

# Early Childhood Education Management Workshop to Improve the Quality of Pos PAUD Service

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**Abstract**—The education practice cannot be separated from education administration. At the level of early childhood education organized by mothers of Posyandu cadres who are in rural areas commonly called Pos PAUD there are still many weaknesses in carrying out the right education administration. The results of the observations found several things that were obstacles to the development of the institution, among others: lack of support from the village government, teacher qualifications that were on average junior or high school graduates, teacher competencies that were not relevant to educational qualifications. The aim of this study was to know the effectiveness of the workshop on improving the quality of the pos PAUD institution. The research subjects were Pos PAUD cadres, amounting to 21 people. The results showed an increase in understanding of Pos PAUD management, which amounted to 81.64%, an increase of 24.3% from 57.4% of the previous pretest results. Likewise, the results of the statistical test using SPSS, this workshop activity had a significant influence in increasing the understanding of Pos PAUD cadres. The conclusion is that PAUD management workshops can improve the understanding and skills of the postal administration.

**Keywords**—workshop; management; Pos PAUD

## I. INTRODUCTION

In case of Indonesia, Early Childhood Education is now a necessity in Indonesia, because Law No. 20 of 2003 concerning the National Education System has accommodated the Early Childhood Education which is mentioned as a coaching effort aimed at children from birth to 6 years of age carried out through the provision of educational stimuli that help physical and spiritual growth and development so that children have readiness in entering further education.

In the technical level it turns out that there are still many children in villages that are difficult to be served by Early Childhood Education (PAUD). Therefore, at the beginning of 2010, one village in Pos PAUD was initiated. Pos PAUD is a form of PAUD service whose implementation can be integrated with the Toddler Family Development and Posyandu services whose management is under the guidance of the Village / Kelurahan [1].

It was an interesting times concerning child care policies. Time will announce whether the interest in child care sustains to allow for more complete programs and services [2]. It is

compulsory that Early Childhood Education (ECE) is accepted as the starting mark for lifelong education for sustainability. However, there are still a broad proportion of early children who do not get access to ECE [3].

Many institutions such as Islamic Women Organization in West Java have a concern to participate regarding this program [4]. Since the Millennium Development Goals and Education for All targets were declared in 2000, countries have made appreciable in enhancing the wellbeing of early children. However, many early children—containing 78% in the Arab states and more than 80% in sub-Saharan Africa—have no access to this education yet. Obstacles to increasing the order for early childhood development favor include structural and political aspects, a lack of seeable services, poor quality (containing their lack of flexibility to clients' individual needs), expensive price to both providers and users [5].

There were risk items must be anticipated when a preschool practices new strategies: qualified capacities and work burden of preschool teachers, the capability of the preschool to adapt to a new policy, and a lack of human resources (containing failure to recruit expertise, high moving rate, impossibility to stop unsuitable employees, labor lack, etc.). These profession risks are the ones that must be handle with most urgently [6].

Early childhood educators are supposed to provide quality education to early children based on national standards [7]. However, the scope to which these standards are included into teacher education curriculum is not well established. Besides, a research has found that administrators of early childhood education saw themselves as embedded in a system of barriers indicated by low positionality in an educational grade system that is imaged by pervasive resource scarcity [8]. However, the discourses of early childhood education quality have been a tension in Chile [9].

It recommended to train and support a new formation of *Early Childhood Care and Education* (ECCE) protocol advisors. They should be educated, experienced, well advised, sensitive to institutional cultures, and capable in participatory planning methods, communication, and consensus building. Postgraduate training is critically required to prepare a new generation of ECCE policy planners who come from all world regions. It is a new area, and a comprehensive training project does not exist [10].

In the initial observation activities in the field, problems were generally found: (1) the teacher's average qualification of high school, junior high school graduates to Package C. (2) Furthermore, the maximum support was provided by the village government in the facilities and (3) the competence of teachers which is indeed irrelevant to the qualifications of Early Childhood Education Teacher Education.

