The Key To Successful Early Childhood Educators: Performance Study of The Raudhatul Athfal (RA) Teacher in Yogyakarta.

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Article Information	Abstrak
	Penelitian ini adalah untuk mengetahui bagaimana meningkatkan kinerja guru RA yang berprestasi di Yogyakarta sehingga menjadi kunci keberhasilannya. Penelitian ini adalah penelitian kualitatif melalui pendekatan psikologis yang dilakukan langsung ke objek yang diteliti, untuk memperoleh data yang berkaitan dengan aspek kinerja kinerja guru sehingga peningkatan kinerjanya menjadi contoh bagi guru lain. Metode pengumpulan data menggunakan metode wawancara, dokumentasi, dan observasi. Hasil penelitian mengungkapkan bahwa untuk meningkatkan kinerja guru RA yang berprestasi melalui 6 (enam) langkah yang dilakukan oleh guru RA yang berprestasi, yaitu: 1) Mengetahui masih ada kekurangan dalam kinerja, 2) Mengetahui kelemahan dan kekurangan dalam keseriusan mengajar, 3) Mengidentifikasi apa yang menjadi penyebab defisiensi terutama yang berkaitan dengan kinerja itu sendiri, 4) Mengembangkan rencana kinerja yang disajikan, 5) Menilai masalah telah diselesaikan atau tidak (pemecahan masalah), 6) Mulai dari awal lagi, jika diperlukan dan dibutuhkan lagi.

Abstract

This research is to find out how to improve the performance of RA teachers who excel in Yogyakarta so that it is the key to its success. This research is a qualitative research through a psychological approach that is carried out directly to the object under study, to obtain data relating to aspects of teacher performance so that the performance improvement is an example for other teachers. Data collection methods using interviews, documentation, and observation.

The results revealed that to improve the performance of outstanding RA teachers through 6 (six) steps undertaken by outstanding RA teachers, namely: 1) Knowing there are still shortcomings in performance, 2) Knowing weaknesses and shortcomings in the seriousness of teaching, 3) Identifying what becomes causes of deficiency especially those related to performance itself, 4) Develop a performance plan that is presented, 5) Assessing the problem has been resolved or not (problem solving), 6) Starting from the beginning again, if needed and needed again.

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INTRODUCTION

The superior paradigm demands a breakthrough process of thinking, especially if it requires quality out put able to compete with the work in an open civilization (Tilaar, 1999). The performance of comparable teachers is straight with the development of the quality of education, but not a few teachers work under the standards for which competency has been determined. Not because of not being able to but because a work culture that is conducive and commendable is not built, this is due to the low level of work enthusiasm, shaped like a sine chart that will meet the saturation point at a time if there is no curative and preventive effort either from supervisor or himself (Barnawi & Arifin, 2014). Performance is the practice of competence in the form of real work, not individual characteristics, such as abilities and talents. High-performance teachers are teachers who have cooperative productivity above prescribed standards, while low performance levels are unproductive teachers (Priansa, 2014).

The Indonesian people consciously develop education based on noble character. As said by Soekarno, the first President of Indonesia that the Indonesian nation was built by prioritizing Character Building because this is what makes Indonesia advanced, victorious, and big, and dignified. If character building is not done, then this nation will become coolies (Hendri, 2016). The successful implementation of learning that is in line with the expectations of the community and government is largely determined by the mastery of stakeholders, especially teachers. Teachers as educators in schools are special professions. Educator profession is not enough if it is only categorized as a type of work where they are finished paid work, but more than that the teaching profession has dedication, mission, vision, even a worship that has more value than the profession or other positions. Educator (teacher) is a profession that has special action, vision, and mission as the main actor to empower people (Radno, 2011).

Quality education in Indonesia requires qualified teachers, the low quality of education is inseparable from teacher quality problems. This quality can be seen at least from the results of the certification competency test of participants in 2012 which shows how low teacher competency at all levels of education reinforces the statement that nationally teacher competency in Indonesia is still low, but it cannot be denied that qualified teachers will produce students who quality. Although often

complaining about salaries that are not yet feasible, it turns out that teacher competencies in Indonesia are not always dependent on the wages they receive (Jatmiko, 2017).

After Indonesian independence until the 1960s, the position of teacher was so respected. This condition does not escape the programs implemented by the government in various ways to attract the best youth to become teachers. At that time among the efforts was to provide dormitories and official ties for students or prospective teacher students. It seems that this is a form of incentive that invites young people to choose the path of education to become teachers (Soedijarto, 2002).

