
**UTILIZATION OF SUPERVISION IN EARLY CHILDHOOD EDUCATION AND
COMMUNITY EDUCATION DEVELOPMENT INSTITUTIONS FOR ACCREDITATION
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ABSTRACT

National Education Standards is criteria used by educational units. Educational units that will be undergoing accreditation must possess the standards which consists of: Content Standards, Process Standards, Graduate Competency Standards, Educators and Education Personnel Standards, Facilities and Infrastructure Standard, Management Standards, Financing Standards and Assessment Standards. The purpose of the Center for the Early Childhood Education and Community Education Development is so that the educational units in their working areas can be well accredited so that the level and quality of educational units which namely are nonformal education can compete with formal education. The method used by the researcher is Qualitative Descriptive to find out the extent to which supervision conducted by PP PAUD and Dikmas of West Java provides benefits to the educational unit to prepare accreditation documents. The type of research that will be used by the researcher is Case Study Research conducted in the city of Bogor and Cimahi. The techniques used are interviews, instruments and documentation. This research produces information that participants who participate in supervision activities in general can understand and have completed filling in accreditation documents so that the documents are submitted directly to the Accreditation Board of the Province of West Java. The conclusion of the researcher is that the supervision activities conducted by PP PAUD and Dikmas of West Java are very useful for educational units that will be applying for accreditation for their institution.

Keyword: *supervision PAUD dan Dikmas, accreditation*

INTRODUCTION

The Law of the Republic of Indonesia number 20 of 2003 on National Education System, Particularly article 60, paragraph (1) mandates that accreditation is undertaken to determine the feasibility of programs and educational units in formal and non-formal education paths at every level and type of education. Article 2, paragraph (2) of Government Regulation number 19 year 2005 which was amended by Government Regulation number 13 year 2015 stated that the guarantee and quality control of

education in accordance with the National Education Standards is conducted with evaluation, accreditation and certification which means that every program and education unit in the formal and non-formal path must be developed to achieve the National Education Standards (NES).

According to (Dolopo et al., 2015), the school as an educational unit, has the obligation to implement quality education that meets the needs of Indonesia people. So, schools in formal education and educational units in non-formal education are obliged to improve the quality of education both in terms of educators, learners, curriculum, management and improving facilities and infrastructure in the learning place itself, because schools or educational units are the spearhead of education.

The Center for Early Childhood Education and Community Education Development (PP PAUD and Dikmas) of West Java is one of the Technical Services Unit of the Ministry of Education and Culture through the Directorate General of Early Childhood Education and Community Education which has the working area in the West Java and DKI Jakarta provinces and has the task of implementing the development model and quality of early childhood education and public education Supervision and has the following functions:

- a. Mapping of the quality of early childhood education and community education.
- b. Development of educational programs in early childhood education and community education.
- c. Development of educational model in early childhood education and community education.
- d. Supervision of early childhood education and community education units in achieving national education standards.
- e. Facilitate the compilation and implementation of educational programs and model application for the development and utilization of resources in the field of early childhood education and community education.
- f. Development of early childhood education and community education resources.
- g. Information management of early childhood education and community education.
- h. Development and implementation of partnerships in early childhood education and community education;
- i. Implementation of administrative affairs of the center for early childhood education and community education development (PP PAUD and Dikmas).

In implementing the functions of which one of them is Supervision of early childhood education and community education unity in achieving national education standard, West Java PP PAUD and Dikmas carry out supervision activities to the educational units located in its working area for the establishment of early childhood and community education units accredited by the National Accreditation Board for Early Childhood Education and Community Education.

The supervision activities undertaken by the Center for Early Childhood Education and Community Education Development are conducted in collaboration with the West Java Provincial Accreditation Board. The cooperation is in the form of compilation of

materials that will be given to the supervision participants so that the material is in accordance with the National Education Standards

Based on the data from the National Accreditation Board for Early Childhood Education and Non-formal Education (BAN PAUD and PNF), there are currently several PAUD and Dikmas units that already have accreditation, namely:

1. Accredited PKBM 32 from 9,372 (0.3%)
2. Accredited PAUD 36,561 from 190,160 (19.2%)
3. Accredited LKP 345 of (19,325%)

Based on these data, there are still many institutions that must be guided to meet national education standards. So, the Center for Early Childhood Education and Community Education Development (PP PAUD and Dikmas) of West Java as the Technical Implementation Unit of the Ministry of Education and Culture is directly responsible to jointly provide guidance and coaching of the educational units in its working area.

