

Efforts to Increase Students' Participation in Islamic Early Childhood Education Research at UIN Sunan Kalijaga Yogyakarta

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Abstract—This research is motivated by the strategic objectives of the Directorate of Islamic Higher Education of the Ministry of Religious Affairs of the Republic of Indonesia in 2015-2019, namely "Quality, Relevance and Competitiveness" in the implementation of Tridharma Perguruan Tinggi. The improvement of quality research, especially with the Decree of the Directorate of Higher Education SK DIKTI No.152/E/T/2012 about the Publication of Scientific Works for graduates of Bachelor programs which must produce papers published in scientific journals. This research also motivated by how the Islamic Early Childhood Education Study Program at UIN Sunan Kalijaga Yogyakarta optimized the performance of lecturers and students in research and publications. Therefore, this research is able to find a new understanding of student participation in research and publication. This research specifically aimed to: 1) identify the quality policy of the University in optimizing the performance of lecturers and students of the study program in research and publication; 2) identify the study program policies in optimizing students to actively develop their potential in learning and scientific truth searching. Two methods were used in this research, namely, library research and field research. The data were collected through observation, interview and documentation. Moreover, the data were qualitatively analyzed through the stages of credibility test, transferability, dependability and confirm ability. After the data were analyzed, it was found that: 1) Early Childhood Islamic Education Study Program (PIAUD) at UIN Sunan Kalijaga Yogyakarta set the goal of quality research work on the integration-interconnection of basic and Islamic education for at least 90%; set the quality objectives of lecturers' research which published internationally for 10 research per year. 2) Research through apprenticeship program is one of the excellence optimization of PIAUD UIN Sunan Kalijaga that involved all lecturers and published PIAUD journal, namely, Journal Al-Athfal and Journal Golden Age. Moreover, organized seminars and workshops involving lecturers as committees, community service program, and cooperation program with both national and international institution were also excellence optimization of PIAUD UIN Sunan Kalijaga.

Keywords—islamic early childhood education; lecturer; PIAUD; research; students' participation; UIN Sunan Kalijaga Yogyakarta

I. INTRODUCTION

The Government of the Republic of Indonesia has set the strategic target of 2015-2019, namely "Innovation, Competitiveness at Global Level and Excellence". The university world has the responsibility to realize this strategic goal. The academic community must carry out the task of developing science and technology and dissemination [1].

Moreover, it is stated in the draft that the strategic target of the Directorate of Islamic Higher Education of the Ministry of Religious Affairs of the Republic of Indonesia 2015-2019 is "Quality, Relevance, and Competitiveness." This strategic target is listed in the program targets (outcome), one of them is the realization of professional resources in the implementation of Tridharma of Higher Education. Furthermore, the target of this program is listed in the target of the activity (output), one of them is the improvement of quality research. The quality of research is characterized by two things; 1) Improving the quality of research results, and 2) Increasing the quality of innovation. Some quality indicators of research are a) Number of research and innovation results; b) Number of articles on the accredited national journal and reputable international journals; and c) Number of Intellectual Property Rights (IPR)/patent.

Responding to the demand for future learning, the Indonesian education world, on January 27, 2012, was surprised by the existence of the Decree of Directorate of Higher Education SK DIKTI No.152/E/T/2012 about the Publication of Scientific Works. It is mentioned on the SK DIKTI that "as we know that at the present time the total number of scientific work from Indonesia University is still low when compared to Malaysia, only one-seventh of it. It is our challenge to improve it. In relation to that, the following provisions apply to those who graduated after August 2012: 1) For graduates of Bachelor program must produce papers published in scientific journals; 2) For graduates of Master

program must have produced a paper published in the national scientific journal preferably accredited by Dikti 3) For graduates of the Doctorate program must have produced accepted papers for publication in international journals.” From the online journal entries, on the Scientific Journal Rankings (SJR) website, Indonesia is ranked 64th, while Malaysia is ranked 43rd [2].