Raudhatul Athfal or abbreviated RA is a unit form in the education of preschoolers who carry out Islamic religious education programs and general education for children aged 4 (four) to 6 (six) years in formal education (Decree of the Director General of Islamic Education Number 3489 of 2016). RA is a level of education for early childhood (aged 6 years and under) in the form of formal education under the auspices of the department of religion, RA or kindergarten (TK), the curriculum to help the development and spiritual and physical growth that is emphasized in providing educational stimulus so children have readiness to enter further education. Assessment of school performance needs to be carried out as a means of evaluation of all strategic decisions that have been made. Strategic decisions are a step in achieving strategic goals set by the central level. The assessment is directed to get leading indicators and lagging on strategic objectives, so the school can conclude the success of its performance as a driver of continuous improvement and change (Noor, 2018).

Apart from the terms of the accomplished teacher above, basically what is known as easy and familiar among the teachers is the role model teacher. His exemplary is expected to be able to motivate, be a personality figure individually or institutionally even regarding his personality for other teachers can follow in the footsteps of his success or can be used as an example, because it is expected in the personal soul of a teacher there are nobility of mind and character that always illuminates the souls of students in particular, be an example for colleagues or friends of fellow teachers, and become examples of role models and protectors of the wider community (Alma, 2014).

METHODS

The approach used in analyzing this research is using a qualitative descriptive approach, where research procedures that obtain descriptive data in the form of oral or written words regarding the circumstances, individual traits, and symptoms of a separate group can be observed. As well as a detailed qualitative descriptive analysis approach, which began the first time the data was collected, the analytical approach in this study was a qualitative approach using interactive analysis. The analysis step is carried out sequentially; starting from editing, reducing data, classifying data, and presenting data. Data analysis starts from the first problem, then the second and third as determined by the researcher. Some analysis will be taken by the researcher, because the researcher refers to the analysis of: data reduction, then data presentation, and concludes with conclusions (Miles & Huberman, 2014).

This research aims to find out the development of social capital of madrasah in involving the community in various activities to improve the quality of learning and the development of physical facilities. This type of research is qualitative. The approach used is phenomenology. This approach is used because it gives space to the data as a phenomenon. With this approach, it provides a phenomenon of self-talk and makes the phenomenon as a text that invites the question and then interpreted. The phenomenological approach seeks to break away from all the initial perceptions and assumptions created by the researcher. There are three aspects seen in this approach namely, First unconscious individual. Both the language and the expression that produces various narratives, rules, and conceptualizations on society. third sign and symbol. Signs become objects that have information and communication in certain contexts, whereas symbols have meant what is behind the mark. with the phenomenology of signs and symbols able to relate, shape and influence individuals when interacting and behaving like A. Schutz (1967: 33-35). The characteristics of the study use a qualitative type, so something in it becomes a direct source of data, because research is a key instrument of research, the research was by Robert C. Bogdan and Sari Knop Biklen as key instruments (Bogdan & Biklen, 2006, pp. 27-30). The descriptive nature of research prioritizes the form of

appearance or expression, leading to a process not on results, so qualitative research focuses on what and how informants express opinions.

The researcher deeply interviewed the subjects, namely 5 (five) outstanding RA teachers in Yogyakarta separately according to the domicile area where the outstanding teachers taught, in the teacher's room the researchers asked about self-development, in the form of motivation to participate in regional level achievement teacher representing ambassadors at the district level, and ask various ways of strategies to motivate other teachers to emulate themselves. The location visited by researchers for the first outstanding achievement teacher was the Sleman regency representative, Ibu Sri Ngadiyati at RA Masyithoh Kantongan Merdikorejo Tempel Sleman.

The location of the two researchers came to the second subject representative from Kulon Progo district, namely Estri Ritah Indriwati at RA Masyithoh Janten, Tegalrejo and Temon Kulon Progo. The three researchers came to Tegal Kembang Imogiri Bantul at the residence of Rufiyati Ambarningrum's mother as the third subject who was on maternity leave from RA Ar-Raihan, as an ambassador representing the Bantul district as her ambassador. The four researchers went to the location of RA Masyithoh Kwarasan in Kwarasan Tengah RT 1 RW 2 Kedungkeris Nglipar Gunungkidul interviewed the mother Rina Wahyuni as the five best performing RA teacher (hope II) who represented the ambassadors of Gunungkidul district. The five researchers came to RA Baitur Rahmah to interview Anton Ariyadi's brother on Jl. Sawitsari A-15, Condongcatur Depok Sleman. Because there are no ambassadors in the city, there is no representative, so the additional kouta is given to him as an outstanding teacher 4 (hope I).

