



The Role of BAN PAUD AND PNF in Improving Academic Quality

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Abstract

Accreditation is a series of activities in meeting and or maintaining the quality of education in line with the government's regulations. This research aims to explain the role of BAN PAUD and PNF in improving academic quality, especially in PAUD units. This research is a type of normative or literature research. The results showed an Accreditation Prerequisite Assessment (PPA) of PAUD Unit as one of the new regulations intended to facilitate educational institutions in the assessment process, especially accreditation. As part of the accreditation process, the Paud Unit's Visitation Assessment Instrument (IPV), as part of the accreditation process based on performance-based assessment in measuring the level of unit achievement in knowledge, attitudes, and interests, which are tailored to the needs of learners the community. Government regulations issued in line with the PAUD accreditation process are currently intended to make it easier for educational institutions to conduct assessments, both internally and externally.

Keywords: Role, accreditation, academic quality

Abstrak

Akreditasi merupakan rangkaian kegiatan dalam memenuhi dan atau mempertahankan kualitas mutu pendidikan, sejalan dengan regulasi yang telah ditetapkan oleh Pemerintah. Penelitian ini bertujuan untuk menjelaskan peran BAN PAUD dan PNF dalam peningkatan kualitas akademik, khususnya pada satuan PAUD. Penelitian ini merupakan jenis penelitian normatif atau kepustakaan. Hasil penelitian menunjukkan bahwa terdapat Penilaian Prasyarat Akreditasi (PPA) Satuan PAUD sebagai salah satu regulasi baru yang dimaksudkan sebagai upaya mempermudah lembaga pendidikan dalam proses penilaian, khususnya akreditasi. Instrumen Penilaian Visitasi (IPV) Satuan PAUD sebagai bagian dari proses akreditasi didasarkan pada penilaian berbasis performance dalam mengukur tingkat pencapaian satuan dalam pengetahuan, sikap dan keterampilan, yang disesuaikan dengan kebutuhan peserta didik dan masyarakat. Regulasi pemerintah yang dikeluarkan sejalan dengan proses akreditasi PAUD saat ini dimaksudkan sebagai upaya mempermudah lembaga pendidikan melakukan penilaian, baik secara internal maupun eksternal.

Kata kunci: Peran, akreditasi, kualitas akademik



INTRODUCTION

Accreditation is one of the most awaited agendas and the most "burdensome" in an educational institution's operations. Not least the Early Childhood Education (PAUD) and Non-Formal Education (PNF) level. In an accreditation process, educational institutions must meet several standards, where preparation for the fulfillment of these standards requires time, cost, and more energy to be prepared.

In short, it can be said that the purpose of accreditation at the level of PAUD and PNF is the control and assurance of the quality of education. The government does this as a form of moral accountability to the community. Educational institutions are required to provide the best teaching and quality services. Meanwhile, the benefits of accreditation are mentoring improvement of the quality of education and a basis for mapping education in an area or region. At the same time, the function of accreditation is to recognize an educational institution's eligibility in carrying out the process or service of education by considering specific standards (Wijoyo, 2020). This moral responsibility is also held by educational institutions and every policy aimed at improving the quality of education (Supriyadi & Prasetyaningsih, 2021).

Early childhood is the beginning of everything towards a child as provisions or basis in living life or later times. PAUD and PNF play an essential role in providing as early as possible to various abilities and characters of children in line with their growth and development (Pramana, 2020).

PAUD and PNF have at least 4 (four) main components that must be met: *first*, the core components. Here the education unit identifies basic needs that must be met: *the second*, the input component. The education unit requires various resources needed as the key to sustainability and existence. *Third*, the process component, where planning is necessary for line with the sustainability of the education unit. Identification of problems and solutions is needed in every operation. *Fourth*, the product components. The education unit is required to distribute output externals that are in line with the community's needs while keeping in mind the regulations that have been set (Makarim et al., 2020).

