

## EARLY CHILD EDUCATION MANAGEMENT IN RAUDHATUL ATHFAL IN TOMOHON CITY (multi-site study on RA Nur Zahra Kampung Jawa and RA Mardhatillah Kinilow)

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**Abstract:** Education is a conscious effort made to change human behavior, both individually and as a group through a learning process based on national education goals. This research uses a qualitative descriptive research approach with a case study type and a multi-site design. Planning learning early childhood education on Raudhatul Athfal Nur Zahra Kampung Jawa and Raudhatul Athfal Mardhatillah Tomohon City was carried out starting with the preparation of the annual program (PROTA), semester program (PROMES), RPPM and RPPH based on the curriculum. In planning education and learning the teacher develops learning according to the RPPM and RPPH which will become a reference for developing material with basic moral competencies, basic Islamic religious competencies and general basic competencies. Planning for early childhood education at RA Nur Zahra is carried out by planning the preparation of an annual program (PROTA), semester program (PROMES), RPPM and RPPH are planned to be prepared from April to June for semester 1 and for semester 2 it is prepared from October to December. Meanwhile, RA Mardhatillah Kinilow conducts annual program preparation (PROTA), Implementation learning early childhood education on Raudhatul Athfal Nur Zahra Kampung Jawa and Raudhatul Athfal Mardhatillah Tomohon City carry out education using the 2013 curriculum which collaborates the curriculum of the Ministry of Education and Culture and the Ministry of Religion. In implementing early childhood education it aims to encourage the development of students optimally so as to provide a basis for becoming Indonesian people who have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and effective, and able to contribute to the life of society, nation, state and world civilization.

**Key words:** Management, Education, early childhood

### INTRODUCTION

"Management is a process of organizing various activities in the context of implementing goals and as the ability or skills of people who occupy managerial positions to obtain results in the context of achieving goals through the activities of other people" (Feriyanto & Triana, 2015:4). "Management is the art and science of planning, organizing, compiling, directing, and controlling resources to achieve set goals" (Novitasari, 2017:12).

Management is a coordinating effort for all sources through the processes of planning, organizing, leading and controlling in order to achieve goals. Management is needed for three

reasons, namely: to achieve goals, to maintain a balance between conflicting goals, and to achieve efficiency and effectiveness. According to Sonhaji (2015: 3) management can be defined as the process of utilizing resources and coordinating and integrating activities effectively and efficiently to achieve organizational goals with or through other people.

According to Terry (2015: 1) management is a process framework, which involves guiding or directing a group of people towards an organizational goal or real purpose. Furthermore, it is said that the management function is a distinct process consisting of planning, organizing, actuating, and evaluating/assessing (controlling) which is carried out to achieve the specified goals using human and other resources.

Management is the implementation of an activity with good skills so that the achievement of organizational goals can be carried out properly. According to Feriyanto & Triana, (2015: 4) that management is a process of organizing various activities in the context of implementing goals and as the ability or skill of people who occupy managerial positions to obtain results in the context of achieving goals through the activities of other people.

Education is a conscious effort made to change human behavior, both individually and as a group through a learning process based on national education goals. According to Melmambessy (2012: 18) states that education is a process of transferring knowledge systematically from one person to another who meets predetermined standards. Furthermore according to Triyanto (2014: 23) that education is a business that draws something in humans as an effort to provide programmed or structured learning experiences in the form of formal, non-formal and informal education at school and outside school, which lasts a lifetime which aims to optimizing individual abilities to play the role of life appropriately.

## **2.1. Management of Early Childhood Education**

### **RESEARCH METHODOLOGY**

#### **1.1. Approach and Type of Research**

This research uses a qualitative descriptive research approach with a case study type and a multi-site design. Qualitative research is interpreted by research procedures that produce descriptive data in the form of written or spoken words from people and observed behavior (Moleong 2013:4). Meanwhile, Wiratna (2014: 20) argues that qualitative research aims to understand phenomena or social symptoms by providing exposure in the form of clear descriptions of social phenomena or symptoms in the form of a series of words which ultimately produce a theory.

#### **1.6. Data analysis technique**

This study used a multi-site research design which consisted of two forms of data analysis, namely single site data analysis (Individual case) and cross-site data analysis (cross case analysis) (Robert K. Yin, 2012: 61).

