



**Academic service management to improve the quality of
early children education learning in depok city**

(Study cases in tk al fajar and tk islam fauzien)

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Received: December 22, 2022; reviews: 2; accepted: January 19, 2023

Abstract

Child education age early childhood education (PAUD) has role important in the enhancement quality learning impactful early childhood students to quality graduate of level education next. However For reach role important the own Lots challenge among them not enough active child in the process of learning, development creativity child less, process and result Study not enough meaning for child, This bring up attitude and behavior negative learning in children, children become bored or not enthusiastic in learn, aspect service less than optimal academic make aspects development child other become not enough development. For eliminate the negative impact needed service appropriate academic with development and proportion. Required steps For manage service academic in framework enhancement quality learning preschool students. Through various problem the writer initiative make study management service academic For increase quality learning preschool students through studies cases in AL Fajar Kindergarten and Fauzien Islamic Kindergarten in Depok city. Steps service academic used for enhancement quality learning preschool

students in study started with planning, organizing, implementing, and evaluating. In implementation still apply system predetermined values covers mark theological, physiological, ethical, logical, Aesthetic, teleological. Study This use approach qualitative, because the problems studied related with interactive in preschool in activity is required observation, in study This researcher choose approach descriptive-qualitative. Data collection techniques using observational study with observing in a manner direct as well as ask answer for get related data service academic. Through service academically appropriate and professional expected capable upgrade quality learning PAUD students in Depok City increased matter this because steps going to quality learning education child age early has run in a manner routine every year lesson started of the service program planning process academic school, then established organization help head school and given not quite enough responsibilities, duties and authorities in implementation service academic school, next implementation service academic school for teachers to use instrument service academics who have made based on goals, targets and conditions school. The results of the implementation are analyzed by the head school along whole school stake holder members who are involved and followed up with internal programs framework effort increase quality ultimate learning impact to quality graduate of preschool students in framework prepare level next that is education basic.

Keywords

Management, Service Academics, Quality Learning, PAUD Students

Introduction

Service academic interpreted something services by institutions unit education, service academic own characteristic scientific and related with knowledge knowledge. Something based theories has tested truth and character objective. Service academic used for showing ability student in matter this ability field PAUD students knowledge knowledge like field mathematics, physics, chemistry, and others. Service academic related with formal activities are held in an education unit. Besides that understanding There is non academic services is vice versa from service academic, everything something or outside things that are scientific or not fixated on one theory certain. Non academic is Where are the non-formal activities? ability this can obtained from anywhere no fixated on institutions certain, non academic abilities identified with intelligence brain more right rely on taste, creativity, emotion, imagination, and others.

Service academic and non academic moment this own limitations in the implementation including engagement active child in the learning process less, development creativity child less. process and result Study not enough meaning for child, this bring up attitude and behavior negative learning in children, children become bored or not enthusiastic in learn. Consider if study is load and task from teachers and parents instead as part from needs and activities daily and last emphasis on aspects academic from approach this make aspects development child other become not

enough development in a manner proportional. Aspect limitations and negatives from approach non academic services preschool students are use time often considered not enough efficient, implementation approach need lots of equipment so that need more funds. In aspect development curriculum, some people also often feel difficulty because must follow happenings and developments in the classroom.

For eliminate limitations and negative impacts above, is required service academic For level school pre school and education base, this in line with Article 31 paragraph 2 and paragraph 4 of the UUD 1945 Article 31 paragraph (2) that " every mandatory citizen follow education foundation and government must finance it ", derivative from Constitution on strengthened with regulation Constitution number 20 of 2003 concerning national education system, which guarantees right on education base for aged citizens _ seven up to fifteen year . Policy education for child age early aged under seven year arranged in legislation through regulation of the Minister of National Education number 13 of 2005 concerning PAUD which includes inside it non-formal education.

Policy management service academic PAUD, can seen in PP rules No. 19 of 2005 concerning vational education standards which mention " standard education child age early covers formal and non-formal education, some important points among them includes (a) standard competence graduate of or SKL, (b) content standards (b) process standards and (d) and evaluation standards ". Policy service academic share the four points above covers activity For reach goal, done through the actions that have been set previously covers knowledge about what to done, set method How do it, understand How they must do it and measure effectiveness from efforts unit education, accordingly with Terry's statement (in Sukarna, 2011), conveys " understanding supervision, Determining the standard or basis for control (determining the standard or base for supervision). Measuring the performance (size implementation), Comparing performance with the standard and ascerting the difference, it any (compare implementation with standard and find If There is difference), Correcting the deviation by means of remedial action (perbaiki deviation with ways right action). Explanation above strengthened by the opinion (Sukarna, 2011) in his book Principles of Management which divides four function base management in service academic, that is Planning (Planning), Organizing (Organizing), Actuating (Implementation) and Controlling (Supervision). Fourth function management This abbreviated with POACs.

