Supervision of Standard Operating Procedures (SOP) in Early Childhood Education Learning

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Article Info	Abstract
	This study aims to determine effort in improving the quality of teacher competenes in Pre-School institutions; to describe the use of learning management Standard Operating Procedures (SOP); as well as to describe the quality of learning management. Data in the form of suggestions and reasons were analyzed using qualitative analysis. The results of the study are teacher performance in Pre-School institutions can be improved by implementing SOP on learning management, the use of SOP affects the quality of learning in Pre-School, measurement of teacher performance in a Pre-School institution after applying SOP on learning management with 80% results in good category, teacher responses to the developed learning management SOP show good responses, provide convenience. The study concludes that the importance of SOP on learning management for quality of early childhood services, the program process is still lacking because in the aspect of SOP implementation there is still a lack of smoothness and awareness of the program teacher is still minimal, the product program is quite good, because it provides convenience in working, program evaluation is carried out with supervision activities and filling out an assessment form from the school principal. Assessment tools as supervision sheets must be available to assess teacher performance. The principal as a supervisor, carries out classroom supervision activities by observing and monitoring teaching and learning activities in schools. Some important things in supervision by school principals are related to discipline, creativity, innovation, effective ways of communication, responsibility and accuracy of teachers in using learning media.

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INTRODUCTION

Learning management SOP are steps to carry out learning in Pre-School to achieve all core competencies, which consist of spiritual attitude, social attitude, knowledge, and skills. Learning is also essential to attain a standard level of achievement in child development. Learning management SOP can be a reference for teachers in acting, behaving, and providing services that are appropriate to the needs of students. Learning management SOP is very helpful for teachers in carrying out tasks to realize the goals of education in Pre-School. Implementation of supervision by school principals must refer to the following Standard Operating Procedures guidelines.

Aspect	Indicator
Main Environmental Management	Foster children's interest in playing and develop their experiences with the tools provided
	Develop attitudes, knowledge, and skills as stated in the RPPH
The process of welcoming the arrival of children	Build communication skills, be polite, friendly, and build children's comfort with the teacher and PAUD environment
Mourning Joural	Building children's interests and being able to adapt to the PAUD environment, introducing the country's symbol and national anthem and love of the motherland
	Learn the pronunciation
Take care of the environment and plants	Know the objects of God's creation
	Develop environmental awareness
	Familiarize maintaining God's creations
	Familiarize the behavior of clean healthy living
	Getting used to working together
	Getting used responsible
Playing rough motor skills	Train the rough muscles; (strength, flexibility, balance, agility)
	Develop motor sensory (coordination of hands, eyes, legs)
	Getting used to working together
	Develop social-emotional attitudes
	Develop an attitude of courage to do new things and are willing to take risks
Transition before entering the group (singing / reading the story about planting the magic to be built, pledging, marching, drinking)	Getting used to being patient in various activities
	Getting used to following simple rules
	Familiarize healthy hygiene behavior
	Getting used to understanding other people
	Getting used to being disciplined
	Get to know the good things
Education to eat at breakfast	Get used to thanking God (prayer)
	Getting used to restraint
	get in the orderly manner of queuing
	Get used to being tolerant, caring
	Familiarize sharing
	Getting used to respect other people
	Introducing healthy food
Play in the center in accordance with the RPPH that has been prepared.	Develop the ability to observe, ask questions, try to find out
	Getting used to dare to take on new challenges
	Develop the ability to focus
	Familiarize working thoroughly (beginning and end)
	Familiarize doing activities independently and in collaboration
Foothold before playing	Familiarize each other with teachers and friends
Foothold during play	Getting used to sharing play tools
Foothold after playing	Introducing various concepts of knowledge (mathematics, social, nature, science, language, tools / technology).
	Develop skills in making works with various tools with their own ideas
	Getting used to say politely (using words of thanks, sorry, please).
	Getting used to appreciate the work of self and friends
	Develop communication skills
	Develop an attitude of confidence
	Getting used to being responsible
	Getting used to pray before and after doing activities
	Developing language skills (new vocabulary, expressing language)
	Familiarize children with discipline following the rules
	Getting used to sharing play tools
Healthy eating + getting used to personal hygiene	Familiarize hand washing, toothbrush and bathroom
	Introducing various types of food and their uses for the body
	Get to know mathematics (counting, one to one concept, shape, color, taste, etc.)
Learn the pronunciation	Getting used to thanking God (prayer)
	Getting used to sharing
	Getting used to being orderly

