

Enhancing Early Childhood Education through Effective School Leadership: The Impact of PAUD Principals on Teacher Welfare and Institutional Progress in Cangkuang Kulon, Kab. Bandung

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Abstract: The success of early childhood education institutions is undoubtedly linked to the role of the principal, who must possess the qualifications and competencies of a kindergarten/RA principal as stipulated by the Minister of Education. The performance of a principal will undoubtedly influence various components within an educational institution, including teacher welfare and the progress of early childhood education institutions. This study aims to determine the influence of the performance of PAUD principals in Cangkuang Kulon Village, Dayeuhkolot District, Bandung Regency on teacher welfare and PAUD progress. The research was conducted by collecting data from questionnaires distributed to 23 PAUD institutions with a total of 54 teacher respondents. This study obtained 74.1% of the data. PAUD principals in Cangkuang Kulon village showed continuous improvement in the quality of education, and PAUD teachers obtained welfare in accordance with the indicators as PAUD teachers, as seen from 64.8% of PAUD teachers always having a professional attitude in accordance with Law No. 14 of 2005 in facing work challenges. PAUD institutions are in line with PAUD institutional development indicators, as evidenced by 59.3%, indicating that PAUD institutions meet children's needs in terms of learning and physical activities.

Keywords: school principal performance, teacher welfare, progress of early childhood education institutions.

Abstrak: Keberhasilan penyelenggaraan lembaga PAUD tentunya tidak terlepas dari peran kepala sekolah, seorang kepala sekolah harus mempunyai kualifikasi dan kompetensi kepala TK/RA yang didasarkan pada peraturan menteri pendidikan. Kinerja seorang kepala sekolah tentunya akan mempengaruhi berbagai komponen yang ada di sebuah lembaga pendidikan, diantaranya kesejahteraan guru dan kemajuan lembaga PAUD. Penelitian ini bertujuan untuk mengetahui pengaruh kinerja kepala sekolah PAUD yang berada di desa Cangkuang Kulon Kecamatan Dayeuhkolot Kabupaten Bandung terhadap kesejahteraan guru dan kemajuan lembaga PAUD. Penelitian dilakukan dengan mengambil data dari kuesioner atau angket yang disebarluaskan kepada 23 lembaga PAUD dengan jumlah responden sebanyak 54 guru. Pada penelitian ini memperoleh data 74,1%. Kepala Sekolah PAUD di desa Cangkuang Kulon memperlihatkan peningkatan terus-menerus dalam kualitas pendidikan, guru PAUD memperoleh kesejahteraan sesuai dengan indikator sebagai guru PAUD, hal ini terlihat dari 64,8% guru PAUD selalu memiliki sikap profesional sesuai dengan Undang-Undang RI No. 14 tahun 2005 dalam menghadapi tantangan pekerjaan. Lembaga PAUD sudah sesuai dengan indikator kemajuan

lembaga PAUD terlibat dari 59,3%, ini menggambarkan lembaga paud memenuhi kebutuhan anak-anak dalam hal pembelajaran dan aktivitas fisik.

Kata Kunci: *kinerja kepala sekolah, kesejahteraan guru, Kemajuan Lembaga PAUD.*

Introduction

Early childhood education is crucial for a child's development, particularly during the "golden age" of 0-6 years (Tulfauziah et al., 2024; Tanu, 2019). Parents play a primary role in this process, serving as the first educators and role models for their children (Tulfauziah et al., 2024; Tabroni et al., 2021). The responsibility for education is shared among parents, schools, and the community, forming a three-center approach (Hariawan et al., 2019). Effective management of parenting education programs can strengthen this collaborative effort, involving planning, implementation, and evaluation stages (Hariawan et al., 2019). Early childhood education should focus on various aspects, including moral, character, and religious education, as well as fostering intelligence, skills, and social abilities (Tulfauziah et al., 2024; Tanu, 2019). In the digital age, it is particularly important to instill Islamic values and ethics in children to guide their daily lives (Tabroni et al., 2021).

