

Women's Leadership in Creating a Healthy Cultural Climate for Early Childhood Education

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ABSTRACT

Research aims to examine and analyze the role of women in holding school leadership, especially at the Early Childhood Education Programs level. This research method analyzes studies related to women's leadership in Early Childhood Education. This type of research uses in-depth qualitative analysis. The study results show that women have an adequate ability to hold leadership in schools. Women tend to share more of their differences and are more motivated. Female principals tend to have higher teaching methods and techniques than males. In addition, it shows a more democratic nature and a more participatory style. Female principals tend to behave better and wiser than males in achieving goals. Departing from the low view and assumption of women, in the early childhood education programs world, women show many advantages in occupying the positions of Principals and Teachers compared to men, i.e., 95% are women. And the research implication is that women have more potential in the building and leading Early Childhood Education.

INTRODUCTION

The study of women and equality is a study that never subsides in every space and time. Even though it has been repeatedly discussed in many spaces, there is always a refresher effort that is no less significant to review this matter. This is caused by a societal construct that seems to place women in a minor position from the past, perhaps, until now (Bustomi, 2016). Only the quality of piety makes humans different from one another (Suparlan, 2021). And even in this modern era, leadership is not personal, individual, but institutional (executive, legislative, and judicial) there are also academics, Non-Governmental Organizations (NGOs), and other educated communities who synergize and work together in managing government and organizations (Dihan, 2013). The results of the meta-analysis of gender and leadership styles conclude that women's leadership styles are more democratic than men in the same organizational environment with gender differences based on differences between men and women in terms of personality and work skills (Perwitasari & Hendariningrum, 2014). A leader has a role that is very important for the survival of the school (Baharun, 2018). The importance of the meaning of a leader so that it can be said that the success or failure of a school is highly dependent on the school leadership itself. This shows that one of the keys to the success of a business is the ability of a leader to organize and motivate teachers to work harder to achieve school goals (Baharun et al., 2021).

In being in the midst of society, women cannot escape the various points of view that accompany them. It may be that people articulate women based on the point of view of their characteristics, their role in society, family, education, and others. Meanwhile, according to sharia, women play many roles. Women as mothers, wives, entrepreneurs, company managers, volunteer workers, etc. Women in Indonesia in general have played

a very important role in politics such as being President, Governor, Minister, Regent, Camat, Village Head, and so on (Manembu, 2017). This further emphasizes that women in their lives do not only play multiple roles but also have multiple roles in society. More than that, the role of women or female leaders has adequate ability to hold leadership in schools (Priatiningsih, 2018), such as at the Wahidiyah Islamic Boarding School in Kedunglo, Kediri, where the Rector is a woman, the headmaster of a high school is a woman, the principal of a junior high school is a man. male, the principal of an elementary school is a woman, the principal of a kindergarten is also a woman, so this is what makes researchers interested in conducting research. Because women have shown their skills to be leaders, especially as principals.

Women are the pillars of the state, if she is good then the country will be good and if she is damaged then the country will be damaged (Siame, 2012; Al Ahsani, 2020). The hadith of the Messenger of Allah is sufficient to illustrate how urgent a woman is and her existence is very calculated in life in the world. In dealing with various busy daily activities, a woman must be able to determine the priority scale. What should be done first and if as a wife she is not aware that the household must be prioritized first then the career field is new and later as a support in life after the principal is fulfilled. One of the main ones is the cultural factor. Since time immemorial, women and men have done different jobs. The tasks they perform require different skills. These cultural factors also influence how women and men act and think (Sholehah et al., 2016; Nizomi, 2019). This cultural factor is also seen in the organization. Men are required to be firm in leading. But when a woman is assertive, she is often called aggressive.

