

QUALITY ASSURANCE SYSTEM IN KINDERGARTEN: STUDY OF QUALITY STANDARD INDICATOR BETWEEN COUNTRIES

Sunarni ^{*1}, Ahmad Sonhadji K.H. ², Nurul Ulfatin ³, A. Supriyanto ⁴

State University of Malang, East Java, INDONESIA.

¹jengnarni@yahoo.co.id, ²asonhadjikh@yahoo.com,
³nurul.ulfatin.fip@um.ac.id, ⁴a.supriyanto.fip@um.ac.id

ABSTRACT

The purpose of this paper is to reviewing the indicators of quality assurance system standard in Kindergarten. The method used is library research. Data using indicator from 9 countries are: Indonesia, Hong Kong, Australia, New Zealand, Spayol, USA, Italy, Singapore, and Finland. The results based on the assessment of quality assurance indicators, can be summarized to standard: 1) teachers and educators (principals, teachers, and staff); 2) management and leadership (planning and administration, leadership, resource utilization, organizational context, costs); 3) Process of teaching and learning (curriculum, teaching and childcare, child health, contact quality to support child growth and development, facilities and infrastructure, assessment of learning, and graduates; 4) support for children and the work ethic of the school (relationship with children's parents, community relations, school climate/learning environment). Kindergarten is a unique, Kindergarten quality standard with fewer but integrated criteria will facilitate the kindergarten to conduct quality assurance system of kindergarten.

Keywords: quality management, quality assurance system, indicators of quality standards

INTRODUCTION

Early childhood education or Pendidikan Anak Usia Dini (PAUD) lately in Indonesia is of serious concern, both by central and local governments. The forms of attention include changes in organizational structure, learning program, regulation and policy of quality assurance system, minimum service standard, and equity of organization. Gutama and Herarti ^[1] declare regulation and policy of PAUD quality assurance based on the 1945 Constitution, 28c Paragraph (1) which is elaborated through Law, Government Regulation, Presidential Regulation, and Regulation of Minister), from here described again through quality assurance institution.

The Great Dictionary of Bahasa Indonesia ^[2] quality is a good measure of bad things of object, levels, standard. Ebbeck & Waniganayake ^[3] that the quality is: 1) Quality is a product, either as inputs or outcome of good practice. 2) Quality is a process, what is happening in programs in relation to organizational goals and objectives. 3) Quality is relative, it is value-laden and culture-bound, it is also individualistic-quality is whatever the customer wants. 4) Quality is transitory, it varies over time, sustainability is a major challenge. 5) Quality is dynamic, perceived as a mark of distinction, quality imperatives can be highly influential in decision-making.

Fattah ^[4] states the quality is the ability possessed by the product or service that can meet the needs or expectations, customer satisfaction. In the field of education that customers are divided into 2 i.e. internal customers i.e. students or students as learners, while external

customers are the community and the industrial world. Quality does not stand alone, many factors to achieve and maintain quality. The role and function of quality assurance system is needed.

Juran ^[5] states that quality objectives have many sources, among others, based on customer needs, so that every customer needs is a goal to be achieved. Haryati ^[6] stated that the improvement and development of quality in the field of education needs to be built nationally in an effort to improve the nation's competitiveness, image, and public accountability. Uchtiawati ^[7] research results found that the role of leadership is very important in internal and external quality assurance. Sukrisno ^[8] research results suggest that the stronger the quality of school culture will be followed by the more effective the school quality assurance system. Chan, Lee & Choy ^[9] stated that to improve the quality of education, especially in the Early Childhood Education of Hong Kong involves all parties, namely government policy, teachers as educators, and good school administration.

Kindergarten is one of the formal education path. Every formal organization needs quality assurance is no exception with educational organizations from Kindergarten to Higher Education. Regulation of the Minister of National Education (Permendiknas), Number 63, Year 2009, Chapter 1 Article 1 on Education Quality Assurance System ^[10].