Academic quality is closely related to various programs run by educational institutions, including the ability of educators (Tatminingsih, 2021). Academic quality includes quality in service that meets customer expectations and quality in answering problems or adjusting to changing times. Through academic grade, an educational institution has specific indicators that can be measured in absolute terms and impact the existence of the educational institution itself (Fithri & Anggraini, 2018).

BAN PAUD and PNF itself in its operations to accredit Early Childhood Education (PAUD) as a form of an academic unit that includes Kindergarten (Kindergarten), Raudhatul Athfal (RA), Bustanul Athfal (BA), PlayGroup (KB), Child Care Park (TPA), and Similar PAUD Unit (SPS), as well as Nonformal Education (PNF) as a form of an academic unit that includes Course and Training Institute (LKP), Community Learning Activity Center (PKBM) and PNF Similar Unit / Sanggar Learning Activities (SKB) (Busron & Rachmi, 2020).

One of the problems that arise in early childhood education institutions is the ability of leaders, in this case, the principal, to carry out management functions (planning, organizing, actuating, and controlling). This impacts the readiness and results of the accreditation assessment of the educational institution (Supriyadi & Prasetyaningsih,



2021). Meanwhile, educational institutions are required to organize academic quality education and quality in a better, more systematic, and more accountable service.

Based on the description above, the author seeks to describe the regulations and policies of BAN PAUD and PNF in improving academic quality through the accreditation process, which is devoted to PAUD units.

METHOD

This research is a type of normative or literature research. Data collection through literature studies is related to the focus of research in literature studies, theories, and documents. Triangulation data analysis is used in collecting data, data reduction process, presentation, and the withdrawal of conclusions.

RESULTS AND DISCUSSIONS

One of the reasons for PAUD and PNF's rise is the high expectations of parents towards their children (Ruwaitah et al., 2019). This is not necessarily an excuse in "cornering" busy working parents but as a fact of high public awareness of the potential of children at an early age with a variety of intelligence that comes with it.

The purpose of education will be achieved if all education components can be connected and related to family, community, and government. The teacher's task is no longer confined in the classroom but also penetrates specific abilities that align with learning goals outside the classroom. One of them is the involvement of teachers in the administrative system as part of their professional duties (Suparti & Mubarok, 2021).

Early Childhood Education is any activity involving the potential and intelligence of children (Hewi & Shaleh, 2020). This is done through many activities, ranging from imitating to analyzing him. In general, it can be said that the purpose of early childhood education itself is to prepare children to enter the next level, both as learners in the next level of education and as children as a process of growth and development in line with psychological development. Accreditation itself is a reference in policymaking in line with the quality of education and as an indicator of quality in the present and future (Febriyani & Warmansyah, 2021).

Permendikbud Article No. 13 of 2018 states that BAN PAUD and PNF are independent evaluation bodies that determine the feasibility of basic education units and formal secondary education concerning national education standards. Meanwhile, article 21 says that the accreditation mechanism in PAUD is:



Figure 1. PAUD Accreditation Mechanism

Guidelines for accreditation of PAUD and PNF in 2021 issued by the National Accreditation Board of PAUD and PNF (BAN PAUD and PNF) of the Ministry of Education and Technology mention that there is an Accreditation Prerequisite Assessment (PPA) of PAUD unit, which is as follows:

Table 1. Accreditation Prerequisite Assessment (PPA) of PAUD Unit

STANDARD	IMPLEMENTATION	DESCRIPTION	VALUATION
Child's developmental achievement level	Detection of child growth	Recapitulation of child growth data	Document recapitulation of child growth data of at least 1 class
	Detection of child development	Recapitulation of child growth data	DDTK, KMS, KPSP, SDIDTK
Fill	KTSP	Implementation of KTSP	Learning documents, materials, and Endorsements
	Curriculum reference	Reference	National, national and international, national and local standard documents
Process	Service by age group	Child data	Service document
	Learning planning	Student study plan	RPPH, RPPM
	Supervised learning	Supervised by the leader	Supervised documents
	Parental involvement	Communication with parents	Photos, Videos, Activity Reports
Educators and education	Educators	Academic qualifications and competencies	Academic qualifications and competencies documents
	Education Energy	Academic qualifications and competencies	Academic qualifications and competencies documents
	Means	Inventory	Inventory documents



