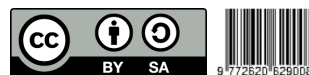


EARLY CHILDHOOD MANAGERIAL SUPERVISION MANAGEMENT TO IMPROVE MANAGERIAL COMPETENCE OF PLAYGROUP LEADERS

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(Case Study at Calakan Playgroup in Ciburial Village, RT. 02/05 Cibogo Village, Lembang District, West Bandung Regency)

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Abstract

Efforts to produce quality human resources start at an early age so that development is not only physical but optimizes all existing potential. The competencies possessed by a school principal in each institution will be different, while the concept of quality assurance by the government is evaluated with the same educational standards. Managerial Supervision is an assessment activity in aspects that support the teaching and learning process related to the school management section which includes planning, organizing, implementing and supervising. In general, this study aims to analyze and find empirically about the supervision carried out by PAUD inspectors in improving the competence of the head of the Calakan Play Group in Lembang. The method used by the author in this research is descriptive analytic method with case study type. In this study, researchers used data collection techniques by means of observation, documentation, and interviews. The results of the research obtained in the planning of PAUD Supervisory Managerial Supervision has a five-year program formulation made by Intermediate Supervisors. The organization is appointed by the PAUDNI Division which consists of a chairman, secretary, PAUD supervisors and several pamong. Implementation is sometimes not in accordance with the schedule / time that has been planned. In supervision, PAUD supervisors have recommended suggestions to the Head of the Calakan Play Group to make a follow-up plan both for improving the managerial competence of the Head, the learning process, fulfilling the 8 National Education Standards and the quality of the Calakan Play Group itself on an ongoing basis according to the points of the Supervision Format. and Monitoring. The obstacle faced is the lack of PAUD inspectors in Lembang District. Efforts to overcome them: 1) carry out more intense communication and monitoring; 2) recommend the results of supervision to the KBB Education Office through the Head of the PAUD and PNFI Sections; 3) share knowledge, experience with the Supervisor at the Head of the Playing Group in terms of managing supervision and improving the competence, professionalism and experience of fellow Supervisors.

Keywords: *Managerial Supervision Management, PAUD supervisors, Managerial Competencies of the Head of Play Group*

INTRODUCTION

Playgroup Education (KB) which is one of the types of Non-Formal Early Childhood Education (PAUD) as a beginner education level is the main capital for the success of the next level of education in an effort to support the development of National Education. The existence of control from the government through the Supervision of Supervisors is the spearhead for supervision, guidance, facilitation and improvement in the management (management) of Playgroups (KB). The improvement of family planning management cannot be separated from the role of the head of the playgroup and educators and education personnel in managing family planning.

Building a nation starts from building each individual human from birth until humans leave the world (minal mahdi ilal lahdi). The initial step of building the nation begins with building a quality generation, to create a reliable generation in the future through education from the family environment from an early age, and following the development of children, parents through Early Childhood Education (PAUD), namely education that intended for children from birth to 6 years of age.

The nature of education according to Suhardan and Suharto (2009:12) in Education Management is defined by: "1) The process of human interaction which is marked by a balance between the sovereignty of students and the authority of educators; 2) Efforts to prepare students to face an increasingly rapidly changing environment; 3) Improving the quality of personal and community life; and 4) Lasts a lifetime".

Education that is available and can be obtained by everyone who is in the school education path or outside of school is basic education (Dikdas), secondary education (Dikmen), and higher education (Dikti). In addition, preschool education can also be held.

The importance of PAUD management is stated by Mulyasa (2012:11) "which is an important part that must be considered by seeing that competition between PAUD institutions requires quality human resources with high competitiveness". Moreover, seeing the main task of the principal will be responsible for the management from the initial process to the graduation of the child. The Head of the Play Group is appointed because he has the ability as a leader in an educational institution which will later manage optimally in achieving the goals of the institution. Efforts to produce quality human resources start from an early age so that development is not only physical but how to optimize all existing potential so that integration is achieved. Competencies possessed by a Playgroup Head in each institution will be different while the concept of quality assurance by the government is evaluated with the same educational standards. This needs to be considered so that the Competence of the Head of the Play Group continues to be improved with various activity models because the implementation of institutional management is very necessary is the availability of quality early childhood services so that the human resources produced are increasing.

Supervision is needed for school development. Supervision has a very large impact on the development of the school itself. Rachmawati (2016) in her research on the Effect of Educational Supervision on Teacher Performance in Elementary Schools in the Bandung City Education Office Cluster 19 and 20 Bandung City, stated that "educational supervision carried out by supervisors has a positive and significant influence on changes in teacher performance". Because of the importance of implementing supervision as stated above, in carrying out its obligations, a supervisor really needs

support and assistance from various components of education, including support from technology. The use of technology is expected to ease the implementation of supervisory duties as supervisors. The technology in question is managerial information system technology.

Supervision programs usually contain activities that will be carried out to improve teacher performance in improving the learning situation for which they are responsible. The supervision program contains various efforts and actions that need to be carried out so that learning becomes better, so that students' learning acceleration is faster in developing their potential, because teachers are better able to teach. The academic supervision program according to Satori (1997) "... is intended to improve and improve teaching and learning processes and outcomes ... so that coaching activities are relevant to improving the professional abilities of teachers".

The success of PAUD supervision according to PP-PAUD and Dikmas West Java is indicated by: 1) Availability of documents and processes for organizing PAUD and Dikmas units in accordance with the 8 SNPs as contained in the BAN-PAUD and PNF Accreditation Instruments. 2) The dissemination of policies and mechanisms for the accreditation of PAUD and Dikmas units in a systematic, effective, and efficient manner. 3) Stimulating institutions to apply for accreditation which is coordinated by PP-PAUD and Dikmas and Dikmas and BAN-PAUD and Provincial PNF based on the available quotas in each province, and 4) Submission of accreditation application documents by PAUD Units is carried out properly and correctly and optimal.

Important matters, especially for Supervisors and Education Units, need to identify the obstacles and obstacles to Supervision as well as the supporting factors for the implementation of Supervision in the Education Units to become learning materials for the process of improving/increasing the results of supervision. In accordance with the duties and functions, the Supervisor will monitor the realization of control and improvement actions every 3 months through academic supervision and managerial supervision as a form of coaching and guidance activities. Supervision of 3 (three) months will continue to be carried out according to the schedule agreed between the Supervisor/Overviewer and the Education Unit. And so on until the time for the implementation of re-accreditation every 5 years. Supervision by the Supervisor once every 3 months includes academic supervision and managerial supervision according to the established Annual Program.

In accordance with the mechanism of the supervision process by the Inspector at the KB-PAUD Education Unit, it is expected to be able to produce the outputs of the Supervision and Supervisor who are able to improve the quality of KB-PAUD according to and/or exceed the requirements of 8 (eight) PAUD Standards and provide outcomes. This is reinforced by the results of research by Lestari Ningrum, et al (2019: 18) which states that "it is necessary to think about how to improve the competence of school principals because the number one management of permanent institutions is the availability of quality early childhood services so that the human resources produced are also of high quality".

Based on the explanation above, it is necessary to think about so that the competence of the Principal will continue to be improved with various activity models because the implementation of the management of the permanent institution is number one. "The availability of quality early childhood services is very necessary so that the human resources produced are also of high quality" (Lestari Ningrum, et al. (2019: 18). However, in terms of conditions in the field regarding the implementation of KB-PAUD as described based on facts, it shows that there are twelve gaps or problems complex.

Based on the real facts, the situation above is strengthened by the results of previous research related to the implementation of Playgroups where there are still gaps in the fulfillment of the 8 (eight) PAUD Standards, it can be concluded that the root of the problem is caused by: (1) The management of the Playgroups is not in accordance with the 8 Standards. PAUD; (2) The Competence of the Head of the Playing Group has not met the required competence, especially the Managerial Competence of the Head of the Playing Group is still low; and (3) the implementation of Playgroup Supervision is partially not in accordance with the provisions of the PAUD Supervision Guidelines, and the root of the more significant problem is: The supervision implementation has not been carried out in accordance with the PAUD Supervision Guidelines. The focus of the research is that the supervision approach is closely related to various procedures and steps, techniques, instruments, conditions of social interaction between heads of institutions, because of the problems faced by the heads of the Playgroups, their objectives as well as the impacts and benefits of each approach. supervision is very different.

