

WOMEN'S LEADERSHIP BASED ON INTERPERSONAL ABILITY IN BUILDING TEACHER SELF AWARENESS

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Abstract :

This research aims to examine the important role of women's leadership in facilitating the development of self-awareness of teachers at the Alas Sumur Lor II PKK Kindergarten. Self-awareness is an essential aspect in individual personal and professional development, especially for teachers who play a role in forming the next generation. This research method uses a qualitative approach by collecting data through in-depth interviews and participant observation, consisting of female teachers at the. The data collected was analyzed using a thematic approach, allowing the identification of patterns related to the role of women's leadership. The results of the research show that women's leadership based on interpersonal skills has a positive impact in building self-awareness in teachers. Through effective communication, empathy, and active listening skills, female leaders are able to create an environment that supports teachers' self-development.

Abstrak:

Penelitian ini bertujuan untuk mengkaji peran penting kepemimpinan perempuan dalam memfasilitasi pengembangan kesadaran diri guru di TK PKK Alas Sumur Lor II. Kesadaran diri merupakan aspek penting dalam pengembangan pribadi dan profesional individu, terutama bagi guru yang berperan dalam membentuk generasi penerus bangsa. Metode penelitian ini menggunakan pendekatan kualitatif dengan pengumpulan data melalui wawancara mendalam dan observasi partisipan, yang terdiri dari guru perempuan. Data yang terkumpul dianalisis dengan pendekatan tematik sehingga dapat diidentifikasi pola-pola terkait peran kepemimpinan perempuan. Hasil penelitian menunjukkan bahwa kepemimpinan perempuan berbasis keterampilan interpersonal memberikan dampak positif dalam membangun kesadaran diri pada guru. Melalui komunikasi yang efektif, empati, dan keterampilan mendengarkan secara aktif, pemimpin perempuan mampu menciptakan lingkungan yang mendukung pengembangan diri guru.

INTRODUCTION

Education is a planned effort in the process of guidance and learning for individuals to develop and grow into human beings who are independent, responsible, creative, knowledgeable, healthy and have noble character both from a physical and spiritual aspect. Humans with noble character who have high morality must be formed or built. Fluerentin Nation,(2012). In developing character, schools must collaborate with families or parents of students. The position and role of the family are not just recorded or a formality but must be more effective in the form of control over the development of students. Parents and schools need to agree on what central values need to be taught, good values that need to be internalized and accustomed to in the lives of students to create a harmonious life at school, family and society. These values include honesty, compassion, self-control, mutual respect/respect, cooperation, responsibility and perseverance.

Women's Leadership Style in Kindergarten PKK ALASSUMUR LOR II influences and mobilizes others to achieve specific goals through a unique and innovative approach combining elements of women's leadership that focuses on interpersonal skills to build teachers' self-awareness in the educational environment. Yanto Heri (2022) Because women's leadership and interpersonal skills are often viewed as separate characteristics. However, combining these two elements produces positive synergy. This approach shows that female leadership that focuses on interpersonal skills can substantially impact building teachers' self-awareness. Although much research has been conducted on women's leadership, combining it with teacher self-development at the kindergarten level presents a new dimension. Women's involvement in public spaces is joint. In various sectors, women show their work, from education, health, social, and trade to leadership. However, to understand the position of women in the public sphere, it is necessary first to understand the historical, sociological and cultural position of Muslim women in Indonesian Muslim society as a whole. Women are an integral part of Muslim society, which cannot be separated from the conditions and realities of their wider environment.

The leadership approach implemented in this kindergarten institution may be more intimate and directly impact children's early learning process. But in the end, the novelty of this phenomenon also lies in the focus on improving the quality of education. In many cases, the emphasis on women's leadership and interpersonal skills may be more related to business or organizations. However, in this case, this combination improves the quality of education for children at Kindergarten PKK Alassamur Lor II. By combining these elements in one specific context, this phenomenon brings a fresh perspective and a real contribution to the development of women's leadership. , teacher self-development, and the quality of education at the initial level of children's education from an early age

in these institutions. The understanding and development of women's leadership based on interpersonal abilities still needs to be better understood by people in rural areas where most of the population still has low to middle-class human resources. Many people still think that whatever role women play, they will always be in the kitchen. Women's leadership is often a trending topic hotly discussed by those with a lot of free time to devote to ghibah. Kuarnig stands out in aspects such as empathy, active listening, and the ability to understand and respond to the feelings and needs of other people. Strong interpersonal skills enable female leadership to form more profound and empathetic relationships with teachers, students, and the school community. And society. Positive leadership behaviour that focuses on being a source of inspiration, empowering, strengthening and connecting will have an impact on fulfilling basic psychological needs, thereby increasing members' work engagement (Jafar et al., 2023).

