



## Urgency of Instructional Training Based on Muhammadiyah Values: A Site Study of ABA Kindergarten Teachers

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### Abstract

Kindergarten teachers are one of the spearheads of education. Therefore, their technical skills need to be improved, one of which is through training. The training offered to the teachers of Aisyiyah Bustanul Athfal (ABA) Kindergarten is a training that is based on Muhammadiyah values (NNK). NNK is a value system built on the four pillars of Islamic worldly teachings (*aqidah, akhlak, ibadah, and mu'amalah*) which are the results of *tarjih* and have been cultivated so as to have the power to be referred to in managing and activating the organization and its business of charity as a guide for the citizens of Muhammadiyah. This study aimed to answer the questions: 1) How is the instructional training based on the Muhammadiyah values for the ABA Kindergarten teachers? 2) How is the management of the NKK-based instructional training for the ABA Kindergarten teachers? 3) How is the urgency of the ABA Kindergarten teachers on the NKK-based instructional training? This research utilized a qualitative design. The key informants: DIDASMEN and IGABA Council Managers; the additional informants: ABA Kindergarten teachers and the head of the ABA Kindergarten. The data were validated using the credibility and research tests that are focused more on triangulation and checking. The results show that 1) ABA Kindergarten teachers have not been able to implement NNK as a basis in learning; 2) four management functions have not been fully implemented in the management model for the ABA Kindergarten teachers; 3) the NKK-based instructional training is urgent to be given and mastered by the ABA Kindergarten teachers.

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## INTRODUCTION

Teachers play an important role in education. Teachers' quality is the key to the smoothness of learning process to achieve educational goals. This is in line with the demands of Law Number 14 the Year 2005 regarding teachers and lecturers. As a learning manager, teachers should be able to contribute to the learning outcome of their students. One way to improve the teachers' ability to carry out their tasks is training. Training should be systematically organized to provide teachers with knowledge and skills which are to be used in the learning process so as to enhance inspiration and to be able to manage the class properly and enhance their competence. Systemic and well-organized training will produce qualified teachers (Rivai and Murni, 2008; Dunn, 2009). In this regard, Omoruyi (2004) states that teacher training will provide updated knowledge and skills that can improve their competence and performance. The good and quality performance will develop professional careers for the teachers in the schools.

Salleh (2012) finds that Islamic ethics as a discipline can enhance human resource capacity (HR) and can contribute to the nation building. Muhammadiyah-based value (NNK) instructional training is a form of programmatic, systematic, and planned activities that can shape teacher's ethics to develop cognitive, spiritual, and psychomotor skills to become qualified teachers. With its broad teachings in some respects, Islam requires Muhammadiyah's *ijtihad* through a movement to pursue purification and renewal movements and has resulted in some thought, policy, and legal provisions that have been tended to have the power to serve as a foundation for organizational management and business ventures; Muhammadiyah as a guide to daily living. The scope of thinking refers to the four pillars of Islamic teachings namely *aqidah*, *akhlak*, *ibadah*, and *worldly mulam*.

The ABA Kindergarten teacher is responsible for the education of the learners and is obliged to have NNK competence as the foundation in carrying out their duties in the Muhammadiyah environment. On the basis of this thinking, the researchers conducted this studies in Semarang City on the NNK based instructional management training to provide knowledge and learning skills based on the Muhammadiyah values.

NNK is one of the systems of thought as "*tarjih*" results that have been "*tanfid*" so that it has the power to be used as a guide for the movement of Muhammadiyah business organization and charity including the foundation for educational services. In this case, Masrukhi (2014, p.612) says that values are a system of truth. One of the characteristics of the values is that it is viewed as an inherent part of human needs. This indicates that values are used as guidelines and beliefs in deciding choices. Thus, NNK is a value system that has the power to guide the movement of Muhammadiyah business and charity including the demand for ABA Kindergarten teachers to be implemented on a learning basis.

