Indonesian Journal of Early Childhood Education Studies (IJECES)
Volume 15, Number 1, June 2026, Pages 32-38
e-ISSN: 2476-9584 (Online), p-ISSN: 2252-8415 (Print)

Standards for Early Childhood Educators and Educational Personnel at Kober Al-Bantany Serang

Yayah Rukoyah[1], Siti Hijrotul Hopiah[2], Maharani[3], Nuraini[4], Lia Nurkhalipah[5], Syaw Nurbillah[6]
[1,2,3,4,5,6] Universitas Islam Negeri SMH Banten, Indonesia

DOI: https://doi.org/10.15294/ijeces.v15i1.38894
Submitted: 15/12/2025 **Revised:** 02/06/2026 **Accepted:** 28/06/2026

ABSTRACT
This study aimed to analyze the implementation of standards for educators and educational personnel at Kober Al-Bantany Serang. A descriptive qualitative approach was employed, involving the school principal, six educators, and two educational personnel. Data were collected through interviews, observations, and documentation, then analyzed using the Miles and Huberman interactive model. The findings showed that educators generally demonstrated pedagogical, social, and personality competencies in teaching activities and interactions with parents. However, professional competency development, particularly in the use of technology and the development of innovative learning media, was still needed. Educational personnel supported the institution's administrative and managerial activities, although documentation and archiving required improvement. Other challenges included limited access to continuous professional training and the lack of a systematic performance evaluation system. The study concluded that the implementation of standards for educators and educational personnel had been carried out in several aspects but still required competency development and improvements in institutional management.

Keywords: Educator Standards; Educational Personnel; Early Childhood Education

Copyright (c) 2026 Rukoyah, et al

Corresponding Author:

Yayah Rukoyah
Universitas Islam Negeri SMH Banten, Indonesia
rukhiyahyayah@gmail.com

1. INTRODUCTION

Early childhood education plays a fundamental role in supporting children's holistic development. The quality of early childhood education services is influenced not only by curriculum and learning facilities but also by the competence of educators and the effectiveness of institutional management. Educators are responsible for designing developmentally appropriate learning experiences, while educational personnel support the administrative and managerial processes necessary for effective service delivery. Therefore, adequate human resources are essential to maintaining the quality of early childhood education (Republic of Indonesia, 2003).

In Indonesia, standards for educators and educational personnel are addressed in Minister of Education and Culture Regulation No. 137 of 2014 concerning National Standards for Early Childhood Education. During the period of this study, this regulation provided a reference for educator qualifications and competencies, including pedagogical, personality, social, and professional competencies. However, implementing these standards requires more than regulatory compliance; it also depends on professional development and institutional support. Previous studies have examined pedagogical competence in early childhood education (Sum & Taran, 2020; Ewo et al., 2023), the professional conditions of early childhood educators in Indonesia (Meilanie, 2016), and quality assurance practices in early childhood education institutions (Sufa & Setiawan, 2020). Other studies have highlighted the role of transformational leadership in supporting educator quality (Anwar et al., 2022) and factors associated with educators' capacity to implement holistic and integrative services (Astarin et al., 2023). Collectively, these studies emphasize the importance of educator competence, professional development, and institutional management in improving early childhood education services.

Although previous research has examined educator competence and institutional quality, examining individual institutions remains important for understanding how standards are implemented in practice and what challenges arise in specific contexts. A context-specific analysis can complement existing studies by documenting implementation practices and improvement efforts within a particular institution. In this regard, Kober Al-Bantany Serang provides a setting for examining the implementation of standards for educators and educational personnel through interviews, observations, and documentation.

Accordingly, this study aimed to analyze the implementation of standards for educators and educational personnel at Kober Al-Bantany Serang and to identify the challenges encountered and improvement efforts reported in the study. The findings are expected to provide contextual insights that may inform institutional reflection and future efforts to improve educator competence and the management of early childhood education services.

2. METHOD

The research instrument used in this study was an observation sheet designed to assess children's This study employed a descriptive qualitative approach to obtain an in-depth understanding of the implementation of standards for educators and educational personnel at Kober Al-Bantany Serang, Banten, Indonesia. This approach was selected because the study focused on understanding real-life practices, processes, and experiences from the perspectives of the people involved rather than testing hypotheses. The research was conducted from January to March 2025. Kober Al-Bantany Serang was selected as the research site because it provides early childhood education services and seeks to implement the National Education Standards.