This study wants to improve the Managerial Competence of the Heads of Playgroups through the Managerial Supervision of PAUD Superintendents, so it encourages the authors to conduct research with the title "Management of PAUD Supervisors' Managerial Supervision to Improve Managerial Competences of Playgroup Leaders (Case Study of Playgroups in West Bandung Regency)"

Concepts

1. Education Supervision Management

Educational supervision according to Sahertian (2008:19) is "an effort to provide services to teachers both individually and in groups in an effort to improve teaching". Meanwhile, according to Sagala (2009: 195) "educational supervision is professional assistance and guidance for teachers in carrying out instructional tasks in order to improve learning and teaching by stimulating, coordinating, and continual guidance to increase the growth of teacher positions individually and in groups".

So what is meant by educational supervision management is a series of processes of planning, organizing, directing, supervising, controlling, and efforts of educational staff to improve the quality of education.

Sergiovanni and Starrat argue that "the main task of supervision is to improve the teaching situation". The improvement is carried out through increasing the professional ability of teachers in carrying out their duties. Supervision activities aim to improve teaching and learning processes and outcomes. The main activity is helping teachers, but in a broad context it involves other school components because teachers are also related to administrative components, facilities, school environment, and others. The improvement and improvement of abilities is then transferred into teaching behavior so as to create a better teaching and learning situation, which in turn also increases the growth of students. From these various definitions, there seems to be general agreement that teaching supervision activities are aimed at improving teaching.

Based on several studies, it can be concluded that supervision aims to develop a conducive and better climate in learning activities, through fostering and improving pedagogic competence.

2. Managerial Supervision

Supervision can be interpreted as a process of monitoring activities to ensure that all organizational activities are carried out as planned and at the same time an activity to correct and correct if deviations are found that will interfere with the achievement of goals. Supervision is also a management function needed to evaluate the performance of the organization or units within an organization in order to determine progress in the desired direction.

According to the Guidelines for the Implementation of the Duties of School/Madrasah Supervisors (Directorate of Education Personnel, 2009:20) it is stated that: Managerial supervision is supervision relating to aspects of school management that are directly related to improving school efficiency, quality, and effectiveness which includes planning, coordination, implementation, assessment, competency development, and results of human resources (HR) of education and other resources.

Meanwhile, in the Education and Training Learning Materials Book, it is stated that "supervision is a professional activity carried out by school supervisors in order to assist school principals, teachers, and other education personnel in order to improve the quality and effectiveness of education and learning".

The supervision system refers to the Regulation of the Director General of PAUD and Dikmas of the Ministry of Education and Culture of the Republic of Indonesia Number 03 of 2016 concerning Technical Instructions for Supervision in PAUD and Dikmas Units. Meanwhile, the substance of supervision refers to the accreditation instruments of BAN-PAUD and PNF.

The legal basis for the implementation of PAUD Supervision are: 1) Regulation of the Minister of National Education of the Republic of Indonesia Number 86 of 2008 concerning Criteria and Instruments for Non-Formal Education Accreditation; and 2) Regulation of the Director General of PAUD and Community Education of the Ministry of Education and Culture Number 03 of 2016 concerning Technical Guidelines for Supervision of PAUD and Community Education Units. The scope of supervision includes academic supervision and managerial supervision.

Supervision is not a place to judge but an activity to help teachers to get out of the difficulties they face and at the same time encourage them to develop their abilities and work. Academic supervision is a series of activities to help teachers develop their abilities in managing the learning process to achieve learning objectives. Academic supervision cannot be separated from the teacher's performance assessment in conducting learning management. Academic supervision carried out by the principal is included in the supervisor function. The principal must supervise the work carried out by education staff and education staff. Teachers who have been supervised academically by the principal will have the advantage that teachers can develop their competencies, improve or improve the teaching methods used so that the teacher is worthy of being seen as an ideal teacher.

Through supervision, a PAUD teacher is motivated to change, grow, and improve his abilities and work in order to increase the effectiveness and efficiency of the learning process. "The competency approach is a supervision process that is oriented towards strengthening teacher competencies, both pedagogic, personality, social, and professional competencies" (Musfah, 2015). This approach means that teachers must have certain competencies to carry out their duties. The clinical approach assumes that the teacher's learning process to develop is always related to the teacher's own individual learning process.

Managerial supervision is an assessment activity in aspects that support the teaching and learning process. The Directorate of Education Personnel (2009) states "the definition of managerial supervision is supervision related to the school management department which includes planning, coordination, implementation, assessment, competency development of human resources (HR) of education and other resources".

According to the West Java PAUD Supervision Guide (PP-PAUD), managerial competence is the ability to control all resources in the education unit to achieve the vision, mission and goals of the education unit. The development of this managerial competence is carried out by providing material on the management of the institution or the management of the institution.

The importance of PAUD management is stated by Mulyasa, (2012:11) "which is an important part that must be considered by seeing that competition between PAUD institutions requires quality human resources with high competitiveness". Moreover, seeing the main task of the principal will be responsible for the management from the initial process to the graduation of the child. The head of family planning is appointed because he has the ability as a leader in educational institutions which will later manage E-ISSN: 2613-9103 J-ADIMAS (Journal of Community Service) Volume 7, Number 1, July (2019:17-21) to the fullest in achieving the purpose of the institution. Efforts to produce quality human resources start from an early age so that development is not only physical but how to optimize all existing potential so that integration is achieved.

Competencies possessed by a family planning head in each institution will be different, while the concept of quality assurance by the government is evaluated with the same educational standards. This needs to be considered so that the competence of the Head of KB continues to be improved with various activity models because the implementation of institutional management is very necessary is the availability of quality early childhood services so that the human resources produced are increasing. Opinions or writings expressed by Argadinata and Putri (2017: 187) convey that strengthening Managerial Competence in an institution leader or head of family planning is an important thing to do and is very much needed in order to carry out their duties. Strengthened by Ambarita (in Argadinata and Putri, 2017: 187) if there is something that the results are less than optimal in managing the institution because the managerial function of the leader does not function properly.

3. PAUD Supervisory Managerial Supervision

PAUD supervisors in managerial supervision act as: (1) liaison and negotiator in the process of planning, coordinating, developing school management, (2) supervisors in classifying weaknesses and analyzing school potential, (3) information center for school quality development, and (4) reviewing on the meaning of the supervisor's results. The core of managerial supervision activities is the supervision and development of school management and administration.

The focus of this supervision is aimed at the implementation of the fields of school management, which include: (a) school curriculum management and school learning, (b) student affairs, c) school facilities and infrastructure, (d) teaching staff, (e) finance schools, (f) school relations with the community, and (g) special services. In carrying out supervision of the above matters, supervisors are required to supervise the implementation of national education standards which include eight components, namely: (a) School Content Standards, (b) School Graduate Competency Standards, (c)

Learning Process Standards, (d) Educators and Education Personnel Standards, (e) School Facilities and Infrastructure Standards, (f) school management standards, (g) Financing Standards, and (h) Assessment Standards. The purpose of supervising these eight aspects is so that schools are maximally accredited and can meet the National Education Standards.

From another point of view, in Managerial Supervision by Supervisors of schools, it is related to school management. As according to Danim (2006:4) that:

It is known that in the last decade a school-based management (SBM) design has been developed, as a new form of management perspective from the center to lower agencies that gives autonomy to schools and increases community participation. Supervisors are required to be able to explain and introduce this management innovation model according to the context, socio-cultural and internal conditions of each school.

4. Basic Concepts of Competence

Competence can range from repeating facts and concepts to advanced motor skills to learning behaviors and professional values. Spencer and Spencer in Hamzah B. Uno (2007:63) that: "competence is a characteristic that stands out for a person and becomes ways of behaving and thinking in all situations, and lasts for a long period of time". From this opinion, it can be understood that competence refers to a person's performance in a job that can be seen from thoughts, attitudes, and behavior. Furthermore, Spencer and Spencer in Hamzah B. Uno (2007:63), divide five characteristics of competence, namely: 1) Motive, which is something that people think and want that causes something. 2) Traits, namely the physical characteristics of consistent responses to situations. 3) Self-concept, namely attitudes, values, and image of a person. 4) Knowledge, namely information that a person has in a particular field. 5) Skills, namely the ability to perform tasks related to physical and mental.

Based on some of these definitions, it can be concluded that competence is a set of mastery of abilities, skills, values, and attitudes that must be possessed, internalized, and controlled by teachers originating from their education, training, and experience so that they can carry out their teaching duties professionally.

The quality standards of supervisors that have been set by the Directorate General of Quality Improvement of Educators and Education Personnel of the Directorate of Education Personnel of the Ministry of National Education (Sudjana, 2006) are that: School supervisors function as supervisors, both academic supervisors and managerial supervisors. As an academic supervisor, the family planning supervisor is obliged to assist teachers' professional abilities so that teachers can improve the quality of the learning process. Meanwhile, as a managerial supervisor, the supervisor is obliged to assist the head of family planning to achieve effective family planning.

