

The Management of Early Childhood Education Beginner in Districtt Grabag Purworejo

by Amirul Mukminin

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4 THE MANAGEMENT OF EARLY CHILDHOOD EDUCATION BEGINNER IN DISTRICT GRABAG PURWOREJO

Amirul Mukminin, Meidiana Dwi Cahyan
Early Childhood Teacher Education
Semarang State University
Semarang, Central Java, Indonesia
Email : mir.poerdjo@yahoo.co.id

ABSTRACT

In fact, it is an effort of the management utilization of existing resources optimally to achieve the objectives of the organization. This research was to describe the management of beginner Early Childhood Education (ECE) in Grabag Purworejo, roles and readiness of teachers in managing learning, and factors that influence the management of beginner ECE. This qualitative research is using interviews, observation and documentation to gathered the data. Technical data analysis using interactive model. The technique of the validity data using triangulation of sources.

The results of the analysis data that has been collected from the field, management of beginner ECE in Grabag Purworejo such as : (1) curriculum : spontaneity learning, (2) studenship : one day service, (3) personalia : education and training of teachers, (4) infrastructure : using village facility, (5) financial : partition system (division), (6) public relations : parents community and parenting program, (7) promotion : word of mouth strategy, (8) School Based Management : optimalization of public participation.

The role and readiness of teachers : spontaneity learning, indoor class learning, clasical class organization, class grouping based on age, learning evaluation form is raport, less structuring administration, and less optimally resource utilization.

Endowments factors : a commitment to progress, firm in dicipline, a high competition between institutions. Restricting factors : low communication between teachers, spontaneity coordination by headmaster and low profesionality.

Keywords : management, beginner Early Childhood Education school

INTRODUCTION

Early Childhood Education (ECE) is a fundamental education in the rides that provide a basic framework formed and development of basics knowledge, attitudes and skills in children. This means that any program associated with early childhood learning needs to get attention.

Curriculum, student management, personalia, infrastructure, finance, public relations, promotion, school based management is a substance that are present in a school management which is also important to note by teachers or government. Kamil (2009: 14) states that non formal education confirm process has a system, which contained the meaning that each non formal education development program planning needs to be done.

Sapre (in Usman, 2013: 6) states that management is a series of activities directed to use the resources of the organization effectively and efficiently in order to achieve the goals of the organization. Other management experts Terry (2003: 9) states that management includes activities to achieve goals, carried out by individuals who donated their best efforts through measures that have been set previously. This includes knowledge about what they should do, set a way how to do it, and measure the effectiveness of their efforts.

Any school or institution has different management that is relies on existing human resources. On the new stand institution called early childhood education school management beginners owned still haven't run wit optimal due to various factors. From the observations that had been made at the three beginner early childhood education school in Grabag, Purworejo, management in these institutions has not worked well because of the factor of human resources who owned low and the financial aren't running smoothly as well as low awareness of teachers about how importance good management for early childhood school beginners.

Education management is the art and science of managing resources to realize the process and results of the learning student actively, creative, innovative and fun in developing their potential (Usman, 2013: 13). The reason that management is not optimal due to the establishment of the early childhood school rush in mid 2014 due to the government's program of Purworejo i.e. one village one early childhood

school. At that time, Harjobinangun, Bakurejo and Dudu Wetan village not have early childhood school, to the establishment of the group play in district Grabag done with potluck preparation by the village chief and manager.

The beginners of ECE who stand in Grabag, management function has yet to be maximum done. The four functions of management among others planning, organizing, actuating and controlling. The first starts from planning function at the ECE and a novice in fact is still low as seen from the planning of learning that aren't systematically arranged. Second, organizing the classroom and administration that is less elaborate. The third function is actuating, it can seen from less prepared teachers in the learning process. The fourth function is controlling is lacking in their financial management.

All of this early childhood school gets more attention from government agencies than the other institution in Grabag. It can be seen from the existence of beginners ECE in Rowodadi and Tulusrejo village which is currently closed because there are no children who sign up to the founding of the same institution was examine by 2014. In addition, RA Kartini, Surya Baku and Bintang Kejora are institution that often include and active in Himpaudi organization. All these ECE also active in the filing of proposal for funds to centre government.

From the explanation above, researchers want to find out how the management of beginner ECE, the role and preparedness of teachers in learning management and factors of the management in beginner ECE Grabag Purworejo.

