

SOFT SKILLS TRAINING TO IMPROVE THE QUALITY OF EDUCATION SERVICES AND TEACHER SOFT SKILLS MANAGEMENT TO STRENGTHEN THE QUALITY OF LEARNING

Hari Kurniawanto

Politeknik Penerbangan Indonesia Curug

Email: harikur@yahoo.com

Abstract

One effort to improve the quality of education is to improve the quality of educational institutions. In an effort to improve the quality of educational institutions, we do not only fulfill the input and output aspects, but what is more important is the process aspect. Starting from making a decision, managing the planned program, the management process, the process of teaching and learning activities and the process for monitoring and evaluation. In this context, the learning process has the highest level of significance when compared with other processes (Sum & Taran, 2020). The success of the learning process is always closely tied to the quality of the teacher as the main actor. Therefore, a qualified teacher is needed in an effort to improve the quality of the institution Soft skills management is very important for education teachers so that it will have an impact on improving the quality of educational institutions and can have a direct impact on teachers. In order to support the achievement of institutional quality, teachers should always hone and optimize their soft skills. These include communication, interpersonal skills, team building, critical thinking, positive attitudes, establishing relationships with students, parents and the community. In future research, further study is needed regarding soft skills management for teachers with various individual and institutional backgrounds in order to improve the quality of education.

Keywords: training, quality, management .

INTRODUCTION

National development in the educational review is an effort to make the nation's life more intelligent and improve the quality of human resources (Yusutria, 2017), who are faithful (Yusutria, 2018), pious, have noble morals and character and have mastery of various sciences, technology, and also art which aims to create an advanced, just, prosperous and civilized society (Kemendikbud, 2020). Efforts to make the nation's life smarter must start with education from an early age. Children's education at an early age plays an important role because when children are 0 - 6 years old it is a sensitive or golden period for children (Alwi, Ramadani, Suhanir, Safira, & Herma, 2018).

One of the problems with education is that there has been no significant educational progress. Like other educational institutions in rural areas, (Musaropah, 2016) the community-based implementation pattern is still strong. Education services are still filled with educators who do not meet their competency as education

educators. The professional competence of teachers in Kajai Pisik village is still inadequate, resulting in low quality education. If carried out with a network expansion strategy through involvement in professional organizations, (Nuryati, 2016) village teachers experience obstacles and limitations.

An important problem that can be identified is that the majority of teachers have educational backgrounds. Educational background has an impact on the flexibility of teachers in carrying out their profession. (Depdiknas RI, 2007; Director General of Higher Education, Ministry of National Education, 2007). Mastering the stages of child development is an important aspect in this case (Brewer, 2007; Santrock, 2007).

Three other problems can also be identified. Knowledge of class mastery. different treatment compared to students at the next level of education. Class mastery patterns must adapt to the child's context. Creativity and innovation in the learning process are the next identified problems. The concrete form is the availability of educational teaching aids (APE). Limitations in quantity and quality provide obstacles in attracting children's interest in learning.

One effort to improve the quality of education is to improve the quality of educational institutions. In an effort to improve the quality of educational institutions, we do not only fulfill the input and output aspects, but what is more important is the process aspect. Starting from making a decision, managing the planned program, the management process, the process of teaching and learning activities and the process for monitoring and evaluation. In this context, the learning process has the highest level of significance when compared with other processes (Sum & Taran, 2020). The success of the learning process is always closely tied to the quality of the teacher as the main actor. Therefore, a qualified teacher is needed in an effort to improve the quality of the institution.

Much research has been carried out regarding teacher competency to encourage the improvement of certain soft skills for teachers. Training efforts are carried out by targeting certain competency components, for example the creation of innovative learning media (Astriani & Alfahnum, 2020) and the use of ICT (Putri, Suryati, & Kartini 2020) in learning.

Based on the problems existing in Kajai Pisik, researchers took the initiative to create an education teacher training program to increase teacher creativity. The program includes soft skills training and learning assistance with the hope that the quality and quality of PAUD services in Kajai Pisik village can be improved.

RESEARCH METHOD

According to Sugiyono (2011: 108-109), there are several forms of experimental design that can be used in research, namely *pre-experimental design*, *true experimental design*, *factorial design*, and *quasi experimental design* . In this research, researchers

used a *pre-experimental design method with a one-group pretest-posttest design*. *Pre-experimental* is a method that only involves one group and there is no comparison or control group.

RESULTS AND DISCUSSION

1. Quality of Educational Institutions

Early childhood education is a coaching effort provided to children aged from birth to six years old which aims to help provide a stimulus for the child's growth and development, both physically and spiritually so that in the end the child is ready to enter a higher level of education ("Law of the Republic of Indonesia Number 20 concerning the National Education System," 2003). Early childhood education is the most basic foundation for the formation of a child's growth and development and personality in the future. Early age is the most important time and will not be repeated in shaping aspects of a child's growth and development throughout his life (Agustina & Mukarromah, 2021).

