

Internal Quality Assurance System in Early Childhood Education Institutions

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Abstract—Problems in the field show that 53.4% of Kindergarten institutions in West Bandung Regency are still not accredited. The high number of institutions that have not been accredited is caused by the leadership of the Kindergarten institution in meeting the quality standards that have been set not optimally. The direct impact of this low accreditation score is that the number of enrolled students is decreasing, because parents are starting to become aware of choosing a school that has "very good" or "good" accreditation. The research design used is a literature study method by obtaining or adopting the Quality Assurance System in Elementary Schools and elaborating with the National Standards for Early Childhood Education. The research results have produced the following products: (1) Policy Documents; (2) Manual Documents; (3) Standard Documents; and (4) Form of Early Childhood Education Internal Quality Assurance System.

Keywords—PAUD Quality Assurance System, SPMI PAUD, Preschool Internal Quality Audit, Kindergarten Accreditation, Kindergarten Internak Quality Assurance System

I. INTRODUCTION

One of the problems that emerged, the results of preliminary observations of empirical data obtained from the Kindergarten Teachers Association of West Bandung Regency stated that there were 232 Kindergartens, of which 108 institutions were accredited and 124 were not.

From the data above, the high number of institutions that have not been accredited is caused by the leadership of the principal in meeting the quality standards set. The direct impact of this low accreditation score is that the number of enrolled students is decreasing, because parents are starting to become aware of choosing a school that is accredited "Very Good" or "Good". The leadership role of school principals is very significant in the implementation of accreditation in kindergartens.

To overcome the above problems, it is necessary to develop an Internal Quality Assurance System for Early Childhood Education (IQAS ECE). Through IQAS ECE, it is hoped that: (a) To foster commitment from school principals as the driving force for IQAS ECE in ECE institutions, (b) Preparation of

quality improvement plans based on quality mapping, (c) Implementation of quality improvement plans including ECE unit management activities and learning process activities, (d) Monitoring and evaluation of the implementation of quality improvement plans, (e) Establishing new quality standards and developing quality improvement strategies.

II. LITERATURE REVIEW

A. The Nature of the Internal Quality Assurance System (IQAS)

Quality is something that is related to passion and self-esteem for every educational institution [1]. Meanwhile, according to Philip B. Crosby explained that quality is conformity to requirements. W. Edwards Deming said that quality is all the needs and desires of customers [2]. Quality Assurance at ECE is a system that ensures the implementation of learning in accordance with the National Standards for Early Childhood Education contained in the Minister of Education and Culture Regulation No. 137 of 2014, including: (a) Child Development Achievement Level Standards are criteria regarding the abilities achieved by children in all aspects, (b) Content Standards, (c) Process Standards, (d) Assessment Standards, (e) Educator Standards and Education Personnel, (f) Facilities and Infrastructure Standards, (g) Management Standards, and (h) Financing Standards. Internal Quality Assurance is defined by self-evaluation activities in Early Childhood Education Institutions to meet or exceed the National Standards for Early Childhood Education in a continuous improvement. The Internal Quality Assurance System is internally driven without any intervention or instruction from the Government. The Internal Quality Assurance System (IQAS) is seen as one of the solutions to ECE problems in Indonesia.

B. Purpose of IQAS

IQAS aims to ensure the quality of education units in Indonesia are able to provide education in accordance with or exceed the established National Education Standards. The achievement of quality goals through IQAS in turn can be used as an educational sauna material through an external quality

assurance system (EQAS) by the National Accreditation Board (NAB).

C. Stages of Building QAS

Stages of Building SPMI, Broadly speaking, building IQAS is passed through the following stages: Preparing Quality Policy Documents/Books, (b) compiling IQAS Documents/Manuals, (c) Preparing IQAS Standard Documents/Books, (d) Compiling IQAS Forms [3].

