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IMPROVING MANAGEMENT OF EARLY CHILDHOOD EDUCATION (PAUD) THROUGH IDENTIFICATION OF INSTITUTIONAL PROBLEMS

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ABSTRACT

The success of managing early childhood education institutions depends on aspects of curriculum management, infrastructure, marketing, students, supervisors, and educators. One of the most important steps in the management of educators is because this management determines how educators provide facilities to develop the skills possessed by children so that they can achieve the desired educational goals. This study aims to improve PAUD management (early childhood education) by identifying system problems. This study uses a qualitative and descriptive research model. The research sample is the Professor of the Integrated Islamic Ukhuwah PAUD Banjarmasin. The results showed that the observations, attention, communication and personality of teachers and children had been carried out well. Teachers often consult children's questions which show that the Ukhuwah Banjarmasin Integrated Islamic PAUD teachers on average have carried out their duties well.

Keywords: *Improvement, PAUD Management, Institutional Problems.*

INTRODUCTION

Early childhood is one of the critical stages of development, this is evidenced by the continuous and continuous development of children that affects the next stage of child development. Children can be said to have successfully completed their developmental tasks if they are able to meet every demand for the development of the child's age (Margaretha Sri Y, 2012). A child is said to be successful in the future if the child gets full service to meet his age target starting from the age of 0-6 years. Meanwhile, for children who have not maximally fulfilled their life development goals, it can be influenced by inadequate educational services and difficulties in developing their lives (Risma, 2020).

The chairman of the Indonesian PAUD Educators Association stated that there are many problems that hinder the creation of quality institutions (Sihaloho, 2016). Some of the main problems include: (1) Teachers with a basic degree in Early Childhood Education or Psychology are only 23.06%, and they are the key to achieving high standards. Furthermore, their level of education is one of the main indicators of quality (Gilliam & Marchesseault, 2005), (2) the low quality of Early Childhood Education programs and institutions (Cacciola & Downs, 2013), (3) the low involvement of families in the program (Rosita, 2013). 2019), (4) the tendency to focus on tutorials in PAUD leads to academic nuances (Daneri, 2018), 5) the low level of investment in education (Ho & Lee, 2016); (6) The problem of high nutrition and early childhood development (McCoy et al., 2018), and (7) The status of teachers in non-formal institutions has not been recognized (Nurhasanah R & DWIYAMA, 2019) (Zahri Harun, 2012).

All the above problems mean that the management is to make high quality designs. Management is a process of planning (Rasmani et al., 2020), organizing, driving, and controlling the pillars of resources to

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achieve goals effectively and efficiently (Griffin, 2004). The realization of Indonesia's golden generation in 2045 is a national goal that can be achieved by participating in a quality Early Childhood Education (PAUD) program. The first pillar in improving its management is planning by design and evidence (Nakajima et al., 2019). Management of education personnel (Mustari, 2014: 213) is an activity that includes setting norms, standards, procedures, appointments, coaching, management, welfare, and dismissal of school education personnel in order to carry out their duties and functions in achieving educational goals. . school goals. Management of education and education personnel (Rugaiyah 2010: 99) is the activity of managing personal education in carrying out tasks according to their duties and functions to run effectively (Pedagogik et al., 2016)(Suharni, 2019).

The main source of the preparation of the planning pillars in this research is to provide a comprehensive study in the form of documentation and mapping of global issues related to PAUD management, based on benchmarking and forecasting (Terry, 2010). Benchmarking is a process by which management objects that need to be carefully evaluated are documented for proper decision making (Garengo, 2019). While forecasting is defined as predicting the state of an object in the future. Ideally, both should be done simultaneously. Research to map global problems in the country with various arguments has not been carried out in a comprehensive, in-depth, and sustainable manner. Most management research in PAUD focuses on the implementation of management for certain components in PAUD, such as institutions, students, human resources, learning, and so on (Ita, 2018). PAUD management studies have not specifically examined the basic material for the first pillar of the process, which includes the planning pillar (Chan, 2018) (Karakter, n.d.).

