

LEARNING ANALYSIS THROUGH TEACHER LEADERSHIP

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Submitted: November 21, 2024

Accepted : February 05, 2025

Published: April 30, 2025

Abstract

This study aims to analyze learning through teacher leadership at Aisyiyah Bustanul Atfhal 3 Kindergarten, Sintang City. The research method used is a case study with a qualitative research form. The data sources for this study are observations, interviews, and documentation of teachers at Aisyiyah Bustanul Atfhal 3 Kindergarten, Sintang City. The results of the study indicate that classroom learning planning involves various aspects such as the selection of materials, methods, tools, and approaches that are in accordance with the curriculum and the needs of children. Teachers prepare activity materials, including core materials and habituation materials, and use flexible teaching materials that support learning. Teachers apply a guided approach, individual learning models, and active and collaborative methods. Learning assessment is carried out by monitoring children's development through various interactive activities and symbolic appreciation such as stars or motivational notes, so that overall learning through teacher leadership is declared "quite good".

Keywords: Learning, Teachers Leadership, Kindergarten

Abstrak

Analisis Pembelajaran Melalui Kepemimpinan Guru. Penelitian ini bertujuan untuk mengetahui analisis pembelajaran melalui kepemimpinan guru di TK Aisyiyah Atfal 3 Kota Sintang. Metode penelitian yang digunakan adalah studi kasus dengan bentuk penelitian kualitatif. Sumber data penelitian ini adalah observasi, wawancara, dan dokumentasi guru di TK Aisyiyah Bustanul Atfhal 3 Kota Sintang. Hasil penelitian menunjukkan bahwa perencanaan pembelajaran di kelas melibatkan berbagai aspek seperti pemilihan materi, metode, alat, dan pendekatan yang sesuai dengan kurikulum dan kebutuhan anak-anak. Guru menyiapkan materi kegiatan, termasuk materi inti dan materi pembiasaan, serta menggunakan bahan ajar yang fleksibel dan mendukung pembelajaran. Guru menerapkan pendekatan terpimpin, model pembelajaran individu, dan metode aktif serta kolaboratif. Penilaian pembelajaran dilakukan dengan pemantauan perkembangan anak melalui berbagai aktivitas interaktif dan apresiasi simbolik seperti bintang atau catatan motivasi, sehingga secara keseluruhan pembelajaran melalui kepemimpinan guru dinyatakan "cukup baik".

Keywords : Pembelajaran, Kemimpinan Guru, Taman Kanak-Kanak

INTRODUCTION

Learning itself in the context of administration can be a work system so that one component with another is interrelated or it can be a work component that cannot stand alone because it will affect the implementation of learning as a whole For

example, the implementation of instructor duties that has been in the spotlight in the implementation of the learning world who plays the role of a teacher and is a separate component in the world of learning. Learning, of course, is closely related to the administrative component in the school, basically to provide good interaction opportunities so that it can be known the obstacles or obstacles in work that cause the instructor not to work as expected. (Mansir , 2023).

The results of observations and interviews with teachers at Aisyiyah Bustanul Atfhal 3 Kindergarten School in Sintang City show that some classroom teachers still do not fully fulfill their leadership duties in the learning process. Even though learning in the classroom runs smoothly and the delivery of material is carried out in an interesting way, there are some teachers who are still not able to fully lead the class well, so some children look less involved and tend to be passive when asked to participate. This condition results in a decrease in children's interest in learning and interferes with the conduciveness of the learning process. Therefore, the role of teachers as leaders in the classroom is very important in arousing children's enthusiasm and motivation to learn. When children's enthusiasm and motivation for learning have grown, teachers can more easily interact with them, so that the goal of creating an effective learning process can be achieved as expected.

Learning activities are a preparation. This meaning means that learning can be an activity that takes place continuously. This activity has stages of organized and coordinated activities. Explaining that learning can be an instrument provided by teachers or educators through which the process of acquiring information and knowledge, acquiring skills, and forming student behavior and beliefs occurs. Warsila stated that there are three norms that are the basis of the definition of learning, namely: (1) Learning as an effort to achieve behavior change. This definition of learning means that the most important part of learning activities is a change in student behavior (although not all changes in student behavior are the result of learning); (2) Learning activities are carried out because of the motivation and goals to be achieved. This definition of learning means that learning activities are carried out with goals that must be met and goals to be achieved; and (3) Learning is an experience. Learning is essentially living a real life situation with a specific purpose, and learning can be a

framework for an individual's interaction with his environment, thus providing many real life experiences and situations. Rezania (2023) Sanjaya (2021)

Jalaludin et al (2021) Explains that learning handled by early childhood educators can be carried out based on planning stages (defining action materials, compiling teaching materials, planning learning approaches and strategies, arranging learning tools and assets, and compiling learning outcome evaluations.

