



Teacher Development Management in Kindergarten

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Abstract. The background in this study is seen from the Standards for Level of Achievement of Child Development, Standards for Content, Standards for Processes, Standards for Assessment, Standards for Educators and Education Personnel, Standards for Facilities and Infrastructure, Standards for Management and Standards for Financing. The purpose of this research is to find out the challenges, strategies, inhibiting and supporting factors in the development of teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu, North Sumatra. The method in this study uses a qualitative research method with a descriptive approach. Methods of data collection through observation, interviews and documentation. The results of this study indicate that the management of teaching staff development at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu, North Sumatra regarding the challenges and constraints that are often encountered, such as the discrepancy between the academic qualifications of teaching staff and the ability of educators to educate and the difficulty of carrying out teaching staff development activities. The development of teaching staff is carried out programmatically through the school's annual program plan. Besides that, the teaching staff development program designed by the school, educators are also included in development activities outside of school learning hours.

Keywords: Management, Educator Development

1. Introduction

Education is a conscious effort made by the government, through guidance, teaching and/or training activities. Which takes place in schools throughout life, to prepare students to be able to play roles in various living environments appropriately in the future. Education is programmed learning experiences in the form of formal, non-formal and informal education at school and outside of school, which lasts a lifetime with the aim of optimizing (Maunah, 2009). Education is a major factor in development efforts intelligence, mastery of knowledge, and personality formation man. A good education system is expected to give birth quality next generation. (Silvia Marlina et al., 2022)

In accordance with the National Education System Law no. 20 of 2003 in Chapter I article 1 states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state (SISDIKNAS, 2011).

Within the scope of education, substantial leadership determine program achievement an educational institution. Team performance consisting of individuals who have background and expertise, come together for the purpose of mutual help and share thoughts for gain academic achievement. (Yanti et al., 2023) Educators or educational staff

basically have the same roles and tasks, namely carrying out various activities that lead to the creation of convenience and success for students in learning. This has been confirmed in Law Number 20 of 2003 concerning the National Education System which states that (1) Education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units, and I (2) Educators are professionals whose job is to plan and implement the learning process, assess learning outcomes, conduct mentoring and training, and conduct research and community service, especially for educators at tertiary institutions (SISDIKNAS, 2011).

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education. The main task will be effective if the teacher has a certain degree of professionalism which is reflected in competence, proficiency, skills or skills that meet certain quality standards or ethical norms (Danim, 2008).

Teachers are required to meet minimum academic qualifications and be certified educators. Teachers who meet these professional criteria will be able to carry out their main functions effectively and efficiently to realize the education and learning process to achieve national education goals, namely developing the potential of students to become human beings who have faith and piety, have noble character, are healthy, knowledgeable, competent. creative, independent and become citizens of a democratic and responsible.

The phenomenon that has been homework for teachers is the assumption that the quality of our teachers is below standard. This makes the teachers hot and feel uncomfortable because various efforts have been made to improve the quality of teachers. In fact, personally, each teacher intensely participates in various activities aimed at improving the quality of his competence. Like ordinary people, teachers realize that their abilities are not maximized, especially when applied to changes in life patterns that occur in society. The teacher realizes that he or she is carrying out a professional job that always demands significant abilities given the conditions in society. Therefore, at any time improving and developing self-quality is homework that must be completed on time (Sahertian, 1994).

Regarding the condition of the teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra, researchers are interested in knowing more deeply. How is the management of teaching staff development, challenges, strategies, inhibiting and supporting factors in developing teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu, North Sumatra. Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra to improve and develop the competence of its teaching staff. What are the challenges and obstacles experienced in improving and developing the competence of the teaching staff. Researchers also want to know the inhibiting and supporting factors in the development of teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu, North Sumatra.

Given the importance of the quality and credibility of an educator, improving the quality of teaching staff is a top priority in achieving educational goals. From the preliminary study conducted by researchers at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra, researchers found several obstacles in the field. Obstacles that are often faced by educators at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra is first, in efforts to improve teacher quality it is

often hampered by the difficulty of finding free time to participate in quality improvement programs or training both inside and outside of school. Second, the high burden and responsibility to make teachers have to work extra, especially Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu, North Sumatra, full day school. Third, the linearity of graduates of teaching staff in the process of achieving a professional title.

2. Methods

The method in this study uses qualitative research methods. Methods of data collection through observation, interviews and documentation of school informants who support this research. In this study the researchers used two triangulations, namely data triangulation and method triangulation and were carried out using data sources: the principal and several teacher representatives. While method triangulation, researchers use observation, interview, and documentation methods to gather as much information as possible, including geographical location, development history, vision and mission, organizational structure, teacher, employee, student, facilities and infrastructure at Tk Al-Ikhlas Kel . Padang Bulan Kec. North Rantau Kab. Labuhanbatu, North Sumatra. In analyzing the data, the researcher uses a qualitative descriptive analysis technique, namely data analysis that gives predicates to the variables studied in accordance with the actual conditions, so that a series of activities examines, classifies, systematizes, and verifies data so that a phenomenon has social, academic and scientific value.

3. Results and Discussion

Educator Standards are criteria regarding pre-service education and eligibility as well as mental, as well as in-service education (Peraturan Pemerintah Republik Indonesia, 2003). The National Education Standards are the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia. In the context of Indonesian national education, standards are needed that need to be achieved within a certain period of time in order to realize educational goals.

The National Standards for Early Childhood Education, called PAUD Standards, are criteria regarding the management and implementation of PAUD throughout the jurisdictions of the Unitary State of the Republic of Indonesia. Permendikbud 137 of 2014 concerning PAUD National Standards emphasizes that PAUD standards consist of Standards for Levels of Achievement of Child Development, Standards for Content, Standards for Processes, Standards for Assessment, Standards for Educators and Education Personnel, Standards for Facilities and Infrastructure, Standards for Management and Standards for Funding.