The implementation of NNK as a learning basis requires an interpretation that must be matched to the educational qualifications and stakeholders' needs. As a member of the education managers in the Muhammadiyah environment, ABA Kindergarten teachers are required to be able to implement the NNK on a learning basis. Based on the NKK indicators adopted as the Islamic Life Guide (PHI) (PP Muhammadiyah, 2013, pp.123-125), the NNK indicator for the ABA Kindergarten students in this study is limited to a) *Aqidah*: characterized by believing that God Almighty exists, God Almighty is the creator of all the universe, praying and giving thanks only to Allah Almighty; b) *Morality*: characterized by observing, respecting the existin rules and

norms, respecting differences and caring and ready to share, and forgiving one another; c) *Worshipping*: characterized by being accustomed to praying with the family, always beginning every activity and ending it by praying; d) *Worldly Mu'amalah*: characterized by being diligent to go to ABA Kindergarten to learn and play, willing to do the tasks and being motivated to finish them, having ambition, high curiosity, and the sense of togetherness.

NNK is a requirement of the ABA Kindergarten learners who need exemplary, familiarity, and learning. In this case, Masrukhi says that the habits of a child will be his/her values so that he/she will feel guilty if tasks are not done properly. As educators in ABA Kindergarten, teachers need common views in implementing the NNK. Therefore, an NNK learners training is needed. According to Bray (2006), a training is a short-term education process using systematic and organized procedures so that non-managerial employees can learn technical knowledge and skills for a particular purpose. Training is a part of supervision and education. Garcia (2012) reveals that training aims to improve and develop the attitudes, behaviors, skills, and knowledge of employees in accordance with the wishes of the institution. Omoruyi (2004) proves that the training program is effective enough to improve the participants' skills and knowledge. Reiss (2007) states that teacher training can improve the teacher's skills and develop classroom learning.

NNK-based instructional training provides benefits to ABA Kindergarten teachers in intensifying the learning and developing the NNK for the learners. The teacher should be able to cope with and respond to social crises with superior action (Nashir, 2015). Noh (2010) states that religion is useful for the development of the student's education. Therefore, the management of education in kindergarten needs attention. The kindergarten age is known as the golden age; in this age children need guidance from their

teachers to implant the NNK. Teachers who have NNK competence and working ethics will have the ability and commitment to learning that synergizes with NNK in accordance with the guidance of the organization and the needs of the learners. Therefore, the problems raised in this study are: 1) How is the implementation of instructional training based on Muhammadiyah values for the ABA Kindergarten teachers? 2) How is the instructional training based on the Muhammadiyah values for the ABA Kindergarten teachers? 3) How is the urgency of the instructional training based on the Muhammadiyah values for the ABA Kindergarten teachers?

## METHODS

This research utilized a qualitative approach. It is based on post-positivist philosophy to examine objects in natural conditions. The position of the researcher is a key instrument. Samples from data sources were drawn purposively and in snowball manner, collecting techniques with triangulation, data analysis was inductive, and the results of the qualitative research were more emphasizing on the meaning than generalization (Sugiyono, 2012). The results of the study are presented descriptively in the form of written, spoken, and behaviors observed as an approach. The data collected were texts, words, symbols, and images. However, it is also possible to collect quantitative data (Creswell, 2010).

The research was located in Semarang City area in the year 2016/2017. In this study, the researcher was the actor of the activity to get the accurate data required. The sources of this study were three, namely: 1) informants, 2) documents, and 3) activities. The key informants were the relevant policy stakeholders, namely the Education Council of Basic Education and the Ministry of Education (DIDASMEN), Aisyiyah District

(PDA) Head of Semarang Region, and as an additional informant is the Aisyiyah Bustanul Athfal Kindergarten Teacher's Association (IGABA) Semarang City, ABA Kindergarten Chiefs, and representative of ABA Kindergarten teachers in Semarang City. The data collection techniques include 1) documentation study, 2) observation, and 3) in-depth interviews. The analysis technique used is an interactive analysis of the Miles and Huberman models in Rohidi (2010). The four steps of data analysis include 1) data collection, 2) data reduction, 3) data feeds, and 4) conclusions or verification. The data were validated using credibility test.

