

# THE CONTRIBUTION OF PLAYGROUP MANAGERS' LEADERSHIP IN IMPROVING TUTOR PERFORMANCE

Iip Saripah<sup>1</sup>, Rahmawan C. P.<sup>2</sup>

<sup>1,2</sup> Universitas Pendidikan Indonesia - Bandung - Jawa Barat - Indonesia

<sup>1</sup>iip\_saripah@upi.edu, <sup>2</sup>rahmawan@student.upi.edu

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## Abstract

This research departs from the performance of Playgroup tutors which can be used to assess the achievement of the tutor's work in planning and implementing the learning process, as well as assessing the learning outcomes in Playgroup units. The research was conducted at the As-Salam Kp. Nagrogjaya, Pagaden District, Subang Regency. The objectives of this study were (1) to describe the leadership function of the As-Salam Playgroup manager in improving tutor performance; (2) describe the tutor's performance achievements in increasing competence. The research method was used descriptive method with a qualitative approach. The number of informants was 8 people. Based on the findings and discussion, this study obtained the results (1) the manager of the As-Salam Playgroup can actualize the functions of educators, managers, administrators, supervisors, leaders, innovators, and motivators as a form of leadership contribution in improving tutor performance; (2) the performance of the tutor is well perceived by the manager of the As-Salam Playgroup, measured by the quality of work, timeliness of work, work initiative, work ability, and communication at work.

**Keywords:** : managerial leadership, tutor performance

## Abstrak

Penelitian ini berangkat dari kinerja tutor Playgroup yang dapat digunakan untuk menilai pencapaian kerja tutor dalam merencanakan dan melaksanakan proses pembelajaran, serta menilai hasil belajar di unit Playgroup. Penelitian dilakukan di As-Salam Kp. Nagrogjaya, Kecamatan Pagaden, Kabupaten Subang. Tujuan penelitian ini adalah (1) mendeskripsikan fungsi kepemimpinan pengelola Playgroup As-Salam dalam meningkatkan kinerja tutor; (2) mendeskripsikan capaian kinerja tutor dalam meningkatkan kompetensi. Metode penelitian yang digunakan adalah metode deskriptif dengan pendekatan kualitatif. Jumlah informan adalah 8 orang. Berdasarkan temuan dan pembahasan, penelitian ini memperoleh hasil (1) pengelola Kelompok Bermain As-Salam dapat mengaktualisasikan fungsi pendidik, pengelola, administrator, supervisor, pemimpin, inovator, dan motivator sebagai bentuk kontribusi kepemimpinan dalam meningkatkan kinerja guru; (2) kinerja tutor dipersepsikan baik oleh pengelola Kelompok Bermain As-Salam, diukur dari kualitas kerja, ketepatan waktu kerja, inisiatif kerja, kemampuan kerja, dan komunikasi dalam bekerja.

**Kata kunci:** kepemimpinan manajerial, kinerja tutor

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## INTRODUCTION

One of the effective forces that greatly determines the success of the Playgroup unit in achieving its goals is leadership. Management leadership is the main determinant of the process of dynamizing the Playgroup. The failure and success of the Playgroup unit are largely determined by the manager because the manager is the controller and determinant of its direction. Managers as leaders are in control of the progress and success of the Playgroup service itself.

Leadership is the driving factor for the organization through handling change and its management. The existence of the leader is not only a symbol but also a positive impact on the development of Playgroup services. Thus, it can be understood that the success of family planning in achieving the goals is very much dependent on the leadership of family planning management, namely whether the leadership can mobilize all its resources effectively and efficiently and is integrated with the management process it does.

In the concept of modern education management, the effectiveness of family planning management is largely determined by the ability of managers to make quality decisions by implementing quality measures as well. Therefore, the most important demand is the need for professional leaders who can utilize existing potential resources effectively and efficiently to improve tutor performance.

Leadership is essentially a person's ability to influence the behavior of others in his/her work by using power. In their activities, leaders have the power to mobilize and influence their subordinates concerning the implementation of their duties.

Leadership is the leader's ability and effort in actualizing its functions to coordinate subordinates to achieve institutional goals. Meanwhile, the manager in this unit is the leader of the Playgroup unit. In other words, Playgroup management leadership is the ability and effort of the manager as a leader in actualizing its functions to manage various institutional resources in the form of carrying out administration, management, development, supervision, technical services, coordinating subordinates to plan and carry out the learning process and assess learning outcomes to support the process of education in Playgroup units.

The tutors really need a manager. Tutors are educators in the scope of non-formal education or other names for teachers who are in charge of planning and implementing the learning process as well as assessing learning outcomes on the non-formal education track. Meanwhile, the Playgroup is a form of early childhood education unit in the non-formal education pathway. So it can be concluded that the Playgroup tutor is an educator or other designation for a teacher in charge of planning, implementing, and assessing the learning process and outcomes in the Playgroup unit.