The objectives of this activity are: 1) Preparing workshop activities to improve the competence of teachers and principals at the pos PAUD. 2) Organizing workshop activities in improving teacher competency and head of pos PAUD 3) Finding changes that occur after workshops activities in improving the competence of teachers and principals at the post PAUD

The result will be a workshop for teachers and school principals from each post in Kecamatan Cicalengka, namely 9 postal posts involving 21 people from the teachers and principals. This activity is very much needed, as revealed by local sources, in only a few kindergartens in Cicalengka village that have been accredited, most of them are still not qualified, because they feel unprepared. Especially for Pos PAUD which in fact the elements of the personnel are Posyandu cadres in the village, they really need the knowledge and skills about the management of good and proper management of the father.

## II. METHODS

The method of carrying out this workshop is Participatory Action Research (PAR), wherein the participants in this event the pos PAUD cadre is directly involved in the implementation of this activity. The overall workshop implementation was divided into four parts, namely: first, planning: initial mapping, social preparation, participatory mapping, formulating problems, developing alternative strategies and organizing resources. second implementation: Implementation of Workshop Activities. Third, observation, and fourth reflection and follow-up to the study. The PAR steps are as follows:

The first step *preliminary mapping*; An effort to understand the reality of the problems that occur in the community through a persuasive approach through the chairman of the Early Childhood Education Association (HimPAUDI) Kecamatan Cicalengka.

The second, *social preparation*; The researcher built enculturation through communication with pos PAUD cadres in Kecamatan Cicalengka through Focus Group Discussion (FGD) activities. Fill in the activities in the form of brainstorming about problems faced by cadres of the pos PAUD in the field

The third, *participatory mapping*; Together with the chairman HimPAUDI mapping the pos PAUD in every district area Cicalengka. As a result, 4 villages were selected, namely the villages of Tanjungwangi Village, Babakan Peuteuy Village, Cikuya Village, and Panenjoan Village which consisted of 9 pos PAUD involving 21 people from the teachers and principals.

The fourth, *formulated goals*; The researcher along with the PAUD post cadres formulated the problem to be solved

together. The result is: there is an increase in the understanding of pos PAUD cadres on the technical implementation of learning at the pos PAUD and the implementation of administrative implementation of pos PAUD in the field. Followed by *develop alternative problem solving strategies*; The researcher together with the team develops strategies to solve problems that have been formulated beforehand by determining measurable steps, formulating possible difficulties in the program to be successful. The result was a draft implementation of the PAUD Management Workshop to improve the quality of PAUD Post Services

The Fifth, *organizing resources*; The head of the research team prepared resources that would be involved in the workshop activities, consisting of 4 lecturers, 3 students, and 1 local committee member. In the division of tasks, each speaker creates a hand out the material and PPT to be presented, then did not forget to make the pretest and posttest questions. For 3 students, they were assigned to make administrative preparations when the workshop was running, and the local committee was given responsibility in preparing the venue and other support in the workshop activities to be held.

The Sixth, *implementation of workshop activities*; The workshop was held for 1 full day. In the hall Kecamatan Cicalengka, Bandung regency. Then observation; Researchers made observations about the results of workshop activities through pre-tests and test posts. Further reflection; Researchers reflect activities starting from planning to observation. what advantages and disadvantages have been made, and last *follow up*; the research team conducted follow-up observations regarding the implementation of the results of the workshop in the field to each post in Kecamatan Cicalengka.

### A. Workshop Materials

The material that will be given at the Education Organizing workshop at the pos PAUD is about the planning of the pos PAUD, including: Registration of Prospective Students, Preparation of Activity Plans, Daily Activity Schedule, Monthly Activity Schedule, Ability to be Developed, Activity Material, Child Grouping, Handling Children with Needs Special, Implementation of Activities.

## III. RESULTS

### A. Planning Workshop on Implementation Management in Kecamatan Cicalengka

Efforts to carry out workshop activities in Kecamatan Cicalengka were carried out simultaneously, starting from the initial mapping of community needs, then communication with the *Early Childhood Education Association (HimPAUDI) Kecamatan Cicalengka*, then discussions with the team regarding the initial identification results on site to determine the alternative solutions needed, then socializing with the participants the workshop in this case is the teacher and headmaster of the Pos PAUD school in Kecamatan Cicalengka. Then the invitation letter as well as a place request to the District

The initial mapping of the needs of the community, the team did by initial identification in the village area guided by

the Institute of Research and Community Service (LPPM) Bandung Islamic University (UNISBA), and came to the conclusion we chose Kecamatan Cicalengka, the first consideration was not too far about ± 25 KM from UNISBA, secondly according to our scientific background at the Early Childhood Education Teacher Education Study Program (PG PAUD).

