

CARVING SUPERIOR ACHIEVEMENTS THROUGH INNOVATIVE STRATEGIES IN IMPLEMENTING STUDENTS' CREATIVITY

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Abstract :

This research aims to analyze innovative strategies that can effectively encourage student creativity, enable students to explore their interests and talents, provide space for creative exploration, support the development of critical thinking skills, enrich students' learning experiences, stimulate students' imaginations, support creative education and students. achievements and knowing the high achievements that students have achieved. The research method used is a qualitative method by taking samples from the RA Darus Salam school and using several data collection techniques, including Literature Study. Literature study is a data collection technique that is carried out using research on library literature. So this research concludes that the use of innovative strategies in education at the RA Darus Salam school can open wider opportunities for students to develop creativity in order to increase their motivation to achieve high achievements. The implication of these findings is the need to change the education system to better support innovation and creativity, by involving all students at the RA Darus Salam school who have an interest in creating a learning environment that stimulates and motivates students to achieve maximum achievement. potential for achieving high achievements.

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang strategi inovatif yang efektif dapat mendorong kreativitas siswa, memungkinkan siswa mengeksplorasi minat, dan bakatnya, memberikan ruang eksplorasi kreatif, mendukung pengembangan kemampuan berpikir kritis, memperkaya pengalaman belajar siswa, merangsang imajinasi siswa, mendukung pendidikan kreatif dan siswa. prestasi dan mengetahui tingginya prestasi yang telah diraih siswa. Metode penelitian yang digunakan adalah metode kualitatif dengan pengambilan sampel dari sekolah RA Darus Salam dan menggunakan beberapa teknik pengumpulan data antara lain Studi Kepustakaan Studi literatur merupakan teknik pengumpulan data yang bersifat dilakukan dengan menggunakan penelitian pada literatur perpustakaan. Maka penelitian ini menyimpulkan bahwa penggunaan strategi inovatif dalam pendidikan di sekolah RA Darus Salam dapat membuka peluang yang lebih luas bagi siswa untuk mengembangkan kreativitas guna

meningkatkan motivasinya mencapai prestasi yang tinggi. Implikasi dari temuan tersebut adalah perlunya perubahan sistem pendidikan yang lebih mendukung inovasi dan kreativitas, dengan melibatkan seluruh siswa di sekolah RA Darus Salam yang mempunyai kepentingan untuk menciptakan lingkungan belajar yang merangsang dan memotivasi siswa untuk mencapai prestasi maksimal. potensi dalam meraih prestasi tinggi.

INTRODUCTION

The quality of education greatly influences the development and progress of a nation. According to its form, education is divided into two categories: formal and non-formal. Formal education occurs regularly, in stages, and continuously, while non-formal education is education that is carried out in a certain way but does not follow strict regulations. As providers of formal education, schools hold activities continuously in stages.

According to Sunarto, learning that is fun, unique, creative, innovative, democratic, and initiative-based (MUKIDI) is complemented by the harmony of these learning elements and can increase creativity and innovation in arts education. Apart from that, according to Yuniarti and friends, using active, innovative, creative, practical, effective, and fun learning strategies improves students' learning outcomes with effective student results. Effective learning is one of the learning strategies teachers implement to produce appropriate goals. Effective learning is a way of learning that can achieve the goals you want from the learning itself, following the essential competencies of the material being taught. (Yuniarti Bambang Budi Utomo, 2019)

According to Sri Agustina, the teaching and learning process, with the role of rewards, dramatically influences the continuity of the learning process. According to Raiysa Puspita Sari, one of the ways that can be done to foster interest in learning is, firstly, connecting the subject matter with the needs of students; secondly, adjusting the subject matter to the level of ability and previous learning experience of the students; and thirdly, using varied models and strategies. It should be fun and not monotonous so that teachers can create a pleasant learning climate and atmosphere and reduce student boredom (Septiani, 2021).