According to Sergiovanni and Starratt, Supervision is a specifically planned program to assist teachers and supervisors in learning more of their day-to-day tasks in schools/institutions so as to use their knowledge and skills in delivering better services. This is in line with the statement of Alfonso et al. that "*Supervision is a combination or integration of processes, procedures, consciously designed to advance the work effectiveness of individuals and groups*"

Guidance or supervision of the PAUD and Dikmas educational units held by the Center for Early Childhood Education and Community Education Development of West Java is focused on improving the quality of PAUD and Dikmas unit services which refers to the minimum criteria of the National Education Standards set by the government. So, the purpose of this guidance activity is the increasing ability of the educational units (PAUD, PKBM, LKP) to fulfill all the national education standards and can be accredited by BAN PAUD and PNF.

The purpose of this supervision is increased performance of learners to learn passionately so as to attain optimal learning achievement; improvement of the quality of educators' and education personnel's performance; increased effectiveness of the curriculum, process and learning materials; increased effectiveness and efficiency of existing facilities and infrastructure; improvement of the quality of the educational unit management.

Therefore, the researcher tries to see and observe whether supervision or guidance conducted by PP PAUD and Dikmas of West Java helps educational units in fulfilling the national education standards so that the educational units can apply for accreditation to BAN PAUD and PNF.

The target of supervision activities of PAUD and Dikmas units in 2016 is as many as 400 (four hundred) educational unit institutions spread throughout the West Java and DKI

Jakarta province. This activity is held for 3 months for 33 locations in West Java and 5 locations in DKI Jakarta. But the researcher only analyzes this supervision activity in cities of Bogor and Cimahi.

Benefits that will be felt by the educational unit that has been supervised is the education unit understands and knows in detail how to compile documents in accordance with the National Education Standards and for those who have completed the forms and compiled the accreditation submission documents, can directly send the documents to the Accreditation Board of West Java Province.

METHODS

In accordance with the objective of the researcher, this research uses the Qualitative Descriptive research design to find out the extent the supervision conducted by PP PAUD and Dikmas of West Java benefits the PAUD and Dikmas educational units in preparing accreditation documents. The type of research that will be used by the researcher is a Case Study research conducted in the cities of Bogor and Cimahi by using 12 people from Bogor and 12 people from Cimahi.

The researcher only uses primary data obtained directly from the object of research namely the Supervision activities participants. The techniques used are interview, instrument and documentation. The researcher provides the instrument to the supervision participants to find out to what extent the benefits conducted by PP PAUD and Dikmas of West Java in helping the educational unit to achieve accreditation objectives.

RESEARCH RESULT

This supervisory activity includes PAUDs, PKBMs and LKPs in West Java Province with 303 educational units and DKI Jakarta with 97 educational units. Total supervision participants are 400 educational units. This activity is held for 3 days in the Education Office of each city/district.

The participants of this activity are educational units that have never and will submit accreditation documents to the National Accreditation Board in this case through the Accreditation Board of West Java Province.

The education unit that will follow this supervisory / supervisory activity must comply with the specified general requirements such as:

1. Has a deed of establishment
2. Has an establishment license
3. Has a business operation license
4. Must have a National Education Unit Principal Number
5. The program to be accredited has been running for at least 2 years