Quality human resources are the spearhead of a nation's development progress. Quality education can produce quality and productive human resources based on strong interpersonal skills, so leadership in the institution must be sensitive to other people's feelings and needs and foster harmonious and mutually supportive relationships. Madu & Key (2013) In this context, female leaders in these institutions can use interpersonal skills to inspire, guide, and assist teachers in personal and professional development. In this context, interpersonal skills can be implemented in various ways. The head of the PKK Alassumur Lor II Kindergarten, Besuk District, Probolinggo Regency, can hold mentoring sessions, group discussions, or training focusing on self-development and increasing teachers' self-awareness. School principals can also create an open environment for sharing experiences and knowledge and the ability to establish reciprocal social and emotional relationships with other people. Cristina & Handayani (2023), so that teachers feel supported in their personal development journey. This phenomenon will positively impact the quality of education in kindergarten. Teachers with a higher level of self-awareness become more effective in managing the classroom, adapting to student needs, and overall providing a better learning experience. Teachers will be more sensitive to students' feelings and needs. Hence, they can create an inclusive and supportive learning environment. They will provide safe, comfortable and enjoyable learning services to achieve quality learning. The relationship between teachers and students will be more empathetic and positive, increasing the effectiveness of communication and interaction in the classroom. Teachers- teachers will better manage interpersonal conflicts and challenges wisely. The quality of teaching in these institutions will increase. (Cristina & Handayani, 2023)

Self-awareness is an essential component in effective leadership development. A leader with good self-awareness can recognize his strengths and weaknesses to work better in overcoming challenges and optimizing potential. Self-awareness helps them understand the teaching methods that best suit children's learning styles, how their interactions affect the classroom atmosphere, and respond wisely to students' needs and emotions. (Fluerentin, 2012)

Among the public sectors women have entered, female leadership is exciting and critical. It is interesting because, historically, women have had very little involvement in leadership positions. It is also essential because the involvement of women in leadership has a considerable role. (Shukla & Gupta, 2022) Citing Wart's opinion about leadership is a form of leadership that combines and integrates elements of transaction changes with certain variable conditions that exist in various circumstances. In the community environment. (Kristiawan & Asvio, 2018)

Leadership is the core of an organization because leadership is the driving force for human resources and tools and other tools in an organization. Such is the importance of the role of leadership in efforts to achieve the goals of an organization that it can be said that the success or failure experienced by an organization is primarily determined by the quality of leadership possessed by the people who are entrusted with the task of leading the organization in building the character of children. Suasthi, I. G. A., & Suadnyana, (2020). Leadership is how a leader influences, directs, motivates and controls his subordinates in specific ways so that subordinates can complete their work tasks effectively and efficiently. The success of a school principal in achieving goals is predominantly determined by his or her reliability in managing the management of the school concerned. One of the successes of school principals in managing school management is determined by their leadership style. Hidayat Fahrul (2023) Therefore, leaders must be self-aware to realize women's leadership as school principals. (Yanto Heri, 2022)

The research results of the female principal at the PKK ALASSUMUR LOR II Kindergarten institution proved that female leadership can improve the quality of schools, increase student achievement, and increase public interest in the institution. The leadership of female principals can improve the quality of education in their schools. Based on these findings, female leadership is believed to provide accurate results in building self-awareness. Women's leadership has achieved many achievements. The explanation above shows that female leadership has the same potential and abilities as male leadership.

