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Management of the Implementation of Basic Tiered Early Childhood Education Training Outcomes in Improving the Quality of Learning

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Abstract

The management of the implementation of Basic Level PAUD Tiered Training results is a crucial factor in improving the quality of early childhood learning. This study aims to describe and analyze the management of the implementation of PAUD Tiered Training outcomes in improving learning quality at PAUD institutions in Gisting District, Tanggamus Regency. The study focused on four management functions: planning, organizing, actuating, and controlling, as well as identifying inhibiting factors and the output of implementation. A qualitative approach with a case study design was employed. Data were collected through interviews, observations, and documentation, and analyzed using the Miles & Huberman interactive model. The findings revealed that implementation management was conducted systematically, though constrained by time, funding, and facilities. The training implementation resulted in improved instructional tools and learning processes. This research supports the development of continuous professional training policies for early childhood educators.

Keywords: *Educational management, Training implementation, PAUD tiered training, Learning quality, Early childhood education.*

INTRODUCTION

Early Childhood Education (PAUD) represents the most fundamental and strategic stage in human resource development, as it plays a crucial role in shaping a child's character, intelligence, and socio-emotional abilities prior to entering primary education. According to Law No. 20 of 2003 concerning the National Education System, PAUD is an effort to nurture children from birth up to the age of six by providing educational stimulation to support their physical and mental growth and development, thereby ensuring they are prepared for further education.

Improving the quality of Early Childhood Education (ECE) services is a top

priority, both nationally and globally. A UNESCO report (2022) underscores that early childhood educational interventions have long-term impacts on children's cognitive and social development. In Indonesia, this priority is reflected in the 2020–2024 National Medium-Term Development Plan (RPJMN), which emphasizes strengthening ECE service quality by developing the competencies of educators—the key drivers of the learning process. The *Diklat Berjenjang Dasar PAUD* (Basic Tiered ECE Training) is a formal training program designed to systematically enhance ECE teachers' professionalism based on practical needs in the field. However, data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek, 2023) reveals that out of 304,164 ECE teachers nationwide, only 46% have completed this basic tiered training. This low participation rate highlights the urgent need to optimize not only the delivery of the training program itself but also the application of the training outcomes within educational institutions.

The government, through the Ministry's Directorate of Early Childhood Education, continues to urge all ECE educators to obtain at least minimum competency certification through this training program. This aligns with the 2020–2024 RPJMN directives, which prioritize strengthening character education and human resource quality from an early age. Although the training is systematically designed to boost educators' professional capacity, a significant challenge remains regarding the optimal implementation of training outcomes in schools. A gap persists between the material covered in the training and actual classroom instruction. This indicates that competency enhancement through training must be supported by a robust implementation management system; otherwise, the results risk remaining merely administrative rather than truly impacting the quality of children's learning (Siregar & Utami, 2022).

A preliminary study conducted by the researcher in 2023 in Gisting District, Tanggamus Regency, revealed that the majority of teachers who had undergone training were not yet fully capable of applying the training material to their instructional practices. For instance, the revision of Weekly Lesson Plans (RPM) and the use of project-based or learning-center-based methods remained limited. Early Childhood Education (PAUD) principals also acknowledged the absence of a systematic management system for implementing training outcomes, as well as limited internal supervision and evaluation. These findings underscore the urgent need to specifically examine how the management of training outcome implementation is carried out at the PAUD unit level in the region.

Several previous studies have examined the effectiveness of PAUD teacher training. Yuliani (2016) found that competency-based training positively influenced instructional implementation. Rosydiana et al. (2020) noted that the effectiveness of online training still faces challenges regarding the practical application of its outcomes. Meanwhile, Winata et al. (2022) emphasized the need for appropriate managerial strategies to support the implementation of training outcomes in a manner tailored to each institution's specific needs. In a more recent context, research by Hasanah and Pratiwi (2023) highlighted the importance of institutional support, academic supervision, and teacher collaboration in ensuring the success of PAUD teacher capacity-building programs. Furthermore, a study by Prasetyo and Ramadhani (2023) revealed that weak monitoring and evaluation were key factors hindering the optimal transfer of training into classroom practice.