Referring to the Law of the Republic of Indonesia Number 12 Year 2012 on Higher Education Chapter I General Provisions Article 1 Point 9. Tridharma of Higher Education hereinafter called Tridharma is the obligation of Higher Education to organize Education, Research, and Community Service. Of the three components, research and publications are among the most difficult to undertake because when lecturers write their research results which will be published in international scientific journals, lecturers' cooperation with overseas parties in the field of research is individual. Moreover, there is lack of financial support to facilitate the quality of research. Furthermore, it is mentioned clearly in the Law No.14 Year 2005 on Teachers and Lecturers, that lecturers are professional educators and scientists with the main task: to transform, to develop, to disseminate science, technology, and arts through education, research, and community service [3].

Based on the Law of the Republic of Indonesia Number 12 Year 2012 Article 13, students are members of the Academic Community which positioned as adults who have their own awareness in developing their potential in universities to become intellectuals, scientists, practitioners, and/or professionals. Students are actively developing their potential by learning, seeking the scientific truth, and/or acquiring, developing, and practicing a branch of Science and/or Technology to become a cultured scientist, intellectual, practitioner and/or professional.

The program of Islamic Early Childhood Education (PIAUD) which is located in various Islamic Higher Education Institutions, keeps improving optimally in achieving the quality standard of National Accreditation Board of Higher Education (BAN-PT). Moreover, the performance of lecturers and students of the study program in research and publications still need to be improved, because the number of lecturers of the directed subject hasn't participated or contributed in research and publication optimally. Therefore, the authors are interested to examine efforts to increase students' participation in Islamic Early Childhood Education research at UIN Sunan Kalijaga Yogyakarta.

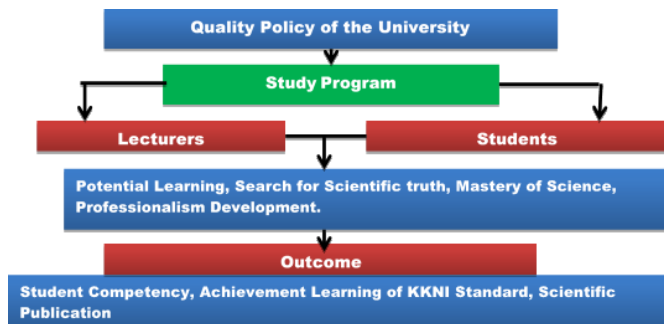


Fig. 1. The framework for participation theory of scientific publication of lecturers and students.

II. METHOD

This research is a search effort toward finding new understanding about the research phenomenon based on certain theory. The theory used in this research is the theory of efforts to increase students' participation in Islamic Early Childhood Education Study Program at UIN Sunan Kalijaga Yogyakarta. This research is ranged from objective to subjective and inductive to deductive. And qualitative field approach was used in this research.

Moreover, two methods were used in this research, namely, library research and field research. In library research, the data were obtained from books related to the research, journals, also through the internet (facebook, youtube, and website) and other sources that related to the research which serves as the basis of comparison between the data that the authors obtained in the field. Furthermore, qualitative field approach is defined as a particular tradition in social science that is fundamentally dependent on observation in human both in its area and in its terminology.

Descriptive method was used in this research. The selection of descriptive method is based on the consideration that this research aims to describe systematically and factually about efforts to increase students' participation in Islamic Early Childhood Education Study Program at UIN Sunan Kalijaga Yogyakarta.

In this research, data collection techniques were prepared based on the focus of the research as shown below:

TABLE I. ANALYSIS UNIT, RESEARCH FOCUS, AND CATEGORY DATA

Analysis Unit	Research Focus	Category
Identification of the University's quality policy.	The objective condition of the study program.	Vision, Mission, Objectives and Target of PIAUD Study Program at UIN Sunan Kalijaga Yogyakarta. The governance system. Leadership characteristic of the study program. Management system of the study program. Quality assurance.
	Performance of lecturers in research and publication.	Research of full-time lecturer. Intellectual Property Rights (IPR).
Identification of the Study Program's policy.	Student optimization.	Community activities in PIAUD scientific field. Community service. Local institution collaboration. Foreign collaboration.
	Activities in searching for scientific truth.	Observation. Internship. Research. Field experience program.