Participants and Data Collection

The participants consisted of the school principal, six early childhood educators, and two educational personnel who were directly involved in the management and delivery of educational services at Kober Al-Bantany Serang. The study focused on educator qualifications, educator competencies, and the roles and responsibilities of educational personnel in supporting the institution's operations.

Data were collected through in-depth interviews, observations, and document analysis. Semi-structured interviews were conducted with the school principal, educators, and educational personnel to obtain information about qualifications, competencies, institutional practices, and challenges in implementing the standards. Observations focused on teaching and learning activities, interactions between educators and children, and the institution's administrative and managerial activities. Document analysis was used to complement the interview and observation data. The documents described in the original manuscript included information on educator and educational personnel qualifications, the institutional organizational structure, learning-planning documents, and relevant regulations and policies concerning early childhood education standards.

Data Analysis

Data were analyzed using the interactive model developed by Miles and Huberman, which consists of three stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting and focusing on information relevant to the research objectives. Data display involved organizing the information into descriptive narratives to facilitate the interpretation of findings. Conclusion drawing involved interpreting the relationships between the collected information and the research findings.

The original study reported using triangulation and member checking to support the accuracy and consistency of the findings. Triangulation involved examining information obtained from interviews, observations, and documents. Member checking was conducted by verifying information with participants. These procedures were intended to improve the credibility of the information collected.

3. RESULTS AND DISCUSSION

Results

Implementation of Standards for Educators and Educational Personnel

This study examined the implementation of standards for educators and educational personnel at Kober Al-Bantany Serang. The findings were derived from interviews, observations, and document analysis involving the school principal, six early childhood educators, and two educational personnel. The findings indicate that the institution has implemented several aspects of educator competence and institutional management. However, challenges remain in professional development, the use of technology in learning, administrative documentation, and systematic performance evaluation.

Educator Qualifications and Competencies

Educator qualifications and competencies are important components of early childhood education quality. The original findings indicate that most educators at Kober Al-Bantany Serang have backgrounds in early childhood education or general education and have received basic training related to early childhood education. Nevertheless, the findings also indicate that some aspects of academic qualification requirements and professional development still need attention. Because the available data do not specify the qualifications of each educator, the findings cannot be quantified further.

In Indonesia, educator qualifications and competencies have been addressed in the National Standards for Early Childhood Education under Minister of Education and Culture Regulation No. 137 of 2014, which was relevant during the study period. The regulation identifies pedagogical, personality, social, and professional competencies as important aspects of educator quality. These competencies provide a framework for examining how educators support children's development and carry out their professional responsibilities.

The study findings suggest that the implementation of these competencies can be understood through the educators' reported teaching practices and interactions within the institution. However, the presence of relevant educational backgrounds or basic training should not automatically be interpreted as evidence that all competency standards have been fully achieved. A more detailed

assessment would require individual qualification records, competency assessment results, and documented evidence of professional practice.

Pedagogical Competence

The findings indicate that educators at Kober Al-Bantany Serang use play, storytelling, singing, and motor activities in learning. These practices reflect the use of developmentally appropriate activities to engage young children in learning experiences. Such approaches are relevant to early childhood education because learning activities need to consider children's developmental characteristics and opportunities for active participation.

Sum and Taran (2020) examined pedagogical competence in the planning and implementation of early childhood learning. Their study provides a relevant perspective for understanding why pedagogical competence involves more than conducting classroom activities. It also requires educators to plan learning experiences and implement them in ways that support children's developmental needs. Similarly, Ewo et al. (2023) examined pedagogical competence in relation to academic qualifications in early childhood education.

When compared with these studies, the findings at Kober Al-Bantany Serang indicate that educators use varied learning activities. However, the available data do not provide sufficient detail to determine how systematically educators plan, assess, and evaluate the effectiveness of these activities. Therefore, the use of play, storytelling, singing, and motor activities should be interpreted as evidence of reported learning practices rather than conclusive evidence that all aspects of pedagogical competence have been fulfilled.

Professional Competence and the Use of Technology

Professional competence remains an area requiring further development at Kober Al-Bantany Serang. The findings indicate that educators need additional support, particularly in using technology and developing innovative learning media. This challenge is relevant to the continuing professional demands placed on early childhood educators, who are expected to develop learning resources that are appropriate to children's needs and the learning objectives.

