

Management and Administration of Monitoring and Supervision in Early Childhood Education

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ABSTRACT

This study examines the role of management, administration, monitoring, and supervision in improving the quality of education in Early Childhood Education (PAUD). Through a literature study, it was found that the success of PAUD institutions depends on the synergy of these four aspects. Administration plays a role in planning, recording, and managing education systematically. Management emphasizes the management of human resources, infrastructure, and efficient learning program planning. Monitoring is responsible for ensuring that program implementation aligns with established quality standards. Supervision provides professional guidance to teachers through observation, training, work evaluation, and coaching. The main obstacles in the field include a lack of qualified educators, minimal continuous training, and limited facilities and budget. The proposed solutions include adding more educators, increasing routine training, utilizing technology in supervision, and strengthening collaboration among

principals, supervisors, and the community. With consistent and integrated implementation, management and administrative monitoring and supervision in PAUD can create an adaptive, professional, participatory educational environment focused on continuous quality improvement.

Introduction

Early childhood education is the foundation for building children's character (Suratman, 2019). The role of education for early childhood is highly necessary to create superior, competitive, and morally upright individuals in the future. In providing education for early childhood, the state establishes and organizes Early Childhood Education (PAUD), and with the enactment of Law Number 20 of 2003, PAUD became part of the education system in Indonesia (Rizqina & Suratman, 2020). PAUD is a form of guidance provided to children aged 0–6 years through stimulation that supports their development and growth. In early childhood education, children experience a period of very rapid development and growth, which determines their future quality. Early childhood is a crucial period that can determine subsequent stages of growth and development (Elan et al., 2023).

The main objective of education is to strengthen spiritual and religious foundations, effective self-regulation, character formation, intellectual development, commendable morals, and mastery of essential skills for the benefit of individuals, society, the nation, and the state. Since the implementation of Law Number 20 of 2003, the

education structure in Indonesia has encompassed early childhood education management, basic education, secondary education, and higher education. All levels of education are integrated into a coherent system aimed at advancing the quality of the nation's generation. Practices that help educators respond to individual diversity, overcome difficulties, and support resilience enable schools to help all children find positive pathways toward adulthood (Sugiarto & Farid, 2023).

Supervision in the context of early childhood education is one of the key elements in ensuring the quality of educational services provided to children. Effective supervision not only includes monitoring and evaluation but also promotes the development of professionalism and teaching quality. Supervision is conducted because it is considered important for institutional performance, alignment of collective actions, and institutional balance, all of which influence improvements in the learning process. In an institution, especially in the field of education, supervision activities are a significant option in achieving national education goals (Rostini and Dianah, 2017).

Efforts to improve the quality of PAUD have been managed by the Ministry of Education and Culture, emphasizing the importance of monitoring in the learning process to provide planning, direction, and assessment in the implementation of learning. The assessment procedure used in learning is supervision. Supervision is an appropriate decision for improving the quality of education (Mukhlis & Handani Mbelo, 2019).

Everyone in the field of education and teaching needs a supervisor who can communicate with others and help them develop professionally and personally. In this situation, the principal not only has the responsibility to manage the operation of the school but also has the ability to collaborate and maintain close relationships with the community. The principal is responsible for fostering the enthusiasm of teachers and school staff to work better; developing the school curriculum; understanding school plans and how to implement them; and paying attention to and striving for the welfare of teachers and staff. As an educational leader, the principal has the responsibility to carry out such tasks. This research is very important to explain the definitions of supervision and monitoring, as well as how supervision and monitoring carry out their functions (Rahman, 2021).

Methods

This study uses a qualitative method with a literature research type, meaning research that utilizes library literature such as books, notes, and reports from previous research results (Hasan, 2004). This type of research aims to describe and understand fundamental phenomena related to the research subject. Furthermore, the data obtained were analyzed qualitatively and interpretatively to gain a comprehensive understanding of the concepts, principles, and practices of management and administration in monitoring and supervision of PAUD. The purpose of this research is to provide an in-depth and relevant understanding of the phenomena studied in the context of early

childhood education management development.

Result and Discussions

Definition of Management and Administration of Monitoring and Supervision in PAUD

Administration, management, monitoring, and supervision in Early Childhood Education (PAUD) are essential and interrelated elements to ensure the quality of educational services. Educational administration in PAUD includes planning, organizing, directing, and controlling all educational activities in order to achieve learning objectives effectively and efficiently. PAUD management focuses on the management of resources, including educators, curriculum, and facilities, to create a conducive learning environment for children's development (Astuti, Saputri, and Noviani, 2023).

