



IMPROVING THE QUALITY OF PAUD TEACHERS THROUGH HUMAN RESOURCE MANAGEMENT IN PSP 2

Yoyok Febrijanto¹, Erva Elli Kristanti²
STIKES RS Baptis Kediri, Kediri, Indonesia

Article info	ABSTRACT
<p>Corresponding Author:</p> <p>Yoyok Febrijanto yoyokfeb@gmail.com STIKES RS Baptis Kediri Kediri</p>	<p>The aim of community service was to improve the quality of teachers implemented by PAUD institutions in Kediri City that participate in PSP 2 by involving all school members and carried out in the form of coaching, counseling, mentoring, motivation, and empowerment as human resource management. The implementation of community service showed that PAUD institutions also implement and carry out several programs to improve the quality of teachers such as comparative studies, training workshops, internal training, study groups, coaching, field visits, workshops, competitions and improving formal education (college). Human resource management is very important in improving the quality of teachers in PAUD institutions. So that PAUD institutions must really pay attention to and maintain human resources in accordance with the provisions of applicable laws.</p> <p>Keywords: <i>Improving Quality, PAUD Teachers, Human Resource Management</i></p>
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INTRODUCTION

The role of education for early childhood is very necessary to create superior and competitive human beings who are moral in the future. In providing education for early childhood, the state forms or organizes the world of education for early childhood (PAUD) with the enactment of Law Number 20 of 2003, PAUD becomes part of the education system in Indonesia. National education has problems that are often faced by educational institutions that originate from human resources in teachers and employees at every level of education (Mudassir, 2016). The current government has made various efforts to be able to improve superior and quality human resources, including through various training and improving teacher competency organized by the government at the education office, improving educational facilities and infrastructure through school operational fund assistance, and improving the quality of school management. Management is a business activity to achieve certain goals that have been set and planned (Brantasari & Hanita, 2020).

PAUD management is the implementation between students and teachers and their environment, in managing, regulating and even directing the process of educational relationships systematically until the goals of early childhood education are achieved (Suyadi,

2011). Educational goals will be achieved if human resource management for teachers and education personnel and stakeholders in educational institutions, including students, is an important part of the management process in educational institutions, especially PAUD. Moreover, the quality of education implementation is very dependent on the past education process of teachers, both graduates, experience and expertise. Human resource management is part of core management that specializes in the field of managing human abilities and expertise, as workers who carry out the process of activities that are goals of the organization (Brantasari & Hanita, 2020).

Robert L Mathis and Jhon H. Jakson explained that basically human resource development is an effort to recruit, select, place, train, and develop according to the needs required (Krismiyati, 2019). Guaranteed competency and professionalism quality standards are needed in the development of national education. The need for a continuous coaching and development process that is right on target and effective is to achieve professional teachers who can drive and advance the dynamics of national education. Teacher management also plays an important role, because teachers are the main actors who deal directly with students. The quality of a teacher can be a benchmark for educational institutions to be able to compete in terms of quality and quality.

The implementation of PAUD in Indonesia is currently experiencing very significant developments, this is evident from the many types of services provided to children based on the age and characteristics of the child. The service program is divided into four, namely in the form of Kindergarten (TK) / Raudatul Athfal (RA) / Bustanul Athfal (BA), Playgroup (KB), Child Care Center (TPA), and Similar PAUD Units (SPS). The implementation of education for children of this age aims to provide services to support the process of child growth and development. Furthermore, Early Childhood Education is an effort to foster children from birth to the age of 6 (six) years which is carried out through the provision of educational designs to help physical and spiritual growth and development so that children are ready to enter further education (Permendikbud No. 137, 2014).