III. RESULTS AND DISCUSSION

A. Identification of the University's Quality Policy

1) The Objective Condition of the Study Program

a) Vision, Mission, Objectives and Target of Study Program

• Vision of Study Program

The vision of Islamic Early Childhood Education of Faculty of Tarbiyah and teacher training of UIN Sunan Kalijaga Yogyakarta is superior and leading in guiding and developing Islamic and scientific values to prepare early childhood professional educator.

• Mission of Study Program

- Organizing Islamic Early Childhood Education oriented to the quality and values of Islam;
- Developing PIAUD with knowledge, technology, and art (IPTEKS) and *akhlaqul karimah*;
- Conducting research about PAUD;
- Increasing the role of PIAUD study program in the education of children in the community; and
- Improving cooperation in PAUD field.

• Objectives of the Study Program

- Produce PAUD teachers/educators;
- Produce productive and Islamic-minded researchers about children's education;
- Produce child education counselor.

• Target Strategies

The quality objectives of PIAUD Study Program are based on the quality objectives of Faculty of Tarbiyah

and Teacher Training and UIN Sunan Kalijaga Yogyakarta, which is refer to the accreditation standard. The target to be achieved through the vision, mission, and objectives of PIAUD Study Program are as follows:

- Research work on the integration-interconnection of basic and Islamic education of at least 90%;
- Scientific work of lecturers published internationally 10 articles per year;
- Graduates work in the community according to field of expertise in the first year of at least 85%;
- Timely study students 8 semesters of at least 95%;
- Graduates are able to communicate globally (Minimum TOEC's score 540 and IKLA's score at least 70 of 100);
- Graduates are able to apply information technology by showing the minimum certificate of A;

Moreover, there are some efforts to do to achieve the target strategies:

- Improving the work of integration-interconnection quality-based research both at the national and international levels;
- Improving the quality of graduates in accordance with the areas of expertise;
- Improving the quality of guidance to students;
- Improving the quality of teachers and educators;
- Adding facilities and infrastructure of learning and education;
- Increasing cooperation with other parties.

TABLE II. TARGET STRATEGIES OF PIAUD STUDY PROGRAM

No	Target	Stages of Achievement					
		2018	2023	2028	2033	2038	2043
1	Research work on the integration-interconnection of basic and Islamic education of at least 90%.	60%	70%	75%	80%	85%	90%
2	Scientific work of lecturers published internationally 10 articles per year.	0%	88%	90%	92%	94%	96%
3	Graduates work in the community according to field of expertise in the first year of at least 92%.	0%	88%	90%	92%	94%	96%
4	Timely study students 8 semesters.	0%	80%	85%	90%	92%	95%
5	Lecturer performance index ≥ 3.0 of 4.0 scale.	90%	92%	94%	96%	98%	100%
6	Graduates are able to communicate globally (Minimum TOEC Score 540 and IKLA Score 70 of 100 scale) of at least 85%.	TOEC's 0%	TOEC's 50%	TOEC's 60%	TOEC's 70%	TOEC's 80%	TOEC's 90%
		IKLA's 0%	IKLA's 75%	IKLA's 50%	IKLA's 50%	IKLA's 80%	IKLA's 90%
		0%	75%	80%	85%	95%	100%

b) The Governance System

To ensure good organizational management, PIAUD UIN Sunan Kalijaga Yogyakarta Study Program has implemented five principles of governance: credible, transparent, accountable, responsible and fair.

c) Leadership Characteristics of PIAUD

The head of PIAUD UIN Sunan Kalijaga Yogyakarta is the leader of the faculty's institutional subunit. In his leadership, the head of the study program assisted the secretary and 1 educational staff. In order to realize the vision, mission,

objectives, and facilities of the PIAUD Study Program, it is necessary to have an effective leadership characteristic which is characterized by strong operational leadership, organizational leadership, and public leadership.

d) Functional and Operational Management System Prodi PIAUD

The functional and operational management system of PIAUD UIN Sunan Kalijaga Yogyakarta includes planning, organizing, staffing, leading, and controlling. The management system is based on UIN Sunan Kalijaga Yogyakarta statute.

e) Quality Assurance

As a basis for measuring and establishing quality and feasibility in conducting the program, the study program uses quality standards approved by UIN Rector Sunan Kalijaga, as shown below.