The implementation stage (carrying out pre-learning, carrying out core activities in learning, and evaluating learning. Rahayu & Susanto (2018) states that the components that affect learning are divided into two, namely: internal variables (physical, mental, and fatigue) and external variables (family, school, and society). Educator management points include the following viewpoints: educational vision and goals, leadership methodology, advancement in education, student skill development, and problem-solving (Rezania, 2023).

METHODS

The research approach used in this study is subjective research. Murdiyanto (2020) Subjective investigation can be an investigation of techniques that use information in the form of notes or words to explain and describe the meaning of any particular event, symptom, and social circumstance. The information collected to assist this research came from field observations and interviews with Aisyiyah Bustanul Atfhal Kindergarten (ABA) 3 Sintang City which was the target of the research on the documentation of actual counting. This primary source of information is information obtained directly using the interview method of sources or supporting information sources, namely the Principal and Teachers at Kindergarten Aisyiyah Bustanul Atfhal (ABA) 3 Sintang City. Supporting sources of information are information obtained from interested parties, namely school reports or records, profiles of Aisyiyah Bustanul Atfhal Kindergarten (ABA) 3 Sintang City, vision and mission, school organizational structure, and information from teachers and students. This research was conducted at Aisyiyah Bustanul Atfhal (ABA) 3 Kindergarten, Sintang City, located at Jalan Akcaya 2, Tanjung Puri, Sintang District, Sintang Regency, West Kalimantan 78613. The time for this research was carried out in May-June 2024. The data collection methods used were observation, interviews, and documentation. This research is divided into four stages,

namely the stage of preparation for pre-field research, preparation of fieldwork, preparation of activity plans, and completion or preparation of research reports.

RESULT AND DISCUSSION

The results in this study were adjusted to the questions and focus of the research as a result of observation or observation of the results of interviews with classroom teachers. The interview process with teachers was carried out at Aisyiyah Bustanul Atfhal 3 Kindergarten, Sintang Regency. This research was conducted from Wednesday, April 24, 2024, to Tuesday, April 30, 2024.

The Learning Process That Takes Place in the Classroom

Learning planning, the researcher prepares a plan of action that will be carried out in the learning process in the classroom. The planning stage in the learning process includes: plans to formulate activity materials, plans to compile learning materials, approach plans, models, and learning methods, plans for learning tools and resources, and assessment of learning outcomes.

Table 1. Classroom Learning Planning

Phase	Activities
Plan to formulate activity materials	Kindergarten teachers plan learning materials by writing activity materials and habituation materials that have been listed in the learning implementation plan by containing activity materials using the theme of Animals in the sub-theme of Land Animals. Learning process planning in planning activity materials not only includes core materials, but kindergarten teachers also include habituation materials in the form of formation of relative attitudes and behaviors.
Plan to compile learning materials	Kindergarten teachers plan to prepare several materials that support learning activities, namely: text materials and various worksheets (language, cognitive, and art groups). The learning materials adjust to learning activities on the theme of Animals, sub-theme of Land Animals, sub-sub-theme of Types of Land Animals that children understand, namely: language group with question and answer treatment about types of land animals, cognitive group with connecting points according to the order of numbers, and art group with the treatment of singing songs about animals.
Approach plans, models, and learning methods	The role of kindergarten teachers in planning approaches in the form of using the right approach based on the needs of learning objectives, namely a guided learning approach based on individual learning models. Kindergarten teachers use active and collaborative learning methods, kindergarten

	teachers also use other methods as a support for the main method used, namely <i>ice breaking</i> .
Plan learning tools and resources	Kindergarten teachers plan tools including: picture paper about types of land animals (elephants, tigers, giraffes, lions, and others) and <i>speakers</i> and <i>mobile phones</i> to play songs about land animals (tek kotek chicks, animals created by God, and others). Kindergarten teacher learning resources use the Kindergarten Teacher Handbook.
Learning outcomes assessment plan	The assessment plan for children's learning outcomes by kindergarten teachers includes an assessment of attitudes, knowledge, and skills by giving appreciation in the form of star symbols and <i>MasyaAllah records</i> .

