

Analysis on Management's Managerial Competence and Its Influence on Pos-PAUD Service Quality

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Abstract. Pos-PAUD is one form of non-formal PAUD unit as the development of Integrated Services Post (Posyandu) activities. Previous researches' results state that Pos-PAUD service quality is far from what is expected since the village society-built institution has many limitations. Its management's academic qualification and competence is not required as demanded by the law. This research aims at mapping Pos-PAUD management's managerial competence and its influence on its institutional service quality. The research was conducted with a correlational quantitative research design. The research population was the Pos-PAUD management in Malang City of about 156 people. The research samples were 65 people determined based on the proportional random sampling technique. The data were collected using a questionnaire technique. The questionnaire validity was tested using Pearson's Product Moment technique, while questionnaire reliability was tested using Cronbach's Alpha technique. The data were analyzed using descriptive analysis and regressive analysis techniques using SPSS 23.00 for windows. The result of descriptive analysis shows that management's managerial competence and institutional service quality are not maximal yet since there is unmet indicator. The hypothesis test result shows that F_{count} is 162.407 (Sig F = 0.000). F_{table} at significance level 5% is 3.14. Since $F_{count} > F_{table}$ ($162.407 > 3.14$) and Sig F < 5% ($0.000 < 0.05$) thus H_0 is rejected, which means that management's managerial competence significantly influences Pos-PAUD service quality. This research result may be taken as the base to design Pos-PAUD management's competence building activity that is currently seldom performed and as the base of development of Pos-PAUD service quality improvement model.

Key words: managerial competence, service quality, Pos-PAUD

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INTRODUCTION

Early Childhood Education (known as PAUD) currently becomes as one strategic effort to develop human resource quality, as the Sustainable Development (SDGs) mandate, known as the Education Agenda 2030. One of the objectives of this agenda is to provide quality early childhood education directed to ensure that all children have access to quality pre-school development, maintenance, and education. This is in line with various research results that early childhood education influences child's cognitive development (Setyaningrum et al., 2014); (Lazuardi, N.A, Rahmadi, 2016); (Veronica, 2018), language development (Mahfuddin, 2016), and child independence (Vidya & Mustikasari, 2019). Experts also agree that at 3-6 years old, 80% child's brain grows rapidly and all aspects of development grow well as currently known as the "golden age". Researches on development model (Handayani, 2012); (Koyimah & Kusumaningtyas, 2017); (Kholifah et al., 2018); (Fahillah, 2019), and PAUD learning issues (Novitasari, 2018) have also been conducted, but only few studies on PAUD institution management's competence or Pos-PAUD service quality aspect are conducted.

Empirically, HRs' institutional and competence aspects are important, serving as the selling point of

PAUD institution, as proven through researches that educator's character and friendliness, completeness of facilities and infrastructure, environmental comfort, and ease of services are what attract parents to have their children got o PAUD institution (Wahyuni, 2016). On the other hand, the researches conducted all this time are centralized on study on formal PAUD, namely Kindergarten and Play Group, thus only few researches focus on the existence of non-formal PAUD institution, while PAUD implementation in Indonesia is made through various units, namely Kindergarten, play group, Pos-PAUD and the like. Pos-PAUD institutions are currently distributed in many regencies/cities, and even in villages, in line with the "one village one PAUD" policy, making the national APK PAUD increases to 37.92%. In East Java, the number of Pos-PAUD institutions has reached 14,000 units from its target of 10,000 units (BPS, n.d.). This institution is formed and managed by village cadres integrated with toddler *posyandu* activities. As equally PAUD unit, this institution is certainly different from any other PAUD units. The existence Pos-PAUD is deemed to be far from what it is expected to be, because of limited playthings, minimum facilities and infrastructure, and institutional management's limited competence (Suci et al., 2017). The competence of Pos-PAUD management and edu-

cator is not yet pursuant to the standard required by the law, that most of the educators still have Senior High School education only, and even Junior High School (Kemdikbud, 2018).

Pos-PAUD has function similar to that of any other PAUD institution, that is, to implement early childhood development stimulation process. The process of stimulating early childhood development, according to experts, requires distinctive skill and competence and adequate supporting educative facilities and infrastructure. Therefore, management's competence improvement effort is necessary in managing Pos-PAUD institution, since management is the driving motor of an institution that determines its institutional service quality (Lisnawati, 2018). However, there is no result of mapping of how management's competence and service quality of Pos-PAUD are all this time. Therefore, this research was conducted in effort to map Pos-PAUD management's competence and analyze its influence on institutional service quality for use as the base for the government or stakeholders to guide the management of and improve the service quality of Pos-PAUD institution.

