

ABSTRACT

This study aims to find out and examine data on: 1) The implementation process of the In House Training (IHT) Program for the Preparation of Teaching Modules for Posyandu Cadres to Improve the Quality of Learning at POS PAUD Mawar Putih Mandalajati District Bandung City; 2) The Effectiveness of the In House Training (IHT) Program for the Preparation of Teaching Modules for Posyandu Cadres to Improve the Quality of Learning at PAUD Mawar Putih POS, Mandalajati District, Bandung City; 3) Supporting and Inhibiting Factors of the In House Training (IHT) Program Preparation of Teaching Modules for Posyandu Cadres to Improve the Quality of Learning at POS PAUD Mawar Putih Mandalajati District, Bandung City. The concepts that are used as the basis for this study are: the concept of In House Training, the concept of the quality of early childhood learning, the concept of Posyandu cadres, and the concept of teaching modules. This study used a mixed method approach using exploratory sequential design. The qualitative data collection techniques used are interviews, observations, documentation and literature conducted on educational program participants, program organizers, and In House Training program resource persons. Quantitative data collection techniques are carried out using pretest postes. The results showed that (1) The implementation stages of the IHT program at POS PAUD Mawar Putih emphasize the adaptation of specific curricula and the use of technology to strengthen the quality of learning for ECCE children, supported by intensive interaction and periodic evaluations to improve the teaching skills of Posyandu cadres. This holistic approach aims to achieve a quality end goal in early childhood education, (2) The results of statistical tests confirm the effectiveness of the In House Training (IHT) Program for the Preparation of Teaching Modules, with a significant increase in postes scores compared to pretests, as evidenced by independent t tests ($t(27) = -31.339$, $p < 0.001$), (3) Supporting factors for the In House Training (IHT) program at PAUD Mawar Putih POS, including improvements The knowledge and competence of cadres, high quality of materials, adequate infrastructure and facilities, collaboration among participants, positive changes in teaching practices, as well as strong institutional support, collectively contribute to the success and effectiveness of the program in improving the quality of early childhood education. Short program duration, difficulty understanding the material, time management, barriers to collaboration, and the influence of external factors are key inhibiting factors that require strategic adjustments to improve learning effectiveness.

Keywords: In House Training, Posyandu cadres, Teaching Modules, Quality of Early Childhood Learning

ABSTRAK

Penelitian ini bertujuan untuk mengetahui dan menelaah data tentang: 1) Proses implementasi Program In House Training (IHT) Penyusunan Modul Ajar Bagi Kader Posyandu Untuk Meningkatkan Kualitas Pembelajaran di POS PAUD Mawar Putih Kecamatan Mandalajati Kota Bandung; 2) Efektivitas Program In House Training (IHT) Penyusunan Modul Ajar Bagi Kader Posyandu Untuk Meningkatkan Kualitas Pembelajaran di POS PAUD Mawar Putih Kecamatan Mandalajati Kota Bandung; 3) Faktor-Faktor Pendukung dan penghambat Program In House Training (IHT) Penyusunan Modul Ajar Bagi Kader Posyandu Untuk Meningkatkan Kualitas Pembelajaran di POS PAUD Mawar Putih Kecamatan Mandalajati Kota Bandung. Konsep yang dijadikan dasar dalam penelitian ini yaitu: konsep In House Training, Konsep kualitas pembelajaran anak usia dini, konsep kader Posyandu, dan konsep modul ajar. Penelitian ini menggunakan pendekatan mixed method dengan menggunakan exploratory sequential design. Teknik pengumpulan data kualitatif yang digunakan adalah wawancara, observasi, dokumentasi dan kepustakaan yang dilakukan pada peserta program edukasi, penyelenggara program, dan narasumber program In House Training. Teknik pengumpulan data kuantitatif dilakukan menggunakan pretes postes. Hasil penelitian menunjukkan bahwa (1) Tahapan implementasi program IHT di POS PAUD Mawar Putih menekankan adaptasi kurikulum yang spesifik dan pemanfaatan teknologi untuk memperkuat kualitas pembelajaran anak-anak PAUD, didukung oleh interaksi intensif dan evaluasi berkala untuk meningkatkan keterampilan pengajaran kader Posyandu. Pendekatan holistik ini bertujuan untuk mencapai tujuan akhir yang berkualitas dalam pendidikan anak usia dini, (2) Hasil uji statistik menegaskan efektivitas Program In House Training (IHT) Penyusunan Modul Ajar, dengan peningkatan signifikan pada skor postes dibandingkan pretes, seperti yang dibuktikan oleh uji t independen ($t(27) = -31.339$, $p < 0.001$), (3) Faktor pendukung program In House Training (IHT) di POS PAUD Mawar Putih, termasuk peningkatan pengetahuan dan kompetensi kader, kualitas materi yang tinggi, infrastruktur dan fasilitas yang memadai, kolaborasi antar peserta, perubahan positif dalam praktik pengajaran, serta dukungan institusional yang kuat, secara kolektif berkontribusi pada keberhasilan dan efektivitas program dalam meningkatkan kualitas pendidikan anak usia dini. Durasi program yang singkat, kesulitan pemahaman materi, manajemen waktu, hambatan kolaborasi, dan pengaruh faktor eksternal merupakan faktor penghambat kunci yang memerlukan penyesuaian strategis untuk meningkatkan efektivitas pembelajaran.

Kata Kunci: In House Training, kader Posyandu, Modul Ajar, Kualitas Pembelajaran Pos PAUD