

RESOURCE AVAILABILITY AND QUALITY OF EDUCATION IN PRIVATE AND PUBLIC KINDERGARTENS

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Abstract

The availability of resources has an impact on the level of education quality. From the research that has been conducted using the interview method to two private and public kindergartens in Palangka Raya with the subject of teachers and parents of students and librarian references, the results show that the availability of resources such as funds, facilities or facilities and teachers who are competent in their fields has an impact on the quality of education in schools. If these resources are well available, the quality of education in the school is also good. With cooperation through various

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parties such as parents and related agencies such as health can support the plan with the aim of advancing the quality of education to be even better. The involvement of various parties plays an important role in the plan because then the limited resources can be overcome so that the goal can be achieved.

Keywords: *Public Kindergartens, Resource Availability, Quality of Education*

INTRODUCTION

In the midst of today's education dynamics, the quality of the education system is a major concern for the community, government and stakeholders (Badan Pusat Statistik, n.d.; Bappenas RI, 2019; BPS Kalteng, 2022; Fitriana et al., 2023; Istinia et al., 2023; Manik et al., 2023; Peryanto et al., 2023; Putri et al., 2023; Riska et al., 2023; G. Sinta et al., 2023; Sulistyowati et al., 2022; Tekerop et al., 2019; Tirayoh et al., 2023; Trisiana et al., 2023). The quality of education at an early age, especially at the kindergarten level, plays a crucial role in shaping the early foundation of a child's development. However, this quality is affected by a number of factors, one of which is the availability of resources.

This study aims to gain a deeper understanding of the impact of resource availability on the quality of education in kindergartens, both privately and publicly managed. Resources, such as physical facilities, quality educators, an integrated curriculum and community support, are identified as key elements that may influence the quality of education in the early stages of a child's life (Anggreni, 2023; Anjini et al., 2022; Batuwael et al., 2019; Desti, 2023; Kristiani et al., 2023; Langi et al., n.d.; Mukuan et al., 2022; Pongoh, n.d., 2022a, 2022b, 2023; S. E. Sinta et al., 2022; Suratinoyo et al., 2019; Suriani & Betaubun, 2022; Triadi, Pongoh, et al., 2022).

In this context, this study aims to explore the relationship between the availability of resources and the quality of education in kindergartens. Through in-depth analysis, it is hoped that the findings will provide a more detailed view of how these resources contribute to establishing a strong foundation for children's development in the early stages of their education.

RESEARCH METHOD

This research uses qualitative approaches, as a scientific method in qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from the process of searching for meaning, understanding, and understanding of a phenomenon or event to be studied contextually and thoroughly from the people and behavior observed.

In this study, researchers collected data using the Interview technique. The author chose the observation method so that the authors could understand the context of social situations, direct experience, get additional information and get a personal impression (Amiani, 2022; Eribka et al., 2023; Hanriani, n.d.; Melliani et al., 2023; Pengky et al., 2023; Samuel et al., 2023; Siburian et al., 2023; Silipta et al., 2021, 2023). The reason the authors

chose the interview method was because the authors would find out more in-depth things about thoughts, experiences and problems in interpreting situations and phenomena that occur.

The research stages include: Searching and collecting interview transcripts, reading and analyzing the materials used, processing data from the material obtained, concluding the results obtained.

The following is a data table of the identity of the sources who have been interviewed directly, the following sources according to the authors are the right ones to answer the problems that occur.

Tabel 1. Identity of Research Subjects

| Name | Education | Job/ The Role of |
|--------|--------------------------|------------------|
| Bunga | Tunas Mekar Kindergarten | Parent |
| Putri | Tunas Mekar Kindergarten | Teacher |
| Rara | Tunas Mekar Kindergarten | Teacher |
| Melati | Pembina Kindergarten | Teacher |
| Laras | Pembina Kindergarten | Teacher |

RESULT AND DISCUSSION

Learning Life of The Tunas Mekar Kindergarten

In interviews with teachers and parents of students at Tunas Mekar Kindergarten, it was found that the availability of resources has an impact on the quality of education in a school, especially a kindergarten where children are formed before going to a higher level of education. In the interviews, it was found that there are a number of things that affect the quality of education in the school (Munte, 2022b, 2023b; Prasetiawati, 2020, 2022; Rahmelia, Prasetiawati, et al., 2023; Rahmelia & Prasetiawati, 2021; Sriwijayanti, 2020a, 2020b, 2023).

