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# Analysis of the Performance of Paud and Pnf Leaders through the Achievements of Their Accreditation Results in Provinsi Riau 2018

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**Abstract-** This study aims to obtain an objective picture of the performance of PAUD and PNF leaders through the achievement of their accreditation results in Riau Province in 2018. The performance of the institution's leadership is measured through the achievements of the accreditation results of the institution in the form of obtaining scores from the cumulative scores of each item on 8 standards. As a survey research, data was taken using documentary data from 2018 validation results. Data were analyzed with percentages and the results were: (1) 750 institutions that submitted accreditation to BAN PAUD AND PNF Riau Province, consisting of 696 PAUD institutions, 35 PKBM Institutions and 19 LKP Institutions (2) The performance of the leadership of PAUD and PNF institutions of 750 institutions in Riau Province was measured through the achievement of the accreditation results obtained which reached A only 8.1%, which reached B there were 60%, which achieved a C value of 31.5%, and there is TT achievement (not accredited) 0.4% (3) Performance of institutional leadership can be seen from the number of accredited institutions, then the performance of PAUD institution leaders is good that there are 696 institutions that are accredited, while the performance of PKBM institution leaders is low that is, only 35 institutions were accredited, and the leadership of LKP institutions was on average low at only 19 institutions. In terms of the achievements of the accreditation results, it is known that the performance of PAUD leadership shows that the average accreditation results are good (62.2%), while PKBM institutions (51%) are in the Fair category, and LKP (42.1%) is in the good category, this shows the value of the achievements of the accreditation results. average categorized low.

Keyword: Performance of Leaders, Accreditation, PAUD and PNF Institutions

## 1. Introduction

Lately early childhood education and non-formal education seen more and more, marked by the increasing number of kindergarten, playgroup and TPA, also non-formal educational institutions starting from tutoring institutions, community learning activities centers (SKB), learning center activities community (PKBM) and LKP education and training institutions (English language courses, beauty procedures, food courses, computer courses). The existence of early childhood education institutions and non-formal education in order to support the implementation of lifelong education. Early childhood education units that aim to provide educational services to children from birth to age 6 include TPA, KB and TK programs. Non-formal education with its function as implements, supplements and complement to national education, non-formal education appears to provide alternatives to provide opportunities for all citizens who are not served by formal education, including with an equality program known as package A equivalent to elementary school, package B is equivalent to middle school, package C is equivalent to high school. The learning outcomes of this equality program are valued as equivalent to formal education after going through the equality examination process.

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To ensure the feasibility of the learning and learning process, which does not harm the community, an accreditation process for units and programs is carried out. Article 60 Paragraph 1 of Law No. 20 of 2003 concerning the National Education System states that Accreditation is carried out to determine the appropriateness of educational programs and units in the formal and non formal education channels at each level and type of education. The accreditation for PAUD and PNF is carried out by the National Accreditation Board for Early Childhood Education and Non-Formal Education (BAN PAUD and PNF). BAN PAUD and PNF are independent organizations formed by the Minister of Education and Culture. The organization was formed based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 13 Year 2018 concerning the National Accreditation Board for Schools / Madrasas and the National Accreditation Board for Early Childhood Education and Non-formal Education.

The function of accreditation, is to conduct social protection to the community that guarantees the quality of education, and to determine Quality Assurance. Therefore accreditation must direct institutions to maintain and improve the quality of education. Both of these functions can work with the assessment carried out with the accreditation tool through aspects: (1) Compliance aspects (detecting the presence of item fulfillment) current conditions, (2) Performance aspects (detecting the implementation of each item) future accreditation (BAN PAUD & PNF, 2018).

The achievement of accreditation results in an educational institution is largely determined by the performance of the head / leader. The word performance comes from the word job performance which is defined as work performance achieved by someone in carrying out their main tasks, functions and responsibilities given to him. To support the achievement of work performance, it is needed the ability to carry out its tasks correctly and appropriately. According to Prawirosentono (in physical Asf and Syaiful, 2013) states the performance is the work that can be achieved by a person or group of people in one organization, in accordance with their respective authorities and responsibilities, in the context of efforts to achieve the objectives of the organization concerned legally, not violating the law and in accordance with norms and ethics.

