

Problems of Preparing Accreditation Tools at Raudhatul Athfal

Nurhayati¹, Eniwati Khaidir², Dewi Sri Suryanti³, Heldanita⁴, Nurkamelia Mukhtar AH⁵, Monica Haliza Wati⁶

¹²³⁴⁵⁶ Universitas Islam Negeri Sultan Syarif Kasim Riau

Email correspondence author: nurhayati@uin-suska.ac.id

ABSTRAK. Latar belakang penelitian ini adalah terjadi dilema berkepanjangan dari lembaga Raudhatul Athfal untuk mengajukan akreditasi. Penelitian ini bertujuan untuk mengetahui masalah-masalah apa saja yang dihadapi oleh pengelola lembaga Raudhatul Athfal dalam proses persiapan akreditasi. Metode penelitian yang dilakukan adalah Desain penelitian ini adalah penelitian deskriptif kualitatif dengan pendekatan fenomenologi, filosofis, dan pedagogis. Tempat penelitian RA di Kota Pekanbaru. Teknik pengumpulan data yakni Observasi, dengan mengamati langsung proses persiapan akreditasi di RA di Kota Pekanbaru. Wawancara, untuk mengetahui hal-hal dari responden sedikit/kecil. Dalam penelitian ini wawancara dilakukan dengan semua pihak pendidik dan tenaga kependidikan di RA Pekanbaru. Dokumentasi, dengan mengumpulkan data melalui peninggalan tertulis seperti arsip, termasuk juga buku tentang teori, pendapat, dalil atau hukum yang berhubungan dengan penelitian. Teknik analisis data, Analisis data yang dilakukan menggunakan teknik yang dinyatakan oleh Miles dan Huberman, yaitu: 1) reduksi data, 2) penyajian data, 3) gambaran kesimpulan yang dihasilkan. Reduksi data dilakukan sebelum, selama dan sesudah penelitian, penyajian data dibuat pada saat dan setelah penelitian, sedangkan penarikan kesimpulan/verifikasi dilakukan selama dan setelah penelitian. Hasil penelitian adalah Ketersediaan sumber daya manusia yang memahami lembaga PAUD, Pemahaman ketersediaan administrasi lembaga dan administrasi pembelajaran di RA, dan Pemahaman konsep yang sama terkait regulasi lembaga di RA

Kata kunci: Problematika, Perangkat Akreditasi Raudhatul Athfal

ABSTRACT. *The background of this research is that there is a prolonged dilemma from the Raudhatul Athfal institution to apply for accreditation. This study aims to find out what problems are faced by the management of the Raudhatul Athfal institution in the process of preparing for accreditation. The research method used was a research design. This research was a qualitative descriptive study with a phenomenological, philosophical, and pedagogical approach. RA research site in Pekanbaru City. The data collection technique is Observation, by directly observing the accreditation preparation process at RA in Pekanbaru City. Interview, to find out things from small/small respondents. In this study interviews were conducted with all educators and educational staff at RA Pekanbaru. Documentation, by collecting data through written remains such as archives, including books on theories, opinions, propositions or laws related to research. Data analysis techniques. Data analysis was carried out using the techniques stated by Miles and Huberman, namely: 1) data reduction, 2) data presentation, 3) an overview of the resulting conclusions. Data reduction was carried out before, during and after the research, data presentation was made during and after the research, while drawing conclusions/verification was carried out during and after the research. The results of the study are the availability of human resources who understand PAUD institutions, understanding the availability of institutional administration and learning administration in RA, and understanding of the same concepts related to institutional regulations in RA*

Keywords: Problematics, Raudhatul Athfal Accreditation Tool

INTRODUCTION

Accreditation is a national level evaluation that determines the quality and quality of an educational institution. Accreditation is expected to be a guideline for every educational institution in carrying out education in order to accelerate the achievement of educational goals. However, it turns out that the issue of accreditation has become an activity that is very feared and even avoided by several agencies. Many of the several institutions that do not apply for school accreditation for various reasons. This is a concern for academics and assessors who will carry out visitations to schools. As stated in Law Number 20 of 2003 (Nasional, 2003), accreditation is an activity to assess program eligibility in educational units against predetermined criteria. As stated in Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) which was revised by Government Regulation Number 32 of 2013 (Pemerintah et al., 2013) and Government Regulation Number 13 of 2015 serves as a guideline for the implementation of the accreditation program. The National Standard consists of eight Standards which include: graduate competency standards; content standard; process standards; assessment standards; standards for educators and educational staff; management standards; standard of facilities and infrastructure; and financing standards. Therefore, quality improvement is closely related to meeting the desired standards. Fulfillment of quality standards in achieving SNP is part of efforts to improve education quality.

One of the main components of accreditation is an accreditation instrument or accreditation instrument. The results of researchers' observations of the Raudhatul Athfal (RA) accreditation instrument in 2021 are suspected to be difficult for assessors to understand, especially the RA accreditation report in 2021. In addition, the survey results were limited to several RA institutions in Pekanbaru City that this phenomenon was also experienced by other institutions. Accredited RA. With regard to RA accreditation, accreditation basically refers to the fulfillment of the eight standards better known as the National Education Standards (SNP) as mentioned above. Therefore, the accreditation instrument refers to the SNP. To optimally prepare for accreditation, in this case managers and educators of RA institutions must understand accreditation instruments and the eight National Education Standards (SNP). Understanding the SNP is very important to understand the RA institution's accreditation instruments and through a correct understanding of the accreditation instruments it also determines the preparation of the documents required for accreditation, as well as evaluation of accreditation.