METHOD

This research was conducted by employing a quantitative approach with correlational research design (Creswell, 2014); (Huyler & McGill, 2019). This design was employed since this research aims at describing two variables, namely management's managerial competence (independent variable) and institutional service quality (dependent variable) and explaining how the independent variable influenced the dependent variable. The managerial competence variable had 5 sub-variables, namely planning, organization, leadership, mobilization, and supervision, while the service quality variable had 4 sub-variables, including standard achieved level of development, educator and educational worker standard, standard content-process-assessment, and standard facilities and infrastructure-management-guidance.

The research population was the whole management of all Pos-PAUDs in Malang City of about 156 people. The samples were 65 people determined based on Slovin's formula with degree of error 10% and sample spread determined using the proportional random sampling technique.

The data collecting instrument was questionnaire whose validity was tested using the product moment technique (Sugiyono, 2012) and the reliability was tested using the Cronbach's alpha technique (Arikunto, 2006); (Siregar, 2014); (Muttaqin & R, 2020). The query items of the questionnaire were formulated based on the indicator of each sub-

variable with Likert scale of 5 levels of category, namely always, often, ever, seldom, and never.

The data were analyzed by employing a descriptive analysis to describe each variable and simple linear regression inferential analysis to test the hypothesis of the influence of managerial competence on Pos-PAUD service quality. A classical assumption test was first conducted before the hypothesis analysis to ensure data normality and linearity.

RESULT AND DISCUSSION

Before conducting inferential analysis or hypothesis test, a descriptive analysis was conducted to explain institutional profile, respondent's characteristics, management's managerial competence profile and Pos-PAUD institution's service quality profile. Pos-PAUD institution's status is mostly private institution managed by PKK cadres. Institutional profile is presented in detail in Table 1.

Table 1. Pos-PAUD Institution's Status

Institutional Status	Frequency	Percentage
managed by village	1	1.5 %
managed by PKK	48	73.8 %
managed by private foundation	16	24.7 %
Total	65	100 %

Based on the analysis on respondents' characteristics, it is found that the whole Pos-PAUD management is female and private employees. Most of the management is higher than 50 years old and most of them have teaching experience from 10-14 years. Detailed information of the respondents' characteristics may be observed in Table 2.

Management's Managerial Competence

Based on the descriptive analysis on the managerial competence variable, the average management's managerial competence is good with a mean value of 3.28. The management has been capable and used to arrange planning, organize activities, mobilize the institution, and perform supervision. These capabilities are reflected with the managerial competence as stated by Byars that competence is defined as a characteristic needed by a person who holds a position covering knowledge, expertise and attitude to have good performance (Bélanger, 1979). Meanwhile, management according to Sapre in competence is a set of activities directly directed to use organizational resources effectively in achieving organizational objective (Lisnawati, 2018). Based on the two definitions, managerial competence may be defined as management's knowledge, expertise and attitude in

directing any resources to realize an effective institution. Further, Sergiovani explains that an effective management has good understanding of how educational and leadership worlds work (Harris, 2013).

Table 2. Respondent's Characteristics

Sex	Frequency	Percentage
Male	0	0 %
Female	65	100 %
Total	65	100 %
Age	Frequency	Percentage
25-39 years old	7	10.7%
years old	28	43.1%
>50 years old	30	46.2%
Total		100%
Working Period	Frequency	Percentage
>20 years	0	0
15-20 years	1	1.5
10-14 years	27	41.5
5-9 years	20	30.8
<5 years	17	26.2
Total	65	100%

Managerial capability needs to be supported with three skills, namely technical skills, human skills and conceptual skills (Warto, 2012); (Elisa, 2019). Technical skill is related to factual knowledge of organization (regulation, structure, management system, and employee's characteristics), knowledge of organization's products and services (specification, strength, and limitation). Human skill is related to the capability to cooperate and synergize with individuals in the environment. Meanwhile, conceptual skill is one related to the use of ideas and explanation of such ideas to implement the organization. According to Regulation of Minister of Education and Culture Number 137 of 2014 concerning the National Standard for Early Childhood Education, a management must have 5 competencies, namely personal, managerial, entrepreneurial, supervisory, and social competencies. Each competency must be accompanied with mastery of certain skill (Regulation of Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning the National Standard for Early Childhood Education., 2014). However, among the managerial activities, there are some competencies that the management has not maximally mastered and not used to do. The activities that the management is not used to do are explained in table 3.