According to Ilyas, as a long-term investment, increasing the excellence of teachers and schools will not immediately show results. However, it is very strategic because it will also determine the future of a nation. Education is the key and the stake in the nation's existence.

Moreover, according to Ali Fahroni, it is apparent that educational staff should develop their professional abilities under developments in science and technology and nation-building. An educator must have four competencies: personal, pedagogical, social, and professional.

So, the demands for school or madrasah principals to carry out educational innovations can, among other things, be met through developing a management system for educational institutions that is transparent, open, fair, and democratic. Through the implementation of transparent and open education, every educational institution's policies should be formulated transparently and

openly, and there should be no attempt to cover up school or madrasah policies. The school financial system, usually the main focus of school/madrasah residents and the community, must be managed transparently and openly. School or madrasah Every school or madrasah member can access and understand the flow, procedures, and system of financial income and expenditure. School or madrasah principals may not implement policies that cause school or madrasah residents to have prejudices that could be better at financial management. Meanwhile, fair school policies, which is one.

School or madrasah: The innovative form of education that schools or madrasah principals can carry out means that the policies made by schools or madrasah principals must be based on the principles of justice. School or madrasah principals must not act biasedly or take sides with interested parties. School or madrasah Another innovative form of education that school or madrasah principals can carry out is implementing a democratic leadership system, namely a leadership pattern where every strategic decision made is related to the interests of the school or madrasah and the decision is made democratically, involving all school members. School or madrasah principals may only take authoritarian actions by setting all policies involving the school or madrasah community. (Sholeh & Yaqien, 2022)

So that teachers and students carry out learning, a learning process occurs in the sense of changes in individual students' behaviour. Changes as a result of learning can be shown in various forms, such as skills, habits, attitudes, acceptance, or appreciation. These changes can include one's condition, knowledge, or actions.

Every educational institution in Indonesia has challenges and problems related to the quality of education. Strategies for improving the quality of education can be carried out in several ways: focusing on improving the quality and quantity of education, human and non-human resources, teamwork, having a sustainable commitment, having a free and controlled organizational culture, and involving and empowering human resources. Likewise, with teachers and education personnel, quite a few are stuck in routine and need more attention to carry out innovative education.

Apart from intelligence, students also need creativity to achieve learning achievements. However, in reality, students' creativity is developing slowly, and students' learning frequency is lower. This is because the education system always depends on students. Therefore, achieving superior achievements through innovative strategies for instilling student creativity in education is vital to research and study so that innovative educational practices can be identified in educational institutions, especially in madrasahs or institutions.

RESEARCH METHODS

This research method uses a qualitative approach with interviews. The sample used in this research was students at the RA Darus Salam school. The researcher used several data collection techniques, including a literature study, to obtain some pieces of data and information that became the basis for the research. Literature study is one of the data collection techniques carried out using research on library literature (library research).

Data and information are obtained through various library sources, such as scientific books and scientific journals, and data collection is carried out by going directly to the research location to look for facts and situations related to the research subject. Then, the components of the teaching program were analyzed, including those centred on the instructor (teacher), students (students), techniques used in discussion lectures, and team teaching techniques. In this case, the teacher is a facilitator and motivator in the strategy, so the research is entitled *Innovative Strategies in Encouraging Creativity in Education: Motivating Students Towards High Achievement*.

FINDINGS AND DISCUSSION

Innovative Strategies in Education

Innovative strategies in education include various approaches, methods, and learning environments that aim to develop students' creativity. Innovative strategies in education have a role: *Cultivating Curiosity: Teaching students always to ask questions and look for answers to their questions can hone their creativity. Cultivating a sense of curiosity will encourage students to seek knowledge and solutions through creative means. In addition, innovative strategies can support learning based on challenging and real learning projects, allowing students to learn by being creative and collaborating.* (Syukron et al., 2019)

Medium-Strategy Formulation Stage: includes creating a vision, mission goals, and objectives; identifying internal and external factors of the organization; making medium- and long-term plans; and creating strategies to be implemented. Strategy Implementation Stage: includes determining policies, motivating the organization's human resources, and allocating resources so that the strategy formulation can be carried out. The strategy evaluation stage includes monitoring all strategy formulation and implementation measurement results.