RESEARCH METHODS

The approach used in Early Childhood Education Management Beginners Grabag Purworejo is qualitative using a case study approach. According to Sukmadinata (2009: 99) case study is research that is focused on a selected phenomena and must be understood in depth by ignoring other phenomena. In the management of beginner ECE study in Grabag, researchers tookplace on 3 ECE that are KB RA Kartini Harjobinangun village, Surya Baku Bakurejo village and Bintang Kejora Dudu Wetan village.

The focus of this research is management of beginner ECE that covers eight components management (curriculum, student, personalia, infrastructure, finance, public relations, promotions and MBS), the role and preparedness teachers in learning management and factors of the management. The main informant in this research is headmaster and teachers, while the support informant are parents.

Data collection techniques are using interviews, observation and study documents. The other techniques is fieldnotes. According to Bogdan and Biklen (in Ahmadi, 2014: 189) field note is a written record of what the reseachers listen, look and think in collection data.

Triangulation was used in this research is a sources triangulation. Patton (in Moleong, 2007: 330) triangulation with a source means to compare and check behind the degree of confidence any information gained through time and different tools in qualitative research. Data analysis tehniqe used in this research is Miles and Huberman interactive model. Activity in data analysis that is reduction, display data, and conclusion or verification.

RESULT AND DISCUSSION

The management of beginner ECE that covers eight components i.e. curriculum, students, personalia, finance, public relations, promotion, and MBS still need much improvements in order to systematically arranged. The beginner ECE stand in mid-2014 is a new institution that stands up and doesn't yet have own school building. The building use for learning is the village hall room.

Eight management components have a link between on component with the other. The results of research that has been done in KB RA Kartini, Surya Baku and Bintang Kejora regarding teh curriculum, students, personalia, infrastructure, finance, public relations, promotion and MBS are as follows.

Curriculum management in beginner ECE have not arranged properly, it can be seen from the sparse learning planning prepared by the third beginner ECE.the learning model used is spontaneity learning. They still using old curriculum Permendiknas No 58 in 2009 and have yet to implement a new curriculum 2013. Curriculum is a set of instructional planning with a scientific approach, this

curriculum covers all areas of child development (religion, attitudes, knowledge and skills) (Wahyuningsih & Haryani, 2015). Student management in beginner ECE is one day service, it means that new students registration is done at the first day school. Personalia management are also low, visible from the school principal and teachers in the training program. Next is the financial management who are done with the system partition or division of financial responsibilities.

Public relations which aims to enhance public participation in beginner ECE is done with a community parents and parenting program. While the promotion in beginner ECE is using word of mouth strategy (*gethok tular* = in Javanese). The last management component is school based management, the same applied in beginner ECE yet because headmaster and teachers do not understand about school based management. MBS on beginner ECE placed on the optimization community participation.

In addition to the eight components of management, the role and preparedness teachers dealing with the four management functions (planning, organizing, actuating and controlling) are important to gets attention by the school. Four functions that exist in beginner ECE have not done well. It can be seen from the learning plan that is rarely drawn up (spontaneity learning). Organizing related class is using indoor learning and the class is classical model. While oversight related to the evaluation of learning only forms rapot. In addition the administrative set up and use of resources is still less than optimal.

Factor endowments and barrier to the beginner ECE management who are associated with the principles of management based on theory advanced by Suyadi (2011: 80), that are commitment and assertiveness, communication and coordination, professionalism and competition. Factors supporting the success of the management are strong commitment to move forward, firmly in dicipline and strong competition between institutions. While the factors restricting management is the lack of coordination between individuals, spontaneity coordination by headmaster and low profesional personnel.

CONCLUSION

1. The curriculum in beginner early childhood school still using Permendiknas No 58 in 2009 and spontaneity learning. Student management is apply one day service on registration of new students, this means that registration is done on the first day school and directly following the class. In infrastructure, building the third school wa still used a loan or use the village hall. Public relations are mainted by the school with community parents and parenting program. Both aim to accommodate aspirations of parents and public. The promotion is using word of mouth strategy. School based management has not been understand by headmaster and teachers.
2. The role and preparedness of teachers in management of beginner early childhood education school that are associated with the four functions of management i.e. planning, organizing, actuating and controlling are less than optimal. It can be seen from the planning of learning that is rarely drawn up (spontaneity learning). Organizing related on class that is using classical model and indoor learning. While oversight related to the evaluation of learning only use raport. In additio the administrative set up and use of resources is still less than optimal.
3. Factors supporting the success of management that are strong commitment to move forward, firmly in dicipline and strong competition between institutions. While the factors restricting management is the lack of coordination between individuals, spontaneity coordination by headmaster and low profesional of personnel.

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