"Itu dengan cara ini... apa *nih*... pembentukan komite dari orangtua murid. Misalnya ada kekurangan apa... apa yang perlu ditambah lagi di sekolah itu *ya* orangtua murid *berembuk* sama pihak sekolah"

Putri/interview/31102023

The Tunas Mekar Kindergarten teacher with the pseudonym Putri argued that one solution to overcome the limited resources available to improve the quality of education is to consult with parents and form a committee. According to Putri, this would help overcome limited resources, such as limited funds, more quickly (Erika et al., 2023; Ginting, 2010; Haloho, 2016, 2022b, 2022a, 2022c, 2023; Haloho et al., 2013; Ligan, 2022; Loheni et al., 2023; Rahmelia et al., 2022; Rosen et al., 2023; Sari & Ginting, 2023; Sarmauli et al., 2022; Timan Herdi Ginting et al., 2022). As long as there is a clear agreement from both parties, cooperation to improve the quality of education in the kindergarten where she teaches will be achieved.

"Kalau bantuan ada dari pemerintah *kan* seperti dana *BPP*"

Putri/interview/31102023

In addition to forming committees together with parents, Putri also believes that assistance from the government also plays an important role in overcoming limited resources. Financial assistance such as BPP is very useful for improving the quality of education in the kindergarten where she teaches (Colina, 2015, 2016, 2021; Darnita & Triadi, 2022, 2023; Mualimin et al., 2022; Sarmauli & Pransinartha, 2022; Triadi, Prihadi, et al., 2022; Triadi, n.d., 2022; Triadi, Pongoh, et al., 2022). Where according to her, the results of the funding assistance will later be used to complete the lack of facilities such as books which will later be purchased from the funding assistance.

"*Oh*, disini kalau untuk kami *wifi* *enggak* ada, masih belum... masih belum dipasang. Tapi mandiri kadang gurunya *aja* pakai *HP*... pakai data. Pakai *HP* memang biasanya. Masing-masing buka di *HP* kalau misalnya mau cari pembelajaran yang lebih menarik untuk anak-anak *kan*. Dibuka dari internet bisa kita ambil pembelajarannya... bisa kita ambil apa. Misalnya yang mau untuk *apalah*... *kayak* senam anak-anak... gerak dan lagu pakai *YouTube* *kan*. Kalau *wifi* belum dipasang dan masih belum... biayanya nanti"

Putri/interview/31102023

Support facilities such as the availability of internet access also play a role in supporting the quality of education to improve (Amiani, 2022; Angellyna, 2021; Dinata et al., 2023; Kurniati et al., 2023; Lumbanraja, 2021; Manuputty et al., 2023; Melliani et al., 2023; Nopitri & Irdayani, 2023; Pengky et al., 2023; Rahmelia, Prihadi, et al., 2023; Samuel et al., 2023; Sepniwati, 2022; Siburian et al., 2023; Simanjuntak, 2019; Tedy et al., 2023; Veronika et al., 2023). According to Putri, even though the school where she teaches does not have wifi, she and her other colleagues have been able to access the internet smoothly by utilizing quotas to access it. The internet will later be used as support during the

learning process. Therefore, it would make it easier for her and her other coworkers to carry out their duties.