"In this innovative learning strategy, the teacher does not only depend on the learning materials in the book but can implement new things that the teacher thinks are very suitable and relevant to the problems the students are studying." Likewise, through learning activities built through this strategy, students can find a way to deepen their learning.

So when the learning process occurs here, the teacher also uses learning resources in the form of cell phones. Teachers do not prohibit using cell phones during the teaching and learning process, but of course, the use of cell phones is limited and supervised. The teacher limits the use of cell phones by only allowing a few students to use them, and the teacher chooses these students. The teacher also provides supervision when these students use cell phones, namely by going around the students so that the teacher does not just stand in front of the class. The latest cell phones are almost like computers or laptops, and the price is not too expensive. Many, from elementary school children to grandmothers and grandfathers, have and can operate them. Cell phones are proof of today's science and technology. From time to time, the development of cell phones has been very significant (Taufik & Komar, 2022).

These projects create opportunities for learners to apply their knowledge

in real-world situations, enhancing their creativity in completing complex tasks. In addition, it can encourage collaboration and discussion. Collaboration in groups and class discussions can produce a variety of ideas and points of view. This social interaction encourages students to think critically, contribute ideas, and see problems from various perspectives. Providing Freedom and Autonomy: Allowing students to explore their interests and talents can catalyse creativity. Autonomy in learning allows students to find the most effective way of learning for themselves (Ginanjar, 2020)

Strategy (The strategy component in question is the strategy for implementing the curriculum in schools/madrasahs. The component of the implementation strategy plays an important role. However good the curriculum is as a plan, without realizing the implementation will not bring the expected results), and Evaluation (one component of the curriculum. Evaluation of the results of the achievement of the curriculum which is also often referred to as the evaluation of learning outcomes (Wulandari et al., 2023).

According to Ramsden (2021), there are at least three concepts regarding teaching theory and practice. These three concepts include 1) Teaching as a process of conveying something, 2) teaching as organizing the activities of students, and 3) Teaching to enable learning: this third theory is a combination of the first theory, which is oriented towards teacher activities, and the second theory, which is oriented towards the activities of students. (Rahmania, 2022)

Integrating Technology Using technology in the classroom can open up new creative opportunities. Creative software and digital tools allow students to convey their ideas through various media. Presenting Inspiration and Role Models Teachers can introduce students to inspirational and innovative figures from various fields. Through role-model stories, students can see how creativity can change the world and be encouraged to think outside the boundaries (Nisa & Rustyawati, 2022).

Improving student services by using whatever students have, experience, use, and like daily. As usual, the learning process becomes joyful when learning is adapted to students' daily experiences and linked to their preferences and learning styles. Students become enthusiastic and active in learning. The results are also good. Students' reasoning develops. They can relate to and connect with whatever the teacher says, answer, add, and explain in more detail what the teacher and their friends ask. One also said that today's learning was fun. (Yuniarti Bambang Budi Utomo, 2019) The world of education has entered the digital age, and it is hoped that teachers will always create positive and quality innovations for the progress of schools and education. Innovation is not only in infrastructure or the curriculum area but also in comprehensive innovation by using technology in learning activities. Using technology in the learning process at school and changing conventional learning to modern. In order to achieve this success, a quality process is needed, namely learning that can involve activeness and sharpen students' critical thinking skills. Thus, teachers need to be innovative in implementing the learning process.

Innovative strategies in education are essential in encouraging students' creativity towards high achievement. When education prioritizes the

development of creativity, students are better prepared to face future challenges with innovative ideas and creative solutions. By giving students the freedom to think, creating an inspiring learning environment, and using technology wisely, we can help turn education into an effective means of producing innovative and creative future generations (Rahmania, 2022).

