



Performance Analysis Of Educators And Educational Personnel At Aisyiyah Bustanul Athfal Kindergarten Cirebon: Balanced Scorecard Approach

**Nurzini Fazilet^{1✉}, Hasanudin², MT Hartono Ikhsan³, Iim Wasliman⁴, R. Supyan Sauri⁵,
Muhammad Andriana Gaffar⁶**

Universitas Islam Nusantara

Email : nurzini165@gmail.com

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

ABSTRACT

This study aims to analyze the performance of educators and education personnel at Aisyiyah Bustanul Athfal Kindergarten in Cirebon using the Balanced Scorecard (BSC) approach, focusing on the customer perspective. The study used a qualitative descriptive approach with a case study design. Data collection techniques included interviews, observations, and documentation involving the principal, educators, education personnel, and parents of students as customers of educational services. The results showed that in general, PTK performance from a customer perspective was in the good category, marked by the level of parental satisfaction with the quality of learning services, school communication, and the safety and comfort of the learning environment. However, several aspects were still found that needed improvement, particularly in the consistency of two-way communication and the service feedback system. The Balanced Scorecard approach has been proven to provide a more comprehensive performance evaluation framework and is oriented towards continuously improving the quality of PAUD education services..

Keywords: *Performance, PAUD, Balanced Scorecard, Customer Perspective*

Copyright © Auhtors

INTRODUCTION

Educators and education personnel (PTK) are strategic components in the implementation of education, particularly at the early childhood education (PAUD) level. The success of the educational process at the kindergarten level is determined not only by the quality of the curriculum, infrastructure, or managerial support, but also by the performance of educators and education personnel in carrying out their professional and daily administrative duties. According to Law Number 20 of 2003 concerning the National Education System, educators are professionals tasked with planning, implementing, and assessing learning, while education personnel are responsible for supporting the effective delivery of education services. Therefore, the performance of PTK is a critical factor in determining the quality of early childhood education services.

In many PAUD institutions, including TK Aisyiyah Bustanul Athfal (ABA) Cirebon, demands for improved quality of education services are increasing. Modern society demands PAUD institutions that are not only safe and friendly but also capable of providing measurable, professional, and nationally standardized child development stimulation. In this context, PTK performance evaluation becomes a strategic necessity so that institutions can systematically identify strengths, weaknesses, and development opportunities.

However, performance assessments in early childhood education (PAUD) environments are often conducted in simplistic ways, for example through direct supervisor assessments, principal supervision, or administrative compliance-based assessments. However, educator performance is multidimensional, encompassing not only teaching ability but also job satisfaction, the effectiveness of the institution's internal processes, and the institution's ability to innovate and grow sustainably. Therefore, a more comprehensive and structured performance evaluation approach is needed.

One approach increasingly used in measuring the performance of educational organizations is the Balanced Scorecard (BSC), developed by Kaplan and Norton (1996). The BSC assesses organizational performance in a balanced manner from four perspectives: (1) financial, (2) customer, (3) internal business process, and (4) learning and growth. According to Kaplan & Norton (2001), the Balanced Scorecard can help organizations translate their vision and strategy into measurable operational goals oriented toward continuous improvement.

In the context of early childhood education institutions (PAUD), the Balanced Scorecard is highly relevant because it allows performance evaluation not only based on learning outcomes, but also on service quality, operational efficiency, human resource development, work culture, and the institution's innovation capacity. Various studies have shown that the Balanced Scorecard can be used as a comprehensive school performance evaluation tool and provide a basis for strategic decision-making (Mulyadi, 2007; Niven, 2006; Lukiastuti, 2013).

Aisyiyah Bustanul Athfal Kindergarten in Cirebon, as a PAUD institution under the Aisyiyah organization, has a strong commitment to quality educational services. However, to date, there has been no comprehensive study on how the performance of educators and education personnel is measured in an integrated manner with the institution's vision using the Balanced Scorecard approach. This study seeks to fill this gap by analyzing CAR performance using the four perspectives of the Balanced Scorecard, thus providing a comprehensive picture of the effectiveness, efficiency, and quality of educational services at ABA Kindergarten in Cirebon.