Central Bureau of Statistics/BPS ^[11] number of kindergarten schools in Indonesia reaches 70,917. The National Accreditation Board - Early Childhood Education and non-formal education/BAN-PNF ^[12] has accredited 8,927 consisting of KB, TK, LKP, Unit of Similar Courts, and others (18 program spreads) with accreditation status A, B and C There are still many kindergartens in Indonesia that have not been accredited.

Sallis ^[13] mentions there are fundamental differences between quality control, quality assurance, and total quality. Quality control is the oldest quality concept, a post-production process that tracks and rejects defective items. Quality assurance to prevent errors since the beginning of the production process. A way of producing products that are free from defects and errors. Total quality expansion and development of quality assurance. TQM is an effort to create a quality culture, which encourages all of its staff members to satisfy customers. In the concept of integrated quality the customer is king.

Sonhadji ^[14] stated that quality assurance is basically a government policy, so that the organization is more qualified. Education requires standardization of quality. Special internal quality assurance is done as a policy of institution/initiative from institution based on ability and condition of that institution. Sani; Pramuniati; and Mucktiany ^[15] states that based on the general quality assurance model, basically the quality assurance process contains four functional characteristics: 1) standard setting, 2) compliance, 3) continuous evaluation, and 4) quality improvement. The educational quality assurance cycle at the education unit level is shown in Figure 1.

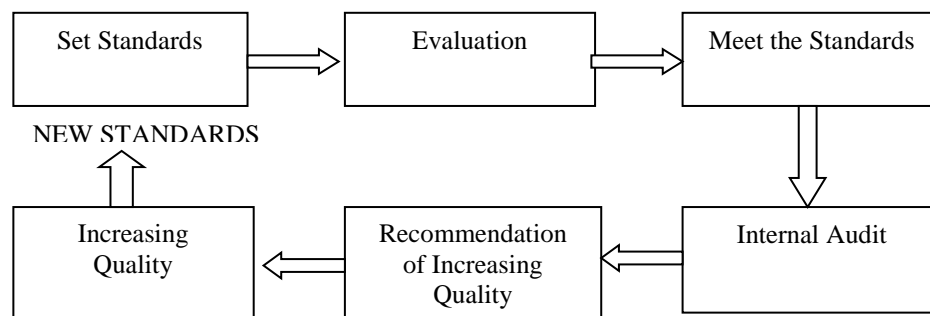


Figure 1. Quality Assurance Cycle of Education Unit

Based on the above background, the quality assurance of education is very important in the field of education, both at the level of education unit and national level. Improving the quality of education means improving the image of the nation, public accountability, and the competitiveness of the nation.

METHODOLOGY

This study uses literature review approach. Creswell^[16] states that the literature review is a summary of journal articles, books, and some documents that describe information in the past and present, organizing the literature into several topics, and documents needed for a proposed study. Johnson and Christensen^[17] stated that literature review research can be used in quantitative or qualitative research. To investigate quality assurance indicators in kindergarten using books, the results of research derived from thesis, thesis, and dissertation, as well as published research results in the form of proceedings or journals both nationally and internationally.

Kindergarten quality standards are taken from 9 countries: Indonesia, Hong Kong, Australia, New Zealand, Spain, USA, Italy, Singapore and Finland. All information and documents obtained are used as study materials to achieve the purpose of this writing is to review quality assurance standards at the kindergarten level. The author list all the indicators of quality assurance of kindergarten, then concluded simply.

FINDINGS

Indicators of quality assurance especially in kindergarten schools are taken from the following countries: Indonesia, Hong Kong, Australia, New Zealand, Spain, USA, Italy, Singapore and Finland. The country has various quality assurance components, among others:

First, an indicator of quality assurance in Kindergarten in the State of Indonesia.