Guidance and supervision of these two aspects should be the main task of the family planning supervisor. All of these legal products direct that the supervisor's position is not only an exile and display position in the education office, but has a function of driving the progress of education in family planning. "Like teachers, supervisors must also start work with planning, implementation and end with reporting" (Aripin and Gazali, 2011) in (Slameto, 2016:193).

According to Murdick as quoted by Fatah (2011:101) that: "Supervision has a basic process consisting of 3 stages, namely: (1) Establishing implementation standards, (2) Measurement of work implementation compared to standards, and (3) Determining gaps (deviation) between implementation with standards and plans".

In the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards CHAPTER IV article 19 paragraph (3) explicitly states that: "supervision/supervision is carried out for the implementation of an effective and efficient learning process. The above verse is reaffirmed by article 23 and article 24.

Based on the Regulation of the Minister of Education and Culture concerning Academic Qualification Standards and Competence of Supervisors. In accordance with the Regulation of the Minister of Education and Culture Number 98 of 2014 dated September 22, 2014 concerning Academic Qualification Standards and Competence of Supervisors, Article 1 states that (1) Standards of academic qualifications of Supervisors are used as a requirement in determining the feasibility of assigning Supervisors. (2) The supervisor's academic qualifications are a minimum of a bachelor's degree (S-1) or four diploma (D-IV) in the relevant education field issued by an accredited tertiary institution as the organizer of the procurement program for educators and education personnel. (3) The eligibility for the assignment of the Supervisor as referred to in paragraph (1) is also fulfilled after the Supervisor has attended and passed the education and functional training of the Supervisor.

Meanwhile, Article 2 explains that (2) The competency standards for supervisors are used as guidelines for assessing the supervisor's ability to carry out quality control and evaluate the impact of PAUD, Non-formal and Informal programs. The supervisor's competency standards as referred to in paragraph (1) include: personality competencies, managerial supervision competencies, academic supervision competencies, educational evaluation competencies, professional development competencies, and social competencies. (3) The supervisor's competency standard as referred to in paragraph (2) includes the formulation of the substance of competence and sub-competence listed in the Appendix which is an integral part of this ministerial regulation.

As for the Attachment to the Regulation of the Minister of Education and Culture Number 98 of 2014 Dated September 22, 2014 concerning Academic Qualification Standards and Competency of Supervisors that Supervisory Managerial Competencies are completely divided into 2 (two) competencies, namely: (1) Able to carry out quality control programs for PAUDNI programs, which includes the following sub-competencies: (a) Develop a plan for the quality control program for PAUDNI; (b) Carry out monitoring of PAUDNI programs; (c) Carry out an assessment of the PAUDNI program; (d) Implement guidance and coaching to educators and to education staff in PAUDNI units; and (e) Prepare reports on the quality control results of the PAUDNI program; (2) Able to carry out an evaluation of the impact of the PAUDNI program, including the following sub-competencies: (a) Prepare a design for the evaluation of the impact of the PAUDNI program; (b) Develop an instrument for evaluating the impact of the PAUDNI program; (c) Implement and compile reports on the results of the evaluation of the impact of the PAUDNI program; and (d) Conducting presentations on the results of the evaluation of the impact of the PAUDNI program.

Fulfillment of Managerial Competency qualifications by PAUD Supervisors is one of the keys to the success of the Managerial Supervision implementation in an effort to achieve the objectives of supervision, namely increasing the competence of school principals (Principals of Playgroups/KKB).

In order for the implementation of Managerial Supervision to achieve the above objectives according to the level, the Supervisor has a tiered task, the details of the activities of each type and level of the Supervisor's position are as follows: 1) First Supervisor; 2) Junior Supervisors, 3) Middle Supervisors; 4) Principal Supervisor.

5. The basic concept of the Head of the Play Group (KKB)

KKB is one component of education that can play a major role in improving teacher performance. The school principal is responsible for organizing educational activities, school administration, fostering other educational staff, and utilizing and maintaining facilities and infrastructure.

Competence is a combination of mastery of knowledge, skills, values and attitudes that are reflected in the habit of thinking and acting on a task/job. Competence is all the basic knowledge, skills, values and attitudes that must be possessed by KKB which are reflected in the habits of thinking and acting that are dynamic, developing, and can be achieved and implemented at any time.

The specifications for the capabilities mentioned above are intended so that the KKB can complete their tasks in a good and quality manner. Thus, KKB competence is the basic knowledge, skills and values reflected by a KKB in the habit of thinking and acting consistently which allows him to be competent or capable in making decisions about the provision, utilization and improvement of the potential of existing resources to improve the quality of education in the community. the KB.

The characteristics of school principals (including KB Heads) who are competent in their field of work are school principals (including KB Heads) who have competence according to the Regulation of the Minister of National Education of the Republic of Indonesia Number 6 of 2018, concerning the Standards of Principals/Madrasahs which include personality, managerial, entrepreneurial competencies, supervision, and social. Attached to these competencies, it is hoped that the principal can improve the quality of education in the school. Principal competencies are formed on a number of comprehensive, mutually supportive, and synergistic indicators, which consist of 5 managerial competencies defined as specific types of individual competencies, namely "activities, knowledge, skills or attitudes as well as personal characteristics needed to improve performance. management" (Martina et al., 2012:131).

Managerial competence is an activity of strategic thinking, inspiring, motivating, mobilizing, setting a vision, and providing the best solution for the work team or organization. Someone who will experience success must carry out his authority and responsibility according to his portion. The need for managerial competence is increasingly pressing, especially in times of uncertainty in changing political conditions, economic factors, and the constant need to do more.

According to Permendikbut Number 28 of 2010 that: The principal is a teacher who is given the additional task of leading Kindergarten/Raudhotul Athfal (TK/RA), Special Kindergarten (TKLB), Elementary School/Madrasah Ibtidaiyah (SD/MI) , Extraordinary Elementary School (SDLB), Junior High School/Madrasah Tsanawiyah (SMP/MTs), Extraordinary High School (SMPLB), Vocational High School/Madrasah Aliyah Vocational (SMK/MAK), High School/Madrasah Aliyah (SMA) /MA, or Extraordinary High School (SMALB) which is not an International Standard School (SBI) or which has not been developed into an International Standard School (SBI).

The Managerial Competencies of the Head of PAUD in accordance with Law No. 137 of 2014 concerning National Standards for Early Childhood Education are as follows: (1) Prepare plans for PAUD units/programs for various levels of planning. (2) Developing PAUD unit/program organization according to need. (3) Leading PAUD units/programs in optimal utilization of their resources. (4) Managing change and institutional development towards an effective learning organization. (5) Creating a culture and climate of PAUD units/programs that are conducive and innovative for early childhood learning. (6) Manage teachers and administrative staff of PAUD units/programs in the context of optimal utilization of human resources. (7) Manage school/madrasah facilities and infrastructure in the context of optimal utilization. (8) Managing the relationship between PAUD units/programs and the community in order to find support for ideas, learning resources, and PAUD financing. (9) Manage curriculum development and learning activities in accordance with the direction and goals of national education. (10) Manage the finances of the PAUD unit/program in accordance with the principles of accountable, transparent, and efficient management. (11) Manage the administration of PAUD units/programs in supporting the achievement of PAUD goals; (12) Manage special service units for PAUD units/programs in supporting learning activities and student activities in schools/madrasahs. (13) Managing the information system of PAUD units/programs in supporting program preparation and decision making. (14) Utilizing advances in information and communication technology (ICT) to improve learning and management of PAUD units/programs. (15) Monitoring, evaluating, and reporting on the implementation of school/madrasah activity programs with appropriate procedures, as well as planning follow-up actions. (16) Resolve internal conflicts wisely.

Based on the description above, it can be concluded that the Managerial Competence of the Head of the Playgroup (KM KKB) is the ability of the Head of the Education Unit equivalent to PAUD in managing and managing planning, organizational development, optimizing family planning resources, managing changes and developing effective learning, creating a conducive climate and innovation, empowerment of infrastructure, managing community and school community relations, curriculum development, accountable financial management, and the use of Information and Communication Technology (ICT).

6. Early Childhood Education

Article 28 of the 2003 National Education System Law states that: Early childhood education can be carried out through formal education (kindergarten, *raudatul athfal*, or other equivalent forms), non-formal education channels (play groups, daycare centers, or other equivalent forms), and/or informal education channels in the form of family education or education organized by the environment.

In connection with the facts mentioned earlier, the number of children who are touched by early education which is carried out through formal education is still very minimal. In this regard, it is only natural that the role of education outside of school which includes non-formal and informal education in providing early education services to children who do not receive education through formal education is very important and urgent.