Problems in learning arise when teachers do not have the qualities, competencies, functions and roles as mentioned above, including: (1) the role of teachers is very dominant and only conveys one-way information causing students to tend to be passive, (2) teachers prefer to choose teaching materials in standard textbooks so that students do not get a realistic and useful perspective for solving problems in everyday life, (3) assignments that tend to isolate students and make it difficult to communicate with other children, (4) questions that are asked are more convergent and paralyze children's creativity and affect children's independence. Teachers have a very important role in the process of child growth and development, it is undeniable that planning in learning needs to be prepared as much as possible. In the planning process, teachers must have innovation so that the learning that is designed is optimal, (Yulia, P., Dewi, A., & Hengki, 2019).

Early childhood teachers are professionals who are tasked with planning, implementing learning and assessing learning outcomes, as well as providing guidance, training, care and protection. Early childhood teachers consist of PAUD teachers, assistant teachers and young assistant teachers. Teachers carry out their main tasks and functions with multiple roles, namely as teachers, teachers and trainers. Human resource development is essentially directed towards improving its quality, which in turn will be able to increase productivity. The results

of various studies show that the quality of human resources is a determining factor in productivity.

Education requires competent human resources (HR) as an asset for the development process and competent HR is achieved through the development process. Thus, HR has become an important part of development and education. HR is the most strategic component, because with quality HR can utilize other components, so that educational effectiveness and efficiency are achieved. Where quality HR can be achieved through HR development. (Hasibuan, Malayu, 2007) stated that development is an effort to improve the technical, theoretical, conceptual and moral abilities of employees according to the needs of the job/position through education and training.

Human resources have a very important role in achieving educational goals. All educational and educational resources are controlled by human resources in an educational institution. Therefore, every PAUD institution should pay attention to the management of its human resources, especially teachers and education personnel, properly to achieve maximum achievement in the field of education (Ajeng Tri Utami., 2018)

The skills that PAUD teachers must have been not only limited to providing new knowledge for students, but also require expertise in managing student emotions, caring for, handling problems and guiding students. Early childhood teachers can recognize students who have learning difficulties or can accept and unite students who are unable to the classroom. The role of teachers in early childhood is still functioned more closely as parents for students at school. With this function, teachers need to establish partnerships with parents in solving student development problems. If the child's behavior is beyond the control of the teacher, it is necessary to refer to parents and special experts to diagnose the problems faced.

PAUD institution management needs to pay attention to the professionalism and quality of teachers and education personnel, this is done to provide assurance to PAUD users that the education provided has good service. PAUD teacher and education personnel management activities consist of employee planning, employee procurement, coaching, promotion and transfer, dismissal, compensation, and assessment.

In improving human resources, the institution must pay attention to the following:

Recruitment of teachers and education personnel, PAUD institutions attract potential and quality prospective teachers and education personnel, by determining the qualifications of applicants as teachers and education personnel, each PAUD institution provides requirements according to the needs of its institution, in accepting prospective teachers and education personnel, PAUD institutions conduct written tests or interviews both formally and informally, selection process is carried out by looking at the administrative requirements that have been set by the institution with reference to generally applicable administrative system.

PAUD institutions must also pay attention to maintaining human resources who have high dedication, by creating a pleasant working environment and providing facilities according to the capabilities of each institution, conducting good and open communication, so that if there are problems, they can be resolved properly according to the capabilities of each PAUD institution leader. PAUD institutions also advise teachers and education personnel to attend lectures if they do not have a bachelor's degree, especially in the PAUD department, and provide encouragement to those who are completing their lectures, so that they can immediately carry out lectures well and graduate soon. This is done so that existing

educational human resources can continue to improve their knowledge and experience, both formally and non-formally.

Motivating the institution's human resources in working. What is done is by listening to the opinions and ideas of employees who can also design and implement these ideas which are of course for the progress of the PAUD institution. This in itself can maintain a good relationship between the owner of the PAUD institution and the existing teachers, as well as increase the self-confidence of teachers so that they continue to be motivated to improve their performance which of course must be balanced by the salary and incentives received by teachers according to their abilities in their respective institutions.

The good behavior that the PAUD institution has carried out is expected to improve the productive contribution of teachers to the institution by being strategically responsible, namely carrying out their obligations with the aim of advancing the PAUD institution, ethically by being able to manage good and wise behavior in everyday life in accordance with the norms that apply in society and have an impact not only on the internal PAUD institution but can also be felt by the wider community around it, so that concern for the PAUD institution grows and is well maintained.