Analysis of PAUD management facilitates the preparation of pillars of good planning (Mania et al., 2019). This is because good planning needs to answer six (6) main questions which include (1) what action should be taken, (2) why it needs to be done, (3) where to do it, (4) when the action should be taken. taken. , (5) the perpetrator of the action; and (6) How to perform these actions (Terry, 2010) (Zahri Harun, 2012). The government faces several problems related to the development of the Early Childhood Education program. Apart from funding problems, there are still various problems facing the government. Among them, First, the lack of public understanding of the importance of Early Childhood Education (PAUD) for the further development of children. Second, not all regions have an apparatus that specifically handles PAUD development at the operational level (Lestari, 2011). Third, there is still a lack of education personnel in PAUD (Janet Halliey, 2018). Meanwhile, unemployment in the education sector is still very high, and there are still few qualified educators as PAUD educators. Fourth, the extent of services and areas that are difficult to reach due to geographical limitations are often the main causes of loss of information and inaccessibility of services (Djafri et al., 2020).

Based on the various descriptions above, it can be identified several problems faced by educational institutions in improving the quality of learning. The impact of these problems is used as a benchmark for the progress of an institution that organizes Early Childhood Education (Chapman et al., 2017). The learning process is inseparable from good organizational management. Therefore, this study raises questions about the management of the PAUD program. Currently, many institutions that organize PAUD programs only last for 1 to 2 years. This is due to funding problems, and a lack of coordination between institutions and the surrounding community. The case also occurred at the Ukhuwah Islam Terpadu PAUD Banjarmasin. Many institutions are closed due to limited funds, and their lack of knowledge in managing PAUD so that educators and

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education staff at these institutions cannot work professionally.

In the context above, this research focuses on identifying PAUD management to improve the quality of its facilities. The research problem is described using the following questions: How does management manage educators and education staff to improve the quality of learning in PAUD Ukhuwah Islam Terpadu Banjarmasin? The general objective of this study is to improve the quality of learning at the Ukhuwah Islam Terpadu PAUD Banjarmasin through identification and management socialization at the Ukhuwah Islam Terpadu PAUD Banjarmasin. Based on the general objectives above, the specific purpose of this study is to improve the management of educators and education personnel at the Banjarmasin Ukhuwah Islam Terpadu PAUD in improving the quality of classroom learning.

LITERATURE REVIEW

Early Childhood Education (PAUD)

Based on Law Number 20 of 2003 concerning the National Education System relating to Early Childhood Education, it is written in article 28 paragraph 1 which reads "Early Childhood Education is held for children from birth to six years and is not a prerequisite for attending Basic Education". Furthermore, in Chapter I Article I paragraph 14 it is emphasized that Early Childhood Education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have the readiness to enter education. Furthermore. The Ministry of National Education stated that Early Childhood Education is a form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes). and behavior and religion), language and communication, according to the uniqueness and stages of development that early childhood goes through (Ma'sum, 2018).

Early childhood education basically includes all the efforts and actions taken by educators and parents in the process of caring for, nurturing, and educating children by creating an aura and environment where children can explore experiences that provide opportunities for them to know and understand the learning experiences they get. from the environment, through observing, imitating and experimenting which takes place repeatedly and involves all the potential and intelligence of children (Kurniawan, 2019).

Early age from birth to six years is a very decisive age in the formation of a child's character and personality. That age is an important age for the development of permanent intelligence itself, they are also able to absorb very high information. Information about the potential of children that age, is already widely available in the mass media and other electronic media (Paud, n.d.).

National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, creative, and become citizens. democratic and responsible (UURI No. 20/2003 CHAPTER II Article 3).

The goal Early Childhood Education to be achieved is to develop knowledge and understanding of people and teachers and parties related to early childhood education and development. In particular, the objectives to be achieved are (Suharti, 2018);

a) Can identify the physiological development of early childhood and
b) apply the results of the identification in the development of the physiology concerned
c) Can understand the development of early childhood creativity and the efforts related to its development

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d) Can understand multiple intelligences and their relation to early childhood development
e) Can understand the meaning of play for early childhood development
f) Can understand the learning approach and its application to students
g) childhood development

