



Implementation of Excellent Public Services in the Field of Education Through In-Depth Learning at PAUD level in Subang Regency

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Received: 2025-11-18; Accepted: 2025-12-29; Published: 2025-12-31

ABSTRACT

Improving the quality of public services in education, particularly at the Early Childhood Education (ECE) level, requires approaches that go beyond administrative fulfillment to emphasize the substance of learning quality. One strategic effort implemented by local governments is the dissemination of Deep Learning approaches to ECE institutions. This study aims to examine the implementation of excellent public services in education through the dissemination of Deep Learning at the ECE level in Subang Regency. This research employed a descriptive qualitative approach, with data collected through observation, limited interviews, and document analysis. The research subjects included ECE teachers, supervisors or facilitators, and program organizers from the Education Office. The findings indicate that the dissemination of Deep Learning was carried out through socialization, training, and mentoring of learning practices. The program received positive responses from ECE teachers and contributed to improving their understanding and implementation of meaningful, child-centered learning. However, several challenges remain, including limited teacher time and unequal availability of supporting facilities. The study concludes that the dissemination of Deep Learning represents an effective form of excellent public service implementation in education, although it requires sustained mentoring and policy support to maximize its impact.

Keywords: *excellent public service, deep learning, early childhood education, learning dissemination*

INTRODUCTION

Improving the quality of public services is one of the main indicators of successful good governance, including in the education sector. At the Early Childhood Education (PAUD) level, public services are measured not only by administrative aspects, but also by the extent to which they ensure the quality of the learning process, which impacts children's holistic development. Therefore, excellent public services in the PAUD sector require an approach oriented toward quality, usefulness, and public satisfaction.

In line with the national education transformation policy, the Deep Learning approach was introduced as a strategy to create meaningful, contextual, and child-centered learning. Deep Learning emphasizes active student involvement, strengthening critical and creative thinking, and character development through learning experiences relevant to children's lives.

Subang Regency demonstrates its commitment to improving the quality of PAUD education services through a Deep Learning outreach program to PAUD units. This program is designed as a form of excellent public service that focuses on increasing educator capacity, strengthening learning practices, and improving the quality of services to students and parents. However, the effectiveness of the implementation of this advisory program needs to be studied empirically to determine the extent to which this program is able to answer the objectives of excellent public services in the education sector.

Based on this background, this research aims to examine the implementation of excellent public services through in-depth learning at the PAUD level in Subang Regency, with a focus on program implementation, educator responses, as well as supporting and inhibiting factors.

METHODOLOGY

This research uses a descriptive qualitative approach to obtain an in-depth picture of the implementation of the Deep Learning program as a form of excellent public service. The research was carried out at PAUD units in Subang Regency which were the targets of the stimulation program in the year of implementation in accordance with program planning.

Research subjects included PAUD educators participating in the instruction, PAUD supervisors or assistants, as well as program organizers from elements of the Education Service. Data collection techniques were carried out through observation of the implementation of learning and learning practices, limited interviews with educators and assistants, as well as documentation studies of modules, activity reports and learning tools.

Data analysis was carried out through the stages of data reduction, data presentation, and descriptive-qualitative conclusion drawing, so that a

comprehensive understanding of the implementation and impact of the advisory program was obtained.

The novelty of this research lies in the position of encouraging Deep Learning as an instrument of excellent public service, not just a program to increase teacher competency. Unlike previous research that generally positions Deep Learning as a pedagogical approach in early childhood education (ECE) classrooms (Dewey, 2015; Rusman, 2022), this study confirms that the impact of Deep Learning can be understood as a form of implementation of public education service policies that directly impact the quality of services to the public.

Furthermore, this research fills a research gap regarding the relationship between public service policies, the development of the capacity of ECE educators, and the quality of meaningful learning, particularly in the context of local government. Studies on public education services have focused primarily on administrative aspects and service satisfaction (KemenPAN-RB, 2017; Law No. 25 of 2009), while the pedagogical dimension as an indicator of excellent public service has received relatively limited discussion, particularly at the ECE level.

Thus, this research offers an integrative perspective between public administration and ECE pedagogy, relevant to the direction of national education transformation and the strengthening of quality-based public services.

RESULT AND DISCUSSION

Research results indicate that the dissemination of Deep Learning in Subang Regency was implemented through policy socialization, conceptual training, and mentoring of learning practices in Early Childhood Education (PAUD) units. This pattern reflects the characteristics of prime public services, which emphasize responsiveness, sustainability, and direct benefits for educational service users, namely educators, students, and parents.

