



2025



PORTOFOLIO

Management of Early Childhood Education

Faculty of Education
State University of Surabaya



Surabaya
Jl. Lidah Wetan, Jawa Timur 60213





**Universitas Negeri Surabaya
Faculty of Education,
Bachelor's Degree Program in Early Childhood Education Teacher
Education**

Document
Code

SEMESTER LEARNING PLAN

Course	CODE	Subject Group	Credit Weight			SEMESTER	Date of Compilation																																																																																				
Early Childhood Education Management	8620702276	Compulsory Courses of Study Program	T=2	P=0	ECTS=3.18	4	July 1, 2024																																																																																				
AUTHORIZATION	SP Developer	Subject Group Coordinator			Study Program Coordinator																																																																																						
	Dr. Yes Matheos Lasarus Malaikosa, M.Pd	Dr. Yes Matheos Lasarus Malaikosa, M.Pd	Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																																								
Learning model	Case Study																																																																																										
Program Learning Outcomes (PLO)	PLO Study program charged to the course																																																																																										
PLO-2	Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning and entrepreneurial character																																																																																										
PLO-5	Mastering pedagogical skills in early childhood learning based on national cultural values																																																																																										
PLO-6	Able to make the right decisions based on information and data analysis, and able to provide guidance in selecting various alternative solutions in organizing early childhood education.																																																																																										
Program Objectives (PO)																																																																																											
PO - 1	Students have the ability to implement PAUD management in educational institution organizations.																																																																																										
PO - 2	Students understand the concept of PAUD management based on the characteristics of early childhood development aspects that are applied in the management of educational institution organizations.																																																																																										
PO - 3	Students are able to participate in community life by applying PAUD management knowledge.																																																																																										
PLO-PO Matrix																																																																																											
	<table border="1"><tr><td>PO</td><td>PLO-2</td><td>PLO-5</td><td>PLO-6</td></tr><tr><td>PO-1</td><td>✓</td><td></td><td></td></tr><tr><td>PO-2</td><td></td><td></td><td>✓</td></tr><tr><td>PO-3</td><td></td><td>✓</td><td></td></tr></table>					PO	PLO-2	PLO-5	PLO-6	PO-1	✓			PO-2			✓	PO-3		✓																																																																							
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PO Matrix on Final Ability of each Learning Stage (Sub-PO)																																																																																											
	<table border="1"><thead><tr><th rowspan="2">PO</th><th colspan="16">Week To</th></tr><tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th><th>15</th><th>16</th></tr></thead><tbody><tr><td>PO-1</td><td>✓</td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>PO-2</td><td></td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td></td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td><td>✓</td></tr><tr><td>PO-3</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td><td></td><td>✓</td><td></td><td></td><td></td></tr></tbody></table>							PO	Week To																1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	PO-1	✓	✓					✓										PO-2			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	PO-3								✓					✓			
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PO-3								✓					✓																																																																														
Brief Description of Course	This course is designed as a development of the Basics of Educational Management Course with a special focus on the application of management principles in Early Childhood Education Institutions (PAUD). Through a theoretical and practical approach, students will be invited to understand and analyze various aspects of PAUD implementation, from planning, organizing, implementing, to evaluating educational programs. The main concepts studied include educational management theories that are specifically applied in the context of PAUD, taking into account the unique characteristics of managing educational institutions for early childhood. To enrich students' understanding, this course uses a variety of learning methods, including clarifying concepts through interactive lectures, question and answer sessions to deepen understanding, giving case analysis assignments, student group presentations, and class discussions that encourage active participation. In addition, students will also develop independent materials through direct observation in the field or PAUD institutions, which aims to provide practical experience in analyzing the application of educational management theories in the real world. The combination of theoretical learning and field practice is expected to equip students with comprehensive competencies in managing PAUD institutions effectively and efficiently, while preparing them to face various real challenges in the field of early childhood education.																																																																																										
Library	Main :																																																																																										

	<ol style="list-style-type: none"> 1. Malaikosa, Y. M. L. (2021). Strategi Kepala Sekolah Dalam Mengimplementasikan Manajemen Berbasis Sekolah Untuk Meningkatkan Mutu Sekolah. <i>Idaarah: Jurnal Manajemen Pendidikan</i>, 5(1), 1. https://doi.org/10.24252/idaarah.v5i1.20270 2. Sabrina, F. F., Darmiyanti, A., & BK, M. T. (2020). Kompetensi Manajerial Kepala Sekolah Untuk Meningkatkan Mutu Guru. <i>Idaarah: Jurnal Manajemen Pendidikan</i>, 4(2), 239. https://doi.org/10.24252/idaarah.v4i2.16740 3. Malaikosa, Y. M. L., Widydharma, A. P., & Pangestu, W. T. (2022). Curriculum and learning management: Integration of creative economy value to improve students' life skill. <i>Jurnal Pendidikan Vokasi</i>, 12(1), 76-85. https://doi.org/10.21831/jpv.v12i1.44253 4. Moloney, M., Pettersen, J., (2017) Early Childhood Education Management: Insights into business practice and leadership 						
	<p>Supporters :</p> <ol style="list-style-type: none"> 1. Sudjana, D. 2004. Manajemen Program Pendidikan untuk Pendidikan Non Formal dan Pengembangan Sumber Daya Manusia. Bandung: Falah Production 						
Supporting lecturer	Dr. Yes Matheos Lasarus Malaikosa, M.Pd.						
Week 4-	Final ability of each learning stage (Sub-PO)	Evaluation		Learning Aids, Learning methods, Student Assignments, [Estimated Time]		Learning materials [Library]	Assessment Weight (%)
		Indicator	Criteria & Forms	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	Students understand the objectives of the lecture, the scope of the PAUD management course, and lecture procedures.	1.Understand lecture procedures 2.Brainstorming PAUD management	Criteria: 1.Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions. 2.Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions. 3.Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement. 4.Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement Assessment Form : Participatory Activity	Lecture and Discussion 150 minutes	Assignment 170 minutes	Material: Students have the ability to implement PAUD management in educational institution organizations. Bibliography: Malaikosa, YML (2021). <i>Principal's Strategy in Implementing School-Based Management to Improve School Quality</i> . Idaarah: <i>Journal of Educational Management</i> , 5(1), 1. https://doi.org/...	2%
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2	Students understand the philosophy, theory, and approach to PAUD	Understanding the Philosophy of PAUD	<p>Criteria:</p> <p>1.Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>2.Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions.</p> <p>3.Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement.</p> <p>4.Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p>Assessment Form : Participatory Activity</p>	150 Minute Lecture and Discussion	Assignment 170	<p>Material: Scope of Library Management: Sudjana, D. 2004. <i>Educational Program Management for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	5%
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3	Students understand the basic concepts of PAUD management	<p>1.Understanding the definition of PAUD management</p> <p>2.Identifying types of educational services in PAUD</p>	<p>Criteria:</p> <p>1.Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>2.Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions.</p> <p>3.Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement.</p> <p>4.Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p>	150 Minute Lecture and Discussion					<p>Material: Understanding the concept of PAUD planning</p> <p>Reference: Sudjana, D. 2004. <i>Management of Educational Programs for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	3%
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4	Students understand the provisions in establishing PAUD institutions	1.Understanding the provisions for establishing PAUD institutions 2.Identifying components in the establishment of PAUD 3.Components of PAUD Institution Accreditation	Criteria: 1.Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions. 2.Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions. 3.Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement. 4.Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement	150 Minute Lecture and Discussion		Material: Signs for the establishment of PAUD Reference: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i>	7%
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5	Students understand the financial management of PAUD institutions	1.Understanding the definition of financial management 2.PAUD spending components 3.PAUD funding sources	Criteria: 1.Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions. 2.Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions. 3.Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement. 4.Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement	150 Minute Lecture and Discussion		Material: Function of Early Childhood Education Implementation Reference: Sudjana, D. 2004. <i>Management of Educational Programs for Non-Formal Education and Human Resource Development</i> . Bandung: Falah Production	5%
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6	Students review PAUD standards according to the Minister of Education Regulation Number 137 of 2014	Understanding the Philosophy of PAUD	<p>Criteria:</p> <p>1. Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>2. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions.</p> <p>3. Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement.</p> <p>4. Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p>Assessment Form : Participatory Activity</p>	Contextual Teaching Learning 150 Minutes		<p>Material: PAUD management evaluation concept</p> <p>Reference: Sudjana, D. 2004. <i>Education Program Management for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	5%
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7	<p>Students review PAUD standards according to the Minister of Education Regulation Number 137 of 2014</p>	<p>1.Understanding the contents of the Minister of Education Regulation Number 137 of 2014</p> <p>2.Analysis of implementation in the field</p>	<p>Criteria:</p> <p>1.Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>2.Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions.</p> <p>3.Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement.</p> <p>4.Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p>Assessment Form : Portfolio Assessment</p>	150 Minute Lecture and Discussion		<p>Material: Education Standards in PAUD</p> <p>Reference: Sudjana, D. 2004. <i>Management of Education Programs for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	3%
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8	Mid Semester Exam (UTS)	Students are able to complete the mid-term exam	Assessment Form : Test	Exam Paper 150 Minutes		Material: Exam Paper Bibliography: <i>Sudjana, D. 2004. Management of Educational Programs for Non-Formal Education and Human Resource Development. Bandung: Falah Production</i>	15%
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9	Students understand PAUD learning centers	<p>1. Understand the definition of a center 2. Review the components of a center in PAUD management 3. Identify the needs of centers from 8 SNPs</p> <p>Criteria:</p> <p>1.Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>2.Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions.</p> <p>3.Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement.</p> <p>4.Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p>Assessment Form : Participatory Activity</p>	150 Minute Lecture and Discussion		<p>Material: Scope of Library Management: Sudjana, D. 2004. <i>Educational Program Management for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	7%
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10	Students understand the management of PAUD curriculum	<p>1. Understand the definition of curriculum management 2. PAUD curriculum model 3. Effectiveness of using PAUD curriculum</p>	<p>Criteria:</p> <p>1.Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>2.Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions.</p> <p>3.Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement.</p> <p>4.Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p>	150 Minute Lecture and Discussion		<p>Material: Scope of Library Management: Sudjana, D. 2004. <i>Educational Program Management for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	5%
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11	Students know the terms/conditions for establishing PAUD	1. Legality of establishing PAUD 2. Ideal place and location of PAUD 3. Standards of PAUD management staff 4. Marketing of PAUD	Criteria: 1.Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions. 2.Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions. 3.Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement. 4.Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement	150 Minute Lecture and Discussion		Material: Scope of Library Management: Sudjana, D. 2004. <i>Educational Program Management for Non-Formal Education and Human Resource Development</i> . Bandung: Falah Production	5%
			Assessment Form : Portfolio Assessment				