This research is expected to provide educational stakeholders, particularly school principals and foundation managers, with a strong foundation for formulating human resource development policies, improving service quality, and developing medium-term strategic planning for their institutions. Furthermore, the research findings can contribute to a model for evaluating the performance of education and teaching staff that can be replicated in other early childhood education institutions.

METHODOLOGY

This research uses a qualitative descriptive approach with a case study design. The qualitative approach was chosen because it allows the researcher to explore the phenomenon of CAR performance in-depth within the natural context of the school (Creswell, 2015). The case study was used to comprehensively analyze the phenomenon of CAR performance at ABA Kindergarten in Cirebon as a specific case study. The research was conducted at Aisyiyah Bustanul Athfal Kindergarten in Cirebon, a PAUD (early childhood education) institution under the Aisyiyah organization. The address is Jl. Sukajaya No. 6A, Pilang Raya, Sukapura, Kejaksan, Cirebon City.

The research subjects included: 1. Educators (class teachers/assistant teachers) 2. Education personnel (administration, support staff) 3. School principal 4. Parents of students as customers. The number of participants was adjusted to meet the need for data depth (purposive sampling).

Data Collection Techniques. This research used three main techniques: interviews, observation, and documentation.

Interviews

Semi-structured interviews were conducted with: 1. Principals (policies and performance management) 2. Teachers (implementation of learning and professional development) 3. Education personnel (administration and service) 4. Parents (satisfaction and perception of service)

The use of semi-structured interviews provided flexibility in gathering in-depth information while remaining focused on the research theme (Sugiyono, 2019).

Observations/ Observations were conducted to observe: 1. Teacher teaching behavior 2. Teacher-child interactions 3. Learning environment 4. School administration flow

Observations were conducted in a moderate participatory manner, meaning the researcher was present but not fully involved in the activities.

Documentation. Documents collected included: 1. Learning Planning Documents. 2. Student progress reports. 3. Organizational structure 4. School programs 5. Supervision notes

Documentation is used to validate interview and observation data. Research Instruments. The primary research instrument is the researcher herself, acting as the human instrument (Creswell, 2015). Supporting instruments include:

1. Interview guide
2. Observation sheet
3. Document checklist
4. Balanced Scorecard analysis matrix

The instrument was developed based on the BSC customer perspective.

RESULT AND DISCUSSION

General Overview of Aisyiyah Bustanul Athfal Kindergarten, Cirebon

Aisyiyah Bustanul Athfal Kindergarten (ABA) Cirebon is an early childhood education institution under the auspices of the Aisyiyah organization. This institution is committed to providing holistic early childhood education (PAUD) services, grounded in Islamic values, and oriented towards the overall development of children. In its operations, ABA Kindergarten Cirebon is supported by educators and staff with diverse educational backgrounds and experiences.

Research Results Based on the Balanced Scorecard Customer Perspective

The customer perspective in the context of early childhood education includes parents, the students themselves, and the community as external stakeholders. The analysis focused on levels of satisfaction, perceptions of service quality, and trust in the performance of the PTK.

Parental Satisfaction with Educator Performance

Interviews with parents indicated that the majority of respondents were satisfied with the performance of educators at ABA Kindergarten Cirebon. This satisfaction is primarily related to:

1. Teachers' ability to create a safe, enjoyable, and developmentally appropriate learning environment.
2. Teachers' attention and concern for students' individual needs.
3. Teachers' openness in communicating children's progress through regular reports and informal communication.

Classroom observations also showed positive interactions between teachers and children, reflecting the pedagogical and social competence of PAUD educators.

Parental Perceptions of Education Personnel Services

Education personnel are perceived as playing a crucial role in supporting the smooth running of education services. Parents assessed that administrative services were orderly and responsive, particularly in managing student data and communicating school activities. However, some parents hoped for an increase in the speed of administrative services and a more structured information system.