After mapping the location, we continued the communication process with local informant, we met with the chairman of HimPAUDi at Kecamatan Cicalengka, he is the most appropriate person and knows the ins and outs of the development of Early Childhood Education in her placed. As a result, we set 9 Pos PAUD with subjects planned for 16 teachers and principals.

The results of preliminary observations, continued with the discussion of the research team. Discuss the background of the problem found, then formulation of the problem, to the alternative problem solving that can be given. The results concluded that the identified problems were the condition of Pos PAUD in Kecamatan Cicalengka which required an effort to increase the PAUD post cadre because of the imbalance in the aspect of the cadre's background, the minimal opportunity in capacity building, then, the problem of knowledge about aspects of child development in accordance with the stages the age that still does not know exactly, to the tools and learning media that are suitable for the needs of children, is a series of problems that exist in Pos PAUD Kecamatan Cicalengka.

Planning then carried out socialization to the participants regarding the schedule of activities, materials and what should be prepared by the participants. The trick is through the help of HimPAUDi to socialize to the parties about the planned activities of the Early Childhood Education Organizing Management Workshop. Not forgetting the research team made a permit letter to the sub-district as apparatuses authorized and borrowed the main sub-district hall that would be used for the workshop implementation activities.

Furthermore, the Chair of the research team distributed material tasks to each member and did not forget to prepare the questions for the pretest and posttest and the power point slides.

**B. Implementation of PAUD Organizing Management Workshop in Kecamatan Cicalengka**

Workshop on PAUD Management Workshop to improve the Quality of the PAUD Post Institution in Kecamatan Cicalengka, Kabupaten Bandung was held on March 13, 2018 starting at 08.00 to 15.00 WWIB. The material presented is as follows table 1.

**TABLE I. DATA OF MATERIAL DISTRIBUTION AND PURPOSE OF ACTIVITIES**

	<b>Material</b>	<b>Goal</b>
1	<ul style="list-style-type: none"> <li>• Basic Concept of Management and Administration of General Education,</li> <li>• Educational administration concept at the Pos PAUD level</li> </ul>	Explaining about the basic concept of Management theory in a simpler and easier way for participants to understand, the goal is for participants to understand the importance of management in an Education activity
2	Technical Implementation of Pos PAUD	Explain about the mechanism of organizing the PAUD post starting from registration, preparation of activity plans at Pos PAUD, and examples of filling in the education administration
3	Grouping of Children with Special Needs (ABK) and Making Schedule of Implementation of Activities at Pos PAUD	The conditions in the community are faced with the possibility that there are children with special needs, therefore the pos PAUD cadres must be willing to accept them and be able to guide them. The scheduled activity is a reference in the pos PAUD learning activities to be more focused and well planned
4	Aspects of Capacity and Material Development	This material is the core of the learning activities at the post. Participants were introduced to the scope of early childhood development, then the Standard Level of Child Development Achievement (STTPA) contained in the Minister of Education and Culture Regulation No. 137 in 2014 as a minimum standard that must be developed by civil service cadres in each Pos PAUD so that children are able to develop according to the stages of their age

**C. Results of Workshop on Management of PAUD Management for Post PAUD in Kecamatan Cicalengka, Kabupaten Bandung**

To find out the extent of the effectiveness of the activities of the Head of Management of the Management of Public Administration, a paired T test with SPSS was used. Paired T test is a parametric difference test on two paired data. The test function is intended for different tests or comparative tests, meaning that there is a difference between the average of two groups in pairs, meaning that the source of the data comes from the same subject.

To calculate the T Test, we first do the normality test, because in parametric statistical tests the normal data distribution is a requirement that must be met.