## RESULTS AND DISCUSSION

### Implementation of Instructional Training Based on Muhammadiyah Values

The results of this study show that the teachers training and supervision charged with NNK which was held for ABA Kindergarten

teachers only touched on the teachers' religion as a person and Muhammadiyah cadres in general but did not touch the competence of the teachers as educators in the Muhammadiyah environment. The forms of coaching and training include the study of al-Islam and Baitul Arqam. Both did not touch the implementation of NNK as a learning basis in ABA Kindergarten. The teachers never receive NNK instructional training. This affects the teachers with low ability in implementing NNK as the basis of the learning processes. 80% of the ABA Kindergarten teachers have not developed NNK as a learning basis (interviews with IGABA Chairman and DIDASMEN Manager in Semarang City, 2016).

The analysis of the indicators of Muhammadiyah values in the Daily Learning Implementation Plan (RPPH) in TK ABA Kota Semarang can be seen in Table 1. Table 1. Daily Learning Implementation Plan (RPPH)

**Table 1.** shows that the four activities in learning include initial, core, break time, and closing activities

Initial Activity	Core Activity	Break time	Closing Activity
35 (100 %)	11 ( 31.4 %)	12 (34.2 %)	35 (100 %)

Source: The processed primary data 2017

The number of activities charged with NNK varies. 35 teachers or 100% listed the NNK in the initial and closing activities. The amount is large enough even though the NNK charge is still conventional. This is because, in the initial activity, the NNK is in the forms of greetings, opening prayers, daily prayers memorization, and short verses without being associated with the development of the benefits and goals of the greetings, prayers, and memorization. The closing activity is still conventional in the forms of prayers and greetings. The total NNK load on core activities was 11 or 31.4%. This shows that the amount of RPPH that does not contain NNK

is more than 24 or 68.5%. This condition needs to be considered because the core activity is a learning activity that is related to learning material that should be relevant to the NNK. So, there is no education dichotomy. In the closing activities, the NNKs is also conventional and is only as high as 12 or 34.2% in the form of reading prayers because in the resting activities there is a lunch session that should begin with prayers.

Break time for learners is very important but not necessarily independent of NNK-based learning. This is because the play is the world of children; all the children love it, they even always look cheerful, shout when

they get out of the classroom, run to the area to play and try to get the desired game tools because of its limited number. It shows that the activity during the break time has the potential of the same desire to use the game facilities. It takes instructions before the learners enter break so that they can differentiate what can and should not be done during break time. For example, reminding the importance of queuing, being honest (not grabbing), getting used to waiting for a turn, apologizing and forgiving each other when his/her actions can disturb or offend their mates.

NKK-based learning that is appropriate with the children's world continues to take place before break time to instill and shape the awareness of the learners towards NNK. Furthermore, the NKK implementation is discussed with the learners after the break. In this case, Abdullah (2009, p.173) states that kindergarten teachers have a "model" responsibility. The teacher's NNK competence is an important domain. Ajmal et al (2012) recommend that qualified training for teachers be programmed because it has a significant relationship with the performance of the learners. Core activities are the learning process that the students undertake in interacting with the learning environment to achieve the purpose of learning competence. Therefore, this activity should be charged with NNK on a learning basis.

The teachers must have NNK competence because the management of the ABA Kindergarten demands the application of the function as a teaching media and the mandate of the people to be accountable (DIDASMEN Manager Interview, 2017). This shows that the ABA Kindergarten activities in the pre-school education scene are required to pay attention to the changing times and development of science and technology demanded education and NNK as the basis. NNK is ignored in education as the current social crisis is a challenge for ABA Kindergarten teachers. Teachers must be able

to cope with the social crisis with superb action (Nashir, 2015). The ABA Kindergarten teachers are obliged to synergize the NNK values in the learning process. Furthermore, Gulevska (2015) states that educational institutions play an important role in promoting ethical values and ideas such as justice, equality, freedom, peace, love, and charity. For this reason, NNK-based learning is needed because education in kindergarten also determines the lives of the learners. As stated by Kristin & Storø Jan (2015), the role of education in kindergartens is not just a starting point in preparation for further education but quality education in schools has a good impact on the development of learners and can last a lifetime

