

## MANAGEMENT OF QUALITY IMPROVEMENT FOR EARLY CHILDHOOD ISLAMIC EDUCATION TEACHERS IN INDONESIA

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**Abstract:**

The improvement of the quality of Early Childhood Islamic Education (ECIE/PIAUD) teachers in Indonesia is a complex and crucial issue in efforts to enhance the quality of early childhood education in this country. In this context, management plays a key role in achieving this goal. This research uses a qualitative method with a case study approach, and the results of the research indicate the following: Firstly, regarding training, the necessary steps include identifying training needs, careful training planning, curriculum development for training, providing access to supporting resources, continuous training, training evaluation, collaboration among teachers, the use of educational technology, and recognition of teacher achievements. Secondly, effective supervision becomes a key element in ensuring that ECIE/PIAUD teachers meet the established quality standards. This involves setting teacher quality standards, developing evaluation instruments, conducting periodic evaluations, providing constructive feedback, developing improvement plans, and providing incentives or disciplinary actions as needed. Fair and constructive supervision helps teachers address weaknesses and continue to grow professionally. Thirdly, equitable human resource management is essential to ensure that all teachers have fair access to training and support. This includes mapping teacher qualifications, developing training programs, providing financial support, ensuring equitable supervision, evaluating the system, and recognizing and rewarding teachers who successfully improve their quality.

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### INTRODUCTION

Efforts to improve the quality of human resources continue to be made in order to achieve higher human resource quality in the future. The presence of Early Childhood Islamic Education (ECIE/PIAUD) in the world of education is expected to further enhance the quality of education in Indonesia. However, in reality, there are still many problems occurring in the ECIE/PIAUD education process. Some noticeable issues include the diverse qualifications of ECIE/PIAUD teachers, becoming an ECIE/PIAUD teacher still being considered as a last resort or alternative, the economic status of ECIE/PIAUD teachers being below the average, and inadequate facilities and

infrastructure. (Febrina, 2022; Khairiah et al., 2012; Siti Ratnawati, 2020).

Referring to Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014 regarding national standards for Early Childhood Education (PAUD), it is stated that PAUD teachers must have a Professional Teacher Education certificate from an accredited university (Permendikbud, 2014). Teachers have a duty to teach, educate, guide, train, direct, assess, and evaluate children in formal PAUD programs. Teacher professionalism can be observed in terms of competence, skills, abilities, or skills in meeting specific quality standards and norms. A professional educator should ideally possess ideal capabilities in terms of thinking ability, action ability, and the ability to exhibit good behavior. (Sudarwan, 2012). In improving the quality of Early Childhood Islamic Education (ECIE/PIAUD) teachers, there needs to be maximum policy and practice. (Cash et al., 2019).

The issue of the quality of Early Childhood Islamic Education (ECIE/PIAUD) teachers in Indonesia is a highly crucial one, with several key points: 1) Many ECIE/PIAUD teachers in Indonesia have diverse educational backgrounds, ranging from education graduates to those with only secondary or even lower levels of education. This can result in an imbalance in teaching quality. 2) Many ECIE/PIAUD teachers do not receive adequate training in teaching, especially in the context of Islamic education. 3) ECIE/PIAUD often faces limitations in resources, such as adequate textbooks, equipment, and proper facilities. 4) The salary levels for ECIE/PIAUD teachers are typically low, which can reduce their motivation to improve teaching quality.

These issues can have a negative impact on the quality of Early Childhood Islamic Education (ECIE/PIAUD) in Indonesia. To address these problems, greater efforts are needed to enhance teacher qualifications, including providing proper training, improving supervision, and ensuring that educational resources are evenly distributed throughout Indonesia.

Given the wide-ranging issues and the observed phenomena at the ECIE/PIAUD level, there is a serious need to prioritize the management of teacher quality improvement in ECIE/PIAUD. This research is conducted to address the existing problems.

## **RESEARCH METHODS**

This research is a qualitative study with a case study approach. A case study research, according to the design by Crosswell (cross-sectional study), is a research method used to gather data at a specific point in time from various individuals, groups, or different units of analysis. The purpose of this research is to understand or analyze the relationships between specific variables at the same time. The steps taken in this research include determining the research objectives, selecting the sample, collecting data, analyzing data, interpreting the results, and drawing conclusions. (John W. Creswell, 2011).

## **RESULTS AND DISCUSSION**

### **Management for the Improvement of ECIE/PIAUD Teacher Quality in Indonesia Through Training**

Effective management in improving teacher quality involves a deep understanding of teachers' needs and providing appropriate support to meet those needs. This is a crucial investment in enhancing overall educational quality. Managing the improvement of teacher quality involves various steps and strategies that can help teachers become more competent, motivated, and effective in their work. Here are some steps that can be taken:

1. Identification of Training Needs: This involves collaborating with teachers and educational experts to identify specific training needs. It can be done through performance evaluations, needs analysis, and feedback from teachers and students.
2. Training Planning: After identifying training needs, management should plan appropriate training programs, including the selection of training materials, teaching methods, and scheduling.
3. Development of Training Curriculum: This can be done by inviting education consultants to develop training curricula focused on key aspects of teaching that need improvement for ECIE/PIAUD teachers.
4. Providing Access to Professional Development: Ensure that teachers have access to the resources they need for training, such as training materials, libraries, and technology facilities.
5. Ongoing Training: Often overlooked, continuous and ongoing training can yield the best results.