1) *Normality test:* Test for normality using the Shapiro-Wilk Test. The use of this test was motivated by the results of research by Nornadiah Mohd Razali and Yap Bee Wah in the Journal entitled "Power Comparisons of Shapiro-Wilk, Klomogorov Smirnov, Lilliefors And Anderson Darling-Tests. Faculty of Computer and Mathematical Science, MARA University of Technology, 40450 Shah Alam, Selangor, Malaysia. Mention for samples 7-50 (<50) then use Shapiro – Wilk [11].

The result can show at table 2 at below:

TABLE II. NORMALITY TEST RESULTS USING SHAPIRO-WILK TEST

Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Postest	.217	15	.056	.899	15	.092
Pretest	.160	15	.200*	.919	15	.189

Source: Data processing using SPSS 23

Basic decision making in Shapiro-Wilk normality test.

- If it's Sig. > 0.05, then normal distribution.

TABLE III. EFFECTIVENESS OF THE WORKSHOP ON IMPROVING PARTICIPANTS ANALYSIS

Paired Samples Test

	Paired Difference				T	Sig 2 Tailed	
	Mean	Std. Deviation	Std. Error Mean	99 % Confidence Interval of Difference			
				Lower			Upper
Pair 1 Pretest - Posttest	-4.86667	2.38647	.61618	-6.18825	-3.54508	-7.898 .000	

The results show Sig. (2 Tailed) of 0.001 < 0.05, the result is smaller, it can be concluded that the Workshop on Management of the Implementation of PAUD to Improve the Quality of the PAUD Post Institution in Kecamatan Cicalengka, Kabupaten Bandung can improve the understanding of workshop participants.

*D. Increased Percentage Results*

The resulting increase in the effectiveness of early childhood Management Workshop conducted by test pretest and posttest. The questions were given by 20 questions, with questions about the technicality of organizing Pos PAUD. The results can be seen in the table 4.

TABLE IV. INCREASED UNDERSTANDING OF WORKSHOP PARTICIPANTS

No	Nama	Pre Test	%	Post Test	%
1	Aas Mendrasmaya	7	35	16	80
2	B. Tati Rochati	13	65	16	80
3	Mita Nafriyah	12	60	18	90
4	Cicik S	11	55	13	65
5	Ai Juju	15	75	16	80
6	Henna Ali	15	75	18	90
7	Siti Aisah	12	60	17	85
8	Oneng Yuningsih	6	30	15	75
9	Yayan Siti Bj.	10	50	18	90
10	Tatat Sri Yani	11	55	15	75
11	Solihat	11	55	17	85
12	Nurhasanah	13	65	17	85
13	Ernie Juhartini	13	65	17	85
14	Tuti	13	65	17	85
15	Ratnasari	10	50	15	75
	Rata-rata		57,3		81,6

The results showed that the workshop participants' understanding percentage was 57.34% during the pretest test, the results were data from 15 participants. After the civil service management workshop was conducted, at the end of the session the activity was conducted posttest, the results showed

- If it's Sig. < 0.05, then the distribution is not normal.

The results of the pretest data distribution test, the data distribution shows sig data.  $0.92 > 0.05$ , meaning that the data is normally distributed. As for the results of the Posttest distribution test, the data distribution shows sig.  $0.189 > 0.05$ , which results in the distribution of the data being normally distributed.

2) *Paired T test*: After the data can be proven to be normally distributed, testing the effectiveness of the Workshop on improving participants' understanding can be done by Paired T Test. The following results are below at table 3.

the average increase in understanding of the workshop participants increased to 81.67%.

It can be concluded that the Workshop on the Management of the Implementation of the Judicial Commission to Improve the Quality of the PAUD Post Institution in Kecamatan Cicalengka, Kabupaten Bandung was able to increase the understanding of 24.33%, namely from 57.34% significantly increased to 81.67%.

*E. Follow-up Workshop Activities*

Monitoring and Evaluation (money) activities as a follow-up to the Workshop on Organizing Management of PAUD to improve the Quality of the Post PAUD Institution in Kecamatan Cicalengka, Kabupaten Bandung were carried out in the plan, 1-2 months after the workshop was held. Money is carried out twice, while the money results are showed table 5.