Based on these characteristics, preschool education has been recognized as lifelong education. The same thing was also expressed by Worth who stated that education should not refuse children under the age of 6 years and recommended early childhood education called early ed. He put forward three

main goals early ed. which includes stimulation equipment, assisting the understanding of identity, and creating appropriate socialization experiences.

Wiyani and Barnawi (2012:36-37) explain the opinion of child education experts as follows: Early childhood education (PAUD) is education that can help grow and develop children and education can help children develop naturally. So, in essence early childhood education (PAUD) is the provision of efforts to stimulate, guide, nurture, and provide learning activities that will produce abilities and skills in early childhood.

Furthermore, Suyadi and Ulfah (2013:17) state that "Early childhood education (PAUD) is essentially education organized with the aim of facilitating the growth and development of children as a whole or pressing on the development of all aspects of the child's personality".

Suyadi and Ulfah (2013:17) say that: "PAUD is essentially education organized with the aim of facilitating the growth and development of children as a whole or emphasizing on the development of all aspects of the child's personality". Wiyani and Barnawi (2012:78) state that there are general and specific goals in early childhood education. The general goal is to prepare children to be able to live and adapt to their environment by developing their potential from an early age.

Apart from the explanation above, the goals of PAUD according to UNESCO ECCE (Early Childhood Care and Education) in Suyadi and Ulfah (2013:20) are as follows: 1) PAUD aims to build the initial foundation in improving children's ability to complete higher education, reduce grade repeat rates and dropout rates; 2) PAUD aims to invest in human resources that are profitable, both for families, nations, countries, and religions; 3) PAUD aims to stop the wheel of poverty and 4) PAUD aims to actively participate in maintaining and protecting the human rights of every child to obtain an education guaranteed by law.

So, in addition to preparing children to enter education to the basic level, the purpose of PAUD is to improve and develop aspects of child development and develop the potential and talents that exist in early childhood, further education and readiness to face the future in the future.

Improving the quality of education must begin with improving the quality of schools which include teachers, principals and other school staff. One of the efforts to improve the quality of education can be done through the implementation of supervision. "Educational supervision is an overall activity that aims to assist the management of educational institutions and to improve the ability of teachers and employees in managing school institutions" (Bafadal, 2004:73).

The principal has the main task of being in charge of school activities, leading the school and supervising teachers and staff. As Daryanto (2011) reveals "supervision is one of the main tasks in the administration of education, not only the job of supervisors but also the work of the principal towards his employees".

7. Foundation 6 (Six) Value System

The application of PAUD Supervisory Managerial Supervision Management (MSMP PAUD) in an effort to improve the managerial competence of the Head of Playgroup (KKB) requires a solid foundation so that PAUD MSP can obtain standard results or even exceed it. In the context of the realization of MSP PAUD today, it is increasingly complex, the changes are very fast, due to the proliferation of

PAUD which are mushrooming, although sometimes they do not pay attention to the quality of their services in fulfilling the 8 SNPs. As a result, unhealthy competition cannot be avoided and the exchange of values cannot be contained. As an effort to fortify the negative impact on the development of PAUD in which there is a type of Play Group (KB) educational unit, it is necessary to base 6 value systems initiated by Sanusi edited by Iriantara (2015:146) which consists of: "teleological values, logical values, physical-physiological values, ethical values, aesthetic values, and teleological values".

In relation to MSMP PAUD, it is hoped that the value system is a reference to the theoretical basis and relevant concepts so that from planning, organizing, implementing, and monitoring there is clarity, it is described in detail as follows: Related to MSMP PAUD, SPMI with 6 (six) systems This value is used in setting the initial intention (commitment) only because of Allah SWT, in accordance with His instructions (Islamic Shari'a) and the provisions of the applicable statutory requirements, and the results achieve the vision, mission and goals of MSP PAUD which are blessed by Allah SWT.

Theological value is the value of monotheism to Allah Almighty as a strong basis for a Muslim in living this complex life of monotheism and noble character. Tawhid means believing and believing in: Allah, the Angels, Allah's Books, Allah's Apostles, good and bad Qadla and Qadar; and the Day of Judgment. Islam means: To swear that there is no god but Allah Almighty; establish prayer; fasting, paying zakat; and perform Hajj (for those who are capable). Ihsan means worshiping as if you see Allah, if you don't see Him, surely Allah SWT sees us. All activities in this life, including the activities of PAUD MSP must be under the supervision of Malikat Raqib and 'Atid as Supervisors (Supervisors) of Allah's messengers who are attached to humans. The results of his notes will be used as an assessment material whether all human activities are valued at a noble rank (superior) or not. Likewise, it is related to MSMP PAUD to produce superior values or not in front of Allah SWT and in relation to the community as well.

Logical values related to thinking, understanding, and remembering are always the reference for their activities. The process of critical thinking, understanding, understanding, remembering is a process in carrying out an activity. In the context of MSMP PAUD is an important activity, a systematic effort is needed in setting the vision, mission, goals, strategies, policies, standards, targets and programs, procedures and provision of human resources and other resources managed by the Oversight team. PAUD works in a professional manner that produces the desired outcomes and outcomes.

Physical-physiological value, physical value means maximizing the physical function of both human resources (HR) and resources including a strong, complete and sophisticated information system. Physiology means a healthy, well-maintained, fun environment and culture that provides enthusiasm for work. This physiological physical value underlies the MSMP PAUD in an effort to meet and even exceed the 8 SNPs carried out with excellent physical strength and facilities and infrastructure supported by a healthy, comfortable, and encouraging learning environment.

Ethical values mean respect, trustworthiness, fairness, all related to our morals, ethical values at this time are not widely used either by people who do not want to learn or people who say they are educated. The relationship between PAUD PSM which has a code of ethics that is held tightly by both the inspector, PAUD administration and the community in an effort to organize an MSP PUAD that is respectable, reliable, fair, and objective.

Aesthetic values include harmony, attractiveness, sweetness, beauty, and love. The relationship between MSMP PAUD and aesthetic value is so that the process and results provide added value for PAUD residents and other stakeholders, not only beneficial for increasing managerial competence, but also having an impact on improving service quality and satisfaction of all stakeholders.

Theological values are focused on the principles of benefit, effectiveness, efficiency, productivity and accountability in every stage of MSMP PAUD activities so as to provide added value for increasing managerial competence, and have an impact on improving service quality and satisfaction of all stakeholders as well as being an example (best practices) for all other organizational functions at PT.

Assessment 6 Value system (value system) in life between the elements of the value system there are always combinations and interrelationships and influence each other, there is an attraction and thrust, ups and downs and their intensity. From this value system, some of the parties involved in PAUD MSMP activities are maintained as core values or even absolute values, as well as supporting values and other values only as a complement.

The PAUD Supervisory Supervision Management (MSP PAUD) which is held based on the 6 (six) Value Systems mentioned above is intended in addition to those mentioned above to also serve as a desirable direction for PAUD MSMP in an effort to improve its performance. Truly the world as a creation of the Almighty is beautiful and truly glorious because of belief in Him. As a poet's admiration said, "What a beautiful violet in the sky, looks beautiful and the nature of Allah SWT, the Most Perfect for His servants who want to think critically.

METHOD

This research is a descriptive study that describes a symptom, an actual event related to the PAUD Supervisor Managerial Supervision Management process to Improve the Managerial Competence of the Playgroup Head. Suharsini Arikunto (1993:208) suggests that "Descriptive research is a non-hypothetical research so that in the research step it is not necessary to formulate a hypothesis". The purpose of this descriptive research is to make a systematic, factual, accurate explanation of the facts and characteristics of a particular population or area.

Based on the problems and research objectives, the approach used in this study is a qualitative approach that focuses on the sharpness of the researcher's analysis of the problems studied objectively and systematically in accordance with factual events or events that occurred at the research location. This is in accordance with the opinion expressed by Kirk and Miller (in S. Margono, 2003:36) that: "Qualitative research is a certain tradition in social science that fundamentally depends on observing humans in their own area and dealing with people. in its language and in its events".

The location of this research is focused on the Calakan Playgroup (KB) in Cikole Village, Lembang District accompanied by supporting data from the supervisor and PP-PAUD Lembang Regency, considering that Calakan KB is one of the most well-known KB education providers from 18 KB in Lembang District and at the same time an organizing institution in the form of a Foundation and has been accredited from BAN-PAUD and PSM since 2018. The subjects in this study were the Head of Playgroups, Family Planning Inspectors, Educators and Educators, parents and community leaders who care about PAUD who have experience as The head of the PAUD was chosen purposively.