Quality assurance is contained in the Minister of National Education Regulation Number 63, 2009^[10] on the Quality Assurance System of Education, which consists of: content, process, competence of graduates, educators and education personnel, facilities and infrastructure, management, financing, and assessment. Regulation of the Minister of National Education Number 63 Year 2009 on Quality Assurance System of Kindergarten Education. Attachment III of the Regulation of the Minister of National Education Number 52 Year 2009 regarding the instruments of data collection and information supporting the accreditation component are grouped into 4, namely: 1) the level of progress achievement, 2) educators and education personnel, 3) content, process and assessment standards; and 4) facilities for infrastructure, management and financing.

Second, an indicator of quality assurance Kindergarten in Hong Kong State.

Hong Kong Education Dept^[18], that performance indicators are presented in four main domains or areas: a) Management and organization (planning and administration, leadership, staff management, resource utilization, self-evaluation); b) Teaching and learning process (curriculum design, teaching and caring for children, children's learning, assessment of learning experience); c) Support for children and school ethos (caring and supporting educational services, relationships with parents with outsiders, school climate); and d) Child development (intellectual, linguistic, physical, personal and psychological, moral and social, aesthetic and cultural, basic knowledge).

Third, quality assurance Kindergarten in the State of Australia.

Australian Government, The Australian Children's Education and Care Quality Authority (ACECQA) ^[19] states that there are 7 areas of quality: 1) educational program and practice, 2) children's health and safety, 3) physical environment, 4) staffing arrangements, 5) relationships with children, 6) collaborative partnership with families and communities, and 7) leadership and service management.

Fourth is the State of New Zealand,

The Education Review Office (ERO) ^[20] that performance criteria are assessed from: a) organizational context, b) establishing services, c) curriculum services, d) learners, e) f) responding to diversity, g) leadership, and h) governance and management.

Fifth, the Spayol country, Early Childhood Care and Education (ECCE) ^[21] that quality assurance in Spain

It covers 5 areas, including: a) the quality of the context to support the learning and development of children; b) the quality of processes to support learning and development children, c) quality of children's learning experience and achievement, and d) quality of management and leadership to learn.

Sixth, quality assurance Kindergarten in USA namely National Association for the Education of Young Children (NAEYC) ^[22]

Broadly have standards and criteria: 1) children that include: assessment of the student progress (assessment of child progress), the curriculum, health, relationships, and teaching; 2) administration includes: the physical environment as well as leadership and management; 3) teachers; and 4) relationships (partnerships) which include: family and community relationships.

Based on 4 standards and criteria, hereinafter translated into 10 standards. The ten NAEYC standards include: a) Partnerships, program standards: the program promotes positive relationships between all children and adults to encourage each child's sense of personal value and belonging as part of the community and to encourage capability each child to contribute as a responsible member of the community; b) Curriculum, standard program: this program implements curriculum consistent with goals for children and promotes learning and development in each of the following areas: social, emotional, physical, linguistic, and cognitive; c) Teaching (teaching), the standard program: the program uses appropriate, effective developmental, cultural and language approaches that enhance the learning and development of each child in the context of the program curriculum objectives; d) Assessment of child progress, standard program: This program is informed by the system's ongoing, formal, and informal assessment approaches to provide information on children's learning and development. This assessment occurs in the context of reciprocal communication with the family and with sensitivity to the cultural context in which children develop. assessment results are used for children by informing children about voice decisions, teaching, and program improvement; e) Health (health), the standard program: this program promotes the nutrition and health of children and protects children and staff from illness and injury; f) Teachers, program standards: this program employs and supports teaching staff who possess the educational qualifications, knowledge, and professional commitment necessary to improve the learning and development of children and to support the diverse needs of families and interests; g) Family, standard program: this program builds and maintains collaborative relationships with each child's family to encourage child development in all settings. This relationship is sensitive to the composition of family, language, and culture; h) Community Relationships, Program Standards: This program builds links with and uses

resources from the community of children to support the achievement of program objectives; i) Physical Environment, standard program: This program has a safe and healthy environment that provides a suitable and well-maintained indoor and outdoor physical environment. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development; and j) Leadership and management (leadership and management), the standard program: the program effectively implements policies, procedures and systems that support stable and strong staff, fiscal and program management so that all children, families and staff have high quality experience.