The manager's behavior has a close relationship with the tutor's performance. Playgroup tutor performance is the work achieved by the tutor in completing work assignments or specifically planning, implementing the learning process, and assessing the learning outcomes according to the position of responsibility given by the Playgroup manager. The performance of the tutors will be good if the manager can actualize the leadership function efficiently and effectively and vice versa.

In line with the description above, the researcher found a phenomenon that occurred in the As-Salam Playgroup unit. As-Salam Playgroup Unit addressed at Kp. Nagrogjaya RT. 05 RW. 01 Sukamulya Village, Pagaden District, Subang Regency. Based on the results of initial identification in the As-Salam Playgroup, it was found that to create a good Playgroup service, the manager implements the value of discipline, by enforcing the rules that tutors must come at 07.30 WIB or no later than 30 minutes before learning starts at 08.00 WIB. These rules were made by the manager to minimize tardiness for tutors. The manager actively encourages tutors to work together in realizing the goals of the institutions.

Besides, managers can coordinate and motivate tutors well in developing tutors' skills or competencies, as well as to improve the quality of the institution. The manager involves tutors in education activities and training, such as workshops and seminars. Some of these activities include Education and Training for Basic Level Early Childhood Education, Fun Child Tutor Training, 2013 Curriculum-Based Early Childhood Learning Implementation Training, National Parenting Seminar, Child Psychology Seminar, Coloring and Drawing Workshop Basic Forms, and several other activities.

Based on the background and identification of research problems above, the problem formulations in this study are as follows:

- a. How is the leadership function of the As-Salam Playgroup manager in improving tutor performance?
- b. How is the performance of tutors in increasing competence in the As-Salam Playgroup?

Based on the formulation of the research problem above, the research objectives are obtained. The objectives to be achieved in this study are as follows:

- a. Describe the leadership function of the As-Salam Playgroup manager in improving tutor performance;
- b. Describe the tutor's performance achievements in increasing competence in the As-Salam Playgroup;

According to Copy of Appendix to Regulation of the Minister of National Education No. 58 of 2009 (Salinan Lampiran Peraturan Menteri Pendidikan Nasional No. 58 Tahun 2009), the education staff for early childhood education consists of supervisors/inspectors, school principals, managers, administrative staff, and cleaners. Educational personnel who act as heads or leaders as well as leaders in the non-formal early childhood education pathway are called managers.

According to the Indonesian Dictionary (2018: 1) a manager is a person who manages. According to Risnawati (2015 : 35) a manager is someone who is responsible for processing and organizing resources. So it can be concluded that the manager of the Playgroup is a head or leader who has the responsibility of managing various institutional resources or specifically has a duty to carry out administration, management, development, supervision, and technical services to support the process education in units Playgroup.

The general definition of leadership according to Hertianti (2016: 10) has the meaning of an ability that a leader must have on how to carry out his leadership so that subordinates can move as desired in achieving previously set goals. According to Wirawan (in Rahayu, 2015: 19-20) leadership is an action or activity to influence and mobilize subordinates to achieve organizational goals.

In the context of this research, leadership is the leader's ability and effort to actualize its functions to coordinate subordinates to achieve institutional goals. Meanwhile, the Playgroup manager is the leader for the Playgroup unit. Playgroup manager is a head or leader who has the responsibility of managing various institutional resources or specifically has a duty to carry out administration, management, development, supervision, and technical services to support the process education in Playgroup units. So it can be concluded that the leadership of the Playgroup manager is the ability and effort of the manager as a leader or head and leader in actualizing its functions to manage various institutional resources or specifically

coordinating tutors, plan and carry out the learning process, also assess learning outcomes to support the process education in units Playgroup.

According to Saputra (2016: 13) in carrying out effective and efficient leadership tasks, leaders must understand the function of leadership. The leadership function of the Playgroup manager in this study refers to the leadership function of the principal according to Mulyasa (2011 : 98-122), so that what is meant by the principal here is the manager of the Playgroup. Playgroup managers and school principals are professions that is included into the category of educational staff. Both have the same roles and positions, namely as leaders of institutions in supporting the education delivery process. The difference between the two is that the Playgroup manager is a leader in the scope of non-formal education in the Playgroup unit, while the principal is a leader in the sphere of formal education in primary and secondary schools.

Based on the description above, also referring to Mulyasa's opinion (2011: 98-122), the Playgroup manager must be able to actualize the following leadership functions:

a. Playgroup Manager as Educator

According to Mulyasa (2011: 100) The efforts that can be made by managers in improving their performance as educators, in particular improving the performance of tutors can be described as follows:

- 1) Involving tutors in upgrades, to add insight;
- 2) Managers must encourage the evaluator team to work harder, then the results are announced publicly;
- 3) Using study time effectively in units, by encouraging tutors to start and end learning according to a predetermined schedule, and use it effectively and efficiently for the benefit of learning.

b. Playgroup Manager as Manager

According to the Directorate of Early Childhood Education Development (2015: 45), one of the main tasks and functions of the manager is to train Playgroup tutors regularly so that they are able to carry out their duties professionally. These functions are included in the category of manager functions.