12	Students analyze the implementation of Integrated PAUD Posts (PPT)	Reviewing the guidelines for implementing integrated PAUD	<p>Criteria:</p> <p>1. Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>2. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions.</p> <p>3. Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement.</p> <p>4. Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p>Assessment Form : Participatory Activity</p>	150 Minute Lecture and Discussion		<p>Material: Scope of Library Management: Sudjana, D. 2004. <i>Educational Program Management for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	5%
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13	Students analyze multicultural learning in PAUD	<p>1. Understand the definition of multicultural learning 2. Learning design in a multicultural context</p> <p>Criteria:</p> <ol style="list-style-type: none"> Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions. Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement. Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement <p>Assessment Form : Participatory Activity</p>	150 Minute Lecture and Discussion		<p>Material: Scope of Library Management: Sudjana, D. 2004. <i>Educational Program Management for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	3%
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15	Building partnership networks for PAUD independence	1. Definition of partnership 2. Components of cooperation in PAUD management	<p>Criteria:</p> <p>1. Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>2. Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions.</p> <p>3. Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement.</p> <p>4. Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p>	150 Minute Lecture and Discussion		<p>Material: Scope of Library Management: Sudjana, D. 2004. <i>Educational Program Management for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	10%
			<p>Assessment Form :</p> <p>Participatory Activity</p>				

16	Building partnership networks for PAUD independence	Students are able to complete the final project assignment in the form of a paper report.	<p>Criteria:</p> <p>1.Score 4 if the presentation is done coherently, with appropriate emphasis and intonation, shows a good understanding of the concept, the presentation media (PPT) is in accordance with the criteria, the answers to the questioner are correct, and is able to provide applicable suggestions.</p> <p>2.Score 3 if the presentation is done coherently, with appropriate emphasis and intonation, but still lacking in understanding the concept, the presentation media (PPT) is in accordance with the criteria, the answers given are generally correct, and able to provide applicable suggestions.</p> <p>3.Score 2 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, and the person is able to formulate suggestions for improvement.</p> <p>4.Score 1 if the presentation is not coherent, not coherent in understanding the concept, the presentation media does not match the criteria, the answers to the questioner are generally incorrect, unable to formulate suggestions for improvement</p> <p>Assessment Form : Test</p>	Exam Paper 150 Minutes		<p>Material: UAS</p> <p>Reference: Sudjana, D. 2004. <i>Management of Educational Programs for Non-Formal Education and Human Resource Development</i>. Bandung: Falah Production</p>	15%
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Recap of Evaluation Percentage: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Portfolio Assessment	20%
3.	Test	30%
		100%

Notes

1. **Study Program Graduate Learning Outcomes (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program which are obtained through the learning process.
2. **The PLO assigned to a course** is a number of learning achievements of study program graduates (CPL-Study Program) which are used to form/develop a course consisting of aspects of attitude, general skills, specific skills and knowledge.
3. **Program Objectives (PO)** are the abilities that are specifically described in the PLO that are assigned to a course, and are specific to the study material or learning material of that course.
4. **Sub-PO Course subjects (Sub-PO)** are abilities that are specifically described from PO that can be measured or observed and are the final abilities planned at each stage of learning, and are specific to the learning material of the course.
5. **Assessment indicators** for student learning process and outcomes are specific and measurable statements that identify student learning outcomes or abilities accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or benchmark for learning achievement in assessment based on established indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lectures, Responses, Tutorials, Seminars or equivalent, Practicals, Studio Practicals, Workshop Practicals, Field Practicals, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials that can be presented in the form of several main and sub-main topics.
11. **The assessment weight** is the percentage of the assessment of each sub-PO achievement, the amount of which is proportional to the level of difficulty of achieving the sub-PO, and the total is 100%.
12. TM=Face to Face, PT=Structured assignment, BM=Independent learning.