Determination of the subject in this qualitative research is temporary and uses a purposive sampling technique, meaning that the subject is selected with certain objectives and considerations as follows (Sugiyono, 2009: 303 in Robiansyah: 2010): "First, master or understand the concepts studied in the study; Second, they are still classified as people who are still involved in the activities being researched; Third, they have sufficient time to be asked for information, and fourth they do not tend to convey information on the results of the packaging.

The required data sources can be classified into primary data and secondary data. Primary data were taken from research subjects, namely supervisors, family planning heads, teachers and other research subjects, while secondary data were obtained from various official and unofficial documents related to research materials and supporting primary data.

Relevant data collection techniques are a success factor in research because the technique will see the accuracy of a researcher collecting data that is tailored to the problem and purpose of the research so that the data obtained is objective data and has been tested for validity and reliability. Considering that the focus of this research is to find out the management of PAUD supervisors' managerial supervision to improve the managerial competence of the head of the playgroup.

Every research must have credibility so that it can be accounted for. The credibility of qualitative research is the success of achieving the purpose of exploring multiple problems or the reliability of the results of research data. Efforts to maintain credibility in research are through the following steps: 1) Extension of Observation, namely the researcher returns to the field to make observations to find out the truth of the data that has been obtained and to find new data. 2) Using Reference Materials as a support to prove the data that has been found by the researcher. For example, interview data need to be supported by recording interviews. 3) Triangulation in the context of this research uses triangulation of sources and triangulation of data collection methods. Triangulation of sources means comparing or rechecking information obtained in different times and tools. This can be done by comparing the data or confirming back to the data source whether the data we have obtained is sufficiently valid. While the triangulation method we can do by comparing the data we get through observation, interviews and document data.

RESULT AND DISCUSSION

1. Planning for Managerial Supervision of PAUD

The ability of the PAUD Inspector Team who are members of the IPI of West Bandung Regency in carrying out the mandate of PAUD development by conducting PAUD Supervisory Managerial Supervision Management is a benchmark for the first management function is planning. Planning is basically a forward-looking activity. As the saying goes "not having a plan is planning to fail".

The planning function is a systematic process in carrying out organizational activities. The main activity in this planning organization is to think about and determine carefully the direction, goals and actions while reviewing various resources and appropriate methods/techniques. The plan directs the organization's goals and establishes the best procedures (rules) for achieving them. Mulyati and Komariah (2009:93-94) stated that: "a plan is very necessary for the organization".

Regarding the indicators of explaining and finding the goals to be achieved in the PAUD Supervisory Managerial Supervision to improve the Managerial Competence of the Head of the Calakan

Playgroup, the Supervisor has set the goal of supervision, namely providing technical assistance and guidance to the Head of the Playgroup and teachers (and other school staff) so that personnel This is able to improve the quality of its performance, especially in carrying out the process of managing Playgroups and achieving the 8 National Education Standards. The formulated goals that have been set have relevance to the vision and mission that have been formulated previously and are always reviewed every year because they are to be able to adapt to changes and developments as well as educational challenges in society. PAUD Supervisory Managerial Supervision Vision is "Excellent in achievement, professional in assignments, consistent in supervision, and commitment based on succession, compassion and care".

The technical assistance and guidance provided by the PAUD Supervisor to the Head of the Calakan Playgroup was planned in a Coordination Meeting of All Supervisors with all KB Heads and attended by the HIMPAUDI management of the Lembang District, one of the agendas of the meeting was to provide an explanation of the results of the examination of the previous Calakan Playing Group management report. The explanation includes the suitability and problems that still need to be leveled up and group discussions on how to solve the problem which must be stated in the Follow-Up Plan (RTL). The results of the RTL on the implementation of the Play Group management process and the achievement of the 8 National Education Standards will be monitored for completion at the stage of a field visit to the Calakan Playgroup in the implementation of the Managerial Supervision of the Play Group Head.

In planning this Managerial Supervision, the PAUD Superintendent has provided guidance and determined the activities that must be carried out to achieve the goal of increasing the Managerial Competence of the Head of the Calakan Playgroup as described in Chapter IV, the special findings section above. By increasing the Managerial Competence of the Head of the Calakan Playgroup, it is hoped that he will be able to play a role in increasing compliance with the criteria for components of 8 National Education Standards, namely Content Standards, Processes, SKL, Education and Training Personnel, Facilities and Infrastructure, Management, Financing and Assessment. Although in practice for Playgroup education units the application of 8 PAUD SNPs has not been implemented in full in stages.

The planning function in the context of giving to the PAUD Inspector Team for the Calakan Playgroup Disdik West Bandung Regency has assigned an inspector who is the most experienced in his work, closest to his residential address and the most active in West Bandung Regency compared to other PAUD Inspectors, but has not yet reached the level of Associate Supervisor and Junior Overseers, however, the ones assigned are Junior Overseers and Primary Overseers. This is due to the limited number of supervisors who have intermediate level supervisors and junior level supervisors at the West Bandung District Education Office. Only one person has reached this level, namely the Chair of the IPI of West Bandung Regency himself from 14 Supervisors in West Bandung Regency. The utilization of PAUD Inspectors has exceeded the Service Standards for an Inspector who should foster 15-18 education units, PAUD Inspectors for Lembang District, including those assigned to the Calakan Playgroup, must foster 48 PAUD Education Units, Playgroups and Dikmas. According to the results of the interview with Ka. The PAUDNI and PNF Bid have planned for the recruitment of supervisors for the 2021 fiscal year and the provision of Performance Allowances for PAUD inspectors as has been given to other Education Unit Supervisors who were postponed due to the Covid-19 pandemic.

In terms of providing resources for allowances, there is still a significant gap between the Supervisors and Supervisors in West Bandung Regency. Because the main task and function of PAUD supervisors is to supervise their fostered education units, discrepancies were found in the workload of PAUD supervisors, who were supposed to serve (15-18) educational units, but served 48 of their fostered education units. monthly salary as a civil servant. Recognized by K. In the PAUD sector, the utilization of PAUD inspectors has not met service standards.

It is psychologically normal for PAUD inspectors to feel left out. The impact is that there are still rumors that it is not an easy thing to dispel the perception in the education community that supervision is just a waiver of duty and that its presence requires transportation costs from the education unit under its guidance. However, this impression did not occur for PAUD supervisors who were assigned to carry out SM in the Calakan Playgroup, the supervisors had a stronger and stronger commitment and because they always tried to continue to intend to carry out their duties truly in the context of worshipping Allah SWT, according to the supervisor's statement and statement / the testimony of the Lembang District HIMPAUDI Management and the Calakan Play Group teachers. This is one of the attitudes that should be a strong grip and example for PAUD inspectors everywhere, especially in the KBB Disdik.

The planning function in the context of making it a reference for organizational members in carrying out activities that are consistent with the procedures and objectives that have been set is marked by a match between the results of the West Bandung Regency IPI Work Meeting in preparation for Supervision and the Implementation Plan for Managerial Supervision of PAUD Supervisors in the Calakan Playgroup.

The function of planning is in the context of giving the limits of authority and responsibility for all implementers. The implementation, in this case PAUD supervisors, should be carried out at least by middle level supervisors and assisted by junior level supervisors for the Calakan Play Group in accordance with the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform, No. 14 of 2010 concerning the Functional Position of Supervisor and its Credit Score. Chapter VI article 9 paragraph (1) a, b, and c. But in reality this SM is carried out by Junior and Primary Level Supervisors in Managerial Supervision for the 2019/2020 and 2020/2021 academic years. In this case, there are deviations from the job description, due to the lack of Intermediate Level Supervisors and only 1 (one) person currently owned by the West Bandung Regency Education Office, because several Intermediate Supervisors have retired, while the other Supervisors have not yet reached Intermediate Level Supervisors. This has been realized by the Chair of the PAUD and Dikmas Sector, but is constrained by the fulfillment of the credit score of the Supervisors who do not meet the requirements, especially the credit score for writing scientific papers and writing Guidebooks related to the functional positions of Supervisors.

The planning function in the context of monitoring and measuring various successes intensively, so that it can find and correct deviations early, there is a picture that is easy to find in the Calakan KB which in addition to having very good evidence in several National Education Standards and in general is very good. Good, but in terms of the availability of PAUD teachers who meet the statutory provisions, it cannot be fulfilled. PAUD inspectors intensively communicate with the Head of the Calakan Play Group in an effort to monitor and measure various successes intensively, so that they can find and correct deviations early. Thus, PAUD inspectors can immediately provide directions to be followed up by the Head of the Calakan Playing Group.