Women are creatures who can do many things (multi-tasking) and all of them can be done with the same concentration (Fitriana & Cenni, 2021; Cahyati et al., 2021; Amalo, 2014; Alsubaie & Jones, 2017; Morley & Crossouard, 2016). This is not found in men who are less able to deal with the complexity of problems and tend to fix them one by one, while women want everything to be finished quickly and understand problems with priority so that solutions are faster (Nurbaihaqi & Kusumah, 2021; Nopryana et al., 2020). Women are also able to control their emotions (Madsen & Andrade, 2012; DeFrank et al., 2016). He does not carelessly shed tears or get angry excessively in front of the crowd. In planning an organization or leadership, multitasking skills are needed. This ability tends to be owned by women. In carrying out the policy, a good culture is needed to create a friendly atmosphere, especially in the world of Early Childhood Education Programs education. The organization of an education consists of a school's structure, policies and culture, all of which can malfunction in a rapidly changing business environment. Structures and policies can be changed (not easily). Instead, school culture is very difficult to change. Changing school culture is sometimes the key to implementing a new strategy well.

What is meant by school culture? most principals find it difficult to find words to describe this concept, while some define it as "the shared experiences, stories, beliefs and meanings that characterize an organization." Entering any organizational institution, the first thing one faces is the school culture, the way children dress or are in uniform, the way they talk to each other, and the way they welcome guests (Silkyanti, 2019). Sometimes school culture develops organizationally and is derived directly from the personality and habits at school towards teachers, students, education staff, and others (Pradana, 2019). For example, during the Covid-19 pandemic, the culture of washing hands, the culture of wearing masks, the culture of Wired, the culture of praying in congregation, the culture of listening to the recitation of Father Fatwa Amanah from the

caregivers of the Wahidiyah struggle, the culture of "greeting, polite, smiling", the culture of being late. The educational process occurs in the life of a cultured society. Human culture is the result of the interaction of members of the community which is then passed down from one generation to the next with the process of change. Humans create a culture and live and are lived by that culture. A living culture, of course, has its actors. Without actors, a culture will die and the people who have it will disappear as well. In other words, humans are culture itself (Mughtar et al., 2016). In this cultural process lies education. Education functions to develop three types of cultural actors, Humans who are culturally aware, Humans who are entrenched, Humans as humanists.

The school's cultural climate in order to improve the quality development of the students of Kindergarten Plus Wahidiyah Kedunglo, Kediri City, can tap into a very profitable investment that is often difficult to implement and even slow to implement. Although the quality of education exists in every educational institution, both elementary, junior high, and high school, this is very rarely applied to Early Childhood Education Programs. However, it is clear that the lack of human resources in Early Childhood Education Programs will hinder the quality of educators which has been known for quite a long time before the Early Childhood Education Programs accreditation movement. Especially educational institutions that are still in the early stages of being established. After the incessant Early Childhood Education Programs accreditation that has been proclaimed by BAN-Early Childhood Education Programs East Java Province, "Why" and "How" create a school culture to be able to increase the value of student development? As a result, concerns over the decline in the quality of Early Childhood Education Programs education continue in tandem with the increase in Early Childhood Education Programs institutions in the City and District of Kediri. Although the issue is not new, ideas and thoughts need to be continuously updated so that policies in creating Early Childhood Education Programs school culture are not commonsense and intuitive.

Why is Self Childhood Education necessary? One of the reasons for the low participation rate in Early Childhood Education Programs is the limited and uneven distribution of preschool education, which occurs more rapidly in urban areas than in rural areas. In Indonesia, Early Childhood Education Programs is not a new thing. This can be proven by the existence of Early Childhood Education Programs institutions, such as Bustanul Athfal, Taman India (which was founded by Ki Hajar Dewantara), Daycare Park, and Sunday School (in the Church). In addition to these institutions, other institutions that also care and pay attention to Early Childhood Education Programs, namely Universities that care about Early Childhood Education Programs include Wahidiyah University, Kediri City which has a Early Childhood Education Programs Study Program, There is a Kindergarten College project trial between the Director-General of Higher Education and LPTK (Educational Institutions and Education Personnel), Educational qualifications for Early Childhood Education Programs institutions are directed to become Bachelors or Diplomas as a minimum standard, so many universities have then opened Bachelor-Early Childhood Education Programs majors.