This RPS has been validated on November 27, 2024

Coordinator of the S1 Study
Program in Early Childhood
Education Teacher Education

UPM S1 Study Program Early
Childhood Education Teacher
Education



Dr. Kartika Rinakit Adhe, S.Pd.,
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ANNEX

ASSESSMENT RUBRIC

2024

Annex Portfolio Technology in Early Childhood Learning

Table 1. Final Value Determination

Yes	Valuation	Weight
1	Performance	30%
2	Project/ Product	60%
3	Exam Paper	10%
	Total	100%

Table 2. Learning Outcomes of Graduates of the Early Childhood Education Teacher Education Study Program

PLO	
PL-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
PL-2	Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character
PL-3	Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and in accordance with the work competency standards of the field in question
PL-4	Develop yourself sustainably and collaborate.
PL-5	Applying pedagogical skills in early childhood learning based on the nation's cultural values
PL-6	Able to make the right decisions based on information and data analysis, and able to provide guidance in choosing various alternative solutions in the implementation of early childhood education.
PL-7	Mastering basic concepts and philosophies, learning theories, curriculum, learning models, and early childhood assessments in the management of the implementation of early childhood education.
PL-8	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development
PL-9	Mastering the concept of early childhood art according to the needs of early childhood development.

Table 3. Technical Assessment

Valuation	Assessment Method	Instruments
Attitude	Observation	Rubric for process and outcome assessment
General Skills	Observation, Participation	
Special Skills		
Mastery of Knowledge	Demonstrations, Written Tests, and Questionnaires	

Table 4. Paper Scoring and Presentation Rubric

Yes	Assessment aspects	Assessment criteria	Weight	Grades (1-10)
	Material	1. Completeness and depth of material	20	
		2. Presentation of clear, systematic, structured analysis	20	
		3. Sufficient references and up to date	5	
	Presentation	1. Clarity of presentation material	15	

	ability	delivery		
		2. Verbal communication skills	5	
		3. Time management	5	
	Ability to answer questions	1. Accuracy of answers	15	
		2. Material mastery	15	

Table 5. Group Member Participation Scoring Rubric

Criterion	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Enough)	Score 1 (Less)
Content Material	The material is highly relevant, in-depth, theme-appropriate, and innovative	The material is relevant, in-depth enough and in accordance with the theme	The material is not in-depth, there are parts that are not in accordance with the theme	Material is irrelevant or inappropriate to the theme
Presentation Structure	Systematic presentation flow: opening, filling, and closing are clear	The flow is quite systematic but the transitions between sections are not smooth	Flow is a bit confusing, transitions are weak	No clear structure, confusing
Use of Media/Visuals	The media is very interesting, informative, and supports the content of the presentation	The media is quite interesting and supports the content	Media is less supportive or confusing	Not using media or not compliant
Mastery of Material	Highly proficient in the material, answering all questions appropriately	Mastering the material, most questions are answered well	Lack of mastery of the material, some answers are not right	Not mastering the material, not being able to answer questions
Presentation Delivery	Clear, fluent, expressive, and confident speaking style	Quite clear and smooth, there is little doubt	Less fluent and sounds doubtful	Unclear, lack of confidence, lots of mistakes
Teamwork (if in a group)	All members contribute actively and evenly	Most members contribute	Only a small fraction are active	Only one person is dominant, the other passive

ATTITUDE ASSESSMENT INSTRUMENT

A. Student Identity

- a) Student Name : Dhella Frinka Revanda
- b) NIM : 23010684118
- c) Class : 2023 D

B. Aspects and Attitude Indicators

Yes	Attitude Aspect	Behavioral Indicators	Valuation
1	Discipline	Arrive on time, attend lectures in an orderly manner	4
2	Responsibility	Completing tasks well and on time, maintaining consistency of attendance	3
3	Ethics and Civility	Be polite in verbal and written interactions, not use harsh or disparaging language	4
4	Concern for PAUD	Actively show interest, give opinions/responses to issues related to the world of early childhood	4
5	Cooperation	Actively discussing, not dominating, listening to other people's opinions	4
6	Academic Honesty	Not cheating, citing sources correctly, not plagiarizing	3
7	Basic Professionalism	Have a passion for learning, respect time, and be motivated as a prospective PAUD educator	4

C. Assessment Score

Use the following scale:

- a) **4 = Excellent**
- b) **3 = Good**
- c) **2 = Enough**
- d) **1 = Less**

D. Lecturer Recommendation (Optional)

Provide feedback for improvement or strengthening of student attitudes:

- a) Collect tasks according to the agreed time
- b) Some references have not been included in the student's assignments, so they still seem to have opinions.

E. Verification

- a) **Date of Observation** : 11 November 2024
- b) **Name of the Lecturer** : Dr. Yes Matheos Lasarus Malaikosa
- c) **Signature** : 

ATTITUDE ASSESSMENT RUBRIC

Aspects Assessed	Indicators	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Sufficient)	Score 1 (Less)
1. Academic Responsibility	Punctuality in collecting assignments, attendance, and active involvement in lectures.	Always present, active, and always on time to submit tasks.	Be consistent, active, and task mostly on time.	Sometimes they are present, less active, and often late to collect tasks.	Often absent, passive, and tasks are often not collected.
2. Ethics and Politeness	Show good manners, respect for lecturers and friends, and not commit acts of plagiarism or cheating.	Very polite, maintains academic ethics and never breaks the rules.	Generally polite, occasionally making minor mistakes in academic ethics.	Sometimes they show a disrespectful attitude or commit minor offenses.	Being rude, disrespectful to lecturers/friends, or committing serious offenses.
3. Cooperation in a Group	Ability to work together in discussions or group assignments, as well as respect differences of opinion.	Be very active, support the team, respect opinions, and contribute to the maximum.	Be active in groups and respect the opinions of others.	Minimal engagement, less contribution, or less respect for opinions.	Not contributing and unable to cooperate.
4. Concern for Early Childhood	Demonstrate empathy, attention, and a positive attitude towards issues	Very concerned and actively voicing and offering solutions to early	Show concern and positive response to PAUD issues.	The response was less enthusiastic, and less concerning.	Not showing interest or positive attitude towards the issue of early

	surrounding early childhood education.	childhood education issues.			childhood education.
5. Commitment to the Professional Value of Early Childhood Education	Demonstrate professional values such as integrity, dedication, and upholding the dignity of the early childhood educator profession.	Always consistently show high professionalism.	Generally show a good professional attitude.	Lack of consistency in being professional.	Not showing a professional attitude in lectures.