Afternoon journal (individual activity)	Getting used to being responsible with food
	Getting used to maintain environmental cleanliness
	Getting used to take responsibility for cutlery
	Getting used to determining one's own desires (understanding one's own desires)
	Train fine motor skills
	Develop early literacy
	Develop the ability to channel ideas / emotions and through writing
Clossing Activity	Getting used to being patient in various activities
	Getting used to adapting to changing situations
	Develop the ability to link with future activities
	Developing children's learning motivation

The management of learning in Pre-School requires teaching skills for teachers to be able to carry out their duties as a professional educator. Professional teachers are undoubtedly able to use the classroom management system, both in the management of students, classroom settings, learning media, the selection of appropriate methods and management of learning programs that are following the rules of the stages of early childhood development. Class management becomes a conscious effort to plan, organize, actualize, and carry out supervision or supervision of programs and activities in the classroom so that the teaching and learning process can take place systematically, effectively, and efficiently so that all potential students able to be optimized.

One option is to use standard operating procedures (SOP) to build mindset and work habits that are superior and can be relied on at all levels of work. The existence of a good SOP does not automatically mean that a good performance is created, but on the other hand, the existence of good human resources also does not automatically mean a good performance from an institution. The presence of competent human resources will only be able to create excellent performance when the human resources work with steps following the specified quality demands. Useful human resources can create excellent institutional performance when human resources function in harmony with good SOP.

To create an atmosphere that is conducive to growing and developing children in Pre-School, Pre-School institutions must have standard operating procedures (SOP). An SOP is the steps that must be followed to carry out a work based on the objectives to be achieved. The determination of the steps is written down in what should be done, when, where, whom, and

what way, so that the SOP becomes agreed standard form, and is applied all people in the Pre-School unit to be routine, and habituation.

An SOP framework is needed, which applies en masse in efforts to develop Pre-School units. The SOP framework is the guidelines used as a reference in the operation of each Pre-School unit. An SOP formula is needed that is adapted to the process of growth and development of children. Please note that at the age of 0-6 years, experiencing very rapid development. These developments include physical development, such as gaining weight, and height as well as psychology which consists of the cognitive, affective, and psychomotor domains. Do not let education focus more on aspects of cognitive development merely by ignoring other aspects of development.

The reality on the ground shows that most Pre-School providers do not have a clear SOP in implementing learning. Data from field survey results in preliminary research on the application of SOP, knowledge of SOP, implementation of SOP in Pre-School institutions, and the effects of observations about learning in Pre-School show apprehensive conditions. Problems that arise in the management of learning in Pre-School can be addressed starting from the implementation team, namely the teachers as educators, and educational staff, including administrative staff in Pre-School institutions.

METHODS

The research method is the method used by researchers in gathering research data (Arikunto, 2006). The research itself is a scientific way to obtain data with a specific purpose and use. Based on this understanding, four things need to be further understood, namely: scientific method,

data, purpose, and usability. Research is a scientific way, meaning study is based on scientific characteristics, namely: rational, empirical, and systematic (Sugiyono, 2009).

This study is an ex post facto research with a quantitative approach. Ex post facto can be interpreted as "after the fact." The study was conducted to determine the description of research variables that have occurred so that a description of cause and effect that occurs between variables can be known. Sugiyono (2009) in Riduwan (2013) explains that ex post facto research is a study conducted to examine events that have occurred and then trace back to find out the factors that can cause these events. Data collection in this study using a questionnaire or questionnaire, because this study cannot be done by direct observation, considering the research target is a condition that has occurred in the past. The data obtained will be analyzed by statistical calculations, and will also be interpreted.

Following the title of this research that is to find out Teacher Performance Improvement in Classroom Management in Pre-School through the Implementation of Standard Operating Procedure Guidelines and School Principal Supervision.

This research is a descriptive study with a quantitative approach to survey study methods, which in general the implementation of the survey is conducted by asking both oral and written subjects. On this occasion, in collecting data, the researcher asked questions in writing in the form of a questionnaire that was distributed to the determined research samples.

Questionnaire as a data collection tool which generally consists of a series of questions or written statements that are used to collect the desired research information. In this questionnaire, the closed questions will be used later. The form of closed questions is used to capture the answers that have been provided choices so that respondents are asked to choose one answer.

RESULTS AND DISCUSSION

The data shows that the significant level of application of SOP (0.115), supervision of the principal (0.228), and performance (0.223) > 0.05. Based on that, the data are stated to be normally distributed so that the regression analysis can proceed, and the results of the study will be able to be used at different times in different places. The results of the descriptive statistical analysis of the variables of SOP Implementation, Supervision, and Teacher Performance can be seen in the following Table 1.

