

Improving Early Childhood Education Management Through Problem Identification

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Improving Early Childhood Education Management Through Problem Identification

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Abstrak

Keberhasilan pengelolaan lembaga pendidikan anak usia dini ditentukan oleh aspek-aspek pengelolaan seperti kurikulum, infrastruktur, pemasaran, peserta didik, supervisi dan pendidik. Salah satu manajemen terpenting adalah manajemen pendidik dan manajemen pendidikan karena manajemen ini menentukan bagaimana pendidik memberikan fasilitas untuk mengembangkan kemampuan yang dimiliki oleh anak sehingga dapat mencapai tujuan pendidikan yang diharapkan. Penelitian ini bertujuan untuk meningkatkan Manajemen PAUD (Pendidikan Anak Usia Dini) dengan mengidentifikasi permasalahan institusi. Penelitian ini menggunakan model penelitian deskriptif kualitatif dengan studi kasus. Sampel penelitian adalah guru di TK WARGA dan AULIA Surakarta. Hasil penelitian menunjukkan bahwa (1) Pengelolaan kurikulum PAUD di Taman Kanak-Kanak Warga dan Taman Kanak-Kanak Aulia dilaksanakan untuk meningkatkan kualitas pembelajaran PAUD, dan (2) Manajemen tenaga pendidik dan tenaga kependidikan di Taman Kanak-Kanak Warga dan Taman Kanak-Kanak Aulia Surakarta telah berjalan cukup baik.

Kata Kunci: *Identifikasi, Manajemen Pendidikan Anak Usia Dini (PAUD), Kualitas Lembaga Pendidikan Anak Usia Dini*

Abstract

The success of the management of early childhood education institutions is determined by management aspects such as curriculum, infrastructure, marketing, students, supervision and educators. One of the most important management is the management of educators and education because this management determines how educators provide facilities to develop the abilities possessed by children so as to achieve the expected educational goals. This study aim to improve ECE (Early Childhood Education) Management by identifying the institution problems. This study used a qualitative descriptive research model with case studies. The research samples are the teachers in WARGA and AULIA Kindergarten at Surakarta respectively. The results showed that (1) the ECE curriculum management in Warga and Aulia Kindergarten was implemented to improve the quality of early childhood learning, and (2) the management of educators and education staff in Warga and Aulia Kindergarten at Surakarta have performed quite well.

Keywords: *Identification, Early Childhood Education (ECE) Management, Early Childhood Education Institutions Quality*

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INTRODUCTION

The quality of Indonesian education in 2018 is stated to decrease when compared to the achievement in 2015 (Tehusijarana, 2019). This report is based on the result of measurement conducted by the OECD (Organization for Economic Cooperation and Development) through the PISA program. This is a program that measures the ability of 15-year-old students in an international comparison based on three main indicators, including performance in reading, mathematics, and science (Pratiwi, 2019).

The current weaknesses of Indonesian students were reflected in their previous education. According to the research of Early Childhood Education (ECE), children that fail to build a positive learning foundation have a greater tendency to experience academic failure, mental health problems, and dropping out of school (Cunha, F., & Heckman, 2007). This academic failure includes poor reading skills in mathematics and science-related subjects as described in the PISA report.

The ECE program determines the quality of graduates produced (Ansari, A., & Winsler, 2016). Furthermore, the academic facts obtained from Indonesian students at the age of 15 years, indicate that there are problems that need to be critically examined. Therefore, ECE sets a precedent for learning problems for the next level of children's education.

The Chair of the Indonesian ECE Educators Association stated that many problems prevented the creation of quality Institutions (Sihaloho., 2016). Some of the main problems include: (1) Teachers with a basic degree in ECE or Psychology are only 23.06%, and they are the key to achieving a high standard. Furthermore, their educational level is one of the primary indicators of quality in (Gilliam, W. S., & Marchesseault, 2005), (2) The low-quality ECE programs and institutions (Cacciola & Downs, 2013), (3) low family involvement in the program (Rosita, 2019), (4) The tendency to focus on tutorials in ECE leads to academic nuances (Daneri, 2019), (5) low educational investment at its level (Ho & Lee, 2016) ; (6) High nutritional problems and early childhood development (McCoy et al., 2018) , and (7) The status of the teacher in the non-formal institutions has not been recognized (Nurhasanah R & DWIYAMA, 2019).