6. Training Evaluation: After training is completed, it's essential to evaluate the training program and gather feedback from teachers. This helps ensure that the training is effective and relevant.
7. Collaboration and Experience Sharing: Encouraging collaboration among teachers and the exchange of experiences is another way to improve the quality of ECIE/PIAUD teachers. Teachers who share their best ideas and practices can support each other in professional development.
8. Use of Educational Technology: Utilize educational technology for teacher training. This can include online courses, digital learning resources, or technology-based teaching tools.

Effective management of teacher quality improvement through training can significantly contribute to enhancing the quality of Early Childhood Islamic Education (ECIE/PIAUD) in Indonesia.

### **Management for the Improvement of ECIE/PIAUD Teacher Quality in Indonesia Through Supervision**

Through supervision, teacher quality can be enhanced by implementing monitoring, evaluation, and control of ECIE/PIAUD teacher performance to ensure they meet established education standards and positively contribute to the development of young children. Here is an overview of the management of ECIE/PIAUD teacher quality improvement in Indonesia through supervision:

1. Establishment of Teacher Quality Standards: The first step in managing the improvement of ECIE/PIAUD teacher quality is to establish clear quality standards. These standards encompass aspects such as educational qualifications, teaching abilities, knowledge of Islamic religion, and pedagogical competence. These standards will serve as guidelines for supervision.
2. Development of Evaluation Instruments: The government or relevant institutions can develop suitable evaluation instruments to measure the quality of ECIE/PIAUD teachers. This may include classroom observations, assessments of student learning outcomes, and teacher portfolio assessments.
3. Regular Evaluation Implementation: ECIE/PIAUD teachers should be evaluated periodically in accordance with the established standards. Evaluation can be conducted by educational supervisors, education coordinators, or special evaluation teams

composed of education experts.

4. **Feedback and Support:** Evaluation results should be accompanied by constructive feedback to ECIE/PIAUD teachers. They also need support in identifying and addressing their weaknesses. This may involve recommendations for additional training or professional development.
5. **Development of Improvement Plans:** ECIE/PIAUD teachers receiving feedback should create improvement plans that contain concrete steps to enhance their quality in line with evaluation recommendations.
6. **Monitoring the Implementation of Improvement Plans:** Ensure that the improvement plans created by ECIE/PIAUD teachers are effectively implemented. This may involve periodic monitoring of the progress made.
7. **Provision of Incentives and Recognition:** Supervision can also include recognition for ECIE/PIAUD teachers who have achieved a certain level of quality or demonstrated significant improvement. Incentives and recognition can provide additional motivation.
8. **Disciplinary Actions:** On the other hand, supervision should also be able to address cases of serious non-compliance with quality standards. Disciplinary actions or recommendations for termination of employment should be applied if necessary.
9. **Coordination with Educational Institutions:** Collaboration with educational institutions, such as universities or teacher training institutions, can ensure that ECIE/PIAUD teachers have access to relevant training and professional development.
10. **Transparency and Participation:** It is important to involve ECIE/PIAUD teachers in the supervision process and provide them with opportunities to participate in planning and evaluation.

Effective supervision is a crucial element in improving the quality of Early Childhood Islamic Education (ECIE/PIAUD) teachers in Indonesia and ensuring the overall quality of ECIE/PIAUD programs.

## **Resource Management**

Equitable human resource management is an effort to ensure that all ECIE/PIAUD teachers have fair access and equal opportunities to enhance their quality in order to improve early childhood education. Here are the steps involved in achieving this through human resource management:

1. **Mapping Teacher Qualifications:** The initial step in equitable human resource management is to map the qualifications and needs of ECIE/PIAUD teachers throughout Indonesia. This includes identifying teachers with qualifications that do not match their field of expertise.
2. **Development of Training Programs:** Based on this mapping, the government and educational institutions can develop suitable training programs for ECIE/PIAUD teachers. This may include training in Islamic education, teaching methodologies, social skill development, and other essential aspects.
3. **Equitable Access to Training:** Ensure that ECIE/PIAUD teachers in various regions of Indonesia have equitable access to training programs. This could involve establishing training centers in various areas and providing online facilities for distance learning.
4. **Financial Support:** Ensure that financially disadvantaged ECIE/PIAUD teachers have financial support to attend training. Scholarships or educational assistance can be provided to overcome financial barriers.
5. **Fair Supervision:** Ensure that the supervision of ECIE/PIAUD teacher quality is carried out fairly and evenly throughout the country. This includes performance monitoring, teaching evaluations, and assessments based on the same standards for all teachers.
6. **System Evaluation:** Regular evaluations of the equitable human resource management system should be conducted to ensure that efforts to improve the quality of ECIE/PIAUD teachers are effective and continuous.
7. **Recognition and Rewards:** Teachers who have successfully improved their quality should be recognized and rewarded. This may include public recognition or other incentives.