The competence of PAUD teachers is developed in the context of policies in accordance with the standards of Early Childhood Education based on the regulation of the Minister of National Education of the Republic of Indonesia no. 58 of 2009. Based on this reference, teachers must have four competencies, namely:

Pedagogical Competence: To support teacher professionalism in carrying out their duties, teachers must have competence; one of the competencies that teachers must have is pedagogical competence. Pedagogical competence is the ability related to teacher knowledge in carrying out their duties. Pedagogical competence is the ability to manage student learning which includes understanding students, designing and implementing learning and evaluating learning outcomes, (Supriadi, 2012). Teachers as professional teachers are tasked with educating, teaching, guiding, directing, training, assessing, and evaluating students in PAUD formal education, basic education, and secondary education, (Hamami, 2014).

Personality Competence: Personality competence is the ability related to attitudes as role models for students. Personality competence emphasizes teachers to be role models for students, conduct self-evaluations and develop themselves continuously, (Momon, 2013). The scope of personality abilities includes personal, social, intellectual, moral and spiritual responsibilities where personal responsibility can be demonstrated through the ability to understand oneself, while spiritual and moral responsibilities are manifested through the appearance of teachers as religious beings who behave without deviating from religious and moral norms, (Suyanto, 2013). The importance of personality competence for teachers, because the teacher's personality is reflected in the attitude and actions in fostering and guiding students and can be used as a profile and idol to become a complete figure. (Anggraeni, 2017).

Professional Competence: Professional competencies that teachers must have include: the ability to understand and apply the foundations of education and learning theories, be able to develop their expertise, be able to apply various learning methods, be able to use tools, media and learning resources, be able to implement learning programs, be able to carry out learning evaluations and be able to develop the personality of students, (Mulyasa, 2008). Professional competence is one of the descriptions of the teacher's ability to carry out tasks professionally.

Social Competence: Social competence is the ability of teachers to adapt to the environment and communicate effectively with students and parents. This competence is demonstrated through the ability of teachers to adapt to colleagues; obey institutional rules; adapt to the surrounding community; be accommodating to students, parents, colleagues from various cultural and socio-economic backgrounds; communicate empathetically with parents of students; and communicate effectively with students, both physically, verbally and nonverbally, (Christianti, 2012).

METHOD

The method used to realize this community service program is by using interactive lecture techniques with power point media. The materials provided are: Improving the Quality of PAUD Teachers through Human Resource Management in the School Mover Program. After participants understand the material presented, it is continued with the facilitator mentoring process by discussing with the PAUD Institution manager in HR management. To ensure that the program can run as expected, the next stage that is carried out is evaluation. The community service team monitors the implementation of HR management at the PAUD Institution. This community service focuses on mentoring the management/management of PAUD Institution HR. This activity was attended by 4 Principals, 8 Teachers, and 2 School Supervisors. The stages of community service activities include preparation of activities by making proposals, dividing the tasks of each implementer and planning activities carried out to ensure the needs of partners to get benefits. Coordination with partners through scheduling field visits to PAUD Institutions. The implementation of community service activities is carried out by mentoring in preparing drafts of program activities in the fields of Education and Health. Evaluation of this activity is carried out by all participants. And finally, there is a comprehensive report from the beginning of the activity to the evaluation stage.

RESULT AND DISCUSSION

Teacher development is a learning opportunity to help teachers develop in the long term. According to Noe, development can be obtained through formal education, work experience, interpersonal relationships or personality assessments and development does not have to be related to current tasks (Sudarmanto., 2009). HR development planning at PAUD is an effort made by schools in preparing decisions related to programs in implementing teacher development. This is in accordance with Leonard Nadler's opinion that HR development is carried out within a certain time and is designed to produce changes in employee attitudes that become a series of activities in a company, (Purnama, G. N. T., & Ikatrinasari, 2018)

In HR development, a development strategy is needed, which is one of the methods or techniques used by PAUD to improve the quality and quantity of its HR. The development strategy is prepared by referring to the results of the analysis of development needs in PAUD. The focus of development is long-term and to help teachers prepare for the future. Teacher development management at PAUD is carried out by involving all members of the school and is carried out in the form of coaching, counseling, mentoring, motivation, and empowerment.