Table 3. Activities that Pos-PAUD management is not used to do

Managerial Aspect	Type of Activity
Planning	Arrange mid-term activity plan
	Arrange long-term activity plan
	Arrange each unit's detail of duties
Organization	Place employee as needed
	Develop informal organization such as student guardian association
	Recruit educator and educational worker
	Arrange regulation of educator and educational worker admission
	Appreciate child with achievement
	Manage school administration
	Utilize School Health Unit
Mobilization	Manage school canteen
	Manage school cooperative
	Manage school library
	Arrange school database
	Utilize technology for school database
	Manage easily accessible information system
	Manage information for decision making
Supervision	Develop information service system procedure and mechanism
	Evaluate school program implementation
	Arrange school program implementation report

Pos-PAUD Service Quality

Based on the result of descriptive analysis on the Pos-PAUD institution's service quality variable, it is concluded that PAUD institution's service quality for each standard is good with mean value of 3.37. This fact shows that Pos-PAUD Implementation has been based on the provisions of the National Standard for Early Childhood Education as set forth in Regulation of Minister of Education and Culture number 137 of 2014. The regulation explained that PAUD standard consists of standard achieved level of child development (STPPA), content, process, assessment, educator and educational worker, facilities and infrastructure, management, and financing. STPPA standard is used as reference for developing PAUD curriculum and is the capability criteria children should achieve for all aspects.

The content standard is the criteria of material scope to achieve child development presented in the form of theme and sub-theme. The process standard is the criteria of learning implementation in a PAUD program unit. The assessment standard is the criteria of assessment of learning process and result, while educator and educational worker standard is the criteria of academic and competence qualification required for PAUD educator and educational worker. Facilities and infrastructure standard is the criteria of requirements in support of integrative PAUD implementation and management holistically utilizing local potential. The management standard is the criteria of activity planning, implementation, and supervision. The financing standard is the criteria of components and personal and operational costs for a program unit. This is in line with the research result that PAUD management needs serious effort by spending the existing resources to achieve accreditation since its implementation does not consider the eight national standards of education (Musa & Uthartianty, 2019).

The management standard refers to the standard content, process, educator and educational worker, facilities and infrastructure, and financing, including: (1) program planning, which is arranging institutional activities to achieve institutional vision, mission and goals; arranging curriculum, educational calendar, organizational structure, conduct regulations, and code of conduct; (2) organization, which is regulating all components in achieving the goals; (3) work plan implementation, which is the activity of implementing the planned working program; (4) supervision, covering monitoring, supervision, evaluation, reporting, and follow-up of supervisory result to ensure child's sustainable needs (Kemdikbud, 2015). Pos-PAUD Program is an integration of educational services, care, protection, and nutritional health, of which management is based on two principles, participatory and society based. However, there are some indicators of the standard assessment, standard educator and educational worker, standard management and financing of Pos-PAUD that are not met yet, as presented in Table 4.

Based on Table 4, the indicator not fulfilled the most is the educator and educational worker aspect. The PAUD educators do not have adequate professional competency yet, because of low academic qualification, teacher specification and educator's age as stated in the result of research conducted by (Qomario et al., 2018) that 42.78% PAUD educators have Senior High School qualification, 60.31% have not had certification, and 33.51% are 45-59 years old. Table 4 also explains that the educators of early childhood education are not used to conducting research and composing scientific paper, not yet involved in training much, as stated in the research

conducted by (Andriana et al., 2018) that educators of early childhood education with Senior High School background have not participated in training much compared to those with PAUD bachelor degree education.

Table 4. Indicators of non-maximally fulfilled service

Standard	Indicator
Assessment	Conduct research before conducting assessment
	Arrange long-term activity plan
	Arrange detailed duties of each unit
Educator and educational worker	Educator composes scientific paper
	Educational worker participates in training
	Educational worker composes scientific paper
Facilities and infrastructure	Number of rooms and land size are adjusted to the number of children, minimal 3m2
Management	Report and follow up supervisory result
Financing	Utilize operating cost for educator and educational worker's salary and inherent allowances

Influence of Management's Managerial Competence on Pos-PAUD Institution's Service Quality

An F test was conducted to test the hypothesis of influence of management's managerial competence (X) on Pos-PAUD Institution's service quality (Y). Variable X which forms regression model is declared to significantly influence variable Y if $F_{\text{count}} > F_{\text{table}}$ or significant $< \alpha = 0.05$. The F test result may be observed in Table 5.