The principle of innovative learning is that the method used is not one-size-fits-all and always follows student changes. The intended change is an effort to give students something so their ideas can grow. Using media and creative equipment that students feel is something new. Alternatively, find development steps that are always considered new by students. Sunarto, 'Pengembangan Kreativitas-Inovatif Dalam Pendidikan Seni', *Refleksi Edukatif*, 8.2 (2018), 100–112. Teachers should have a way of delivering learning that is interesting and easy to understand.

Innovative learning systems during the pandemic can be applied to creative assignments, specifically observation or video assignments created based on existing trends. The assignment can be dialogical, open and communicative, such as creating video content about creative learning materials, creating online bulletins, creating videos on how to make something, creating online quizzes, creating good sports movements, and so on (Muna, 2020).

The assignment can be dialogical, open, and communicative, such as creating video content about creative learning materials, creating online bulletins, creating videos on how to make something, creating online quizzes, creating good sports movements, etc. Teachers can interestingly conceptualize some of these methods while remaining oriented towards the expected output. The learning process must still be implemented excitingly by implementing online and web application-based learning created by the government, an exciting learning method, namely blended learning (Fatimah & Kartikasari, 2018). As quoted from the Wikipedia page, blended learning is a formal education program that allows students to learn through online content and instructions independently of time, place, sequence, and learning opportunities. Applying this learning method can create active and responsive interactions between teachers and students. Teachers and students can determine when to start and finish the learning process. Hopefully, this method can accelerate socio-cultural changes in the education system, especially in distance education like now. An example is holding interesting dialogues and discussions via video conference or Zoom media.

The innovations carried out by teachers in schools must be distinct from the learning arrangements in the classroom. The key is to pay attention to many students' interests, be innovative, and utilise learning resources like cell phones or mobile phones. RA Darus Salam Student Teachers do not prohibit the use of cell phones during the teaching and learning process, but of course, the use of cell phones is limited and supervised (Ilham, 2023). The teacher limits the use of cell phones by allowing only a few students to use cell phones, and the teacher chooses these students according to each group. The teacher also supervises when the students use cell phones by going around the students (Utomo, 2019).

The Role of Creativity in Forming Superior Students

Quality learning will produce good-quality students, as seen in learning achievement and the social development of students' personalities. Furthermore, the success of quality learning will be evidenced by the education components, such as principals, teachers, children, and parents, because quality learning is only possible if school principals, teachers, children, and parents can carry out their respective functions and roles in an integrated manner. Optimal. The main factor that determines the quality of education is the teacher. The success or failure of the teacher's interaction with students is greatly influenced and determined by the method.

The implementation of learning assumes that students have behaviours capable of developing based on their natural potential and the artistic and emotional touch of the teacher. This is based on the saying that the arts are a creative institution. This understanding is the basis for every creation of development, a work of art containing training, development, and exploration of students' creativity. For this reason, we always pay attention to learning models suitable for students because each student has different thoughts, learning styles, and aesthetic views (Syukron et al., 2019). As professional educators, teachers must have some competencies that can support the smooth running of their professional duties.

The focus is on increasing the academic and professional competence of teachers. Psychological teaching is an activity that involves complex mental processes, both pedagogical, psychological, and didactic. One of the characteristics of a professional teacher is being skilled in using various methods, media, and tools to learn to pay attention to innovative actions. The steps for change taken by a teacher cannot be separated from several aspects of competence that must be achieved, such as planning instructions (planning learning), implementing instructions (applying learning), performing administrative duties (carrying out administrative tasks), communicating (communicating), developing personal skills (developing personal abilities), and developing pupils' abilities (Kusuma, 2022).

Learning is a part of human life. The learning process involves students (taught) and teachers (instructors). What is expected from learning activities is to obtain something new and exciting. Something new, original, and unique is the result of creativity.