According to Mulyasa (2011: 103-104), in order to carry out their roles and functions as managers, managers must have the right strategy to empower tutors through:

- 1) Empowering tutors through cooperation or cooperation means that in increasing the professionalism of the tutors, managers must prioritize cooperation with tutors and other parties involved in carrying out each activity;
- 2) Provide opportunities for tutors to improve their profession, in this case the manager must be democratic and provide opportunities for all tutors to develop their potential optimally, such as through various upgrades and workshops in accordance with their respective fields;
- 3) Encouraging the involvement of all tutors, it means that the manager must try to encourage the involvement of all tutors in every activity in the unit.

c. Playgroup Manager as Administrator

According to the Directorate of Early Childhood Education Development (2015: 45), the main tasks and functions of several managers include making annual, semester, monthly and weekly work programs regarding the management of Playgroup units; make RAPBS

planning; as well as receiving, managing, and reporting funds obtained by both parents of students and from other parties. These functions are included in the administrator function.

According to Mulyasa (2011: 107), the head of management as an administrator has a very close relationship with various administrative management activities that are recording, compiling, and documenting all unit programs. Specifically, the manager must have the ability to manage the curriculum, student administration, personnel administration, administration of facilities and infrastructure, archive administration, and financial administration.

d. Playgroup Manager as Supervisor

According to the Directorate of Early Childhood Education Development (2015: 45), one of the main tasks and functions of the manager is to make reports on the activities of Playgroup units and the work of the tutors. This function is included in the supervisor function.

According to Mulyasa (2011: 112) managers as supervisors must be manifested in the ability to formulate and implement educational supervision programs, as well as take advantage of the results. The ability to formulate educational supervision programs must be realized, one of which is in the preparation of a class supervision program. The ability to implement educational supervision programs must be realized, one of which is the implementation of clinical or non-clinical supervision programs. Meanwhile, the ability to take advantage of the results of educational supervision must be realized in the use of the results of supervision to improve tutor performance, and the use of the results of supervision to develop units.

e. Playgroup Manager as Leader

According to the Directorate of Early Childhood Education Development (2015: 45), one of the main tasks and functions of the manager is to formulate the vision, mission, and program of Playgroup activities. As well as socializing the vision, mission, and program of these activities to the community or parents of students. This function is included in the category of leader function. In line with that, according to Mulyasa (2011: 115) the principal (manager) as a leader must be able to provide some of the instructions and supervision, open two-way communication, and delegate tasks.

f. Playgroup Manager as Innovator

According to Mulyasa (2011: 118), in order to carry out their role and function as an innovator, managers must have the right strategy to establish a harmonious relationship with the environment, look for new ideas, integrate every activity, provide an example to all tutors, and develop innovative learning models. In line with this opinion, according to Azis Wahab (in Rahman, 2016: 5), the manager's function as manager and leader is a very strategic position for an innovator. This is based on the fact that an innovator must have the power so that the innovation mission he carries is successful. When carrying out their duties, managers are also required to have a vision of their duties as managers.

g. Playgroup Manager as Motivator

According to Mulyasa (2011: 120) as a motivator, managers must have the right strategy to motivate tutors to carry out various tasks and functions. This motivation can be cultivated through:

- 1) Physical Environment Settings;
- 2) Working Atmosphere Settings;
- 3) Discipline;

- 4) Encouragement;
- 5) Appreciation.

According to Copy of Appendix to Regulation of the Minister of National Education (Salinan Lampiran Peraturan Menteri Pendidikan Nasional) No. 58 of 2009, early childhood educators are professionals who are tasked with planning, implementing the learning process, and assessing learning, as well as guiding, nurturing and protecting students. Early childhood education educators in the non-formal education pathway consist of teachers, companion teachers, and carers. In the scope of non-formal education, in general, another name for educators is tutor.

According to the Indonesian Dictionary (2018: 1) a tutor is a person who gives lessons (guides) to someone or a small number of students (at home, not at school). According to Rahayu (2014: 1) tutor is another term for people who teach in non-formal education, even though the tutor is a teacher in formal education. Tutor is another designation for teachers who are in charge of providing education in the non-formal education pathway.

Based on the description above, in the context of this study the tutor is an educator in the non-formal education pathway or other names for teachers who are in charge of planning and implementing the learning process, as well as assessing learning outcomes on the non-formal education track. Meanwhile, the Playgroup is a form of early childhood education units in the non-formal education pathway. So it can be concluded that the Playgroup tutor is an educator or other designation for a teacher in charge of planning and carry out the learning process, and assess learning outcomes in the Playgroup unit.

According to Hertianti (2016: 19) etymologically the term performance comes from English, namely performance. In terminology, the meaning of performance is the quality and quantity of work achieved by a person in carrying out his duties in accordance with the position or responsibility given to him. Meanwhile, according to Cherington (in Sari, 2016: 14), performance shows the achievement of work targets related to quality, quantity, and time.