Witarsa and Alim (2022) discussed professional competence among educators in early childhood education institutions. Their study provides a relevant basis for considering professional competence as an important aspect of educators' ability to carry out their responsibilities. In the context of Kober Al-Bantany Serang, the reported need for support in using technology and developing innovative media suggests that professional development should address practical teaching needs rather than focus exclusively on formal qualifications.

Silalahi and Sahara (2022) also discussed efforts to develop early childhood educators' human resources through professional competence development. Their review highlights possible development approaches, including training, mentoring, further education, and peer learning. These approaches may be considered when planning improvement efforts at Kober Al-Bantany Serang. However, the present study did not compare the effectiveness of these approaches or establish which intervention would produce the greatest improvement in the institution.

Consequently, professional development at the institution could be strengthened by identifying educators' specific learning needs, providing opportunities to develop learning media, and facilitating the exchange of teaching practices among educators. These suggestions are implications of the findings and related literature, rather than interventions whose effectiveness was tested in this study.

Social and Personality Competencies

The findings describe educators' social competence through their interactions with parents and the surrounding community. Communication and collaboration with parents are important in early childhood education because children's learning and development occur across home and educational settings. Positive relationships can support communication about children's needs and help educators and parents coordinate their support.

The study also describes educators as patient, caring, responsible, and attentive to Islamic values. These characteristics relate to the personality competence described in the original findings.

Such qualities are relevant to the educational environment because educators' attitudes and interpersonal behavior can influence the way they interact with children and carry out their responsibilities.

Nevertheless, these findings are descriptive. The available manuscript does not provide direct interview quotations, individual competency scores, or a systematic assessment of social and personality competencies. Therefore, the findings should not be interpreted as demonstrating that every educator has achieved the same level of competence. Future institutional evaluations could use clearly defined indicators and multiple sources of information to examine these competencies more systematically.

The Role of Educational Personnel in Institutional Management

In addition to educators, educational personnel contribute to the operation of early childhood education institutions. At Kober Al-Bantany Serang, the findings indicate that educational personnel support administrative activities, financial management, and the management of institutional facilities. Their responsibilities help maintain the organizational processes required to support educational services.

However, the study also identifies a need to improve documentation and archiving, particularly through the use of digital systems. This finding suggests that the quality of institutional management depends not only on the availability of personnel but also on the effectiveness of the administrative processes they perform. Documentation that is organized and maintained systematically can support institutional planning, reporting, and the retrieval of important information.

The findings further indicate that performance evaluation has not yet been implemented systematically. This condition presents an opportunity to strengthen institutional management through clearer responsibilities, regular evaluation, and better-organized documentation. These measures may help the institution identify areas that require improvement and monitor progress over time.

The results should nevertheless be interpreted within the limits of the available data. The original manuscript does not provide a detailed evaluation of the administrative system, digitalization level, or individual performance of educational personnel. Accordingly, the findings identify areas for improvement but do not establish the magnitude of the management challenges.

Challenges and Improvement Efforts

The study identifies three main challenges in implementing standards for educators and educational personnel at Kober Al-Bantany Serang: limited access to continuing professional development, limited support for technology-based learning, and the absence of systematic performance evaluation. These challenges concern both individual professional capacity and the institutional support needed to maintain educational quality.

The findings also report improvement efforts through training and workshops, collaboration with parents and the community, and gradual improvements in institutional management. These efforts indicate that the institution has taken steps to respond to its needs. However, the available data do not specify the frequency of training, the number of participants in each activity, or the outcomes of these efforts. It is therefore not possible to determine whether the reported initiatives have led to measurable improvements in educator competence or institutional performance.

Research on professional development provides additional context for interpreting these findings. Ulfah et al. (2023) examined the effectiveness of basic-level tiered training in improving early childhood educators' professional competence. Their study highlights the relevance of structured training as an approach to professional development. Maria et al. (2023) reviewed trends and practices in early childhood educator professional development, providing a broader basis for considering continuing professional learning as part of efforts to strengthen educator quality.

In relation to Kober Al-Bantany Serang, these studies suggest that professional development should be planned around clearly identified needs and supported by opportunities to apply and reflect on what has been learned. Training activities may be more useful when they are connected to

educators' actual classroom practices, including the development of learning media and the use of technology. Similarly, institutional management improvements would benefit from clear procedures and regular reviews. These implications should be understood as recommendations informed by the literature, not as outcomes directly established by the present study.

