

MANAGEMENT OF QUALITY IMPROVEMENT OF EARLY CHILDHOOD EDUCATION TEACHERS THROUGH TIERED EDUCATION AND TRAINING AT THE BASIC LEVEL IN THE CITY OF BANDUNG

R. SUPYAN SAURI

Email: uyunsupyan@uninus.ac.id

DEDEN MASTUR

Email: dedenmastur_adpens2_19@uninus.ac.id

AGUS FERDIANA

Email: agusferdiana_adpens2_19@uninus.ac.id

Abstract

The background of this research is based on the phenomenon that the performance of early childhood education teachers has not been optimal, while the demands for the implementation of the independent learning curriculum as stipulated in the Minister of Education and Culture Regulation No. 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture for 2020-2024, must be implemented. This encourages participation and support from all stakeholders: families, teachers, educational institutions, DU/DI, and the community. This study aims to describe and analyze the Quality Improvement Management of Early Childhood Education Teachers through Tiered Education and Training in the City of Bandung. The research method used is a case study. The theoretical basis used is Quality management. The results show that the implementation of improving the quality of early childhood education teachers through basic level education and training has been carried out by adopting quality management theory and is in accordance with management rules, but still needs a more intensive improvement in the field of concept mapping of the teaching and learning process in Age education. Early.

I. INTRODUCTION

The quality of educational outcomes is continuously being discussed by various groups, both parents, education unit managers and users of graduates or the world of business and industry. The quality of graduates becomes complex when related to the needs of graduate users, namely the business world and industry. "Quality is a condition that matches and exceeds customer expectations until the customer gets satisfaction" (Komariah. A. 2010: 306). Aspects of educational input, educational process, educational output and also outcomes are used as parameters for the quality of education. The implications of educational outcomes are used as indicators of the success of the education unit in carrying out its vision and mission in accordance with national education goals. However, problems arise when education units have not been able to apply the eight national standards set by the government, as the minimum standards that must be carried out by each education unit optimally, as a result, graduates of education units are still below the quality standard. "Quality management is a very important activity in an organization, because in management activities there are several activities carried out, namely coordinating employee activities to achieve goals" (Muthahharah: 2021: 2)

Continuous improvement efforts in response to the demands of modernization and globalization continue to be carried out by educational stakeholders by adopting management theory and its development, one of the approaches used is quality management. Implementation of quality management in the realm of education units is expected to make a positive contribution to improving the quality of education comprehensively.

Quality management process begins with quality planning, quality implementation and quality evaluation. The next step is overseeing all activities and tasks required to maintain the desired level of quality. An important aspect in constructing the quality of education begins with the leadership role of the education unit in making quality policies, creating and implementing a quality planning system of quality assurance, as quality control in the implementation of educational programs. The implementation of quality management requires all elements of the education unit to cultivate a quality culture, this will have implications for customer satisfaction in education. "Management is a process or work framework, which involves the guidance and direction of a group towards organizational goals. (Fahmi, 2012: 3).

Quality management is a way of managing an organization that is comprehensive and integrated which is directed towards 1) meeting consumer needs consistently; 2) achieve continuous improvement in every aspect of the organization's activities. The objective of quality management is to improve the quality of the educational process, improve processes, and work effectively and efficiently.

In the education sector, quality management as a way of managing all educational resources, to be directed so that all people involved in the education unit carry out their duties with enthusiasm and participate in continuous improvement in the hope of producing high or quality performance.

In the context of education, the notion of quality refers to inputs, processes, outputs and outcomes. Input quality can be seen from various dimensions. First, the condition of the input of human resources such as school principals, teachers, administrative staff, and students. Second, meet the requirements or not the criteria for material input in the form of teaching aids, curriculum books, school infrastructure and facilities. Third, whether or not it meets the input criteria in the form of software, such as organizational structure regulations, job descriptions, and organizational structures. Fourth, the quality of input that is of the nature of expectations and needs such as vision, motivation, perseverance and ideals. Teachers or educators based on Article 10 (1) of the Law on Teachers and Lecturers (1) that educators have four competencies, namely pedagogic competence, professional competence, personality competence and social competence obtained through professional education.

Teacher quality refers to the process and results of education. "In the education process, the quality of education is related to teaching materials, methodologies, personnel facilities and infrastructure, financing, the environment and so on. However, in terms of educational outcomes, quality is related to the achievements achieved by the school

within a certain period of time which can be in the form of tests of academic abilities, such as general tests, report cards, national exams, and non-academic achievements such as in the fields of sports, arts or skills.

