

EVALUATION OF EDUCATIONAL STANDARDS AT THE LEVEL OF EARLY CHILDHOOD EDUCATION

Sevi Lestari^{1✉}, Muchtarom², Belina Anggia Gustami³, Nur Devi Yusiawati Gumelar⁴

^(1,2,3,4) Education Science Doctoral Program, Nusantara Islamic University

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Abstract

Increasing the number of ECCE institutions must pay attention to the quality of management standards so that they become quality institutions. The purpose of this study is to know and describe education management standards based on Permendikbud number 137 of 2014 concerning ECCE standards and to determine obstacles in the implementation of education standards. This research uses a qualitative approach. While the method used is a descriptive method of evaluation analysis of the Implementation of Early Childhood Education Standards. Location of research site TK Mekar Arum Bandung. Data collection techniques using observation, interviews, questionnaires, documentaries. The results showed that Mekar Arum Kindergarten has conducted education in accordance with the criteria of ECCE education standards even though there is one standard that allegedly has not met the standards, namely assessment standards, while 7 other standards have met the standards in accordance with Constitution Number 137 of 2014. Obstacles in the implementation of education standards have been sought solutions together by increasing budget allocation, carrying out training and development of educators and increasing public awareness.

Keywords: Evaluation; Education Standards; PAUD.

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✉ Corresponding author : Sevi Lestari

Email Address : sevilestari586@gmail.com

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INTRODUCTION

Education is one of the important factors in supporting national development, in accordance with the goals and ideals of educating the nation's life as stated in the fourth paragraph of the 1945 Constitution. The importance of education at this time is a basic need of society and aims to improve the quality of human resources. Education is an important part of human life because it differentiates humans from other creatures. Quality education will produce quality products as well. So, education is a human effort to improve knowledge obtained both from formal and non-formal institutions in assisting the transformation process so as to produce the desired quality (Margiyanto, 2022). This is reinforced by the notion of education contained in Law No. 20 of 2003 concerning National Education System, which is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

Education Management is a form of implementation of Law Number 20 of 2003 concerning the National Education System, which provides direction for management of the education system in Indonesia, particularly for the management of early childhood education units, primary and secondary education using the principle of minimum service standards and supported with school-based management (Fatmarahadi, 2009). The National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. These standards include content standards, process standards, graduate competency standards, educator and educational staff standards, facilities and infrastructure standards, management standards, financing standards, and educational assessment standards. At a minimum regarding the education system throughout the jurisdiction of the Unitary State of the Republic of Indonesia. These standards include content standards, process standards, graduate competency standards, educator and educational staff standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards (Depdiknas, 2007). In line with this policy, adding and increasing the competence and capacity of PAUD education is a demand that cannot be ignored. So what must be developed in PAUD institutions are programs that will help develop important social and behavioral skills to help them live a civilized and peaceful life. PAUD education is one of the government programs which is currently an important matter that needs attention. PAUD education is non-formal education that facilitates children before they continue formal education (Rozalena & Kristiawan, 2017). PAUD education provides provisions for golden age children (golden age) to get to know the environment, learn to socialize, develop yourself and build mentally (Asyim et al., 2022).

PAUD education services provide an important role for children in optimizing children's growth and development, both psychologically, cognitively and motorically (Sanrock John W & Bhimasena, 2014). PAUD education will provide readiness for children to get to know the learning environment and develop themselves which can later have a positive impact on children's growth and development (Anhusadar, 2020).

Early childhood education (PAUD) is education that is given to children aged 0-6 years as a form of effort to provide stimulus, experience, and early learning needed in the process of growth and development. Early childhood education is an important foundation for social, emotional and cognitive development of children which will affect the success of children in the future (Nunu, 2017). At present there are not a few PAUD programs organized by the Government in the context of the success of PAUD education as non-formal education which plays an important role in preparing early childhood as the next generation of the nation Good PAUD management must be accompanied by good program planning according to school conditions. PAUD management is adjusted to program development objectives. PAUD management must be accompanied by planning (Salam et al., 2022).