TABLE III. QUALITY ASSURANCE OF PIAUD UIN SUNAN KALIJAGA YOGYAKARTA

No.	Document Number	Document Title
1	SM-UINSK-01/R1	Education Quality Standard Graduate Competence Standard Learning Content Standard Learning Process Standard Learning Assessment Standard Standard of Lecturers and Education Personnel Standard of Facilities and Infrastructure of Learning Learning Management Standard Learning Financing Standard
2	SM-UINSK-02/R1	Quality Standard of Research Research Results Standard Content of Research Standard Research Process Standard Research Assessment Standard Standard of Research Facilities and Infrastructure Research Management Standard Research Financing Standard
3	SM-UINSK-03/R1	Quality Standard of Community Service Devotion Result Standard Content Devotion Standard Service Process Standard Standard Assessment of Devotion Implementation of Devotion Standard Standard of Devotion Facilities and Infrastructure Standard of Devotion Management Standard of Financing Devotion

2) Performance of Lecturers in Research and Publication

a) Research of Full-time lecturers

TABLE IV. RESEARCH TITLE WHICH RELATED TO PIAUD SCIENTIFIC RESEARCH

Sources of Financing	TS-2 2013	TS-1 2014	TS 2015	Total
(1)	(2)	(3)	(4)	(5)
Financing by the researchers themselves.	-	-	-	-
PT concerned.	-	-	-	-

BOPTN	2	-	-	6
Ministry of Religious Affairs (Diktis)	6	8	7	21
Local Institutions outside the MoNE	-	-	1	1
Overseas Institution	-	-	-	-
Total	8	8	8	24

The title of the article/scientific work/artwor/book produced during the last three years by full-time lecturers. It is published through Al-Culture Journal, Journal Nadwa IAIN Walisongo Semarang, Journal of Islamic Education FITK UIN Sunan Kalijaga Yogyakarta, Journal Al-Athfal, and others.

b) Intellectual Property Rights (IPR)

TABLE V. INTELLECTUAL PROPERTY RIGHTS (IPR)

No.	Work
(1)	(2)
1.	Educational Quality Assurance Model HOLSKEDE (Holistic Skills Education), Dr.Erni Munastiwi, M.M.
2.	Android-based Wazan Game, Dr.Sigit Purnama, M.Pd.
3.	Development of Android-based PAI Learning Materials, Rohinah, M.A.

B. Identification of Study Program Policies

1) Student Optimization

a) Community Activities in PIAUD Scientific Fields

Number of service activities/community service related to the field of Scientific Study Program for three years is illustrated in the following graph.

TABLE VI. COMMUNITY ACTIVITIES IN PIAUD SCIENTIFIC FIELDS

Fund Source Activities Related to the Field of Sciences	2013	2014	2015	Total
(1)	(2)	(3)	(4)	(5)
Financing by the lecturers themselves.	2	3	1	6
PT concerned.	4	4	1	9
BOPTN/ABBAN.	3	1	-	4
Ministry of Religious Affairs (Diktis).	-	-	1	1
Local Institutions outside the MoNE.	-	-	-	-
Overseas Intitutions.	-	-	-	-
Total	9	8	3	20

b) Community Service

PIAUD UIN Sunan Kalijaga Yogyakarta involving students in community service activities in the last three years. Participation, level of participation and form of students' involvement in community service activities consisting of activities with the theme "Together We Share", is a service to the community that involves students and lecturers in PIAUD program that aims to create sense of love and care of the students in the community who need and tighten the bond between students, lecturers and the surrounding community. This activity includes several activities such as outbound for children, health socialization, storytelling, lunch together, and workshop.

c) Local Institution Collaboration

For three years, PIAUD UIN Sunan Kalijaga has been developing collaboration with local institution such as: IAIN Manado, Institution of Sunan Giri Ponorogo, IAIN Nurjati Cirebon, Institute of Pesantren Mathali'ul Falah Pati, RA UIN Sunan Kalijaga, RA Tiara Candra Bantul, RA Mu'adz bin Jabal, TK Islam Plus Mutiara Yogyakarta, and others.

The benefits of this collaboration are, the development of study program and students in the Academic, Research and Community Service Division. Students get information and real experience on how teachers carry out learning, research and community service.

