



The Effect of Education Quality Mapping Toward Teacher Performance in Learning in Early Childhood Education Institutions

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Abstract

The purpose of this study is to determine the Effect of Education Quality Mapping on Teacher Performance in Learning at Early Childhood Education Institutions in Brebes Regency. This research uses predictive quantitative methods. The population in this study is kindergarten teachers who are in Brebes Regency. The number of samples taken using cluster sampling techniques is 30 teachers who are in 8 kindergarten institutions in Brebes Regency. The data collection techniques used in this study use a scale that refers to the Likert scale. The assumption test is carried out using the normality test and linearity test. Hypothesis testing uses a simple linear regression test. The results of research on the Effects of Educational Quality Mapping on Teacher Performance in Learning at Early Childhood Education Institutions with a simple linear regression analysis showed an R Square value of 68.7%. This shows that the mapping of the quality of education has an influence on teacher performance in learning at early childhood education institutions. This shows that the better the mapping of the quality of education, the better the level of teacher performance in learning. Education quality mapping is contributed to the performance of teachers in learning at early childhood educational institutions by 68.7% and the remaining 31.3% is influenced by other factors not covered in this study.

How to Cite

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INTRODUCTION

Education is a basis to create superior and high-quality human resources. Starting with superior and high-quality resources, a good nation will be created. Law No. 20 of 2003 concerning the National Education System, that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, intelligence personality, noble character, and the skills needed by themselves, society, nation, and state. School is a structured system that has components related to one another. These components are students, curriculum, teaching materials, teachers, school principals, education staff, environment, learning process, and results or outputs. All these components must be in accordance with the demands of the times that are developing as well as environmental changes that occur around it. If education is the most important thing in the development of human resources, the teaching staff certainly has a very big responsibility in carrying out this task, so the quality standards of educators and education staff need to be improved.

Every child has the right to get an early education, most importantly from the scope of the family and school as a continuation. Schools are educational institutions that provide various planned programs to support the improvement of children's development. The school component consists of educational goals, students, curriculum, and educational infrastructure. The school component tries to make the learning process run well (Lina & Henny, 2017).

According to Suyadi (2017: 17), Early Childhood Education (PAUD) is an education that is organized with the aim of facilitating children's growth and development as a whole or emphasizing the development of all aspects of personality and potential to the fullest. Meanwhile, according to Permendikbud No.146 of 2014 Early Childhood Education (PAUD) is guidance aimed at children from birth to age 6 years which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have the readiness to enter education Furthermore. Childhood is a golden age for an individual. This is called the golden period because during that period (0-5 years) he received a lot of information about anything (Windarti, 2014).

Law Number 20 of 2003 concerning the National Education System states that accredita-

tion is carried out to determine the feasibility of education programs and units in formal education at every level and type of education. Schools are said to be good if they have a good quality of education. According to Arbangi (2016) Quality of education is a matter that is transformed into a primary need for schools to compete with other schools. Rahayu (2015: 11) the quality of education is a benchmark in assessing the success of the school in creating quality students. According to Kwek (2010) in the journal Education Quality Process Model and Its Influence on Students Perceived Service Quality that the quality of education as a character of the education system provides services that fully satisfy internal and external strategic constituencies by meeting their explicit and implicit expectations

Educators are the spearhead of an educational institution. Power becomes one of the elements of resources that determine the success in education in schools, the teacher is a human element that is very close to students in school. An institution cannot be separated from educators and a leader, according to RI Law No. 14 of 2005 article 1 clause 1 states that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating children in the formal education pathway, as well as at the level of basic education, and secondary education, including the education of children early. The teacher is the first person in an educational institution that invites to guide, teach, and train students able to live and develop themselves in the community with the knowledge and experience inherent in Yamin (in Waluyo, 2012). According to Rachmawati (in Ulfa, 2016) teacher performance is the ability and effort of teachers to carry out learning tasks as well as possible in planning teaching programs, implementing learning activities and evaluating learning outcomes.