School leaders are the driving force for human resources, especially for educators and educational staff they lead. The success or failure of program achievements in the institution is largely determined by the performance of the leadership. Wahjosumidjo (in Imron Arifin, 2009) stated that the role of educational leaders is to mobilize all available resources in the institution they lead to give birth to a high work ethic and productivity in achieving goals.

The achievement of the results of accreditation by each educational institution which is a measure of the performance of school leaders based on the policies and mechanisms of BAN PAUD and PNF accreditation is evident from the documents that they have prepared and have with the criteria: ALS (available, complete and appropriate) in each item- items refer to national education standards in the major, minor and observed categories (BAN PAUD & PNF, 2018).

Based on data obtained from BAN PAUD and PNF Provinsi Riau that PAUD institutions (TPA, KB and TK, RA) and PNF (PKBM and LKP) who submitted accreditations in 2018 were 750. Information submitted by the chairman and secretary of BAN PAUD and PNF Riau Province, the highest number of PAUD institutions are 696 institutions, while PKBM has only 35 institutions and 19 LKP institutions spread across 12 districts / cities. The highest number of Kampar Districts is 134 institutions consisting of PAUD 132 institutions and PKBM 2 institutions, none of which are LKP. The districts that submitted the least amount of accreditation from Meranti were 13 institutions, consisting of 10 PAUD, 1 PKBM and 2 LKP. Then the information from the chairman and secretary of BAN PAUD and PNF of Riau Province that Siak district only submitted from PAUD, there were no

PKBM and LKP institutions. Then the achievement of accreditation results from 750 institutions, very few received A certificate, namely 61 institutions, on average B and C, some even TT (not accredited)

From the data that submits accreditation and the achievement of the ranking of accreditation results. The question arises, why the majority of PAUD institutions are applying for accreditation, why are there so few PKBM and LKP institutions, even none have applied for accreditation, why are the achievements of the unit and program accreditation results low. Do a few apply for accreditation and the results of accreditation indicate that the performance of school leaders / principals is not yet optimal? Are the documents possessed incomplete, are the leaders / principals not yet optimally implementing programs and learning processes that refer to the national standard of education.

On the basis of the above questions, therefore the researcher wants to express through a study entitled "Analysis of the performance of PAUD and PNF leaders through the achievements of their accreditation results in Provinsi Riau, 2018".

## 2. Methodology

This research is a type of survey research. This type of research aims to get an objective picture of the performance of PAUD and PNF leaders through the achievements of their accreditation results (TK, KB, TPA, PKBM and LKP). The population in this study is the leadership of PAUD and PNF institutions in Riau Province as many as 750 institutional leaders. The performance of the leadership of the institution is measured through the achievement of the results of the accreditation of its institution in the form of obtaining a score from the cumulative score of each item on 8 standards, including:

- a. Standard 1 (STPP) for PAUD and SKL for LKP and PKBM
  - b. Standard 2 standard content
  - c. Standard 3 Process Standards
  - d. Standard 4: Educator and Educational Staff Standards
  - e. Standard 5: Facilities and Infrastructure Standards
  - f. Standard 6 Management Standards
  - g. Standard 7 Financing Standards
  - h. Standard 8 Rating Standards
- with categories: A, B, C and TT (not accredited)

The data collection technique used was a documentary in the form of an evaluation report for the accreditation stages 1, 2 and 3 in 2018. The document assessment was based on a rubric, with the following provisions:

- a. The score of the assessment instrument in each standard has a score of 0, 1, 2, 3, and 4
- b. The points of assessment instruments in each standard have a Major status with a weight of 4, Minor with a weight of 3 and Observed with a weight of 1 Final Accreditation Score =  $\sum$  (Weight X Score).

