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**EDUCATION AND LEVELED TRAINING MANAGEMENT OF BASIC LEVELS IN  
NETWORK TO IMPROVE THE COMPETENCE OF PAUD TEACHERS  
(Case Study at PP PAUD and DIKMAS West Java)****Taufik Rahman**

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**ABSTRACT**

The Center Education Development for Early Childhood and Education Society (PP PAUD and Dikmas) West Java has programmed Education and Leveled Training Basic level in Network. The activity to improve the competence of three levels of PAUD educators (caregivers, mentoring teachers and PAUD teachers) in a continuously and tiered. Supporting theory of this study is the management concept, training, network learning dan competency PAUD teachers. The research methodology in this study is descriptive qualitative approach post facto. The data obtained through analysis of documents and interviews the promoter, supervisors, a mentor, administrator and alumni of Education and Training. The subject is Five people consisting of the promoter, supervisors, a mentor, administrator and alumni of Education and Training. Based on the analysis of data and discussion of research results obtained the following data: (1) planning leveled Training on Basic Level in the Network which is done with the preparation of design, preparation of learning tools, the design of the network in the network Content Management Network and Learning Management Network; (2) Implementation of the leveled Training on Base level in the Network using three main strategies, that is ; learning face-to-face online, tutorials online learning and independent learning; (3) Evaluation of Leveled Training on Basic Level in the Network is divided into two parts, the evaluation results include (a) cognitive, (b) affective (c) psychomotor, and program evaluation. Recommendations the organizers to increase server capacity, improve the Content Management Network and Learning Management Network, develop Advanced leveled Training in networks to improve the competence of PAUD teachers and develop other education and training online. As for the supervisors and mentors to be given more intensive enrichment of the mastery of content training, mastery of learning operation using IT in the network, and completing of SOP assignments as a supervisors and mentor.

**Keyword** : Management, Training on network, PAUD teachers**INTRODUCTION**

Earlychildhood is the most important age to child development, called the Golden age. Early childhood is a period that needs to be treated as early as possible, this period where the child's brain experiences the fastest development in the history of life. This period starts from the fetus in the womb until the age of 6 years.

Early childhood occurs from the age of 3-6 years. At this time according to Osborn, White, and Bloom (in Apriana, 2009, page ?)"Child cognitive development has been reached 50% when the child has 4 years old, 80% when the child has 8 years old dan 100% when the child has 18 years old. The study further strengthened the opinions of previous experts, regarding the existence of a sensitive age or golden age in early childhood. One of the important efforts to boost the quality of PAUD is to improve the quality of educators and education personnel.

To support the improvement of service quality that is relevant to the demands of the society in an effort to improve quality and service to PAUD educators, The Center Education Development for Early Childhood and Education Society (PP PAUD and Dikmas) West Java has programmed various training courses for PAUD educators. The PAUD educator training activity aims to improve the competence of three levels of PAUD educators (caregivers, mentoring teachers and PAUD teachers) in a continuous and tiered. The training includes basic training, advanced training and masterly training. Basic training is intended to prepare educators as caregivers with minimal competencies, advanced training is intended to prepare competent educators as mentoring teachers and masterly training is intended to prepare competent teachers as PAUD teachers.

The basic training program with modes in the network is organized with the aim of providing education and training services that can be accessed from the residence of the training participants (PAUD educators) without having to spend funds on accommodation and transportation to the training center. In addition, participants did not have to leave teaching assignments because learning was adjusted according to the availability of training participants' free time. Learning in the network is more efficient in terms of the budget with output having the same quality as regular learning when well designed by optimizing the support of institutions, educators, and training participants. (Linn, 1996; Burton, 2003; Markova, Glazkova, & Zaborova, 2017). According to Robbins, Stephen P, (2001: 282) Training meant formal training that was planned in advanced and had a structured format. This shows that the training meant here is formal training that is carefully planned and has a structured training format.

Referring to the conditions that have been stated above relating to Management of Education and Training at the Basic Level in the Network, the management of the Education and Training program is an important activity to be considered in supporting the success and development of the Education and Training program.