So, the problems in RA Darus Salam cause the learning outcomes of early-age students to be low, especially in the areas of knowledge that support those at a young age, with weaknesses and poor quality of the learning process. The inappropriate use of learning strategies in teaching and learning activities causes this. Therefore, based on the existing problems, researchers are interested in conducting further research titled "Use of active, innovative, creative, effective, and fun learning strategies in improving the learning outcomes of RA Darus Salam students." (Rahmania, 2022).

Kaoru Ishikawa believes that successful excellence means customer satisfaction. Thus, every part of the process in the organization has a customer. Internal customer satisfaction will lead to organizational customer satisfaction.

According to Garvin, as quoted by M.N. Nasution, quality is a dynamic condition related to products, people or labour, processes and tasks, and the environment that meets or exceeds customer or consumer expectations (Iqbal, 2017).

A teacher hopes students will be interested in intellectual and aesthetic activities until school learning activities are completed. If that happens, then the success of the teaching and learning process can be considered a success. This is not easy; it requires teachers, who have a role as motivators, to improve the quality of learning (Sirait, 2022). With this motivation, students will make serious efforts to learn so that what they aspire to or hope for in the future is well achieved. For this reason, a teacher's motivation has a significant influence on increasing student achievement in learning at school or home. The educational process is achieved if students can prove it with a reasonably good achievement. One of the high and low levels of student learning achievement is influenced by the teacher's motivation to study at school and at home.

Therefore, a creative learning process is needed. Creativity is the ability to imagine or create something new; the ability to build new ideas by combining, changing, or reapplying existing ideas; an attitude, namely a willingness to accept change and renewal, play with ideas, and have flexibility in views; a process, namely the process of working hard and continuously little by little to make changes and improvements to the work being done. In this case, creativity is defined as the ability to create or discover something new. (Hendy et al., 2022)

Four stages: The creative process has four stages, namely preparation, incubation, illumination, and verification. At this preparation stage, students prepare themselves to solve problems by learning to think, looking for answers, asking other people, etc. In the incubation stage, students seem to temporarily escape from the problem (not thinking about the problem consciously but incubating it in the preconscious realm). In the illumination stage, insight arises when inspiration or new ideas arise. Meanwhile, the verification stage is an evaluation stage, where the new idea or creation must be tested against the reality of internal capabilities.

Things like this are a challenge and, at the same time, an opportunity for schools to realize creativity and credibility (ability), which will determine the school's public recognition level. So it is a goal of educational institutions to develop creative students and teachers who have the following competencies: Knowledge about the characteristics and needs of creative students, Skill at developing high-level thinking abilities, Skill at developing students' ability to solve problems, Ability to develop teaching materials to challenge Students are more creative (Selvias et al., 2021).

Desired, Developing individual and collaborative learning strategies, giving tolerance and giving freedom even if this is not desired if it turns out that different behaviours produce more creative learning products (Subki, 2022). Therefore, the need for teacher competency is very influential in developing students' creativity. Through learning, learning requires a supportive climate or culture (Fajar, 2016). The direct involvement of students in the learning process is essential. The students carry out the learning activities, not the teacher. So that students are widely involved in the learning process, teachers should choose and

prepare activities following the learning objectives. Learning with direct involvement is based on John Dewy's theory of learning by doing. It is assumed that students will gain more new knowledge if they are actively involved, both personally and in groups (Muna, 2020).

There are exciting obstacles to look for when problem-solving. For students' enthusiasm for learning to grow positively and become a winning solution to learning challenges, teachers should provide opportunities for students to discover certain concepts and principles in the learning material. Students who are critical and vocal are not simply removed because they are considered to be disrupting the course of learning. However, teachers utilize the students' abilities by proposing problems related to the subject matter to be solved (Sirait, 2022).

Individual differences influence the methods and outcomes of learning. Because of these differences, teachers must pay attention when implementing the learning process. The unique nature of each student's learning is coupled with different environments and experiences. At the same time, the curriculum and educational materials are determined the same for each student, so teachers experience many difficulties when they have to overcome all of this themselves (Rusdiana, 2019).