RESULT AND DISCUSSION

In order to improve the performance of these outstanding RA teachers, at least Anton Ariyadi has stated that there are 6 (six) steps that can be done by outstanding RA teachers, namely: 1) Knowing there are still deficiencies in performance, 2) Knowing weaknesses and strengths in the seriousness of teaching, 3) Identify what is the cause of deficiencies especially those related to performance it self, 4) Develop a performance plan that is presented, 5) Assessing the problem has been resolved or not (problem solving), 6) Starting from the beginning again, if needed

and needed again (Interview with high achievers teacher I, Anton Ariyadi, on February 16, 2018).

Improving the performance of these outstanding RA teachers has results because they all have advantages and disadvantages, it is very useful for RA teachers, and from various theories about the performance of outstanding RA teachers, the performance of outstanding RA teachers is the ability of an RA teacher to perform the task as an RA teacher that produces satisfactory findings for the fulfillment of the goals of group organizations in education units or work units, namely RA. RA teacher performance in this case can be measured through 4 elements, namely the performance of RA teachers achieving learning plans, their performance in terms of doing learning, teacher performance in assessing their learning, and the performance of RA teachers achieving in the discipline of learning tasks or others.

Some of the performance of outstanding RA teachers who are the key to their success are having personality and dedication, teaching skills, professional development, communication and relationships, relationships with society, work climate, and discipline, and welfare.

1. Personality and dedication

Individuals of each teacher have their own personality according to the personal signs that someone has. These signs or characteristics make the difference between a teacher and another teacher. Actual personality is an abstract problem, which can only be seen from actions, appearance, speech, and how to dress and in dealing with every problem. In other words that one's personality is actually abstract, it is difficult to know or be seen with real, which can be known is the former or appearance in all things and aspects of life, such as in speech, actions, dress, how to get along, and how to deal with any problems or problems, good mild or severe problems (Djamarah, 2004).

This personality of an accomplished RA teacher determines whether an outstanding RA teacher becomes a teacher, educator and coach who is commendable for his students or even vice versa who will be a destroyer and destroyer for the future of students, especially for children who are still small, small or early age and especially those who are experiencing mental turmoil. Personality means a reflection of a teacher's self-image that will affect the

relationship between teachers and students. Therefore, personality is a determinant of the high and low dignity of a teacher. According to Anton Ariyadi:

"Personality is a person's behavior and characteristics such as mindset, behavior, interests, abilities and potential. This is what distinguishes it from others, because everyone has their own personalities that are different from each other. The implementation is when teaching and interacting with teachers and guardians when in school, such as being sociable, sociable, friendly, and confident (Ariyadi, 2018).

Teacher's personality is reflected in his actions and attitudes guiding and fostering students. A teacher whose personality is getting better, the better his dedication is to carry out his responsibilities along with his duties as a teacher, means reflected in a strong dedication from the teacher in carrying out his functions and duties as an educator. One of the cornerstones of personality formation is success which makes a result of personality, general image, attitude, and skills therefore polished through the process of human interaction (Drost, 1998).

There are three elements of personality, namely: (1) Material or material that is all the power (ability) of carrying along with its features (talents), (2) Structure is its normal properties as well as the characteristics of its form. (3) The nature or quality is the process of encouragement (Suryabrata, 2001). Whereas according to Freud (Sigmund2011), that actual personality consists of: 1) The id (Das es) is a biological aspect, this makes the original system in personality so that this aspect makes the inner world of the human being subjective that does not have a direct connection to human birth with the objective world. 2) Das ich or the ego is a psychological aspect, this arises because the needs of individuals interact with the real world, and 3) The super ego or Das Ueber Ich is a sociological aspect, this personality is representative of the ideals of society and traditional values as well as those interpreted by parents to their children, including the inclusion of rules, orders and prohibitions.

2. Teaching Ability

Some aspects of mental exemplary RA teachers achieving in particular will have a strong influence on students' thinking and the learning climate that

the teacher raises. The teacher understands that the attitudes and feelings of students will contribute and have a positive influence on the learning process. Competent teachers to be able to have an innovative soul, leave a conservative attitude, capable (capable, capable, smart, capable) and creative, not defensive or defensive, but able to make students more offensive or responsive (Sutadipura, 1994).