Early childhood education (ECE) plays a crucial role in child development, enhancing cognitive, social, and emotional abilities (Winda Dwi Yanthi et al., 2025). Successful ECE implementation relies on several key components, including curriculum, students, educators, facilities, management, financing, and partnerships (N. Hasanah, 2019). Adequate infrastructure and facilities significantly contribute to learning effectiveness and children's growth (Winda Dwi Yanthi et al., 2025). However, many ECE institutions face challenges in managing and developing infrastructure due to limited knowledge (Nurhasanah, 2019). Teachers play a vital role in curriculum development and learning application, with the 2013 curriculum emphasizing a scientific approach (Dan Pembelajaran et al., 2023). This approach encourages independent learning and can be supported by various complementary methods such as storytelling, conversations, and experiments. To ensure ECE goals are met, it is essential for educators and administrators to understand the curriculum's basics and structure (Dan Pembelajaran et al., 2023).

The role of principals in early childhood education (ECE) institutions is crucial for ensuring quality education and institutional success. Principals must possess effective leadership skills to influence and direct all components of ECE institutions towards achieving desired educational standards (Angraini, 2025). Their responsibilities encompass administrative duties, decision-making, organizing, staffing, planning, supervising, communicating, and directing (Nipriansyah & Intamano, 2022). Effective principals employ strategies as both internal and external agents for excellence in ECE (Arifin, 2012). To improve educational quality, principals should focus on enhancing teacher professionalism, creating a conducive school climate, and implementing engaging learning models (Safrida et al., 2023). Additionally, they must develop strategies and missions to guide the institution towards its operational goals (Safrida et al., 2023). The principal's role is pivotal in meeting customer needs, adhering to quality standards, and ultimately influencing the success or failure of educational quality in ECE institutions (Nipriansyah & Intamano, 2022).

Research indicates that principals' leadership skills are crucial for school effectiveness and teacher performance. These skills are typically categorized into conceptual, interpersonal/human, and technical skills (Akinola, 2013; Widodo, 2019). Conceptual skills involve understanding organizational operations, interpersonal skills focus on collaboration and motivation, while technical skills relate to task-specific knowledge and methods (Widodo, 2019; Shofwa, 2022). Studies have found significant relationships between principals' leadership skills and school effectiveness, particularly in terms of student academic achievement (Akinola, 2013). Female principals in Indonesian elementary schools demonstrated strong conceptual and interpersonal skills, with slightly lower technical skills (Widodo, 2019). Research also suggests that principals' performance is directly affected by managerial skills and indirectly by technical, social, and conceptual skills (Adrianto, 2011). These skills are essential for implementing school-based management, which encompasses various components such as curriculum management, staff development, and community relations (Shofwa, 2022).

Early childhood education (ECE) teachers play a crucial role in shaping children's learning experiences and development. Research highlights the importance of teacher competencies in ECE settings, encompassing pedagogical, professional, social, and personality domains (Alifia Mutsila Fakhruddin et al., 2023; Raisa Rakhmania et al., 2024). These competencies include designing play-based learning, integrating technology, and applying child development assessments (Najwa Rimarsya Azzahra et al., 2024). Studies indicate that many ECE teachers in Indonesia still fall short of competency standards, emphasizing the need for ongoing training and development (Windi Pebriannti, 2024). While ECE teachers generally demonstrate appropriate early childhood development stimulation, challenges persist, such as limited awareness of developmental theories and ethical responsibilities (Raisa Rakhmania et al., 2024). Enhancing teacher competencies through targeted training programs is essential for improving ECE quality and fostering innovative learning environments that respect diversity and actualize children's potential (Windi Pebriannti, 2024; Najwa Rimarsya Azzahra et al., 2024).