The external problems of education in Indonesia today are actually very complex. The external dimensions of education include the social, political, economic, cultural and even global dimensions. The internal problems of education in Indonesia today are very complex. Internal education problems include issues related to learning strategies, the role of the teacher, and the curriculum. In addition, other problems are related to the institutional system, facilities, and infrastructure, management, operational budget, teacher performance in learning and students. Data from the Regulation of the Director-General of Early Childhood Education and Community Education of the Ministry of Education and

Culture No. 01 of 2016 explained that the units or programs in early childhood education institutions (PAUD) which have been accredited 36,561 (19.2%) and who have not been accredited by the institution early childhood education (PAUD) 153,599. The following are details of the state of the PAUD and Dikmas units and programs.

Based on the Table 1, it can be concluded that most of the early childhood education units (PAUD) and DIKMAS (Community Education) have not been accredited. The issue of education quality is one of the central issues in national education, especially related to the low quality of education at every level of the education unit, especially at the level of primary and secondary education. Realizing about this, the government has made various efforts to improve the quality of national education, including through various training, mentoring, facilities, and assistance based on accurate, actual, complete, and objective data. Even so, various indicators of the quality of education indicate that these efforts have not shown satisfactory results, and have not shown significant improvements as many as 153,599 early childhood education institutions (PAUD) have not been accredited. Some schools, especially in cities, have shown encouraging improvements in the quality of education, however, most others are still very concerned.

Related to efforts to improve the quality of education, the Government of the Ministry of Education and Culture has established four policies, one of which is improving the quality of educators and education personnel. Improving the quality of education is absolutely done by school principals and educators as agents of change through activities to improve school leadership with a forum for institutional development, curriculum, personnel, facilities, and infrastructure as well as other system changes. The

fact shows that the level of progress of teacher performance in learning is largely determined by the extent to which the quality of education and school success is shown by the performance of educators.

The results of simple observations through observations and interviews conducted by the researcher in June 2019 in several early childhood education institutions located in Brebes Regency, found several problems in teacher performance in learning. Some of the phenomena of the problem are that there are still many school principals and educators who do not yet have the qualifications and abilities in terms of education because there are still many institutional educators who graduated not from undergraduate education in early childhood but graduates from high school or equivalent. The data from the Directorate General of PAUD and Dikmas, 2017, Central Java Province, early childhood education (PAUD) teachers who have a junior high school certificate are 2.698, then high schools certificate are 25.467, DIPLOMA 3.820, S1 8.883, and S2/S3 159.

Lack of knowledge about information technology makes it difficult for school principals and educators to get the latest information. New educators enter the field of early childhood education, principals and educators following the mapping without having full readiness just following friends like other institutions so that makes teachers confused about the flow in the mapping of what files are needed, inadequate school infrastructure, and a large number of students which do not fit into the classroom. Therefore, the mapping of the unit and/or program quality must be carried out in a planned, focused and continuous so that the aims and objectives can be optimally achieved.

Planned means the quality mapping must

Table 1. The Condition of Early Childhood Programs, Units and Community Education

| Units/Program | Accredited (%) | Not Yet Accredited | Total |
|---------------|----------------|--------------------|---------|
| PKBM | 32 (0,3%) | 9.295 | 9.327 |
| LKP | 345 (1,7%) | 18.980 | 19.325 |
| PAUD | 36.561 (19,2%) | 153.599 | 190.160 |

Source: Regulation of the Director-General of Early Childhood Education and Community Education of the Ministry of Education and Culture

Table 2. Detail of PAUD Teachers' Certificate in 2017

| Province | PAUD Teachers' Certificate | | | | | Total |
|--------------|----------------------------|--------|---------|-------|-------|--------|
| | JHS | SHS | Diploma | S1 | S2/S3 | |
| Central Java | 2.698 | 25.467 | 3.820 | 8.883 | 159 | 41.027 |

Source: Director-General of Early Childhood Education and Community Education, processed by Sapulidi Riset Center (SRC) Sapulidi NGO 2017.

be carried out through good and correct procedures in accordance with the rules and principles that can be logically accounted for. Focused, it means that the quality mapping must be carried out in accordance with the aims and objectives, especially in order to provide systematic, complete and objective information needed to improve the quality of unit management and the implementation of PAUD and Dikmas programs.