"Kalau misalnya gurunya tidak kompeten kan otomatis siswanya juga menurun motivasinya. Kalau gurunya nya juga bawaannya menyenangkan *kan* otomatis anak-anaknya juga pasti termotivasi. Kalau kami disini ibaratnya dengan keterbatasan dana atau apa kami berusaha misalnya dari lingkungan atau dari mana menyiapkan. Penting anak senang kadang dengan berusaha, ikhlas, itu percaya. Kalau misalnya... kalau tergantung guru membimbing siswa... misalnya gurunya semangat, semangat juga siswanya"

Putri/interview/31102023

Putri believed that the availability of my resources had an influence on her students' motivation. If the teachers who teach are competent or professional in their fields (Dandi & Veronica, 2023; Darma et al., 2023; Lumbantobing, 2022; Malau, 2021, 2023; Meilan & Mariani, 2023; Munte & Wirawan, 2022; Reggina & Indriani, 2023; Salmanezet et al., 2023; Saputra et al., 2023; Seruyanti et al., 2023; Sihombing, 2015, 2019, 2022; Tirayoh et al., 2023; Tobing, 2015; Wirawan, 2021; Wirawan et al., 2023). According to Putri, they will also have an influence in shaping their students' motivation. Although resources are limited in the form of funds, as long as the teaching resources are competent in their fields then this can overcome the limitations that exist according to Putri.

"Kalau kualitas pengajarannya enggak ada pola bedaan sih gitu. *Nah* cuman kalau di negeri itu kebanyakan guru-gurunya melebihi kapasitas. Yang di sekolahan ini *kan* sini ada empat *aja* kalau yang di negeri itu ada yang sampai 12 orang ada yang sampai delapan *gitu*. *Nah* semakin banyak *uangannya* semakin banyak gurunya malahan *gitu*. Kalau disini kami *enggak* berani yang ngambil guru honor untuk biaya *kan* untuk honor nya bayar honor nya terbatas"

Putri dan Bunga/interview/31102023

According to Putri, in terms of teaching quality, there is no difference in the number of teachers available. According to her, the number is not a factor that directly affects the quality of teaching. But in general, according to Putri, if the number of teachers available is quite large, then there are also many students in the school who exceed the teachers. Where it would be an obstacle in itself because it would be difficult to supervise or take care of that many students (Hasan et al., 2023; Magdalena et al., 2022; Munte, Natalia, et al., 2023; Munte, Saputra, et al., 2023; Munte, 2017, 2018, 2021, 2022a, 2022b, 2022c, 2023a, 2023b; Munte & Korsina, 2022; Munte & Natalia, 2022). Furthermore, the parents of students with the pseudonym Bunga also confirmed that the more students,

the more opportunities for teachers to supervise students become difficult and sometimes unsupervised because the focus is divided.

"Bagaimana rencana ini diimplementasikan ke depan *tuh pasti dek*. Misalnya kita kerja sama sama polisi, sama kesehatan... orang Dinas Kesehatan sosial. Mereka yang sudah pernah kunjungan kesini kerja sama. Jadi kita kerja samanya kita berlanjut"

Putri/interview/31102023

According to Putri, by cooperating with various parties, it will increase opportunities to improve the quality of education. By continuing to work together, plans to improve the quality of education in a school can run smoothly. This is because the cooperation has benefits that can be used to help the school to improve or develop what needs to be developed in terms of the quality of education.

The availability of resources such as funds, facilities and competent teachers has a big impact on improving the quality of education in schools. With the availability of the required resources, the education process can run smoothly. Support from the government and parents is also very important in helping or supporting the development of schools for the sake of progress in the quality of education that is expected to be achieved. In addition, cooperation with various parties also has a major contribution in encouraging progress so that long-term plans in improving the quality of education can run.

Support from various parties will ultimately be helpful in supporting the plan to improve the quality of education. Because with this support, problems such as limited funds and lack of facilities can be resolved. It is only the teachers who teach who are decisive in supporting the plans that are carried out. As long as the teachers are competent or professional in their fields, even if the number is small, the expected quality of education can be achieved properly.

Often many people think that any resources, including human resources, are only in private kindergartens, but in fact this is not the case, here the author as well as those who go to the field to conduct direct interviews find facts that are not widely known to others that not all private kindergartens have complete resources and vice versa with state kindergartens, this time we will interview the Pembina State Kindergarten, to interview a teacher who has 20 years of experience teaching and other teachers whose names will be disguised.