ANNEX

**COURSE ACTIVITIES
RECORDS**

2024



PRESENSI KULIAH

Periode 2024/2025 Genap

Mata Kuliah : Manajemen Pendidikan Anak Usia Dini
Kelas : 2023A
Prodi : S1 Pendidikan Guru Pendidikan Anak Usia Dini

Dosen : Dr. Yes Matheos Lasarus Malaikosa,
M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke															% %	
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
1.	23010684053	NITISE BANYUBENING ARTONO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
2.	23010684062	JIHAN NABILA ILLIYAH	H	H	H	H	H	S	H	H	H	H	H	H	H	H	H	H	100 %
3.	23010684073	ALIYA ZAHRA SHABRYNA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
4.	23010684081	FARAH HAMIDAH FITRIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	A	H	H	93.8 %
5.	23010684104	WINARTI KINASIH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
6.	23010684133	KAYLA KHOIRUN NISA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
7.	23010684141	FADHILATUZ ZULFA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
8.	23010684155	ADINDA NABILAH ZULFA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
9.	23010684166	SEKAR RAHAYU PERTIWI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
10.	23010684171	FITRIINAYAH KHOIRINA	H	H	H	H	H	S	H	H	H	H	H	H	H	H	H	H	100 %
11.	23010684178	LAUREN ELISABETH SUBEKTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
12.	23010684181	DAYANG NURAINI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
13.	23010684198	NOLDYANTO ELIEZER MAIL	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
14.	23010684213	NAFIISA FIRDAUS	H	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.8 %
15.	23010684215	MUFLIKHATUL AHLIANA EKA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
16.	23010684229	KYLA ISABELLA FERREL	H	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.8 %
17.	23010684230	YEISKIA NADILA GALUH PRAMESTI	H	H	H	H	H	H	H	H	H	H	H	H	A	H	H	H	93.8 %
18.	23010684243	DUWI PUTRI ANSYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
19.	23010684249	ULFIATUL CHASANAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
20.	23010684253	DEWI ANASTASYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
21.	23010684255	AYU NURUN NAHARIN ISNAINI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
22.	23010684256	EKA PUTRI FEBRIYANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
23.	23010684257	AULIA SYAKIRAH VIANO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %
24.	23010684260	ALIFAH NUR HIDAYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	100 %

Tanda Tangan Dosen / Asisten



ANNEX

COURSE LOG BOOK

2024



State University of Surabaya
Faculty of Education
S1 Early Childhood Education Teacher Education Study Program

Document Code

LECTURE JOURNAL

COURSES/CLASSES	CODE	MK Cluster	WEIGHT (credits)			SEMESTER	ERA
Early Childhood Education Management / Class 2023A	8620702276	Compulsory Courses for Study Programs	T=2	P=0	ECTS=3.18	4	2024/2025 Complete
Brief Description of MK	<p>This course is designed as a development of the Fundamentals of Education Management Course with a special focus on the application of management principles in Early Childhood Education Institutions (PAUD). Through a theoretical and practical approach, students will be invited to understand and analyze various aspects of the implementation of PAUD, ranging from planning, organizing, implementing, to evaluating educational programs. The main concepts studied include theories of education management that are applied specifically in the context of early childhood education, paying attention to the unique characteristics of the management of educational institutions for early childhood. To enrich students' understanding, this course uses a variety of diverse learning methods, including clarification of concepts through interactive lectures, question and answer sessions to deepen understanding, case analysis assignments, student group presentations, and class discussions that encourage active participation. In addition, students will also develop independent material through direct observation in the field or PAUD institutions, which aims to provide practical experience in analyzing the application of education management theory in the real world. This combination of theoretical learning and field practice is expected to equip students with comprehensive competencies in managing early childhood education institutions effectively and efficiently, as well as preparing them to face real challenges in the field of early childhood education.</p>						

Mg To	Sub-CPMK	Indicators & Evaluation Criteria	Learning Forms & Methods	Learning Materials [Library]	Weight (%)	Offline
1	Understand the purpose, scope, and procedures of the lecture	Presentation activities according to the criteria of presentation track and concept mastery	Readings, Discussions, Assignments	Early Childhood Education Management [Malaikosa, 2021]	2%	Yes
2	Understand the philosophy and approach of PAUD	Active participation and understanding of the material	Readings, Discussions, Assignments	Sudjana (2004)	5%	Yes
3	Understand the basic concepts of PAUD management	Presentation & discussion of early childhood education management concepts	Readings, Discussions	Sudjana (2004)	3%	Yes
4	Understanding the provisions for the establishment of an early childhood education institution	Analysis and identification of the components of the establishment of the institution	Talks, Discussions, Portfolios	Sudjana (2004)	7%	Yes
5	Understand the financial management of PAUD institutions	Evaluation of financing components and sources of PAUD funds	Talks, Discussions, Portfolios	Sudjana (2004)	5%	Yes
6	Review of PAUD standards (Permendikbud 137/2014)	Discussion & clarification of the philosophy of the PAUD standards	CTL, Discussion	Sudjana (2004)	5%	Yes
7	Analyzing the implementation of PAUD standards in the field	Regulatory study and field application	Talks, Discussions, Portfolios	Sudjana (2004)	3%	Yes
8	Mid-Semester Exam (UTS)	Ability to solve written UTS questions	Test	Sudjana (2004)	15%	Yes
9	Understanding the PAUD learning center	Identification and analysis of center needs based on SNPs	Readings, Discussions	Sudjana (2004)	7%	Yes
10	Understand the management of the PAUD curriculum	Discussion of curriculum concepts and	Readings, Discussions	Sudjana (2004)	5%	Yes

		model application				
11	Knowing the terms and conditions of the establishment of PAUD	Assessment of legality, location, human resources, and marketing strategy aspects	Talks, Discussions, Portfolios	Sudjana (2004)	5%	Yes
12	Analyzing the implementation of the Integrated Early Childhood Education Post (PPT)	Observation and analysis of integrated service implementation	Readings, Discussions	Sudjana (2004)	5%	Yes
13	Analyzing multicultural learning in early childhood education	Multicultural-based learning design	Readings, Discussions	Sudjana (2004)	3%	Yes
14	Case analysis of PAUD governance reform	Case studies and substance analysis of management	Readings, Discussions	Sudjana (2004)	5%	Yes
15	Building a partnership network for early childhood education independence	Discussion of partnership concepts and strengthening networks	Readings, Discussions	Sudjana (2004)	10%	Yes
16	Final Semester Exam (UAS) – Project Result Report	Ability to compile and deliver paper reports	Test	Sudjana (2004)	15%	Yes



ANNEX

EXAM PAPER

2024



MIDTERM EXAM

Course	: Early Childhood Education Management
Semester	: Even 2024/2025
Class	: 2023A
Teaching Lecturer	: Dr. Yes Matheos Lasarus Malaikosa, M.Pd.
Time	: 150 minutes
Instructions	: Answer the following questions clearly and systematically.

Description:

Make a **scientific poster** that displays the results of case studies related to managerial issues in the management of early childhood education institutions. Case studies can be drawn from field experience, observations at PAUD institutions, or relevant scientific articles. Focus analysis on aspects **of planning, implementation, evaluation, or managerial innovation**.

Poster Terms:

1. **Poster Title:**
Short, concise, and reflective of the content of the case study.
2. **Background:**
A summary of the context and importance of the case.
3. **Problem:**
Describe the managerial issues raised.
4. **Analysis:**
Demonstrate problem-solving based on early childhood management theory.
5. **Solution/Innovation:**
A proposal for a solution or a relevant good practice.
6. **Visualization:**
Use attractive and communicative graphics, images, and layouts.
7. **Source:**
List the references used.

Assessment Criteria:

Aspects Assessed	Weight
Fit the content with the case study	25%
Managerial analysis accuracy	25%
Creativity and visual design	20%
Information clarity and grammar	15%
Relevance of library sources	15%

18.43

100%

Ditandai

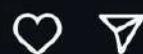
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Lihat suka

audreytfna "UTS Manajemen Pendidikan"

Tema: Kurikulum Paud

Dosen Pengampu: Dr. Yes Matheos Lasarus... selengkapnya



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Kelola

Taylor Swift - Message in a Bottle (Taylor's Version) (...)