Research on psychological well-being reveals its multifaceted nature and importance in overall quality of life. It is influenced by various factors, including life events, economic conditions, and social support (García-Viniegras, 2010; Zautra & Reich, 1983; Shields & Price, 2005). Studies show that positive and negative life events affect well-being differently, with negative events increasing distress but not always lowering perceived life quality (Zautra & Reich, 1983). Economic factors such as unemployment and household poverty, as well as social factors like marital status and ethnicity, significantly impact psychological well-being and perceived social support (Shields & Price, 2005). Individual assessments of well-being encompass dimensions of happiness, meaning in life, and psychological richness, which contribute to perceptions of living a good life (Dahlen & Thorbjørnsen, 2022). The subjective nature of psychological well-being highlights its role as a key dimension of quality of life, mediated by personality and socio-cultural contexts (García-Viniegras, 2010).

Recent studies highlight challenges in early childhood education (ECE) in Indonesia, particularly regarding principal competence and teacher welfare. While some principals demonstrate good understanding of accreditation processes (Febriyanti Utami, 2024), many still lack necessary qualifications and competencies (R. S. M. Meilanie, 2016). Principals employ various strategies to improve teacher competence, including providing resources, professional

development, and collaborative learning (Imas Aisah et al., 2024). Academic supervision by principals is crucial for enhancing teacher professionalism in non-formal ECE settings (Reni Supartini & Mubiar Agustin, 2021). However, significant challenges persist, such as inadequate educational backgrounds among ECE educators and low salaries (R. S. M. Meilanie, 2016). These issues hinder the advancement of ECE institutions and teacher welfare. Addressing these challenges requires concerted efforts from the government, associations, and organizations to elevate the professionalism of ECE educators and improve the overall quality of early childhood education in Indonesia.

Method

This study used a quantitative method by distributing questionnaires to early childhood education institutions in Cangkuang Kulon Village, Dayeuhkolot District. The quantitative method was chosen because it allows for objective measurement of variables such as the performance of early childhood education principles, teacher welfare, and institutional progress. The population in this study was all RA teachers in Cangkuang Kulon village, numbering 54 people from 23 PAUD institutions. The sampling technique used was total sampling, where the entire population was used as the research sample. Thus, the research sample consisted of 54 RA teachers in Cangkuang Kulon village.

The main instrument used was a structured questionnaire designed to measure the performance variables of school principals, teacher welfare, and the progress of early childhood education institutions. The questionnaire consisted of a series of questions using a Likert scale to collect quantitative data. Data was collected by distributing questionnaires to all respondents, followed by the collection of supporting documents from each RA.

Data analysis was conducted using statistical techniques. Data from the questionnaire were analysed to identify the influence of the principal's performance on teacher welfare and the progress of early childhood education institutions in Cangkuang Kulon village. In addition, validity and reliability tests were conducted to ensure the reliability and accuracy of the instruments used. Additional analyses, such as normality tests and reliability tests, were also conducted to ensure that the data met the necessary statistical assumptions. The data were analysed using SPSS software version 29. Using this approach, the study is expected to provide a clear picture of the performance of PAUD principals on teacher welfare and the progress of PAUD institutions.

Results and Discussion

Results

Validitas Testing

Validity is a measure that indicates the degree of accuracy of a test. A test is considered valid if it measures what it is intended to measure. A test has high validity if the results are consistent with the criteria, in the sense that there is alignment between the test and the criteria. To test the validity of the questionnaire instrument, researchers use manual analysis (Excel). The following is the validity testing of the instrument.