The quality of educational outcomes can be seen in terms of its relevance to the needs of graduate users, in this case whether graduates can continue to the next level of education and even get a good job, as well as the ability to adapt to a complex environment to overcome life's problems. The quality of education can be viewed from the benefits of education for individuals, communities and nations or the State.

Teachers are an important part in the success of education. Therefore, to become a teacher, one must meet the qualifications that must be possessed by a teacher. Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 10, which is regulated later in the Regulation of the Minister of National Education Number 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies, states that there are four competencies that must be possessed by teachers, namely . (1) Pedagogic competence is the ability or skill of a teacher to manage the learning process or teaching and learning interactions with students; (2) Personality competence is related to the teacher's personal character that reflects a positive personality, namely: sociable, patient, disciplined, honest, humble, authoritative, polite, empathetic, sincere, noble, acts according to social & legal norms, and so on; (3) The professional competence of teachers reflects the extent to which a teacher masters the subject matter being taught, along with its structure, concepts, and scientific mindset ; (4) Social competence is related to communication skills, attitudes and interactions in general, be it with students, fellow teachers, education staff, parents of students, to the wider community.

In order to improve the professionalism, ability and competence of teachers in carrying out their professional duties, the improvement of teacher abilities and competencies can be carried out by covering activities aimed at improving and growing abilities, attitudes, and skills. . From the activities of the teacher competency improvement program, it is hoped that it will produce changes in teacher behavior which will have a real impact on improving teacher performance in the teaching and learning process in the classroom.

There are several reasons why a teacher must continue to learn as long as he works as an educator, because the teaching profession is a special field of work carried out based on the principle of professionalism and has the opportunity to develop professionalism on an ongoing basis with lifelong learning. Another thing is the development of science, technology and art requires teachers to have to learn to adapt to new things that apply today. In this condition, a teacher is required to be able to adapt to new changes. Another reason is that the character of students who are always different from generation to generation is a challenge for a teacher. The learning method used in the previous generation of students will be difficult to apply to the current generation of students. Therefore, the method or learning method used by the teacher must be adapted to the current conditions of the students.

Early Childhood Education (PAUD) is the most fundamental part of education. PAUD is the key to the success of lifelong human resource development. Because investment (education) at this age is the investment that provides the highest rate of return compared to investments in all other life cycle periods, as stated in the National Education System Law Chapter I Article 1 point 14 states that PAUD is a coaching effort aimed at children from the time they are born. birth to the age of 6 years which is carried out through educational stimulation to help physical and spiritual growth and development so that children have learning readiness to enter further education.

The National Education System Law mandates that education must be prepared in a planned and holistic manner as the basis for children to enter further education. PAUD is held before the basic education level, either through formal, non-formal, and/or informal education. Article 28 of the National Education System Law explicitly states that PAUD in the formal education pathway is in the form of kindergarten (TK), *raudatul athfal* (RA), or other equivalent forms. PAUD in the non-formal education path is in the form of play groups (KB), day care centers (TPA), or other equivalent forms. Meanwhile, PAUD in the informal education path is in the form of family education or education organized by the environment. Meanwhile, the management of PAUD units is carried out based on minimum service standards with the principles of school/madrasah-based management

The problem that arises today is that Indonesia's PAUD participation rate is very low compared to other countries' participation rates, which almost all of them have reached more than 70% (seventy percent). Even Indonesia's PAUD participation rate is below 40% (forty percent). Compared to Egypt, which has a lower GDP, Indonesia does have a better PAUD participation rate. However, Indonesia's PAUD GER is far below the Philippines, which has a lower GDP.

Considering this phenomenon, Indonesia cannot be complacent. As a country that has determined to move into a developed country, Indonesia needs qualified human resources with education. Therefore, Indonesia's reference must be countries that are more developed. Compared to Colombia, another developing country with a slightly higher GDP than Indonesia, with a difference of less than 20% (twenty percent), there is a large disparity in PAUD participation rates. Colombia's PAUD participation rate (78.5%) is almost double the Indonesian PAUD participation rate (36.9%). Another fact is that PAUD teachers who only graduated from junior high school have played a role as core teachers in the PAUD institution. On the basis of these conditions, an effort is needed so that all teachers at the early childhood education level with the authority they carry are in accordance with the competencies and qualifications they should have.

Based on these conditions, PAUD teacher education and training activities are needed which aim to improve the competence of three levels of PAUD teachers (PAUD teachers, assistant teachers and young assistant teachers) in a sustainable and tiered manner. The training includes basic training, advanced training and advanced training. Basic education and training is aimed at preparing educators with minimal competence as young assistant teachers. Further training is aimed at preparing teachers with minimal competence as

companion teachers and advanced training is aimed at preparing teachers with minimal competence as PAUD teachers.