Furthermore create management service good academic expected produce enhancement quality learning started from activities carried out in a manner planned and meaningful that is relative change permanent in every behavior individual as results from experience or reinforced exercise. We got considered has study if can show change his behavior. " through the learning process geared towards improvement quality, improvement this felt necessary by all layers of education stakeholders and can be started from various side knowledge, among others with lead improvement to repair management service academic something institution or school " (Lase, 2019).

For support enhancement quality learning in school as has been put forward on in framework enhancement quality learning will can materialized if supported by management service good academic, deep implementation need supported by components management service academic, according to Rosdijati & Widayaiswara (2015) mentioned that teacher 's appearance after head school is part from management service academic which is component support to enhancement quality learning, where inside it there is Suite activities carried out an inside teacher carry out teaching matters a lot to quality resulting learning. Mastery this absolute done by the internal teacher organize learning, remembering function as subject to be delivered to participant educate. Mastery material is decisive key success in increase quality learning , teachers are required For control material / curriculum before do classroom learning.

Part of management service decisive academic enhancement quality learning is utilization tools and facilities education. Quality learning will good if in implementation learning supported by tools and facilities available education. this will facilitate teachers and students tor organize activity learning. Early childhood problems started with quality source power where is human resources? quality learning and quality graduate of is the output of goals to be achieved and produced by something institution education. Desired quality of human resources is form enhancement quality education in a manner area, which begins in education initial implementation in framework improve HR at a nation. Such education called education child age early childhood (PAUD) as Foundation for development HR quality.

The development of early childhood education in Indonesia has not can said has been optimal. Constraints the related with ability government and heads area as well as public manager preschool quality. Based on results preresearch by researchers at PAUD in the city of Depok was found various problem as following (a) yet fulfillment need public going to preschool. (b) Lack quality of human resources and quantity of PAUD teachers. (c) lack early childhood learning. (d) lack interest community / parental awareness about early childhood urgency. (e) Management service academic PAUD schools that have not satisfying society. (f) policies government about PAUD that have not adequate.

From research initial done, look still lack of interest public for become a PAUD teacher, because teaching profession still considered work umpteenth class or if no there is other jobs had to be accepted, identical with minimal income. Different with income in a few area, teachers in cities that have chance more good than teachers in the village.

Condition analysis problem education child age early this the more making Indonesia a shortage of PAUD teachers from facet quantity as well as quality source power. Moment this start there is point growth and interest for print PAUD personnel, however still limited to environment academics education really high in a manner science realize how the importance of PAUD, while on the side the quality of Indonesian PAUD teachers is still low low quality.

Infrastructure, and problems learning including tool display. Facilities and infrastructure is equipment that is basically used For support maintenance activity Study teaching and education at the early childhood level. Procurement means the need customized with amount students, abilities student, condition social, cultural, and species service education child age early that will accept learning. Principle from procurement means infrastructure school must in accordance with level development and abilities student accept stimulation learning one of them through tool props, must safe and comfortable as well as fulfil criteria pleasant for student .

As an institutions / institutions study for student must capable provide means infrastructure and maintenance with as good possible so that achievement something goals and success in carry out the learning process fun teaching. In the produce quality education needed power qualified educators and teachers as well. Likewise the quality of teachers is low so quality child will also teach low. preschool is not possible field considered while then and lightly. Need skill from a competent person in the field For educate students and not perfunctory. Therefore, PAUD teachers need have background appropriate education with preschool.

