

Management of Early Childhood Education (PAUD) in the Context of Improving The Quality of Learning in West Bandung Regency

Arfiani Yulianti Fiyul

Sheikh Yusuf Islamic University Tangerang

Email: Arfiani.yulianti@unis.ac.id

Rusmini

Curriculum Development Division Ministry of Education. Malaysia

Email: drrusmini@moe.gov.my

Abstract

This research aims to compare the management of Early Childhood Education (PAUD), Integrated Pembina State, and Rabbi Rodiyyah Early Childhood Education, West Bandung Regency. These comparative aspects include comparisons of curriculum management, student management, teaching staff, infrastructure management, and financial management to improve the quality of learning at the two educational institutions. Data sources are teachers and students from both schools. Data collection techniques include observations at research locations at both institutions, mandala interviews with teachers and students, and documentation in the form of meeting notes, archives, and other literature to complement the data. This research method is comparative descriptive. The results of this research indicate that Early Childhood Education management. Rabbi Rodiyyah Early Childhood Education and Development, West Bandung Regency has many similarities and differences in several aspects that are mandatory to improve the quality of learning.

Keywords: Management, Early Childhood Education, Learning Quality

1. Introduction

The importance of education for early childhood is based on various research results which state that early childhood is a critical period in children's development. Based on neurological studies, at birth, a baby's brain contains around 100 billion neurons that are ready to make connections between cells. During the first years, the baby's brain develops very rapidly, producing trillions of connections between neurons that exceed the number of needs. These connections must be strengthened through various psychosocial stimuli because connections that are not strengthened will atrophy (shrink) and be destroyed. This is what will ultimately affect the child's intelligence level.

In another study, it was revealed that around 50% of human intelligence capability occurs when a child is 4 years old, 80% occurs when he is 8 years old and reaches the culmination point when the child is around 18 years old. This means that developments that occur over the next 14 years, and then brain development will experience stagnation.

The development of early childhood education must be carried out in an integrated manner to help poor communities and break the intergenerational cycle of poverty. Educational interventions increase a child's chances of survival. The combination of the two will optimize the growth and development of children as complete individuals, which is carried out through

efforts to maintain health, provide nutrition, stimulate intelligence, provide ample opportunities for children to explore and learn in a fun way, care for and guide children to understand their potential and play an active role in the family and society. In line with the above, the function of education for early childhood is not only to provide various learning experiences such as education for adults, but also to optimize the development of their intelligence capabilities.

Education here should be interpreted broadly, including all psychosocial stimulation processes which are not limited to classical learning processes. This means that education can take place anywhere and at any time, whether carried out independently within the family environment or by educational institutions outside the family environment.

One type of education that pays attention to child development is the Early Childhood Education Institution (PAUD). As a place to play while learning that is full of fun and freedom. This allows children to express and develop their talents, interests, and creativity. At the same time, you can also gain knowledge of skills and develop children's behavioral attitudes in a fun atmosphere.

To develop government programs, it is faced with various problems. Apart from funding problems, there are still various problems faced by the government. Namely: First, there is still low public understanding of the importance of Early Childhood Education (PAUD) for the child's further development. Second, not all regions have officers who specifically handle coaching up to the operational level. Third, there is still a lack of Early Childhood Education educational staff in the field. On the one hand, most of us are unemployed in education, but on the other hand, there are still not enough workers who have qualifications as Early Childhood Education teaching staff. Fourth, the large area that must be served and the large number of areas that are difficult to reach, geographical constraints are often the main causes of missing information and inaccessible services.

From the various descriptions presented above, we can understand the various problems faced by educational institutions to improve the quality of learning. The impact of the problems that arise can be used as a benchmark for the progress of an institution that provides Early Childhood Education. In the learning process of Early Childhood Education, this cannot be separated from good implementation management, therefore the question that arises in the minds of researchers is how to manage the implementation of the Pembina State Integrated Early Childhood Education (PAUD) and PAUD Robby Rhadiyah Curup West Bandung Regency programs. Nowadays it is seen that many institutions that organize Early Childhood Education programs only last 1-2 years, this is because they are faced with funding problems and a lack of coordination between the institution and the residents of the surrounding community.

2. Research Methods

The comparative researchers will be able to find similarities, and differences about objects, people, work procedures, ideas, criticism of people, groups of an idea or a procedure work, ideas, criticism of people, groups regarding an idea or a work procedure. Van Dale also spoke about comparative research

2.1. Data collection technique

The data collected in this research is regarding the management of the Pembina State Integrated PAUD and Robby Rhadiyah PAUD West Bandung Regency, both about curriculum management, student management, teaching and education staff, implementation of facilities, and finances.

- a. Interview This technique is used to collect data related to an abstract and complex event. This technique also allows researchers to find out how respondents perceive and view a phenomenon and then provide responses based on the reasons behind it.
- b. Documentation Study Apart from using observation techniques and interview techniques, researchers also collect data in the form of documents that are seen to be directly or indirectly related to learning activities. Some of the documents collected are in official form and some are in unofficial form.