Various results of research on Early Childhood Education Programs that have been carried out by themselves strengthen the belief that Early Childhood Education Programs has a major contribution to the development of the quality of human resources in adulthood (Wiyani, 2020). Therefore, Early Childhood Education Programs should get serious attention and can touch all children. Because it is a very profitable investment,

children who have never participated in the Early Childhood Education Programs program are very vulnerable to dropping out of school, while children who participate in the Early Childhood Education Programs are more likely to stay in school as high as possible. How is the relationship between the critical period and the golden period in Early Childhood with individual success in the future? The critical period of child development according to Carl Shatz is found in the development of vision, development of feelings/emotions, development of language skills, movement skills, development of musical abilities. Early childhood (0-6 years) is a golden age because all aspects of development take place quickly. This period is called the critical period so that the stimulation given after the critical period will have an optimal impact on child development. From this description, it is clear that it is very necessary to examine the role of women in leadership. The role of gender in the career or family world is very important, so this research aims to examine and analyze the role of women in holding school leadership, especially at the Early Childhood Education Programs level.

DISCUSSION

The Importance of Early Childhood Moral Education

Educators must understand and follow the development of Early Childhood in implementing their educational methods. Before children can think logically and understand abstract things and have not been able to determine which ones are good and which are bad (tamyiz) which are right and which are wrong (Mufarohah et al., 2018), then examples, exercises, habituation exercises have a very important role in the personal development of children, because early childhood is the best time to instill the basics of moral education (Juwita, 2018; Assingkily & Rangkuti, 2020).

In this case, Al Ghazali shows the most ideal concept where educators or parents first make themselves a good example for their children (Juwita, 2018). For example, a parent who orders the Koran for their child, the parent has also become an example as a parent who diligently recites the Koran as well as in other charities (Setiawan, 2017). While the training method is a lesson to get used to or acquire some skills. As for habituation is to train to become accustomed/accustomed. For example, practicing fasting during Ramadan, performing ablution, praying, etc. As for habituation, as stated by Al Ghazali, is not taking a nap because you are lazy, sleeping on a soft bed, not getting used to a luxurious way of life, having fun, etc.

The most basic thing that must be considered by both parents is the problem of food intake received by the child when the baby or still in the mother's womb. When a baby is born, there is no other right food for the baby to eat other than breast milk. Breast milk is the best and natural food for babies. As soon as possible breast milk is given after birth no later than the first half-hour (Qosidah, 2017). The advantages of breast milk are that it contains high vitamin A, carbohydrates, low fat, contains immune substances to protect babies from various infections, substances for growth and development of baby's intelligence.

Education on how to eat, which starts from how to take food that is close at hand, reading basmalah, prioritizing children or parents to take food, not rushing, not being greedy like animals, not luxury food but nutritious and halal food. Education on how to dress, familiarize children with the color white, stay away from children/friends who like to change clothes and colors because of luxury and extravagance in children as a child has a negative influence on mental development later, for example, lack of patience, steadfastness, easily shaken. or desperate, mentally low, etc.

For children to grow up with a spirit and spirit of obedience, Al Ghozali guides parents and educators as follows: "Teach your child to be obedient to parents and educators as well as to anyone older than him, both from relatives and others. And let him look at them with reverence and not play with them." The habit of praying especially in the congregation will help the character in early childhood so that when he is an adult it will be easy to do it, besides that it will instill a sense of responsibility towards a ritual obligation related to Allah. Al Ghozali also stated that children at school should be taught the Qur'an, traditions about the stories of pious people and their circumstances, reading and writing the Qur'an, worship practices, prayers, and other Islamic teachings.

Age 4-6 years, at this age a child chooses the following characteristics.