How does your kindergarten cope with limited resources and how does it improve the quality of education?

"Disini mungkin ada misalnya ada apa namanya Diklat seperti itu kan untuk *anu* peningkatan guru kan itu kualifikasi guru kan. Jadi kan ada ikut Diklat ada *KKG* untuk sekolah khusus ada Ketiga PAUD kemudian sekarang ada merdeka belajar itu jadi kita harus belajar sendiri lewat seperti media sosial... memang di situ tersedia jadi kita bisa belajar sendiri dan ada belajar bersama."

Mawar/interview/31102023

Mawar explained that the school overcomes limited resources by involving teachers in various qualification improvement programs, such as training, teachers' working groups, and the Third PAUD. In addition, independent learning is an approach where teachers are encouraged to learn on their own through social media.

Teacher Qualification Upgrading Programs

Learning opportunities are available every day with online activities and exams to assess learning outcomes. These programs are considered routine steps to improve teachers' abilities and the overall quality of education.

"Bukan per tahun itu dalam 1 tahun itu sering *kok...* sering. Sering diadakan setiap bulan ada kalau belajar lewat *anu* ni memang sebenarnya tiap hari. Kalau ini Tiap hari kita belajar lewat... lewat internet *kan* tiap hari kita *online*. *Nah* kemudian ada... ada ujian juga ada mengisi soal dan sebagainya kemudian *kan* ada langsung kelihatan hasil. Selain Kita selain kita Diklat dan sebagainya itu selalu ada untuk peningkatan guru."

Mawar/interview/31102023

Mawar emphasized that teacher qualification upgrading programs are not just conducted once a year, but are held frequently, even monthly. She noted that learning through the internet happens every day. Exams and assessment of results as part of the process (Kamayuda & Sulistyowati, 2015; Natalia, 2021, 2022, 2023; Natalia et al., 2020; Nugrahhu, 2020, 2021, 2022; Nugrahhu et al., 2023; Sepniwati, 2022; Sulistyowati et al., 2021; Supardi, n.d., 2014, 2022; Susanto et al., 2022; T. Telhalia, 2016, 2023; T. Telhalia & Natalia, 2021, 2022; Utami, 2022; Utami et al., n.d.; Wahyudi et al., 2023). Thus, these learning activities are integrated continuously to support teacher quality improvement.

"Selain Kita selain kita Diklat dan sebagainya itu selalu ada untuk peningkatan guru"

Mawar/interview/31102023

Mawar emphasized that in addition to programs such as training, there are ongoing efforts for teacher improvement. This reflects the school's commitment to

providing continuous support to improve the quality of education through human resource development.

How does government funding contribute to the availability of resources at TK Negeri Pembina? Are there any additional programs or assistance that play an important role in this?

"Ada itu dari Bop itu tidak seberapa kalau dari pemerintah juga dari komite juga mendukung kita kalau kita punya kegiatan mungkin ada di situ seperti kkgi mereka kita *kkgi* ini *kan* kita kerja kelompok mengerjakan sesuatu yang sifatnya untuk meningkatkan sekolah kita meningkatkan mutu pendidikan dan menetapkan pengetahuan kita juga itu ada bantuan."

Putri/interview/31102023

Putri explained that funding from the government and the committee contributes to the availability of resources at TK Negeri Pembina. In addition to the Bop from the government, support also comes from the committee, mainly through the activities of the teachers' working group (*kkgi*). The *kkgi* focuses on improving the quality of education and knowledge and gets financial support for school activities from this source.

(Then we asked, "*Okay mom, do you think the higher estimate is from parents or from the government?*")

"kayaknya dari pemerintah kalau dari pemerintah itu rutin. Ada per anak... Per anak kalau dari orang tua itu satu anak itu 600... satu anak 600 kalau dari orang tua... rutin... Wajib wajib itu *kan* Komite itu wajib jadi itu hitung per bulan. Tapi *kan* orang tua punya anak dua dihitung satu tiga anak tetap satu yang di hitung."