The number of early childhood education institutions (PAUD) in each region has increased from year to year (Anhusadar, 2020). The improvement of PAUD institutions must also pay attention to quality so that children's growth and development can be further improved. In addition, the quality of PAUD educators must also be considered so that learning methods focus

on children's activeness in the learning process. Limited facilities and infrastructure for early childhood education and the availability and use of teaching materials and learning media are sometimes still a problem. The educational qualifications of PAUD educators are also still a problem that has an impact on the quality of human resources because PAUD educators are often found with high school graduation qualifications or equivalent.

The phenomenon that occurs in the field of PAUD teachers is that they are not fully able to develop lesson plans, often the preparation of plans is not systematic and integrated. PAUD teachers sometimes have difficulty choosing relevant learning methods and techniques considering that the conditions of students are very heterogeneous. This is an important concern for finding solutions in the implementation of PAUD. One of the efforts that is thought to be the most relevant is evaluating education standards in PAUD.

Management Standards are national education standards relating to the planning, implementation and supervision of educational activities at the education unit, district/city, provincial or national level in order to achieve efficiency and effectiveness in the administration of education. Permendikbud Number 137 of 2014 was stipulated in Jakarta on 14 October 2014 by the Minister of Education and Culture of the Republic of Indonesia, Mr. Muhammad Nuh, and promulgated on 17 October 2014 by the Minister of Law and Human Rights, namely Mr. Amir Syamsudin (Sianturi et al., 2022).

Standards are documented agreements that contain technical specifications or accurate criteria that are used as regulations, guidelines, or certain definitions to guarantee an item, product, process, or service (Nurdin, 2020). Implementation standards can be said to be statements that determine what children must know and be able to do and expectations of the learning that children receive (Sardila, 2015).

As for the Regulation of the Minister of Education and Culture Number 137 of 2014 was born to replace the Regulation of the Minister of National Education Number 58 of 2009, as stated in the opening of the Minister of Education and Culture Number 137 of 2014. It includes eight National PAUD Standards, namely Standards for Levels of Achievement of Child Development (STPPA), Content Standards, Process Standards, Assessment Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Funding Standards. PAUD standards are also a reference in the development, implementation, and evaluation of the PAUD curriculum. PAUD standards consist of: 1. The Standard for the Level of Achievement of Child Development (STPPA) contains criteria regarding aspects of child development which include physical motor, cognitive language, social emotional, artistic and religious and moral achievements by children (Annisa et al., 2023). 2. Content Standards contain criteria for the scope of material and competence towards the level of achievement of development that is appropriate to the age level of the child. 3. Process Standards are criteria regarding the implementation of learning in PAUD in order to fulfill child development achievements. 4. Assessment standards are criteria for assessing children's learning processes and outcomes. 5. Standards for Educators and Education Personnel are criteria regarding the academic qualifications and competencies required for resources in PAUD. 6. Facilities and infrastructure standards are requirements for the implementation and management of early childhood education that utilizes local potential. 7. The Management Standard contains planning, implementation and supervision of educational activities in PAUD. 8. The Funding Facility contains the components and the amount of personnel and operational costs in PAUD. PAUD standards are expected to become a minimum reference standard for the community and stakeholders to provide quality education services for early childhood (Firdaus & Erihadiana, 2022)

The purpose of this study was to find out and describe education management standards based on Permendikbud number 137 of 2014 concerning management standards for early childhood school education and to find out the obstacles in implementing education standards. The results of this study are in the form of an analysis of the evaluation of the Implementation of Early Childhood Education Standards. The benefit of this research is to find out the deficiencies in each implemented educational standard so that it becomes a reference for institutions to strive to create quality institutions.

METHODOLOGY

This study uses a qualitative approach. While the method used is a descriptive analysis method of evaluating the Implementation of Early Childhood Education Standards. The location of the Mekar Arum Kindergarten Bandung research site. Data collection techniques using observation, interviews, questionnaires, documentation. Observations were made to see firsthand how educational programs were run in PAUD institutions. Observations can be made by internal or external PAUD institutions. Interviews were conducted to obtain information from stakeholders related to the implementation of PAUD Standards, such as parents, educators, and managers of PAUD institutions. Questionnaires can be used to collect data from stakeholders related to the successful implementation of PAUD Standards. Documentation is carried out to view documents related to the implementation of PAUD Standards, such as curricula, lesson plans, evaluations, and other documentation (Moleong, 2012).