All of the above problems mean that its management is for the creation of high-quality design. Management is a process of planning (Rasmani et al., 2020), Organizing, Actuating, and controlling pillars of resources to achieve goals effectively and efficiently (Griffin, 2004). The realization of the Indonesian gold generation in 2045 is the goal of the nation which can be achieved by participating in high-quality ECE programs. The first pillar in improving its management is planning by design and evidence (Nakajima et al., 2019).

The main source for the composition of planning pillar in this research, is to provide comprehensive studies in the form of documentation and mapping of global issues related to the management of ECE, which is based on benchmarking and forecasting (Terry, 2010). Benchmarking is a process whereby management objects that need to be carefully evaluated

are documented for proper decisions making (Garengo, 2019). Meanwhile, Forecasting is explained as a prediction of the state of an object in the future. Ideally, both need to be conducted simultaneously.

The results of this study are useful as a basis for the implementation of planning pillars for the effective management of ECE in Indonesia. The research to map the global problems in the country with their various arguments has not been conducted in a comprehensive, in-depth, and sustainable manner. The majority of the research focuses on the implementation of management for certain components, which include institutions, students, human resources, learning, and others (Ita, 2018). The ECE management studies have not specifically examined the basic material of the first pillar of its process, which includes the planning pillar (Chan, 2018).

The analysis of ECE management facilitates the preparation of good planning pillars. This is because good planning need to answer six (6) main questions which include (1) What actions should be taken, (2) Why it needs to be performed, (3) Where it was performed (4) When the action was conducted, (5) performer of these actions; and (6) How to conduct these actions (Terry, 2010). The government is facing several problems related to the development of ECE program.

In addition to funding problems, there are still various issues faced by the government. Which includes, Firstly, the lack of community understanding of the importance of ECE for the subsequent child development. Secondly, not all regions have apparatus that specifically handles the ECE development at the operational level. Thirdly, there is still a lack of educational field staff in early childhood. Meanwhile, there is a great deal of unemployment in education, and also there is still very few qualified staff as ECE educators. Fourth, the vast service and difficult to reach the area due to geographic restrictions are often the main causes of information lagging and inaccessible services.

Based on the various descriptions stated above, several problems that educational institutions face in improving the quality of learning can be identified . The impact of these problems is used as a benchmark for the progress of an institution that organizes Early Childhood Education (K. et al., 2017). The learning process is inseparable from the good management of the organization. Therefore, the research raises the question of the management of early childhood programs.

Today, many institutions that conducts ECE program only last for 1 to 2 years. This is due to funding problems, and lack of coordination between the institution and the surrounding community. The case also occurred in the AULIA Kindergarten in Surakarta, pajang sub-district. Large number of institutions closed due to the lack of funds, and their lack of knowledge in managing ECE therefore, the educators and educational staff in the institution are unable to work professionally.

In contrast to one of the ECEs in the eastern city of Surakarta, the WARGA Nursery School was founded in 1970. During the learning process, Warga Kindergarten in Surakarta implemented a children's program which was presented by teachers of ECE S1 graduates. As described above, the researchers wish to examine the steps that officials at WARGA and AULIA Kindergarten Surakarta have taken to manage their organizational wheels and therefore survive to this day. It is inextricably linked with good management, so the survey raises the question of how to manage Warga and AULIA Surakarta's toddler program.

In the context of the above, this study focuses on identifying the management of ECE to improve the quality of its facilities. The research problem was described using the following questions: How does management manage educators and teaching staff to

improve the quality of learning between WARGA and AULIA Kindergarten Surakarta? The overall objective of this study was to compare the management of ECE to improve the quality of learning. The specific objective of this study is to improve the management of educators and education staff.

METHODS

This research was conducted at the WARGA and AULIA Kindergarten in Surakarta. The reasons for choosing these research areas are: a) Considering the mere cooperation with the school and the object to be examined, b) the school has never been used as a similar research object and therefore avoids new research. c) There are problems with ECE management.

Descriptive qualitative research methods to solve problems existing in the present. This method examines using recording techniques, interviews, observations (Marvasti, 2018). Therefore, this study aims to describe problematic objects associated with efforts to improve the quality of ECE facilities by identifying WARGA kindergarten management in Surakarta. It was presented in the odd and even semester of the 2020 school year over a ten-month period from February to November 2020. Activities conducted include preparing and submitting proposals, conducting activities, analyzing data. and research seminars, and report preparation.

RESULTS AND DISCUSSION

Early Childhood Education (ECE) is a bridge between the family environment and the wider community, namely Elementary Schools and other environments, to facilitate children's growth and overall skills or emphasize on the development of all aspects of the child's personality (Currie, 2001). Therefore, early childhood education, especially in kindergartens needs to provide several activities to develop various children's skills.

