friends according to their abilities. For school operators, my online online problem is holding temporary. There are plans in my mind, later there will be one teacher can replace (indeed trying to work hard to learn and keep learning). Like last year when I was appointed for accreditation and I have answered yes, I had slept in school for 5 days to condition it" (Estri Ritah Indriwati, S.Pd.I. was RA teacher Masyithoh Janten Temon Kulon Progo, teaching experience for 13 years, as an accomplished teacher who won second place at the DIY level who became the ambassador of Kulon Progo district, interviewed on May 4, 2018).*

*The teacher's skill in understanding the rules and implementing the right rules, both in relation to other personnel in the learning system in the classroom or in the school environment is very helpful in making the learning effort of students to be more laudable. Discipline for teachers is an integral factor in carrying out their duties and obligations (Interviews with first-achieving teacher subjects, on Wednesday, January 24, 2018, which gives time to visit or receive guests after learning is complete, ie after 11.00 WIB.)*

In discipline there are three models that can be developed, namely; (1) Discipline that is formed based on the authoritarian concept. That the teacher is said to have high discipline when he wants to just follow the advice and orders of the coach or official without giving

much of his thoughts.; (2) Discipline formed based on the concept of permissiveness. That the teacher is given the widest authority in class or at school. Rules at school are adjusted and do not need to involve the teacher.; and (3) Discipline that is formed based on the concept of controlled independence, which is to give the widest freedom to the teacher to do, but the consequences can be accounted for by his actions.

The application of some of the above disciplinary models is complemented by various alternative techniques for coaching teacher discipline including; (1) external control techniques are coaching with techniques that are controlled from the outside; (2) internal control technique is coaching that is strived so that the teacher is able to discipline himself. Teachers are given an awareness of the importance of discipline; and (3) cooperative control technique is fostering this technique to encourage the formation of mutual cooperation between people who foster with the teacher in enforcing discipline (Interviews with first-achieving teacher subjects, on Wednesday 24 January 2018 with a minimum of 1 - 3 times per semester receiving supervisor visits or from supervisors (Mrs. Echa).

Discipline behavior in relation to teacher performance is closely related because only with strong discipline can activities be carried out in accordance with existing regulations. Therefore, in an effort to withstand the occurrence of non-discipline, it needs to be addressed by developing teacher welfare, exemplary leadership, giving threats, controlling and preventing themselves, implementing corrective actions, maintaining order, and fostering a positive strategy towards discipline. All efforts to enforce discipline include; (1) instilling positive actions; (2) self-control and prevention; and (3) maintaining order (Nainggolan, 1990).

Good discipline is shown by the teacher in carrying out his duties and obligations, will facilitate teacher activities and provide changes in teacher performance towards a more commendable and accountable direction. This condition affects not only the individual teacher himself and his duties but will have an impact on other elements as a reflection and reference in carrying out the task well and produce promising results.

### ***Prosperity***

One factor influencing teacher performance is welfare, this factor will make the quality of performance increase. Because someone who is increasingly prosperous, the higher is the possibility to improve his performance. Sufficient variety of various needs of a person, will bring satisfaction in carrying out any task (Mulyasa, 2004). In Indonesia the level of welfare of the teacher is very sad, only balanced with the condition of the existing teachers as in the poor African countries. The low level of welfare will be increasingly visible when compared to teacher conditions in other countries. Teacher salaries are generally greater in developed countries than other employees, while the opposite is true in Indonesia. According to Anton Ariyadi:

*"The welfare of RA teachers with material achievements has not received financial appreciation from IGRA both districts and provinces. This could be because I was the 1st winner, where I only received certificates. I get financial welfare from the institution where I teach as a form of appreciation from the foundation or institution (Interview with teacher's expectations 1, on March 16, 2018).*

Teacher professionalism is not only seen from the teacher's ability to develop and provide good learning to students, but is also seen by the government by receiving appropriate and appropriate salaries. If the welfare and needs of the teachers are appropriate to be conveyed by the government, then absent or absent teachers do not, because they are looking for additional salaries outside (Suwarja, 2003).

The above explanation can be concluded that in order to optimize the performance of RA teachers achieving strategic steps carried out by the government is to provide appropriate welfare in accordance with the volume of work, besides providing incentive incentives as a guarantee for the adequacy of the living needs of teachers and their families. Any activity that the government will set for the development of quality education, if the teacher's welfare is still low, it is likely that the activity cannot be optimal. So it is not surprising that teachers in developing countries have high quality and are professional, because giving awards to teacher services is highly considered and high. The availability of a life guarantee that is appropriate for the teacher can motivate him to always work and develop creativity so that performance increases every time (Interviews with the five achieving teacher subjects, they acknowledged and received certification benefits).