Peningkatan mutu pendidikan dengan mengoptimalkan sarana prasarana yang ada di PAUD

Menciptakan lingkungan yang aman, nyaman dan berkualitas

Mengapa Sarana & Prasarana Harus Ditingkatkan?

- Mendukung perkembangan anak usia dini secara optimal.
- Membantu proses pembelajaran yang menyenangkan dan efektif.
- Meningkatkan kenyamanan dan keamanan anak dalam belajar.

Strategi Optimalisasi Sarana dan Prasarana

- Pemanfaatan ruang BOS dan sumber lain secara maksimal
- Kolaborasi dengan orang tua dan masyarakat untuk pengadaan fasilitas
- Pemeliharaan rutin agar fasilitas tetap layak pakai
- Inovasi dalam penggunaan bahan daur ulang untuk alat peraga

Dampak Positif Optimalisasi Sarana Prasarana

- Meningkatkan kualitas pembelajaran
- Meningkatkan minat belajar anak
- Mewujudkan lingkungan PAUD yang aman dan nyaman

hfidhotusdyh_217_2023F

28

hfidhotusdyh_ Tugas ini diunggah untuk memenuhi UTS mata kuliah Manajemen Pendidikan PAUD, yang diampuh oleh "Dr. Yes Matheos Lasarus Malaikosa, M.Pd... selengkapnya

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ella anil dan yesmalaikosa

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Kelola

STRATEGI PENGELOLAAN PENDIDIK DAN TENAGA KEPENDIDIKAN DALAM MENINGKATKAN KOMPETENSI GURU PAUD

Meningkatkan Kualitas Guru PAUD di Indonesia

Latar Belakang

Perkembangan profesionalitas guru sangat diperlukan untuk para pendidik agar dapat mengajar dengan baik. PAUD adalah masa yang sangat penting dalam perkembangan anak, dan guru yang berkualitas akan membuat perubahan yang besar bagi peserta didik. Di Indonesia saat ini ada program CPD atau dapat disebut dengan Pengembangan Keprofesian Berkelanjutan yang mana membantu guru atau pendidik untuk meningkatkan keterampilan dan pengetahuan agar lebih baik dalam mengajar.

Kompetensi Utama Guru PAUD

- 1. Pedagogik
- 2. Kepribadian
- 3. Sosial
- 4. Profesional

Strategi Pengembangan Profesionalisme

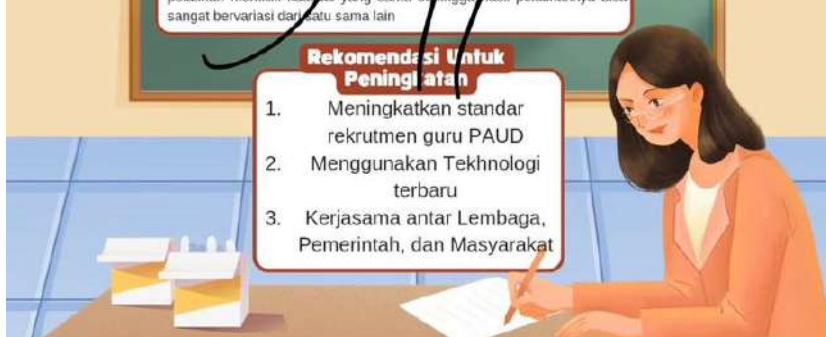
- 1. Program CPD
- 2. In-House Training (IHT)
- 3. Magang
- 4. Pembelajaran Jarak Jauh

Tantangan Dalam Pelatihan di Indonesia

Ada beberapa masalah yang harus segera diatasi di beberapa program, yang menjadi sebuah tantangan dalam pelatihan di Indonesia. Salah satunya yaitu kurangnya strategi yang terus menerus. Tidak semua pelatihan memiliki kualitas yang sama sehingga hasil pelatohnya bisa sangat bervariasi dan tidak sama lain.

Rekomendasi Untuk Peningkatan

- 1. Meningkatkan standar rekrutmen guru PAUD
- 2. Menggunakan Teknologi terbaru
- 3. Kerjasama antar Lembaga, Pemerintah, dan Masyarakat



♥ ♡ 📺 📁

Lihat suka

ayudyarchma_ [UTS MANAJEMEN PENDIDIKAN ANAK USIA DINI... selengkapnya

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Pentingnya Manajemen PAUD dalam Pengasuhan dan Penguatan Karakter Anak

1. PAUD SEBAGAI FONDASI PERKEMBANGAN INDIVIDU.
Pendidikan Anak Usia Dini (PAUD) merupakan tahap awal yang krusial dalam membentuk perkembangan anak secara utuh.

2. MANAJEMEN PAUD YANG EFektif.

- Perencanaan, pengorganisasian, pelaksanaan, dan evaluasi yang baik menciptakan lingkungan belajar yang sistematis dan optimal.
- Pengelolaan keberagaman memastikan setiap anak merasa diterima dan dihargai.

3. PERAN POLA PENGASUHAN DALAM PEMBENTUKAN KARAKTER

- Pola pengasuhan otonatif, yang mengabungkan disiplin dan dukungan emosional, dianggap paling ideal.
- Guru dan orang tua berperan penting dalam membimbing anak menuju karakter yang kuat dan mandiri.

4. STRATEGI PENGUATAN KARAKTER ANAK

- Pembiasaan nilai-nilai moral dan sosial budaya.
- Keterlibatan dari orang dewasa di sekitar anak.
- Pembelajaran berbasis nilai untuk membiasai etika dan moral yang baik.

5. KOLABORASI KELUARGA DAN SEKOLAH.
Kerjasama antara keluarga dan sekolah sangat penting dalam memberikan bimbingan yang konsisten bagi anak.

OCTAVIA PRIMA GENNUTA (230105684251)

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Kelola

PENGASUHAN & PENGUATAN KARAKTER ANAK
MANAJEMEN PENDIDIKAN ANAK USIA DINI

Author Miss Rose - Kids Day Fun Day

Dampak pola pengasuhan pada anak

Terdapat beberapa pola pengasuhan yang dapat mempengaruhi karakter anak :

- **Pola Otoriter** : Anak menjadi disiplin tetapi kurang kreatif
- **Pola Autokrat** : Anak menjadi mandiri dan percaya diri
- **Pola Demokratis** : Anak bertanggung jawab dan berani mengungkapkan pendapat
- **Pola Permissif** : Anak sulit mengontrol diri dan sangat disiplin
- **Pola dibebaskan** : Anak kurang percaya diri dan sulit beradaptasi

Strategi Penguatan karakter baik untuk anak

Banyak cara yang bisa dilakukan untuk menumbuhkan karakter baik untuk anak, diantaranya adalah :

- **Keteladanan** : Orang tua & Guru harus memberikan contoh yang baik bagi anak
- **Pembiasaan** : Pembiasaan dapat dilakukan melalui kegiatan sederhana seperti berbagi dan bersikap disiplin
- **Lingkungan** : Lingkungan yang kondusif & inklusif akan membentuk karakter anak secara optimal
- **Storytelling** : cerita keteladanan yang didengar oleh anak akan membawa mindset karakter baik anak
- **RolePlaying** : Bermain peran pada anak berguna untuk melatih keterampilan sosial anak
- **Kegiatan Sosial** : Hal ini mendorong anak untuk bekerja sama dan peduli terhadap sesama

Shobrina Mujahidah



Navigation icons: Home, Search, Create, Library, Profile

**Management Strategy for Educators and Education Personnel in
Improving the Competence of Early Childhood Education Teachers**

This paper was prepared to fulfill the task of Early Childhood Education
Education Management Course

Lecturer: Dr. Yes Matheos Lazarus, Alaikosa, M, Pd.