Seventh, quality assurance in Northern Italy,

The learning approach at Reggio Emilia ^[23] consists of: child-centered learning, creativity and aesthetics, cooperation, the environment, documentation, and relationships with children's parents. The principles in Reggio Emilia include: a) Children who are strong, interested, capable and have curiosity; b) Children learn to cooperate with others ie with other children, families, teachers, and the community; c) Children have "a hundred languages" which means they know things like moving, drawing, painting, building, sculpting, collage, acting, singing, playing music and more; d) Children learn in the space they are in, they need beauty, an orderly room where everything has a purpose and can help children learn; e) Children are able to survive long, sustainable learning when topics are of interest to them; f) The teacher listens and observes the children closely, asks questions, and explores the ideas of the children; g) The teacher provides an experience that "provokes" the child's thinking and learning; h) Teachers documenting children's work so they can talk to each other and children better understand the thinking and education of children in general; i) Parents provide ideas and skills, which make them an active partner in children's learning.

Eighth, quality assurance criteria in Singapore State

It is consist of: 1) management and organization, 2) learning and learning, 3) supporting / motivating students and school culture, and 4) student development.

Ninth, the quality assurance criteria in the Finnish state

According to the European Commission ^[24] there are guarantees for quality-related structures and dealing with students. Quality related to structure: government, personnel, funding, and evaluation. Quality related to students: curriculum implementation, learning support, growth and welfare, inclusion and influence, school co-operation with parents, safety of learning environment. Quality assurance from 9 countries is presented in Table 1.

Table 1. Quality Assurance of Kindergarten from Various Countries

No.	Countries				
	Indonesia	Hong Kong	Australia	New Zealand	Spain
1	Content	Management and organization (Planning and administration, leadership, staff management, resource utilization, self-evaluation)	Educational program and practice	Organizational context	The context quality to support children's learning and development
2	Process	Teaching and learning process (curriculum design, teaching and caring for children, children's learning, assessment of learning experience)	Children's health and safety	Build services	The Process quality to support children's learning and development
3	Competence of graduates	Support for children and school ethos (caring and supporting services, relationships with parents and external agencies, school climate)	Physical environment	Curriculum Service	The quality of children's learning experience and achievement
4	Educators & education personnel	Child development (intellectual, linguistic, physical, personal and psychological, moral and social, aesthetic and cultural, basic knowledge).	Staffing arrangements	Student and learning	The Quality management and leadership to learn
5	Infrastructure		Relationships with children	The success of the child	
6	Management		Collaborative partnership with families and communities	Respond to diversity	
7	Financing		Leadership and service management	Leadership	
8	Evaluation			Governance and management	

Continued Table 1. *Quality Assurance of Kindergarten from Various Countries*

No.	Countries			
	USA	Italy	Singapore	Finland
1.	Partnership	Children who are strong, interested, have ability and have curiosity.	Management & Organization	Structural: relationships with government, personnel, funding, and evaluation
2.	Curriculum	Children learn to work with others	Theaching and learning	Students: curriculum, learning, growth & welfare, inclusion, cooperation with parents, learning environment
3.	Teaching	Children have "a hundred languages"	Suport for students and school culture	
4.	Child Progress Assessment	Children learn in the room they are in	Student development	
5.	Health	Children are able to survive long to learn		
6.	Thecher	Master listens and observes the children closely		
7.	Family	The teacher provides an experience that "provokes" the child's thinking and learning.		
8.	Public relations	The teacher documents the work of the child		
9.	Physical Environment	Parents provide ideas and skills		
10.	Leadership and management			

DISSCUSION

Quality assurance criteria between country one with other countries vary according to the needs of a country. USA Country is the country that has the most criteria that is 10 criteria, Italy has 9 criteria, while Indonesia and New Zealand have 8 criteria. The least criterion is owned by Finnish country which is 2 criteria, but it covers many things that are criterion related to structural (relation with government, personnel, funding, and evaluation) and related to student (curriculum, learning, growth & prosperity, inclusion, cooperation with parents, and learning environment).