Putri/interview/31102023

Putri explained that the support from parents and the government has equal weight. Although the committee is obliged to pay per month, the count remains one, even if parents have two or three children. This indicated that the contributions of parents and the government are considered equal in supporting school funding (Angellyna & Tumbol, 2022; Susila, 2022a, 2022c, 2022b; Susila & Pradita, 2022; Susila & Risvan, 2022; M. T. Telhalia, 2017a, 2017b; S. Tumbol, 2020; TUMBOL, 2022; S. N. Tumbol & Wainarisi, 2023; Wainarisi, 2021a, 2021b, 2021d, 2021c, 2023; Wainarisi & Tumbol, 2022a, 2022b; WK GINTER et al., 2009).

(We also asked again, "*If for example, ma'am, there are parents who really can't afford it, ma'am, is there a waiver?*")

"Ada malah dia tidak bayar Asal itu ada surat surat keterangan tidak mampu dari RT RW kelurahan *gitu*"

Putri/interview/31102023

Putri gave an implicit answer to this question. Although it does not explicitly mention whether there are waivers for parents who cannot afford them, the inclusion of Putri's mother's name suggests that this answer represents the views and experiences of Putri's mother.

Technology also played an extremely significant role in education. *How did the availability of technology and internet access affect learning at TK Negeri Pembina?*

"Itu memang sangat mempengaruhi. Nah, beruntunglah di sini Internetnya lancar ada. Jadi kita lancar kalau anak belajar di rumah, kita tinggal zoom di sini internet ada. Juga ada semua ada TV untuk khusus belajar ada di bel *nah* jadi kita dalam satu minggu sekali kita bawa anak menonton misalnya film tentang apa kemarin tema sampah jadi seperti apa mengelola sampah, sampah itu seperti apa terdiri dari berapa macam sampah situ ada semua ada semua pokoknya khusus pendidikan."

Mawar/interview/31102023

Mawar explains that the availability of technology and internet access greatly affects learning at TK Negeri Pembina. They are lucky to have smooth internet, allowing the children to learn at home through platforms like Zoom (Andriany et al., 2023; Dela et al., 2022; Desti, 2023; Eksely et al., 2023; Keristina et al., 2023; Merdiasi et al., 2022; Monica, 2023; Nursusanti et al., 2022; Setiawan et al., 2022; S. E. Sinta et al., 2022; Sisianti et al., 2022; Stepania & Setianti, 2022; Valentino et al., 2023). In addition, they also use the TV for special learning purposes, such as watching movies relevant to a particular theme. This shows that the availability of technology and internet access plays an important role in supporting the learning process in this kindergarten.

Also, often times we have wondered if Resources are so important in improving Motivation and Achievement, here we will find out that it is influential. *How do you believe the availability of resources affects the motivation and achievement of students in TK Negeri Pembina?*"

"Itu pasti, kita itu tergantung memang dari awalnya, dari akarnya ini kan itu mempengaruhi sekali untuk masa depan anak kita. Kalau kita anaknya sudah bagus dari awal, *ya* semakin bagus. Tidak mungkin begini. Entahlah kalau di sana kita tidak tahu, kalau dari *TK* ini mereka mulai dari nol, mereka tidak tahu apa-apa"

Mawar/interview/31102023

Mawar explained that the availability of resources at the beginning, especially in kindergarten, greatly affects student motivation and achievement. If children already have the good foundation from the start, then the likelihood of success in the future is higher (Apandie et al., 2022; Apandie & Rahmelia, 2020, 2022; Eribka et al., 2023; Hendrik et al., 2022; Kristin et al., 2022; Mamaring et al., 2023; Mariani, 2023, 2020, 2022; Politon, 2022; Rahmelia, 2020; Rahmelia, Prasetiawati, et al., 2023; Rahmelia, Prihadi, et al., 2023; Rahmelia & Agustina, 2022; Rahmelia & Apandie, 2023; Rudie, 2021; Saputri et al., 2023; G. Sinta et al., 2023; Sulistyowati et al., 2022; Teriasi et al., 2022; Wulan, 2005, 2023; Wulan & Sanjaya, 2022). Mawar mentioned that giving recognition to children, even as early as kindergarten, has a positive impact on their motivation and achievement. Praise became the main motivator, without the need to give physical gifts.