Teacher's teaching ability is actually a reflection of teachers' skills on basic competencies mastered, consisting of: (1) understanding material, (2) mastering the foundation of education, (3) establishing teaching programs, (4) running teaching programs, (5) evaluating results and the learning process, (6) conducting guidance and counseling processes, (7) conducting school administration, (8) improving personality, (9) dealing with peers and the community, (10) conducting useful research for learning purposes (Imron, 1995). While Uzer Usman argues that there are several types of teacher competencies including: (1) personality competency, including: improving personality, interacting and communicating, conducting guidance and counseling, conducting administration, conducting research for teaching purposes; (2) Professional competence, among others, carries out the basics of education, knowing teaching materials, planning teaching programs, conducting teaching programs and evaluating the results and learning systems that have been carried out (Usman, 2006).

3. Professional Development

The teacher's profession in its development is increasingly becoming its own interest along with the transformation of science and science that demands the readiness of teachers not to stutter and miss. According to Pidarta, the profession is an occupation or ordinary occupation as well as various other jobs, but the work is introduced to the public for general purposes, not for certain groups, individuals, or groups. In doing the work, it certainly meets the norms, people who do professional work are experts, people who already have the power of thought, skills and high knowledge. In addition, his work is demanded to be accountable for the work and all his actions related to the profession (Pidarta, 2000).

Furthermore, Pidarta explained the characteristics of the profession consisted of: (1) Choice of position or position based on strong encouragement and making the calling of the person concerned, (2) Having special knowledge, knowledge, and skills that continue to develop and are dynamic, (3) Knowledge, as well as special skills are obtained through education or study taken in a long time at a college. (4) Having autonomy in activities when helping clients, (5) Orienting to social assistance or serving the community, not just to get financial benefits or salaries. (6) Not offering or advertising (advertising) his expertise to obtain clients. (7) As a member of the profession. (8) The professional organization establishes the requirements for the acquisition of members, provides sanctions, monitors the behavior of members, strives for the welfare of members, and fosters the membership profession (Pidarta, 2000).

Teacher professional development is an important factor for seriousness in order to maintain the weight of demands and changes to the teaching profession. The development of teacher professionalism demands management capabilities as well as strategies for their application or mastery of science. Maister expressed his opinion that professionalism is not just about having technology, science, and management. But professionalism also has the required behavior, and has high skills (Maister, 1997).

Professional development for teachers to refine the standards as expressed by Stiles and Horsley that there are four standards of professional development for teachers, namely: (1) The standard of improvement or development of professional A for teachers is the professional development of science teachers who need learning of science content, used through various perspectives and various inquiry methods; (2) The standard of professional enhancement B for teachers is the development of a science teacher profession that requires the integration of science knowledge, education, learning, and students, as well as establishing that knowledge into science learning; (3) Standards for professional development C namely professional development for science teachers requires the formation of abilities and understanding for learning throughout time; (4) Standards for professional enhancement D for teachers, namely all science teacher professional programs related (coherent) and integrated (Stiles, & Horsley, 1998).

The above standards are intended to fend off the tendency of unsustainable and fragmented (duplicated) professional opportunities to increase. If in Indonesia the teacher has completed the requirements of his professionalism standards as is the case in the United States, the quality of Indonesian teachers or HR is increasingly commendable. Demands complement teachers' professionalism standards as a form of willingness to get teachers who can foster students in harmony with community support, besides being forced by teachers to achieve the professional teacher title a teacher is urged to have 5 (five) conditions are: (1) Teacher has a commitment to the learning process and to students, (2) The teacher understands in depth the subjects or materials to be conveyed and how to teach them to students, (3) Teachers are obliged to monitor the results or learning products of students with various assessment techniques, (4) Teachers can think systematically about what they do and learn from experience, (5) Teachers should be a component of the learning community in their professional environment (Supriadi, 2005).

In Indonesia, professional teachers are required to fulfill: (1) A solid foundation of knowledge as a manifestation of knowledgeable society, and technology society, (2) Understanding various professional tips based on research and educational practices is the science of education into praxis not just as concepts mere. Education into a system that occurs is scientific, in the field and educational research should focus on the practice or practice of education of the Indonesian people, (3) Enhancing sustainable professional competence, the teaching profession becomes a continuous and continuous profession between educational practices with the LPTK. The lack of education and the teaching profession is due to the interruption of in-service and pre-service programs because of strict or rigid bureaucratic considerations, or weak education management (Arifin, 2001).