Source : Results of Observation and Diving Interview

The implementation of learning, the researcher carried out learning through several stages, including: opening activities, core activities, and closing activities.

Table 2. Implementation of Learning in the Classroom

Phase	Activities
Opening activities	In this opening activity, it began with prayer activities by reading short surahs. The child says the greeting and then recites several short surahs from the Qur'an, including Al-Fatihah, Al-Quraish, Al-Maun, Al-Fil, as well as prayers for parents and hadiths about smiling and cleanliness. Furthermore, the pronunciation of two sentences of shahada, prayer to study, as well as singing Mars and saying the pledge of Aisyiyah Bustnul Atfhal Kindergarten. Then, the teacher checks the attendance to find out the presence of the students on that day.
Core activities	The core activity is on Wednesday, April 24, 2024 with the topic of Animals and the subtopic of Land Animals. The kindergarten teacher asked the children to open their own books and explain the learning material with the sub-topic of Land Animals. The core activity was on Wednesday, April 25, 2024 with the topic of Animals and the Subtopic of Land Animals. The kindergarten teacher asked the children to open the textbook and the teacher explained the material that will be studied today. The core activity on Friday, April 26, 2024, kindergarten teachers asked children to get ready because practice was about to begin. On Monday, April 29, 2024 with the topic of Animals and the Subtopic of Land Animals. The kindergarten teacher asked the children to open the textbook and the teacher explained the defense material on this day. On Tuesday, April 30, 2024 with the topic of Animals and Subtopics of Land Animals. The kindergarten teacher asked the students to open the textbook and the teacher explained the learning material on this day.
Closing activities	Educators and analysts take turns instructing children to clean the equipment that has been used in the learning exercises.

Another time, the educator asked once again how each child felt after doing the learning exercise, and reinforced the children's information. After the children finished cleaning the learning equipment, the children prepared to go home by reading the Surah Al-Ashr, importing some time and then leaving the house, getting in the vehicle, and praying for the world and the future inside. Then the educator provided information about the exercise that would be carried out tomorrow and closed by closing today's lesson, then the educator said hello and the student said welcome to the teacher some time and then went home.

Source : Observation and Interview Results during the Research

Learning assessment, the researcher conducts learning assessment through a series of processes of collecting and processing various information to measure the achievement of the implementation of the kindergarten program including the development achievements of children to understand the material of the sub-theme of Land Animals with the sub-theme of land animal types, land animal food, and land animal habitat. The assessment plan for children's learning outcomes by kindergarten teachers includes an assessment of attitudes, knowledge, and skills in the form of star symbols and notes given during the learning process or work results from worksheets or activities in producing a work for children.

The approach to learning in these conditions must be carefully designed and pursued by educators in an effort to avoid disturbing conditions, and create conducive conditions. Teachers must also have a warm and enthusiastic nature, this is usually needed in the learning approach because teachers who are warm and familiar with students always show enthusiasm to improve their learning activities so that they can successfully carry out learning in the classroom. The use of words, activities, and learning strategies can increase students' enthusiasm for learning, so it is the key to achieving an effective learning approach in the classroom and avoiding boredom (Scott, 2020).

Teacher Leadership in the Classroom

Working With Adult Learners, kindergarten teachers create a safe, supportive, and inspiring learning environment, aligned with the school's goals. By acting as a role model, teachers show desired values, such as empathy, cooperation, and curiosity. Teachers also integrate this vision into the curriculum through creative and interactive

activities that encourage students' exploration and active engagement. Effective communication with parents and co-workers ensures that the shared vision is consistently executed. Thus, teachers lead with a strong vision, forming a solid educational foundation for children.

Communication, kindergarten teachers have shown the activities of the teaching process to children well in communication. Open and positive communication strengthens the bond between teachers and students. Teachers also serve as role models, demonstrating the expected attitude in social interaction and learning. Good relationships, teachers encourage active participation, meaningful learning, and good development for every student. In addition, there is a way for teachers to build relationships in the learning process through communication, namely maintaining objectivity, developing children's cultural competencies and understanding children's behavior.