2.2. Data analysis

All data obtained is analyzed using the description method in the description process and compiling interview transcripts and other collected material so that researchers can perfect their understanding of the data and then present it to others clearly about what has been discovered or obtained from the field.

3. Results and Discussion

3.1. PAUD curriculum management in improving the quality of learning

The learning carried out at Pembina State Integrated PAUD and Robby Rhadiyah PAUD West Bandung Regency is designed to manage the 2013 curriculum which aims to meet the needs and achieve the vision, mission, and goals of these educational institutions without ignoring the statutory provisions that have been established.

Management of the Pembina State Integrated PAUD Curriculum and Robby Rhadiyah PAUD West Bandung Regency includes planning, implementation, and evaluation of their developmental stages. Learning planning at these two institutions is by creating Standard Operating Procedures, Standards for Child Development Achievement Levels, creating child development programs which include: religious morals, social emotional, cognitive, language, physical motor, and arts.

Curriculum implementation at Pembina State Integrated PAUD and Robby Rhadiyah PAUD West Bandung Regency shows that the semester program contains a list of themes for one year and the time allocation for each theme. The semester program can be completed with the teacher preparing learning activities that will be implemented and developed from the material in the Basic Competencies.

The Principal of Pembina State Integrated PAUD and PAUD Robby Rhadiyah, West Bandung Regency. Grouping during learning will make students interact with each other, get to know each other and easily discuss each other.

Curriculum Evaluation at Pembina State Integrated PAUD and Robby Rhadiyah PAUD West Bandung Regency. Shows that according to the school principal, evaluation needs to be carried out correctly, meaning that it fulfills several conditions that must be met in curriculum evaluation (Yatim, 2006: 62), including (1) goal-oriented, (2) continuous, (3) comprehensive, (4) has a dual function, (5) oriented towards criteria to know whether the learning objectives that have been implemented are running by the plan that has been made and determined.

The results of the research show that for students who experience delays due to difficulties in following lessons, the teacher always pays special attention so that these students can adapt to other students and catch up. The teacher can assess the student whether they need therapy or just special guidance from the school. You can also form study groups guided by teachers, or give additional classes to children who are falling behind. This is in line with (Umiar, and Sodan Gojali., 2010: 147).

3.2. PAUD student management in improving the quality of learning

Education for early childhood education at Pembina State Integrated PAUD and Robby Rhadiyah PAUD, West Bandung Regency. It is necessary and young children can develop and grow well and as they should. For each ongoing activity program or learning program.

- a. The center-based learning process is a method used to train children's development using a play approach. Center-based learning is a learning model carried out in circle activities and play centers. A circle is when the teacher sits with the child in a circle to give the child a foothold, which is done after or before playing.
- b. Learning media that can be used are as follows: (1). Blocks Activities that can be done with blocks are that children can arrange the blocks provided by the educator according to the educator's instructions, or children can develop the child's initial mathematical logic skills, the child's ability to think when arranging the blocks, and the child can solve problems. (2). Natural materials and science The media used are natural materials found in the child's environment such as leaves, twigs, sand, stones, seeds, and tools to carry out this activity which are also those around the child such as sieves, shovels and buckets. (3). Art activities can provide opportunities for children to develop various skills, especially hand skills, such as folding, cutting, coloring, and making crafts. (4). Music This activity is related to gross motor skills and fine motor skills which focuses on music and movement, such as movements and songs at school, for example, the song I am myself.
- c. Development-based learning The learning process for early childhood which is carried out in early childhood education institutions tends to be carried out formally, with an orientation towards teachers developing reading, writing, and arithmetic skills. Development-based learning is divided into 3 things, namely age, individual characteristics of the child, and the child's sociocultural context. And implementation of a development-based learning process related to the following: (1). Holistic child development (2). individual program (3). child initiative (4). flexible (which can adapt to where it is) (5). playing as a learning process (6). integrated curriculum (7). continuous assessment (8). collaborating with the child's environment

3.3. Management of PAUD educators and education personnel in improving the quality of learning

The position of Educators and Education Personnel in the State Integrated PAUD Pembina and PAUD Robby Rhadiyah West Bandung Regency is personnel who are qualified as teachers, tutors, tutors, multiple roles, namely as educators, instructors, and trainers.

Management of State Integrated PAUD Educators and Education Personnel Pembina and PAUD Robby Rhadiyah West Bandung Regency, who can manage and regulate. The management of educational institutions needs to pay attention to the professionalism and quality of educators and educational staff, this is done to assure education users that the education provided has good service. Educator and education staff management activities consist of employee planning, employee procurement, coaching, promotion and transfer, dismissal, compensation, and assessment (Mulyasa, 2019).