Ratio comparison children and teachers who do not balance can raises problem new. One teacher who teaches 30 children will impact no all student can noticed optimally in the learning process. With itself will result in a decrease quality child students (Syrian, 2007). Problem on need researched, so can found valid data and so on can determined alternative the solution. From problems above, explanation the can depicted through channel formulation and restrictions problem following:

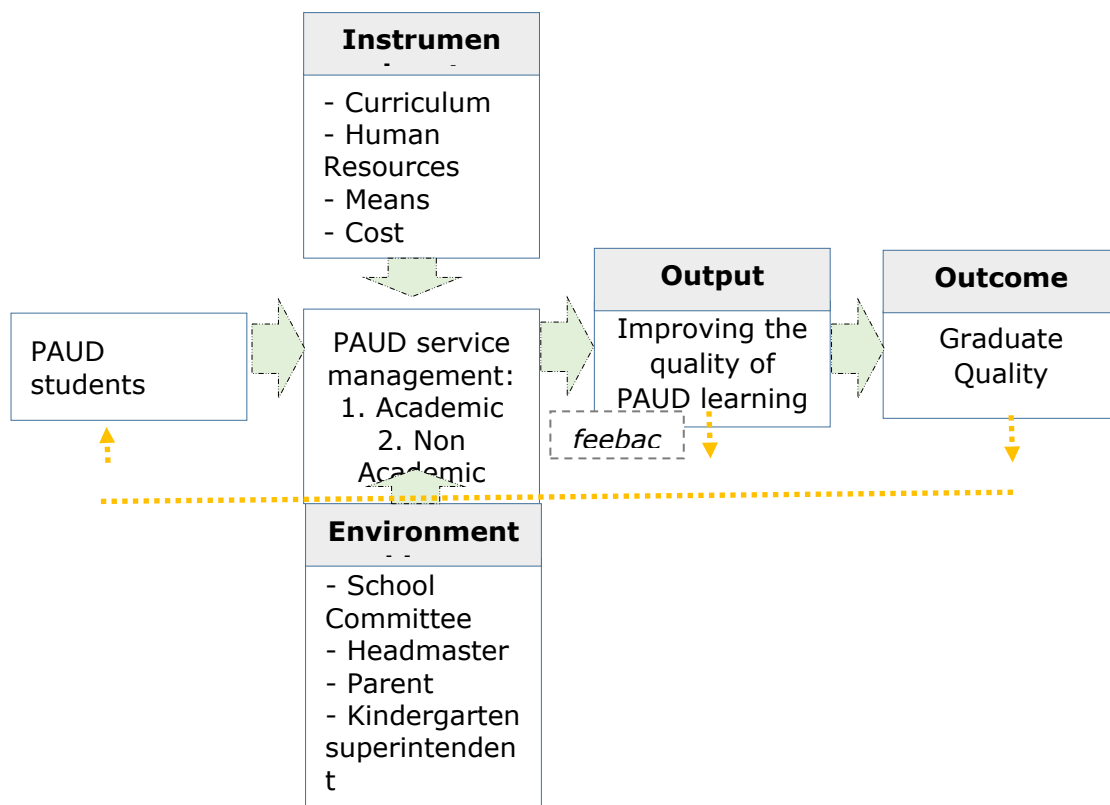


Figure 1.1. Formulation flow problem study

Problems on can explained where service academics in education child age early is continuing problem develop in line with change quite environment fast and very dynamic. Problems that occur in the field not optimal yet learning, this continues not yet optimal in empowerment curriculum, resources Power people, facilities and costs.

This exacerbated with not optimal concern of each function in the committee school, principal school, position of parents, guidance by kindergarten supervisors and also *stakeholders*, impact long that raises not enough optimal increasing quality learning, as well impact to low quality graduates. Because of the scope and impact very broad research, researcher only give limitation small to be more focus, limitation the can depicted through channel restrictions problem following:

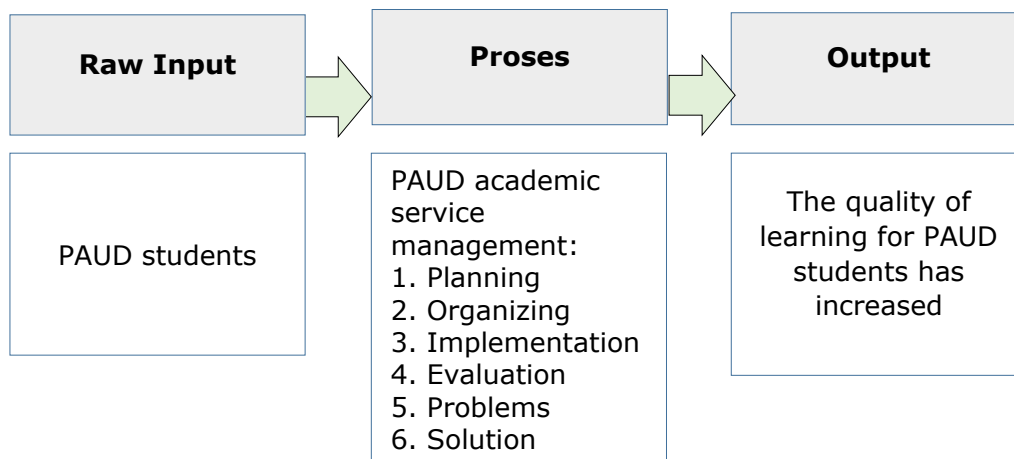


Figure 1.2. Limit flow problem

Researcher limit problem about service academics in education child age early in the city of Depok which includes problems: 1) Planning service academic for increase quality learning in PAUD in the city of Depok about plan implementation learning (RPP) including the contents of the RPP which includes day, date, indicator, activity learning, tools and resources study, assessment development child, with choose and start with activity beginning, core activities, and at the end close with activity end. 2) Organizing service academic for increase quality learning PAUD students in the city of Depok include distribution duties and authorities, responsibilities answer as well as organizing means learning, related with material, financial. 3) Implementation service academic for increase quality learning PAUD students in Depok city, from start activity introduction, main body and conclusion. 4) Assessment service academic for increase quality learning in PAUD in the city of Depok, including objective judgment, principle assessment, criteria assessment and aspects assessed. 5). Problems service academic for increase quality learning PAUD students in the city of Depok, including Planning, Implementation planning, Evaluation implementation, control or supervision to the way service academics, and development enhancement quality learning. 6) Problem solutions service academic for increase quality learning PAUD students in the city of Depok, including solving solution on problem Planning his Not yet *representative*, Execution

planning, Evaluation implementation, control or supervision to the way service academic, and development enhancement quality learning.

Research purposes Want to obtain description and analyze about management service academic for increase quality learning PAUD students in Depok city. Whereas objective special from study this a) want obtain overview and analyze and analyze about planning service academic for increase quality learning students of Al Fajar kindergarten and Al Fauzien Islamic kindergarten in Depok city. b) Want obtain overview and analyze about organizing service academic for increase quality learning PAUD students in Depok city. c) Want obtain overview and analyze about implementation service academic for increase quality learning PAUD students in Depok city. d) Want obtain overview and analyze about evaluation service academic for increase quality learning PAUD students in Depok city. e) Want obtain overview and analyze about problems encountered in management service academic for increase quality learning PAUD students in Depok city. f) Want obtain description about the solution to the problem at hand in management service academic for increase quality learning in PAUD in the city of Depok. Study this give benefit form benefit theoretical, benefit practically PAUD teachers, where results study this can made base for internal teachers develop management service academic for increase quality learning education child age early, and for government area Depok city.

Research procedure

Research conducted in writing This take source from a number of data type, have stage research and techniques data collection, techniques data analysis and completed with instrument research. Approaches and methods study done with qualitative description. understanding this study qualitative started from researchers down location study for get information that adds new understanding from observation, document data and interviews causes the research process to be increasingly complete and get maximum and optimal results.

Location and subject study this take place as well as it was held at AL FAJAR kindergarten and FAUZIEN ISLAM kindergarten in Depok City, Province West Java. Study this is a technique that uses broad approach using snowball sampling. Reason taking the resources and criteria for PAUD that were used as research subjects were: a) private PAUD located in Depok City. b) PAUD with different/unique characteristics in Depok City. c) private PAUD received "A" accreditation.

Through Miles and Huberman researchers use four approach covers data collection. Do data reduction. And setting up display data, and finally do verification or conclusions.

Results and discussion

Management planning service academic for increase quality learning. is activities carried out by school management for the purpose as said Mulyasa

(2017:241) that service academic aim develop conducive climate and more good in activity study teach, through construction and improvement profession teach. In other words, goals service academic is help and provide convenience for teachers study how increase ability they to use realize objective learn.

From the above purposes so institution want exists success in an engaging learning process head school, teachers, participants educate, as well power education. The success of the learning process can one of them came true with a service program academic walk with right and directed in accordance purpose.