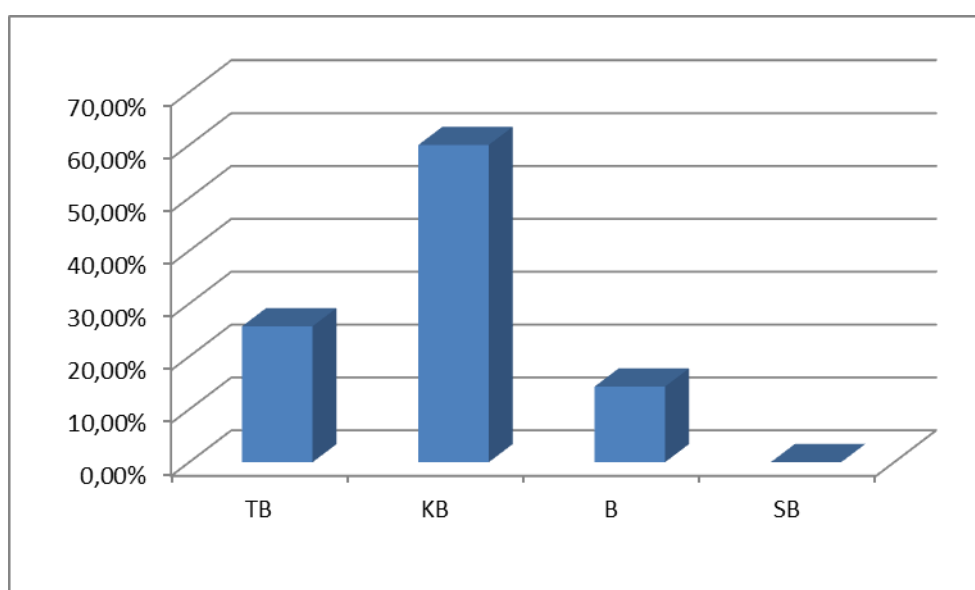
Bray (2006) emphasizes that training can provide technical knowledge and skills for a particular purpose. To provide teachers with NNK competencies, guidance, and supply that only touches teachers' religiousness and cading alone is not enough; it needs learning skills of NKK. By training, a range of efforts in the form of assistance to teachers which are trained by experts or practitioners in the form of innovative materials will fit the needs of trainees with the aim of improving the competence and performance of trainees. Thus, the low NNK competence can be improved through training.

#### **Instructional Training Management Based on Muhammadiyah Values for the ABA Kindergarten Teachers**

The results of the study show that the four management functions are not fully implemented in the training of ABA Kindergarten teachers, particularly the need for assessment and evaluation. Exercises that have been done so far have not been preceded by "needs assessment" so the impact is not in line with the needs of the teachers. It is acknowledged by the IGABA Chairman that sometimes training is offered on the basis of the theme to be elected, but it is only limited to consideration by the IGABA chairman or

administrator of DIDASMEN PD 'Aisyiyah Semarang. This does not represent all the needs of the trainees. The evaluation that has been done during training is limited to the implementation of the ABA Kindergarten. Evaluations like this can not be used as a parameter to measure the success of the training.

The analysis of the respondents' perception on training planning shows that the 35 ABA Kindergarten teachers are included in the poor criteria. This is indicated by the results of the questionnaire showing 0% very good; 5 people or 14.29% good; 21 persons or 60.00% poor; and 9 people or 25.71% very poor of all respondents. These results are shown in Chart 1.