Conceptually, prime public services require clarity in service standards, the competence of service providers, and the outcomes perceived by the community (KemenPAN-RB, 2017). In this context, the dissemination of Deep Learning not only functions as knowledge transfer but also as a mechanism for improving the quality of Early Childhood Education (PAUD) learning services, impacting children's learning experiences.

Most early childhood education educators responded positively to the implementation of the dissemination. Educators expressed that the Deep Learning approach helped them understand learning as a child-centered, contextualized process based on meaningful play experiences. This finding aligns with the principles of Early Childhood Education (PAUD), which emphasize learning through play (UNICEF, 2019; Directorate General of Early Childhood Education, 2022).

However, this study also found that educators' conceptual understanding

was not fully followed by consistent implementation in learning practices. This situation indicates that excellent public services in education require ongoing support, not just short-term training-based interventions. This aligns with the findings of Creswell (2018) and Miles et al. (2019), which emphasize the importance of systemic support for changing educational practices.

The main supporting factors for the implementation of Deep Learning include support from local government policies, commitment from the Education Office, and enthusiasm from PAUD educators. This policy support is a crucial prerequisite for the provision of effective and sustainable public services (KemenPAN-RB, 2017).

Conversely, inhibiting factors include limited time for educators, variations in initial competencies, and disparities in the availability of learning resources across PAUD units. These findings indicate that the quality of public education services is determined not only by program design, but also by the readiness of human resources and supporting infrastructure (Sugiyono, 2022; Sanjaya, 2021).

Overall, the results of this study indicate that the implementation of Deep Learning can be viewed as a prime public service strategy oriented toward quality, not merely administrative compliance. This approach aligns with the new paradigm of public service that places quality outcomes as the primary indicator of service success (Kotler & Keller, 2016).

In the context of PAUD, the quality of service outcomes is reflected in the increased capacity of educators to design and implement meaningful learning for children. Therefore, the implementation of Deep Learning has strategic potential for replication as a model for public education services in other regions, provided it is accompanied by ongoing mentoring and policy strengthening.

The results of this study indicate that the implementation of Deep Learning at the Early Childhood Education (PAUD) level can be implemented as a prime public service strategy oriented towards learning quality. Program implementation needs to be positioned not merely as a training activity, but as part of a sustainable regional education service system. In practice, effective dissemination requires integration between policy, technical implementation, and field mentoring to ensure consistent changes in learning practices.

Furthermore, the implementation of prime public services through the dissemination of Deep Learning requires the active role of the Education Office as service coordinator, mentors as facilitators of practice changes, and PAUD units as the primary implementers. Synergy among these stakeholders is key to the success of realizing meaningful, contextual, and child-centered PAUD learning services.

Based on the research findings, several policy recommendations that can be considered are as follows:

1. Strengthening ongoing mentoring

Local governments need to develop medium- and long-term mentoring schemes post-dissemination to ensure the sustainability of the implementation of Deep Learning in PAUD units.

2. Developing a community of practice for early childhood education educators

The formation of a community of practice or a sharing forum among early childhood education educators needs to be facilitated as a space for reflection, dissemination of good practices, and collective competency strengthening.

3. Integrating dissemination into regional education public service policies

The Deep Learning dissemination program should be integrated into regional education planning documents and service standards to ensure policy legitimacy and budget sustainability.

4. Equitable distribution of learning facilities and resources

Regional governments need to ensure the availability of adequate and equitable learning support facilities across early childhood education units to reduce disparities in service quality.

5. Monitoring and evaluation based on learning quality

The monitoring and evaluation system for public education services needs to be directed not only at administrative compliance, but also at learning quality indicators and their impact on children's learning experiences.

CONCLUSION

This research demonstrates that the implementation of Deep Learning at the Early Childhood Education (PAUD) level in Subang Regency represents a form of excellent public service implementation in the education sector, oriented towards improving the quality of learning services. The dissemination program serves not only as an activity to improve educator competency but also as a public service policy instrument that directly impacts the quality of early childhood learning experiences.

The research results indicate that the implementation of dissemination through outreach, training, and mentoring in learning practices has improved PAUD educators' understanding of meaningful, child-centered learning. The positive responses from educators reflect a clear alignment between field needs and the service design provided by the local government. However, the program's effectiveness has not been fully optimized due to educators' limited time, variations in initial competencies, and inequities in learning resources.

Conceptually, the findings of this research confirm that the quality of public services at the PAUD level cannot be separated from the pedagogical dimension. Therefore, the dissemination of Deep Learning can be positioned as a quality-based public service strategy relevant to the national education transformation

agenda. To ensure sustainability and long-term impact, strengthening ongoing mentoring, developing PAUD educator communities of practice, and synchronizing regional policies that support the systemic implementation of deep learning are necessary.

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