D. Implementation of IQAS in the ECE unit

By adopting the IQAS cycle in higher education, the implementation of IQAS ECE is carried out through the following stages [4]:

- Quality mapping is carried out through school self-evaluation activities based on the National Standard for Early Childhood Education. The result of this activity is a map of the achievement of national education standards in the education unit as a baseline for problems faced and recommendations for improvement.
- Preparation of quality improvement plan based on quality mapping. The output of this planning activity is the School Development Planning Document and Action Plan.
- The implementation of the quality improvement plan includes ECE unit management activities and learning process activities. The result of the implementation of this Quality Improvement Plan is the achievement of quality education
- Evaluation and monitoring of the implementation of the quality improvement plan is carried out to ensure that the implementation of quality improvement goes according to the plan that has been prepared. The output of this activity is a report on the implementation of the fulfillment of national education standards and the implementation of the quality fulfillment plan by the education unit. In addition, recommendations for corrective actions are also found if there is a discrepancy between the plan and the action.
- Setting new quality standards and developing quality improvement strategies. Based on the results of monitoring and evaluation, the ECE unit sets new quality standards which are higher than the baseline standard.

III. RESEARCH METHODS

This literature study research method is used to build IQAS ECE by elaborating IQAS which is already running in educational institutions at this time, for example at the elementary school level to tertiary institutions. As for the National Standard for Early Childhood Education. The steps in literature study research according to Kuhlthau [5], are as follows:

A. Topic Selection

Topic selection is done by observing or studying literature related to problems in ECE managerial in Indonesia

B. Information Exploration

After making a brief observation, the researcher explored information using several search engines, one of which was Google Scholar or Scopus to find out some of the research that had been done and adapted to the topic to be raised.

C. Determine Research Focus

After exploring the information, the researcher begins to determine several research focuses that will be used as research material. After determining the focus of the research, the researcher begins to determine the hypothesis to be studied and determine the research variables.

D. Data Source Collection

Sources of data are collected by collecting journals or articles related to predetermined variables using search engines, one of which is Google Scholar or Scopus.

E. Data Presentation Preparation

After the data sources are collected, the researcher begins to edit and analyze the data according to the variables studied and support the researcher's hypothesis.

F. Preparation of Reports

After the data to be presented is collected and is in accordance with the variables to be studied, the preparation of the IQAS ECE document is carried out.

IV. RESULTS AND DISCUSSION

A. Result

This study aims to build a Quality Assurance System for Early Childhood Education. Several data sources from journals, books or IQAS documents that already exist at various levels of educational institutions are used as reference material by researchers in preparing the IQAS ECE. Here are the findings of the document, starting from the definition, objectives and measures drafting policy documents, manuals, standard and ECE IQAS form.

1) *IQAS ECE policy document*: IQAS ECE Policy Document Is a written document that contains an outline of how an ECE Institution understands, designs and implements IQAS in the implementation of ECE, so as to create a quality culture in the Institution.

The benefits of this policy document are: a) explaining to stakeholders (internal and external) about IQAS ECE in a concise and comprehensive manner; b) become the basis for the implementation of the IQAS ECE in a systematic and structured manner; c) prove that ECE has owned and implemented IQAS.

The contents of the IQAS ECE Policy Document: 1) Vision, Mission, Objectives of the ECE Institution; 2) Background ECE running IQAS; 3) Purpose of the IQAS Policy Document; 4) Scope and Applicability of IQAS Policy; 5) Definitions/Terms in IQAS Policy Documents; 6) Outline of IQAS Policy on ECE, including: (a) IQAS Goals and Strategies; (b) IQAS Implementation Principles and Principles; (c) IQAS Management; (d) Strategy in Implementing IQAS; (e) Key Performance Indicators and Outcome Targets; (f) The unit or special officer in charge of IQAS (including the organizational structure and governance of IQAS, if any); (g) IQAS Standard List and Manual; 7) Brief information about other IQAS documents, namely Manuals, Standards (containing ECE Standards), IQAS Forms; 8) Relationship of IQAS Policy with various other ECE Documents (eg: notarial deed, annual program); 9) Reference.