## **CONCLUSION**

RA teacher is an example of success for early childhood Islamic education with character, good character, has a work ethic and is considered as a person who is very instrumental in achieving the educational goals of RA which is a reflection of the quality of education in the future. The implementation of the duties and obligations of RA teachers is inseparable from the influence within themselves and outside that have an impact on the change in the success of outstanding RA teachers in Yogyakarta, from the description of the explanation of the performance of outstanding RA teachers in Yogyakarta above can the authors conclude that;

- (1) To improve the performance of these outstanding RA teachers, there are six steps can be done by outstanding RA teachers, namely; (1) knowing there are still deficiencies in performance; (2) knowing weaknesses and weaknesses in the seriousness of teaching; (3) identifying what matters causes of deficiency especially those related to performance itself (4) develop a performance plan that is presented; (5) assessing the problem has been resolved or not (problem solving); and (6) Starting from the beginning again, if needed and needed again.
- (2) The performance that is the difference between one person and another in a work situation is due to differences in individual characteristics. In addition, the same person can produce different performance in different situations. This all explains that the performance of the outstanding RA teacher is largely influenced by two things, namely: his personal individual factors and the factors in the situation surrounding him.
- (3) Factors that can affect the achievement of the performance of outstanding RA teachers, namely the ability factor (ability) and motivation (motivation). The ability of teachers in psychology consists of the ability of reality (knowledge + skill) and potential abilities (IQ). This encouragement or motivation is manifested from the attitude of a person (teacher) in encountering work or teaching. Motivation becomes a condition that awakens a person who is focused on achieving educational goals.

- (4) Factors that support the performance of outstanding RA teachers can be grouped into two elements, namely: internal factors (internal) and external (external) factors themselves. Internal factors from within the outstanding RA teacher include: intelligence, skills and skills, talents, interests and abilities, motives, health, personality, goals and ideals in work. While external or external factors, in the form of: family environment, work environment, communication with the principal, facilities and infrastructure, teacher activities in the classroom.
- (5) The activities of RA teachers with achievements include: active participation in the field of administration, in this field the teacher has many opportunities to participate in all school activities which include; (1) improving the philosophy of education; (2) adjust and improve the curriculum; (3) planning supervision activities; and (4) planning various employment policies. All the work is done with the togetherness of one teacher with another teacher, namely by deliberation techniques. To develop performance, the teacher looks at the state of the principal (leader). In the learning process both good and bad teachers depend on several factors, one of which is the supervisor in carrying out supervision or supervision of abilities (teacher performance).
- (6) The key to the success of RA teachers with achievement is: having personality and dedication, teaching skills, professional development, communication and relationships, relationships with the community, work climate, and discipline, as well as welfare.

## ACKNOWLEDGEMENTS

This study was funded by the Postgraduate of the State Islamic University (UIN), with number: B-0759 / Un.02 / DPPs / KM.00.4 / 04/2018). The contributions of experts in validating research instruments are highly valued. Special thanks also to members of the research team who have contributed to this research project.

## REFERENCES

- Abdullah, M., & Abdullah, A. (2018). Preschool teachers' training and attitudes towards multicultural education in Malaysia. *Southeast Asia Early Childhood Journal*, 7, 1-13. <https://doi.org/10.37134/saecj.vol7.1.2018>
- Alexander, L. K., & Hamzah, H. (2018). Exploratory analysis of pilot data: Trends of gadget use and psychosocial adjustment in pre-schoolers. *Southeast Asia Early Childhood Journal*, 7, 14–23. <https://doi.org/10.37134/saecj.vol7.2.2018>
- Alma, B. (2014). *Guru profesional menguasai metode dan terampil mengajar*. Alfabeta.
- Arifin, I. (2001). *Profesionalisme guru: Analisis wacana reformasi pendidikan dalam era globalisasi*. Simposium Nasional Pendidikan di Universitas Muhammadiyah Malang.
- Barnawi, & Arifin, M. (2014). *Kinerja guru profesiona:; Instrumen pembinaan peningkatan dan penilaian*. Ar-Ruzz Media.
- Bogdan, R. C. & Biklen, S. K. (2006). *Qualitative research for education: An introduction to theories and methods*. Pearson A & B.
- Carter, G. V. (1959). *Dictionary of education*. McGraw-Hill Book Company.
- Connell, W. F. (1974). *The foundation of education*. Holt Rinehart and Winstons.
- Decree of the Director General of Islamic Education Number 3489. (2016). *Concerning "The Curriculum of Raudhatul Athfal"*. Directorate General of Islamic Education.
- Depdiknas. (2005). *Pembinaan profesionalisme tenaga pengajar: Pengembangan profesionalisme guru*. Direktorat Jenderal Pendidikan dasar dan Menengah Direktorat Pendidikan Lanjutan Pertama Depdiknas.
- Drost, J. I. G. M. (1998). *Sekolah: Mengajar atau mendidik?* Kanisius.
- Forsdale, L. (1981). *Perspectives on communication*. Random House.