- a. Regarding physical development, children are very active in various activities. It is beneficial for the development of small and large muscles.
- b. Language development is also getting better. Children can understand other people's speech and can express their thoughts within certain limits.
- c. Cognitive development (thinking power) is very rapid, indicated by the child's extraordinary curiosity about the surrounding environment. This can be seen from the children often ask everything they see.
- d. The form of the game is still individual, not a social game. Even though playing activities are carried out together

Early childhood is an educational institution that adheres to the concept of learning through play based on children's interests, where children are child centered. All Kindergarten activities are designed to develop a positive self-image, as well as a good attitude towards friends, teachers, and school, by playing as a medium of learning. The Nebraska Department of Education in the United States of America provides suggestions on the form of a good Kindergarten, which are as follows.

- a. There is a cooperation between schools and parents in providing learning experiences for children.
- b. Children's experiences should be designed to explore and discover so that children are more active and don't just sit with paper on the table.
- c. Children learn through game tools.
- d. Children learn to like books and languages through storytelling activities in their language.
- e. Children carry out daily activities that train gross and fine motor skills by running, jumping, bouncing balls, sewing, playing cards, and playing with candles.
- f. Anak practiced developing mathematical logic by playing with sand, blocks, and counting tools.
- g. Children develop curiosity about nature through experimental observations and concluding.
- h. Children recognize various musical rhythms and instruments.
- i. Children practice liking art

Goals of Early Childhood Education

By developing various potentials of children from birth (early), as a preparation for life and to adapt to their environment. That is, forming quality Indonesian children, namely children who grow and develop according to their level of development so that they have optimal readiness to enter basic education, and to navigate the next life. In particular, the objectives to be achieved from early childhood education are as follows: By developing various potentials of children from birth (early), as a preparation for life and to adapt to

their environment. That is, forming quality Indonesian children, namely children who grow and develop according to their level of development so that they have optimal readiness to enter basic education, and to navigate the next life. In particular, the objectives to be achieved from early childhood education are as follows:

Early Childhood Social Behavior

Social behavior is behavior that is carried out voluntarily that can benefit / please others without anticipating external rewards (Dewi et al., 2020). This social behavior is done with a good cause. Social behavior includes helping (helping), helping (aiding), sharing (sharing), and donating (donating). Social behavior includes all forms of action taken or planned to help others regardless of the helper's motives. Social development is the achievement of maturity in social relations. Social development can be interpreted as a learning process to adapt to group norms, morals, and traditions that merge into a single unit that communicates and cooperates (Kusuma & Sutapa, 2020). Thus, the behavior of human social life is inseparable from the values and norms that govern human relations. with the environment. states that three components enable a person to build and live positive relationships with peers, namely knowledge of the appropriate emotional state for certain social situations (social knowledge), the ability to empathize with others (empathy), and believe in one's strength (empathy). locus of control). In addition to the behavioral patterns above, the pattern of children's social behavior can be seen from the following four dimensions:

- a. Children can work together (cooperating) with friends
- b. Children can appreciate (altruism) friends, both in terms of respecting the property, opinion, work of friends or conditions that exist in friends.
- c. Children can share with friends.
- d. Children can help (helping other) to others.

This is demonstrated not only in relationships with peers but also with other adults. The process of social development usually consists of three patterns, namely learning patterns to behave in ways that are accepted by society, learning patterns to play social roles in society, and developing social attitudes towards individuals and social activities in society.

Factors from Family or Parents

This factor has a significant effect on school participation. That low-income families, from their children who enter school, can like graduating also support students or students who repeat classes (Prasanti & Fitriani, 2018). Because the age is not sufficient to enter the next school level, namely Elementary School/Madrasah Ibtidaiyah. this is because the initial age of the students is still not sufficient with the reason that parents leave their children so they can socialize with friends at school rather than at home without friends. The family is the first environment that influences various aspects of children's development, including their social development. Conditions and procedures for family life are conducive environments for the socialization of children. The educational process that aims to develop the child's personality is largely determined by the family, the pattern of movement, the ethics of interacting with others is largely determined by the family.