Based on the descriptions above, it can be concluded that the performance of the Playgroup tutor is the work achieved by the tutor in completing work assignments or specifically planning and carry out the learning process, and assess the learning outcomes according to the position or responsibility given by the Playgroup manager.

In this study, the Playgroup tutor performance indicators refer to the performance indicators according to Hamzah (in Hidayat, 2016: 29). As revealed, the performance aspects of the tutor include:

- a. Quality of work, this aspect has indicators including:
  - 1) Mastering teaching materials;
  - 2) Manage the learning process;
  - 3) Manage classes.
- b. Speed and accuracy, this aspect has indicators including:
  - 1) Using media;
  - 2) Mastering the foundation of education;
  - 3) Planning a teaching program.
- c. Work initiatives, this aspect has indicators including:
  - 1) Leading the class;
  - 2) Manage classes;

- 3) Assessing student learning outcomes.
- d. Ability to work, this aspect has indicators including:
  - 1) Using various methods in learning;
  - 2) Understand and carry out extension guidance functions and services.
- e. Communication, this aspect has indicators including:
  - a) Using various school/institutional administrations;
  - b) Understand and interpret research results to improve the quality of learning.

## **METHOD**

In this study, researchers used a qualitative approach and descriptive methods. According to Moelong (2007: 6), qualitative research is research that intends to understand the phenomenon of what research subjects experience holistically, and by means of descriptions in the form of words and language, in a special natural context and by utilizing various scientific methods.

Therefore, the researcher will describe the leadership contribution of the As-Salam Playgroup manager based on the theory of the manager's leadership function the performance of the tutor as perceived by the manager of the As-Salam Playgroup, and reveal the inhibiting factors of the As-Salam Playgroup manager in improving the tutor's performance.

The informants in this study were 8 people consisting of 1 manager, 4 tutors, 2 parents of students, and 1 local community leader.

The instrument used in this study are:

### **a. Observation/Field Notes**

Observations carried out during 14 working days in this study were in the form of collecting field notes sheet data. Providing research permits; Introduction of yourself, the purpose and purpose of the visit; Environmental observation of the institution; Follow up research permits; Granting permission from the manager; Requesting institutional profile data; Taking photos of institutional facilities and infrastructure including parents; Observation of classroom learning; observing sarpras inside and outside the classroom; observation of learning evaluation.

### **b. Interview**

Interviews in the study were conducted for 3 consecutive days according to the participants' readiness to be interviewed with informants or resource persons to exchange information through question and answer, managers and tutors (Mrs. Sri and Mrs. Fitri); Tutors (Ibu Iyus and Ibu Waginah) and parents of students (Ibu Yuliawati and Ibu Ida); Head of RT. 05 Kp. Nagrogjaya Kec. Pagaden Kab. Subang. The tool used was an interview guide containing questions related to the leadership contribution of the As-Salam Playgroup manager in improving tutor performance.

### **c. Documentation**

The documentation study in this research was carried out by collecting data through documents related to the contribution of the management of the As-Salam Playgroup in improving the performance of tutors, photos of activities, certificates and achievement trophies that have been achieved.

Data analysis carried out in this study after the data was collected was through:

a. Data reduction

The first stage the researcher summarizes and selects the main data points, focuses on the important things, looks for themes and patterns. Researchers examined the overall data collected, so that important things could be found related to the leadership contribution of the As-Salam Playgroup manager in improving tutor performance.

b. Data Presentation (Data Display)

After the data is reduced, the researcher then presents the data with narrative text according to the needs related to the leadership contribution of the As-Salam Playgroup manager in improving tutor performance.

c. Conclusion Withdrawal and Verification

The stage after data reduction and data presentation, the researcher draws conclusions and verifies the data to answer the formulation of problems related to the leadership contribution of the As-Salam Playgroup manager in improving tutor performance. The conclusions put forward are supported by valid and consistent evidence, the results of researchers while in the field in collecting data.

## **RESULTS AND DISCUSSION**

### **1. The Leadership Function of As-Salam Playgroup Manager in Improving Tutor Performance**

a. Playgroup Manager as Educator

Based on the research findings, the educator function which is actualized by the manager of the As-Salam Playgroup in improving the tutor's performance is to include tutors in several training activities and seminars such as Basic Level Early Childhood Education and Training by HIMPAUDI Kab. Subang, Training for Kindergarten/TQ/RA Teachers at the Pagaden District Level by KKN Persis Bandung and the Pagaden District Government, Education Seminar with the theme of Efforts to Improve by the District Branch PGRI Pagaden, National Parenting Seminar by PKPU, Entrepreneurship Seminar by Dharma Wanita Persatuan Kab. Subang, and the Coloring and Drawing Seminar by Faber-Castell. In addition, the manager coordinates and instructs tutors to carry out learning assessments to children regularly through daily assessments with a checklist format, anecdotal notes, children's work, and through monthly assessments of the results of daily assessments. As well as trying to encourage tutors to discipline in teaching time by providing a rule that tutors must arrive no later than 07.30 in the morning or 30 minutes before learning begins. This is a strategy to minimize tutors' delay in working and teaching.