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Compiled by:

- 1. Kayla Khoirun Nisa (23010684133)**
- 2. Lauren Elisabeth Subekti (23010684178)**

S1 TEACHER EDUCATION-EARLY CHILDHOOD EDUCATION

FACULTY OF EDUCATION

STATE UNIVERSITY OF SURABAYA

2025

CHAPTER I

INTRODUCTION

1.1 Background

Management is the process of coordinating all human resources through planning, organization, direction, control to achieve predetermined goals (Zahriani & Latif Abdul, 2020). Management is a very important part of an educational institution such as PAUD (Early Childhood Education), without management, the educational institution is like running without limbs and goals, all parts in management play an important role in developing the educational institution that is built. The management of early childhood educators and education personnel is the management in the implementation of early childhood education services and the involvement of personnel who have abilities in certain and diverse fields such as educators who must have teaching skills with other competencies, and education personnel who are not directly involved in learning activities such as administrative staff, librarians, laboratories, and security. Therefore, the management of educators and the management of early childhood education personnel requires an improvement in the quality of the management process. Early childhood education (PAUD) is a very important learning phase in a child's life, because in that phase there is character construction for a child where this phase will affect the child's mindset and attitude in the future (Firman & Ali, 2023). Based on the explanation above, improving the quality of the management of educators and education personnel is necessary to improve the performance of education personnel, so that they become professional educators and education personnel who are expected to cooperate with each other in the implementation of school learning and teaching activities, so. Because the management of educators and educators is one of the keys to the success of education to produce a superior generation and ready to compete.

Early Childhood Education (PAUD) plays an important role in forming the foundation of optimal child development. At an early age, children are at a very sensitive stage of development, where the learning experiences gained can affect their cognitive, social, emotional, and character development in the future. Therefore, the quality of educators and education personnel is the main factor that determines the success of early childhood education services.

Early childhood educators have a very crucial role in guiding and directing children's development. They are expected not only to have effective teaching skills, but also to be able to adapt to the dynamic needs of children's development. On the other hand, education personnel such as administrative staff, librarians, laboratories, and security officers, although not directly involved in the teaching and learning process, also have a significant contribution in supporting the smooth operation of educational institutions. Therefore, effective management of these two groups is very important to create a conducive educational environment and support optimal child development.

However, in practice, many PAUD institutions, including Kyai Ibrahim Kindergarten, face challenges in terms of managing educators and education personnel. One of the main problems is the lack of adequate training and competency development for educators and education personnel, which has an impact on the quality of education provided. Many PAUD institutions still use traditional management methods and have not fully followed the latest developments in the world of education, both in terms of learning methods and human resource management.

Kyai Ibrahim Kindergarten, although there have been efforts to improve the quality of education, there are still challenges in improving the competence of educators. A more innovative approach in terms of training, teaching skill development, and the use of technology in the learning process is still needed. In addition, the importance of coordination between educators and other education personnel to create synergy that supports the achievement of quality education goals is also a factor that needs to be considered.

This study aims to analyze the management strategies of educators and education personnel at Kyai Ibrahim Kindergarten, as well as how effective management can improve the competence of educators. By understanding the various challenges faced and the steps that have been taken to overcome these problems, this study is expected to provide useful recommendations for the development of better management strategies. It is hoped that by improving the competence of educators and education staff, Kyai Ibrahim Kindergarten can provide higher quality early childhood education services and support children's development optimally.

Improving the quality of management of educators and education personnel not only has an impact on the educational institution itself, but also on society as a whole. With more competent and professional educators, it is hoped that a generation that is smarter, more characterful, and

ready to face future challenges can be created. Therefore, an effective management strategy for educators and education personnel is very important to improve the quality of education at Kyai Ibrahim Kindergarten and other PAUD institutions.

The pedagogical competence of early childhood education teachers in a multicultural environment plays an important role in creating inclusive and effective learning (Veliz, Zhang, & Akhlagh 2025). This approach emphasizes not only technical abilities in teaching, but also on the teacher's ability to understand the cultural context and language of the students. This concept is particularly relevant to be applied in Indonesia, which is a country with high cultural and linguistic diversity. By adopting cross-cultural competency-based training, early childhood teachers in Indonesia can be more sensitive to the individual needs of children and create a welcoming and supportive learning environment for all children.

The United States highlights the importance of leadership development among early childhood education teachers through the "teacher leadership initiative" program (Lee et al. 2022). This program equips teachers with the ability to be agents of change in their own school environment. This concept can be adopted in Indonesia in the form of multi-level training that not only focuses on pedagogy, but also on transformative leadership, so that teachers not only teach, but also play an active role in improving the overall quality of education.

1.2 Problem Formulation

1. What is the definition of an educator management strategy?
2. What are the strategies in managing educators?
3. What are the efforts of education staff in improving the competence of PAUD teachers?

1.3 Research Objectives

1. To find out the educator's management strategy
2. To find out strategies in managing educators
3. To find out the efforts of education staff in improving teacher competence

1.4 Research Benefits

A. Theoretical Benefits:

This research contributes to the development of education management theory, especially in the management of educators and education personnel in PAUD. By analyzing the strategies applied in Kyai Ibrahim Kindergarten, this research can enrich academic insights on effective methods in improving the competence of PAUD teachers. In addition, the results of this research can be the basis for further research in the field of education management, especially those that focus on strategies to improve the quality of teachers and education personnel.

B. Practical Benefits:

This research provides benefits to various parties. For PAUD institutions, this research provides insight into strategies that can be applied to improve educator competence. By understanding the various challenges faced in the management of education personnel, PAUD institutions can design more effective policies and training programs. In addition, this research can also help in identifying obstacles that often arise in the management of educators and finding solutions to overcome them. For educators and education staff, this study provides a deeper understanding of the importance of sustainable competency development. With the right management strategy, educators can be more motivated to improve their teaching skills and apply more innovative learning methods that are appropriate for early childhood development. In addition, this study also provides recommendations on training programs that educators can follow to improve their professionalism. For policy makers, this research can be a reference in developing more effective education policies, especially in improving the quality of early childhood education educators. By understanding the factors that support and hinder the management of education personnel, policymakers can design training and certification programs that are more tailored to the needs of educators. This is expected to create a better and sustainable early childhood education system.

CHAPTER II

STUDY OF THEORIES AND RESEARCH METHODS

2.1 Theoretical Studies

The planning, organizing, directing, and supervising of the educational environment to achieve educational goals is known as educational management. Some relevant theories of education management include:

- a. **Fayol's Theory (Classical Management):** Henri Fayol posits that management is the process of planning, organizing, directing, and supervising to achieve goals. This concept is important for education managers in managing schools or educational institutions efficiently.
- b. **Weber's Theory (Bureaucracy):** Max Weber emphasizes the importance of a clear organizational structure and standard rules in the management of education. This bureaucratic concept prioritizes a strict hierarchy, clear division of labor, and formal procedures, which can be used in the management structure of educational institutions.
- c. **Child Development Theory (Jean Piaget and Lev Vygotsky):** In the context of early childhood management, the theory of child development is very important, as educational programs for early childhood must be adapted to their developmental stages. Piaget put forward a theory of cognitive development that focuses on the stages of a child's development, while Vygotsky emphasized the importance of social interaction in children's learning.