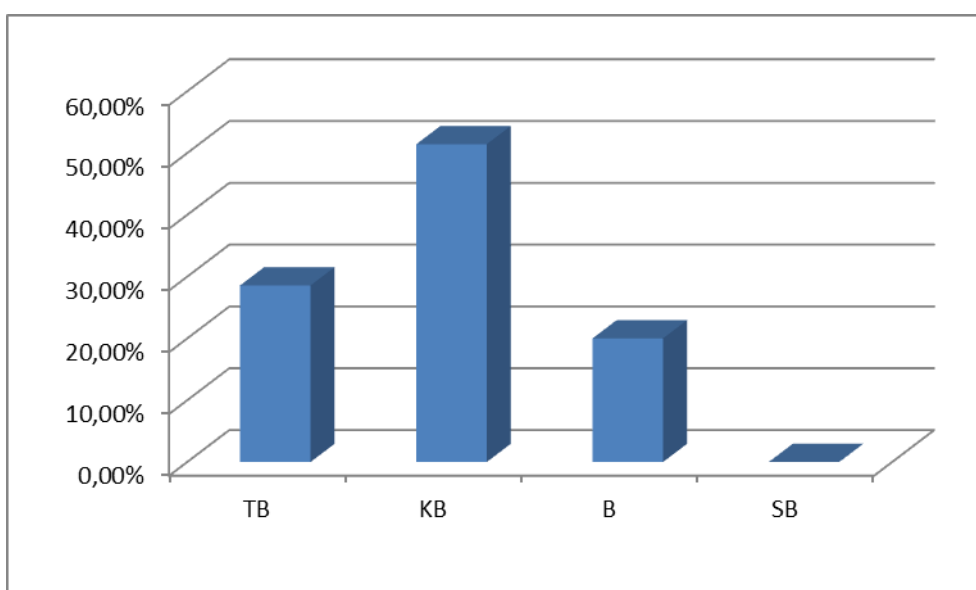


**Chart 1.** Training Planning

In Chart 1, it appears that the planning of the training which has been followed by ABA PD Aisyiyah Kindergarten teachers in Semarang with eight questions comprising the suitability of the implementation of the activity with the schedule and training time, curriculum suitability (program structure) with the purpose of training activities, followed by the task of the trainee in the school, the suitability of the training guide with the description of the material in the handbook of the participants of the training, the suitability of the use of teaching methods and media in the training, the suitability of the training materials with the training program, the suitability of the training materials with the

training program and post-test with the training materials, and systematic conformance/order of the material with the schedule of training activities are considered poor. The application of the four management functions is low.

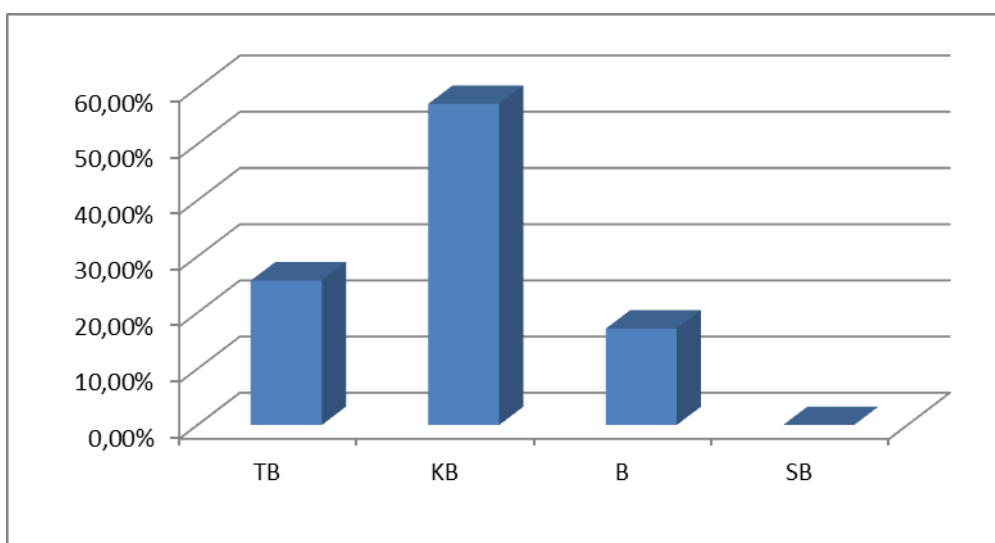
Respondents respond to the organization of training are as follows. All of the 35 ABA 'Aisyiyah Kindergarten teachers in Semarang as respondents are considered poor. It is supported by the results of the questionnaire which results in 0% very good; 7 persons or 20.00% good 18 persons or 51.43% poor, and 10 persons or 28.57% very poor. In full, the total respondents' answers can be seen in Chart 2.



**Chart 2.** Organizing Training

The analysis results of the answers to the seven questions asked to 35 ABA Kindergarten teachers, i.e. the purposes and aims of the training, the scope of the training, the form and the stages of the training, the types of the training, the training methodology, the training preparation, and the training funding. The organization of the training that the teacher has ever followed is included in a poor category.