The results of the research findings above are in line with the opinion of Mulyasa (2011: 100-101) which states that the efforts that can be made by managers in improving their performance as educators, especially in improving tutor performance and student learning achievement can be described as follows:

- a. Engaging tutors in upgrading to add insight to the tutors;
- b. Managers must encourage the evaluator team to work harder, then the results are announced publicly;
- c. Using study time effectively in units, by encouraging the tutor to start and end learning according to the specified time.



So this research found that the educator function which was actualized by the manager of the As-Salam Playgroup in improving the tutor's performance had met the determined indicators. Like the first manager, it has included tutors in upgrading or training to improve skills, knowledge, or gain insight into early childhood education; second, mobilizing tutors to evaluate student learning outcomes through daily assessments (checklist format, anecdotal notes, work results) and monthly; third, encouraging tutors to use their learning time effectively through the discipline of starting and ending lessons according to a predetermined schedule, by applying the rules of 30 minutes before the lesson the tutor must arrive at the institution.

**b. Playgroup Manager as Manager**

Based on the findings of the research, the manager's function which is actualized by the manager of the As-Salam Playgroup in improving the performance of the tutor is working together to involve tutors in every activity of the institution, such as involving learning planning, implementing learning activities, evaluating learning, meetings or other activities, working together, inviting local community leaders to institutional activities such as class promotion events, inviting directly to encourage tutors and parents of students to be involved in institutional activities such as meeting meetings, field trips, competitions, or other activities.

The findings of this study are in line with the opinion of Mulyasa (2011: 103-104) which states that in order to carry out their roles and functions as managers, managers must have the right strategy, two of which are first, empowering tutors through cooperation or cooperative means that in improving the professionalism of tutors in the unit; second, to encourage the involvement of all tutors, it means that the manager must try to encourage the involvement of all tutors in every activity in the unit in a participatory manner.

So this research found that the function of the manager actualized by the manager of the As-Salam Playgroup in improving the tutor's performance had met the determined indicators. Managers are able to become effective managers, namely mentoring tutors regularly so that they are able to have high initiative, so that they are able to carry out their duties professionally. Like the first manager, empowering tutors through cooperation involves every institutional activity such as planning lessons, implementing learning activities, meetings or other activities, and working with local community leaders on institutional activities such as class promotion events. These efforts were made to improve the professionalism of the tutors; second, encourage the involvement of all tutors and parents of students, invite directly to be involved in other activities of the institution such as field trips, competitions, or other activities. This effort was made to increase the participation of tutors.

**c. Playgroup Manager as Administrator**

Based on the research findings, the administrator function actualized by the manager of the As-Salam Playgroup in improving tutor performance is realized through the preparation of a curriculum or syllabus with tutors in the form of semester programs, Weekly Activity Plans (Rencana Kegiatan Mingguan or RKM), and Daily Activity Plans (Rencana Kegiatan Harian or RKH). Recap the complete profiles of students and tutors, as well as carry out environmental maintenance and maintenance of the institutional infrastructure that is owned even though they have received an inadequate assessment regarding the procurement of infrastructure.

The findings of this study are in line with the opinion of Mulyasa (2011: 107-108) which states that managers must specifically have the ability to manage curriculum, manage student administration, manage personnel administration, and manage administration of facilities and infrastructure.

So this research finds that the administrator function actualized by the manager of the As-Salam Playgroup in improving the tutor's performance has met the specified indicators. Managers have made annual, semester, monthly, and weekly work programs regarding unit management; as well as planning RAPBS. As the first manager, able to manage the curriculum with tutors through the preparation of curriculum development programs and learning content, semester programs, Weekly Activity Plans (RKM), and Daily Activity Plans (RKH); second, compiling the completeness of student and tutor administration data through the compilation of profiles and complete attendance of students and tutors. Furthermore, managing facilities and infrastructure through environmental maintenance, buildings and rooms, and maintenance of existing institutional infrastructure. Both efforts are made to support institutional productivity. Even though the provision of targeted advice received insufficient assessment from the tutors and parents of students. However, the constraints in the provision of targeted suggestions can be overcome by the ability of the manager to actualize the manager's function effectively, which is to train tutors regularly so that they are able to have high initiative. So that the tutor has the initiative to carry out optimal work completion and learning with the available infrastructure. However, the constraints in the provision of targeted suggestions can be overcome by the ability of the manager to actualize the manager's function effectively, which is to train tutors regularly so that they are able to have high initiative. So that the tutor has the initiative to carry out optimal work completion and learning with the available infrastructure. However, the constraints in the provision of targeted suggestions can be overcome by the ability of the manager to actualize the manager's function effectively, which is to train tutors regularly so that they are able to have high initiative. So that the tutor has the initiative to carry out optimal work completion and learning with the available infrastructure.

d. Playgroup Manager as Supervisor

Based on the research findings, the supervisor's function which is actualized by the manager of the As-Salam Playgroup in improving the performance of the tutor is realized through the preparation of classroom supervision with indicators of planning and implementing assessment of the lessons carried out by the tutor. Carry out tutor work assessments with indicators of assessing the ability to open the court, teaching attitudes, mastery of teaching materials, and the learning process. As well as utilizing the results of supervision as an effort to improve the performance and competence of tutors.