RESEARCH METHOD

This research uses a qualitative approach to reveal events with a thorough explanation of what they are. The research design used is phenomenology. The

main focus of phenomenology is real experience. Phenomenological research explains or reveals the meaning of concepts or experiential phenomena based on the awareness of several individuals. Researchers focus on the leadership role of school principals in building quality schools at Kindergarten PKK Alasumur Lor II. School principals need to have the ability to think analytically and conceptually. This capability involves the ability to analyze problems and find flexible solutions. Apart from that, the school principal must also be able to see each task as an interrelated part. They are responsible and must be ready to account for their actions because educational success is the foundation for society's economic and social development. (Syafudin, Sudadio, & Hidayat, 2022)

Preparation of a conceptual framework to identify key concepts explained in this research, namely making observations regarding the leadership of the principal at Kindergarten PKK Alasumur Lor II. Next, conduct in-depth interviews regarding various questions with the resource person, namely the teacher. Furthermore, the data obtained was processed and analyzed to obtain accurate information from teachers about women's leadership based on interpersonal ability in building teacher self-awareness. Teacher informants at PKK Kindergarten Alas Sumur Lor II were based on the consideration that these teachers would provide significant insight regarding their experiences in developing self-awareness. The institution will achieve its vision and mission if all professional stakeholders support it, have integrity, and are maximal in carrying out their responsibilities. (Timur Sari, 2023)

Data Collection in-depth interviews with teacher informants to explore their views and experiences regarding women's leadership, focusing on interpersonal skills in building self-awareness. Interviews will be recorded and analyzed to identify relevant patterns and findings. The findings in this institution are the need for teacher discipline and optimal learning planning. The methods used during learning activities still need to be more varied. There are more lectures. This is caused by the need for teacher self-awareness in improving the quality of exciting learning. And fun. In this case, the researcher conducted Participatory Observation by participating in daily activities at the Alas Sumur Lor II PKK Kindergarten to understand better teacher interactions and how women's leadership based on interpersonal skills is manifested to build teacher self-awareness. Achieved. For this reason, researchers also collect data analysis, which will be analyzed using a thematic approach to motivate teacher awareness to understand their duties as teachers better. Researchers will identify and categorize emerging patterns regarding the role of women's leadership based on interpersonal skills in building teacher self-awareness.

RESULTS AND DISCUSSION

Significantly increasing teachers' self-awareness level at Kindergarten PKK Alasumur Lor II. Deep and empathetic interactions between female leaders and teachers help them better understand their potential, strengths and weaknesses. The contents of the findings that researchers have carried out include:

Based on the results of observations made by researchers at Kindergarten PKK Alasumur Lor II, the performance of teachers displayed at this educational institution in making an educational institution capable of increasing self-awareness to be competitive with other educational institutions can be said to be maximum in terms of their responsibilities as teachers.

An overview of the teacher's performance can be obtained from the field notes of the head researcher of the Alasumur Lor II PKK Kindergarten in providing encouragement and motivation to teachers in the process of teaching and learning activities that will take place so that the ongoing teaching and learning activities can run by common expectations. Not only that, the principal also invites teachers to participate in teacher competency development training and actively participates in teacher activities held at the sub-district and district levels. In the form of technical guidance, training, seminars, workshops, pkg and clusters. Besides motivating teachers and students, he encourages administrative staff to always carry out their work according to their duties and responsibilities. He always reminded teachers and administrative staff to work together to build better education. By constantly innovating, working and achieving to improve their quality to become quality and qualified teachers through self-awareness that originates from their own heart to innovate according to their needs consistently. With their potential. Inspired by themselves to change so that they genuinely become excellent and professional teachers. By being aware of themselves, they can create a golden generation of quality and character with good morals. Effective Communication and Empathy will reveal that women's leadership based on interpersonal skills in the Alasumur Lor II PKK Kindergarten positively impacted building teachers' self-awareness. Women leaders can foster effective communication with teachers, create an open environment, and encourage dialogue that allows for self-reflection. In addition, the empathetic abilities possessed by female leaders enable them to understand individual feelings and needs better, triggering teachers' self-confidence to be more open in recognizing their potential and areas of personal development.