The professionalism requirements for the teacher above are fulfilled, so replacing the role of a teacher who is initially passive turns into a dynamic and creative teacher, so that the determination of the requirements of professionalism for the teacher will change the role of the teacher who was originally a verbalistic (clever speech) orator (investigative) become a dynamic force in realizing an atmosphere of learning environment (Semiawan, 1991).

W.F. Connell said that regarding professional teachers, teachers who have certain abilities match the conditions set by the teaching profession. The role of the profession is as a supervisor, motivator, person in charge of fostering discipline, class administration manager, behavioral model, instructor who is constantly looking for new ideas and knowledge to improve and complete his knowledge, mentors and instructors in the learning process, communicator parents guardians of students with the community, and as a member of the educational profession organization (Connell, 1974).

4. Relations and Communication

Communication is a basic human activity, where humans are able to relate to each other in human daily life, whether at work, in the market, in the family, in society or wherever humans are, all human beings will be involved in communication. The importance of communication for the organization cannot be denied, an organization can run successfully and smoothly if there is good communication, and vice versa. For example, the school principal does not inform when the school starts after the holidays to the teachers, so it is likely that the teachers will not come to teach. The example beside shows the importance of communication, so that forgetfulness of information can have a major impact on the survival of the surrounding (Muhammad, 2005).

Effective communication is essential for every organization, so communicators and organizational leaders need to improve and understand their communication skills (Jerry W. Koehler, Karl W. E. Anatol, and Ronald L. Applbaum, 1981). RA teachers excel in the process of carrying out their duties need to consider communication and good relations between teachers and principals, between teachers and fellow teachers, teachers and students, and between teachers and other personnel in school. Communication and relationships that are commendable influence the interaction of each component in the RA school system. The teaching activities carried out by RA teachers will be successful even if there is communication and good relations with students as the components taught. Teacher performance increases along with the conditions of communication and good relations between the RA components, this pattern of communication and good relations will encourage the personal achievement

of an RA teacher to do his job well (Interview with Mr. Anton Ariyadi on March 28, 2018).

According to Forsdale that: communication is the process by which the system is changed, formed, and maintained using shared signals that operate according to regulations *"communication is the process by which a system is established, maintained, and altered by means of shared signals that operate according to rules"* (Louis Forsdale, 1981). While other experts argue that human communication is a process through individuals in their relationships, in groups, in organizations and in society using, sending, and creating information to coordinate others and their environment (Ruben & Stewart, 2016).

5. Connect with the Community

According to Pidarta (2000), a school is not allowed to isolate or separate from the community. Schools may not make their own community closed from other communities around them, schools may not carry out their own ideas without knowing the aspirations of the community. The community wants the school to stand in its territory to develop the growth of their children. Schools become open systems of their environment including school support communities. Schools as an open system certainly cannot close themselves or isolate because if this is done it means that the school is heading to the threshold of closure.

Community and school relations embody the structure of external communication relationships that are carried out on the principle of common goals and responsibilities. Communities form groups of individuals who try to carry out education or help with educational efforts. In the community found educational, social, religious, arts, scouting, political, and sports institutions that take part in educational efforts. In the community also found individuals or individuals who are tolerant of education in school. The existence of schools in the community and can be useful like a double-edged knife. The first eye is to protect the sustainability of positive values in society, so that the inheritance of community values goes well. The second eye is to become an institution that promotes the transformation of tradition and values in harmony with the demands of life and development and progress (Soetjipto & Kosasi, 2009).

Community relations with schools is a system of community communication with schools to promote community understanding of education activities and needs, as well as to move interest, participation for the community in school improvement and development. This community and school relationship is a cooperative effort to develop and maintain communication in an efficient two-way explanation and mutual understanding between schools, school personnel and with the community, where the purpose of community relations with schools can be seen from two dimensions: community needs and school interests (Mulyasa, 2004).

In carrying out community relations with schools it is necessary to follow several principles as guidelines and objectives for teachers and principals, in order to achieve the desired goals. The principles of the relationship include: (1) The principle of authority means that the school's relationship with the community is carried out by people who have authority, because of their responsibility and knowledge in administering the school. (2) The principle of simplicity means that programs related to school and society are simple and clear, (3) The principle of sensitivity means that in dealing with various problems related to the community, the school has a sensitivity to the needs and expectations of the community. (4) The principle of honesty means that whatever is conveyed to the public about what is and is given honestly. (5) The principle of accuracy means that what is given by the school to the community is appropriate and appropriate, both in terms of time, content and media that are utilized and the objectives to be achieved (Soetjipto & Kosasi, 2009).