RESULTS AND DISCUSSION

Evaluation of Early Childhood Education Standards (PAUD) in Kindergarten Mekar Arum

Mekar Arum Kindergarten is located on Jl. Raya Cinunuk No. 82 cinunuk Kec. Cileunyi Kab. Bandung Province West Java. Mekar Arum Kindergarten can be said to be a quality Kindergarten because it meets the 8 National Standards for PAUD Education listed in the Regulation of the Minister of National Education Number 137 of 2014. From the application of the 8 standards for PAUD along with the evaluation findings;

First. The implementation of content standards in Mekar Arum Bandung Kindergarten uses the 2013 curriculum with a thematic approach based on religious and cultural values. Guided by the regulations that apply as an operational basis, self-development activities are carried out in the form of routine activities, spontaneous activities, exemplary, conditioning and children's self-development activities. Curricular activities or self-development at Mekar Arum Bandung Kindergarten include knowing letters, painting, spirituality, English, computers, dancing, drumband, vocals, abacus, swimming, fashion shows, and drumband. The implementation of self-development activities is adjusted to the interests and talents of the child, carried out after the closing activities and guided by a self-development teacher. On this basis, the Mekar Arum Kindergarten curriculum is structured in order to create a learning process that is appropriate and allows optimal development of students.

Second The facilities and infrastructure owned by Mekar Arum Kindergarten can support teaching and learning activities well. The standard of infrastructure at Mekar Arum Kindergarten is well managed so that the facilities and infrastructure are in good condition. Facilities that include educational facilities, learning facilities. Infrastructure includes land, buildings, status of ownership, installation infrastructure, 5 classrooms, 1 teacher's room, 1 principal's room, 1 bathroom room, 1 kitchen room, 1 committee room, and a playground.

Third, evaluation of the standards of educators and educational staff. The implementation of PAUD standards at this point has shown results as required in the PAUD standards. The evaluation findings show that this institution has teachers with an average bachelor's degree in PG-PAUD and one teacher who has completed a master's degree in education. These teachers have received training related to the field of education and teaching they are involved in. So that the PAUD standard requires educators in kindergarten to complete a bachelor's degree (S1) majoring in education or psychology and have several required competencies that have been fulfilled.

Fourth. Evaluation of management standards. Evaluation at this level shows that TK Mekar already has a vision, mission and educational goals formulated jointly by the principal, educators and school committee.

Fifth. The results of the evaluation at the financing level found that Mekar Arum Kindergarten's funding sources came from the central government, provinces, districts, and students in the form of school fees and uniform fees. Only in terms of utilization, it can be seen that there is an imbalance between the existing expenditure items.

Sixth. Process Standard. The evaluation findings show that semester activity planning and weekly activity plans (RKM) have been prepared by the school. Semester activity planning and weekly activity plans prepared by the school refer to the activities prepared by the Indonesian Kindergarten Teachers Association or IGTKI for reasons of solidarity and unity. In preparing the daily activity plan (RKH), the evaluation findings show that the teacher made the RKH. The teacher is free to prepare the RKH for a week, or the preparation can be done the day before the learning activities take place.

Seventh. The evaluation findings at the assessment level show that the assessment techniques for students at TK Mekar Arum are relatively not in accordance with the rules in the PAUD standards, although not all of these techniques are used because the dominant ones are used only through observation and performance.

Eighth. Standard level of achievement of children. Based on the evaluation results carried out by researchers, researchers can state that students in Mekar Arum Kindergarten have experienced a significant increase in development according to the standard observation indicators of the level of developmental achievement of children aged 4-5 years, starting from the aspect of understanding religious and moral values, physical, cognitive, language, and socio-emotional.

Evaluation of Educational Standards

Evaluation of PAUD standards needs to be carried out in a planned, measurable, and continuous manner to ensure that early childhood education institutions can meet the criteria set by the 2013 Implementation of Early Childhood Education Standards (PAUD) (Anamara, 2014). There are variations in curriculum implementation in each school (Samiaji et al., 2020).