Based on the description above, it is necessary to conduct research with the aim of describing and analyzing the Management of Quality Improvement of Early Childhood Education Teachers through Tiered Education and Basic Level Training in the City of Bandung. The research approach used is qualitative with case study methods. The theoretical basis used is quality management, teacher competence. Research location at the Bandung City Education Office.

II. THEORETICAL REVIEW

Quality Management can be defined as a dynamic system in which the organization aims to achieve its goals through a process of quality planning, quality implementation and quality evaluation with the expectation that customers are satisfied with the organization's performance. Management in general is governance in other words "Management in a broad sense is a series of actions beginning with planning, organizing, implementing and evaluating" (Usman: 2013: 7). Another definition says that Quality Management is a management system that prioritizes quality as a business strategy and is oriented to customer satisfaction by involving all members of the organization and is a management system that focuses on people/employees. "Quality is something that satisfies and exceeds the desires and needs of customers" (Sellis: 2012: 8).

The education process is said to be of quality if it is able to produce graduates who meet four competencies, namely: (a) academic competence, (b) professional competence, (c) value and attitude competence, and (d) competence to face change.¹⁷ Teacher quality cannot be separated. with the quality of education itself. Actually, the term "quality" has different meanings. Because the term "quality" relates to the point of view and point of view of different users of the term. The difference is caused by the concept of quality which departs from absolute standards and relative standards. Quality contains two things, namely: nature (state) and level (position). The same is true of the nature and level of quality in education .

The educational process must be supported by teachers who have competence, which is something that is associated with abilities, knowledge, insights, and attitudes that are used as guidelines in carrying out the responsibilities of work carried out by employees in a company at work. Success in work as a teacher is the result of the competence of teachers while working in educational units as educators. According to Sudarmanto (2009:45) that competence is an attribute to attach quality and superior human resources. These attributes are qualities given to people or objects, which refer to certain characteristics needed to be able to carry out work effectively. These attributes consist of certain knowledge, skills, and expertise or characteristics. Meanwhile, according to Boulter et al. (in Rosidah, 2003:11) competence is a basic characteristic of a person that allows employees to issue superior performance in their work.

Dimensions of competence in individuals consist of several kinds. In detail, there are 5 aspects/dimensions of competence that must be possessed by each individual (Moehariono, 2009), including: (1) Task-skills; namely the skills to carry out routine tasks according to workplace standards; (2) Task management skills, namely the skills to manage a different set of tasks that arise in the job; (3) Contingency management skills, namely the skills to take quick and appropriate action when a problem arises at work (4) Job role environment skills, namely the skills to work together and maintain a comfortable work environment; (5) Adaptability (Transfer skill), namely the skills to adapt to a new work environment.

Competency analysis is mostly prepared for career development, but determining the level of competence is needed to determine the effectiveness of the expected level of performance. According to Boulter et al. (in Rosidah, 2003:11) competency levels are as follows: Skill, Knowledge, Social Role, Self Image, Trait and Motive.

Early Childhood Education (PAUD) teachers as mediators for students must be characterized, have the required competencies, be competitive, and adaptive in facing changes in the global era. Character, competent and competitive PAUD teacher profiles are a necessity in the process of achieving intelligent, character, and competitive Indonesian people.

PAUD teachers are one of the priority programs for education development in Indonesia. "Structure of school Human Resources aims to make teachers have competence, achievement motivation, creativity and initiative" (Nurdin, 2021: 5).

The success of PAUD cannot be separated from the role of PAUD teachers according to their role in guiding, nurturing, caring for, educating and protecting children in an effort to maximize children's growth and development. "Teachers in the educational process play a strategic role, especially in shaping the character of the nation through the development of the desired personality and values". (Herawan: 2009: 229). PAUD teachers are professionals in charge of planning, implementing the learning process, and assessing learning outcomes, as well as providing guidance, care, care, and protection of students. In carrying out their duties and functions, PAUD teachers must meet the required qualifications and competencies in accordance with Permendikbud No. 137 of 2014 concerning PAUD National Standards. In chapter VII article 24 it is stated that early childhood educators consist of PAUD teachers, accompanying teachers and student supervisors.

III. METHOD

This study uses a qualitative approach, describing the behavior and events of people or a situation in a certain place in detail and in depth in a narrative. The research method used is a case study because it investigates directly with a natural setting and focuses attention on an event intensively and in detail because it will describe, discuss and reveal facts in depth on certain objects. The presence of researchers in qualitative research is

the most important research instrument in data collection. The research was carried out in the SKB and KNPI Buildings in Bandung City for five days from 14 to 18 March 2022.