The planning function in the context of the possibility to maintain conformity between internal and external activities. Internally, the PAUD supervisor has an office at the (old) UPT Office of the Lembang District Education Office on Jalan Panorama No. 21-Lembang while the main office is at the Education Office on Jl. Raya Padalarang-Cisarua KM 2, and with Playgroups, PAUD and Dikmas in Lembang District. While externally many activities related to the Partnership Organization (ORMIT), including HIMPAUDI on Jl. Maribaya No. 119 RT 01/RW XI Kp. Sukanegara Village Pagerwangi Kec. Lembang Regency. West Bandung Postal Code 4039; PP-PAUD and Dikmas West Java on Jl. Jayagiri No. 63, Lembang, and the Indonesian Inspector Association (IPI) Kab. West Bandung. PAUD supervisors in addition to having cooperation with the above institutions also often participate in activities held by PKK Management in all Lembang Districts related to Dikmas. All activity costs are borne by PAUD inspectors as operational costs derived from ASN functional salaries.

Planning function in the context of avoiding waste related to Managerial Supervision activities, PAUD supervisors have worked more than the service standard for the workload they should, but supervisors still work as optimally as possible (all out) in an effort to achieve the Vision, Mission and Goals. The thing that needs to be paid attention to is in terms of humanity, PAUD inspectors in general as ordinary people also have limited energy and thoughts as well as household tasks that need balanced attention. In this case, it cannot be allowed to carry on with excessive burdens for a long time. This means that serious and urgent handling efforts are needed by the KBB Disdik and the West Bandung Regency Government, because there is a risk of lowering the quality of services for their Playgroups and Community Education Centers.

It is evident that in general the fulfillment of the qualifications of supervisors who meet the conditions is hampered, admitted by PAUD supervisors that there is almost no time for self-development, the results of which can be in the form of credit points for promotions and professional functional positions according to the specified time limit once every 4 years. , in fact almost no one has achieved it, especially to reach Intermediate Supervisors and above, even in the whole of Indonesia only 1 person has attained Main Inspector in East Java Province. There needs to be a breakthrough that PAUD inspectors are competent to develop in order to be able to provide better functional services. For PAUD supervisors who are the object of this research, they are also 2 (two) years late in their functional promotions, even though they are now at the level of junior supervisors.

The socialization had an impact on the organizers of the Playgroup, both the head and the teachers and staff of the Calakan Playgroup, being able to understand the scope, objectives and matters that must be prepared, raise awareness, and be involved in the supervision that will be carried out in a better managed Playgroup.

2. Organizing Managerial Supervision of PAUD

The Organizing Function of PAUD Supervisory Managerial Supervision is a management function that involves developing the organizational structure of PAUD and Dikmas supervisors, which before 2019 were under UPT PAUD and Diman Lembang District, but after the issuance of the Minister of Home Affairs Regulation (Permendagri) Number 12 of 2017 concerning Guidelines Formation and Classification of Service Branches and Regional Technical Implementation Units (UPT), which is strengthened by the Regulation of the Minister of Education and Culture (Permendikbud) Number 16 of 2018 the function of the UPT is increasingly unclear, until July 2021 there are technical provisions from the District Education Office. West Bandung. However, the assignment related to

Supervision for each Inspector is determined by the Disdik which is signed by the Head. The PAUD and Dikmas fields are in the form of a Letter of Assignment, without being given a clear description of their duties and responsibilities. However, PAUD supervisors still have a higher reference for job descriptions, namely the Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform, No. 14 of 2010 concerning the Functional Position of Supervisor and its Credit Score. Chapter VI article 9 paragraph (1) a, b, and c which are still relevant and valid.

There are 4 (four) processes carried out in the organizing function, including: (1) designing the organizational structure, (2) designing work, (3) forming work teams, and (4) establishing social cooperation with the community. The Supervisory Team has designed the Organizational Structure as designed by the IPI KBB Management as a forum for managing PAUD Supervisory Managerial Supervision and other supervision activities and their continuous development.

Organizationally in the KBB Disdik there is a functional organization box for Supervisors who are directly responsible to the Head of the West Bandung Regency Education Office, in the functional organization box it is written that there is no Supervisor Coordinator, but in practice, from a number of PAUD Inspectors, an Oversight Coordinator has been appointed who has The Head of the PAUD and Dikmas Division on behalf of the Head of the West Bandung Regency Education Office is given the additional task of coordinating all supervisory activities, in this case the Supervisory Coordinator concurrently as the Chair of the IPI KBB. The PAUD supervisor who is in charge of supervising the Calakan Playgroup will also act as Secretary II in the management of West Bandung Regency until 2022.

The Organizing function includes activities to design work from planning to supervision and administration of reporting activities in the Lembang District, so with the number of supervisors that exist for the number of Playgroups, PAUD and Dikmas supported, it is necessary to form an PAUD Penilil Team organization that will be assigned to Playgroups to carry out Managerial Supervision. PAUD Superintendent Managerial Supervision The head of the Calakan Calakan Playgroup consists of a Junior PAUD Superintendent and a Primary PAUD Superintendent.

The Organizing Function of Managerial Supervision of the Head of the Calakan Playgroup carried out by the PAUD Inspector appointed above has also established social cooperation with the community with Partner Organizations (ORMIT) in this case are HIMPAUDI, West Bandng Regency PKK Management, District PKK, and Village PKK Management in the entire Lembang District.

Various activities in the context of implementing the main duties and functions of the Supervisor include: (1) Implementation of needs analysis; (2) Preparation of school supervision work program; (3) Assessment of the performance of school principals, teacher performance, and the performance of other education personnel (4) Coaching of principals, teachers, and other education personnel; (5) Monitoring of school activities and educational resources which include learning facilities, educational infrastructure, costs, and the school environment; (6) Processing and analyzing data from assessment, monitoring, and coaching results; (7) Evaluation of the process and results of supervision; (8) Preparation of the report on the results of supervision; (9) Follow-up on the results of supervision for the next supervision.

3. The Function of Actuating Managerial Supervision of PAUD Supervisors

In carrying out the function of Implementation / Mobilization of Managerial Supervision in the Calakan Playgroup, the appointed PAUD Superintendent tries to achieve organizational goals in accordance with a predetermined plan, in a good and correct manner through a series of directing, commanding / commanding activities.), and leading (leading).

The function of implementing PAUD Supervisory Managerial Supervision has been carried out by giving motivation to West Bandung Regency to be aware of the basis of their work in an effort to achieve the goals to be achieved, accompanied by guidance or direction, so that a willingness to work well arises.

The function of the PAUD Supervisory Managerial Supervision Implementation carried out by the PAUD Superintendent in accordance with the Assignment Letter from the Head of the PAUD. PAUD and Dikmas. mobilize by motivating the PAUD Monitoring Team, and PAUD Inspectors assigned to carry out Managerial Supervision, motivating the Head of the Calakan Play Group to realize the basis of managing the Calakan Play Group to achieve the goals that have been set, accompanied by providing new motivations, guidance or direction, so that they can realize and arise the will to work well. The Chair of the PAUD Supervision Team has ordered the PAUD supervisors appointed to carry out Managerial Supervision in accordance with the Guidelines for the Implementation of PAUD Supervisory Managerial Supervision using the Supervision Instrument. PAUD Supervision Instruments are communicated and socialized to related parties as a command tool/command tool for PAUD inspectors to ask the Head of the Calakan Play Group to understand and show evidence of his Managerial Competence in managing the implementation of the Play Group in a better direction.

This Managerial Supervision Implementation Function carried out by the Calakan PAUD Superintendent has tried to carry it out on time according to a predetermined schedule as a command tool that can also be obeyed by the Head of the Calakan Playgroup. This is intended so that the implementation of SM KM KKB runs with readiness on both sides between PAUD inspectors and KKB Calakan. In the event that this occurs, it can have an impact on the implementation of other previously planned activities, and any delay in the schedule/time of the planned PAUD Supervisory Managerial Supervision has an impact on the delay of other activities. In this case, it is still understandable, especially if there are activities of PAUD inspectors that are very important and urgent and cannot be represented, such as having to attend official meetings that are scheduled to clash at times and which are scheduled after the Supervision Schedule is set or because of emergency reasons there is a disaster that needs immediate treatment.