Table 1. Descriptive Statistical Analysis of Research Variables

	N	Mean	Std. deviation
Application of SOP	60	219.48	35.046
Supervision	60	170.05	25.622
Performance	60	162.78	19.293
Valid N (listwise)	60		

Table 1 explains that the SOP Implementation variable has a mean value of 219.4833 and a standard deviation of 35.04645. Supervision has a mean of 170.0500 with a standard deviation of 25.62204, and the teacher performance variable has a mean of 162.7833 with a standard deviation of 19.29353.

Palil (2006) explains that SOP means a written document that contains guidelines for elements of the organization on how to carry out work, following the expected quality of performance. The SOP document includes details of the steps in the work that must be carried out for the overall performance of the organization, and ultimately supports the creation of high-quality products or services. The SOP must be sufficiently detailed so that it can indeed be a guide for implementing the work.

The SOP is a written text that can be used instead of the oral direction of the leadership to all sections in an organization on how to create quality work each chapter that can work continuously with other parts. Palil (2006) the existence of a good SOP and implemented in a disciplined manner can guarantee the creation of a superior work system. The detailed criteria for implementing SOP are as Table 2.

Table 2 explains that as many as 4 (6.7%) of respondents stated that the application of SOP

in the category of lacking, 10 (16.7%) of respondents stated that the application of SOP was in the sufficient category, 37 (61.7%) respondents stated that the application of SOP is in a good category and as many as 9 (15%) respondents said that the respondent noted that the application of SOP was in the very good category.

Table 2. Frequency of SOP Implementation

Interval	Criteria	Frequency	%
51 – 96	Very less	0	0
97 – 143	Less	4	6.7
143 – 188	Sufficient	10	16.7
189 – 234	Good	37	61.7
235 – 280	Very good	9	15
Total		60	100

The application of SOP has a mean value of 219.44833, in which the table is in good criteria. This data shows that the application of SOPs has been attempted in learning and is in a good category. If described is as Figure 1.

Two basic functions of SOP, which are essential, can be described as follows:

1. As a reference knowledge base for operational activities that are updated continuously work actions, such as marketing and sales channels, delivery of goods from logistics, to customer service will all be neatly arranged referenced to this knowledge base (read: SOP). It is recommended that SOPs are even required to be renewed if there is a change in workflow, so there must be an update based on the auditor's "quality assurance" decision.

2. As an archive tracking operational activities, assessments, and improvements.

The SOP will be authentic evidence for workflows that require archives, because SOP usually has work forms such as product presentation minutes by marketing staff, customer service onsite visits, proof of delivery, etc. With periodic quality assurance audits internally and externally as judgments, improvements to improvements must be made.xx
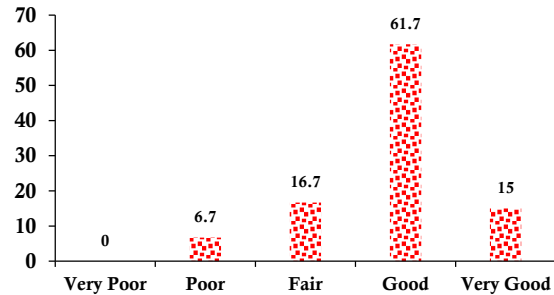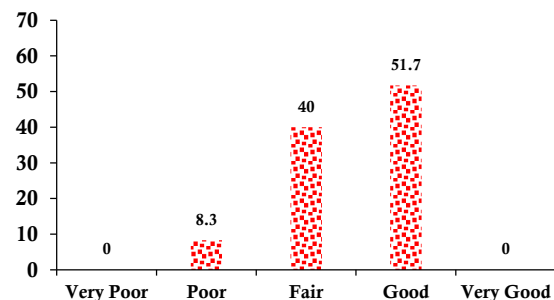

Figure 1. SOP Application

Table 3. Frequency of Supervision of School Principals

Interval	Criteria	Frequency	%
45 – 83	Very less	0	0
84 – 122	Less	5	8.3
123 – 161	Sufficient	24	40
162 – 200	Good	31	51.7
Total		60	100

Table 3 explains that as many as 5 (8.3%) of respondents stated that supervision was in the inadequate category, 24 (40%) respondents indicated that supervision was in the adequate category and as many as 31 (41.7%) respondents stated that supervision was in either category. The supervision of the principal has a mean value of 170.0500 in the table is in good criteria. This data shows that supervision has been carried out properly. If described is as Figure 2.

Figure 2. Histogram of School Principal Supervision Variable Frequencies

CONCLUSION

This study explains that the performance of Pre-School educators can be improved by the application of learning management SOP in Pre-School institutions. The unique characteristics of children demand educators to have consistent attitudes and behavior as an example for students.

SOP helps teachers to move with standard rules in leading learning activities in the classroom.

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