The purpose of early childhood education, in general, is to develop various potentials of children from an early age as preparation for life and being able to adapt to their environment. In particular, educational activities aim to (Wahyuni, 2019);

a) Children are able to worship, know and believe in God's creation and love others
b) Children are able to manage body skills including movements that control body movements, fine and gross movements, and receive sensory stimuli (five senses).
c) Children are able to use language for passive understanding and can communicate effectively which is useful for thinking and learning
d) Children are able to think logically, critically, give reasons, solve problems and find causal relationships
e) Children are able to recognize the natural environment, social environment, the role of society and appreciate social and cultural diversity, and are able to develop self-concept, positive attitude towards learning, self-control, and a sense of belonging.
f) Children have sensitivity to rhythm, tones, bars, various sounds, clap hands, and appreciate creative works

Early childhood education is considered important for parents to apply to their children, whether it's formally (at school) or within the family, this is in line with the article published by Kompas newspaper entitled "Why is Early Childhood Education Important?" Good and appropriate early childhood education (PAUD) is needed by children to face the future, According to Byrnes, PAUD will provide preparation for children to face the future, the closest is to face the school period. "Currently, several kindergartens have requested students who want to register there can read and count. In kindergarten, social skills and problem-solving skills have also begun to be taught. Because these abilities can be formed from an early age (Rohmah & Fatimah, 2017).

Basic Concepts of Educational Management

Educational management is defined as the art and science of managing educational resources to create a learning atmosphere and learning process so that students actively develop their potential so that they have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, and society, nation and state (Sabaruddin MZ, 2020).

To achieve success, in any case, required management, namely planning and organizing, experts define management as an effort, planning, organizing, directing, and supervising activities within an organization in order to achieve organizational goals efficiently and effectively(Wartini, 2015).

The Qur'an found directions to achieve a happy life, not only in this world but in the hereafter. The Qur'an shows people who they are, what their life goals are, and how they should act to achieve their true life goals.

As for good management, the management process simply includes four stages, namely planning (planning), organizing (organizing), processing (actuating), and controlling (controlling) commonly called POAC.

METHOD

This research was conducted using a qualitative descriptive method. This method was chosen with the aim of describing and finding in detail the problems of managing Early Childhood Education (PAUD) in terms of aspects such as the management of educators and education staff (Creswell, 2016). This research was conducted at the Integrated Islamic PAUD Ukhuwah

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Banjarmasin. Institutional problems can be identified through the relationship between teacher and child, the relationship between school and parents, and the relationship between teacher and peers. Data collection techniques using the method of observation and structured interviews. Structured interviews were conducted online through Google Forms by considering the effectiveness of time, place, and cost without compromising the substance of the data. Human resources consist of the principal (P) (n = 1), teacher of the playgroup (GKKB) (n = 2), teacher of group A (GKA) (n = 3), teacher of group B (GKB) (n = 3). Other techniques used in data collection besides interviews are observations made on the official website of the institution to see how the management process is carried out at PAUD Islam Terpadu Ukhuwah Banjarmasin and through zoom meetings with teachers and principals.

FINDINGS

The results of the research in the form of institutional observations through the school's official website obtained data in the form of 9 teachers with undergraduate qualifications in early childhood education at PAUD Islam Terpadu Ukhuwah Banjarmasin and 2 teachers with non-PAUD education. The average age of Ukhuwah Banjarmasin Integrated Islamic PAUD teachers is 35 years old and has attended several trainings related to early childhood education. The results of interviews with educators at PAUD Islam Terpadu Ukhuwah Banjarmasin revealed that the training or workshops he had attended included training on making learning implementation plans, 2013 curriculum training, child growth and development training, nutrition training for early childhood. This training is followed alternately by teachers so that every training held, not all teachers can take part in the training.

a) The results of filling out the google form are shown by the questions given by the researcher to the teacher, consisting of:
b) Teacher observations on child development
c) Teacher's attention to children
d) Teacher communication with children
e) Teacher's personality in dealing with children
f) Consultation with the principal regarding problems experienced by teachers in the classroom
g) Application of learning models in the classroom
h) Knowing the child's personality

DISCUSSION

Management of educators and education personnel is one of the important aspects that influence the management of Early Childhood Education (PAUD) whether or not it is successful. Management of educators and education discusses human resources taken out of work, institutions for the development of human resources for the advancement of educational institutions (Djafri et al., 2020). Erni Munastiwi (2019) in her book Management of Early Childhood Education Institutions for Beginners said that it is necessary to pay attention to the management aspect by applying moral principles to teachers so that teachers offer to make new innovations in education and are more enthusiastic in improving their performance. The research, which was conducted at the Integrated Islamic PAUD Ukhuwah Banjarmasin, aims to identify educational problems through the implementation of the management of educators and education personnel at the institution. Management of educators and education staff can be said to be successful if there are basic principles in their implementation that are upheld and implemented by institutions such as competent human resources, good human resource management, culture and organizational atmosphere that pay more attention to managerial. attitude, teamwork, and coordination among educators as well as competency development in improving the

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quality of early childhood education institutions.