##### **1. Single Site Data Analysis**

The data analysis technique in this study is used as the concept of Miles and Huberman. According to Miles and Huberman in Sugiyono (2013: 337-342) qualitative research is carried out interactively and continuously at each stage of the research until it is complete, so that the data obtained is saturated. Activities in data analysis, namely data collection, data reduction, data display, and conclusion drawing/verification. The analysis steps are as shown below:

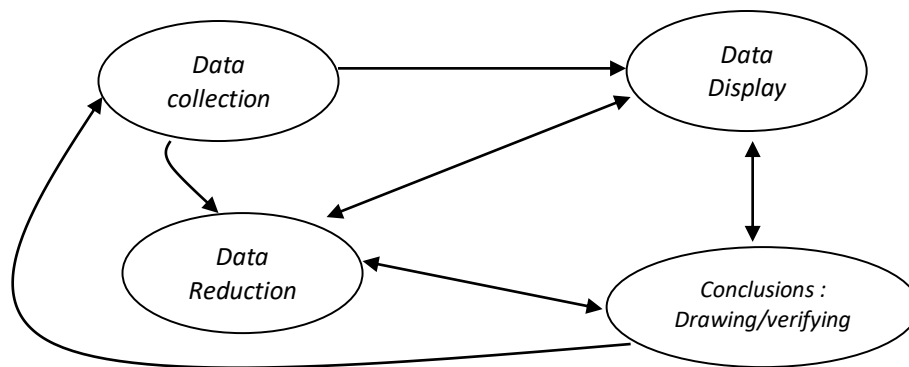


Figure 3.1. Data Analysis Steps (Miles and Huberman)

### Discussion of Research Results

1.1.1. Planning learning early childhood education on Raudhatul Athfal Nur Zahra Kampung Jawa and Raudhatul Athfal Mardhatillah Kinilow

Based on the results of this study, it shows that early childhood education management in Raudhatul Athfal Nur Zahra Kampung Jawa and Raudhatul Athfal Mardhatillah Kinilow, is related to early childhood learning planning which begins with the preparation of annual programs (PROTA), semester programs (PROMES), RPPM and RPPH based on curriculum. To plan for early childhood education to be more optimal, early childhood education institutions must improve quality according to standards set by the government. This is in line with the 2014 Ministry of Education and Culture Regulation of the Republic of Indonesia which is included in the process standard that includes planning, implementing, evaluating and monitoring learning. Learning planning is carried out using learning approaches and models according to the needs, characteristics of the child,

Early childhood learning planning at every educational institution must meet the standard requirements set by the government with reference to the regulations of the Ministry of Education and Culture and the Ministry of Religion, so that for educational planning at RA Nur Zahra Kampung Jawa and RA Mardhatillah Kinilow the institutional planning is used as a reference. As stated by RA teacher Nur Zahra Kampung Jawa stated the following:

The preparation of PROTA and PROSEM learning plans I collaborated with prota from the Ministry of National Education and Ministry of Religion to become promes with the Education calendar. (GK:01-W1/AM)

Furthermore, Guru RA Mardhatillah Kinilow also stated the following:

In preparing the first PROTA lesson plan I referred to the PROTA from the Ministry of National Education and the Ministry of Religion, then I developed it into PROMES, then I made an RKM, of which 1 RKM was the curriculum from the Ministry of National Education and the other was the school's own curriculum, in the RKM I planned the indicators as well as the materials that will be taught in 1 week. After I made the RKM, the next step was I made the RKH, in the RKH I made a plan within 1 day which contained indicators, methods, media and assessment (GK: 02-W1/NH).

Along with the opinion of Trianto (2012: 108) reveals that the learning implementation plan is a plan that describes the procedure and management of learning to achieve one basic competency that is applied in the content standards described in the syllabus. Meanwhile, according to Akbar (2013: 37) states that (1) identification of learning problems in the classroom through literature review, class observation, and review of documents related to the existing RPPH and used in the field by teachers; (2) curriculum analysis by analyzing content standards including core competencies, basic competencies, indicators and learning objectives; (3) prepare a draft RPPH based on theoretical

foundations and process standards; (4) expert validation to determine suitability of the RPPH draft with the theoretical basis of RPPH preparation using a validation instrument; (5) revise the RPPH draft based on expert validation so as to produce a RPPH draft that is in accordance with the theory; (6) conducting trials of RPPH in classroom learning practices, then the teacher conducts validation to find out the applicability of RPPH. At the same time, the audience is carried out by students to find out the effectiveness of RPPH in achieving learning targets; (7) make revisions based on limited trials.

The educational planning of each institution will differ depending on the curriculum implemented by the educational institution. The different things carried out by RA Nur Zahra are that the preparation of the annual program (PROTA), semester program (PROMES), RPPM and RPPH have been prepared in advance starting from April to June for semester 1 and for the preparation of the annual program (PROMES), semester program (PROMES), RPPM and RPPH semester 2 are prepared from October to December. Based on this, it is hoped that the plan is prepared carefully with the time used for 3 months, even though it is not actually continuously prepared, it is also hoped that other educational institutions will prepare their learning plans well in advance before the implementation of the new school year is implemented.