Atas dasar latar belakang masalah tersebut di atas , penulis tertarik untuk melakukan penelitian atau kajian secara ilmiah tentang Manajemen Pendidikan Dan Pelatihan (Diklat) Berjenjang Tingkat Dasar Dalam Jaringan (Daring) untuk Meningkatkan Kompetensi Guru PAUD.

On the background of the above problems, the authors are interested in research or scientific studies on Management of Education and Leveled Training on Basic Level of Networking (Online) to Improve the Competency of PAUD Teachers.

## **METHOD**

This study uses descriptive method with a qualitative approach. The data collection techniques used in this study are through interview techniques, literature studies, and documentation studies

## RESULTS AND DISCUSSION

### a. Educational Planning and Leveled Training base level in Networks to Improve the Competency of PAUD Teachers

Planning is an important factor in the Education and Training program. Before the basic level of training program in the network is carried out, needs are identified first. The purpose of the identification is to show the development of the competency needs of educators PAUD related to the challenges facing the world today. In addition, identification was also carried out to show the difference in PTK abilities, early competencies of PAUD educators before receiving training.

Waterson (1965) in Djudju Sudjana (2000; 61) argues that "in essence planning is a conscious, organized, and continuous effort to choose the best alternative from a some of alternative actions to achieve the goal".

After identifying, then the design of the Level Training on basic level in the Network is prepared based on the results of the analysis of identification in the field. This design produces a quality program that suits the needs of participants. The statement is in accordance with Soebagio Atmodiwirio (2002: 56) The design of the Education and Training program is the process of planning the sequence of activities of the Diklat component which is a unified whole of the program.

The purpose of Level Training on basic level in the Network itself is to prepare prospective young teachers to have the minimum competencies needed to carry out their duties as PAUD educators.

The learning method used in the Level Training on basic level in the Network is a lecture with questions and answers, discussions, demonstrations, tutorials, fieldwork and training approaches. The andragogy approach (learning approach for adults) is the approach that best suits the teaching and learning process

To support the success of Leveled Training in Basic Level program in the Network, the manager / instructor must refer to the Basic Level of Curriculum and syllabus in the Network. The curriculum has been prepared by the Directorate of Teachers and Education Personnel and then developed and adapted to modal patterns in the network.

Content of Leveled Training on Basic Level in the Network includes 1 PAUD policy material and 9 young companion competency materials. Presentation of Leveled Training on Basic Level in the Network is done through online face-to-face synchronous - learning interactions at the same time as using video conference, asynchronous online tutorials - learning interactions at the same time through learning activities that have been provided electronically, and independently on an outside network.

The media and teaching materials used consist of modules, display materials, assignment sheets, instrument formats and evaluation sheets. The media and teaching materials are uploaded in a network that can be downloaded by participants.

In accordance with the opinion of Soebagio Atmodiwirio (2002: 216-219) the role of the education and training media is to improve, support or direct the participants' attention about the skills or knowledge of the lessons being presented.

Components involved in the technical implementation of Basic Level Tiered Training in the Network are; Resource person, supervisor, mentor and admin. To support the implementation of Leveled Training on Basic level in the Network, an implementation guide book, registration guide and manual book are compiled.

Prospective Basic Level Graduates in this Network are PAUD Teachers who do not have a competency certificate as a young teacher. The recruitment of students was carried out in collaboration with the district / city education offices and partner organizations at the provincial and regional levels (HIMPAUDI, IGTKI and IGRA).

The facilities used include communication devices consisting of laptop / PC, tablet, handphone with certain applications. And for infrastructure using CMS (Content Management Network) and LMS (Learning Management Network) devices. CMS is software that is used to add or manipulate (change) the contents of a website. Its function is for the management of the content of Leveled Training on Basic Level in Network which is formatted in electronic form and then planted on the specified server. LMS is a software application for " online " activities, electronic learning programs (e-learning programs), and training content. The function of the LMS for managing the implementation of Leveled Training on Basic Level in the Network starting from registration to post test.