Some of the things that have happened above show that on average the Ukhuwah Banjarmasin Integrated Islamic PAUD teachers have carried out their duties well. Teachers routinely report the results of children's growth and development every month in stages consisting of activities carried out by children starting from children entering school until children leaving school. This is done to observe the development of children and to determine the level of development and growth experienced by children, which consists of six aspects of child development. This aspect starts from the aspect of developing religious moral values, cognitive, language, socio-emotional, physical motor, and art (Alwi & et al, 2018).

This observation is carried out by the teacher so that the teacher can provide stimulation that can improve child development. Ukhuwah Banjarmasin Integrated Islamic PAUD teachers regularly pay attention to children, which is shown through their love for children. The attention given by the teacher is manifested as a manifestation of parents who love their children. With the attention given by the teacher to the child, the child will be more enthusiastic in participating in learning and the quality of learning in the classroom will also increase. In addition, the form of attention given by the teacher to the child will make the child feel cared for and respond to being valued (Lisnawati, 2018). In addition, teachers also often communicate with children so that children feel comfortable talking, playing, and joking with teachers and not instilling in children that teachers are scary and dangerous figures for children. With the communication made by the teacher with the child, the child will feel comfortable in telling stories and comfortable participating in learning in class with the teacher (States et al., 2018).

The success of a learning process is indicated by the teacher's efforts to recognize the personality and character of the child first because in carrying out learning the teacher needs to adjust the character and personality of the child so that what is taught by the teacher can be optimal. accepted by children because every child has different character. one another. In this case the teacher also plays an active role in shaping the personality of students at school. Teachers must also be patient and skilled in dealing with any differences in student character so that children feel comfortable with the teacher's personality (Billingham & Billingham, 2019).

The results also show that teachers also often consult with principals and other teachers about problems experienced in the classroom. This consultation is carried out with the aim of finding solutions to problems experienced related to the professionalism of a teacher and also as a means to share opinions and solutions so that teachers can exchange knowledge and add insight. In addition, the principal also often sends teacher representatives to attend training, webinars, and workshops related to PAUD so that teachers can complete and share information related to PAUD implementation, especially in PAUD Islam Ukhuwah Banjarmasin.

The implementation of learning in the classroom is also closely related to the applied learning model. Teachers always try to provide innovative and interesting learning models for children, so that children are more active in participating in learning (Amri, 2010). The learning model applied at the Ukhuwah Integrated Islamic PAUD Banjarmasin is in the form of area and group models. This is due to the lack of space and the lack of education personnel who master certain fields of science when applying the central learning model. However, principals and teachers still try to apply interesting learning models so as to create a comfortable, safe, cheerful, and fun classroom atmosphere for children.

Based on the results of the research above, the researchers provide advice to schools in an effort to improve the management of educational institutions for this era, especially the management of

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education personnel at the Integrated Islamic PAUD Ukhuwah Banjarmasin, namely by providing interesting reference activities, in increasing teacher competence, through the provision of related information. training activities and webinars that can be attended by teachers. So that the ability of teachers is increasing. In addition, researchers also provide assistance to teachers and school principals regarding the implementation of classroom learning and the preparation of effective and efficient, and innovative learning plans for classroom teachers, so as to create a pleasant classroom atmosphere for children.

So, the conclusion of this research is the management of early childhood education institutions, especially the management of education personnel at the Integrated Islamic PAUD Ukhuwah Banjarmasin has been done well. public; there is regular communication between teachers and principals as well as with other teachers. However, there needs to be an improvement in the quality of teacher management, namely improving the ability of teachers through training and webinars, and workshops as well as providing assistance in formulating interesting, innovative, and efficient learning designs.

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