2) Activities in conducting Scientific Truth Searching

a) Observation

The ability to do the observation is the authorized capital of students in order to understand the children. This ability is very important to be developed by the students to be a good teacher. Then, if it has been mastered properly, it will give satisfaction to them. Not only is it useful to understand the field, but also to make better planning. Moreover, it is useful to evaluate the way teachers teach, as well as useful for research purposes.

The process of observing children by students is a preliminary process to obtain information about the development of children as a whole. After that, the decision is made based on Children's education and interests. According to Nilsen teachers are expected to make thousands of natural decisions one day [4]. Everything is based on the results of the observation evaluation of the meaning and the right response. The activity of observing, deciding and acting is done over and over again throughout the day. This can be seen in the following picture.

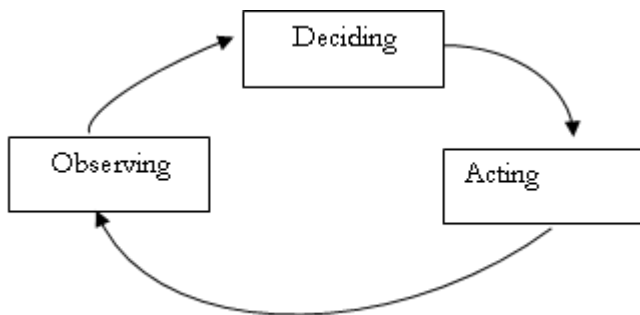


Fig. 2. The process of observing, deciding, and acting activity.

Students' who trained in observing the children will be useful in the future when they become teachers. They will utilize the results of their observations to decide and act. According to Feeny teachers' observation will develop several things, such as [5]:

- Increasing the sensitivity of children in general, such as the sensitivity of children development areas, and enhancing the sensitivity to the unique quality of the children world. This gives the teacher a better understanding and empathy for the child.
- Deepen the understanding of children individually. The way they think, feel, and perceive the world. Their

interests, abilities, and characteristics of the responses they have, as well as their strengths and weaknesses. This will be useful in planning a curriculum that meets the children needs and in communicating children development to others such as parents, therapist or medical personnel.

- Understanding social relationships between children and between children and adults around them. This allows teachers to facilitate relationships among children in the classroom.
- Sharpening the sensitivity of how the environment is used by the family children and school staff. Therefore, teachers can fix and improve the quality of the environment.
- Improving the ability to share meaningful aspects of children development and the ability to demonstrate the power of children learning. This helps teachers to optimize their ability.

The practices of continuous observation help students to develop child sense, the sensitivity on how children both individually and in groups feel something and react to the environment. This deep understanding comes from rich experiences in observing children both individually and in groups over a long period of time. Observation can bring out a better sensitivity and understanding. Moreover, it creates an empathy and concern for children.

The observation process is divided into 2 components:

- Observations, are activities undertaken by students to collect information about children. An effective child observer must have the ability to wait and see what is really happening, instead of rushing to conclusions about what it means. Nyberg states that intensive waiting means that the observer should try to suspend expectations and be open to what is really happening, whether this concerns behaviour, feelings, or patterns [4].
- Recording, the process of recording and documenting the information obtained through observation. The information will be organized therefore those data/tools will be very useful for the interests of children. There are several commonly used recording techniques, namely:
 - The most popular method of recording child observation is narrative recording. It requires writing and written in chronological order. It usually takes more time, but the result is richer in detail and gives a complete picture of the child. A narrative recording is divided into two types, running record and anecdotal records. The following is an example of a running record.