However, limited research has specifically examined how the management functions of planning, organizing, implementing, and controlling are carried out when Early Childhood Education (ECE) teachers implement the outcomes of the Basic Tiered

Training program. Furthermore, few studies have highlighted the obstacles encountered or the practical implementation products generated. Yet, a comprehensive understanding of managerial dynamics at the ECE unit level is crucial for bridging the gap between policy and practice.

Given these issues, the central research question is: how is the management of implementing Basic Tiered ECE training outcomes carried out in Gisting District, and how does it contribute to improving the quality of instruction? This study aims to describe and analyze the management of implementing ECE training outcomes—encompassing the four management functions—identify the obstacles faced, and evaluate the products or outputs resulting from the implementation process. The study is expected to make a theoretical contribution to the development of ECE management studies and a practical contribution to strengthening continuous training policies for ECE teachers at the educational unit level.

METHODS

This study employs a qualitative approach using a case study design. The objective is to gain an in-depth understanding of the phenomenon regarding the implementation of outcomes from the basic-level tiered training program for Early Childhood Education (PAUD) in real-world educational settings. The research was conducted in Gisting District, Tanggamus Regency, selected because the area represents PAUD units that actively participate in such training programs. The study took place from October to December 2025. The subjects included PAUD unit heads, educators who had completed the training, and PAUD supervisors directly involved in the implementation process.

Data collection involved three primary methods: in-depth interviews, participant observation, and document analysis. Semi-structured interviews were conducted to gather comprehensive and detailed information regarding the execution of management functions during the implementation of training outcomes. Observations focused on classroom learning activities and other supporting activities. Documentation included weekly lesson plans (RPM), supervision records, and reports on follow-up actions regarding the training results.

Research instruments consisted of interview guides, observation guides, and document analysis sheets, all developed based on management function indicators (planning, organizing, actuating, and controlling). Data validity was ensured through source and technique triangulation, as well as member checking with research subjects to verify the accuracy of the information obtained.

The data analysis process followed the interactive model proposed by Miles and Huberman, comprising data reduction, data display, and conclusion drawing (Miles & Huberman, 2014). A thematic analysis approach was used, categorizing data according to management function indicators and factors supporting or hindering implementation. As this study involved no medical or biological interventions or human experimentation, formal ethical approval was not required. However, the entire process adhered to research ethics principles, including obtaining verbal consent from participants and ensuring personal data protection. Research data are available upon reasonable request from the corresponding author.

RESULTS AND DISCUSSION

Results

During the planning stage, the school principal and educators who have completed the training program formulate plans that integrate the training outcomes into learning

activities and the development of instructional materials. This process involves revising Weekly Lesson Plans (RPM), drafting semester programs, and devising teaching strategies that are more responsive to children's developmental needs.

1. Organization. The organizing function is carried out through a collaborative approach that clearly defines roles for both teachers who have completed the training and those who have not. Efforts are made to establish a curriculum development team and implement peer mentoring activities to facilitate the transfer of knowledge and experience gained from the training.
2. Implementation. Regarding implementation, teachers begin applying various methods acquired during the training, such as center-based learning, project-based learning, and the application of "learning through play" principles. Observations indicate a shift in how teachers interact with children and the creation of more stimulating learning environments.
3. Supervision and Control. Finally, regarding the supervision and control function, the school principal and supervisors conduct periodic monitoring of the training outcomes' implementation. Supervisory measures include classroom observations, weekly reflections, and constructive feedback. Additionally, activity reporting is integrated into the school's internal supervision system. To clarify the interrelationships between managerial functions during the implementation of training outcomes, Figure 1 illustrates the management workflow, depicting the continuous process from the planning stage through to control.