The findings of the above research are in line with the opinion of Mulyasa (2011: 111-112) which states that the main activity of education in the management unit as a supervisor must be realized in the ability to formulate and implement educational supervision programs, and make use of the results. The ability to compile an educational supervision program must be realized, one of which is in the preparation of a classroom supervision program. The ability to implement educational supervision programs must be realized, one of which is the implementation of clinical or non-clinical supervision programs. Meanwhile, the ability to take advantage of the results of educational supervision must be realized in the use of the results of supervision to improve the performance of educational personnel, and the use of the results of supervision to develop units.

This research finds that the supervisor function actualized by the manager of the As-Salam Playgroup in improving the tutor's performance has met the specified indicators. Like the first manager, he is able to arrange classroom supervision with assessment indicators, namely the planning and implementation of the lessons conducted by the tutor; second, conducting tutor work assessments with assessment indicators, namely the ability to open the court, teaching attitudes, mastery of teaching materials, and the learning process; third, utilize the results of supervision to improve tutor performance, tutor competence, and develop units. These three efforts are made to help tutors learn daily tasks as well as to improve tutor performance and competence.

e. Playgroup Manager as Leader

Based on the research findings, the function of the actualized leader of the As-Salam Playgroup manager in improving the tutor's performance is to provide direct directions to the tutor so that they can work optimally according to the assigned task. This is realized through the delegation of tutors to meetings with supervisors, PCs, clusters, or outside activities.

The findings of this study are in line with the opinion of Mulyasa (2011: 115) which states that managers as leaders must be able to provide direction and supervision, open two-way communication, and delegate tasks. In line with this opinion, according to Salis and Nurdin (in Ginting & Haryanti, 2012: 16), managers can manage tutors by applying the principles of human resource management, with the hope of improving the quality of education.

So this research finds that the function of the actualized leader of the As-Salam Playgroup manager in improving the tutor's performance has met the determined indicators. Like the first manager, able to provide instructions and supervision through direct direction to the tutor so that they can work optimally according to the assigned task; second, opening two-way communication through direct communication with tutors, students, parents of students, and even the local community; third, delegating tasks that are realized through the delegation of tutors to meetings with supervisors, PCs, groups, or activities outside representing the institution and manager.

f. Playgroup Manager as Innovator

Based on the results of research findings, the function of the innovator actualized by the manager of the As-Salam Playgroup in improving the performance of the tutor is to establish good relationships with parents of students and the surrounding community by working together in educational activities, the manager is actively involved in community activities by contributing ideas or input. as well as being active in the organization as one of the youth leaders. So that it has its own impact on the community, namely helping education services for the local environment and can reduce the number of early childhood absenteeism. New ideas and additional knowledge are obtained by managers through being active in organizations outside the institution. The manager's exemplary attitude to tutors is through discipline in working time.

The findings of this study are in line with the opinion of Mulyasa (2011: 118-119) which states that in order to carry out their role and function as an innovator, managers must have the right strategy to establish a harmonious relationship with the environment, look for new ideas, integrate every activity, provide role models for all tutors, and develop innovative learning models.

This research finds that the function of the innovator which is actualized by the manager of the As-Salam Playgroup in improving the tutor's performance has met the specified indicators. Like the first manager, he is able to build a harmonious relationship with the environment by establishing a harmonious relationship with the environment by establishing good relationships with parents of students and the surrounding community by working together in educational activities. So that it has its own impact on the community, namely helping education services for the local environment so that it can reduce the number of early childhood absenteeism; second, looking for new ideas through managers taking an active role in community activities by contributing ideas, energy, or material, and able to be active in the organization as one of the youth leaders. The impact of this, managers gain additional experience and knowledge about human resource management; third, to provide an example for all tutors through discipline of time, attendance, work ethic, and behavior of the manager himself; fourth, developing an innovative learning model through the application of a learning model adapted to the principles of early childhood learning, such as a learning model through singing, storytelling, dancing, or other models. The four efforts are intended to increase the professionalism of the tutors. provide an example for all tutors through discipline of time, attendance, work ethic, and behavior of the manager himself; fourth, developing an innovative learning model through the application of a learning model adapted to the principles of early childhood learning, such as a learning model through singing, storytelling, dancing, or other models. The four efforts are intended to increase the professionalism of the tutors. provide an example for all tutors through discipline of time, attendance, work ethic, and behavior of the manager himself; fourth, developing an innovative learning model through the application of a learning model adapted to the principles of early childhood learning, such as a learning model through singing, storytelling, dancing, or other models. The four efforts are intended to increase the professionalism of the tutors.