First, coaching. Coaching is the practice of providing adequate direction, instruction, and training to a person or group of people, so that they can achieve several goals in developing specific skills. Teacher coaching at PAUD is carried out by the principal and the

head of the Education Foundation to improve teacher performance and develop teacher professionalism. Based on the results of interviews with the Head of PAUD, teacher coaching is carried out at least once every 3 months. In addition to providing direction, it is also a medium for teachers to convey opinions and obstacles faced while teaching. For example, teachers are not optimal in conditioning students while teaching, so that teachers will exchange opinions and experiences with each other so that they can be used as input for teachers who experience obstacles. Furthermore, an evaluation will be held on the implementation of the ideas used. The benefits of the principal in implementing coaching are having a strong team or teacher so that it becomes a future investment in educational institutions at PAUD, this is in line with Gallwey's opinion that in maximizing performance, coaching becomes a process of unlocking a person's potential, (Yuliawan, 2011). Second, counseling. The role of counseling is also applied by teachers as an effort in the learning and education process for students. Every teacher must be able to act as a counselor who can meet the expectations of children so that they can provide motivation and guidance to children. In responding to the implementation of counseling, PAUD provides an opportunity for all teachers and employees to describe the problems being faced in schools, especially those related to improving the quality of schools to the principal or head of the foundation to analyze the problems and find the best solution so that there will be no lingering problems. The function of being a consultant in this school is to provide solutions to teacher problems, both personal and interpersonal.

Third, mentoring. Teacher mentoring management is a program implemented in schools to improve teacher professional competence by providing guidance, (Argawinata, 2016). The implementation of mentoring at PAUD emphasizes mentoring the teaching and learning process, disciplinary mentoring and comparative study mentoring to leading schools with the aim of improving the system and management of the learning process and the progress of the school program. The mentors at the school have the following roles: (1) solving problems, mentors as solution providers and not as part of the problem, (2) mentors as feedback providers in improving performance, (3) mentors as part of developing others, and (4) mentors as teachers and directors. Fourth, motivation. Motivation is a drive that an individual has that can stimulate them to be able to carry out actions or something that is the basis or reason for someone to behave or do something. Teachers will decline in performance in carrying out their duties because of the teacher's boredom with daily activities at the institution. In dealing with this problem, the head of PAUD has an important role by providing direction and advice on the importance of moving the mind and limbs towards positive (positive thinking) so that the boredom that is felt does not take a long time and drags on, resulting in a decline in professional performance. In this case, motivating teachers can be done by stimulating teachers through unsatisfied needs, (Triton., 2010). Motivation is needed by teachers because of their involvement and being faced with various circumstances in daily activities. Fifth, empowerment. Michael Osbaldeston, (Noe, 2002) stated that the importance of empowerment is because the speed of change is increasing, organizations continue to change, organizations demand cross-study work, good managerial talent is considered rare and expensive. Empowerment is needed because in improving abilities, not all teachers can do it. Likewise, in responding to developments and dynamic issues related to the world of education, the development of science and technology and the demands of society, many teachers have not been able to understand it, (Forefry, 2017). In teacher development, PAUD

empowers its teachers through various activities, such as participating in collective teacher activities such as Gugus and Learning Community. The findings in teacher development at PAUD also have many factors in influencing teacher empowerment at school, namely the leadership of the principal, work climate, school culture and facilities and infrastructure. The leadership of the school principal is the most dominant in terms of: (supervision of the work environment, technical policies, planning, implementation of institutional work programs, and impacts). PAUD has 3 institutional services, including Child Care (TPA) from the age of 7 months - 3 years, Playgroup (KB) with an age range of 3-4 years, and Raudlatul Athfal (RA) with ages 4-6 years. The PAUD institution program in developing educational human resources so far with various activities that have been planned and budgeted to motivate and encourage teachers to be better in the future for the progress of the institution. Various activities are carried out continuously and sustainably so that they can be implemented in institutions with portions that are in accordance with the situation at the PAUD institution. These programs include:

Comparative Study. This program is carried out continuously to improve teacher performance by looking directly at the leading institutions and examples visited so that teachers can take a stance and implement it in PAUD institution. This program is attended by all teachers at PAUD, either together or in turns according to the type of service.

Training. If there is a training program held by the local government, teachers will be required to attend the training, especially teachers in the TPA service, most of whom are still high school graduates.

Internal Training. PAUD will present speakers to the institution to provide knowledge and skills to teachers and employees related to matters that support the progress of the institution, both in terms of service and facilities.

Workshop. If there is training or other programs held, teachers will be included as much as possible with all the facilities provided for teachers who participate.

Competition. Teachers are free to participate in various competitions if they meet the criteria as PAUD teachers.

Improvement of formal education (College). In this case, PAUD has a special program for teachers. Teachers who have completed their undergraduate education but are not yet linear, if the teacher wants to continue their education to college so that they are linear, the institution will provide special funds to help ease the cost of college. For those who are still high school graduates, there are no facilities to ease college costs because it is the teacher's obligation to complete a minimum of a bachelor's degree for teachers.

All concerns expressed by the principal have been answered with 5 (five) PSP interventions, namely:

Consultative and asymmetric assistance: Consultative and asymmetric assistance is provided by the Ministry of Education, Culture, Research and Technology to the Regional Government during the implementation of the program.

New paradigm learning of independent curriculum: A curriculum designed based on the principle of differentiated learning according to needs and stages of development, oriented towards strengthening competencies and developing the character of Pancasila values through learning-playing activities and daily habits in PAUD

School digitalization: School digitalization in PAUD units helps teachers access the independent teaching platform, education reports, school resources, etc.

Strengthening human resources in PAUD units: Strengthening human resources in PAUD units is carried out through training, in-house training (IHT) and mentoring as well as learning communities

Data-based planning: Data-based planning is carried out by PAUD units by photographing the condition of education quality from various sources as a reference for improvement.

Furthermore, in the presentation of PSP Towards Quality PAUD (2022), strengthening human resources in the PSP PAUD Unit is as follows:

1. Learning Committee Training/Learning Committee Training carried out before the PSP PAUD begins
2. In-House Training, strengthening for the learning committee and teachers who have not attended the Learning Committee Training
3. Mentoring by Expert Trainers/School Mover Facilitators for PAUD units
4. Formation and activation of learning communities in units and between units and online

Learning together through the Merdeka Mengajar Platform and curriculum guides issued by BSKAP or webinars, discussing them, and confirming the understanding gained by each member of the community. Workshops/in-house training can also be carried out by learning communities, such as creating/modifying teaching modules, project modules, differentiated learning strategies, assessments, etc. This activity can use tutorials available in PMM. • Sharing good practices and seeking joint solutions related to learning, discussions, confirming whether the practices carried out are in accordance with the principles of the Independent Curriculum. In addition to the Independent Curriculum, other topics or issues in efforts to strengthen human resources can be carried out through learning communities (examples: data-based planning, etc.).

CONCLUSION

PAUD institutions in Kediri City that participate in the 2nd Batch of the School Mover Program in improving the quality of teachers are implemented by involving all school members and are carried out in the form of coaching, counseling, mentoring, motivation, and empowerment. In addition, PAUD also implements and carries out several programs to improve the quality of teachers such as comparative studies, training workshops, internal training, study groups, coaching, field visits, workshops, competitions and improving formal education (lectures). Human resource management is very important in improving the quality of teachers in PAUD institutions. So, PAUD institutions must really pay attention to and maintain human resources in accordance with the provisions of applicable laws.

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