General requirements that must be possessed by the educational unit is

- a. PAUD shall meet the requirements set out in the 8 national education standards such as: Education Level Achievement Standards; Content Standards; Process Standards; Educators and Education Personnel Standards; Facilities and Infrastructure Standards; Management Standards; Financing Standards and Education Assessment Standards. In total there are 60 points of assessment that must be fulfilled by the educational unit to apply for Accreditation.
- b. LKP shall meet the requirements set out in the 8 national education standards such as: Graduate Competency Standards; Content Standards; Process Standards; Educators and Education Personnel Standards; Facilities and Infrastructure Standards; Management Standards; Financing Standards and Education Assessment Standards. In total there are 77 points of assessment that must be fulfilled by the educational unit to apply for Accreditation.
- c. PKBM shall meet the requirements set out in the 8 national education standards such as: Education Level Achievement Standards; Content Standards; Process Standards; Educators and Education Personnel Standards; Facilities and Infrastructure Standards; Management Standards; Financing Standards and Education Assessment Standards. In total there are 72 points of assessment that must be fulfilled by the educational unit to apply for Accreditation.

The researcher only takes samples of research in two locations: the cities of Bogor and Cimahi. This activity is held for 3 days each followed by 12 participants with the following distribution:

Table 1. Bogor City supervision activity participant

No	Name of institution	Type of educational unit	Total
1	TK High Scope Rancamaya	PAUD	1
2	TK IT Andina	PAUD	1
3	SPS Kartika Sari	PAUD	1
4	SPS Bunga Harapan	PAUD	1
5	SPS Be Smart	PAUD	1
6	SPS Harapan Bangsa	PAUD	1
7	PKBM Nurul Hidayah	PKBM	1
8	PKBM Mandiri	PKBM	1
9	PKBM Kartini	PKBM	1
10	LKP Bogor Institute	LKP	1
11	LKP Nenny	LKP	1
12	LKP Herlinda	LKP	1
Total			12

Participants of this supervision activity are the chairmen or managers of the educational units located in Bogor and will be compiling accreditation preparation documents. PAUD educational units are more dominant in this activity because the number of PAUD educational units are more than the number of PKBM and LKP in every district/city. 6 people from PAUD education units, 3 people from PKBM education units and 3 people from LKP. These participants have never participated in any supervision activities

previously undertaken by the Center for Early Childhood Education and Community Education Development.

Table 2. Cimahi City supervision activity participant

No	Name of institution	Type of educational unit	Total
1	TK Adinda Cahaya Plus	PAUD	1
2	KB Hidayatul Amin	PAUD	1
3	Kober Cahaya Ilmu	PAUD	1
4	KB Cahaya Hati	PAUD	1
5	TK Daarul Piqri	PAUD	1
6	TK Kartika Siwi	PAUD	1
7	PKBM Mitra Dikmas	PKBM	1
8	PKBM Munggaran	PKBM	1
9	PKBM At Tajdid	PKBM	1
10	LKP Aditia Surya	LKP	1
11	LKP Amanah Natural Healing Education	LKP	1
12	LKP Smart in English	LKP	1
Total			12

Participants based on table 2 are participants from Cimahi. Like participants from Bogor, participants from Cimahi have never participated in similar activities of the Center for Early Childhood Education and Community Education Development. The number of participants who participated in this activity amounted to 12: from PAUD 6 people, PKBM 3 people and LKP 3 people. The number of PAUDs participating in the supervision is more than the other educational units based on the data of PAUD and Dikmas education units from the Provincial Education Office of West Java and DKI Jakarta. Likewise, Cimahi which has more PAUDs compared to other educational units.

In this activity, PP PAUD and Dikmas of West Java partners with the Accreditation Board of West Java Province which in this case they send one assessor per regency/city to become an authority for the supervision activity. The assessor is entitled to conduct an assessment of a competency in accordance with the scope of the assessment, where the assessor will be authorized to assess and determine the results of the competency test. The assessor will become an associate of the educational unit that will complete and compile the accreditation submission documents. The appointed assessor will explain the 8 national standards including the points in it, so what is expected in this activity can proceed in with its original objective.

The activity conducted in the city of Bogor is followed by 12 participants who come from PAUD, PKBM and LKP educational units that have not submitted accreditation submission documents. Participants who come from the educational units are expected to be the chairmen of the institutions that will prepare the accreditation submission documents. Beside that, participants are also expected to bring existing documents in

order to be checked by the assessor whether the documents are in accordance with the predetermined standards or much remains to be rectified.