Working with a *Collaboration Team*, kindergarten teachers provide guidance and encouragement, while allowing children to explore and learn through hands-on experience. They also apply project-based learning methods, which encourage children to work together, solve problems, and communicate. By monitoring each child's progress and providing constructive feedback, teachers ensure that each child can thrive to their potential, in a safe and supportive environment.

Skills that instructors must have in managing classes, including principals. Linda & Hammond (2021) It combines three very basic skills, namely: working with adult learners, communication, and collaborative groups. The ability of the three levels of education must be reflected in a learning structure. (Djamarah, 2010).

Learning Analysis through Teacher Leadership

Analysis of learning through teacher leadership there are three topics of discussion that will be discussed, including planning, implementation and assessment. As follows:

Table 3. Implementation of Learning in the Classroom

Phase	Activities
Teacher learning leadership in learning planning	Learning planning is carried out by designing the flow of learning objectives. Kindergarten teachers do this by compiling a flow of learning objectives. Conducting learning design and assessment in the form of compiling learning outcomes, formulating learning objectives, and designing

	RPPH. Using and developing teaching tools used for learning such as teaching modules, LKPD, and others. Learning planning is carried out by kindergarten teachers by determining the themes and sub-themes to be applied to the study group led, arranging time allocation to carry out learning, compiling RPPH, determining learning objectives, developing themes, activity flows, and learning assessment plans
Teacher learning leadership in implementing learning	Learning reflection is carried out regularly every day, carried out at the end of the learning hour. Reflection is carried out orally or in writing using questions. The teacher follows up based on the results of the learning reflection by repeating the material with different delivery if the children do not understand the material that has been delivered. The teacher recapitulates the learning results which then fills in the recap of the children's scores into the report card/report of the children's learning results. The report card in the curriculum is the academic report card. Teachers communicate children's learning results by holding meetings with parents/guardians of children on a regular basis once every semester. Teachers provide feedback based on children's learning outcomes in the form of rewards for children who achieve high learning outcomes.
Teacher learning leadership in assessing learning	Teachers and analysts take turns instructing children to clean up the tools that have been used in the learning exercises. After that, the teacher asks each child again how they feel after doing the learning exercises, and reinforces the children's information. After the children finish cleaning up the learning materials, the children prepare to go home by reciting Surah Al-Ashr, asking for a few moments to clean the house, get in the vehicle, and do the math for the world and the future in the house. Then the teacher provides information about the exercises that will be carried out tomorrow and closes by closing today's lessons, then the teacher says greetings and students say greetings to the teacher before going home.

Source : Observation and Interview Results during the Research

Learning that is arranged in the teaching and learning handles in the classroom is carried out by the teacher with the teacher tidying up the table for the preparation of the learning to be carried out. The most important component of learning is student learning activities in order to realize the success of the learning plan. According to Whipple (Eman Nataliano Busa, 2023), student learning activities are a teaching and learning activity that focuses on students' activities physically, mentally, intellectually and sincerely with the aim of obtaining learning outcomes within the framework of a balance between cognitive, emotional and psychomotor aspects when students are in the classroom.

The learning implementation process that takes place is the teacher explaining the material using the Teacher Retention Book. After the teacher delivers the material, the teacher often asks the students about the material taught so that the teacher knows where the students' abilities are. One of the basic components that is very important to realize learning goals is student activities in the learning process. Physical and mental activity, such as thinking and acting in an inseparable order, is an activity (Wibowo, 2016). Thus, teachers are expected to always motivate students so that they can continue to be involved in learning in the classroom (Sanjaya, 2010).

CONCLUSION

The learning process that takes place in the classroom has been carried out well. This is obtained based on the planning, implementation, and assessment of kindergarten teachers in learning. Teacher leadership in the classroom has a very important role in the classroom. The skills that teachers should have in leadership in the classroom, there are three skills that are absolutely necessary, namely: *working with adult learners, communication, and team collaboration*. Successful learning shows the quality of teacher leadership implementation. The teacher's learning leadership in carrying out learning using the independent curriculum is said to be competent and professional as evidenced by the results of research showing that teachers have carried out learning using the independent curriculum by implementing student-centered learning, implementing differentiated learning according to the stages of student achievement, implementing programs as an effort to overcome students who need more enrichment or challenges, Collaborate between teachers for curriculum and learning purposes.

ACKNOWLEDMENT

Gratitude to Aisiyah Bustanul Atfhal Kindergarten 3 Sintang City who have been willing to provide a place for research.

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