TABLE VII. EXAMPLE OF A RUNNING RECORD

Location: Date and Time: Observer: Aspect Observed:	
<i>Observation</i>	<i>Comment</i>

- Structured logging is a recording that does not require writing. It is usually faster and easier to do but lacks detailed information and images, such as checklists with multilevel scales. Here is an example of a checklist:

TABLE VIII. EXAMPLE OF A CHECKLIST

Aspect Observed	Good	Require Improvement	Inadequate

- Electronic Observation is recording or documenting the observation using electronic devices (photos, audio, and video recordings) that can provide accurate and complete results. It requires expertise and time to be put together, therefore, a complete conclusion can be drawn.
- Interpretation, is the process of reflecting what the meaning of the observations has been done and documented. Interpretations are commonly referred as conclusions, which are based on what we see and hear. Although behavior can be observed, the cause of the appearance of behavior is unobserved. The process of interpretation involves looking at the relationship between different components related to the behavior of the child whether observable or not. Indeed we can not know for sure why a child behaves, but of course, there is a decision every day based on our understanding of the child. It is important for teachers to develop this ability to make interpretations based on information obtained through observation.

b) Internship

The Early Childhood Islamic Education Study Program at UIN Sunan Kalijaga Yogyakarta has an enormous role in producing good and qualified educators. There are four educator competencies: professional competence, pedagogic competence, personal competence and social competence. One of the realizations of these competencies is done through students training (internship program). In accordance with the development LPTK curriculum (KKNI-based) and universities, the internship program becomes one of the self-development of mandatory skills that must be taken by every student. The internship is conducted in schools that cooperate with the

Faculty/Study Program. This internship program was carried out by divided the students into several groups and distributed them in several schools with one mentor.

The Internship Program aims to build a foundation of self-educators and produce excellent beginner educators in spiritual, intellectual, emotional, and social intelligence to gain a variety of learning resources and discover issues in research and education development.

c) Research

Research conducted by the Early Childhood Islamic Education Studies Program UIN Sunan Kalijaga Yogyakarta is based on Permendikbud no. 49/2014 on National Standards of Higher Education, the Indonesian National Qualification Framework, hereinafter abbreviated as KKNI [6]. It is a framework for the inclusion of competence qualifications that can match, equate and integrate between the field of education and the field of vocational training and work experience in the provision of recognition of work competence in accordance with the structure of work in various sectors.

d) Field Experience Program (PPL)

Along with the demands of the students, the goals of PPL, in general, are to develop critical analytical skills about the process of education and learning of early childhood, to analyze the process of education and learning and to develop the ability to develop educational and learning programs.

The benefits of PPL for students are to provide the provision of actual experience as PAUD educators, to measure the competence of educators who's controlled by students in the field experience program (PPL). Moreover, students will do the observation in order to have knowledge and skills in terms of managerial, implementation of learning, and school conditions. Furthermore, participatory observation approach is used as the approach in the field experience program (PPL) where students are in the classroom as part of the class, taking notes in detail about PPL material, and utilizing PPL to develop self-skill that can be used for research materials.

C. Findings and discussion

Based on the results of research and discussion, there are a number of findings related to some of the focus of this research inquiry which can be explained as follows:

1) Identify the Quality Policy of the University

The PIAUD Study Program puts itself at the forefront in achieving the university's vision, specifically in the field of early childhood Islamic education. The vision is also closely related to the vision of the Faculty of Tarbiyah and Teacher Training, namely the integration and development of Islamic and scientific education for civilization, but the direction is more specific to prepare early childhood educator candidates. The integration and development efforts are now supported by the university's policy of integrating PIAUD Master Program which was previously managed by UIN Sunan Kalijaga Postgraduate Program to Faculty of Tarbiyah and Teacher Training.

The achievement strategy of the quality objectives of the PIAUD Study Program is based on the quality objectives of

UIN Sunan Kalijaga and Faculty of Tarbiyah and Teacher Training, referring to the accreditation standard. Moreover, the targets of the research work to be achieved through the vision, mission, and objectives of the PIAUD Study Program are: a) Research work on the integration-interconnection of basic and Islamic education of at least 90%; b) Scientific work of lecturers published internationally 10 articles per year; c) Graduates are able to communicate globally (Minimum TOEC Score 540 and IKLA Score 70 of 100 scale) of at least 85%; and d) Graduates are able to apply the information and technology (IT) by showing the certificate with minimum A grade.