Education Management is the process of planning, organizing, directing, and supervising in the educational environment to achieve certain goals called education management. Both the management theories of Henri Fayol and Max Weber provide an important framework for educational leaders to manage their institutions. Fayol emphasized the importance of efficiency in every aspect of management, and Weber emphasized that clear procedures and formal structures are necessary to ensure that operations run smoothly. These two theories serve as the basis for the development of effective management practices for educational institutions and other educational institutions.

2.2 Research Methods

2.2.1 Types of research

This research uses a qualitative method that aims to explore events in a comprehensive social and cultural context. This study uses a qualitative method to see the management strategy of educators and education personnel at Kyai Ibrahim Kindergarten. The main objective of this research is to gain a deeper understanding of how institutions manage educators and education personnel to improve their abilities, especially in the context of early childhood education (PAUD). This method allows researchers to understand a wide range of issues, practices, and policies related to early childhood education.

This research uses a qualitative approach, which allows researchers to see firsthand the experiences of educators, education staff, and institutional managers. Rich and complex data will be collected through in-depth interviews, observations, and document analysis. Patterns related to effective management will then be analyzed. It is hoped that the results of this study will provide valuable insights into effective methods to improve the ability of educators and education personnel in PAUD. In addition, this research will provide suggestions that can be applied to improve the quality of education at Kyai Ibrahim Kindergarten.

2.2.2 Subjects and Objects of Research

This case study at Kyai Ibrahim Kindergarten involves educators, education staff, and institutional managers who are directly involved in the early childhood education process. Because educators have a direct relationship with children's learning, the analysis of educators' ability to manage learning is essential. Although they are not directly involved in teaching and learning activities, education personnel play an important role in keeping school operations running smoothly. Administrative staff handle school administration, librarians manage teaching materials, labs assist with practicums, and security officers maintain a safe and comfortable school environment. Each of these groups is essential to creating a good educational environment.

This research focuses on the analysis of the management strategy of educators and education personnel at Kyai Ibrahim Kindergarten. The purpose of this study is to identify the problems faced by institutions in terms of educational human resource management and to find ways that can be done to improve the quality of education management. This is

expected to show how important it is to manage better human resources to achieve better educational goals.

2.2.3 Subjects and Objects of Research

Analyze the strategies applied in the management of educators and education personnel at Kyai Ibrahim Kindergarten to improve the competence of PAUD teachers. In order to obtain accurate and relevant data, this study uses observation techniques and interviews with research subjects who are directly involved in the educational process at the school.

The research subject has an important role in the management system of educators and education personnel at Kyai Ibrahim Kindergarten. The subjects involved in this study include

a. Principal

Provide information related to policies, challenges, and strategies applied in managing educators at Kyai Ibrahim Kindergarten.

Responsible for providing direction, supervision, and ensuring the improvement of teacher competencies in accordance with early childhood education standards.

b. Teacher

As the main goal in the competency improvement strategy carried out by schools and also to provide information about the experiences, challenges, and benefits of management strategies implemented in schools.

The main focus of this research is the management strategy of educators and education personnel in improving the competence of PAUD teachers. The research object includes the following aspects:

a. Management Strategy for Educators and Education Personnel

Policies and regulations implemented by school principals in managing educators and education personnel.

The system of recruitment, placement, and development of educators at Kyai Ibrahim Kindergarten.

The principal's leadership model in fostering and developing the quality of educators.

b. Early Childhood Education and Teacher Training and Development Program

The types of training and learning methods provided to PAUD teachers to improve their competence.

The role of the principal in providing opportunities for teachers to participate in certification programs or external training.

Evaluation of the effectiveness of training in improving teachers' pedagogic and professional competence.

c. Supporting and Inhibiting Factors in the Management of Educators and Education Personnel

Resources and facilities available at Kyai Ibrahim Kindergarten in supporting the strategy of improving teacher competence.

Obstacles faced by school principals, teachers, and education staff in implementing management strategies.

Efforts made to overcome obstacles in improving teacher competence

2.2.4 Data Collection Techniques

1. Observation

The observation was carried out to observe firsthand how the management strategy of educators and education personnel was implemented at Kyai Ibrahim Kindergarten. Through observation, researchers can obtain factual data about activities that occur in the school environment without being influenced by the perception or opinion of the research subject.

In this study, observations will be focused on several aspects, such as the leadership pattern of school principals in managing educators, the supervision and evaluation process of PAUD teachers, and the implementation of training or professional development programs for educators. In addition, interactions between school principals, teachers, and education staff were also observed to understand how competency improvement strategies are applied in daily activities. This observation is carried out in a passive participatory

manner, meaning that the researcher only observes without participating in the ongoing activity.

2. Interview

Interviews were used to dig up in-depth information from the research subjects related to the management strategies of educators and education personnel. In this study, the interview technique used is a semi-structured interview, in which the main questions have been prepared in advance, but remain open to development according to the responses given by the interviewees.

The respondents in this interview consisted of school principals, early childhood teachers, and education staff. School principals were interviewed to understand the strategies applied in improving teacher competence, including the policies made and the challenges faced. PAUD teachers will provide insight into their experience in participating in competency development programs and their impact on teaching.

3. Documentation

In addition to observation and interviews, documentation techniques were also used to collect written data relevant to the study. Documentation aims to support the results of observations and interviews with concrete evidence in the form of official documents or school archives.

The documents analyzed in this study include school policies related to the management of educators and education personnel, teacher data such as educational background and teaching experience, supervision reports and evaluation of the performance of PAUD teachers. With this documentation, data obtained from observations and interviews can be verified to improve the accuracy of the research.

CHAPTER III

RESULTS OF RESEARCH AND DISCUSSION

3.1 Case Description

The management strategy of educators and education personnel in improving the competence of PAUD teachers is a crucial aspect in the implementation of quality early childhood education. Kyai Ibrahim Kindergarten, as one of the PAUD educational institutions, faces various challenges in ensuring that its educators have competencies that are in accordance with educational standards. There are still obstacles in the process of recruiting, training, and managing educators. Some of the recruited teaching staff do not have adequate qualifications in accordance with early childhood education standards, so they need further training. However, limited resources and training programs available are often obstacles in improving teacher professionalism and competence.

This case raises the problem of lack of training and competency development for educators and education personnel. Many PAUD institutions still apply traditional management methods that have not fully paid attention to the latest developments in the world of education. This condition has an impact on teaching effectiveness, learning quality, and teachers' readiness to face the ever-growing challenges of early childhood education. The principal at Kyai Ibrahim Kindergarten has implemented several strategies in the management of educators and education personnel, including routine supervision, internal training, and cooperation with external parties to improve teachers' pedagogic skills. However, the effectiveness of this strategy still needs to be evaluated to determine the extent of its success in improving the quality of teaching and overall school management.

This study aims to analyze the management strategies that have been implemented and identify supporting and inhibiting factors in improving the competence of PAUD teachers. By understanding this condition, it is hoped that recommendations can be formulated that can help PAUD institutions in developing a more effective management system for educators and education personnel. Through this study, an analysis of the strategies implemented in Kyai Ibrahim Kindergarten will be carried out to identify factors that support and hinder the improvement of the competence of PAUD teachers. The results of this study are expected to provide recommendations for PAUD institutions in developing more effective management strategies, so that the quality of early childhood education can be further improved.