Sources of data in this study obtained from several different informants, but still determine key informants. The main resource person is the Head of Development, Coaching for Educators and Education Personnel (P3TK) of the Bandung City Education Office

Data collection techniques through observation, in-depth interviews and documentation studies. Data analysis was carried out with three steps of data reduction, data display, and data verification and then drawing conclusions.

The technique of checking the validity of the data in this study is by observing persistence, triangulation, and adequacy of references. The procedures in this study include the preparation stage, the implementation stage and the reporting stage.

IV. RESULTS AND DISCUSSION

There are 479 Early Childhood Education Institutions in Bandung City, with 3,521 teachers. There are 45 schools run by the government, the rest are run by the community. Teachers' qualifications and competencies have not fully met the requirements and standards of teacher quality standards. Only 180 Bandung City Early Childhood Education (PAUD) teachers have passed the selection in Basic Level Tiered Education and Training for the 2021/2022 fiscal year. Participants who passed the selection were quite enthusiastic about participating in the Basic Level Tiered Education and Training. The activity organized by the Bandung City Education Office in collaboration with HIMPAUDI was held in the SKB and KNPI Buildings in Bandung City for five days from 14 to 18 March 2022. From the results of observations, interviews and analysis that manages to increase the competence and professionalism of PAUD, SD and SMP teachers. In the future, there will be synergies in collaboration, working together in the context of accelerating progress for the achievement of increasing qualifications, so that PAUD teachers are also S1 graduates.

This education and training is focused on the development of Independent Learning through the Independent Curriculum, through this program PAUD teachers are given the basics of character and knowledge from an early age so that their output is directed at students through a program to strengthen Pancasila education from PAUD to tertiary institutions. Because, early childhood learners are the golden age that needs to be instilled in the basic arts.

The implementation of Tiered Education and Training at the basic level in the city of Bandung is carried out using a quality management approach to improve the competence of early childhood education teachers through the following stages:

a) The dimensions of quality planning for basic level education and training programs by the Bandung City Education Office through stages 1) formulate policies to improve the competence of early childhood education teachers, in collaboration with HIMAPUDI Bandung City to accommodate inputs for continuous improvement. 2) design education

and training curricula that refer to national standards of education in the field of early childhood education. 3) planning the implementation budget, facilities and infrastructure, training tutorials.

The learning implementation plan is a design for teachers in carrying out play activities to facilitate children in the learning process. The learning implementation plan is made before the learning activities are carried out. The lesson plan must refer to the characteristics (age, socio-culture, and individual needs) of the child. Signs that must be considered in preparing a learning implementation plan such as: Learning Implementation Plans are prepared to: 1. Support the achievement of Basic Competencies and Core Competencies 2. Support successful management of meaningful learning 3. Direct teachers in preparing the necessary tools and materials 4. Directing teachers to build the attitudes, knowledge and skills that children are expected to have. In the planning process referring to Permendikbud Number 146 of 2014 concerning the 2013 PAUD Curriculum, the KTSP Document consists of: a) Document 1 contains at least: vision, mission, goals of the education unit, development programs and learning materials, setting of learning load, calendar education and annual programs, and SOPs. b) Document 2 contains the semester program planning (Prosem), the Weekly Learning Implementation Plan (RPPM), and the Daily Learning Implementation Plan (RPPH) which is equipped with a child development assessment plan. Learning plans must be prepared by the teacher independently, in accordance with what is stated in Document 2. There are three types of lesson plans that must be prepared and prepared by the teacher before carrying out the lesson, namely: As a planner, the teacher is obliged to prepare a lesson plan in accordance with what is stated in document 2 Document 2 contains Prosem, RPPM, RPPH accompanied by a child development assessment plan 1. Semester Program (Prosem) 2. Weekly Learning Implementation Plan (RPPM) 3. Daily Learning Implementation Plan (RPPH) Preparation of the three types of planning above must refer to the learning content that has been formulated in Document 1 (mapping of learning materials based on development programs and basic competencies)

b) Implementation of the quality of education and training programs at the basic level by the Education Office. It is carried out face-to-face with the standard Covid 19 health protocol. The process of implementing education and training refers to the implementation operational standards (SOP) developed by the policy formulation team. It explains many kinds of skills related to how to develop a quality lesson plan. Based on the cycle, learning starts from planning and then implementing, including a) inviting PAUD teachers in Bandung City to make lesson plans that contain various kinds of fun activities for children. In essence, the activities listed in the learning plan are play-based activities or playbase activities. According to him, in the field, PAUD teachers still use paper-based learning, namely paper-based learning, worksheets or assignments. The method is considered not fully appropriate and not fully in accordance with the principles of early childhood education. b) With regard to the independent learning curriculum, as a facilitator, I want to invite teachers to give the impression to children to express their ideas and ideas. Because the teacher is indeed not easy to switch from the habit of giving often. When

viewed from the learning design, the learning method uses more assignments than uses more demonstration methods. With the independent curriculum, it is hoped that teachers can facilitate children according to their interests and needs.

