

## Early Children's Education (PAUD) Quality Management

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**Abstract:** Early Childhood Education (PAUD), which is education, was aimed for the children from birth to age 6 years old. The Reality in the field shows that the implementation of Early Childhood Education still does not refer properly to the stages of child development. The objectives to be achieved in this study reveal the data description about: Early Childhood Education (PAUD) Education Service Quality Policy in Penajam Paser Utara District which includes: The Service quality program, Implementation of service quality programs, Constraints faced in implementing sea programs are the solutions. This study uses a qualitative research type descriptive research. The results of the study, Early Childhood Education (PAUD) Education Policy refers to eight (8) standards as the basis of a 5-year medium-term policy program, Program preparation has not been adjusted to the demands of the development of each student's era. The Implementation of Early Childhood Education service quality programs connected with the development was adjusted to the age group, accompanied by documentation of children's growth, the development, of mental, social emotional, and the religious mental training into daily habits. The Evaluation base on 8 standard qualities the Early Childhood Education service quality programs. Constraints faced in implementing Early Childhood Education have the education quality service programs, low internal and external supervision, funding standards are based on the acceptance of students' parents. Success, the school was successfully managed to hold the accreditation. As well as being chosen as one of the TKIT as a referral school or a district level playgroup pilot, and the regional level TKIT awards from the various activities. The Conclusion was constraints faced in the implementation of Early Childhood Education quality education programs, the low internal and external supervision, the teachers are not come from S1 qualified, and the limited school management skills. The solution is to overcome the quality constraints of Early Childhood Education services,

encouraging programming training for the teachers, and streamlining the cooperation with the Teacher Association. The success of the quality of Early Childhood Education in the major education services, has been accredited by the Accreditation Body (BAP) of the East Kalimantan Province with an average of B.

**Keywords:** Implementation; Quality Management; Early; Childhood Education.

### 1. Introduction

Early Childhood Education (PAUD), which is education was aimed for the children from birth to age 6 years old [1]. The reality in the field was shows that the implementation of Early Childhood Education still does not refer properly to the stages of child development. In general, its involvement was focused on the improving academic abilities, both in terms of memorization and literacy, which the process often ignores the stages of child development.

#### 1.1. Research Objectives

- a. Knowing the Quality Policy for Early Childhood Education services in *Penajam Paser Utara* District.
- b. Knowing the quality of Early Childhood Education service program in *Penajam Paser Utara* District.
- c. Knowing the implementation of the Early Childhood Education service quality program in *Penajam Paser Utara* District.
- d. Knowing the evaluation of the implementation from the Early

Childhood Education service quality program in Penajam Paser Utara District.

- e. Constraints faced in implementing the Early Childhood Education service quality program in Penajam Paser Utara District.
- f. Knowing the solutions made in overcoming barriers to the quality of Early Childhood Education services in Penajam Paser Utara District.
- g. Knowing the successful of education quality services at the level of TKIT, Muslihah, Nurul Hikmah, and ABA Muhammadiyah Penajam Paser Utara.

### 1.2. Benefits of Research

This research is expected to produce the formulation of propositions, models and programs that are used as references for researchers especially those who study the management of early childhood education (Program planning, implementation, Early Childhood Education Program implementation knowledge in improving the quality of services, to be useful as the development material in sharpening theories education Management.

## 2. Theoretical Research

Education Quality According to Government Regulation Number 32 of 2013 Chapter VI Article 5 Paragraph 1 establishes Minimum Service Standards (SPM) in the education sector is a performance benchmark of the education services was organized by regions to ensure the quality of service in the education sector to the community and serves as a guideline in planning, implementation, and supervision of education in order to realize quality national education [2]. The implications for educational institutions both central and regional as an organizing organization in the education sector as contained in the regulation have a dual function.

## 3. Material & Methodology

This research methods was uses a descriptive type of qualitative approach, which uses methods to describe the factual conditions that exist when researchers are in the field, namely the TKIT organizers in Penajam Paser Utara District, make observations, interview, collect, and analyze the documents related to management. TKIT in the midst of increasingly competitive school competition requires standardization in accordance with national education standards.

## 4. Results and Discussion

- a. The Quality policy for early childhood education services

The Early Childhood Education Policy was prepared by the Youth and Sport Education Office in the year 2014-2019 Strategic Plan. Not yet anticipated in a reality. The quality of Early Childhood Education services that is oriented towards minimum standard services, to meet the Early Childhood Education National Standard (SN- Early Childhood Education). This reference refers to eight (8) standards as a basis for a medium-term 5-year policy program.

- b. The Policy program for implementing quality Early Childhood Education services

The program of administering education is based on the priority scale of each school by considering the financial capabilities of each TKIT institution. The preparation of the program has not been adjusted to the demands of the development of each student's era.

- c. The Implementation of Early Childhood Education service quality programs.