Equitable human resource management is an integral part of the effort to improve the quality of ECIE/PIAUD teachers throughout Indonesia. It not only ensures that every teacher has an equal opportunity for development but also supports the achievement of

higher education standards and enhances the quality of early childhood education in the country.

### **Discussion**

Improving the quality of ECIE/PIAUD teachers in Indonesia is indeed a complex challenge that requires collaboration among the government, educational institutions, teachers, and all relevant stakeholders. Effective management is the key to achieving this goal.

One crucial aspect of this management is the development of relevant curriculum and training for ECIE/PIAUD teachers. This necessitates collaboration with education experts and education consultants to ensure that training materials cover key aspects of teaching young children. Supervision also plays a vital role in ensuring that ECIE/PIAUD teachers meet established quality standards. However, it's important to ensure that supervision is carried out fairly and is not solely evaluative but also provides constructive support to teachers in addressing their weaknesses. (Istifadah et al., 2023) Conducting training can further enhance the creativity of ECIE/PIAUD teachers. (Yusutria, 2019) Efforts to enhance the professionalism of ECIE/PIAUD teachers include providing scholarships, workshops, seminars, adequate infrastructure facilities, and maintaining effective communication with foundations, teachers, and parents.

Additionally, equitable human resource management is a crucial element in ensuring equal access for ECIE/PIAUD teachers to training and support. This helps overcome regional inequalities in teacher professional development. To achieve significant improvement in the quality of ECIE/PIAUD teachers, these steps need to be holistically integrated into the Indonesian education system. This will provide long-term benefits for young children, who are in a critical phase of their educational development

(Husain & Kaharu, 2020) In the face of increasingly complex challenges and tasks, the professionalism of ECIE/PIAUD teachers must be elevated from its current state. Early childhood Islamic education teachers in the 21st century and beyond are challenged to excel in the rapidly evolving fields of information and communication. Classroom learning and management must align with the standards of progress in science, technology, and communication (Srihartini et al., 2021) The process of PAUD policy in improving the quality of education is based on Regional Regulation No. 6 of 2011 in Kabupaten Bogor, Articles 5, 6, and 7. An analysis of PAUD policies in Kabupaten Bogor

reveals that many of them do not align with national education standards, and infrastructure facilities are not optimal. The implementation of PAUD policies, particularly the Holistic Integrative PAUD Action/Program, involves synergy and partnership between the Bogor Education Office and similar organizations/institutions/associations. Policy evaluation for PAUD is conducted using accreditation as a benchmark for educational quality and institution quality. Challenges in implementing PAUD human resources policies include an imbalance in the number of PAUD institutions compared to supervisors as PAUD facilitators. The result of implementing PAUD policies to improve the quality of education is the application of Holistic Integrative PAUD as a form of community service to enhance educational quality.

Teacher quality refers to competence in pedagogical, personal, social, and professional aspects. Teacher quality is facing increasing challenges in improving the quality of education in Indonesia, which still lags behind neighboring countries. The current era demands that teachers prepare themselves to face these challenges, and education and learning must adapt accordingly.

## **CONCLUSION**

The management of improving the quality of Early Childhood Islamic Education (ECIE/PIAUD) teachers in Indonesia through training, supervision, and human resource management is a crucial effort to enhance the quality of education for young children in the country. The importance of effective management in this regard cannot be underestimated because qualified teachers are a key factor in achieving quality education. Steps such as identifying training needs, careful training planning, curriculum development for training, providing access to supportive resources, continuous training, training evaluation, collaboration among teachers, the use of educational technology, and recognition of teacher achievements all play a significant role in improving the quality of ECIE/PIAUD teachers through training.

Furthermore, diligent supervision, setting quality standards for teachers, developing evaluation instruments, conducting periodic evaluations, providing constructive feedback, developing improvement plans, and using incentives or disciplinary actions are essential elements in supervision management that contribute to the improvement of



ECIE/PIAUD teacher quality. Equitable human resource management also plays a vital role in ensuring that all teachers have fair opportunities for their professional development. Qualification mapping of teachers, development of training programs, financial support, fair supervision, system evaluation, recognition, and awards are necessary steps in this management.

In conclusion, effective management practices in training, supervision, and human resource management are essential for enhancing the quality of ECIE/PIAUD teachers in Indonesia and, by extension, the quality of early childhood education in the country. These efforts contribute to creating a strong foundation for the educational development of young children.

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