Management of educators and educational staff of the State Integrated PAUD Pembina and PAUD Robby Rhadiyah West Bandung Regency. The management objectives of educators and education personnel are:

- a. Enables organizations to obtain and retain educational and educational personnel who are capable, trustworthy, and have high motivation.
- b. Increasing and improving the capacity of educators and education staff, and

c. Creating a harmonious work climate. Challenge

Management of State Integrated PAUD Educators and Education Personnel, Robby Rhadiyah PAUD, West Bandung Regency. The national education results can be optimized through increasing the professionalism of educators and education personnel. Professionalism and quality can be maintained through improving qualifications, coaching, and developing professionalism and good performance. To maintain the quality of management, planning, implementation, and development must be carried out seriously through guidance, training, and mentoring to all components of the institution or school, especially staff within PAUD institutions.

The need to organize development activities for educators and education personnel is one of the efforts to maintain the quality and quality of education in Indonesia. The current flow of technology and information is not only eroding young people but has become a trend for all levels of society.

- a. Educators and education staff need to select information before conveying it to students. Technological developments in the form of educational software have been widely developed, and with these devices, it is hoped that they can help the world of education.
- b. Educators and educational staff need the ability to keep up with technological developments.
- c. Educators can use technological devices as facilitators for students to support the student learning process.
- d. Educational staff are also the same as educators in using the latest information technology. With the latest technology, education staff can more easily provide services to education users.

3.4. Management of PAUD facilities in improving the quality of learning

The first facility and infrastructure management process is planning. Management planning for infrastructure and facilities in Pembina State Integrated PAUD and Robby Rhadiyah PAUD, West Bandung Regency. Carrying out planning for the needs and equipment needed by the school. The researcher also made observations, it was found that the management planning for infrastructure and facilities in the two institutions. Planning the needs and equipment needed by the school. This planning stage begins with observing the needs of students and teachers as well as the school environment.

Implementation activities for the management of the Pembina State Integrated PAUD and PAUD Robby Rhadiyah West Bandung Regency facilities and infrastructure, such as procurement, use, and maintenance effectively and efficiently, with the implementation of the use of facilities and infrastructure, are as follows:

- a. The learning objectives. Based on the research findings, facilities, and infrastructure procurement activities at the Pembina State Kindergarten are by purchasing the work of teachers or students. Procurement of facilities and infrastructure is also carried out at schools, all teacher manuals for lessons are made, and a teacher learning curriculum is created. Procurement also helps school teachers who are all involved in the procurement. It is known that the procurement of facilities and infrastructure is going well, according to the plan that has been determined. Based on the results of interviews, the process of procurement of facilities and infrastructure in this kindergarten is to the plan that has been determined. Based on the results of observations the procurement process is by purchasing and the work of teachers or

- students. Based on the documentation data obtained, it can be seen that the process of procuring facilities and infrastructure is by purchasing and producing work
- b. These facilities and infrastructure must be used by the needs and uses of each item, so that these items can be utilized properly. The facilities and infrastructure of the Pembina State Kindergarten are designed to maximize the learning process. Based on the documentation data obtained, all facilities and infrastructure in the school are used properly according to their respective functions.
 - c. Pembina State Kindergarten is very well maintained and the items used are as needed. "Maintenance is the shared responsibility of all Kindergarten employees."

Based on the results of interviews, the implementation of facilities and infrastructure management which includes procurement, use, and maintenance has been carried out well. Procurement of facilities and infrastructure at Pembina State Integrated PAUD and Robby Rhadiyah PAUD West Bandung Regency. By the predetermined plan. Use of facilities and infrastructure to be used according to the needs and uses of each item, so that the item can be used normally. It has been well maintained and the items used are as needed. Its maintenance is the shared responsibility of all staff at Kindergarten.

3.5. PAUD financial management in improving the quality of learning

Pembina State Integrated PAUD and PAUD Robby Rhadiyah West Bandung Regency. One treasurer calculates both revenues into one fund and uses it for all the needs of the two kindergartens. Funds used for learning or operational programs all come from student contributions. The student funds obtained are in the form of Happy member fees, Smiley member fees, membership fees, monthly fees for both kindergartens, Smiley monthly fees, annual fees, and Day Care. The use of these costs is by the monthly cost planning which is divided into routine expenses and non-routine expenses.

Member fees are different from monthly fees. This membership fee was initially held because children under five have fluctuating moods so children can use all the facilities at school outside of school hours. This fee is also different from the annual fee given for development costs.

The source of funds obtained by the institution is only sufficient for all the operational needs of the institution. The informant stated that the institution had critical months so it had to use savings from months that had excess funds. If analyzed using The Cashflow Quadrant, it is in the Student Donation quadrant. The institution does not have investments that can bring the institution to financial freedom. Only use savings methods to cover the lack of funds in certain months.

The management process carried out by the institution starts with budgeting and planning. This planning is carried out to see the suitability between income and expenditure or financial use each month. Routine expenses include employee service costs, teaching needs, administrative costs, operational and marketing costs, maintenance costs, and taxes. Meanwhile, non-routine costs are carried out if financial estimates are sufficient, such as repainting and other things such as banners receiving renewal of institutional facilities and infrastructure.

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