Data analysis techniques, specifically to determine the performance picture of leaders using descriptive statistical techniques (Anas Sujiono, 2005).

$$P = \frac{f}{N} \times 100\%$$

In determining the assessment criteria used to see the level of performance of PAUD and PNF leaders through the achievements of their accreditation results in Riau Province in 2018 is referring to the BAN PAUD PNF PNPM accreditation assessment benchmark. The percentage criteria are as follows:

Percentage between 85 <Final Score <= 100 = "Very Good"

Percentage between 71 <Final Score <= 85 = "Good"

Percentage between 56 <Final Score <= 71 = "Enough"

Percentage between 0 <Final Value <= 56 = "Low"

### 3. Result and Discussion

#### 3.1. Result

In 2018 there were 750 institutions applying for accreditation, consisting of 696 PAUD institutions, 35 PKBM Institutions and 19 LKP Institutions, to BAN PAUD AND PNF Riau Province, the data can be seen in table 1. following:

**Table 1.** PAUD and PNF Institutions in Riau Province that apply for accreditation in 2018

NO	INSTITUTIONAL	AMOUNT	%
1	PAUD	696	92,8
2	PKBM	35	4,7
3	LKP	19	2,5
	JUMLAH	750	100

The above data illustrates that PAUD-accredited institutions are more dominant than PKBM and LKP. The number of PAUD who applied for accreditation was 696 institutions (92.8%), the number of PKBM who applied for accreditation was 35 institutions (4.7%) and the number of LKP who applied for accreditation was 19 institutions (2.5%). As for the 750 distribution institutions for each district and city, it can be seen in table 2 below:

**Table 2.** Distribution of PAUD and PNF Institutions that apply for Accreditation per Regency / City

KABUPATEN/KOTA		PAUD	PKBM	LKP	TOTAL
NO					
1	Bengkalis	99	2	1	102
2	INHIL	37	1	3	41
3	INHU	87	4	3	94
4	Kampar	132	2	0	134
5	Meranti	10	1	2	13
6	Kuansing	64	0	2	66
7	Pelalawan	39	3	0	42
8	ROHIL	13	7	2	22
9	ROHUL	52	2	1	55
10	Siak	53	0	0	53
11	Dumai	46	3	0	49
12	PKU	64	10	5	79
	JUMLAH	696	35	19	750

In the data in table 2. it can be seen that the highest number of PAUD and PNF institutions applying for accreditation in 2018 in Riau Province is in Kampar district, as many as 134 institutions consisting

of 132 PAUD institutions, 2 PKBM and LKP institutions. Whereas the least number of accredited institutions are in Kep. Meranti namely 13 institutions consisting of 10 PAUD, 1 PKBM and 2 from LKP.

From the data in table 2, it can also be seen that none of the Siak districts, PKBM and LKP institutions have applied for accreditation, only 53 PAUD institutions. In the city of Dumai, there were no LKP institutions that applied for accreditation, there were only 46 PAUD institutions and 3 PKBM institutions. In Kuansing district who applied for PAUD institutional accreditation there were 64, PKBM did not exist, LKP was 2. In Pelalawan district, LKP institutions did not apply for accreditation, PKBM had 3 institutions while PAUD institutions had 39 institutions.

### 3.1.1. Analysis of Accreditation Results Achievement Data

From the data analysis of the results of accreditation results from all districts / cities can be seen in table 3. below:

**Tabel 3.** Capaian Hasil Akreditasi

NO	STATUS	AMOUNT	%
1	A	61	8.1
2	B	450	60
3	C	236	31.5
4	TT	3	0.4
JUMLAH		750	100

The data in table 3 can be seen that the majority of the achievements of accreditation results for all institutions are from 750 institutions there are 450 institutions that obtain the value of accreditation B (60%). Achievement in sequence number two is with a C value of 31.5%, while achievement A is only 8.1%, and there is an achievement TT value (not accredited) (0.4%).

### 3.1.2. Achievements of PAUD Institution Accreditation Results

For the achievement value of the PAUD accreditation results for each district with the distribution of the value of the accredited results, it can be seen in table 4 below:

**Table 4.** Achievements of Accreditation Results of PAUD institutions in the District / City

NO	Kabupaten/Kota	PAUD				JML
		A	B	C	TT	
1	Bengkalis	8	68	23	0	99
2	INHIL	3	12	22	0	37
3	INHU	4	55	28	0	87
4	Kampar	8	100	23	1	132
5	Meranti	1	5	4	0	10
6	Kuansing	2	30	32	0	64
7	Pelalawan	1	35	3	0	39
8	ROHIL	1	3	9	0	13
9	ROHUL	1	26	25	0	52
10	Siak	3	39	11	0	53
11	Dumai	0	23	23	0	46
12	PKU	18	37	9	0	64
JUMLAH		50	433	212	1	696

In table 4. it can be seen that the value of accreditation achievement in PAUD institutions is 433 institutions in the category B accreditation value (62.2%), as many as 212 institutions with achievements in the category C accreditation (30.5%), as many as 50 institutions with a value in category A ( 7.2%), a total of 1 TT category institutions (2.9%).