Of the 8 educational standards implemented at Mekar Arum Kindergarten, there is one standard that is suspected of not meeting the standard, namely the assessment standard, while the other 7 standards have met the standard in accordance with UUD No. 137 of 2014. In carrying out the assessment, the teacher uses observation and performance. Assessment of children is not carried out qualitatively or through narratives/descriptions that explain the achievements of students, instead the assessment is carried out by marking numbers. Each number represents the ability of students. However, this method is not fair, because this kind of assessment is not done per individual, but the abilities of several children are combined into one with a number sign. However, the assessment carried out has taken into account the level of developmental achievements of students, but in terms of health status it has not been found.

The implementation of educational standards in early childhood education includes steps that must be considered by administrators, namely; 1. preparation of lesson plans. The preparation of lesson plans must cover all aspects of Standard PAUD. Lesson plans must be prepared in a systematic and integrated manner to ensure that all aspects are well integrated. The lesson plan must include learning strategies, learning methods and techniques, as well as learning resources that suit the needs of the child. 2. Selection of Appropriate Learning Methods and Techniques. Effective learning methods and techniques can help children better understand the concepts and skills being taught. 3. Implementation of Quality Learning. Learning must be carried out with full attention to the needs and potential of children, as well as paying attention to the safety and health of children. 4. Learning Evaluation. Evaluation of learning must be carried out continuously to assess the achievement of learning objectives and correct weaknesses in learning. 5. Improving the Quality of Education. Improving the quality of education can be done by developing qualified teaching staff, developing infrastructure (Hanum, 2017).

Preparing a lesson plan is the first step in implementing PAUD standards, namely curriculum management for teaching staff and infrastructure. Lesson plans must be prepared in an integrated and systematic manner to ensure that all aspects are well integrated. Selection of learning methods and techniques appropriate to the characteristics of early childhood learning through play and fun activities. Effective learning methods and techniques can help children better understand the concepts and skills being taught. Implementation of Quality Learning must be carried out with full attention to the needs and potential of children, as well as paying attention to the safety and health of children. Evaluation of learning must be carried out continuously to assess the

achievement of learning objectives and correct weaknesses in the implementation of learning. Improving the Quality of Education is an effort to increase the effectiveness and efficiency of early childhood learning. Improving the quality of education can be done by developing qualified teaching staff, developing adequate infrastructure, and increasing cooperation between educational institutions with parents and the community (Hermawati, 2007).

Obstacles and Solutions to Implementation of Education Standards

PAUD standards are guidelines covering important components in early childhood education, such as curriculum, teaching staff, facilities and infrastructure, parenting, and assessment. The evaluation analysis pointed out that limited resources are an obstacle to implementing education standards: Financial constraints, lack of facilities and infrastructure, and a lack of qualified teaching staff can become obstacles to implementing PAUD standards.

Obstacles to Community awareness: Sometimes, the community is still not aware of the importance of early childhood education, thereby reducing parental support and participation in PAUD programs. Coordination constraints between stakeholders: Weak coordination between various stakeholders, such as government, educational institutions, and communities, can hinder the effective implementation of PAUD standards.

In addressing the above constraints a solution is needed to solve it, the solutions offered are; 1. Increasing Budget Allocation: The government needs to increase the budget allocation for early childhood education in order to improve facilities and infrastructure, as well as increase the competence of educators; 2. Public Awareness Raising: Effective campaigns and outreach programs can be carried out to increase public awareness of the importance of early childhood education; 3. Training and Development of Educators: The government and related institutions must provide training and professional development on a regular basis to PAUD educators so that they have adequate quality and competence; Improved Coordination: Good coordination is needed between the government, educational institutions, communities, and parents to create synergies in the implementation of PAUD standards.

CONCLUSION

Referring to the results of the research and discussion above, it can be concluded that Mekar Arum Kindergarten has provided education in accordance with the criteria for PAUD education standards, although there is one standard that is suspected of not meeting the standard, namely the assessment standard, while the other 7 standards have met the standards according to the UUD Number 137 of 2014. The obstacles in the implementation of educational standards have been sought for a joint solution by increasing budget allocations, conducting training and developing educators and increasing public awareness.

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