Independence Factor

Independence is strongly influenced by self-confidence. In recent research on the development of self-confidence and trust between children and their parents, it was found that when children feel safe, children are more willing to explore on their own, are better able to manage stress, learn new skills and relate to others, and have more confidence that they are competent enough to face the new environment (Safitri et al., 2018). Praise can provide learning that has been imparted growth and beneficial behavior for children as they enter the world and interact with children, as well as other adults. Children who are given praise correctly, are increasingly motivated to learn more and can be more receptive to input from their parents, children will know they have done something right and well (Safitri et al., 2018). The purpose of praise is not to make the child happy, but to emphasize that the job has been done well and right. Feeling loved and cared for makes children feel safe and want to please their parents. Children are the embodiment of the love of parents and parents for their protectors. Parents have a very important role and developing the independence of early childhood because parents are not only leaders, they are also the first teachers, mentors, teachers, facilitators, and role models for their children. In their role as first teachers, parents must pay attention to the future of their children so that they can become the nation's successors, school for children is a new world, a new activity, and a new environment. The phenomenon that occurs when many children enter Kindergarten, they cry, are escorted, are accompanied by their parents, siblings, or assistants when the child is in a new school they have fear, anxiety, and worry about new situations, parents need to prepare mentally well to enter the new world. One of them by giving praise.

Competence of Early Childhood Education Teachers

The teacher is a role model (uswah) his entire personality is a good example for his students. Every act that is said and done by the teacher will be an example for his students. From the profile of a noble teacher, students with noble character will be born. The importance of the academic competence of Early Childhood Education Programs teachers is prioritized to be able to provide good teaching and by the curriculum rules that the government applies so that the values of educators in Early Childhood Education Programs are based on the standard level of achievement of Early Childhood Education Programs development which includes religious and moral values, physical motoric, cognitive, language, social-emotional, and art can run and be carried out well (Isriyati, 2020; Debebe et al., 2016; Ford, 2016). This is an effort to educate the nation's life because Early Childhood Education Programs is an important momentum in the development and formation of good children's character. The academic qualifications of Early Childhood Education Programs educators or assistant teachers are also described in Permendikbud Number 137 of 2014 market 26 Paragraph (1) confirms the following:

- a. Have a D-II Kindergarten College Diploma from an accredited study program
- b. Have a minimum high school diploma (SMA) or equivalent and have a certificate of training/education/Early Childhood Education Programs courses for accompanying teachers from a competent institution recognized by the government.

The government also provides rules for academic qualifications for young assistant teachers which are also explained in Permendikbud Number 137 of 2014 Article 27 Paragraph (1) which confirms that young assistant teachers are teachers who have a High School Diploma (SMA) or equivalent and have a training/education/training certificate.

Early Childhood Education Programs care level courses from competent institutions recognized by the government. Furthermore, Permendihbud Number 137 of 2014 Article 24 Paragraph (1) states that early childhood educators are professionals in charge of planning, implementing learning, and assessing learning outcomes, as well as providing guidance, training, care, and protection. In addition, the next paragraph, namely paragraph (2), emphasizes that early childhood educators consist of Early Childhood Education Programs teachers, accompanying teachers, and young assistant teachers. Meanwhile, to become the head of Kindergarten (TK), Raudhatul Atfal, Bustanul Athfal in Permendihbud Number 137 of 2014 Article 29 Paragraph (1) the qualifications of the head of TK/RA/BA are as follows.

- a. Have academic qualifications as required by teacher qualifications.
- b. Have a maximum age of 55 (fifty-five) years at the time of appointment as head of Early Childhood Education Programs.
- c. Have a minimum of 3 (three) years of experience as a Early Childhood Education Programs teacher.
- d. Have a minimum rank/class of Young Stylist Level I, (III/b) for Civil Servants in Early Childhood Education Programs units or programs and for non-PNS equal to the groups issued by authorized foundations or institutions.
- e. Have a certificate of passing the selection of candidates for the Head of Early Childhood Education Programs from a competent and recognized institution by the government.