The data in table 4 above also shows that the highest number of Kampar districts applying for accreditation is 132 institutions. Achievement of the results of accreditation there are 8 institutions that achieve the value of category A, 100 institutions get the value of category B, 23 institutions that get the value of category C, and there is 1 institution with a TT value (not accredited). Then it was also seen that the Meranti district which applied for accreditation was at least 10 institutions. Achievements of the results of accreditation, there is 1 institution that achieved the value of category A, 5 institutions achieved the value of category B, 4 institutions achieved the value of category C. After the Meranti district which included a few accredited applications was Rokan Hilir district, namely 13 institutions. Achievements on the results of accreditation, there is 1 institution that achieves the value of accreditation results A, there are 3 institutions that reach the value of category B, there are 9 institutions that score with category C.

In table 4 it can also be seen that the city of Dumai has 46 institutions that have applied for accreditation, the results of accreditation have not reached the category A score, the remaining 23 institutions have achieved B grade and 23 institutions have achieved C value. Inhil Regency has 37 institutions applying for accreditation, there are 22 institutions achieving the results of accreditation with category C, which achieved B scores there are 12 institutions, and only 3 institutions achieving the results of accreditation A.

### 3.1.3. Achievements of PKBM Institution Accreditation Results

Achievements of the results of the accreditation of PKBM institutions applying for accreditation in 2018, the data can be seen in the following table:

**Table 5.** Achievements of PKBM Institution Accreditation Results

PKBM						
NO	Regency	A	B	C	TT	JML
1	Bengkalis	0	1	1	0	2
2	INHIL	0	0	1	0	1
3	INHU	0	2	2	0	4
4	Kampar	2	0	0	0	2
5	Meranti	0	0	1	0	1
6	Kuansing	0	0	0	0	0
7	Pelalawan	0	0	2	1	3
8	ROHIL	1	1	5	0	7
9	ROHUL	0	2	0	0	2
10	Siak	0	0	0	0	0
11	Dumai	1	1	1	0	3
12	PKU	3	2	5	0	10
JUMLAH		7	9	18	1	35

In table 5 it can be seen that the achievements of the PKBM accreditation results from 35 accredited institutions have 18 institutions (51%) achieving the accreditation value in category C, there are 9 institutions (25,7%) with the achievement of accreditation in category B, and only 7 institutions (20%) with achievements in the category A accreditation value. a total of 1 TT category institutions (2.9%).

The data in table 5 also shows the number of PKBM institutions applying for accreditation and the achievement of accreditation results for these institutions in each district / city. There are 2 districts that do not have (0) accredited PKBM institutions namely Kuansing district and Siak district. There are 2 districts, namely Meranti district and INHIL district each with 1 accredited PKBM institution and the achievements of the two institutions in this district with achievements C. Only in Kampar district, there are 2 institutions accredited by PKBM, both institutions have achieved results accreditation with category A. Pekanbaru City, there are 10 accredited institutions, 3 institutions achieved the results of accreditation A, 2 institutions achieved the category B score, and 5 institutions achieved the category C. who achieved the value of category A, 1 institution also achieved the value of category B, and 5 institutions which achieved the value of category C.

### 3.1.4. Achievements of LKP Institution Accreditation Results

Achievements of the results of the accreditation of LKP institutions that applied for accreditation in 2018, the data can be seen in the following table.