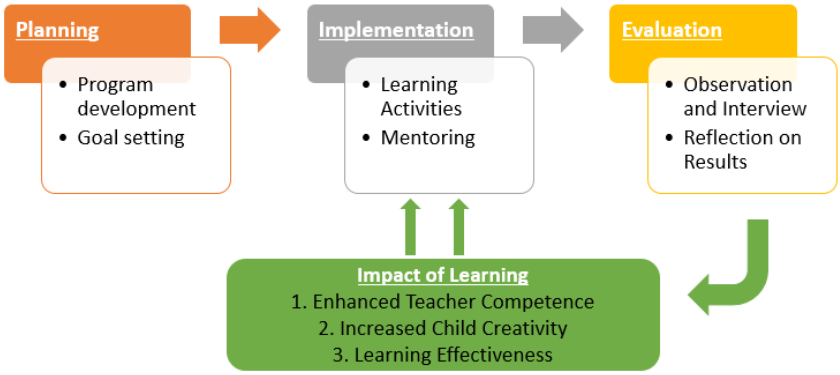


Figure 1. Management Flow for Implementing the Results of Basic-Level Tiered Early Childhood Education (PAUD) Training
(Source: Research Data, 2025)

Figure 1 illustrates the implementation flow of the outcomes from the Basic-Level Tiered Training for Early Childhood Education (PAUD) teachers. This process begins with planning, proceeds to implementation by teachers who have completed the training, moves to an evaluation stage involving supervision and reflection, and ultimately results in improved instructional quality. Each stage is interconnected, forming a continuous cycle that serves to comprehensively strengthen early childhood teaching practices.

During the planning stage, school principals and teachers develop work programs based on the training material. The implementation stage involves adapting "learning center" strategies and "learning-through-play" approaches into classroom activities. Subsequently, evaluation is conducted through supervision by principals and supervisors, as well as through reflective discussions among teachers. This cycle yields direct benefits, including improved instructional materials, more effective teaching approaches, and enhanced professional competence among educators.

Figure 1 clarifies that successful implementation does not hinge on a single element but rather results from the integration of educational management and the teachers' professional commitment. By understanding this process flow, readers gain insight into the fact that ensuring the effectiveness of teacher training requires PAUD institutions to establish sustainable support systems—including consistent monitoring, mentoring, and a culture of collective reflection.

4. The factors supporting and hindering the implementation of the training outcomes are presented in Table 1 below:

Table 1. Factors Supporting and Hindering the Implementation of Early Childhood Education (PAUD) Training

Supporting Factors	Inhibiting Factors
Strong support from the school principal	Limited learning facilities
High teacher motivation	High administrative workload for teachers
Teacher-to-teacher learning community	Differences in perception regarding the substance of training

(Source: Research findings, 2025)

Table 1 above shows that successful implementation is heavily influenced by the synergy of internal factors—such as leadership and teacher motivation—and structural support, such as learning communities. On the other hand, obstacles such as limited facilities and administrative burdens remain challenges that require adaptive managerial strategies.

Discussion

The results of this study reveal that the implementation of the Basic-Level Tiered Training for Early Childhood Education (PAUD) in Gisting District was carried out systematically and effectively, particularly regarding educational management functions. These findings support the approach proposed by the OECD (2020), which emphasizes the importance of systemic support for the professionalization of early childhood educators—including continuous training, supervision, and organizational structures that foster teacher collaboration.