Table 5. Simultaneous Test (F Test) Result

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	13309.472	1	13309.472	162.407	0.000
1 Residual	5162.928	63	81.951		
Total	18472.400	64			

Based on the calculation result in Table 5, F_{count} is 162.407 (Sig F = 0.000). F_{table} at significance level 5% with degree of freedom 1 and 63 is 3.14. Since $F_{\text{count}} > F_{\text{table}}$ (162.407 > 3.14) and Sig F < 5% (0.000 < 0.05), H_0 is rejected, which means that Management's Managerial Competence (X) variable significantly influences Pos-PAUD Service Quality (Y).

Meanwhile, to predict the influence of management's managerial competence on service quality, a

simple linear regression test was used, of which calculation result is explained in Table 6.

Table 6. Result of Simple Linear Regression Test

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	30.010	8.299		3.616	0.001
Management's Managerial Competence (X)	0.524	0.041	0.849	12.744	0.000

Table 6 explains that the constant value of regression equation shows a value of 30.010, which means that when there is no contribution of Management's Managerial Competence (X) variable, the Pos-PAUD Service Quality (Y) variable will have a value of 30.010. The regression coefficient shows positive number of 0.524, which means that each increment of Management's Managerial Competence (X) variable for 1 unit will increase Pos-PAUD Service Quality (Y) for 0.524 with an assumption that the other variable is constant.

To measure the extent of model's capability of explaining the variation of dependent variable (Y), a coefficient of determination test (R^2) was used. This research used adjusted R Square value to evaluate the best regression model. The data as presented in Table 7 below are obtained based on the analysis conducted.

Table 7. Coefficient of Determination (R^2)

Model	R Square	Adjusted R Square
1	0.849	0.716

Table 7 explains that R Square value is 0.721 or 72.1%, which means that the extent of influence of management's managerial competence variable (X) on Pos-PAUD service quality (Y) is 72.1%. Meanwhile, the remaining influence of 27.9% is explained by other variable not studied in this research.

Based on the research finding, management's managerial competence significantly influences Pos-PAUD institution's service quality. The management is assigned to lead the institution, be responsible for the smooth institutional activities, and be responsible for all institutional administrative transactions. Its additional duties are to ensure the standard quality of learning implementation, synergize all institutional and environmental components and potential for an established dynamic cooperation. As a manager, Pos-

PAUD management needs to have adequate managerial competence (Adi, 2016). What is meant by managerial competence here is the capability to organize and develop institutional resources to build a conducive, effective and efficient learning environment. A conducive learning environment will influence educator's motivation (Djibu & Duludu, 2020). Management's managerial competence is greatly needed to improve institutional service quality.

Pos-PAUD institution is a service provider (Kotler, 2006). As a service institution, Pos-PAUD has the obligation to maintain and improve service quality, since institutional service quality may influence user's satisfaction (Marismiati & Hadiwijaya, 2017); (Nisa, 2018); (Daulay, 2018). Improving service quality may, among others, be made through training activity as the research result stating that training is deemed an effective way to improve a non-formal educational unit management's performance (Saepudin et al., 2020). As an institution operating in service sector, Pos-PAUD institution has the responsibility to promote the type of service it manages to the society and provide the quality of service offered. The service quality achievement may be referred to service quality (Jasfar, 2009); (Sarifudin & Maya, 2019). The quality achievement is not only numeric calculation, but also a standard to compare the quality of service with any other services. Therefore, what is meant by service quality is how users respond to or assess the service as they feel.

In the service management theory, this assessment is called consumer perceived service quality covering some dimensions. Consumer perceived service quality is the whole assessment of the advantages of a service from the perspective of service user. According to Parasuraman, service quality is determined by five dimensions, namely reliability, guarantee, physical products, empathy, and responsiveness (Wijaya, 2012); (Ahmad, 2015). Pos-PAUD as a non-formal educational service has the responsibility to improve all of the dimensions, since based on this research result, the Pos-PAUD service quality is evidently not as what it is expected to be, since there are some non-maximally fulfilled service indicators.

CONCLUSION

The Pos-PAUD management has had managerial competence but not maximal yet since some managerial activities are not yet performed. Likewise, Pos-PAUD service quality is not maximally managed pursuant to the national standard since there are still some non-fulfilled variables. Managerial competence significantly influences Pos-PAUD service quality. Based on the calculation of simultaneous test (F test), the F_{count} value is 162.407 and Sig F value is 0.000. If

the other variables are constant, each one unit increment of management's managerial competence variable will increase Pos-PAUD service quality for 0.524. The influence of management's managerial competence variable on Pos-PAUD service quality is 72.1%. Meanwhile, the remaining influence of 27.9% is explained by other variables not studied in this research.

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