#### **b. Implementation of Leveled Training on Basic Level in Networks to Improve Competency of PAUD Teachers**

Implementation is carried out with a total load of 258 jp, 48 hours online face-to-face study and online tutorials and 210 hours of independent activities. The learning place used by participants is not binding on the location where the participant is located. Can be done anywhere according to the needs of the important participants there is a network connection connected to the internet. According to Anisah (1995: 44) implementation is an activity to realize a plan to be a real action in order to achieve the goals that have been set effectively and efficiently

Learning strategies in the implementation of Leveled Training on Basic Level in the Network are carried out as follows; registration, verification of participants by admin, pretest, download and upload modules, face to face online, online tutorials, post-tests and independent activities. In accordance with the opinion of Soebagio Atmodiwirio (2002: 184) suggests that learning strategies are a specific type of approach to convey information and activities that support the completion of specific goals.

The result of Leveled Training on Basic Level in Network are determined based on the completeness of the participants in following the stages and criteria that have been determined including; Pretest, attendance, activeness submit or answer questions in discussion, assignment values 9 material, posttest, report scores and independent activities.

#### **c. Evaluation of Leveled Training on Basic Level in Networks to Improve the Competency of PAUD Teachers**

Evaluations conducted in Leveled Training on Basic Level in the Network are divided into 2 parts, that is evaluation of results, program evaluation. As stated by Oemar Hamalik (2000: 120) divides evaluation into three parts, that is evaluation of results,

program evaluation and impact evaluation. Results evaluation includes an assessment of aspects of knowledge, aspects of attitudes and skills.

## **1. Evaluation of Results**

### **1) Cognitive Aspects**

The Leveled Training on Basic Level in the Network program provides new knowledge for participants, participants can understand and apply the basic concepts of PAUD in teaching. Have knowledge of operations in education, nurture, care and protection of early childhood after attending Leveled Training on Basic Level in this Network. The participants also have knowledge of how to recognize Children with Special Needs?

### **2) Psychomotor aspects**

Able to carry out some tasks in education, nurture, care and protection of early childhood in accordance with work procedures. Understand and apply care skills, nutrition and early childhood health. Understand and apply the methods of early childhood learning through playing in PAUD learning

### **3) Affective Aspects**

Having the ability to cooperate and communicate with family / parents and colleagues. Understand and apply the concepts of ethics and character in PAUD teaching. Having the ability in planning and evaluating PAUD teaching.

## **2. Program Evaluation**

The purpose of Leveled Training on Basic Level in the Network has been well achieved one of the indicators has been to capture 6,968 PAUD teachers, teach 4,957 people, complete 2,185 people and 600 PAUD teachers who have completed the learning program that has followed the competency test conducted by the Competency Certification Institute (LSK) and 456 of them were declared competent.

The expected results from the Leveled Training on Basic Level program are the increase in the minimum competency of the teacher, as a young companion teacher through network teaching.

The advantages of this Leveled Training on Basic Level program include the number of targets that are more and can be reached nationally, can be accessed by various media connected to the internet, Time and place of learning are more flexible, the cost of organizing is more effective and efficient.

Constraints faced in the implementation of Online Diklat is that the internet connection is not smooth, computer or laptop devices or handphones are not in accordance with the specifications needed and the ability to use the device (computer / laptop / handphone) and access the network is not good enough, environmental support (school management, institution, and community).

The Quality Control Process in the Leveled Training on Basic Level in Network is carried out by involving the inspector and supervisors, whose job is to ensure the quality of the training process that takes place in their respective regions, through online and offline processes.

The follow-up to the post-training program is to provide assistance to the training alumni to take a competency test, both those carried out using grants and independent funds from participants. The steps of this activity are as follows.

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Submitting candidates for competency test participants to the Competency Test Place (TUK), the TUK submits an application to the Competency Certification Institute (LSK) to conduct testing; then the implementation of the competency test by LSK in TUK.

## CONCLUSION

The conclusions of this study are as follows: (1) planning of Leveled Training on Basic Level in Networking which is carried out by designing, designing learning tools, designing networks in the Content Management Network network and Learning Management Network; (2) The implementation of Leveled Training on Basic Level in the Network uses three main strategies, that is online face-to-face learning, online tutorial learning and independent learning; (3) Evaluation of the Training Level of Basic Level in the Network is divided into two parts, the results of evaluation include (a) cognitive, (b) affective, (c) psychomotor and program evaluation.

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