Based on the problem above, the researcher conducts a study entitled *The Effect of Educational Quality Mapping on Teacher Performance in Early Childhood Education Institutions in Brebes Regency*. According to these problems that teacher performance in learning can be improved through mapping the quality of education. So, it is very important to conduct research on “Is there an effect of mapping the quality of education on teacher performance in learning at early childhood education institutions in Brebes Regency?”. The purpose of this study is to determine the effect of education quality mapping on teacher performance in learning at early childhood education institutions in Brebes Regency. The advantage of this research is it discusses and provides information and descriptions of the success rates of mapping the quality of education on teacher performance in learning at early childhood education institutions in Brebes Regency.

METHOD

This type of research used in this study is a quantitative approach with descriptive design and type of survey research, which is non-experimental with regression data analysis. The dependent variable in this study is teacher performance in learning, while the independent variable is the education quality mapping. This research was conducted in 8 selected kindergarten schools in Brebes Regency namely in Aisyiyah Pesantunan Kindergarten, Nu Alkaromah Muslimat Kindergarten Kelampok, Nurul Hidayah Kindergarten, Darul Mukhlisin Wanasari Kindergarten, Handayani Brebes Kindergarten, Azahrul Ulum Muslimat NU Dumeling Kindergarten, Kindergarten Nurul Hidayah, Darul Mukhlisin Wanasari Kindergarten, Handayani Brebes Kindergarten, Azahrul Ulum Muslimat NU Dume-

ling Kindergarten, Kindergarten Nurul Hidayah, Darul Mukhlisin Wanasari Kindergarten, Handayani Brebes Kindergarten Ranting Gandasuli, Pertiwi Limbangan Wetan Kindergarten from 9 October to 18 October 2019, with a total population of 1300 teachers. The sampling technique in this study uses cluster sampling techniques, namely cluster sampling techniques can be used to determine the sample when the object to be studied or data sources are very broad (Sugiyono, 2015). The sample in this study was 30 teachers.

Data collection techniques in this study used a teacher’s performance questionnaire in learning with 33 valid items and an education quality questionnaire with 45 valid items that have been tested so that it can be used in research. The data analysis technique in this study uses a simple linear regression method which is an analysis used to measure the effect of independent variables on Sarjono’s dependent variable (in Kumalasari, 2019).

RESULTS AND DISCUSSION

This section is an explanation of the results of research on the effect of mapping the quality of education on teacher performance in learning at early childhood education institutions. Based on the results of the study above, it is known that there is an effect of the mapping of the quality of education on teacher performance in learning at early childhood education institutions in Brebes Regency. Based on the obtained data, the result can be seen as Table 3

Based on Table 3, the descriptive analysis of respondents (N) of 30 people, the average value (mean) for respondents mapping education quality is 148.00 and the average value (mean) for respondents’ teacher performance in learning is 110.57. The highest value (maximum) of respondents mapping education quality is 177. The highest value (maximum) respondents’ teacher performance in learning is 132. The lowest value (minimum) respondents mapping education quality is 104, while the lowest value (minimum) on the teacher performance variable in learning is 86. Furthermore, to find out the scale of mapping the quality of education and teacher performance in learning can be seen in the following Table 4.