The responses from the 35 ABA 'Aisyiyah Kindergarten teachers as the respondents to the implementation of the training as a whole result in the poor category. The results are based on the distribution of the questionnaires. The data show 0% for the very good category; 6 persons or 17.14% for good category; 20 persons or 57.15% for the poor category; and 9 persons or 25.71% for the very poor category. The complete results of the questionnaires are presented in Chart 3.

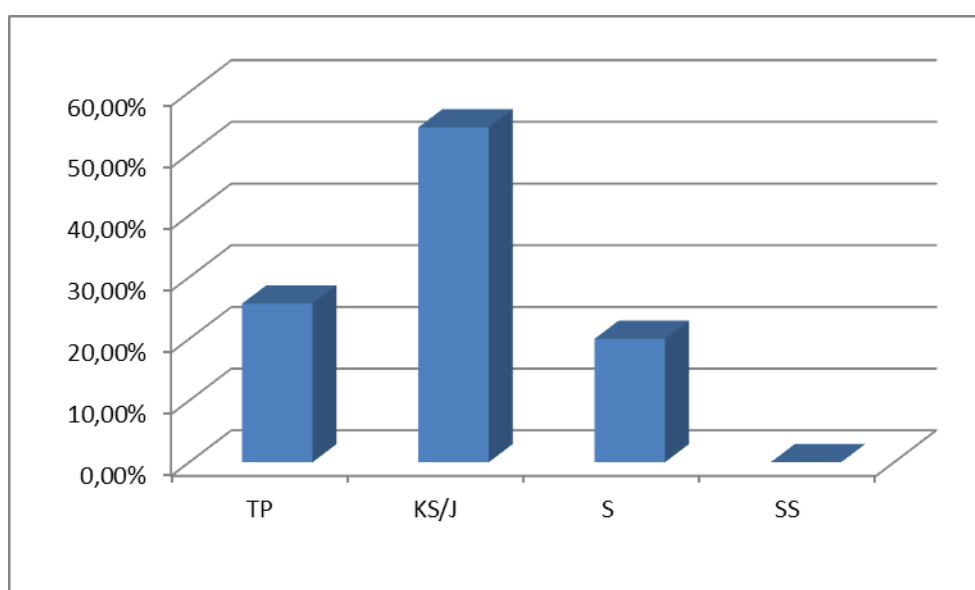


**Chart 3.** Training Implementation

Chart 3 shows that the implementation of the training followed by the ABA 'Aisyiyah Kindergarten teachers shows poor category. This indicator is obtained through five questions, namely schedules and handbooks, training curriculum, training materials, training methods, and evaluation of training exercises.

The respondents' perception of the training evaluation of the 35 ABA' Aisyiyah

Kindergarten teachers in Semarang as a whole is categorized in rare criteria. The conclusions are supported by the results of the questionnaires which shows 0% for the always category; 7 persons or 20.00% for the often category; 19 persons or 54.29% for the rarely category; 9 persons or 25.71% for the never category. The complete results of the questionnaire distribution are presented in Chart 4.



**Chart 4.** Training Evaluation

Based on the results of the questionnaires and interviews that have been conducted, the overall evaluation of the training for the ABA 'Aisyiyah Kindergarten teachers shows that they just sometimes or rarely conduct an evaluation. On the other hand, well-conducted and routine evaluations will provide information on training weaknesses which can be used to provide feedback on the implementation of the subsequent training so that an indirect training can be implemented more effectively and efficiently. In short, evaluations need to be systematically and continuously administered to obtain feedback on implementation and management functions ranging from planning, organizing, to implementing training activities.

Training that is based on Muhammadiyah values is a form of programs which is implemented to improve the dignity of the human resources in order to be highly capable and noble (PP Muhammadiyah: 2005). Considered from the institutional aspects, training is aligned with Muhammadiyah's charity whose implementation is bound by the general provisions of PHI on charities that should apply the four management functions. The implementation of the four training management functions is carried out by taking into account the of Muhammadiyah-based values. The planning and evaluation functions are shown in Al-Hasyr's verse (59:18) which shows the importance of paying attention to experience. This is in line with the need for



planning training. Organizing can refer to the words of Allah SWT (Q.S. Al-Imran 2: 104) which shows the importance of organization in carrying out the program of activities carried out consistently in accordance with the training purposes with regard to the Muhammadiyah-based values (Q.S.Al-Nisa, 4: 124).