Factors early childhood educators need to understand are program implementation, which requires creative and growing activities after planned programs. M. Solehuddin stated that teaching in the implementation of the program involves primarily (Solehuddin, 2000), but not necessarily, the interaction of students and teachers in an educational environment. In this case, the teacher should be able to make the right basic assessment decisions if students are unable to develop basic skills or if learning activities have been interrupted (States et al., 2018), the model changed or repeated previous learning.

Factors early childhood educators need to understand are program implementation, which requires creative and growing activities after scheduled programs. Solehuddin notes that teaching, when implementing the program, primarily, but not necessarily, involves students and teacher interaction in an educational environment (M Solehuddin, 2007). In this case, the teacher should be able to make the right basic assessment decisions if the students have not been able to develop the basic skills, or if the learning activities have been canceled, the model has been modified or the previous learning has been repeated.

Educators from Warga and Aulia had the opportunity to improve their academic qualifications, for example by studying at the D-2 (Kindergarten Teacher Training) and the S-I ECE. In addition, members of the Integrated ECE had the opportunity to participate in the upgrade or training and education of the office and other agencies.

The qualifications and skills of ECE teachers are based on Ordinance No. 16 of 2007 from the Indonesian Ministry of Education. Informal teaching of teachers in ECE (kindergarten, Raudatul Atfal and equivalent)(Kemendikbud, 2007) and in non-formal

education (kindergarten, play group and equivalent) who have no academic qualifications and skills are referred to as teacher assistants or supervisors. a) Educational standards: 1. The academic qualifications and competencies of teachers in ECE are based on Ordinance No. 16 of 2007 by the Indonesian Ministry of Education. 2. Academic qualifications and ECE support skills Teachers must have a D-II degree in PGTK from an accredited higher education institution, a minimum degree or equivalent high school, and a ECE-accredited training certificate (Mertala, 2019). b) The competencies of the ECE assistant teacher include personality, professional, educational and social skills (DEPDIKNAS, 2014).

(a) Academic Qualifications for ECE Caregivers need to have a minimum Senior High School and equivalent. b) Competencies of ECE caregivers include Understanding the basics of caregiving, Skillful in carrying out care and Act and behave according to the psychological needs of the children (Pianta et al., 2005). c) Qualifications and competencies of ECE Supervisors for formal education are based on the Indonesian Minister of National Education Regulation Number 12 of 2007 on School Supervisor Standards and its attachments . The qualifications and competencies of ECE owners on non-formal education are based on the general owner regulations.

ECE Principal within Formal Education Qualifications and competencies of ECE are based on the Indonesian Minister of National Education Regulation No. 13 of 2007 on Principal / Madrasah Standards along with the attachments. ECE Manager within Non-formal Education Path is in charge of the qualifications, 1. At least have the qualifications and competency of accompanying teachers 2. Experience for a minimum of two years as a ECE educator. 3. Graduated from a management training/internship / courses from an accredited institution (La Paro et al., 2009). In addition to having the accompanying teachers' competency, ECE managers should possess/fulfill the following, 1) Personality. 2) Professional. 3) Managerial. and 4) Social Competences (Kagihara et al., 2009). Therefore, it can be concluded that the management of educators and education staff in Integrated has been conducted quite well. The fulfillment of teaching and Education staff to suit the standards, and even exceed existing standards, is performed by many principals. Even to serve a lot of students, the principals arrange it therefore the existing teaching staff can be accommodated properly. This was evidenced by the significant difference in the values given before and after the direction which were greater and smaller than 0.05 respectively.

CONCLUSION

This study shows that the comparison between Warga and Aulia kindergarten in Surakarta improve the learning quality. The ECE curriculum management in Warga and Aulia Kindergarten was implemented to improve the quality of early childhood learning, for example through services offered in Kindergarten and playgroup groups. The service groups are well organized by the head of ECE, so the pupils like to go to school in Warga and Aulia kindergarten in Surakarta. In addition, the service provider met the standards for students and the needs of the surrounding community.

The management of educators and education staff in Warga and Aulia Kindergarten at Surakarta have performed quite well. Fulfillment of teaching and Education staff to suit the standards, even exceeding existing standards, is achieved by allowing educators to go to college and participate in training. The ECE principals organize this to serve a lot of students. Therefore, the existing teaching staff can be accommodated properly.

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