- Freud, S. (2011). *The ego and the id*. The Hogarth Press.
- Hendri. (2016). *Pendidikan karakter berbasis dongeng*. Simbiosis Rekatama.
- Imron, A. (1995). *Pembinaan guru di Indonesia*. Dunia Pustaka Jaya.
- Jatmiko, A. (2017). "Bukan gaji, ini yang bikin guru Indonesia makin berkompetensi!", *Kompas.com-11/12/2017*. <https://edukasi.kompas.com/read/2017/12/11/14255421/bukan-gaji-ini-yang-bikin-guru-indonesia-makin-berkompetensi>
- Koehler, J. W., Anatol, K. W. E., & Applbaum, R. L. (1981). *Organizational communication: Behavioral perspective*. Holt Rinehart and Winston.
- Maister, D. H. (1997). *True professionalism*. The Free Press.
- Miles, M. B., & Huberman, A. M. (2014). *Qualitative data analysis: A methods sourcebook*. USA: Sage Publications
- Ministry of Education and Culture. (2017). Directorate General of Teachers and Education Personnel, Directorate of Secondary Teacher Training, *Guidelines for the Selection of Achieving Teachers at the National High School and Vocational High School Level 2017*
- Mohamed Isa, Z., Mohamad Radzi, N., Riang, V., Kastari, M. A., & Zainuddin, N. F. (2015). The levels and criterias of print concept of preschool children in Malaysia. *Southeast Asia Early Childhood Journal*, 4, 53-67. <https://ejournal.upsi.edu.my/index.php/SAECJ/article/view/971>
- Muhammad, A. (2005). *Komunikasi organisasi*. Bumi Aksara.
- Mulyasa, E. (2004). *Manajemen berbasis sekolah: Konsep, strategi dan implementasi*. Remaja Rosdakarya.
- Nainggolan. (1990). *Pembinaan Pegawai Negeri Sipil*. Jakarta: Rineka Cipta, 1990.
- Noor, F. A. (2018). "Manajemen pembinaan kinerja guru Raudlatul Athfal (RA) dalam bentuk *balanced scorecard* (BSC)". *Jurnal Manajemen dan Pendidikan Islam "Dirasat"*, 4(1), 1-16. <http://journal.unipdu.ac.id/index.php/dirasat/article/view/1194/787>
- Owens, R. G. (1991). *Organisational behavior in education*. Allyn and Bacon.
- Pidarta. (1999). *Pemikiran tentang Supervisi Pendidikan*. Jakarta: Bina Aksara.
- Pidarta. (2000). *Landasan kependidikan: Stimulus ilmu pendidikan bercorak Indonesia*. Rineka Cipta.
- Priansa, D. J. (2014). *Kinerja dan profesionalisme guru*. Alfabeta.
- Purwanto, M. N. (2005). *Administrasi dan supervisi pendidikan*. Remaja Rosdakarya.
- Radno, H. (2011). *Pengelolaan kelas yang dinamis*. Kanisius.
- Rosyada, D. (2004). *Paradigma pendidikan demokratis: Sebuah Model pelibatan masyarakat dalam penyelenggaraan pendidikan*. Kencana.
- Ruben, B. D. & Stewart, L. P. (2016). *Communication and human behavior*. Kendall Hunt Publishing Company.
- Schutz, A. (1967). *The phenomenology of the social world*. Northwestern University Press.
- Semiawan, C. R. (1991). *mencari strategi pengembangan pendidikan nasional menjelang abad XXI*. Grasindo.
- Sodiah. & Nurhikmah, E. (2017). Etika kerja kepala sekolah dalam meningkatkan kinerja guru. *Jurnal Studi Manajemen Pendidikan "Tabdir"*, 1(2). <http://journal.staincurup.ac.id/index.php/JSMPI/article/view/294/pdf>
- Soedijarto. (2002). *Rekrutmen, pendidikan, dan penempatan, serta pembinaan guru untuk menunjang pendidikan yang relevan dan bermutu. Into pendidikan untuk masyarakat Indonesia baru: 70 tahun Prof. Dr. H.A.R. Tilaar, MSc. Ed*. Grasindo.
- Soetjipto. & Kosasi, R. (2009). *Profesi keguruan*. Rineka Cipta.
- Stiles, K. E. & Horsley, S. (1998). *Professional development strategies: Professional learning experiences help teachers meet the standards*. *The Science Teacher*, September 1998.
- Supriadi, D. (2005). *Mengangkat citra dan martabat guru*. Adi Cita Karya Nusa.
- Suryabrata. (2001). *Psikologi kepribadian*. Raja Grafindo Persada.
- Sutadipura, B. (1994). *Kompetensi guru dan kesehatan mental*. Penerbit Angkasa.
- Suwarja, D. (2003). *KBK, tantangan profesionalitas guru*. Homepage Education Network. <https://aloykriting.wordpress.com/2010/09/16/belajar-readmore/>.
- The Liang Gie. (1972). *Kamus administrasi*. Gunung Agung.
- Tilaar, H. A. R. (1999). *Beberapa agenda reformasi pendidikan nasional dalam perspektif abad 21*. Tera Indonesia.
- Usman, M. U. (2006). *Menjadi guru profesional*. Remaja Rosdakarya.
- Zaini, Z. H., & Mansor, M. (2019). Persepsi guru prasekolah kebangsaan terhadap program pembangunan profesional guru. *Southeast Asia Early Childhood Journal*, 8(1), 30–36. <https://doi.org/10.37134/saecj.vol8.no1.4.2019>