The Function of Managerial Supervision Implementation carried out by PAUD Supervisors has shown leadership, providing direction and guidance to the Head of the Calakan Playing Group in accordance with the strategy model and tips or efforts to improve KM KKB. The sub-aspects of the Managerial Competence of the Head of the Playgroup in question are: (1) develop Playgroup plans for various levels of planning; (2) develop family planning according to needs; (3) leading the Play Group in the optimal use of its resources; (4) managing change and institutional development towards an effective learning organization; (5) creating a conducive and innovative family planning culture and climate for early childhood learning; (6) managing Playgroup teachers and administrative staff in the context of optimal utilization of human resources; (7) managing the Playgroup's facilities and infrastructure in the context of optimal utilization; (8) managing the relationship between the Play Group and the community in order to find support for ideas, learning resources, but in the sub-aspect of extracting funding sources for operational financing from BOP funding sources but from independent funding

sources the Play Group is still stagnant; (9) manage curriculum development and learning activities in accordance with the direction and goals of national education, but during the COVID-19 pandemic, Playgroup learning is disrupted and tends to decline; (10) managing the finances of the PAUD unit/programme in accordance with the principles of accountable, transparent and efficient management; (11) managing the administration of the Playgroup in supporting the achievement of family planning goals; (12) managing the Play Group information system in support of programming and decision making; (13) take advantage of advances in information and communication technology (ICT) to improve learning and playgroup management; (14) monitoring, evaluating, and reporting the implementation of the Play Group activity program with appropriate procedures; and (15) resolve internal conflicts wisely.

The function of the Implementation of Managerial Supervision by PAUD Supervisors has attempted to lead the implementation of Managerial Supervision using the supervision method, one way of which is through group trainings or workshops/workshops and can involve several Play Group Heads along with other participants, including several Play Group representatives or staff. other educators or other Playgroup committee representatives. Organizing training/workshops/workshops and directing them according to their objectives or urgency, and can be held together with other relevant parties deemed necessary and important and there is involvement of the Head of the Calakan Playing Group in it.

The function of implementing Managerial Supervision by PAUD Supervisors has also made efforts to make professional resources, both material such as guidebooks and best practices in PAUD/KB management easily accessible to the Heads of Playgroups and of course also need to be socialized to teachers. In other words, it should provide facilities for the Head of the Playing Group in carrying out their managerial duties.

The function of implementing Managerial Supervision by PAUD Supervisors has also been carried out by carrying out their leadership through coaching the Head of the Play Group through the delivery of evaluation results or checking the completeness of data and management administration, Play Group learning and fulfillment of 8 SNP components and direction to the Head of the Play Group in analyzing management/service problems. and provide encouragement to the Head of the Playing Group in reflecting on the results he has achieved to find strengths and weaknesses in carrying out his main tasks.

The function of implementing PAUD Supervisory Managerial Supervision has been carried out by carrying out his leadership by generating/motivating and maintaining the work enthusiasm of the Head of the Play Group to achieve better work performance. These efforts are carried out by practicing new ideas that are considered good for improving the Play Group management process, asking for assistance from Intermediate Level Supervisors, partnering with other Play Group Heads in the HIMPAUDI forum, Lembang District to realize the desired changes, stimulate the birth of new ideas, and provide incentives. which allows reform efforts to be carried out as well as possible.

The function of the PAUD Supervisory Managerial Supervision Implementation is carried out on an ongoing basis while carrying out its main task which cannot be delegated to anyone, namely monitoring the implementation and achievement of the fulfillment of the PAUD SNP and utilizing the results. Monitoring of the implementation of the PAUD SNP in the Calakan Playgroup has been carried out by PAUD Inspectors through 3-month monitoring activities on the Learning Realization Report

and Playgroup Management. In the implementation of Managerial Supervision, PAUD Supervisors have carried out their leadership by coordinating through Coordination Meetings that produce notes that must be corrected by KKB, by making a Follow-Up Plan (RTL).

The function of implementing the PAUD Supervisory Managerial Supervision has been carried out by monitoring and examining the results of the realization of the RTL, essentially utilizing the results to assist the Head of the Play Group in improving the quality of the Play Group implementation service and being a role model for other KB-KB who need examples of success. story) from the Calakan Playgroup or vice versa from other Playgroups for the Calakan Playgroup.

The PAUD Supervisor's Managerial Supervision Implementation function is accompanied by a SM Implementation Report, the PAUD Superintendent states that: "sometimes it is not possible to make Supervision reports on time" and distributes it to the Head of the Playgroup and other related parties. Because the number of Playgroups being fostered exceeds the standard number of Playgroup services that should be fostered, so that sometimes the submission of Managerial Supervision Reports misses the time set to other related parties. In the aspect of tracing the PAUD Supervisory Managerial Supervision Report based on field observations, it is difficult to find because the administration is not well managed.

4. Function of Supervision (Cotrolling) Managerial Supervision of PAUD to Improve Managerial Competence of Head of Playgroup (SM KKB)

In the process of supervising the Managerial Supervision of PAUD Supervisors, the following findings were obtained: Methods and techniques for evaluating the work program of PAUD Managerial Supervision of PAUD are in accordance with the strategy techniques that have been determined. The supervisor has developed a strategy which includes monitoring, supervision, evaluation, reporting and follow-up in a planned and continuous direction based on the results of a comprehensive evaluation of the Calakan Play Group in the previous school year. The scope of the PAUD Supervisory Managerial Supervision program consists of a coaching program for the Head of Playgroups including teachers and education staff, a monitoring program for the implementation of the SNP, a KKB performance appraisal program, a professional mentoring and training program for Playgroup Leaders, teachers and staff.

The personnel involved in the evaluation of the Managerial Supervision of the Playgroup Leaders to improve the Managerial Competence of the Playgroup Leaders by the PAUD Superintendents are the Playgroup Leaders and Intermediate Level Superintendents and Primary Level Superintendents in Lembang District and HIMPAUDI, Lembang District. The personnel mentioned above who are included in the evaluation of the Managerial Supervision of the Head of the Playing Group to improve the Managerial Competence of the Head of the Playing Group have provided input on the problems encountered in accordance with the plan set out in the Supervision Instrument. Implementation of the evaluation of the Play Group curriculum, Play Group Administration, the performance of the Play Group Head, the progress of the implementation of Play Group education and collaboration with the community, the management of the Play Group special service unit in supporting learning activities and student activities, the management of the Play Group information system in supporting programming and decision-making, utilization of advances in Information and Communication Technology (ICT) for improving learning and management of Playgroups and resolving internal conflicts wisely are carried out through evaluation meetings attended by Heads of Playgroups

throughout Lembang District and followed up using monitoring via video calls or telephone and WA. The supervision is carried out through coordination meetings in the context of direct coaching, mentoring, providing motivation, and consulting. The evaluation method is carried out by comparing the implementation of activities and the achievement of the results that have been achieved based on the criteria for the 8 related SNP components, Vision, Mission, Goals and Strategies of the Supervised Playgroups. Implementation of PAUD Supervisory Managerial Supervision to improve the Managerial Competence of Play Group Heads through monitoring, evaluating, and reporting the implementation of the Play Group activity program with proper procedures, as well as planning follow-up actions that have been carried out according to schedule but are sometimes delayed 1 (one) time in 3 (three) months and monitored the follow-up through implementing. supervision through monitoring, evaluation, and reporting on the implementation of the Play Group activity program with appropriate procedures, as well as planning follow-up actions.

PAUD supervisors in assessing the achievement of the results/expectations/targets of the 16 components of the Managerial Supervision of the Head of the Playgroup have reached the very good category, there is a direction of improvement even though it is not significant and yet it has not achieved a superior rank, except in the completeness of curriculum administration and Content Standards. The standards that still need to be improved are Process Standards, Graduate Competency Standards, Teaching and Educational Personnel Standards, Sarpras Standards, Management Standards, Financing Standards, and Assessment Standards to achieve superior rankings.

According to the results of the PAUD Supervisory Managerial Supervision that corrective actions that have not been in accordance with the plan are matters related to the provision of textbooks, internal and external APE, the number of teachers, the welfare of teachers and staff with a heavy workload that causes delays in the learning evaluation process that is not timely. although it is still done in the same week or the following week. Administration work is often done at home.

Preventive actions taken to the results of PAUD Supervisory Managerial Supervision to improve the Managerial Competence of the Head of the Playgroup Playing Group that have the potential to deviate from the plan are carried out by providing direction and guidance so that this does not happen in the Calakan Playgroup in the future, such as the frequent absence of the Calakan Playgroup Head at school. . This can affect the effectiveness and efficiency of the supervision of the Principal of the Play Group on the performance of teaching teachers and staff in managing school administration.

The technical analysis used by the PAUD Supervisory Managerial Supervision is a comparative technique, which is to compare the realization of the implementation of activities with the plan and the results (achievements) with the targets set.

Implementation of Managerial Supervision Supervision to improve the Managerial Competence of the Head of the Calakan Playgroup (KKB), the PAUD Inspector has recommended suggestions to the head of the Calakan Playgroup to make a follow-up plan both for improving the managerial competence of the KKB, the learning process, fulfilling the 8 SNPs and the quality of the Calakan Family Planning Program. itself on an ongoing basis in accordance with the points of the Supervision and Monitoring Format.