The condition or quality of education of an educational institution influences its success during its operation, influences the implementation of education in the future, and can also influence the process of child development and growth. Elliott (2006) in his book entitled "Early Childhood Education Pathway to Quality and Equity for All Children" explains that quality education can have an influence on children's social, cognitive development and abilities in the adaptation process in their school environment. In the book, it is stated that children who study at educational institutions will have differences, namely better cognitive abilities compared to children who do not.

The child's ability is said to have a strong relationship with the quality level of the institution within it. Therefore, it is very important for an educational institution to be able to pay attention to the quality of education from educational institutions, so that in the future they can produce students who are superior in terms of growth and development.

2. Teacher Soft Skills Management

Based on Minister of Education and Culture Regulation no. 137 of 2014 early childhood educators consist of teachers, accompanying teachers, and youth mentoring teachers. Early childhood educators are professionals who have the task of planning, implementing and assessing learning outcomes, as well as providing guidance, training, care and protection. The beginning of quality human development begins with Early Childhood Education, therefore teachers as early childhood educators should be given guidance in the form of competent competencies so that they have the ability to provide teaching that is in line with the demands of learning developments in Children's Education today. Teachers as educators are required to have special skills before transforming students. So that

way, educators are expected to be able to compete, especially in the era of industrial revolution 4.0. (Robbie & Marsudi, 2021).

Educators are said to be the first priority in order to realize success in education, therefore, in order to adapt to the progress of the fast-paced and sophisticated era, all teachers are required to always try to increase their quality percentage so that they can harmonize knowledge with the demands of the times. Every professional educator is expected to have a sword in the form of competence and in-depth mastery in each field. Mastery of this knowledge will be an important benchmark apart from other skills (Sum & Taran, 2020). Educator development in relation to increasing the skills or competence of the teaching profession in an educational institution that is appropriate to children's growth is very necessary. Teacher competency as an educator cannot only be seen from their educational qualifications, but soft skills in teachers are also very determining.

Teacher professionalism should be developed in accordance with current developments (science, technology and community needs) including quality human resources which are really needed and have good competitive abilities in various forums. Teachers are said to be "the front line" in the context of efforts or efforts to improve the quality of national education. Likewise, teachers are one of the factors that determine the success or failure of an effort to increase innovation and quality within the scope of education at the school level (Sutarmanto, 2019). Professional teachers in the future will be reflected in the implementation of their duties as educators which can be seen and marked by expertise in both mastery of the material and methods they possess. Professional teachers should be able and able to assume and be responsible as teachers towards students, parents, the wider community, nation, state and religion in full. (Febrialismanto, 2017).

3. Organizing Soft Skills Training

Educator development in relation to increasing the competency of the teaching profession in accordance with children's growth needs to be carried out (Ministry of National Education of the Republic of Indonesia, 2002; Director General of Higher Education, Ministry of National Education of the Republic of Indonesia, 2007). Soft skills training is oriented towards strengthening the basics of education; regarding the scope of education, (Hasbullah, 2016; Hayati, 2016; Huliyah, 2016), child development, (Nuryati, 2017; Zuhri, 2017), playing as the main means of children's learning, (Imroatun, 2016) and through empowering potential and local wisdom as a source of learning for children. traditional games, (Djuwita & Fakhri, 2019; Setiani, 2019) making APE from used goods, (Hasanah, 2018). It is hoped that all of this can strengthen the professional quality of educators which will ultimately have a positive impact on increasing the variety of learning in education.

4. Institutional Assistance

Education can change social life. That is how important education is, and to realize social responsibility in society. Lecturers and students who have received provision in the form of concepts and theories regarding early childhood education (PAUD, TK, and MI/SD, SMP) can realize their knowledge in real activities that occur in the field in the form of assistance for institutions (PAUD, Kindergarten). and MI/SD.SMP) which already exist in the community through community service programs. In this way, students not only master concepts, but also play an active role as educational practitioners in society. Apart from that, to assist institutions in developing programs in institutions according to their characteristics and development stage.

CONCLUSION

This program was successful with the following indicators; the creation of the teacher's ability to manage the class, as evidenced by the mentoring activities carried out at the school shows that the teacher is able to manage the class well. Teachers' ability to make APE (educational game tools) has progressed as evidenced by teachers being able to make APE from used materials as basic materials such as used bottles, cardboard, objects that are easily found in the field. The program is running well and has received support from both the local village government and program participants.

Soft skills management is very important for teachers so that it will have an impact on improving the quality of institutions and can have a direct impact on teachers. In order to support the achievement of institutional quality, teachers should always hone and optimize their soft skills. These include communication, interpersonal skills, team building, critical thinking, positive attitudes, building relationships with students, parents and the community. In future research, further research is needed regarding soft skills management for teachers with various individual and institutional backgrounds in order to improve the quality of education.

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