Table 3.1

No.	Variabel	Rhitung	rTable	Description	No.	Rhitung	rTable	Description
1	The influence of PAUD	0,427	0,266	Valid	12	0,803	0,266	Valid
2	principal	0,607	0,266	Valid	13	0,926	0,266	Valid

3	performance on teacher welfare and PAUD institutional progress	0,812	0,266	Valid	14	0,869	0,266	Valid
4		0,426	0,266	Valid	15	0,879	0,266	Valid
5		0,791	0,266	Valid	16	0,842	0,266	Valid
6		0,734	0,266	Valid	17	0,544	0,266	Valid
7		0,818	0,266	Valid	18	0,925	0,266	Valid
8		0,789	0,266	Valid	19	0,943	0,266	Valid
9		0,758	0,266	Valid	20	0,837	0,266	Valid
10		0,650	0,266	Valid	21	0,774	0,266	Valid
11		0,613	0,266	Valid	22	0,723	0,266	Valid

The results of the observation in Table r obtained a value from the sample (N) = 55 of 0.266. Thus, referring to the value of r table, it can be concluded that the results of the validation test showed that all x and y variable instruments consisting of 22 questions all produced r Calculated > from r Table. Therefore, it can be concluded that all instruments in this study can be considered valid.

Reliability testing

Reliability is the stability of measurement results or as an indicator of the validity and accuracy of a measuring instrument.

Table 3.2

Reliability Statistics	
Cronbach's alpha	N of items
0.956	22

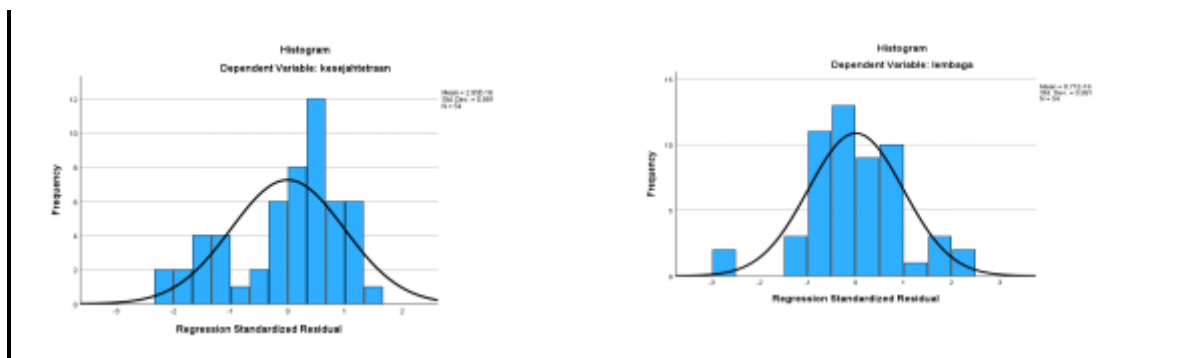
From the reliability test results, it was found that the value of variable Y produced a Cronbach's Alpha value above 0.6. Thus, it can be concluded that all instruments in this study are reliable.

Normalitas Testing

Aims to test whether in a regression model, the confounding variables or residuals have a normal distribution.

Table 3.3

Histogram variable Y1	Histogram variabel Y2
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The results of the histogram normality test produced a mountain-shaped curve, indicating that the distribution pattern is normal. One sample Kolmogorov-Smirnov test.

Table 3.4

One-Sample Kolmogorov-Smirnov Test			
			perform ance
N		54	
Normal Parameters ^{a,b}	Mean	25,59	
	Std. Deviation	2,327	
Most Extreme Differences	Absolute	0,125	
	Positive	0,105	
	Negative	-0,125	
Test Statistic		0,125	
Asymp. Sig. (2-tailed) ^c		0,035	
Monte Carlo Sig. (2-tailed) ^d	Sig.	0,034	
	99% Confidence Interval	Lower Bound	0,030
		Upper Bound	0,039

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 3.5

One-Sample Kolmogorov-Smirnov Test			
			Unstandardized Residual
N		54	
Normal Parameters ^{a,b}	Mean	0,0000000	
	Std. Deviation	2,38560554	
Most Extreme Differences	Absolute	0,092	
	Positive	0,061	
	Negative	-0,092	
Test Statistic		0,092	
Asymp. Sig. (2-tailed) ^c		,200 ^d	
Monte Carlo Sig. (2-tailed) ^e	Sig.	0,304	
	99% Confidence Interval	Lower Bound	0,292
		Upper Bound	0,315

a. Test distribution is Normal.

b. Calculated from data.