The head of the Calakan Play Group has attended several training sessions every year, as well as for a teacher who is still attending lectures in the PAUD Study Program who has reached semester VI.

KKB has made a follow-up plan on the results of the PAUD supervisor's monitoring, both for improving managerial competence and improving the quality of the Calakan KB, which is mostly done by PAUD teachers who are delegated by the Head of the Calakan Playgroup, but there are still some things that have not been realized, including the provision of textbooks. , relevant internal and external APE, number of teachers, welfare of teachers and staff with a heavy workload that causes delays in the learning evaluation process that is not timely.

Managerial Supervision Planning (SM) for PAUD Supervisors, if not supported by the knowledge of the supervisors and family planning heads, will have implications for the effectiveness of achieving the goals of the supervision program and improving the quality of the quality of the Playgroups they foster.

The organization of PAUD Supervisory Managerial Supervision that has been prepared, if it is not communicated and distributed to the Head of the Playgroup as a whole, will have implications for the effectiveness of achieving the goals of the supervision program and improving the quality of the Playgroup that is fostered.

The implementation of PAUD Supervisory Managerial Supervision if the coaching, mentoring, and monitoring, as well as the lack of synergy between the Superintendent and the assisted Play Group, will have implications for the effectiveness of achieving the objectives of efforts to improve the quality of the assisted Play Group. With the still weak competence and professionalism of supervisors, teacher resource support, and playgroup resources will have implications for improving the quality of playgroup learning.

Managerial Supervision of PAUD Supervisors if the evaluation results are not followed up with program improvements, it will have implications for the weaker competence of teachers, the quality of learning, and the motivation of students in participating in learning. Evaluation is important to carry out a supervision strategy, the supervision target that will be carried out in the future. Another form of how this evaluation is carried out is by making a follow-up plan that becomes a guideline for family planning to make continuous improvements. If it does not provide a solution to the problem, it will have implications for the objectives of PAUD Supervisory Managerial Supervision.

By maintaining or even increasing the factors that support the implementation of PAUD supervisor managerial supervision management and reducing or even eliminating the factors that hinder the implementation of PAUD supervisor managerial supervision management, this can have implications for achieving the goals of PAUD Supervisory Managerial Supervision.

Strategic efforts need to continue to be made to overcome obstacles and obstacles in the implementation of PAUD Supervisory Managerial Supervision which will have implications for increasing the Managerial Competence of Playgroup Leaders.

Supervisors and Heads of Playgroups have a very strategic role in improving the quality of education, especially in developing their role as implementers of the eight National PAUD Standards. Managerial supervision is supervision related to aspects of school management that are directly related to improving school efficiency, quality, and effectiveness which includes planning, coordination, implementation, assessment, competency development, and results of human resources (HR) of education and other resources. The task of the PAUD supervisor's managerial supervision is not only to carry out routine visits without touching the quality control of education in the Playgroup. The

supervision referred to in this case is a management activity that is implemented by the PAUD Inspector in collaboration with the PAUD work unit supervisor in carrying out control to ensure the performance of the Play Group Head he is fostering is in line with what is planned, namely to achieve the vision and mission of the Play Group. Based on the description above, the trend of implementing the managerial supervision of PAUD supervisors in the future is a series of service activities by the supervisor, the head of HIMPAUDI in coaching, supervising, mentoring and training to assist the head of the playgroup in improving his competence. Supervision will be a necessity for teachers in an effort to develop and maintain quality and quality learning.

In carrying out Managerial Supervision, PAUD supervisors act as (1) liaison and negotiator in the process of planning, coordinating, and developing school management, (2) supervisors in classifying weaknesses and analyzing the potential of Playgroups, (3) information center for quality development of Playgroups, and (4) examine the meaning of the supervisor's results. The core of managerial supervision activities is the supervision and development of the management and administration of the Playgroup.

Thus the focus of this supervision is aimed at the implementation of the fields of school management, which include: (a) Playgroup curriculum management and school learning, (b) students, (c) school facilities and infrastructure, (d) educators, (e) family planning finance, (f) school relations with the community, and (g) special services. In carrying out supervision of the above matters, supervisors are required to supervise the implementation of national education standards which include eight components, namely: (a) School Content Standards, (b) Play Group Graduate Competency Standards, (c) Learning Process Standards, (d) Educators and Education Personnel Standards, (e) Playgroup Facilities and Infrastructure Standards, (f) School Management Standards, (g) Financing Standards, and (h) Assessment Standards. The objective of Managerial Supervision of the eight aspects is that the Playgroup is maximally accredited and can meet the National Education Standards.

Based on this, education is an important factor because education is one of the determinants of the quality of human resources (Human Resources) where humans can develop their personality by developing their potential in accordance with the values that exist in society. The development of educational supervision today requires teachers who master all things that include supervision of education, both supervision in the field of infrastructure, special expertise, and the field of learning. Because the more teachers master all areas of educational supervision, the more good learning objectives will be achieved. To carry out all of this, the teacher must know the elements in educational supervision such as the elements of the directive process, and the elements of professional teachers.

Managerial Supervision by the Superintendent of the Playgroup, is related to the management or management of family planning. As is known in the last decade, a school-based management (SBM) design has been developed, as a new form of management view from the center to lower agencies that gives autonomy to the Playgroup and increases community participation (Danim, 2006:4). Supervisors are required to be able to explain as well as introduce this management innovation model according to the socio-cultural context and internal conditions of each school.

The objectives of Managerial Supervision are to: (1) provide guidance and problem solving in accordance with the cases found from the data and information obtained; (2) monitoring good governance and administration within the school and the institution can comply with the 8 SNPs and run well; and 3) encouraging PAUD managers, teachers and staff to be able to improve education

services according to the physical and thinking development of early childhood by going on and on and on. Meanwhile, specifically, the aspects/problems that you want to supervise are specifically adjusted. Examples of objectives found in the Managerial Oversight Plan are to: (1) It is expected that the Head of the Play Group (KKB), teachers and staff can manage the relationship between the Play Group and the community in order to seek support for ideas, learning resources and financing for the Play Group; (2) It is hoped that the head of KB (KKB), teachers and staff can create a conducive and innovative KB culture and climate for the management of playgroups and student learning; and (3) It is hoped that the Head of the Playgroup (KKB) can develop curriculum and learning activities in accordance with the direction of national education goals. The formulated objectives have relevance to the vision and mission that have been formulated previously and are always reviewed every year because they are to be able to adapt to changes and developments as well as educational challenges in society.

The legal basis for implementing PAUD Managerial Supervision are: (1) Regulation of the Minister of National Education of the Republic of Indonesia Number 86 of 2008 concerning Criteria and Instruments for Accreditation of Non-Formal Education and (2) Regulation of the Director General of Early Childhood Education and Community Education of the Ministry of Education and Culture Number 03 of 2016 concerning Technical Guidelines for Supervision of Early Childhood Education and Community Education Units. (3) Regulation of the Minister for Empowerment of State Apparatus and Bureaucratic Reform, No. 14 of 2010 concerning the Functional Position of Supervisor and its Credit Score; (4) West Bandung Regency Regional Regulation Number West Bandung Regent Regulation Number 57 of 2020 concerning Position, Organizational Structure, Duties and Functions and Work Procedures of the West Bandung Regency Education Office regarding the Details of Duties, Functions and Work Procedures of the West Bandung Regency Education Office, that in implementation of the main tasks, the District Education Office; Managerial Competence of the Head of PAUD in accordance with Law No. 137 of 2014 concerning National Standards for Early Childhood Education. (5) Permendikbud RI Number 137 of 2014 Number 137 of 2014 concerning National Standards for Early Childhood Education

CONCLUSION

The PAUD inspector is one component of the PAUD unit that the community expects to realize the quality of PAUD through improving the Managerial Competence of the Head of the Playgroup (KM-KKB). The Managerial Competence of the Head of the Playgroup (KM-KKB) continues to increase in order to provide its role in continuously improving the quality of the Playgroup. Increasing the Managerial Competence of the Head of the Playing Group (KM-KKB) in total is something that is not easy, but it is worth doing. It is impossible to achieve the quality of the Playgroup, but efforts to improve the Managerial Competence of the Head of the Playgroup (KM-KKB) can be done in various ways. One thing that can be done is the Management of PAUD Supervisory Managerial Supervision (MSM PAUD Supervisor). The management of PAUD supervisors' managerial supervision to improve the managerial competence of the head of the Playgroup is still not optimal according to the program and objectives of managerial supervision. The Head of the Playing Group to carry out the follow-up plan according to the supervisor's recommendation. Supervisors to be more effective and efficient in guiding the institution by dealing with the problems faced according to the characteristics of the institution

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