Table 3. Results of Descriptive Analysis

| Variable | N | Mean | Maximum | Minimum |
|-------------------------------------|----|--------|---------|---------|
| Education Quality Mapping | 30 | 148.00 | 177 | 104 |
| Teacher Performance in the Learning | 30 | 110.57 | 132 | 86 |

Table 4. Scoring Categories of Education Quality Mapping

| Interval | Criteria | Frequency | Percentage |
|----------|----------|-----------|------------|
| 136-180 | High | 22 | 73% |
| 91-135 | Medium | 8 | 27% |
| 45-90 | Low | 0 | 0% |
| Total | | 30 | 100% |

Based on the data Table 4, it shows that the class interval education quality mapping is divided into three levels; they are low, medium, and high. The low class has a range of values 45-90 with a frequency of respondents 0. In the medium class has a range of values 91-135 with a frequency of respondents as many as 8 people or 27%, the highest class has a range of values 136-180 with a frequency of respondents as many as 22 people or 73%.

Table 5. Categories of Teacher Performance Scores in Learning

| Interval | Criteria | Frequency | Percentage |
|----------|----------|-----------|------------|
| 101-132 | High | 21 | 70% |
| 67-100 | Medium | 9 | 30% |
| 33-66 | Low | 0 | 0% |
| Total | | 30 | 100% |

Based on the presented data in the Table 5, it shows that the class interval of teacher performance in learning is divided into three level; they are low, medium, and high. Low class has a range of values 33-66 with a frequency of respondents 0. In the medium class has a range of values from 67 to 100 with a frequency of respondents as many as 9 people or 30%, the highest class has a range of values 101-132 with a frequency of respondents as many as 21 people or 70%.

Classic Assumption Test Results

The normality test results can be seen in the following Table 6.

Table 6. Normality test results Normality Test

| | Kolmogorov-Sminov ^a | | |
|-------------------------------------|--------------------------------|----|------|
| | Statistic | Df | Sig. |
| Education Quality Mapping | .132 | 30 | .192 |
| Teacher Performance in the Learning | .145 | 30 | .110 |

Based on the Table 6, it is obtained a sig-

nificant value on the variable Education Quality Mapping is $0.192 > 0.05$ meaning that the Education Quality Mapping variable is normally distributed. On the variable Teacher Performance in Learning obtained a significant value of $0.110 > 0.05$ means that the variable Teacher Performance in Learning is normally distributed. Based on the results of the normality test above, it can be said that the Education Quality Mapping data and teacher performance in learning come from populations that are normally distributed. Furthermore, the linearity test data can be seen in the following Table 7.

Table 7. Data on linearity test results ANOVA Table

| | | | Sig |
|-----------------------------------|----------------|--------------------------|------|
| Teacher Performance in Learning * | Between Groups | (Combined) | .009 |
| | Within Groups | linearity | .000 |
| Education Quality Mapping | Total | Deviation from Linearity | .273 |

A relationship between variables is said to be linear if the significant value in the Linearity column is smaller than 0.05. From the data above, the significant value in the Linearity column is 0,000 and the significant value is smaller than 0.05. Based on these data, it can be concluded that the mapping of education quality with teacher performance in learning has a linear relationship between the two variables.

Simple Linear Regression Test Results

Simple linear regression test results can be seen in the following Table 8.

Table 8. The Results of Simple Linear Regression Test (coefficients)

| Model | Unstandardized Coefficients | |
|---------------------------|-----------------------------|------------|
| | B | Std. Error |
| (Constant) | 24.614 | 11.048 |
| Education Quality Mapping | .581 | .074 |

The simple linear regression equation is $Y = a + bX$. (Y is the predicted dependent variable, a is a constellation, b is the regression coefficient, X is the independent variable). The coefficient values can be seen in the output Coefficients table and equated to the equation as follows:

$$Y = a + bX$$

$$Y = 24.614 + 0,581$$

Then from the equation above is obtained:

A constant of 24,614, implies that the consistency of teacher performance variables is 24,614.