**Table 6.** Achievements of LKP Institution Accreditation Results

LKP						
NO	Regency/City	A	B	C	TT	JML
1	Bengkalis	0	1	0	0	1
2	INHIL	1	1	1	0	3
3	INHU	0	2	1	0	3
4	Kampar	0	0	0	0	0
5	Meranti	0	1	0	1	2
6	Kuansing	0	0	2	0	2
7	Pelalawan	0	0	0	0	0
8	ROHIL	0	1	1	0	2
9	ROHUL	0	1	0	0	1
10	Siak	0	0	0	0	0
11	Dumai	0	0	0	0	0
12	PKU	3	1	1	0	5
JUMLAH		4	8	6	1	19

In table 6 it can be seen that the achievements of the accreditation results of LKP institutions from 19 accredited institutions have 4 institutions (21%) the achievements of accreditation are in category A, there are 8 institutions (42.1%) achievements of accreditation value B, there are 6 institutions (31.6%) the achievement value of accreditation value is category C, and at 1 institution (5.3%) the achievement of accreditation value is in the TT category (not accredited). Kampar, Pelalawan, Siak, and Dumai Regencies were not (0) LKP institutions that were accredited in 2018.

From the results of the analysis of the data above it can be concluded that the performance of PAUD institution leaders on average performed well, while the leaders of PKBM and LKP institutions performed poorly.

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### 3.2 Discussion

Referring to the theoretical concepts that form the basis of this research, specifically related to the performance of leaders, it is a reflection of their performance in accreditation activities, which can be measured as the level or degree of implementation of one's duties on the basis of their competence. With regard to leadership, the performance of the leader can be measured by the degree or quality of the task field for which he is responsible, namely planning, organizing, actualizing and evaluating. E. Mulyasa (2005) states that performance can be interpreted as work performance, work performance, work performance, work results or performance. So the performance is the result or output of a process.

The results of this study indicate that the results of the calculation of data analysis in the form of a percentage, that the achievements of the accreditation of PAUD and PNF in 2018 ie of the 750 accredited institutions only 8.1% achieved the value in category A, there were 60% achieved the value in category B, then 31.5% achieved accreditation value with category C, and there are 0.4% who achieved accreditation value with category TT. PAUD institutions are accredited as many as 696 institutions, only 50 institutions with a category A score (7.2%). Likewise, PKBM which is accredited by 35 institutions is only 20% with the achievement of the accreditation value in category A, including LKP which is accredited by 19 institutions, only 21% is the achievement of accreditation value in category A. Means that the achievement of the accreditation results of the institution shows the level of achievement of the leadership of the institution.

The highest number of institutions accredited in 2018 in Riau Province is PAUD, which is 696 compared to PKBM, only 35, LKP as many as 19. It means that the leaders of PAUD institutions have better performance compared to PKBM and LKP institutions. This means that PAUD leaders have performance, integrity and responsibility in this case is the accreditation process at the institution they lead as measured by the number of accredited institutions and the results of accreditation. As Mitchell (in E. Mulyasa, 2005) states that performance includes several aspects, namely: quality of work, promptness, initiative, capability, and communication ". In fact, this shows that the leaders' performance levels are very low.

The performance of PKBM and LKP leaders is said to be still not optimal, judging by the number of accredited institutions and the achievements of accreditation results, there are several LKP institution leaders in 4 districts, as well as PKBM institutions that have no institutions accredited, even the value of accreditation achievements is even more in the C category. the leader's performance in the accreditation process is low or not yet performing well. This means that the leadership of the institution has not become an effective educational leader. As Mulyasa (in Imron Arifin, 2009) states that effective education leaders are characterized by: (1) being able to empower educators to carry out the learning process well, smoothly, productively, (2) able to complete tasks and work according to the allotted time, (3) able to establish harmonious relationships with the community so that they can actively involve them in realizing educational goals, (4) successfully applying leadership principles in accordance with the level of maturity of education and education personnel, (5) working with management teams, and (6) managed to realize the goals of education productively in accordance with the provisions that have been set.

Based on the results of the study it can be concluded that the leaders of PAUD institutions on average have good performance in the category, while the PKBM and LKP institutions have low performance.

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#### 4. Conclusion

Based on the results of data analysis obtained:

1. The performance of institutional leaders can be seen from the number of PAUD and PNF institutions that are accredited.
2. The performance of the leadership of the institution can be seen from the results of accreditation results.

From the two (2) things above, it can be concluded that the performance of PAUD institution leaders has a good average category performance, with the size of PAUD institutions being accredited more in each district / city, and also the achievements of the accreditation results are also average with good category. PKBM and LKP institutions have low performance, with the size of accredited PKBM and LKP institutions being very small and also the achievement of accreditation results is also on average low.

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