Monitoring in the context of PAUD is the process of observing and evaluating the implementation of educational programs to ensure alignment with the established standards and objectives. Supervision, as part of monitoring, is a professional guidance effort carried out by principals or supervisors toward PAUD teachers with the aim of improving the quality of learning and educator professionalism. Effective supervision practices may include classroom observation, reflective discussions, and continuous training, all of which aim to support the development of teacher competence and the improvement of early childhood education quality (Rinajayanti, 2023). With good integration between administration, management, monitoring, and

supervision, PAUD institutions can ensure that the educational process runs optimally, meets children's developmental needs, and achieves the expected quality standards.

Objectives of Management and Administration of Monitoring and Supervision in PAUD

Educational administration aims to integrate all activities and programs within PAUD institutions so that they operate effectively and efficiently, from planning to evaluation, in order to achieve the predetermined educational goals. PAUD management focuses on managing human and material resources to create a conducive learning environment for children's development.

Monitoring in the PAUD context aims to minimize errors, deviations, and obstacles in the implementation of educational services, as well as to ensure that procedures and programs are implemented in accordance with established standards. Educational supervision plays an important role in providing professional guidance to educators, with the aim of improving their competence and performance, thereby positively impacting the quality of learning. Through effective supervision, educators can receive constructive feedback and the necessary support to develop better teaching methods (Yulianti, 2023). The primary objective of administration, management, monitoring, and supervision in Early Childhood Education (PAUD) is to ensure the achievement of optimal educational quality through systematic and sustainable management. Through the synergy of administration,

management, monitoring, and supervision, PAUD institutions can ensure that the educational process runs optimally, meets children's developmental needs, and achieves the expected quality standards.

Functions of Management and Administration of Monitoring and Supervision in PAUD

The functions of administration, management, monitoring, and supervision in PAUD serve as an important foundation for ensuring sustainable educational quality. Administration plays a role in recording and managing institutional data so that operational activities run smoothly. Management is responsible for planning, organizing, and evaluating resources to achieve learning objectives. Meanwhile, monitoring ensures that all activities are carried out in accordance with established standards and addresses any deviations that occur.

Supervision in PAUD functions as a continuous effort of guidance and monitoring of the performance of teachers and administrative staff, thereby enhancing professionalism and the quality of learning. Supervision also assists principals or PAUD managers in managing institutions effectively and efficiently, including in managerial and academic aspects. Through supervision, educators are provided with services and guidance so that they can carry out their duties better, while simultaneously instilling character in children from an early age so that they become active, creative, and innovative (Sari and Huzairin, 2021).

Administration, management, monitoring, and supervision in

PAUD have functions aimed at ensuring the smooth implementation of the educational process, improving learning quality, and optimizing children's development. Effective collaboration among these four aspects enables PAUD institutions to build a learning environment that supports children's growth and potential optimally.

Principles of Administration and Management of Monitoring and Supervision in PAUD

The principles of administration and management of monitoring and supervision in PAUD include several important aspects that must be implemented so that institutional management can function optimally (Hibana, Nuri, and Mukhamad Hamid Samiaji, 2021).

The principle of commitment and firmness, in which all school members such as leaders, teachers, education staff, students, and school committees must have shared determination and willingness to achieve the goals of the PAUD institution. The principal as a leader must be firm in managing all components of management.

The principle of professionalism, which demands discipline and consistent implementation of standard procedures so that PAUD institutions become organized, orderly, and of high quality.

The principle of coordination, which ensures that all elements within the institution work together synergistically to support the early childhood education process. The principle of effective leadership, which plays a role in creating a conducive work climate, motivating teachers, and managing innovation and the welfare of educators.

In this regard, supervisors also have principles that play a role in managerial supervision in PAUD, where supervisors must function as follows (Rohim et al., 2024):

- Partners and mediators in the formation of organizational processes, coordination, and school development;
- Assessors of the strengths and weaknesses of the schools they supervise;
- Sources of information regarding the improvement of teaching standards in the schools they supervise; and
- Interpreters of monitoring results by evaluators.

Techniques and Methods of Management and Administration of Monitoring and Supervision in PAUD

In the management of Islamic Early Childhood Education (PIAUD), three closely related aspects are administration, supervision, and monitoring. These three aspects work together to ensure that the educational process runs smoothly, improve the quality of learning, and enhance the professionalism of teachers and institutional managers. PIAUD administration includes planning, organizing, implementing, and controlling all educational activities. This includes curriculum management, human resources, finance, and facilities and infrastructure. Structured administration forms the basis for effective supervision and monitoring.