Quality of School Communication with Customers

From a customer perspective, communication is an important indicator of PTK performance. The study showed that communication between the school and parents has been going well through regular meetings, online communication groups, and child development reports. However, not all parents perceive a systematic, formal feedback mechanism regarding service satisfaction.

Safety, Comfort, and Institutional Reputation

Parents consider the school environment safe and comfortable, both in terms of cleanliness, child supervision, and emotional atmosphere. TK ABA Cirebon's reputation as an Islamic-based early childhood education institution and an Aisyiyah organization contributes to strengthening public trust in the PTK's performance.

Discussion

Research findings indicate that the performance of educators and educational staff at TK ABA Cirebon is good from a customer perspective. This aligns with the Balanced Scorecard concept, which places customer satisfaction as a primary indicator of success for non-profit organizations, including educational institutions (Kaplan & Norton, 1996; Niven, 2006).

Positive assessments of educator performance by parents indicate that pedagogical, social, and personality competencies are reflected in daily learning practices. Meanwhile, the performance of educational staff contributes to perceptions of the efficiency and professionalism of school services.

However, the BSC approach also revealed areas for improvement, particularly in strengthening two-way communication systems and managing customer feedback. This is crucial so that institutions don't rely solely on positive perceptions but also have structured data as a basis for continuous improvement.

CONCLUSION

Based on the research results and discussion, it can be concluded that: The

performance of educators and education staff at Aisyiyah Bustanul Athfal Kindergarten in Cirebon is generally good from a customer perspective. Parents of students are satisfied with the quality of learning, interactions between educators and children, and the safe and comfortable school environment. The Balanced Scorecard, particularly from a customer perspective, has proven effective as a comprehensive and service-quality-oriented PTK performance evaluation tool. However, there is still a need to strengthen the communication system and a more structured customer feedback mechanism.

Recommendations 1. For School Principals Develop a periodic parent satisfaction survey instrument as part of a Balanced Scorecard-based PTK performance evaluation system. 2. For Educators and Education Personnel Improve the quality of communication and service based on the needs of education customers. 3. For Foundations/Managers Integrate the Balanced Scorecard approach into strategic planning and early childhood education human resource development. 4. For Further Researchers. Research can be expanded by analyzing the four Balanced Scorecard perspectives in their entirety and using a quantitative or mixed methods approach.

REFERENCE

- Bredenkamp, S., & Copple, C. (2009). *Developmentally Appropriate Practice in Early Childhood Programs*. NAEYC.
- Creswell, J. W. (2015). *Research Design*. Sage Publications.
- Kaplan, R. S., & Norton, D. P. (1996). *The Balanced Scorecard: Translating Strategy into Action*. Harvard University Press.
- Kaplan, R. S., & Norton, D. P. (1996). *The Balanced Scorecard: Translating Strategy into Action*. Harvard Business School Press.
- Kaplan, R. S., & Norton, D. P. (2001). *The Strategy-Focused Organization*. Harvard Business School Press.
- Lukiastuti, F. (2013). *Balanced Scorecard sebagai Alat Pengukur Kinerja Lembaga Pendidikan*. Jakarta: Rineka Cipta.
- Mangkunegara, A. (2017). *Manajemen Sumber Daya Manusia Perusahaan*. PT Remaja Rosdakarya.
- Mathis, R., & Jackson, J. (2010). *Human Resource Management*. South-Western.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). *Qualitative Data Analysis*. Sage.
- Mulyadi. (2007). *Sistem Perencanaan dan Pengendalian Manajemen: Sistem Pelipatganda Kinerja Perusahaan*. Jakarta: Salemba Empat.
- Niven, P. R. (2006). *Balanced Scorecard Step-by-Step for Government and Nonprofit Agencies*. Wiley.
- Sugiyono. (2019). *Metode Penelitian Kualitatif*. Alfabeta.
- Suyadi. (2013). *Manajemen PAUD*. Yogyakarta: Pustaka Belajar.
- Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.