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## Effect Of Educator Qualifications On Educational Institutions

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**Keywords:** *Influence, Qualifications, Educational Institutions.*

**Abstract:** *The Influence Of Educator Qualifications On Educational Institutions . We adopted this title based on an idea from one of our supervisors, because there are still many schools that are actually held by school principals who have not/have not yet reached the undergraduate level. This study also aims to see and describe the influence of educator qualifications on PAUD educational institutions from their experience, teaching methods, and last level of education. This observation was carried out using qualitative research methods, we observed by looking, observing and reading references to articles and journals related to the problems we raised. The population in this study was the principal who had a SMA/SMK education. We collect data / research results from the observations we have made, the results of the studies that we observe on average from the number of PAUD school principals have not achieved the qualification of a bachelor's degree in early childhood education, why do you need a bachelor's degrees? Because to become a school principal, you must meet general qualifications and also special qualifications, one of which is a bachelor's education (S1) or a minimum of four diploma (D4) and also the teaching experience for TK/PAUD/RA is at least 3 years.*

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## INTRODUCTION

Education is a conscious or unconscious effort of every element of education to instill good moral values or character in students (Imam Tabroni & Anita Nurul Wafa, 2021). And also education is an instrument used by educators in internalizing a moral value to students with a specific purpose (Imam Tabroni & Rahmania, 2022). Educational institutions not only function as tools to achieve the ideals of the nation, namely the intellectual life of the nation, but they are the basis of a dignified civilization (Imam Tabroni, Putra, Adawiah, & Rosmiati, 2022). In a general and simple sense, the meaning of education as a human effort to grow and develop innate potentials, be it physical or spiritual in accordance with the values that exist in society and culture (Imam Tabroni, Husniyah, Sapitri, & Azzahra, 2022), (Imam Tabroni & Anita Nurul Wafa, 2021). Therefore, regardless of the civilization of a society, in it takes place and an educational process occurs as a human effort in preserving its life (Sutanto et al., 2022). In other words,

education can be interpreted as the result of a nation's civilization which was developed on the basis of the nation's own view of life (society values and norms). As well as in the field of education, Islam has a clear formulation, objectives, curriculum, educator, methods, facilities and infrastructure (Imam Tabroni & Siti Maryatul Qutbiyah, 2022). And all aspects related to education are understood from the content of Surah Al -Alaq 1-5in the al-Qur'an, various educational methods can be found, such as lecture methods, questions and answers, discussions, demonstrations, assignments, examples, readings, stories, punishments, advice, and so on. (Tabroni, 2019)

The PAUD institution is one of the PRE-School education where children can learn while playing, which has earned the trust of the community to prepare higher quality human resources, and can lead the nation's generation of children to be able to compete in global competence (Tabroni & Budiarti, 2021), (Tabroni, Imam, Romdhon, n.d.-a). The Indonesian state and government have issued various laws and regulations and improved development programs, however, the quality of education in schools is still quite low (R. P. S. Imam Tabroni, n.d.-b). Conditions in the development of PAUD today can be seen in the problems that are not in accordance with the standards that have been made by the government in Ministerial Regulation 137 of 2014 which include: (1) management capability is not as expected; (2) the level of teacher education is mostly not commensurate with the requirements set, especially in PAUD institutions there are still educators who graduate from high school and also graduate from S1 not from PAUD; (3) the learning ability of teachers mostly still emphasizes the introduction of cognitive concepts only (Imam Tabroni, Ayit Irpani, et al., 2022). Thus the problems faced by PAUD institutions include management management problems, educators who do not meet competency standards and have performance that is in line with expectations (Imam Tabroni, Rini Purnama Sari, Rahmat Apendi, n.d.), (R. P. S. Imam Tabroni, n.d.-a) (Supardi, 2013)

Referring to this opinion, that the qualifications of educators, teaching experience, and teacher training are aspects that affect the competence of a teacher in the field of education and teaching (A. R. B. Imam Tabroni, n.d.). In line with Sugiyono states that the work ability of teachers is influenced by several factors, such as basic potential, educator qualifications, education/training, and teaching experience (Imam Tabroni, Muhammad Naafi'ul, n.d.).

## **RESEARCH METHOD**

In this study, the method used is a qualitative method by collecting data with more emphasis on observing phenomena and examining the substance of the meaning of this phenomenon. Equipped with observation of the reality experience of this phenomenon/problem, and conveyed through narrative and descriptive data. (Suharsimi Arikunto, 2010).

## **RESULTS AND DISCUSSION**

1. The Influence That Arises From Unsuitable Educators From Qualifications, namely Undergraduate Education (S1)  
 So the effect is that the principal does not understand the curriculum implemented in learning and lacks understanding of educational administration, for example: student health data, children's development books, official guest books, visiting guest books, lesson plans for one year and others (Crosby, 1995), (Heni Hermaningsih SM Imam Tabroni, n.d.).
2. The Suitability of Learning Methods From School Development With Curriculum From The Government.

The suitability of the method might follow as well as RPPM, RPPH. The 2013 curriculum with the school's vision and mission (development) is actually not only teachers who have to make RPPH and RPPM but school principals also have to make. Why should the principal make it? Because the principal is a leader of an educational institution and is entrusted with the responsibility for what will be achieved from the school. According to Permndikbud No. 6 of 2008 concerning the assignment of teachers as principals, the principal duties of school principals are managerial, entrepreneurial, and supervisory. The role of the principal Idisini is very influential on the success of the teacher's performance in the school (Takaya, 2013), (R. P. S. Imam Tabroni, n.d.-b).

### 3. Problems Faced with Limited Knowledge.

With the limited knowledge of an educator because they do not have the exact same skills as teachers who graduate from bachelor's degrees (R. P. S. Imam Tabroni, n.d.-b), (Zakiyah, Rafani Aura Suci, Tabroni, Imam, n.d.). In contrast to teachers who have graduated and have a bachelor's degree who know how to deal with the many problems that exist at an early age (Tabroni, Imam, Romdhon, n.d.-b). In contrast to teachers who have not yet graduated, they may lack an understanding of how to know the characteristics of children, lack of understanding when dealing with children who experience tantrums at school (Imam Tabroni, Putra, et al., 2022). And if the school has unprofessional educators, this results in a lack of quality educators at the school. Teachers who lack training may not understand when teaching children when giving the material (Imam Tabroni, Rendy Afrizal, Elsa Nurmawati, Siti Nurlatifah, & Siti Nurlatifah, 2021).

## CONCLUSION

Education is a conscious or unconscious effort of every element of education to instill good moral values or character in students. With the limited knowledge of an educator because they do not have the exact same skills as a teacher who has a bachelor's degree. In contrast to teachers who have not yet graduated, they may lack an understanding of how to know the characteristics of children, lack of understanding when dealing with children who experience tantrums at school. . In contrast to teachers who have not yet graduated, they may lack an understanding of how to know the characteristics of children, lack of understanding when dealing with children who experience tantrums at school.

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