Facilities and infrastructure Management	Infrastructure	Land	Space/land availability document
	Unit planning	Unit Plan	Activity plan documents, educational calendars
Financing	Organizing	Implementation of management	Organizational documents
	Implementation	SOUP	SOP document
	Budget plan	Investment and operating expenses	Investment and operating expense documents
Valuation	Financial administration	Cashflow/financial record keeping	Financial flow documents
	Assessment of child development	Child's daily assessment	Works, notes, documentation
	Child development report	School report to parents	Periodic reports

Education policy plays an essential role in determining the direction and purpose of the education process (Srihartini et al., 2021). The success or incompetence of implementing a policy will affect the quality of education, ranging from the unit level to the national. For this reason, a thorough understanding of the existing regulations is needed in achieving optimal results.

Quality is the main guarantee in the implementation of education. Various educational institutions' policies are directed towards improving, improving, and maintaining quality (Indrawati et al., 2021). Academic quality leads to the commitment and consistency of educational institutions in providing educational services in line with the community's and the government's expectations through its regulation (Latif et al., 2020). Accreditation is one way of assessing this achievement. Quality is created through a system that is planned, able to be measured, and able to be implemented (Permana et al., 2020). Accreditation can even be used as the key to the success of an educational unit in performing educational services (Casmudi, 2019).

Every educational institution in all units will always talk about quality (Tatminingsih, 2021). Therefore, each pending team is expressed in applying appropriate management functions in achieving the goals to be achieved through consideration of aspects and assessment indicators.

Paud Accreditation Guidelines by BAN PAUD and PNF strengthen the Decree of the Minister of Education No. 71/P/2021 concerning PAUD and PNF Accreditation Devices, in which it states that there is a Visitation Assessment Instrument (IPV) of the PAUD unit, as follows:



Table 2. Visitation Assessment Instrument (IPV) PAUD unit

No	GRAIN	No	GRAIN
1	Stimulation of religious value practices	14	Stimulation of self-control
2	Stimulation of worship practices	15	Stimulation of prosocial behavior
3	Good habituation stimulation	16	Stimulation knows the country
4	Gross motor stimulation	17	Stimulation of cultural diversity
5	Fine motor stimulation	18	Utilization of learning resources based on environmental potential
6	Clean and healthy living stimulation (PHBS)	19	Diversity of play activities according to the stage of development and interest
7	Child safety and the environment	20	Facilitating scientific activities
8	Problem-solving stimulation	21	Stimulation of ideas and interests
9	Stimulation of logical, critical, creative thinking	22	Providing support
10	Stimulation of symbolic thinking	23	Facilitate innovative learning services
11	Facilitating receptive language	24	Parental support
12	Facilitates language disclosure	25	Facilitating the professionalism of educators and education personnel
13	Facilitating language and script	26	Introduction and habituation of healthy living behaviors

It is also added that IPV is based on performance-based assessments in measuring unit achievement in knowledge, attitudes, and achievements, which are tailored to the needs of learners and society.

Paud optimization creates excellent and quality human resources (Kurnia et al., 2019). This requires indicators in the assessment of such achievements. Accreditation is charged to educational institutions taking quality into account in line with the demands of improving human resource competence. One of the standards in accreditation (Content Standard), which contains the PAUD curriculum, is the primary key in achieving the academic quality of learners (Damayanti, 2019). This is because the curriculum is the spirit of the learning and playing process. It is even said that the right curriculum will make an educational unit survive; conversely, if the curriculum is not right, the education unit will be challenging to maintain its existence.

CONCLUSION

Accreditation is one way to recognize the quality of educational services, especially academic quality through several standards that regulations set by the government have determined. Government regulations issued in line with the PAUD accreditation process are intended to facilitate educational institutions in the assessment process. With the new rules that exist, it is expected that the accreditation process no longer burdens the school but precisely as a self-conscious effort in evaluating the academic quality of a school in the future.



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