Regarding planning, the involvement of school principals and teachers in formulating work programs based on training materials demonstrates a synergy consistent with Robbins' (2013) theory on the importance of participatory planning in educational management. Revisions to Weekly Lesson Plans (RPM) and adjustments to instructional strategies serve as clear indicators that the training did not remain merely at an administrative level but was actually implemented in the design of teaching and learning activities. The study indicates that the planning phase involved principals and educators who had completed the training in developing programs integrated with learning activities and the creation of instructional materials. Concrete examples of this planning include the revision of Weekly Lesson Plans (RPM), the formulation of semester programs, and the development of instructional strategies that are more responsive to children's developmental needs. These findings demonstrate that the training outcomes went beyond merely increasing teachers' knowledge; they were transformed into actual lesson planning within PAUD institutions. These results align with research by Nuraeni and Riyanto (2017), which showed that Basic-Level Tiered Training contributes to enhancing the pedagogical competence of PAUD educators. Similarly, Ulfah et al. (2023) found that Basic-Level Tiered Training is effective in improving the professional competence of PAUD teachers. Both sets of findings establish that training can lead to changes in teacher competence when the knowledge acquired is applied to professional

duties. In a more specific context, Anggraini (2022) emphasizes the importance of enhancing the professional competence of PAUD teachers as part of efforts to improve the quality of instruction. This professional competence relates not only to subject matter mastery but also to the teacher's ability to develop and implement instruction tailored to children's characteristics (Anggraini, 2022). Thus, the revision of the Weekly Learning Plans (RPM) and semester programs in this study can be understood as an actualization of the teachers' professional competence following their participation in training. These results also reinforce the findings of Darojah and Baehaki (2021), which demonstrated a link between the Basic-Level Tiered Training and improvements in the competence and commitment of early childhood education (PAUD) educators. This implies that training outcomes have the potential to influence not only knowledge and skills but also educators' commitment to carrying out their professional duties. In this study, such commitment is evidenced by the teachers' willingness to adjust their lesson planning after undergoing the training.

Regarding the organizing function, the formation of curriculum development teams and the implementation of teacher-to-teacher mentoring activities reflect the concept of professional learning communities, as discussed by Cheng et al. (2020). Collaboration among educators facilitates the transfer of knowledge gained from training and fosters a work culture that supports the improvement of learning quality. Research results indicate a division of roles between teachers who have completed training and those who have not. Organization is achieved collaboratively through the establishment of curriculum development teams and peer mentoring activities. These findings reveal a mechanism for distributing knowledge derived from training—moving from individuals to the group and ultimately becoming a shared organizational capacity within the school. These findings align with research by Hasanah and Pratiwi (2023), which highlights the importance of educator collaboration in enhancing the quality of early childhood education (ECE). Collaboration enables educators to exchange experiences, discuss instructional challenges, and develop strategies better suited to children's needs. In the context of this study, peer mentoring serves as a mechanism allowing teachers who have undergone training to share their knowledge and experiences with their colleagues. These findings also concur with Cheng, Tang, and Cheng (2020); their systematic review of professional learning communities in early childhood education demonstrates that such communities provide a space for educators to engage in collaborative learning, share practices, and develop professionally. Thus, the formation of curriculum development teams and peer mentoring observed in this study can be understood as an initial step toward establishing a professional learning community within the ECE unit. From a training management perspective, these findings are further supported by Ittihad (2016), who identifies the management of "Tiered Basic-Level Training" as a tool for enhancing ECE teacher competence. Meanwhile, Siregar and Utami (2022) emphasize the importance of competency-based training management in ensuring that training programs are genuinely aligned with teachers' professional needs.

The implementation function indicates that center-based learning strategies and "learning through play" approaches are beginning to be adopted by teachers who have completed the training. This aligns with contemporary pedagogical approaches in early childhood education that foster active, enjoyable, and contextual learning (Zaslow et al., 2010). The implementation of this method indicates that the training has shifted teachers' paradigms regarding their interactions with children and the design of learning environments.