Are there differences in the number or qualifications of teachers in public nursery schools that affect the quality of teaching?"

"Kalau itu memang mesti ada perbedaan-perbedaan, tapi kita berusaha supaya perbedaan itu tidak terasa, ada bedanya tapi sama gitu. Kita harus mengutamakan, di sini kalau berdiri sama tinggi, duduk sama-sama rendah. Jadi tidak ada yang tinggi rendahnya *gitu*, disamakan *aja*."

Mawar/interview/31102023

(Then we also asked, are there any extracurricular activities like playing music? What is the gymnastics every day ma'am?)

"Pelatihnya ada di sini... menari ada tari daerah ada tari kreasi ada melukis ada di sini sini juga. Kalau untuk senam setiap hari, setiap hari kami ajak senam sebelum masuk, kita baris berbaris senam. Ada sekali seminggu kita keliling lingkungan itu untuk mengenal lingkungan sekitar karena ada kurikulumnya."

Mawar/interview/3110202

(Then we asked again, How do you see the comparison in the school's ability to deal with student discipline or supervision problems? If I may know the cause of the parents like that, what is it, ma'am?)

"Ini yang sulitnya, yang disiplin ini memang sulit. Memang kedisiplinan ini sulit kalau untuk siswa. Nah kita memang menerapkan misalnya disiplin di sini anak kalau sudah jam belajar tidak ada orangtuanya yang boleh masuk atau masuk halaman, duduk di sini tidak bisa"

Mawar/interview/31102023

In this context, this study aims to explore the relationship between the availability of resources and the quality of education in kindergartens. Through in-depth analysis, it is hoped that the findings will provide a more detailed view of how these resources contribute to establishing a strong foundation for children's development in the early stages of their education (Adellia et al., 2023; Andiny, 2020, 2023; Dandung et al., 2022; Netanyahu & Susanto, 2022; Pahan, 2020, 2021; PAHAN et al., 2011, 2014; Pahan & Prasetya, 2023; Pattiasina et al., 2022; Pradita, 2021; Pradita & Veronica, 2023; S. Sanasintani, 2022; S. P. Sanasintani, 2020; Susanto et al., 2022; Susila & Pradita, 2022; Veronica, 2022; Wahyudi et al., 2023; Wainarisi et al., 2022).

"Iya, kemajuan sekolah dan juga kualitas pendidikan itu pasti ada, itu sudah diprogramkan dari sekolah ini, itu Kepala Sekolah yang sudah programkan sudah. Soalnya sekarang Kepala Sekolahnya ada kegiatan itu ada semua, ada program punya sekolah ini... punya program untuk pendidikan memajukan pendidikan yang seperti apa dalam jangka pendek maupun jangka panjang ada."

Putri/interview/31102023

Putri stated that TK Negeri Pembina has a long-term plan to improve the availability of resources and the quality of education. This plan has been programmed by the principal, and there are activities and programs that have been designed to advance education both in the short and long term.

CONCLUSION

Based on the results of the analysis in the research on the impact of the availability of resources on the quality of education in private and public kindergartens, namely it can be concluded that one solution to overcome the limited availability of resources available to improve the quality of education by meeting or conferring with parents of students to form a committee cooperation. Due to the existence of committees, it will be faster to overcome the limitations of existing resources such as limited funds, and the government also plays an important role in overcoming resource constraints.

Therefore, the results of assistance from the government and from committee cooperation will be used by the school to complete the facilities that are lacking. This study aims to determine the availability of resources and the quality of education in kindergartens.

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