g. Playgroup Manager as Motivator

Based on the research findings, the motivator function actualized by the manager of the As-Salam Playgroup in improving the tutor's performance is through the arrangement of the physical environment for the tutor by providing infrastructure in the form of a tutor's workspace in which tables, chairs, document racks, structural boards, activity boards are provided, small wardrobes, and stationery, but the advice on the infrastructure provided was considered inadequate by the tutors and parents of students. In addition, the function of the motivator is actualized by the manager through setting the work atmosphere by providing security and comfort, maintaining a clean environment, instilling the value of discipline through regulations and monitoring the presence of tutors, providing encouragement in the form of motivation through encouragement, advice, or through direct directions.

The findings of this study are in line with Mulyasa's (2011: 120-122) opinion that as a motivator, managers must have the right strategy to motivate tutors in carrying out various tasks and functions. This motivation can be cultivated through:

- 1) Physical Environment Settings;
- 2) Working Atmosphere Settings;
- 3) Discipline;
- 4) Encouragement;
- 5) Appreciation.

This research finds that the motivator function actualized by the manager of the As-Salam Playgroup in improving the tutor's performance has met the specified indicators. As with the first manager, they make arrangements for the physical environment through the provision of

infrastructure for tutors in the form of workspaces in which tables, chairs, document racks, structure boards, activity boards, small closets, and stationery are provided. This effort was made to motivate tutors to carry out their duties. However, the tutors considered that the infrastructure provided was still inadequate; second, setting the work atmosphere by providing security and comfort, maintaining a clean environment. With a calm and pleasant working atmosphere, this effort is made to raise the performance of the tutors; third, instill the value of discipline through regulation and monitoring of tutor attendance. This effort is made so that tutors can help managers achieve the goals of the institution effectively and efficiently, and to increase the productivity of the institution; fourth, to provide encouragement in the form of motivation through encouragement, advice, or direct direction. This effort was made to be able to move tutors towards work effectiveness; fifth, giving awards to tutors by giving certificates, objects, or materials. This award-giving effort was made to increase the professionalism and productivity of tutors as well as to increase the productivity of the institution; fourth, to provide encouragement in the form of motivation through encouragement, advice, or direct direction. This effort was made to be able to move tutors towards work effectiveness; fifth, giving awards to tutors by giving certificates, objects, or materials. This award-giving effort was made to increase the professionalism and productivity of tutors. as well as to be able to increase the productivity of the institution; fourth, to provide encouragement in the form of motivation through encouragement, advice, or direct direction. This effort was made to be able to move tutors towards work effectiveness; fifth, giving awards to tutors by giving certificates, objects, or materials. This award-giving effort was made to increase the professionalism and productivity of tutors.

## **2. Achievement of Tutor Performance in improving competences in the As-Salam Playgroup**

Indicators to measure the performance of the tutors perceived by the managers of the As-Salam Playgroup, namely quality of work, timeliness of work, work initiative, work ability, and communication at work.

### **a) Work quality**

According to Hamzah (in Hidayat, 2016: 29), the quality aspect of work has indicators including mastering teaching materials, managing the learning process, and managing the class. This opinion is supported by Sondang (in Hertianti, 2016: 29) who argues that aspects of work quality have indicators including work results, conformity of work results with organizational goals, and benefits of work results.

In line with the above opinion, research findings found that the As-Salam Playgroup tutors were able to understand and understand any subject matter or mastery of the theme based on the results of the tutor's performance assessment by the manager, the tutors could understand the subject matter because they studied the learning guide book provided by the manager which was then adjusted to the reference of the Daily Activity Plan (RKH). In addition, the tutors are able to condition the classroom conditions when the learning atmosphere is not conducive, the way is through singing, telling stories, clapping silence or in other ways.

So this study found that the performance of the tutor's work quality was perceived well by the manager of the As-Salam Playgroup, and had met the determined indicators. As the first tutor was able to master teaching materials through mastering the theme, yangmake learning activities in students easy to implement; second,able to manage the learning process and manage the class through conditioning the child by singing, telling stories, clapping silence,

or other learning variations that make children controllable and not bored in learning activities.

b) On Time Work

According to Hamzah (in Hidayat, 2016: 29), the aspect of timeliness of work has indicators including attendance and completion of work assignments, using teaching media, and planning teaching programs. This opinion was supported by Sondang (in Hertianti, 2016: 29) who argued that the timeliness aspect has indicators including structuring activity or work plans, accuracy of Activity Plans with work results, and timeliness in completing tasks.