2) *ECE Quality Assurance Standard Document*: The outline of the contents of the standard documents in IQAS ECE, including: 1) ECE vision and mission, 2) The rationale for IQAS standards (reasons for setting these standards). 3) Subjects / parties who are required to meet the standard, 4) Definition of terms (typical terms used so as not to cause multiple interpretations), 5) Statement of the contents of IQAS standards (e.g. containing elements of A, B, C, and D), 6) Strategy IQAS standard achievement (what/how to achieve standard), 7) IQAS standard achievement indicator (what to measure/achieve, 8) How to measure / achieve, and achievement target), 9) Related documents, 10) Reference.

3) *IQAS ECE manual document*: IQAS ECE Policy Document is a written document that contains an outline of how an ECE Institution understands, designs and implements IQAS in the implementation of ECE, the final result is the realization of a quality culture in the Institution.

The IQAS manual contains practical instructions on: ways or steps to map quality, develop a plan for compliance (quality improvement) for each standard, implement a plan for compliance (quality improvement) for each standard in order to achieve its objectives, evaluate/audit the implementation of the fulfillment plan (quality improvement), and determine quality standards.

The IQAS ECE Manual functions as a guide for structural officers and/or IQAS staff units, teachers and education personnel in implementing IQAS in accordance with their authority and duties in order to create a quality culture. The manual is also used as a guide so that the established criteria, standards, goals, or goals of the ECE institution can be achieved and continuously improved in quality. Furthermore, the manual can be written evidence of the implementation of IQAS at the ECE Institution

Various types of IQAS ECE manuals: Quality Mapping Manual, Compliance Plan Preparation (Quality Improvement) Manual, Compliance Plan Implementation (Quality Improvement) Manual, Evaluation/Audit Implementation Manual Compliance Plan (Quality Improvement), New Quality

Standard Setting Manual and Improvement Strategy Development Quality

The IQAS manual is basically related to the IQAS stage at the ECE institution, namely: 1) Quality Mapping Stage, the stage when the ECE institution self-evaluation is carried out which is legalized or determined by the competent authority at the ECE institution. 2) Stage of Preparation of Quality Improvement Fulfillment Plan: the stage when standards begin to be designed to be implemented by all parties responsible for achieving standard content. 3) Implementation Stage of Quality Improvement Fulfillment Plan: the stage of implementing various plans that have been prepared for quality improvement. 4) Evaluation/Audit Stage of Quality Improvement Fulfillment Plan Implementation: the stage to evaluate the suitability of the implementation of the quality improvement plan with its implementation in accordance with the referenced standard. 5) The Stage of Setting New Quality Standards and Developing a Quality Improvement Strategy: the stage when the responsible party establishes a new quality standard and establishes a strategy for achieving it.

Contents of the IQAS manual for ECE institutions: 1) Vision, mission of the institution; 2) Purpose of the IQAS ECE manual, 3) The scope or scope of the IQAS ECE manual, 4) Definition of terms, 4) Standard setting steps/procedures, 5) Qualifications of the officer/staff unit running the manual, 6) Notes, 7) Reference.

Next is the discussion regarding how to write IQAS ECE:

- Write clearly, concisely, in simple language (straightforward, word-saving, active sentences are short but complete/complete).
- As a practical guide on how to do something, manual writing must be consistent, systematic, coherent, and logical, such as clearly describing step by step, step by step, chronologically or sequentially.
- In writing a manual, the writer must always position himself as the user of the manual.
- Manuals are always closely related to policies and standards, so they need to be explicitly mentioned in each manual. This is achieved by cross-referencing the manual with the name or numeric code of each standard.
- Make the manual layout / design in such a way that it looks attractive by, for example, using high quality paper, illustrations with pictures / charts / diagrams made in color, and printed professionally.
- Edit manual drafts to correct grammar, style, coherence, clarity, and correct word selection.
- Publish and distribute manuals effectively so that they are easily and quickly obtained by all interested parties.