If the Asymp.Sig. value is greater than 0.05, it can be concluded that the residuals are normally distributed, and vice versa. From the Kolmogorov Smirnov normality test results, a value of 0.035 was obtained, which means that the distribution is normal.

Overview of Variable X: Performance of Early Childhood Education Principals in Cangkang Kulon Village, Dayeuhkolot District

Table 3.6

The principal demonstrates a commitment to continuous improvement in the quality of education.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometim es	4	7,4	7,4	7,4
	Sering	40	74,1	74,1	81,5
	Always	10	18,5	18,5	100,0
	Total	54	100,0	100,0	

The table above shows that the performance of PAUD principals in Cangkang Kulon Village, Dayeuhkolot Subdistrict, often demonstrates a commitment to continuous improvement in the quality of education. This can be seen from the 54 respondents, 40 of whom answered "often," or 74.1%.

Overview of Variable Y 1: welfare of early childhood education teachers in Cangkang Kulon Village, Dayeuhkolot District

Table 3.7

Teachers have an attitude of trust in God when facing challenges at work.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometim es	4	7,4	7,4	7,4
	Sering	15	27,8	27,8	35,2
	Always	35	64,8	64,8	100,0
	Total	54	100,0	100,0	

The table above shows that the welfare of early childhood teachers in Cangkang Kulon Village, Dayeuhkolot Subdistrict, always has an attitude of acceptance in facing challenges at work, as seen from 54 respondents, 35 answered always, or 64.8%.

Overview of Variable Y 2 Progress of early childhood education institutions in Cangkang Kulon Village, Dayeuhkolot District

Table 3.8

This early childhood education institution meets the needs of children in terms of learning and physical activities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	5	9,3	9,3	9,3
	Sering	17	31,5	31,5	40,7
	Always	32	59,3	59,3	100,0
	Total	54	100,0	100,0	

The table above shows that the progress of early childhood education institutions in Cangkuang Kulon Village, Dayeuhkolot Subdistrict, always meets the needs of children in terms of learning and physical activities, as seen from 54 respondents, 32 answered always, or 59.3%.

Overview of Variable Y 2 Progress of early childhood education institutions in Cangkuang Kulon Village, Dayeuhkolot District

Table 3.9

This early childhood education institution fulfills children's needs in terms of learning and physical activities.					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sometimes	5	9,3	9,3	9,3
	Sering	17	31,5	31,5	40,7
	Always	32	59,3	59,3	100,0
	Total	54	100,0	100,0	

The table above shows that the progress of early childhood education institutions in Cangkuang Kulon Village, Dayeuhkolot Subdistrict, always meets the needs of children in terms of learning and physical activities, as seen from 54 respondents, 32 answered always, or 59.3%.

Hipotesis Testing

To test whether all independent variables influence the dependent variable, hypothesis testing is carried out using the T-test as follows:

Table 3.10

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4,443	4,444		1,000	0,322
	Performance of PAUD school principals	1,410	0,173	0,749	8,154	0,000

a. Dependent Variable: Welfare of early childhood education teachers

The provisions of the T-test are as follows:

If the significant value is 0.05, then there is an influence of variable X on Y.

If the significant value is > 0.05, then there is no effect of variable X on Y.

Based on Table 3.30, it can be concluded that there is no influence of variable X on Y, as seen from the significant value produced from the test, which is 0.322, greater than 0.05. Thus, it can be concluded that variable X, PAUD principal performance, has no influence on variable Y, PAUD teacher welfare.

Table 3.11

Coefficients ^a		Unstandardized Coefficients	Standardized Coefficients			
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-8,339	3,653		-2,283	0,027
	Performance of PAUD school principals	1,516	0,142	0,828	10,665	0,000

a. Dependent Variable: Progress of early childhood education institutions

The provisions of the T-test are as follows:

If the significant value is 0.05, then there is an effect of variable X on Y.