To ensure the management of the organization as an effort to increase the participation of lecturers and students in Early Childhood Islamic Education research, PIAUD UIN Sunan Kalijaga Yogyakarta Study Program has implemented the governance as follows:

- Determining the lecturers of the course. In establishing lecturers teaching, PIAUD study program always pay attention to the credibility of lecturers' knowledge.
- Determining the lecturers for the internship program by involving all full-time lecturers of PIAUD Study Program. In accordance with the development of LPTK curriculum (KKNI-based) and universities, the internship program becomes one of the self-development of mandatory skills that must be taken by every student. The internship is conducted in schools that cooperate with the Faculty/Study Program. This internship program was carried out by divided the students into several groups and distributed them in several schools with one mentor. The Internship Program aims to build a foundation of self-educators and produce excellent beginner educators in spiritual, intellectual, emotional, and social intelligence to gain a variety of learning resources and discover issues in research and education development.
- Determining the responsible management of scientific journals PGRA/PIAUD study program, namely, Al-Athfal Journal and Golden Age Journal, both print version and online version, with consideration of capacity owned and had been assigned study program to follow training and workshop management journals.
- Determining the lecturers as part of workshop or seminar committee in the study program.

2) *Identify Study Program Policies*

The optimization of PIAUD study program of UIN Sunan Kalijaga in the research field is based on the results of research and discussion. There are some findings related to the focus of this research inquiry that can be explained as follows:

- Community Service Program, PIAUD study program of UIN Sunan Kalijaga Yogyakarta involves students in dedication activities to the community and lecturers in PIAUD study program, which aims to create sense of love and care of the students in the community who need and tighten the bond between students, lecturers and the surrounding community. This activity includes

several activities such as outbound for children, health socialization, storytelling, lunch together, and governance.

- Local institutions collaboration with various institutions of higher education to support tridharma activities of Higher Education and get the positive impact from the Development of study program and students in Academic, Research and Community Service field. As well as doing cooperation with various types of PAUD programs for students to get information, real experience on how the teacher conducts learning, research and community service.
- Foreign Institution Collaboration, is a collaboration between foreign institutions with PIAUD UIN Sunan Kalijaga Yogyakarta to obtain the benefits, such as: student exchange, staff exchange, external examiner, international seminar, international journal, bench marking study program, outbound training, and community development.

Moreover, the other benefits of the optimization of PIAUD study program of UIN Sunan Kalijaga in the research field are some inputs on improving the curriculum of the Department/Study Program. Furthermore, academician faculty acquires an insight into the development of education abroad, lecturers become facilitators in the value-enabling program at schools and pesantren and the PPL Abroad Program, and students acquire experience of PPL in Early Childhood Education Program Overseas.

IV. CONCLUSION

Throughout the research, two conclusions can be derived. The first conclusion is related to the identification of the University's policy. It is carried out by PIAUD UIN Sunan Kalijaga Yogyakarta by setting the quality objectives of the research work on the basic and Islamic educational interconnections of at least 90%; such as research activities through an internship program involving all full-time lecturers of PIAUD Study Program. In accordance with the development of LPTK curriculum (KKNI-based) and universities, the internship program becomes one of the self-development of mandatory skills that must be taken by every student. The internship is conducted in schools that cooperate with the Faculty/Study Program. This internship program was carried out by divided the students into several groups and distributed them in several schools with one mentor from the full-time lecturer. The specific objectives of the research at the internship program are to acquire a variety of learning resources and to find problems in research and education development. Moreover, to accommodate the result of the research, PIAUD UIN Sunan Kalijaga Yogyakarta published two scientific journals: Al-Athfal Journal and Journal of Golden Age. Furthermore, the study program also organizes seminars and workshops involving lecturers as the committee.

The second conclusion is about identification of program policies conducted through the optimization of PIAUD UIN Sunan Kalijaga in research, which is achieved through the following activities: a) Community Service Program which

involving students in community service activities, such as: outbound for children, health socialization, storytelling, lunch together, and workshop; b) Local Institutions Collaboration with various institutions of higher education to support tridarma activities Higher Education and get the positive impact from the Development of study program and students in Academic, Research and Community Service field. As well as doing cooperation with various types of PAUD programs for students to get information, real experience on how the teacher conducts learning, research and community service; c) Foreign Institution Collaboration, a collaboration between foreign institution with PIAUD UIN Sunan Kalijaga Yogyakarta to obtained the benefits, such as: student exchange, staff exchange, external examiner, international seminar, international journal, bench marking study program, outbound training, and community development.

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