4) *IQAS form document*: The IQAS ECE Form is a written text that contains a collection of forms used to prove the

implementation of the ECE National Standard. This form is to record / record certain things or information or activities when the ECE standard in IQAS is implemented.

It takes a form specially designed for special purposes, for example: a) a form to record all findings from the practice of providing education that is not in accordance with the contents of certain standards. b) a form to record all actions of the authorized official in correcting any deviations from the standard content carried out for example by teachers, administrative staff, school principals, etc. c) the form for self-evaluation is completed with a checklist containing the questions or data required by each ECE institution.

The following is an example of the IQAS ECE form on the Standards of Educators and Education Personnel: 1) Biodata Form for Educators & Education Personnel, 2) Employee Code of Conduct Form, 3) List Form for Division of Teaching Tasks for Educators, 4) Attendance List Form, 4) Workforce Picket Form Educators, 5) Educator Achievement Record Form, 6) Educator & Educational Personnel Performance Assessment Form, 7) Teacher Support Activity Record Form.

To make it easier to compile the following forms, Guidelines for Designing Forms are provided: 1) on each type of form provide information about its identity, for example: title, code, date of manufacture and ratification, logo of the ECE institution, etc., 2) Reference form with standards and / or manuals that require existence of the form, 4) Cross reference with forms that are still in the same standard or with other standards, 5) Print forms with an attractive appearance, clear or very easy

B. Discussion

To ensure that the learning process in schools is in accordance with the National Education Standards, it is necessary to implement an Education Quality Assurance System [3,4,6]. Quality assurance is designed comprehensively as a continuous system, with the aim of achieving quality improvement followed by continuous improvement [3]. The quality of education in schools is influenced by managerial and human resources [7,8]. The role of human resources is very important in implementing the quality of the institution, including the principal. Principals have roles as leaders, managers, and curriculum developers [5]. The principal as a leader must have control over his subordinates in improving the quality of education, then his role as a manager is in charge of planning, organizing, controlling and leading [9-11]. Another principal role is as an educator who must be able to provide direction to teachers, administrative staff, and students [12-15].

Apart from the principal, the teacher's role is also very influential on the achievement of quality education [16-18]. If teachers carry out their duties properly, the goal of improving the quality of education can be achieved [2]. Efforts are needed to achieve this, namely by improving the quality of teachers based on a comprehensive assessment [19-21] through a tiered and fair system.

The Role of Principals and Educators in Kindergartens has a significant role in the running of a quality education system. In addition, the role of parents cannot be ignored, because they are stakeholders who support the running of this school institution. Because most kindergartens in Indonesia are privately owned, so that in their management they rely on funding from students' parents.

To ensure the quality of Early Childhood Education, requires an Internal Quality Assurance System. IQAS in addition to improving the quality of school institutions, can also be useful for external interests, namely accreditation. Until now, the internal quality assurance system has only been developed at the higher education, secondary and basic education levels. There is no level of Early Childhood Education yet, so far the quality assurance system has only been running externally, namely institutional accreditation carried out by the National Accreditation Board.

V. CONCLUSION

This research is based on the needs of kindergarten institutions in the West Bandung Regency area where most of the accreditation predicates of the institution have not been accredited. Various problems behind it, starting from the unpreparedness of kindergarten institutions in this case the principal and teachers to prepare documents to the fulfillment of teacher human resources.

To overcome the above problems, it is necessary to create an internal quality assurance system, where IQAS can be used as material for quality mapping, preparation of quality documents and fulfillment of institutional quality documents.

The results of this research have produced the following products: (1) Policy Documents; (2) Manual Documents; (3) Standard Documents; and (4) Form of IQAS ECE.

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