The environmental characteristics of creative education participants are openness to new experiences, flexibility in attitudes, freedom in self-expression, and appreciation of fantasy. Environments. One of the factors in creating a learning environment conducive to viewing and hearing (audio-visual) environments, which in this case can be created by utilizing information technology, is So, to make it easier for students to learn, one way is by using media. The main component needed to produce an effective and quality education management information system is the availability of information technology used by human resources who can operate it (Afif, 2020).

The internal and external environment is constantly developing and dynamic, giving rise to opportunities or obstacles to growth for educational institutions. The cause is the decision made by management. Educational management has the task of making decisions. However, this task is a crisis aspect that requires managerial abilities to integrate and develop relevant elements into the situation of educational institutions as a whole. In carrying out their duties, management will be faced with limited-time risks that may threaten educational institutions' stability, and decisions must be communicated to implementing parties (operational officers), such as educators and teaching staff (Rusdiana, 2019).

In addition to these characteristics based on the results of observations, creative students have courageous qualities so that sometimes they behave bravely in opposing opinions, show a strong ego, act as they please, and show an extreme interest in what they care about. However, sometimes, they ignore it and take pride in their work. These characteristics are often different from what teachers expect (Yusra & Wahyuni, 2021).

Teachers expect students to be polite, diligent, tenacious, complete assignments according to the teacher's targets, compromise, not always conflict

with the teacher's opinions, be confident, full of energy, and remember well. Because the characteristics of gifted children and the characteristics of students that teachers want are different, students' creative initiatives often need teacher support (Muna, 2020) .

Teachers are required to know the factors that influence learning to find out the individual differences of each student (Sukmadinata, 2005). First, internal factors can influence learning outcomes that come from within the students who are studying. For example, physiological conditions are a person's physical conditions, which include the five senses, especially sight and hearing, body integrity and physical condition, psychological conditions in the form of varied intelligence, different interests, and so on. Second, external factors, namely environmental factors, affect learning design (Wahid et al., 2018). One model of developing creativity is to use questions to challenge the highest-level thinking processes, following the concept of developing creative ideas and creative and innovative work.

The aspects that influence children's development at school are broader than the family environment. Children interact with teachers, peers, and the school environment (school guards, traders, etc.)

The Impact of Motivation on Student Achievement

According to Muzakkir, motivation has three functions: 1). Encouraging humans to act as a driver or motor that releases energy, and 2). Determining the direction of action towards the goal to be achieved; 3). Selecting actions determines what actions must be carried out in harmony to achieve the goal (Septiani, 2021).

Motivation in learning is one of the things that needs to be raised in learning efforts. Learning motivation is a force that moves students to carry out learning activities in order to achieve optimal learning outcomes (Suharni & Purwanti, 2018). Students with motivation will strongly desire to achieve learning outcomes until they achieve their desired success. Research conducted by Ita Nurmuiza and Sani (2017) states that there is a positive influence of student learning motivation on student learning outcomes

The impact of motivation on student achievement: Perseverance and enthusiasm for learning: Motivated students tend to be more persistent in learning. They will be more diligent in completing tasks, receiving feedback, and correcting mistakes. A high level of enthusiasm for learning will help students overcome barriers and obstacles to learning. Increased Concentration and Focus: High motivation will help students to focus more on their lessons and assignments. They will find it easier to ignore distractions and absorb information better.

Apart from that, the characteristics of someone who is motivated to learn are: (1) showing severe interest and attention to what is being studied; (2) having a future orientation; (3) tending to work on learning tasks that are challenging but not beyond their limits; (4) having a strong desire to continue to develop; (5) always making time to study; (6) being diligent in studying and tending to try to complete the tasks given to him (Nur, 2016). Indicators of learning motivation

can be classified as follows: (1) the desire to succeed; (2) there is encouragement and a need for learning; (3) there are hopes and aspirations for the future; (4) there is an appreciation for learning; (5) there are exciting activities in learning; (6) there is a conducive learning environment, making it possible for a student to learn well (Taufik & Komar, 2022).