In connection with the above, the academic qualifications of the Early Childhood Educators of TK Plus Wahidiyah Kedunglo Kediri City are Principals who have a Bachelor of Education (S1), several teachers are still high school graduates because they are currently studying for bachelor Early Childhood Education Programs at the Wahidiyah Islamic Boarding School Struggle Foundation, Mojoroto District, Kediri City.

Factors Supporting Creativity

The school family environment, as well as the community, play an important role in developing and optimizing the creative potentials of children. This can be done by stimulating children by inviting creative thinking (Kemalawati, 2017). But no less important is the existence of psychological freedom and security in children to develop conditions for creative development. In the school environment, for example, children will feel psychologically free if the following conditions and conditions are met:

- a. The teacher accepts children as they are, without conditions with all their advantages and disadvantages, and gives confidence that basically, children are good and capable.
- b. The teacher seeks an atmosphere so that children do not feel judged in a threatening sense
- c. The teacher provides understanding in the sense of being able to understand the thoughts, feelings, and behavior of the child so that the teacher can feel himself in the child's situation and see it from the child's point of view.

At home, it can be understood that children's creativity will develop if parents and teachers are always democratic. With behavior that is willing to listen and respect children's opinions, encourage children to dare to express their opinions, not to interrupt children's conversations when children want to express their thoughts. Instead, give praise, with this it will be happy and comfortable studying at school. Even on holidays,

children ask to go to school, because the teacher has become their idol, both in the usual way of solving problems, the teacher's style when guiding is always imitated like mother, also wants food to ask for the same as at school.

The Essence of Play for Early Childhood

Play is the initial stage of the learning process in children which is experienced by almost the same people through play activities that are fun experiences, a child tries to investigate and get a lot of experience. Both experience with himself, others, and with the environment around him. Through playing, children can organize various experiences and cognitive abilities to develop a style (Rohmah, 2016). Playing provides an opportunity for individuals to think and act imaginatively, and is full of imagination which is closely related to the development of children's creativity (Fakhriyani, 2016). Play activities carried out must be based on the child's initiative. A child should be allowed to choose his activity or play and decide how to do it. Play is a way for children to practice the entry of stimuli, both from the outside world and from within. Stimulating songs both from outside and from within is more optimal if a pleasant emotional state can be obtained when the child is playing. That is, playing makes children not reflect and get bored due to lack of stimulation or stimulation.

Parents and teachers must realize that play is one of the important needs of children and play is one of the basic needs of children because the world of children is the world of play. While playing, children can develop physical, motor, social, emotional aspects of thinking and creativity. The role of parents and teachers directs that children's play becomes more efficient and facilitates children's play so that they gain experience and children can express themselves (Safitri et al., 2018). Therefore, these play activities can be used as the basis for developing children's creativity. The following the facilities at Early Childhood Plus Wahidiyah of Kediri consisting of:

- a. Swimming pool
- b. Library
- c. Drum band
- d. Nutrition
- e. Outbound (for the development of understanding concepts and behavior of children close to nature.
- f. Multiple APE inside and outside
- g. Top activity theme at the end of each activity theme
- h. A simple introduction to English and Arabic
- i. Performing arts at the end of every year
- j. Evaluate targets every three months

CONCLUSIONS

From the results of the research obtained Fundamental research results that women have an adequate ability to hold leadership in schools, not only able to carry out school administrative tasks but also to increase, expand and deepen their range of effectiveness which is no less than men. Women have demonstrated their ability to become leaders, especially as school principals, the main emphasis being on mastering technical skills and responsibility for school organization. The implication of the research shows that women's recommendations to lead education, especially early childhood education programs, make an outstanding contribution, both in terms of emotional control or mastery of skills. However, there are research limitations where this research only

examines the theory presented, so this research still has weaknesses and needs to be strengthened. So this future research is necessary data-based research where direct observation research is carried out, especially in early childhood education programs of Kediri City, to improve this research.

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