Supervision is a continuous process of guidance and development aimed at improving the quality of learning and organizational

management. In PIAUD, supervision is divided into academic supervision, which focuses on improving teachers' abilities and learning quality, and managerial supervision, which focuses on overall organizational management. Supervision is carried out through classroom observation, document evaluation, training, and guidance for teachers (Slameto, 2016).

Monitoring is a process of observation and evaluation aimed at ensuring that administration and supervision are implemented in accordance with educational quality standards. PAUD supervisors are responsible for assessing teacher performance, evaluating the implementation of learning programs, and providing recommendations for improvement. Monitoring functions not only as a control mechanism but also as a tool to build and develop institutions (Firdaus and Sutarsih, 2020).

These three components work collaboratively and form a comprehensive education management system. Good administration provides accurate data and information for supervision and monitoring. Supervision offers continuous guidance and development for educators and managers, while monitoring ensures that all processes run in accordance with applicable regulations and standards. Through this collaboration, PIAUD institutions can improve the quality of educational services in a professional and sustainable manner (Anggraini, 2019).

Supervisors can also use individual and group supervision

methods to conduct managerial supervision. Individual supervision techniques are supervision programs provided to principals or other staff who have individual problems. Group supervision techniques are supervision programs aimed at two or more individuals. After conducting a needs analysis, principals who have similar problems or weaknesses are gathered and provided with targeted supervisory services.

Problems and Solutions in the Management and Administration of Monitoring and Supervision in PAUD

Early Childhood Education (PAUD) is a very important phase of education because it shapes children's character, cognition, social, and emotional development. Therefore, the quality of PAUD services must be maintained and continuously improved. Proper monitoring and supervision are ways to ensure educational quality. Educational supervision in PAUD not only functions as a control mechanism but also supports the professional development and guidance of teachers. In this context, supervision should ideally be conducted using a constructive, participatory approach that aligns with the characteristics of early childhood learning (Dwikurmaningsih, 2020).

However, many PAUD institutions still face various problems in implementing supervision management. Some common problems include:

Lack of Supervisory and Educational Personnel

Many regions experience a shortage of PAUD educational

personnel, which hinders effective monitoring. As a result, visits to PAUD institutions become limited, monitoring is not comprehensive, and supervision is often carried out by principals rather than directly by supervisors (Yunita, 2019).

Limited Time and Resources

Principals and educational staff often face time constraints in conducting effective supervision. In addition, the lack of funding and facilities also becomes an obstacle to implementing effective monitoring and supervision (Muhajirah and Rahman, 2023).

Inadequate Competence of Educational Personnel

Most PAUD educational personnel do not yet possess adequate competence and qualifications. Many educators have educational backgrounds that are not aligned with the PAUD field, making it difficult for them to implement effective supervision principles, such as assisting teachers in overcoming teaching difficulties.

Lack of Professional Training for Teachers

Many teachers have not received continuous training or professional development to improve their competencies. This indicates that supervision has not been fully directed toward teacher professional development.

In addition to the existing problems in the management of monitoring and supervision in PAUD, there are also solutions to address them. Supervisors should focus on the professional development of teachers through training, workshops, and coaching

that are aligned with the needs of PAUD learning. They should not merely conduct administrative evaluations; instead, they must provide support and guidance (Risnajayanti, 2023).

A better teaching and learning process in the classroom will be directly influenced by well-planned and high-quality supervision. Therefore, it is very important to identify the existing problems in the management of monitoring and supervision in PAUD and to find appropriate solutions to ensure that the implementation of supervision contributes to improving the quality of early childhood education (M, M, and F, 2023).

Conclusion

In Early Childhood Education (PAUD), management, administration, monitoring, and supervision play a very important role in ensuring the provision of quality educational services. These four main aspects must support one another and work together harmoniously. Administration functions to manage educational activities systematically and in a structured manner, while management regulates and optimizes resources so that the learning process runs effectively and efficiently. Monitoring is conducted to ensure that program implementation is in accordance with the established quality standards, whereas supervision provides continuous professional guidance to educators in order to enhance their competence and the quality of their teaching.

However, the implementation of supervision in PAUD still faces

several challenges, such as the lack of professional personnel, low educator competence, limited time and budget, as well as inadequate facilities and continuous training. To overcome these obstacles, efforts are needed to improve the quality of educational personnel through regular training, the utilization of technology in supervision, and collaboration with the community and stakeholders. With professional management and supervision, PAUD can create an educational environment oriented toward continuous quality improvement in order to support children's growth and development.

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