In order for the public relations to be continuous and well-established, Mrs. Rufiyati Ambar Ningrum gave input that: it is necessary to improve the profession of RA teachers in relation to the community. "RA teachers excel in addition to being able to carry out their respective tasks in RA, they are also expected to be able and able to perform the tasks of their relationship with society. They can understand all the activities of their community, understand their culture and customs, know their aspirations, be able to put themselves in society, be able to communicate with them and give birth to their dreams. To achieve this requires the ability and behavior of the RA teacher in accordance with the local social structure, because when the teacher's behavior and

competence do not match the social structure in society, there will be a clash of understanding and misunderstanding and even fail to understand the program implemented by school or RA and impact the lack of support or community assistance to schools, even though the community and schools have the same interests and a strategic role in educating and producing quality students (Interview with Rufiyati Ambar Ningrum, third subject as an accomplished RA teacher 3, on April 20, 2018).

Creation of a challenging atmosphere according to Anton Ariyadi that: "The atmosphere is filled with good ties between parents of student guardians and the surrounding community. This is intended to foster active and participatory roles, as well as a sense of shared responsibility for education. Only a small amount of time is used by teachers at school and most of it is in the community. In order for this outside education to be well established and what RA teachers do in school or RA, synergy between teachers, parents and the community is needed. The obligation of the teacher to hold contact relations with the community makes the part and task of the teacher in educating students and improving their profession as a teacher. The school is jointly owned by the residents of the school itself, the government and also the community" (Interview with Mr. Anton Ariyadi, fourth subject as an accomplished RA teacher 4, on June 28, 2018).

6. Working Climate

According to Sri Ngadiyati that: "Negative climate manifests itself in the form of contradictory, competitive, opposition, jealousy, selfishness. ignorant, and individualistic, this negative climate is able to reduce the level of work productivity of teachers. On the contrary, a positive climate shows a close relationship with each other in many cases where mutual assistance and complementarity occur between them, in synergy to complement each other, all problems or probelms that arise are resolved together through deliberation. Positive climate shows that all activities run harmoniously with conditions of peace, calm providing a sense of peace, comfort to personnel or employees and especially for teachers (Interview with Mrs. Sri Ngadiyati; first subject as an accomplished RA teacher 1, on June 28, 2018).

The creation of a positive climate in schools if there is a harmonious interaction between teachers and superiors or principals, between teachers and other teachers, between teachers and staff or administrative staff, and with students. Owens's opinion is that there are several determinants of organizational climate in schools that consist of: (1) Ecology, where the physical environment of facilities and infrastructure such as buildings, cabinets, chairs, tables, electronic devices, etc., (2) Milieu means social relations, and (3) Social systems in the form of: organization, administration, decision making and forms of communication, (4) Culture, in the form of: beliefs, values, rules, and ways of thinking of each individual in the organization (Owens, 1991).

7. Discipline

Understanding of discipline as The Liang Gie gives the meaning of discipline is an orderly situation in which many people who are gathered in an organization are obedient and subject to various regulations that have been decided with a sense of pleasure and responsibility (Gie, 1972). While Good in his education dictionary defines discipline by: a) The results or process of control or direction of desires, interests or encouragement to achieve goals and to achieve more perfect behavior. b) Look for selected activities actively, tenaciously, and directed to yourself, even though facing trials and obstacles. c) Control of actions or behavior is direct and absolute with a reward or punishment. d) Emphasis on motivation in a painful and unpleasant way (Carter, 1959).

From the aforementioned notions, it can be summarized that discipline is compliance, accuracy and adherence to a rule that is carried out consciously without coercion or motivation from other parties, meaning also a condition that is in order, orderly, and should, and without a violations both indirectly and directly. The purpose of discipline according to Suharsimi Arikunto is that the school program can run effectively in a peaceful, calm atmosphere, and for teachers and employees in the school to feel comfortable and satisfied because their needs are met. Meanwhile, the Ministry of Education and Culture stated that there are 2 (two) objectives of the discipline: (1) the general objective is to have the curriculum run well which supports the development of the quality of education (2) specific objectives, this consists of: (a) so that the principal is able

to realize the conditions and an exciting work situation for school residents, (b) so that teachers are able to carry out the learning process to the maximum extent from various sources outside of school or inside the school (c) so that harmonious collaboration between parents and school units, as well as communities and schools, is carried out education (Ministry of National Education, Teaching Professionalism Development; Teacher Professionalism Development (Jakarta: Directorate General of Primary and Secondary Education Directorate of First Continuing Education Ministry of Education, 2005).