If the significant value is > 0.05, then there is no effect of variable X on Y.

Based on Table 3.31, it can be concluded that there is no influence of variable X on Y, as seen from the significant value produced from the test, which is 0.027, greater than 0.05. Thus, it can be concluded that variable X, the performance of PAUD principals, has no influence on variable Y, the progress of PAUD institutions.

Discussion

Based on the results of the testing described above, it can be concluded that the performance of PAUD principals has no effect on the welfare of PAUD teachers and the progress of PAUD institutions. The discussion is as follows:

Performance of Early Childhood Education Principals

The performance of a school principal is the ability of a school principal to carry out their duties and functions in managing the school, learning activities, staffing, facilities and infrastructure, finances, the environment, and relations with the community. School principals must have the qualifications specified in Regulation No. 13 of 2007.

Based on the results of calculations from 23 early childhood education institutions in Cangkuang Kulon Village, Dayeuhkolot District, Bandung Regency, involving 54 respondents, it was found that the performance of school principals in Cangkuang Kulon Village was in line with the performance indicators for school principals, as evidenced by a percentage of 74.1%. The PAUD school principals in Cangkuang Kulon Village have demonstrated continuous improvement in the quality of education.

Based on the results of the study, it can be concluded that the performance of the principal in Cangkuang Kulon village continuously qualifies to further improve self-quality and advance the welfare of teachers and institutions.

The Welfare of Early Childhood Education Teachers

Well-being refers to a state of prosperity, security, safety, peace of mind, mental health, social well-being, the well-being of society, and happiness for an individual. Happiness is not only measured by the fulfilment of material needs but also by positive feelings that are rich in values. Therefore, teachers who are well-being will feel positive emotions towards their students and can serve as a model for how to conduct enjoyable and high-quality learning.

Based on the results of calculations of 54 respondents from 23 early childhood education

institutions in Cangkuang Kulon village, the researchers found that early childhood education teachers in Cangkuang Kulon village, Dayeuhkolot subdistrict, Bandung regency, enjoy welfare in accordance with the indicators of prosperous early childhood education teachers, namely SAJUTA: Patience, Honesty, and Trust in God. This is evident from the percentage of respondents (64.8%) who indicated that early childhood education teachers in Cangkuang Kulon Village, Dayeuhkolot Sub-district, consistently demonstrate a mindset of trust in God when facing challenges in their work. The research findings indicate that early childhood education teachers in Cangkuang Kulon Village feel well-off.

Progress of Early Childhood Education Institutions

The progress of an early childhood education institution can be seen from the fulfillment of facilities and infrastructure in accordance with Ministry of Education and Culture Regulation No. 137 of 2014. Based on calculations from 54 respondents in 23 PAUD institutions in Cangkuang Kulon village, the researcher found that the progress of PAUD institutions in Cangkuang Kulon village, Dayeuhkolot sub-district, Bandung regency, is in line with the indicators of PAUD institutional progress, as seen from the presentation results of 59.3%. The PAUD institutions in Cangkuang Kulon Village, Dayeuhkolot Sub-district, meet the needs of children in terms of learning and physical activities. Based on the research findings, it can be concluded that the PAUD institutions in Cangkuang Kulon Village, Dayeuhkolot Sub-district, have made progress in line with the developmental needs of young children.

The Influence of Early Childhood Education Principals' Performance on the Welfare of Early Childhood Education Teachers in Cangkuang Kulon Village, Dayeuhkolot District

The implementation of PAUD institutions is influenced by the performance of the principal, but it is also inseparable from the role of educators (teachers). The performance of the principal can be observed from the skills that must be possessed by the principal to succeed in his leadership. These skills are (1) conceptual skills, which are skills to understand and operate an organisation, (2) interpersonal skills, which are skills for collaborating, motivating, and leading, (3) technical skills, which are skills in using knowledge, methods, techniques, and equipment to complete specific tasks.