Education and training facilitators motivate teachers to have 4 competencies (professional, pedagogic, personality and social) in this training there are 2 more dominant competencies to be developed, namely pedagogic competence and professional competence. In education and training activities, teachers do not only listen to the material but are invited to practice what teachers should do to early childhood students. Starting from the way of delivery, the teacher's expression and how to recognize children.

Semester Program Planning contains Basic Competencies, a list of one-semester themes that are developed into sub-themes and can be developed into sub-themes, as well as time allocation for each theme. Semester Program Preparation Steps The semester program preparation is carried out with the following steps: (1) Establishing Basic Competencies (KD) in each theme. Determination of KD includes all aspects of the development of Religious and Moral Values (NAM), physical-motor (FM), cognitive (KOG), language (BHS), socio-emotional (SOSEM), and art (SN), (2) Basic Competencies can be written in full or the code can be written only, (3) Basic Competencies can be repeated in each different theme/subtheme/sub-subtheme, (4) Make a list of themes for one semester. The selection and determination of the theme is carried out by the teacher before the beginning of the semester, the learning activities begin by taking into account the principle of developing the theme, (5) The theme/subtheme/sub-theme that has been determined at the beginning can change if there are certain conditions involving children without having to change the Basic Competencies that have been determined. ., (6) Develop the theme into sub-themes and or sub-sub-themes. The sub-themes and sub-themes that are developed are topics that are more specific and deeper. The specificity and depth of the sub-themes and sub-themes take into account the age of the child, the readiness of the teacher, and the availability of supporting learning resources. Theme development can be studied in the Theme Development Guidelines. (7) Determine the time allocation for each theme, sub-theme and or sub-sub-themes. The discussion time for each theme/sub-theme/sub-sub-theme is adjusted to the child's interests, breadth, depth, and available sources/media. All materials are given through class discussions and simulations of learning models.

c) Evaluation of basic level education and training programs by the Bandung City Education Office. To ensure that the program runs according to program implementation standards, the Bandung City Education Office monitors and evaluates the completeness and accountability of the implementation of basic level education and training, through an assessment instrument in the form of an assessment sheet. Evaluation is carried out based on attendance, activity in class seminars, demonstrations and performance with colleagues. The results of monitoring and evaluation are then analyzed and reviewed, the results will be used as the basis for following up the Tiered Education and Training program for the next period.

V. CONCLUSION

Implementation of Tiered Education and Training for Elementary Level Early Childhood Education Teachers in Bandung City, runs in accordance with quality management principles, starting from quality planning, quality implementation, and quality evaluation carried out in accordance with the activity design. Teachers gain a new understanding of teaching and learning management, with an independent learning curriculum approach. Evaluation is carried out through monitoring and evaluation by a special team which is used as a follow-up to the next program activities.

Bibliography

- ❖ Engkoswara, Komariah A (2010) Education Administration. Afabeta. Bandung
- ❖ Fahmi, Irhami (2012). Management, Theory, Cases and Solutions. Alfabet. Bandung
- ❖ Nurdin, Didin. (2021) School Quality Management: Theory, Concept and Implementation Aditama Refika. Bandung
- ❖ Moehersono. (2009). Competency Based Performance Measurement. Indonesian Ghalia. Surabaya
- ❖ Rosidah and Ambar T. Sulistiyani. 2003. Human Resource Management. Print. First. Graha Ilmu Publisher.
- ❖ Sellis, Edward (2008). Total Quality Management in Education. IRCiSoD. Yogyakarta
- ❖ Sudarmanto. 2009. HR Performance and Competency Development. Student Library Yogyakarta
- ❖ Usman, Husaini (2013). Management: Educational Theory, Practice and Research. Earth Literature. Jakarta.
- ❖ TEAM Lecturer UPI Bandung (2009): Education Management. Alfabet. Bandung
- ❖ TEAM Lecturers UPI Bandung (2008) Reference Philosophy, Theory, and Practice of Educational Sciences. University of Education Indonesia Press. Bandung
- ❖ Tahir, Mutahharah. Etc. (2021). Quality Management Capacity in Improvement School Services: Concepts, Theories, and Cases. Aditama Refika. Bandung.