Overall, the findings indicate that Kober Al-Bantany Serang has implemented several aspects of educator competence and educational personnel support, while continuing to face challenges in professional development and institutional management. The study contributes a context-specific description of these practices and challenges. However, the descriptive nature of the study and the limited detail available on individual qualifications, direct interview evidence, and the outcomes of improvement activities restrict the extent to which the findings can be generalized or used to evaluate compliance with every applicable standard. Further research could provide a more detailed assessment using documented qualification profiles, explicit competency indicators, and systematic evidence of professional development and institutional evaluation.

4. CONCLUSION

This study concludes that the implementation of standards for educators and educational personnel at Kober Al-Bantany Serang has been reflected in several aspects of educational practice and institutional management. Educators demonstrate the use of varied learning activities, interactions with parents and the community, and personal qualities that support early childhood education. Educational personnel also contribute to administrative activities, financial management, and the management of institutional facilities. However, several areas require further improvement, particularly professional competence in the use of technology and innovative learning media, access to continuing professional development, administrative documentation and digital archiving, and systematic performance evaluation.

These findings highlight the importance of strengthening professional development and institutional management to support the quality of early childhood education services. Training, collaboration among educators, and improved administrative procedures may serve as potential strategies for addressing the identified challenges. Nevertheless, because this study used a descriptive qualitative approach and involved one institution, the findings provide context-specific insights and should not be generalized to all early childhood education institutions. Further research involving more institutions and detailed assessments of educator qualifications, competencies, and professional development outcomes is needed to obtain a broader understanding of the implementation of standards for educators and educational personnel in early childhood education.

REFERENCES

Anwar, R. N., Mulyadi, M., & Soleh, A. K. (2022). Kepemimpinan transformasional kepala PAUD untuk meningkatkan mutu pendidik. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6 (4), 2852–2862. https://doi.org/10.31004/obsesi.v6i4.1577

Astarin, W. O. S., Formen, A., & Diana, D. (2023). Kapasitas pendidik dalam program layanan PAUD HI ditinjau dari pengalaman mengajar dan pengembangan diri. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(2), 2094–2108. https://doi.org/10.31004/obsesi.v7i2.4176

Ewo, M. A., Formen, A., & Aeni, K. (2023). Kompetensi pedagogik pendidik PAUD ditinjau dari kualifikasi akademik dalam pelaksanaan pembelajaran. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(2), 2413–2427. https://doi.org/10.31004/obsesi.v7i2.4266

Indonesia. (2003). Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Indonesia, Kementerian Pendidikan dan Kebudayaan. (2014). Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 137 Tahun 2014 tentang Standar Nasional Pendidikan Anak Usia Dini.

Maria, I., Hartati, S., & Dhieni, N. (2023). Analisis pengembangan profesional pendidik anak usia dini: Tren, penelitian dan praktik. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(4), 4276–4286. https://doi.org/10.31004/obsesi.v7i4.4567

Meilanie, R. S. M. (2016). Early childhood educators and teachers in Indonesia: A survey of the conditions of teachers early childhood in five major cities of Indonesia. Indonesian Journal of Early Childhood Education Studies, 5(1), 1–5. https://doi.org/10.15294/ijeces.v5i1.11269

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis: An expanded sourcebook (2nd ed.). SAGE Publications.

Silalahi, R. Y. B., & Sahara, S. (2022). Upaya pengembangan SDM guru PAUD berbasis kompetensi profesional. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(6), 6478–6491. https://doi.org/10.31004/obsesi.v6i6.2691

Sum, T. A., & Taran, E. G. M. (2020). Kompetensi pedagogik guru PAUD dalam perencanaan dan pelaksanaan pembelajaran. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 4(2), 543–550. https://doi.org/10.31004/obsesi.v4i2.287

Sufa, F. F., & Setiawan, M. H. Y. (2020). Implementasi penjaminan mutu pada lembaga PAUD di Solo Raya. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 4(2), 559–566. https://doi.org/10.31004/obsesi.v4i2.408

Ulfah, S. M., Anisah, A., Anisia, I. W., Ridwan, R., & Bangsawan, I. (2023). Efektivitas diklat berjenjang tingkat dasar untuk meningkatkan kompetensi profesional guru PAUD. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 7(5), 6415–6427. https://doi.org/10.31004/obsesi.v7i5.4311

Witarsa, R., & Alim, M. L. (2022). Kompetensi profesional guru pada lembaga pendidikan anak usia dini. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini, 6(6), 5799–5807. https://doi.org/10.31004/obsesi.v6i6.3258