Based on the results of interviews with teachers at the Alasumur Lor II Kindergarten institution, Besuk District, it was found that learning activities at the institution were running by standard operational procedures that had been planned and implemented by the school principal, namely by utilizing local culture in the school environment to exploring the potential of each child

according to the child's interests and talents. This is because a sense of teacher self-awareness has been formed, which grows from itself to work and innovate to become a teacher who is moved to progress, moves for better change and moves other teachers to innovate so that later they can become professional and quality teachers. Apart from that, teachers at these institutions have met the requirements to become quality teachers with linear educational qualifications by early childhood education standards so that they can carry out their duties well with interpersonal skills. The teacher council at the institution always shares and discusses the learning plans that will be carried out before learning activities. These activities are carried out when the learning activities are finished. The teacher council prepares learning plans continuously, making more use of materials. The nature around the school is by the children's interests and talents. By using project-based learning, which is implemented at the Alassumur Lor II Kindergarten, we will be able to explore the potential of each child.

Sustainable Personal Development shows that women's leadership based on interpersonal skills is the main driver for teachers' self-development. Women leaders encourage teachers to continue to improve their abilities and competencies through training, independent reflection, and collaboration between fellow teachers. This creates an environment that supports the personal and professional growth of teachers. Teachers who participate in a sustainable self-development program will be able to reflect on themselves to determine the extent of their competency achievement, with the hope that through this self-development program, teachers will know what types of competencies need to be improved. Teachers can self-evaluate at the beginning of each school year and toward the end of the school year. Teachers are also required to take part in performance assessment activities. For teachers who teach at more than one school, self-evaluation, PKB and PKB activities are carried out at the parent school. Performance assessment is necessary to determine the teacher's performance profile to determine participation in performance improvement programs to achieve competency standards. Teachers with Teacher Performance Assessment (PKG) achievement scores that are the same or exceed professional competency standards differ from teachers who have yet to achieve professional competency standards.

These findings reveal that female leaders with interpersonal skills can help teachers integrate emotional aspects to develop self-awareness. Women leaders help teachers recognize their thought patterns, emotions, and reactions in learning situations by facilitating deeper self-understanding. This allows teachers to manage themselves more effectively and improve interactions with students. These findings underline that female leadership based on interpersonal skills plays a vital role in building teachers' self-awareness. Through effective

communication, empathy, and active listening skills, female leaders create an environment that supports teachers' personal and professional development, encourages recognition of self-potential, and encourages continuous self-development. Building teacher self-awareness in these institutions can be done through several integrated steps and strategies. Here is an overview of how this concept can be implemented in people's ability to recognize, understand, and respond well to themselves. It involves awareness of personal thoughts, feelings, values, strengths, weaknesses, and preferences. Self-understanding is an essential component of personal development and interpersonal skills. The following is a more detailed concept of self-understanding through emotional awareness to recognize and understand our emotions. This involves identifying emotions and understanding why they arise. Self-awareness to gain a deep understanding of who we are as individuals. This includes recognizing our values, desires, beliefs and life goals. Understanding personal strengths and weaknesses. It helps a person utilize his or her potential and overcome existing challenges. Carry out self-reflection for introspection and evaluation of daily experiences, actions and interactions. It helps a person learn from experiences and develop as an individual. An essential part of self-understanding is acceptance of one's imperfections and weaknesses. This helps to accept oneself better and reduces stress and anxiety levels. Self-understanding is an ongoing process. This leads to personal growth, improved quality of life, and the ability to contribute more effectively in social and work relationships, as a foundation for healthy personal development and strong relationships with others. This allows a person to become more aware of themselves and their surroundings, improving the overall quality of life.

Organize a mentoring program where teachers with good interpersonal skills and self-awareness can help other teachers develop these aspects. Form a support group where teachers can support each other and share experiences developing women's leadership that focuses on interpersonal skills. Able to motivate and inspire teachers to try better. Through in-depth coaching, which the school principal carries out, he can direct teachers' attention to their personal development, increasing their competence and professionalism. Mentoring activities are carried out to help teachers develop their self-understanding, support professional growth and the teacher's personality, as well as to improve the teacher's ability to manage emotions and interact well. Through selecting mentors who have experience, good self-understanding and practical communication skills, the mentor and teacher determine specific personal development goals and can be measured. Holding regular meetings between teachers and mentors discussing issues related to self-understanding, including recognition of emotions, strengths, and weaknesses using self-reflection

techniques to help teachers reflect on their experiences through skills training such as stress management, communication effectiveness, and conflict resolution.