Lack of knowledge about technology is a problem faced by many PAUD teachers. In fact, current accreditation documents or forms need to be uploaded to an online accreditation system called Sispena. Many teachers are not familiar with computers and internet networks, so this

guide seems boring. Not to mention the activity of converting physical files to soft files by scanning, which is very burdensome for them. Another obstacle is confusion among teachers about the document format for each accreditation item. Guidelines have been attached to each accreditation item to make it easier for teachers to implement it. However, even though they were given a grid, teachers were still confused because they were faced with various types of documents from various institutions with different formats. This situation worries teachers and the effect is that they delay more in completing accreditation documents. Although not all accreditation points require the same format, the most important thing is that the components/points are fulfilled. Teachers also do not fully understand the document form for each accreditation item. For example, regarding documents that prove the socialization of vision and mission to parents. At the request of the assessor, the teacher only showed his photo. Though the document can be equipped with invitations, attendance of participants, and minutes.

Indonesia is very serious about accreditation, this is evidenced by scientific studies that have been carried out by academics, including: Siti Aminah et al. (Siti Aminah & Amiliya, 2021), Analysis of the readiness of PAUD institutions in facing accreditation through BAN PAUD accreditation assistance at the Al-Madinah Islamic Kindergarten, Dumai City. The research results show that Al Madinah IT School is not ready to face BAN PAUD/PNF accreditation because the administrative documents are not complete. (2) The standards of the IT Al Madinah school are not in accordance with the Standards for Early Childhood Education based on the Regulation of the Minister of National Education No. 58 of 2009. Feri Faila Sufa (Sufa & Setiawan, 2020), Implementation of quality assurance at PAUD institutions in Solo Raya. The results of the study show that to achieve the quality of PAUD institutions, it is carried out through internal and external quality assurance. PAUD internal quality is carried out through quality mapping by the education office and through external quality improvement through the National Accreditation Board for Early Childhood Education and Non-formal Education (BAN PAUD PNF). Rosma Indriana Purba et al (Rosma Indriana Purba, 2022) who examined the strategy of PAUD accreditation assessors and efforts to improve the quality of early childhood education with the results of research that openness for self-evaluation, willingness to complete accreditation requirements and collaboration between institutions and accreditation assessors are the keys to successful accreditation and efforts to improve quality in early childhood education institutions.

METHOD

The research design is a qualitative descriptive research. Research with phenomenological, philosophical, and pedagogical approaches. Overall, the time used for research to prepare for Raudhatul Athfal's accreditation in Pekanbaru City is planned to be within 3 (three) months. RA research site in Pekanbaru City. Participants in this study were Teacher Representatives from each RA in Pekanbaru City who were recorded as institutions that are required to carry out accreditation in 2022. The data collection technique is observation. Observation in this study is by direct observation of objects in the field. In this case the researcher directly observed the accreditation preparation process at RA in Pekanbaru City. Interviews. Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be studied, and also if the researcher wants to know things from a small number of respondents. In this study interviews were conducted with all educators and educational staff at RA Pekanbaru. The interview technique that the researcher used was an unstructured interview, that is, a free interview where the researcher did not use an interview guide that had been arranged systematically and completely for data collection. The interview guide used is only an outline of the problems to be asked. Documentation Documentation is a way of collecting data through written remains such as archives, including books on theories, opinions, propositions or laws related to research.

Data analysis techniques. Data analysis was carried out using the techniques stated by Miles and Huberman, namely: 1) data reduction, 2) data presentation, 3) an overview of the resulting conclusions. Data reduction is done before, during and after the research, data presentation is made during and after the research, while drawing conclusions/verification is done during and after the research (Daddy Mulyana, 2006).

RESULT AND DISCUSSION

The results of the research interviews were in the form of problems with accreditation preparation tools with several correspondents consisting of several standards including the Child Development Achievement Level Standard (STPPA). often forget the analysis files on the findings of child growth and development which are needed by educators and parents. In addition, examinations related to children's growth and development are not carried out regularly. Content Standards, the problems found in content standards are a) the curriculum has not been used as a requirement in carrying out the learning process in RA; b) Lesson planning is not used as an absolute requirement before learning; c) Not yet systematic in the use of lesson plans; d) The standardization of the preparation of learning plans has not been mastered.

Process Standards that have several problems were found, including, a) the stages in the use of lesson plans are not systematic so that in the preparation of the process, RPPM and RPPH are not synchronized, b) Supervision is not carried out periodically and is not recorded in the form of administration, c) Part of supervision is in the form of suggestions and follow-up plans are rarely found even though these items are urgent in carrying out supervision. Standards of Educators and Education Personnel with problems, a) Educators and education staff who are still not qualified for S1 PAUD/PIAUD, b) Limitations in participating in PAUD/RA training, c) Institutional support that is not optimal in encouraging educators and education staff to participate in knowledge development knowledge related to early childhood.

The standard of facilities and infrastructure that the unit always faces is the connection between the data stored in EMIS and Sispena. Management standards with problems, a) The rules of conduct for educators and education staff in each unit have not been displayed, b) There is no availability of documents for a standard operational procedure for both admissions, learning, competence development of educators and education staff, financing and involvement of parents. Financing standards with problems with the current year's budget plan in each unit are not made a priority, the recording of incoming and outgoing money is not transparent and it is rare to find financial report files. Assessment standards with daily assessment administrative problems are not recorded in every learning process so that the analysis of assessment researchers conducted at the end of the semester does not show an objective assessment because the assessment is not carried out systematically.

Based on the findings described above, the researcher analyzed and was able to classify in several ways related to the problems of preparing RA accreditation tools in Pekanbaru City, namely the availability of human resources who understand PAUD institutions, understanding the availability of institutional administration and learning administration in RA, and understanding of the same related concepts. institutional regulation in RA

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