In line with the above opinion, research findings found that the tutors of the As-Salam Playgroup were able to be responsible for their presence in work and teaching, because in early 2018 to May 2018 the tutors had never been absent from work as evidenced by attendance data which was directly controlled by the manager. The tutors are able to take advantage of learning media, learning media that the tutors use, including letter and number cards, folding paper, colored pencils, pictures, and art tools. In addition, tutors have been able to plan teaching programs through semester programs, Weekly Activity Plans (RKM) and Daily Activity Plans (RKH) as modules or learning references.

So this research found that the achievement of the tutor's timeliness was perceived well by the manager of the As-Salam Playgroup, having met the determined indicators. Like the first tutor, he is able to be responsible for attendance and completion of work assignments through maximum attendance which is controlled with presence by the manager. The attendance level is used as a benchmark to show the level of discipline, the spirit and work attitude of the tutor; second, able to use teaching media through the use of learning media including letter and number cards, folding paper, colored pencils, pictures, and art tools; third, able to plan teaching programs through making semester programs, Weekly Activity Plans (RKM) and Daily Activity Plans (RKH) as modules or learning references. Karena with lesson planning can provide the core content of learning procedures.

c) Work Initiatives

According to Hamzah (in Hidayat, 2016: 29), the work initiative aspect has indicators including leading the class and assessing the learning outcomes of students. This opinion is supported by opinion Saondi & Suherman (2010: 23) who argue that one of the teacher performance indicators (tutors) is the ability to do assessment and evaluation.

In line with the above opinion, research findings found that the As-Salam Playgroup tutors were able to make children active through singing together, dancing together, telling stories, and even giving gifts so that the children would dare to come forward, this was an effort for the tutors to lead the class so that the children could learn productively. In addition, the tutors have carried out learning assessments for children through daily assessments with a checklist format, anecdotal notes, and work results, as well as conducting monthly assessments based on the results of daily assessments for one month. Although done manually without the help of IT facilities.

This research found that the achievement of the tutor's work initiative was perceived well by the manager of the As-Salam Playgroup, and had met the determined indicators. Like the first tutors, they were able to lead the class by inviting children to be active in class by singing and dancing together, telling stories, and even giving gifts so that the children would dare to come forward; second, being able to assess students' learning outcomes through daily assessments

with a checklist format, anecdotal notes, and work results, as well as conduct manual monthly assessments without the help of IT facilities.

d) Ability to Work

According to Hamzah (in Hidayat, 2016: 29), the aspect of work ability has indicators including using various methods in learning as well as understanding and carrying out extension guidance functions and services. This opinion is supported by opinion Saondi & Suherman (2010: 23) who argue that one of the tutors' performance indicators is mastery of teaching methods and strategies.

In line with the above opinion, the results of the research findings found that the As-Salam Play Group tutors were able to use several learning methods such as the conversation method, the student center method or participation through singing together and playing, the learning method through storytelling, the demonstration method on children's material, create works of art and natural recognition methods through field tours. In addition, the tutors have implemented counseling services to parents of students through a parenting program which is held every twice in a month or during certain activities.

e) Communication at Work

According to Hamzah (in Hidayat, 2016: 29), the communication aspect at work has indicators including complying with institutional administration and cooperation in carrying out work tasks. This opinion is supported by Saputra (2016: 28) who suggests that one of the benchmarks in assessing performance is collaboration with other people at work.

In line with the above opinion, research findings found that the As-Salam Playgroup tutors were able to be kind and obedient without violating the institution's rules or administrations. In addition, one form of cooperation between tutors and managers is when the tutors consult with the manager regarding the obstacles they encounter, especially those in teaching.

This study found that the tutor's working communication was perceived well by the manager of the As-Salam Playgroup, and had met the determined indicators. As with the first tutors, obeying the administration of an institution is realized through obeying the regulations and fulfilling all forms of institutional work administration such as fulfilling the administrative requirements of becoming a tutor; second, cooperation in the implementation of work tasks which is realized through cooperation between tutors in completing tasks and exchanging ideas, as well as working with managers to realize the vision and mission of the institution and consulting regarding work constraints or work completion.

## **CONCLUSION**

Playgroup management leadership is the ability and effort of the manager as a leader in actualizing his functions to manage various institutional resources or specifically to coordinate tutors. plan and carry out the learning process, and assess learning outcomes to support the process education in units Playgroup. Based on the results of the analysis of the researchers' findings, the manager of the As-Salam Playgroup has been able to actualize the functions of educators, managers, administrators, supervisors, leaders, innovators, and motivators as a form of leadership contribution in improving tutor performance.

Playgroup tutor performance is the result of the work achieved by the tutor in planning and implementing the learning process, as well as assessing the learning outcomes according to the position or responsibility given by the Playgroup manager. The tutor's performance

achievement is shown by the competence possessed by the tutor in implementing teaching and learning in the As-Salam Playgroup. Those were measured through work quality, timeliness of work, work initiative, work ability, and communication at work.

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