From the above description, the performance of PAUD principals affects the welfare of PAUD teachers. However, based on the results of a survey conducted by distributing questionnaires to 23 PAUD institutions in Cangkuang Kulon Village, Dayeuhkolot District, with 54 PAUD education personnel as respondents, and based on statistical calculations, it can be concluded that there is no influence of variable X on variable Y. This can be seen from the significant value obtained from the test, which is 0.322, which is greater than 0.05. Therefore, it can be concluded that variable X (performance of the PAUD school principal) does not have an influence on variable Y (welfare of PAUD teachers).

The Influence of PAUD Principals' Performance on the Progress of PAUD Institutions in Cangkuang Kulon Village, Dayeuhkolot District

Establishing an early childhood education institution must comply with the standards for establishing such an institution, as stipulated in Government Regulation No. 13 of 2007. In addition to complying with the standards, the establishment of an early childhood education institution must have the necessary qualifications and competencies of the principal, teachers, and supporting facilities and infrastructure.

From the above description, the performance of PAUD principals influences the progress

of PAUD institutions. However, based on the results of a survey conducted by distributing questionnaires to 23 PAUD institutions in Cangkuang Kulon Village, Dayeuhkolot District, with 54 PAUD education personnel as respondents, and based on statistical calculations, it can be concluded that there is no influence of variable X on variable Y. This can be seen from the significant value obtained from the test, which is 0.027, where it is greater than 0.05. Therefore, it can be concluded that variable X, the performance of the PAUD school principal, does not have an influence on variable Y, the progress of the PAUD institution.

The Influence of PAUD Principals' Performance on PAUD Teachers' Welfare and PAUD Institutional Progress in Cangkuang Kulon Village, Dayeuhkolot District

The performance of a school principal can be observed from the skills that a principal must possess to succeed in his or her leadership. These skills are (1) conceptual skills, which are skills for understanding and operating an organisation, (2) human skills, which are skills for working together, motivating and leading, and (3) technical skills, which are skills in using knowledge, technical methods and equipment to complete specific tasks.

Based on calculations and statistical data from 23 early childhood education institutions in Cangkuang Kulon village, Dayeuhkolot subdistrict, Bandung regency, involving 54 respondents, it appears that the performance of school principals in Cangkuang Kulon village does not affect the welfare of teachers and the progress of early childhood education institutions in Cangkuang Kulon village.

Conclusion

Based on the results of calculations from 23 early childhood education institutions in Cangkuang Kulon village, Dayeuhkolot sub-district, Bandung regency, involving 54 respondents, it was found that the performance of school principals in Cangkuang Kulon village was in line with the performance indicators for school principals, as evidenced by a percentage of 74.1%. PAUD school principals demonstrate continuous improvement in the quality of education. Early childhood education teachers enjoy welfare in accordance with the indicators of prosperous early childhood education teachers, namely SAJUTA: Patient, Honest, and Trusting. This is evident from 54 respondents, 35 of whom answered always, or 64.8%, indicating that early childhood education teachers always have a trusting attitude in facing challenges at work. The progress of PAUD institutions is in line with the indicators of PAUD institutional progress, as evidenced by 54 respondents, with 32 answering "always," or 59.3%. PAUD institutions meet children's needs in terms of learning and physical activities.

Based on statistical calculations, it can be concluded that there is no influence of variable X on Y. This can be seen from the significant value produced from the test, which is 0.322, which is greater than 0.05. Thus, it can be concluded that variable X, the performance of PAUD principals, has no influence on variable Y, the welfare of PAUD teachers. The significance value obtained from the test is 0.027, which is greater than 0.05. Therefore, it can be concluded that variable X, PAUD Principal Performance, has no effect on variable Y, PAUD Institution Progress. This shows that the performance of the principal in Cangkuang Kulon village does not influence the welfare of teachers and the progress of PAUD institutions in Cangkuang Kulon village.

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