Group Support aims to build an environment that supports teachers' personal and professional growth. Provide a platform to share experiences and learn from each other. Increase self-awareness through group reflection. Through the following steps, Group support will be achieved with teachers interested in development. Ensure the group has the psychological safety to talk openly by holding regular meetings where teachers can share their experiences, challenges, and achievements. to discuss topics related to self-understanding, such as emotional awareness and self-reflection. Using group reflection exercises helps teachers explore their own more profound understanding. Moreover, provide emotional support to each other, especially when facing personal or professional challenges. Periodically evaluate the group process to ensure all members benefit from the experience.

It is essential to ensure that this mentoring and group support program is based on mutual respect, mutual support, and sharing in teacher meeting forums at least once a week to equalize perceptions and convey aspirations. In this way, teachers at Alassumur PKK Kindergarten Lor II can increase their self-awareness, which will positively impact the quality of their teaching and interpersonal relationships at school. The stages in the self-development phase of a teacher are based on the concept map below.

Continuous Evaluation and Feedback

Conduct regular evaluations of the implementation of this concept by involving the participation of teachers, students and parents. Please provide feedback to teachers regarding developing their interpersonal skills and the level of self-awareness achieved. Through these steps, school principals will be able to become female leaders based on interpersonal abilities that support the development of teacher self-awareness so that it can be implemented in institutions. This approach is expected to improve the quality of teaching and create a learning environment that is inclusive, empathetic, and supports the holistic development of children at an early age. Providing regular evaluations helps ensure that development efforts are practical and that teachers can continue to improve their self-understanding to measure the development of teacher self-awareness, identifying areas where improvement is still needed and assessing the effectiveness of the self-awareness development program. Teachers can also use the classroom observation method to see how they manage emotions, interact with students, and respond to situations with self-awareness. Conduct periodic interviews with teachers to gain a deeper understanding of the development of

their self-awareness. Also, distribute questionnaires to teachers to measure their level of self-understanding before and after the development program. Fellow teachers can provide feedback about changes they notice in the teacher's behaviour and teaching quality to measure the frequency of regular evaluations, such as every semester or school year, to see long-term progress. Immediate evaluations: Besides routine evaluations, provide immediate feedback after training or development activities. Formation of an Evaluation Team consisting of school supervisors, mentors, or experts in self-awareness development.

The Evaluation Team is trained in providing constructive and objective feedback through training. Constructive Continuous Feedback related to development Teachers can be taught to accept feedback openly and use it for their growth. Continuous evaluation and feedback is a dynamic process. By implementing these steps regularly, the principal can help teachers at Kindergarten PKK Alasumur Lor II continue to improve their self-understanding, which will ultimately positively impact the quality of teaching and relationships with teachers and colleagues. Give awards or recognition to teachers who have shown significant growth in their self-awareness. Use discussion groups or forums for teachers to share their experiences and provide feedback collectively. Always share to improve the quality of teacher self-awareness.

CONCLUSION

Leadership of the principal at the PKK Alasumur Lor II Kindergarten The performance of the female principal shown at this educational institution, makes an educational institution capable of increasing self-awareness to be competitive with other educational institutions. So the primary skills in building teacher self-awareness, Kindergarten PKK Alasumur Lor II, include recognizing one's emotions and their influence, accurate self-recognition; knowing inner resources, abilities and limitations within oneself, and self-confidence; strong awareness of self-worth and one's abilities, so that one's character will be formed to change into a better self, able to work and innovate to build oneself into a quality and quality self-based on self-awareness without any coercion from anyone. Anywhere. By having self-awareness from one's own heart, an established self-quality will be created. Of course, the character of a professional and qualified teacher will be formed, who will later be able to educate students to become quality students so that they will be able to produce a golden generation of quality and noble character. A leader must have the ability to communicate well with all elements in both the school environment and society. Because a leader must be able to adapt, communicate, and coordinate so that he will be able to synergize with anyone through his interpersonal abilities in society. It is not as easy as turning the palm of his hand to become a good leader who is trusted. It takes a process of struggle to gain the community's trust. In the school environment, it takes work to become a leader.

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