From the results interview with the head of the kindergarten city of Depok is related service academic head school, then implementation service academic through supervision with principles and techniques supervision, see power support, detect advantages and obstacles as well as effort get over it Already walk. " Principle practical, systematic, objective, realistic anticipatory, constructive, cooperative, familial, democratic, active, humane, integrated "(Karsiyem, 2015) can lived by all involved in service process academic because exists solidity from everything in school.

In line with above concept so school has carry out preparation in question, including the teacher preparing device learning like said above then head the school /supervisor looks closely and here it is accuracy and demands supervisor professionalism inspect device learning.

From observation researcher all teachers collect device learning and based from documents and interviews, still exists improvements to manufacturing device learning like the RPP format yet uniform, copy paste, no showing exists notes for change for future, manufacturing still matter not enough in accordance with basic competency requested.

Furthermore for minimize findings and observations researcher needed evaluation management service academic at each unit education, evaluation service academics in both kindergartens important done for know the progress made so that the process of achieving the goal of improving the quality of learning is achieved, the result is a positive change, can quickly know the difficulties faced by the teacher in class or his personal condition as a teacher, as well as matters relating to students, even learning support such as learning media, resources learn.

Problem management service academic for increase quality learning is needed, through stages and steps proportional service academic carried out in a manner head regularly schools with their respective school conditions. The results of the implementation of academic services have benefits for schools, one of the benefits is empowering teachers in their competencies which will ultimately improve the quality of learning.

Closing

Based on the findings and discussion of the research that has been previously described in the discussion above, conclusions, implications and recommendations for parties related to this research are compiled as follows:

Conclusion general in service academic it can be concluded that the management of kindergarten academic services in the city of Depok in improving the quality of early childhood education learning has been carried out routinely every academic year starting from the planning process of the school's academic service program.

Then the organization formed helps the school principal and is given responsibility, duties and authority in implementing school academic services, then the implementation of school academic services to teachers uses academic service instruments that have been made based on the goals, targets and conditions of the school, the results of the implementation are analyzed in the evaluation academic services in schools by the principal and all members of the supervisor who are involved and followed up with programs in an effort to improve the quality of learning.

The process of implementing academic service management that is carried out has a clear direction, namely in the context of positive changes for all teacher activities in learning that have a simultaneous impact on the quality of student learning and ultimately improve the quality of education in each school.

In particular, the conclusions of this study are as follows: 1) Planning for academic services for Al Fajar kindergarten and Al Fauzien Islamic kindergarten in Depok City is prepared by the school principal, senior teachers, representatives of foundations and supervisors of kindergarten supervisors, Pancoran Mas in Depok City, teachers and educational staff agreed at the school leadership meeting. The principal explains the aims, objectives, targets according to the conditions of each school. This planning is programmed for one academic year which is carried out in each semester and is used as a guide in the framework of the effectiveness and efficiency of implementing continuous academic services so that the principal can monitor and check the readiness of the teacher's academic service journey. The readiness of the supervision team is supported by the readiness of learning resources, language laboratories, internet media, teaching aids as well as teacher administration tools and academic service instruments. The teacher also carries out the preparation of learning administration tools. So that school academic services in order to improve the quality of learning run according to the targets, goals and conditions of each school. 2) Organizing is a part that can help the principal of the Kindergarten School in Depok city carry out good academic services through delegation, division of tasks, scheduling, implementation deadlines, authority, reporting to decision making in evaluation and followup. In organizing the division of tasks tend to look at the suitability of the educational background and the subjects taught. There is delegation of tasks although not all of them can be optimally distributed. For academic services through supervision of teachers carried out according to the division of tasks. 3) Implementation of academic service management in Depok City Kindergarten Schools in improving the quality of learning oriented towards preparation, implementation of learning in the classroom with observation techniques, class visits, and assessment. In the process the supervisor's duties carry out three things including coaching, monitoring and