Educators are professionals who are tasked with planning and carrying out the learning process, assessing the results of learning values, giving lessons, and conducting research and community service, especially for educators in tertiary institutions. Meanwhile, educational staff are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units (Ainal Aqib, 2009).

Educator and educational standards are criteria for pre-service education and physical and mental eligibility, as well as in-service education. Educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and

have the ability to realize national education goals. There are several requirements that must be met for educators including:

- 1) Minimum education academic qualifications are diploma four (D-IV) or bachelor (SI).
- 2) Higher education background with educational programs appropriate to the subjects taught, and
- 3) Teacher's professional certificate for the level he is in.

Judging from its functions and objectives, the National Education Standards have a function as a basis for planning, implementing and supervising education in the framework of realizing quality national education, and aiming to guarantee the quality of national education in order to educate the life of the nation and shape dignified national character and civilization. In addition, national education must also be able to ensure equal distribution of educational opportunities, improve the quality of education, increase the relevance of education, and increase the efficiency of education management (Pembayun, 2008).

The National Education Standards set by the Ministry of National Education with PP Number 32 of 2013 which include content standards, process standards, graduate competency standards, educator and education staff standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards need to be applied and carried out carefully and efficiently for the quality of education evenly (Soedijarto, 2008).

The vision of national education is to realize the education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are capable and proactive in responding to the challenges of an ever-changing era. Educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and have the ability to realize national education goals (Manusia, 2012).

Development The success of educational staff in schools is largely determined by the success of the school principal in managing the education staff available at school. In this case, increasing productivity and work performance can be done by increasing the behavior of education personnel in schools through the application of various modern personnel management concepts and techniques (Maemunati, 2008).

Implementation of the development of educators in Indonesia includes at least seven main activities, namely: Planning for Educators, Procurement of Educators, Development and Development of Educators, Promotion and Transfer of Educators, Promotion and Transfer of Educators, Dismissal of Educators, Compensation of Educators, and Evaluation of Educators (Mulyasa, 2007)

Development of Educators at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu, North Sumatra

Based on the results of the research, it can be concluded that:

- 1) The challenges of developing teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra is that the qualifications and competencies of teaching staff have not been fulfilled in accordance with the Republic of Indonesia

government regulation number 32 of 2013 concerning National Education Standards, which requires educators to have a diploma or certificate of relevant expertise. Policies and conditions that cause schools or foundations to recruit educators who do not meet the qualifications result in some educators having problems obtaining certification and experiencing difficulties in making learning administration. This has an impact on the learning process and the welfare of teaching staff, so that educators must work hard to carry out their responsibilities as educators and seek additional income outside of school. This also has a direct impact on concentration and availability of time at school. With concentration and time that continues to be divided, it causes the process of developing and improving the competence of educators to be hampered. The incompatibility of the competence of educators with the subjects they teach is a challenge in itself in carrying out development activities and improving the quality of educators at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu, North Sumatra.

- 2) The strategy for developing teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra is to compile and plan a program for the development of teaching staff at the Work Program Planning Meeting (RAKER) at the beginning of the learning year. Development of teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra is carried out by involving educators in development activities such as training, recitation and other development activities both held by the school and from parties outside the school. Focus on developing educators at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra is the development of teaching abilities and skills, personality and spirituality of the teaching staff themselves.
- 3) Inhibiting and supporting factors in efforts to develop educators at TK Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra is as follows:
 - a. Obstacle factor

Inhibiting factors in the process of developing teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. In Labuhanbatu, North Sumatra, it is difficult to find the right time to implement the teaching staff development program, because it often collides with personal needs and outside needs of the teaching staff themselves. The dual role of being a teacher as well as being the head of the family and a housewife, as well as a member of the community that the educators have to live up to, is one of the inhibiting factors for the educators to participate in development activities. Then the limited funds owned by schools must be shared with other activities so that, on several occasions, the funds needed for these development activities must be borne jointly between school funds and the teaching staff participating in these development activities.

- b. Supporting factors

Supporting factors in the process of developing teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra is the role

of the principal who is proactive and enthusiastic in motivating educators to continue to improve personal competence and skills. The delegation of teaching staff in order to improve and develop the competence of teaching staff is always budgeted for by the school, so that even with limited funds the teaching staff can still participate in these activities. Then the other educators are always supportive and ready to take over the responsibilities in class when participating in development activities outside of school having to leave school hours is a very helpful thing, so that educators are calmer when participating in these development activities. However, the biggest supporting factor is the personal motivation or enthusiasm of the educators themselves to continue to improve their competence and skills.

4. Conclusions

In accordance with Government Regulation of the Republic of Indonesia Number 32 of 2013 concerning National Education Standards, educators must have the qualifications and competence as educational agents. This study discusses how the implementation of the development of teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu North Sumatra which aims to find out the challenges, strategies, supporting and inhibiting factors in efforts to develop teaching staff at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu, North Sumatra.

The results of this study indicate that the management of teaching staff development at Tk Al-Ikhlas Kel. Padang Bulan Kec. North Rantau Kab. Labuhanbatu, North Sumatra, is not in accordance with the Republic of Indonesia government regulation Number 137 of 2014 concerning PAUD national standards. The challenges and constraints that are often faced are the discrepancy between the academic qualifications of the teaching staff and the abilities that are taught by educators in educating and the difficulty of carrying out teaching staff development activities. The development of teaching staff is carried out programmatically through the school's annual program plan. Besides that, the teaching staff development program designed by the school, educators are also involved in development activities outside of school learning hours.

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