The activity conducted in the city of Cimahi invited 12 participants who come from educational units who have never filed an accreditation submission document to the Accreditation Board of West Java province. The requirements of the participants of Cimahi supervision are the same as the requirements of Bogor, so the activities in the two cities are not much different from each other.

The essence of this supervision is the participants will be guided and assisted to prepare the accreditation submission document. Supervision materials that will be given to participants have been provided by PP PAUD and Dikmas of West Java in accordance with the needs of each educational unit. In general, it is differentiated as follows:

1. Supervision materials for PAUD Accreditation Preparation
2. Supervision material for PKBM Accreditation Preparation
3. Supervision materials for LKP Accreditation Preparation

During the activity, the assessor will provide detailed guidance. How to compile documents and how to fill the instruments that have been provided as an indicator of the success of supervision activities.

The PAUD Accreditation Instrument has 60 points of assessment consisting of:

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| 1. Development Achievement Level Standards | = 3 points |
| 2. Content Standards | =12 points |
| 3. Process Standards | =10 points |
| 4. Educators and Education Personnel Standards | = 4 points |
| 5. Process Standards | = 7 points |
| 6. Management Standards | =17 points |
| 7. Financing Standards | = 4 points |
| 8. Education Assessment Standards | = 3 points |

All these points will be explained by the assessor to the educational units from PAUD.

Each question/statement point has different statuses according to its role in accordance with the fulfillment of the unit quality standards and the relevant PAUD program. The status is stipulated as follows: Must (Major) Status is a question/statement point that is considered to affect the quality of PAUD directly, Should (Minor) Status is a question/statement point that is considered to potentially influence PAUD quality standards, Ought (Observed) Status is a question/statement point that is considered to affect the effectiveness, efficiency, and productivity of PAUD's performance.

PKBM Accreditation Instrument has 72 points of assessment consisting of:

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| 1. Graduates Competency Standards | = 2 points |
| 2. Content Standards | = 8 points |
| 3. Process Standards | = 7 points |
| 4. Educators and Education Personnel Standards | = 6 points |
| 5. Facilities and Infrastructure Standards | = 6 points |
| 6. Management Standards | =28 points |
| 7. Financing Standards | = 5 points |
| 8. Education Assessment Standards | =10 points |

All these points will be explained by the assessor to the educational units from PKBM.

Each point of question / statement has different status according to its role in accordance with the fulfillment of the unit quality standards and the relevant PKBM program. The status is stipulated as follows: Must (Major) Status is a question/statement point that is considered to affect the quality of PKBM directly, Should (Minor) Status is a question/statement point that is considered to potentially influence PKBM quality standards, Ought (Observed) Status is a question/statement point that is considered to affect the effectiveness, efficiency, and productivity of PKBM's performance.

Accreditation Instrument LKP has 77 points of assessment consisting of:

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| 1. Graduates Competency Standard | = 3 points |
| 2. Process Standard | =11 points |
| 3. Process Standards | =14 points |
| 4. Educators and Education Personnel Standards | = 6 points |
| 5. Process Standards | =11 points |
| 6. Management Standards | =19 points |
| 7. Financing Standards | = 5 points |
| 8. Education Assessment Standards | = 8 points |

All these points will be explained by the assessor to the educational unit from PKBM.

Each item of question / statement has different status according to its role in accordance with the fulfillment of the unit quality standards and the relevant PKBM program. The status is stipulated as follows: Must (Major) Status is a question/statement point that is considered to affect the quality of PKBM directly, Should (Minor) Status is a question/statement point that is considered to potentially influence PKBM quality standards, Ought (Observed) Status is a question/statement

point that is considered to affect the effectiveness, efficiency, and productivity of PKBM's performance.

After the technical explanation regarding National Education Standards, participants of the supervision activity will be given guidance in filling accreditation instruments of PAUD, PKBM and LKP and the preparation of supporting documents for accreditation submission in accordance with 8 national education standards. Participants are encouraged to compile the accreditation forms. This is because during compilation of the file participants will be accompanied by the assessors. So, the documents are in accordance with the requirements set by the National Accreditation Board.

After the guidance is completed, the researcher tries to see the extent of the success of supervision by observing the prepared instrument.