Quality assurance based on the same criteria as the country of Indonesia is: 1) standard of content in other words curriculum, study or learning, quality support child development, child health, child progress, children diversity. 2) process standards: process quality to support the growth and development of children, relationships with students, family relationships. 3) standards of educators and education personnel in other words staff, teachers. 4) standard means of infrastructure in other words the physical environment, 5) graduates in other words the success of children. 6) financing or financial standards. 7) assessment standards in other words the quality of children's learning management and achievement. 8) management standards in other words leadership and management, organizational context, build services.

The similarities of the nine most dominant countries are: the areas of content, processes, and management. Things that have little in common are financing. Based on the above quality assurance studies, it can be grouped into 4 standards: 1) educators and teachers (principals, teachers, and staff); 2) management and leadership (planning and administration, leadership, resource utilization, organizational context, costs); 3) Teaching and learning process (curriculum, teaching and child care, child health, quality of contact to support child growth and development, facilities and infrastructure, and assessment of learning, graduates; and 4) support for children and work ethic of school , community relations, school climate/learning environment).

Tsinidou, Gerogiannis, and Fitsilis ^[25] research results suggest that assessment of the criteria of quality terdiri: academic staff, administration service, library service, curriculum structure, location, infrastructure, career prospects. Sunarni ^[26] states many factors that affect the quality of education, namely internal and external factors. The quality assurance procedure has the following steps: a) planning, b) implementation, c) control / monitoring / reporting process, d) self-evaluation, e) quality audit, f) corrective action, and g) quality improvement. Barber, Cohrssen, and Chrurh ^[27] The results of the study stated that the application of Quality Area 1 of The National Quality Standards (NQS) is the education program and practice. The study finds that both the professional development opportunities available to educators as well as the delivery of content meet the needs of professional learning educated by educators. Advocacy of a more participatory, evidence-based approach to professional learning. In addition, the response rate of participants is an indication of the need for a systematic way to track and support the needs of specialist educator-specific learning in early childhood education and care (ECEC).

You Qian ^[28] conducted a study to analyze the difficulties faced by Chinese governments and scientists to achieve a balance between equity and quality in early childhood education (ECE) in various areas, especially in rural and migrant children. It was concluded that local government and central government will play an important role in determining whether the formulated policy is translated into action on the ground. It is important to increase funding for early childhood education in China and calculate its budget allocation.

Fenech^[29] states that three influences collectively encourage parents to think about ECE as a private and not a public issue, among others: 1) This effect is ECE's policy as 'the art of government; 2) maternal discourse that inherits motherhood; and 3) limited involvement of educators with and enforce an advocacy system. This paper addresses the possibility of educators to subvert this influence and develop activist collaboration with the goal of achieving universal provision of high quality education for all children in Australia. Krasniqi^[30] research suggests that the solution of educational problems in Kosowo State today is synchronizing between theoretical and practical education to meet the demanding needs of the internal and external markets of the EU.

CONCLUSION

Quality assurance criteria vary from country to country depending on the policies of each country. There are countries that have many criteria and there are countries only have 2 criteria. Differences in quality assurance criteria basically have the same goal of improving the quality of education for the progress of the state and the welfare of citizens.

Kindergarten is a unique and different organization with education on it (Elementary School to Higher Education). For developed countries kindergarten has been well managed, while developing countries kindergarten has not received a good touch from the government. Kindergarten quality standards with fewer but integrated criteria will facilitate the kindergarten to conduct quality assurance system of kindergarten.

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