During the implementation phase, teachers began applying methods acquired through the training program—such as center-based learning, project-based learning, and the "play-while-learning" principle. Observations revealed a shift in teachers' approaches toward the children and a more stimulating arrangement of the learning environment. These findings indicate that the knowledge and skills gained from the training were successfully transferred into actual teaching practices. This aligns with research by Fauziah et al. (2024), which demonstrated the impact of the *Diklat Berjenjang* (Tiered Training) program on the competence of early childhood educators. Similar results were reported by Nurfani et al. (2025), who found that the Basic Level Tiered Training influenced the performance of early childhood educators. Both studies reinforce the interpretation that such training not only has the potential to enhance competence but also impacts educators' performance in carrying out their professional duties. These findings are also consistent with Miftakhi and Pramusinto (2023), who showed that Tiered Training serves as a means to enhance the professionalism of early childhood educators. Such professionalism becomes meaningful when acquired competencies are translated into changes in teaching practices; thus, the implementation of project-based learning, center-based learning, and play-while-learning in this study serves as a key indicator that the training outcomes have reached the implementation stage. Furthermore, research by Bipul Chakraborty (2024) on the importance of Montessori teacher training in early childhood education demonstrates that increasing teacher capacity is linked to the ability to apply teaching approaches that meet children's developmental needs. These findings strengthen the argument that the quality of early childhood teacher training should be assessed based on its contribution to teaching practices, rather than merely on the completion of the training program itself.

The supervision and control functions within the training implementation were evident in the routine supervisory activities conducted by school principals and supervisors. Weekly reflections and the provision of direct feedback fostered continuous improvement, aligning with UNICEF's (2021) perspective on the importance of ongoing monitoring and evaluation in early childhood teacher training. These findings are further supported by Hasanah and Pratiwi (2023), who state that the successful implementation of teacher training outcomes is heavily influenced by institutional support and the presence of continuous academic supervision. In this context, early childhood education (PAUD) centers in Gisting District demonstrate adequate institutional capacity to translate training outcomes into actual practice.

Regarding the supervision and control functions, school principals and supervisors conduct periodic monitoring through classroom observations, weekly reflections, feedback provision, and activity reporting integrated into the school's internal supervision system. These findings indicate that the school does not view training merely as an activity that concludes when the sessions end; instead, it provides follow-up mechanisms to ensure that the knowledge and skills acquired are genuinely applied. These findings align with Prasetyo and Ramadhani (2023), who emphasize the importance of monitoring systems for the outcomes of early childhood education (ECE) teacher training. Monitoring is essential to determine the extent to which knowledge and skills gained through training are actually applied in practice. Thus, the classroom observations and weekly reflections in this study can be viewed as forms of post-training monitoring. Research by Singgamui et al. (2024) on the evaluation of a systematic, offline, tiered training program for ECE teachers also highlights the importance of program evaluation in assessing the effectiveness of training delivery. Evaluation is necessary not

only to assess program implementation but also to gather information that can serve as a basis for improving future programs and practices.

Therefore, this study affirms that the effectiveness of ECE teacher training is determined not only by the quality of the training materials but also by how the outcomes are managed and implemented through comprehensive educational management functions. This carries significant implications for policymakers and ECE institution administrators to develop training systems that focus not only on competency enhancement but also on practical implementation in the field.

CONCLUSION

The management of implementing the outcomes of the Basic Tiered Training for Early Childhood Education (PAUD) in Gisting District is carried out through the application of educational management functions, including planning, organizing, implementation, and monitoring and control. Research results indicate that planning is conducted collaboratively between school principals and teachers, referencing the training materials. Organizing efforts foster synergy among teachers through team formation and knowledge transfer. Implementation is reflected in the adoption of learning approaches based on learning centers, projects, and "learning through play." Meanwhile, the monitoring function operates through routine supervision that encourages continuous improvement.

Key supporting factors for implementation include leadership support from principals, teacher motivation, and the existence of learning communities. Conversely, obstacles such as limited facilities and administrative burdens present challenges that require adaptive managerial strategies. The study concludes that implementing the training outcomes contributes significantly to improving the quality of early childhood learning. These findings highlight the importance of sustained training and strengthened school management in supporting the transformation of instructional practices. Therefore, the development of PAUD teacher training policies must be accompanied by structured monitoring and guidance systems, as well as a culture of professional reflection within educational institutions.

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