Learning is carried out to achieve success in learning, the indicator of which is the level of student achievement that reaches optimal scores. In order to obtain optimal learning achievement results, teachers must have a high level of creativity to generate learning motivation in students (Fauzi et al., 2022).

Children's motivation. Several children's motivation variables, for example, refer to children's interests outside of school, adapting children's learning activities to children's needs, variations in learning activities, successful learning experiences in children, the pressure that drives children to learn, a conducive classroom climate, monitoring children's performance, and challenging learning (Pramularso et al., 2021).

One of the challenges in the educational context that teachers must face in the classroom is to attract students' attention to the material being taught and try to maintain that attention. Therefore, teachers must consider several principles for maintaining students' interest in learning (Sunarto, 2018).

First, attention is directed to new things, whether in the form of experiences different from those he has just had or experiences in his life. A student who reads a new book will attract his attention because he will get relatively new information from the results of his reading when compared to books he has read before. New stimuli that can attract students' attention include the book's colour, shape, and design. A teacher can attract students' attention to keywords in his reading by highlighting them, underlining them, or adding specific colours. If a teacher explains material, he can give examples of things related to real life or try to explain the material by bringing it closer to a story so that the material presented has a deep impression because the students' attention at that time is at its maximum point. At that time, the teacher succeeded in arousing students' curiosity with various types of learning strategy ammunition (Fatimah & Kartikasari, 2018).

Second, students' attention is directed to complicated things to stimulate concentration on more detailed learning material. The teacher must consider the material's complexity according to the student's age and level, and attention must still be paid to cognitive, affective, and psychomotor aspects. Complexity does not mean having to look for material that is difficult or even unable to be solved by students; that complicated material is simplified by improvising and continuously innovating learning (Septiani, 2021). Suppose you think of it as a box that contains many parts inside. Then, these parts are dissected one by one. By seeing the parts of the box, students learn how complex the box taught by the teacher is, so it requires special attention to understand the material.

Third, direct students to things they want or are interested in. This principle requires a teacher to know a lot about his students, starting from their habits, behaviour in class, and attitudes towards teachers who teach particular material.

Motivation is divided into two parts: first, intrinsic motivation, namely motivation that arises from oneself and is not influenced by anything outside oneself (Taufik & Komar, 2022). For example, a student completes homework on mathematics problems, aiming to understand mathematical concepts through solving the problems, not because he is afraid of the teacher or wants to get praise. Second is extrinsic motivation, which arises within a person due to the influence of external stimuli. For example, students who complete homework obey the teacher's orders. If they do not obey, the teacher will scold them (Munirah, 2018).

It is also necessary that a school principal have skills not only in the field of administration but also the ability to lead, organize, and be able to provide motivation and encouragement to teachers, educational staff, and students to study harder so that participants can achieve well and school success will also increase rapidly.

In order for the above things to be accomplished, a school principal must have three kinds of skills. First, organizational skills (Jusrin et al., 2022). The tangible manifestation of this skill is how the principal can formulate the school's vision and mission, which are then described in an educational program whose implementation is structured in such a way within an organizational framework structured in a neat and systematic educational program. Motivate The two human skills, namely the skills to collaborate, motivate and lead. The third is technical skills, namely knowledge, methods, techniques, and equipment to complete specific tasks.

Having a leader who can provide motivation can create teachers as educators. In carrying out their duties, it sometimes runs smoothly. At RA Darus Salam School, there are still several teacher weaknesses in the teaching and learning process, including: 1) Not all teachers have mastered the learning that is currently being used. . 2) There are still some teachers who are not disciplined in their teaching because they still have personal interests that cannot be abandoned.

So, learning outcomes will be optimal if there is motivation; the more appropriate the motivation, the more successful the learning will be. High and low motivation always indicate good and bad student learning achievement.

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.

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