TABLE V. FIRST MONITORING AFTER THE WORKSHOP

Pos PAUD Activities	Student Registration	Preparation of Activity Plans	Daily Activity Schedule	Monthly Activity Schedule	Activity Material
Mekarsari Cikuya	√	X	X	X	X
Al Insan	√	X	√	X	X
Al Fatah	√	X	√	X	X
Firdaus	√	X		X	X
Seroja	√	√	√	X	X
Falasafia	√	X	X	X	X
Mekarsari Babakan Peutuey	√	√	√	X	X
Tarbiyatul Athfal	√	X	X	X	X
Nusa Indah	√	x	√	X	X
	100%	22,2%	55,5%	0%	0%

The results of first monitoring, can be concluded that most of the participants still have not made the learning administration that has been submitted previously in the workshop activities. In the administration of registration of prospective students, each post has made the format that we have provided. as for the preparation of administration of the preparation of the activity plan, only two postal PAUD who have made it namely Pos PAUD seroja and Pos PAUD Mekarsari (Babakan Peuteuy). Whereas in the administration of the daily activity schedule, five post offices have made it, namely: Al Insan, Al Fatah, Seroja, Mekarsari Babakan Peuteuy, and Nusa Indah. The rest still haven't made it. As for the administration of monthly activities and material activities, all the PAUD posts still have not made it.

Some of the obstacles faced by Pos PAUD who still have not made the learning administration mentioned above, the results of interviews with Pos PAUD cadres: 1) the cadres are still confused about how to make it, because the workshop activities are still not so detailed as to explain the specific learning administration activities, 2) Pos PAUD cadres feel learning administration is deemed unnecessary, because without complete learning the activities have been able to run. 3) lack of enthusiasm or desire of Pos PAUD cadres to learn to be better, here means the habit of cadres who are not yet accustomed to being involved in institutional capacity building activities and teachers.

Seeing the above problems, at the time of the monitoring and evaluation activity, we did not forget to return, we gave reinforcement on how to make the learning administration. To see how the development progressed, we again carried out Monev II. The results can be shown in the following table 6.

TABLE VI. THE SECOND MONITORING AFTER WORKSHOP

Pos PAUD Activities	Student Registration	Preparation of Activity Plans	Daily Activity Schedule	Monthly Activity Schedule	Activity Material
Mekarsari Cikuya	√	√	√	√	√
Al Insan	√	X	√	X	X
Al Fatah	√	√	√	√	√
Firdaus	√	√	√	√	X
Seroja	√	√	√	X	√
Falasafia	√	X	X	X	X
Mekarsari Babakan Peuteuy	√	√	√	√	√
Tarbiyatul Athfal	√	X	X	X	X
Nusa Indah	√	√	√	√	√
	100%	66,7%	77,8%	66,7%	55,6%

The results of second monitoring showed an increase in positive responses, namely the Institutions made learning administration in accordance with the results of the strengthening that had been carried out on the first Monev as a follow-up to the workshop activities.

The results show that there are positive behaviors from each Post PAUD especially in the administration of learning that had not previously been made, including on: The administration of the planning of activities into six Pos PAUD

which previously only two Pos PAUD made it (increased to 66.7%).

In the preparation of the administration schedule of daily activities, the institutions that have begun to make it increase to seven Pos PAUD, previously only five Pos PAUD (an increase of 77.8%). In the preparation of the administration of the monthly activity schedule, it increased to 6 institutions which had not previously been included in the Institute (66.7% increase). In the preparation of the administration of activity material, the Institutions that have started to compile have increased to five institutions, none of which previously made it. (increased by 55.6%).

IV. CONCLUSION

The implementation of the workshop on management of PAUD to improve the quality of the Pos PAUD Institution succeeded in increasing the understanding and skills of pos PAUD cadres. The results showed increase in the understanding of cadres in pos PAUD administration, namely 81.64%, a significant increase of 24.3% from 57.4% of the previous pretest results. Likewise, the results of statistical tests using SPSS, the workshop on management of PAUD has a significant influence in increasing the understanding of workshop participants, meaning the Workshop approach can improve the understanding of workshop participants.

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