3.2 Analysis of Findings (Comparison)

This analysis will compare several key aspects between Indonesia and Singapore, such as early childhood education policies, teacher certification, training, competency development strategies, and teacher involvement in innovation and research. This comparison is expected to be a source of reflection and inspiration for PAUD managers in Indonesia, including Kyai Ibrahim Kindergarten, in formulating a more effective strategy based on international practices.

ASPECTS	SINGAPORE	INDONESIA
General Policy on Early Childhood Education	Coordinated by <i>the Early Childhood Development Agency (ECDA)</i> since 2013. One-stop and integrated.	Regulated in Law No. 20 of 2003 & Permendikbud No. 137 of 2014. The implementation of PAUD by the government and the community.
Teacher Certification	The ECDA requires formal registration and certification before teaching. Monitoring is carried out regularly.	Certification is carried out through Teacher Professional Education (PPG) and UKG (Teacher Competency Test). It is not exhaustive.
Teacher Training	Ongoing training that focuses on social-emotional development and teacher-child interaction.	A wide range of training focused on curriculum and learning methods
Competency Development Strategy	Continuous training of at least 20 hours/year. Focus on social-emotional competence, bilingualism, and innovative pedagogy.	Technical and thematic training such as the Independent Curriculum, literacy-numeracy, and online training (Learning Teachers).
Early Childhood Curriculum and Pedagogy	Teachers are trained to implement a <i>project-based</i> and bilingual thematic curriculum.	Teachers are directed to understand the National Curriculum of Early Childhood Education based on themes, play approaches and characters.
Innovation and Research by Teachers	Teachers are encouraged to conduct <i>action research</i> to develop a culturally responsive curriculum.	It is not commonly done. Teachers are rarely involved in classroom action research (PTK).

3.3 Discussion

A. Interpretation of Case Study Results Based on the Theory Used.

As shown by Zahriani and Latif Abdul (2020), the case study of Kyai Ibrahim Kindergarten shows that the application of good management principles greatly affects the effective management of educators and education personnel. According to this study, human resource management at Kyai Ibrahim Kindergarten failed, especially in terms of training and competency development of teachers and other school employees. This is in accordance with management theory that emphasizes planning, organizing, directing, and controlling as important elements in management. If there is no structured management, the quality of education cannot develop optimally because teachers and education staff do not have the skills and competencies that are in accordance with the demands of current educational development. Therefore, the implementation of more systematic and competency-based management will be very important to increase the effectiveness of learning in early childhood education.

In addition, the findings of this study are related to the theory of early childhood education which explains why early childhood education is important for the cognitive, social, emotional, and character development of children. Early childhood education is a very important phase, and the quality of teaching provided by educators is critical to a child's future. This research shows that although efforts have been made to improve the quality of education at Kyai Ibrahim Kindergarten, there are still major problems in implementing a more creative and adaptive learning approach. This shows that educators must be more proficient in dealing with the needs of developing children. With a better managerial approach and training focused on developing teaching skills, educators at Kyai Ibrahim Kindergarten will be better prepared to deal with various issues related to child development. This will allow them to provide a better education and in accordance with the theory of early childhood, which emphasizes the importance of an optimal learning experience at an early age.

B. The Relationship Between Research Results and Problems in Kindergarten Kyai Ibrahim

The results of our research show that the problems faced by Kyai Ibrahim Kindergarten, including the lack of effective management of teachers and staff, lack of training and skill

development, and lack of use of technology, are strongly related to poor quality of education. Despite efforts to improve the quality of education, the study found that poor human resource management hinders the achievement of educational goals. The lack of training for educators and education personnel and the lack of coordination between educators and other staff make things worse. In addition, the limited use of technology in the learning and administration process. As a result, the findings of this study confirm how important it is to improve the management of educators and education personnel through better training, improved coordination, and technology integration to improve the quality of education at Kyai Ibrahim Kindergarten.

C. Implications for Early Childhood Education Management and Decision Making at Kyai Ibrahim Kindergarten

The results of this case study are very important for the management of PAUD and the decision-making process at Kyai Ibrahim Kindergarten. This is mainly related to improving the quality of management of educators and education personnel. As Zahriani and Latif Abdul (2020) say, the application of more organized management principles is needed to manage PAUD well. Therefore, human resource management in PAUD must involve careful preparation for training and competency development of educators and other education personnel. The quality of education will be greatly influenced by the decision to provide ongoing training in teaching skills and other supporting skills, such as the use of technology in learning. By making choices centered on improving these qualities, teachers and education personnel will have sufficient abilities to support children's development optimally.

In the management of early childhood education, coordination between educators and non-educator education personnel must also be a major concern. Decisions about how to improve synergy between different elements of educational institutions, such as administration, librarians, laboratories, and security officers, can help create a better learning environment. Smooth operations and the achievement of better educational goals can be achieved through management that prioritizes effective communication and cooperation between related parties. Therefore, making decisions to build a holistic management system based on good management principles will have a positive impact not only on the educational institution itself, but also on the development of children studying in children's colleges (PAUD).

CHAPTER IV CONCLUSION

4.1 Conclusion

Based on the results of research that has been carried out on the management strategies of educators and education personnel in improving the competence of PAUD teachers at Kyai Ibrahim

Kindergarten, it can be concluded that the management of educators and education personnel has a very crucial role in improving the quality of early childhood education.

Some of the key findings from the study include:

The management of educators and education personnel at Kyai Ibrahim Kindergarten still faces challenges, especially in terms of improving the competence of educators through continuous training. School principals have made efforts to implement various management strategies, such as routine supervision and internal training, but there are still obstacles in their effectiveness due to limited resources and access to quality training.

The lack of use of technology in the management of education personnel and in the learning process is an inhibiting factor in improving the competence of educators. The synergy between educators and other education personnel still needs to be improved in order to create a more conducive learning environment.

Overall, this study shows that a more effective, systematic, and technology-based management strategy is needed to improve the competence of educators and education staff in early childhood education.

4.2 Suggestions

Based on the results of this study, there are several suggestions that can be applied by various related parties to improve the management of educators and education personnel in PAUD, especially at Kyai Ibrahim Kindergarten:

1. Improvement of Training and Competency Development

Early childhood education institutions need to collaborate with educational institutions or external parties to provide periodic training for educators and education staff. The training provided should be based on the specific needs of educators, including innovative learning strategies and the use of technology in early childhood education.

2. The Use of Technology in Education Management

Implementation of digital systems for administration and human resource management so that the management of education personnel is more efficient. In addition, it encourages educators to adopt technology in the learning process to increase the effectiveness of teaching methods.

3. Improved Coordination and Synergy

Increase cooperation and communication between educators, education staff, and school principals to create a more harmonious educational environment. Hold regular meetings to evaluate the development of educator management strategies and discuss solutions to the obstacles faced.

4. Support from Policy Makers

The government and educational institutions need to provide more support in the form of regulations, funding, and continuous training programs to improve the competence of educators in PAUD. Research-based policy formulation is also needed to improve the effectiveness of the management of educators at the PAUD level.

With the implementation of a more effective and sustainable strategy, it is hoped that the quality of education at Kyai Ibrahim Kindergarten and other PAUD can continue to improve, so as to be able to create a superior generation and be ready to face future challenges.

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