The regression coefficient X of 0.581 states that for every 1% increase in the value of education quality mapping, the value of education quality mapping increases by 0.581. The regression coefficient is positive. So, it can be said that the variable X to Y is positive.

Hypothesis test

Table 9. Results of linear regression analysis output (ANOVA)

| ANOVA ^a | | |
|--------------------|--------|------|
| Model | F | Sig. |
| Regression | 61.533 | .000 |
| Residual | | |
| Total | | |

Dependent Variable: teachers' performance in learning; Predictors: (Constant), education quality mapping

The ANOVA calculation results obtained information about the results of the F calculation of 61.533 and probability (Sig) 0.00 which means smaller with a significance level of 0.05 or 0.00 < 0.05. So, it can be concluded that there is an effect of the mapping of the quality of education on performance teacher in learning at early childhood education institutions.

Coefficient of determination

Table 10. The results of the analysis of the coefficient of determination

| Model Summary | | |
|---------------|-------------------|----------|
| Model | R | R Square |
| 1 | .829 ^a | .687 |

The Table 10 shows that the coefficient of determination (R Square) of 0.687, which implies that the influence of the independent variable (mapping the quality of education) on the dependent variable (teacher performance in learning) is 68.7%, while the remaining 31.3% is influenced by other factors not covered in this study.

Based on the results of the study above, it is known that there is an effect of the mapping of the quality of education on teacher performance in learning at early childhood education institu-

tions in Brebes Regency. This is shown from the simple linear regression test table that shows the value of R square in the table of 0.687 or 68.7%, thus that the effect of mapping the quality of education contributes 68.7% to the performance of teachers in early childhood education institutions in Brebes Regency.

The creation of the quality of learning in schools due to the competence of the teachers they have is able to be utilized and managed properly, therefore competency guidance must be carried out continuously, and one of the parties helping in solving problems related to improving the quality of education is the performance of Susanto's teacher (2016). According to Djamarah (2010: 31), teachers are people who provide knowledge to students. Teachers in the view of the community are people who carry out education in certain places, not necessarily in formal educational institutions, but also in mosques, in prayer rooms, at home, and so on. Meanwhile, according to Tahir (2014), teachers are the spearhead of educational success and are considered as people who play an important role in achieving educational goals which are a reflection of the quality of education.

Danin in Arbangi (2016) Quality of Education is something that shows the input, process, outcome, and impact. As for other opinions according to Rahayu (2016: 9) quality is conformance to requirements, which is in accordance with what is required or standardized. A product has quality if it complies with these quality standards including raw materials, production processes, and finished products. Quality is not only respect for something, but also able to assess the characteristics of the product or service. Based on the results of the study, the mapping of the quality of education has a positive and significant effect on teacher performance in learning at early childhood education institutions. This study is consistent with research conducted by Maris (2016) that the magnitude of the influence of teacher performance in learning on school quality in accredited A primary school in Cianjur is obtained by 0.709, while the effect is 50.2%. Another study conducted by Saidah (2015) show that the contribution of the influence of teacher performance and madrasa culture to quality mapping amounted to 71.9% while the remaining 28.1% is influenced by other variables.

Based on the research findings, it can be concluded that the research hypothesis which states that teacher performance has a significant effect on school quality can be accepted. Larasati's opinion (2010) that based on the results of rese-

arch on teacher performance has a significant effect on the quality of education with a moderate and distributed relationship of 34.6%. Mapping the quality of education plays a significant role in teacher performance in learning at early childhood education institutions. This is evidenced by the results of the study that there is an effect of mapping the quality of education on teacher performance in learning at early childhood education institutions in Brebes Regency by 68.7%.

CONCLUSION

Based on the results of the study it can be concluded that the mapping of the quality of education has a positive and significant impact on teacher performance in learning at early childhood education institutions. Education quality mapping provides an effect of 68.7% on teacher performance in learning while 31.3% is influenced by other factors not covered in this study.

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