In this regard, Basir et al (2013) emphasize that the Qur'an-based and Sunnah-based management systems which are integrated with modern sciences will result in a quality and superior management system by applying the four management functions.

The management of training, especially training for the benefit of education, is the management of human resources with different characteristics. Therefore, proper management is needed to address problems encountered. A good management model is dynamic and progressive; it has elements of empowering and strengthening. One of the management models that can be applied is participatory management that puts forward collectivity, teamwork, solidarity, cohesiveness, and quality performance. In the

participatory management, planning involves all parties in the activities, ranging from planning, implementation, evaluation, to the intended use of the program.

Managing organizations including ABA Kindergarten requires planning, organizing, actuating, and controlling (POAC). The four elements should be considered. Otherwise, there will be a failure in achieving the training objectives. The management for ABA Kindergarten that has been implemented requires an enhancement in the implementation of management functions in order to increase the graduates' training quality.

#### Urgency of Instructional Training Based on Muhammadiyah Values for the ABA Kindergarten Teachers

Based on the data analysis, the application of the four management functions is still low. So, the urgency of the instructional training based on Muhammadiyah values for ABA Kindergarten teachers is very high, as it can be seen in Table 2.

**Table 2.** Analysis of Training Needs based on the Muhammadiyah values.

No	Aspects to be scored	Frequency	Criteria	Percentage	Total
1	<b>Needs of Training Plan</b>				35
	Guidebooks	26	Very important	74.29%	
	Training objectives	5	Important	14.29%	
	Training time and materials	4	Unimporant	11.43%	
	Training needs analysis	0	Very unimportant	0%	
2	<b>Needs of Training Organization</b>				35
	Training orgnization	22	Very important	62.86%	
	Training participants	5	Important	14.29%	
	Training instructors	4	Unimporant	11.43%	
	Training facilities	4	Very unimportant	11.43%	
3	<b>Needs of Training Analysis</b>				35
	Instructions for committees and participants		Very important	34.29%	
	Provision of motivation to participants	11	Important	31.42%	
	Training committee	12	Unimporant	34.29%	
	Training supervision	0	Very unimportant	0%	
4	<b>Needs of Training Evaluation</b>				35
	Training materials	13	Very important	37.14%	
	Training programs	11	Important	31.43%	
	Training curriculum	7	Unimporant	20.00%	
	Training facilities	4	Very unimportant	11.43%	
	Source: Primary data processed in 2017.				
	Source: Primary data processed in 2017.				

The result of the needs analysis for the planning and training from the responses of the 35 ABA 'Aisyiyah TK teachers as respondents shows that the need for learning plan is 0% at the very unimportant category; 4 or 11.43% unimportant; 5 or 14.29% important; 26 or 74.29% very important. Thus, it can be inferred that training guides are very important in the planning of training for ABA 'Aisyiyah Kindergarten teachers.

The results of the training needs analysis in organizing learning gained from the distribution of questionnaires to 35 ABA 'Aisyiyah Kindergarten teachers as respondents indicate that the need for organizing instructional training is 4 or 11.43% in category of very unimportant; 4 or 11.43% unimportant; 5 or 14.29% important; 22 or 62.86% very important. Hence, it can be stated that in the implementation of the

training organization is very important for the ABA 'Aisyiyah Kindergarten teachers in Semarang City.

The analysis results of the needs of instructional training based on the results of the distribution of instruments to the 35 ABA 'Aisyiyah Kindergarten teachers as respondents indicate that the need for the implementation of instructional learning is 0% for very unimportant category; 12 or 34.29% unimportant; 11 or 31.42% important; 12 or 34.29% very important. Hence, it can be inferred that the implementation of instructional training is important for the ABA 'Aisyiyah Kindergarten teachers.

The analysis results of the training needs in the evaluation of instructional training based on the response of the 35 ABA 'Aisyiyah TK teachers as respondents indicate that the evaluation of the implementation of

instructional training is 4 or 11.43% for very unimportant category; 7 or 20,00% unimportant; 11 or 31.43% important; 13 or 37.14% very important. Thus, it can be inferred that overall training evaluation is very important in the instructional training given to the ABA 'Asiyiyah TK teachers.