The Early Childhood Education service quality program was focused on learning services at TKIT with a standard orientation to the level of achievement of child development. The development is adjusted to the age

- group, accompanied by documentation of children's growth, development, mental, social emotional, and mental religious training into daily habits.
- d. Evaluate the Early Childhood Education service quality programs  
Evaluate standard-oriented Early Childhood Education service quality programs; 1) Standard Level of Achievement of Child Development: 95.14 percent. 2) Content Standard is: 83.21 percent. 3) Process Standards of: 86 percent. 4) Standards of Educators and Education Personnel of: 67. 5) Standard of Facilities and Infrastructure of; 89. 6 percent) Management standards of: 47 percent. 7) Financing standards of: 28 percent and, 8) Assessment standards of: 22 percent.
  - e. Constraints faced in implementing Early Childhood Education quality service programs.  
Constraints faced in implementing the service quality program at TKIT according to urgency scale; 1) fulfillment of teacher assessment standards, due to low internal and external supervision. 2) Funding standards are based on the acceptance base on the student's parents. 3) Teacher's human resources have not been S1 qualified according to their field of competence; (2) limited school management skills.
  - f. The solution is to overcome the quality constraints of Early Childhood Education services.  
Efforts made in overcoming the quality constraints of Early Childhood Education services, each TKIT 1) encouraged the organizers to program training for teachers to improve the competence of the learning process assessment. 2) TKIT organizers open businesses as support for fulfilling financing standards through donors, businesses other than education services, so that schools can independently meet their financing standards. 3) Increasing collaboration

- with the Integrated Islamic network (JIT); and public service managers both government companies. 4) Effective cooperation with the Association of Kindergarten Teachers (IGTK) and the Association of Early Childhood Educators (HIMPAUDI) in sharing the use of APE and assessment of the learning process.
- g. The successful of the quality Early Childhood Education services  
Accreditation of strategic quality programs for each school, the three TKITs have been accredited by the Accreditation Board (BAP) of East Kalimantan Province with an average of B, the success of Early Childhood Education accreditation from the effective dissemination of the Education Office to the TKIT network successfully conducting accredited the Early Childhood Education. As well as being chosen as one of the TKIT as a referral school or a district level Kindergarten / Early Childhood Education pilot. As well as regional level TKIT awards from various activities.

## 5. Conclusion

- a. Early Childhood Education Policy not yet anticipated in the reality. The quality of Early Childhood Education services is oriented to the towards minimum service standards.
- b. The preparation of the program has not been adjusted to the demands of the developmental times of each student.
- c. The implementation of the Early Childhood Education service quality program, focused on the learning services at TKIT with a standard orientation to the level of achievement of child development has not been fully achieved.
- d. The Evaluation of quality Early Childhood Education service programs, standards-oriented; 1) Standard Level of Achievement of Child Development: 95.14 percent. 2) Content Standard is: 83.21 percent. 3) Process Standards of: 86 percent. 4) Standards of Educators and Education

- Personnel of: 67. 5) Standard of Facilities and Infrastructure of; 89. 6 percent) Management standards of: 47 percent. 7) Financing standards of: 28 percent and, 8) Assessment standards of: 22 percent.
- e. Constraints faced in implementing Early Childhood Education quality education service programs, low internal and external supervision. Teacher teachers have not been S1 qualified, limited school management skills.
  - f. The solution is to overcome the quality constraints of Early Childhood Education services, encouraging programming training for teachers, and streamlining cooperation with the Teacher Association.
  - g. The success of the quality of Early Childhood Education PAUD education services has been accredited by the Accreditation Body (BAP) of East Kalimantan Province with an average of B.

## 6. Recommendations

- a. Department of Education in this case Early Childhood Education providers, in compiling policies based on the foundation of school management which are used as operational guidelines for schools based on their vision, mission, goals and objectives it is time to involve stakeholders in binding to realize the school's vision and mission together with the parties. Vision and mission are arranged in simple language that presents a comprehensive yet visionary meaning.
- b. Principals, make joint efforts of the parties in carrying out the school's vision and mission by being based on the awareness that good work is a genuine mandate in carrying out their basic tasks and functions that they have received from the trustee. For that the implementation of vision and mission required escort with high work motivation to achieve the achievement of targets in accordance with the indicators arranged.
- c. The focus of Early Childhood Education quality service program policies is on Early Childhood Education national

- standards, becoming a strategic policy for all Early Childhood Education that must be managed with sound management as evidenced by the best accreditation results.
- d. Education department supervisors are seen as important for their role in assisting Early Childhood Education organizers in their efforts to develop their respective schools by creating an expected development map.
  - e. The education office requires courage in upholding minimum service standards that are needed by the community, so that the school is not accused of being a mall for educational practices in accordance with Government Regulation Number 2 of 2018. About minimum service standards.
  - f. Early Childhood Education organizers, who are economically able to compete globally at this time, are recommended by the Department of Education to be merged or closed so that the education process does not harm the community.
  - g. Managers of Early Childhood Education, Competition in the world of education, especially Early Childhood Education is inevitable, but can be dealt with with strategies and techniques, by welcoming the customer market, and maintaining the services of students as well as possible, at least in accordance with the operational standards of procedures owned by schools.
  - h. Early Childhood Education teachers, recognizing themselves by Early Childhood Education / TKIT organizers from the side of their respective institutions is an urgent need to be able to map the current position and maintain the movement where we can achieve the vision and mission.
  - i. Modern management and curriculum are needed with the application of customer satisfaction as a focus on customers. In building the Early Childhood Education by laying a strong foundation framework by organizing cooperative, firm and measurable management.



## References

[1] The Government Regulation Number 2 of 2018. About Minimum Service Standards Early Childhood Education Policy. Youth and Sports Education

Office in the 2014-2019 Strategic Plan

[2] The Government Regulation Number 32 of 2013 Chapter VI. Education Quality according to (Minimum Service Standards SPM in education).