Table 3. Recapitulation of participants' understanding of the supervision material

No	Aspect	Understand (%)	Not quite understand (%)	Not Understand (%)	Total (%)
1	Understanding of policy and accreditation mechanism of PAUD and Dikmas unit reaction, among others, contains: Theoretical concepts of national education standards in PAUD and Dikmas accreditation; accreditation instrument; accreditation assessment	88,36	11,64	0	100
2	Understanding of fulfillment of technical guidance material of PAUD accreditation instrument and compilation of accreditation application supporting documents reaction.	86,30	13,70	0	100
3	Understanding on fulfillment of technical guidance material of PKBM accreditation instrument and compilation of accreditation application supporting documents reaction.	68,30	31,70	0	100
4	Understanding on fulfillment of technical guidance material of LKP accreditation instrument and compilation of accreditation application supporting documents	69,61	30,39	0	100

No	Aspect	Understand (%)	Not quite understand (%)	Not Understand (%)	Total (%)
	reaction.				

The table above can be observed that 78.14% of participants have been able to understand the materials presented at the time of supervision took place. The participants have stated their ability to complete all accreditation documents and submit them to the West Java Provincial Accreditation Board.

CONCLUSION

As a result of this study, the researcher sees that the supervision from the PP PAUD and Dikmas of West Java, will be very helpful for PAUD and Dikmas educational units in preparing the accreditation submission documents. The benefits and impact obtained from this supervision activity are:

1. Assist educators and education personnel in every educational unit to improve problem-solving skills encountered in the learning and management in accordance with the National Education Standards
2. Provide support and motivation for educators, education personnel and learners to improve the quality of learning
3. Establish better communication and coordination between education units with PAUD and Dikmas of West Java

Based on (Radovan 2011) "*An increase in the number of requests for the acceptability of a solution in the field presented in the article*" explains that in general, education will continue to experience change so that the school/educational units must continuously develop themselves to always obtain a solution in solving a problem.

What is described by (Stofer 2015 (Stofer 2015) "*Whether or not free-choice learning is the answer, the problems with trying to contrast and separate formal and either nonformal or informal go beyond a simple issue of hyphenation. These terms are still all based in a mindset that privileges a standardized, structured school system, by setting formal as the standard against which informal and nonformal are compared (Falk & Dierking, 1998)*" establishes formal education as the standard of an education, with the accreditation of an education institution/unit then it can compete with formal education.

The benefit of accreditation for the educational unit is to encourage PAUD and Dikmas educational units to always try to improve the quality of PAUD and Dikmas programs in a sustainable, planned and competitive manner at the district/city level and utilize all reliable and accurate accreditation information as feedback in an effort to improve the performance of the PAUD and Dikmas units.

The impact that will be felt by the educational unit is the implementation and the service is more optimal and qualified in accordance with the National Education Standards. In addition, the benefits are directly felt by the educational unit, namely:

- a. PAUD is an educational institution that is non-formal for early childhood, ranging from 0-6 years. The PAUD educational institution provides the provision for children to welcome the next level of education through education-oriented play activities. Activities in early childhood education institutes aims to develop the children's personality to become good children in accordance with the expectations of their parents. Many PAUD institutions compete and race to become the most qualified institution and are in demand by the community. With the accreditation of the early childhood institution, the higher the quality assurance level of the institution, both in terms of management, education personnel and the program it runs.
- b. Community Learning Activity Center is a community-based educational institution, in short is from, by and for the PKBM community. The purpose of the establishment of PKBM is to realize the improvement of quality improvement of life of a society by opening entrepreneurship education, equality education and coursework course that empowers the surrounding community. With the accreditation of a PKBM institution, the institution can conduct National Examination Package A, B and C to facilitate the management in graduating their students.
- c. Course and Training Institute is a form of non-formal educational unit organized for people who need knowledge, skills, life skills, and attitudes to develop themselves, develop their profession, work, independent business, and/or continue their education to a higher level. With the accreditation of a course institution, the higher the selling power of the institution. Course institutions can be trusted because the quality of its graduates is in accordance with government standards.

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