The four aspects of training that include planning, organizing, actuating, and evaluating indicate that the teachers' urgency in implementing learning management training based on Muhammadiyah values is a requirement that needs to be fulfilled immediately. Muhammadiyah-based values are parts of the teachers' competence that must be possessed by ABA Kindergarten teachers. Without the competence of the Muhammadiyah-based values, the teachers will have difficulties in meeting the demands of learning that are based on the Muhammadiyah values. Interviews with the chairman and secretary of IGABA Semarang (2016) show that approximately 85% of the ABA Kindergarten teachers are not able to carry out learning that is based on Muhammadiyah values.

The knowledge about Religion possessed by the ABA Kindergarten teachers is not always a guarantee that it provides impacts on their competence to apply the Muhammadiyah-based values as the basis of learning in ABA Kindergarten. On the other hand, the teachers working in ABA Kindergarten have the background of understanding Islam that is not always the same as their understanding of Muhammadiyah-based values because Muhammadiyah does not limit those who work in Muhammadiyah charity only for members of the organization or from the extended family of Muhammadiyah only. With its charitable efforts, Muhammadiyah opens employment for those who want to join and struggle to raise Islam through Muhammadiyah with the requirements which are in accordance with relevant qualifications. Therefore, the urgency of the training

management that is based on the Muhammadiyah values becomes the training need that should be fulfilled by the ABA Kindergarten teachers.

Workforce management is oriented towards the development of education. As a learning source, kindergarten educators are one of the important components in determining the success of the kindergarten programs. This is in accordance with Law No. 20/2003 on National Education System Article 1 paragraph 6 stating that "Educators are teachers who are qualified as teachers, lecturers, counselors, learners, teachers, tutors, instructors, facilitators". Teachers are required to have an educational qualification which is relevant to their needs. In carrying out their duties, kindergarten teachers rarely need training in order to carry out their duties professionally. In this case, the teachers have at least three elements of adequate education, namely the competence specifically obtained from educational institutions with a certain qualification, expertise in accordance with the field of duty, and the commitment in carrying out their duties in accordance with the prevailing regulations.

As education manager, kindergarten teachers are required to arrange activities related to their students from the start of the study to their graduation. The management of the learners is not limited to data entry or recording but also includes a broader aspect that can be used for the growth and development of the students through the education process at school, including the close relations to the learners (Sierra: 2012). Therefore, for learners, management becomes an inseparable part of the success of an educator, one of which is supported by teacher training, including the ABA Kindergarten teachers in Semarang City.

Regarding the urgency of the training, Dahiya & Jha (2011) say that the ultimate goal of needs analysis is to find out the trainees' needs covering the three main aspects: organization, occupation, and

individual. However, it is important to consider whether the appeal needs to be submitted or not, whether the training will be in accordance with the organization's mission. It all depends on the results of urgent training.

## CONCLUSION

The training related to the Muhammadiyah-based values for ABA Kindergarten teachers has not met the needs of the ABA Kindergarten teachers in carrying out their duties as professional educators because it only deals with the religiosity of the kindergarten teachers as individuals and as cadres. In general, Muhammadiyah has not dealt with the learning process that is based on Muhammadiyah values. This affects the low application of the Muhammadiyah-based values competence for the teachers. The teachers have not been able to implement the values as a learning basis in the kindergarten. In order to improve their competence, one of implementation of the Muhammadiyah-based values in learning is through organizing instructional training management based on the Muhammadiyah values.

The training management of the ABA Kindergarten teachers has not fully implemented the four management functions. In general, there are still weaknesses in planning and evaluation. It is supported by the existing data that the four management functions including planning, organizing, implementing, and evaluating elements are still are lacking.

The ABA Kindergarten teachers' urgency in instructional training based on the Muhammadiyah values is very high. The knowledge about religion possessed by the ABA Kindergarten teachers is not comparable with the learning competence based on the Muhammadiyah values. For balance, the Muhammadiyah-based values are needed in training.

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