assessment. In the preparation process, the teacher has submitted all learning tools, the teacher already knows the observation schedule based on information from the supervisor and agrees with each other. All teachers collect learning tools, although there is still improvement in preparing casuistic learning tools for each teacher. Then at the time of observation with the technique of visiting the class there were still findings indicating a schedule discrepancy, but all teachers could be supervised. 4) The evaluation process of the implementation of academic services at Kindergarten Schools in Depok City is carried out by collecting data which can be obtained through planning, implementation during class visits, as well as visible and hidden monitoring carried out by supervisors on teacher activities by entering class, or outside the classroom to students and with colleagues. The results of the evaluation were obtained from the recommendations of the entire supervisory team which were gathered in a meeting and the principal made a decision regarding the results of the supervision of the kindergarten teacher. 5) The problems in the City Kindergarten academic services still have some weaknesses including a) At the time of planning the presence of invitations in socialization had not been carried out all are present so that the information does not arrive in its entirety. The teacher's preparation was not mature enough so that when examined, errors still occurred. The format of the Learning Program Plan (RPP) for each teacher is still different in one school and there are learning evaluations that are not in line with their basic competencies. b) At the time of scheduling which still sometimes changes due to the supervisor and teacher. c) During the implementation of supervision as a whole the teachers went through this process with several problems, namely there were teachers who had good performance when supervised but during daily activities showed poor performance, there were teachers who were less creative/innovative in teaching such as using teaching methods and learning media such as learning resources, the internet and teachers are not used to recording their weaknesses and strengths in lesson plans for future changes. d) Evaluation and follow-up carried out by the school in making decisions the results were good with a meeting of all assigned supervisors then the principal made a decision on the results of the academic services for each teacher. The findings in this condition are that the description documentation for each supervised teacher should be there as strong evidence and appropriate follow-up taking. 6) Solutions in improving the performance of vocational teachers. The steps taken by the kindergarten School in the city of Depok in order to improve the quality of learning are evident so that the school gets results that can be used as targets and goals for subsequent academic services.

Academic services are one way to improve the quality of learning that can be carried out routinely in schools. The results of academic services are important decisions in the context of follow-up coaching, development and improving the welfare of teachers.

Based on the research findings and conclusions discussed, the research implications obtained will become future references related to the management of

school academic services in the city of Depok in order to improve the quality of learning. 1). Management of academic services to improve the quality of learning that begins with planning through a meeting process with school principals and all related parties such as senior teachers/deputy principals, heads of competency skills, teachers, education staff, representatives of foundations, supervisors of internal supervisors at the foundation and sub-district level has implications for high commitment to all elements so that the implementation of academic services in order to improve the competence of kindergarten teachers to improve the quality of learning is achieved. 2). The organization of good school academic service management results in proper delegation of qualified leaders and teachers which has implications for improvements in the accuracy and precision of supervision.3). The implementation of academic service management that is carried out by adhering to the right and good principles and techniques will result in high school academic service accuracy and minimization obstacles in implementation. 4). The implication that can be felt is that there is an increase in the quality of teachers and students which leads to an increase in the quality of learning for PAUD students and the quality of graduates at the next level of education, namely basic education. 5). The evaluation of academic service management that has been carried out has provided convenience in schools, especially school principals, in following up on efforts to improve the quality of learning and can then become the basis for policy and the development of subsequent academic services. In particular, the performance of kindergarten teachers, which ultimately improves the quality of learning, will continue to be measurable and will serve as a guide for teachers in implementing learning with students. 6). Problems in school academic services that are quickly detected will increase the quality of learning for PAUD students and an effective and efficient learning process will be achieved more quickly and handled by competent kindergarten teachers. 7). Solutions in improving the quality of learning PAUD students are focused on running the education unit 's academic services so solutions to improve the quality of learning will be more accurate in taking corrective action decisions such as holding training, joining IGTK groups, discussions with senior teachers. In addition, it can also be a place for promotion or position receive awards and rewards for teachers who perform well.

Recommendation

From the results of the research and conclusions, the following can be recommended: 1) Principals as leaders in schools can continue to provide great opportunities for the development of teacher competence given that changes in science and technology are quickly followed by preparing students for the next level of education, namely basic education. Policies that always provide a priority scale to meet the needs of facilities that are useful for teachers. Build cooperation with various education elements/stakeholders, which are useful for improving the quality of learning. 2) Teachers must continue to develop their competency skills to be able to provide learning and academic services best for

their students. Teachers have a personal and social moral responsibility to their religion and country in order to prepare students for the next level of basic education. 3) Education stakeholders in the city of Depok through supervisors/counselors at the sub-district level, this research is important information for mapping education and studies to optimize student absorption to a higher level of education, namely basic education. 4) This research is one step in improving the performance of PAUD teachers through service supervision school principals, further research is needed that is sharper and more in-depth to become input and insight into schools in advancing education in our beloved country, the Unitary State of the Republic of Indonesia.

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