Discipline behavior in relation to teacher performance is closely related because only with strong discipline can activities be carried out in accordance with existing regulations. Therefore, in an effort to withstand the occurrence of non-discipline, it needs to be addressed by developing teacher welfare, exemplary leadership, giving threats, controlling and preventing themselves, implementing corrective actions, maintaining order, and fostering a positive strategy towards discipline. All efforts to enforce discipline include: (1) instilling positive actions, (2) self-control and prevention, (3) maintaining order (Nainggolan, 1990).

8. Prosperity

One factor influencing teacher performance is welfare, this factor will make the quality of performance increase. Because someone who is increasingly prosperous, the higher is the possibility to improve his performance. Sufficient variety of various needs of a person, will bring satisfaction in carrying out any task (E. Mulyasa, 2004). In Indonesia the level of welfare of the teacher is very sad, only balanced with the condition of the existing teachers as in the poor African countries. The low level of welfare will be increasingly visible when compared to teacher conditions in other countries. Teacher salaries are generally greater in developed countries than other employees, while the opposite is true in Indonesia. According to Anton Ariyadi:

"The welfare of RA teachers with material achievements has not received financial appreciation from IGRA both districts and provinces. This could be because I was the 1st winner, where I only received certificates. I get financial welfare from the institution where I teach as a form of appreciation from the

foundation or institution (Interview with teacher's expectations 1, on March 16, 2018).

Teacher professionalism is not only seen from the teacher's ability to develop and provide good learning to students, but is also seen by the government by receiving appropriate and appropriate salaries. If the welfare and needs of the teachers are appropriate to be conveyed by the government, then absent or absent teachers do not, because they are looking for additional salaries outside (Denny Suwarja, 2003).

CONCLUSION

RA teacher is an example of success for early childhood Islamic education with character, good character, has a work ethic and is considered as a person who is very instrumental in achieving the educational goals of RA which is a reflection of the quality of education in the future. The implementation of the duties and obligations of RA teachers is inseparable from the influence within themselves and outside that have an impact on the change in the success of outstanding RA teachers in Yogyakarta, from the description of the explanation of the performance of outstanding RA teachers in Yogyakarta above can the authors conclude that: The performance that is the difference between one person and another in a work situation is due to differences in individual characteristics. In addition, the same person can produce different performance in different situations. This all explains that the performance of the outstanding RA teacher is largely influenced by 2 (two) things, namely: his personal individual factors and the factors in the situation surrounding him.

Factors that can affect the achievement of the performance of outstanding RA teachers, namely the ability factor (ability) and motivation (motivation). The ability of teachers in psychology consists of the ability of reality (knowledge + skill) and potential abilities (IQ). This encouragement or motivation is manifested from the attitude of a person (teacher) in encountering work or teaching. Motivation becomes a condition that awakens a person who is focused on achieving educational goals. Factors that support the performance of outstanding RA teachers can be grouped into two elements, namely: internal factors (internal) and external (external) factors themselves. Internal factors from within the outstanding RA teacher include:

intelligence, skills and skills, talents, interests and abilities, motives, health, personality, goals and ideals in work. While external or external factors, in the form of: family environment, work environment, communication with the principal, facilities and infrastructure, teacher activities in the classroom.

The activities of RA teachers with achievements include: active participation in the field of administration, in this field the teacher has many opportunities to participate in all school activities which include: 1) improving the philosophy of education. 2) adjust and improve the curriculum. 3) planning supervision activities. 4) planning various employment policies. All the work is done with the togetherness of one teacher with another teacher, namely by deliberation techniques. To develop performance, the teacher looks at the state of the principal (leader). In the learning process both good and bad teachers depend on several factors, one of which is the supervisor in carrying out supervision or supervision of abilities (teacher performance). The key to the success of RA teachers with achievement is: having personality and dedication, teaching skills, professional development, communication and relationships, relationships with the community, work climate, and discipline, as well as welfare.

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