Early childhood education is related to matters of planning in the form of services provided to students, closely related to the implementation of learning which is the obligation of a teacher to develop learning tools in order to achieve learning goals and national education goals. Therefore, it is important for management in educational institutions, especially in early childhood education institutions, which must be managed professionally and effectively for the sake of early childhood development according to the development and needs of children.

1.1.2. Implementation learning early childhood education on Raudhatul Athfal Nur Zahra Kampung Jawa and Raudhatul Athfal Mardhatillah Kinilow

Based on the findings from this study, it shows that in the management of early childhood education in Raudhatul Athfal Nur Zahra Kampung Jawa and Raudhatul Athfal Mardhatillah Kinilow, regarding the implementation of early childhood education in carrying out education using the 2013 curriculum. Implementation of education as a whole is still using the 2013 curriculum, in meaning that the use of the curriculum is very important in the implementation of education both preschool, elementary and secondary education.

This is in line with what has been conveyed by Istiqomah (2016: 35) that the 2013 curriculum curriculum for early childhood education aims to encourage the optimal development of students so as to provide the basis for becoming Indonesian people who have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and effective, and able to contribute to the life of society, nation, state and world civilization. Students must be prepared with science and technology, as well as skills as provisions to achieve success in the future. This is also related to the leadership of the school principal or RA head who is professional in managing educational institutions regarding the implementation of the curriculum as described by Fadilah (2014: 25) that the principal's leadership is one of the determining factors that can drive all school resources. In addition, the teacher is the second determining factor that determines the success or failure of the curriculum of students in learning.

Based on the results of research regarding the implementation of early childhood education at RA Nur Zahra Kampung Jawa and RA Mardhatillah that the implementation of this curriculum adapts to the curriculum of the Ministry of National Education and the Ministry of Religion, as stated by one of the teachers as follows:

The activities that I do are based on the RKH by starting lessons from Monday to Friday from 07.30 to 11.00 WIT using K-13 which refers to the Ministry of National Education and the Ministry

of Religion. I carry out learning using a group learning model with a variety of play activities while learning which is a feature of child-oriented learning. Implementation of learning at our RA begins with a reception, opening activities, core activities, and closing activities (GK: 02-W2/LH).

In accordance with what was conveyed by one of the teachers, RA Mardhatillah Kinilow, that the implementation of the curriculum, teachers have full rights to apply the plans that have been made, both in the form of teaching preparation, syllabus, semester program, annual program, as well as RPPM and RPPH in the learning process. Based on the above, the national education standards state that the implementation of the learning process must be prepared at least with learning objectives, teaching materials, learning models, learning resources and assessment of learning outcomes, this is the obligation of a teacher to make those related to the learning process.

In line with the implementation of the curriculum implemented at RA Nur Zahra Kamoung Jawa and RA Mardhatillah Kinilow, that learning is carried out by training students' independence by recognizing letters, drawing, singing, coloring, singing, collage and reading can be described by Kadir (2014: 156) states that the opening activity is the initial activity in a learning meeting which is shown to generate motivation and focus the attention of students to actively participate in the learning process. Motivating and focusing students' attention can be done by using pictures, props, listening to new stories, singing, getting to know letters while singing. Furthermore, the opening of learning was also carried out at RA Mardhatillah Kinilow, starting with learning by carrying out dhuha prayers, marching, singing, saying the Muslim child's pledge, brym gym, telling stories about the theme and praying before learning begins. RA Nur Zahra Kampung Jawa and RA Mardhatillah Kinilow start learning at 07.30 to 11.00 WITA, the use of this time is effective for the level of early childhood education.

The activities that I do are based on the RKH by starting lessons from Monday to Friday from 07.30 to 11.00 WIT using K-13 which refers to the Ministry of Education and Culture and the Ministry of Religion. I carry out learning using a group learning model with a variety of play activities while learning which is a feature of child-oriented learning. Implementation of learning at our RA begins with a reception, opening activities, core activities, and closing activities (GK: 02-W2/LH)

In line with the implementation of RA Nur Zahra's learning in accordance with what was presented by Suyadi (2011: 244) states that the BBCT approach greatly influences the learning process for early childhood, with a characteristic foothold in learning done by sitting in a circle to stimulate the development of students at different stages. higher. The footholds in question are the footholds for the playing environment, the footholds before playing, the footholds during play and the footholds after playing. The application of this learning approach implemented by RA Nur Zahra Kampung Jawa can also be conveyed by Sujiono YN (2013: 216) that Beyond Center and Circle Time is a method or approach in organizing early childhood education and is a combination of theory and practice.

According to Sujiono YN (2011: 112) added that the implementation of BCCT can be carried out by covering several stages, namely 1) opening the center gradually according to the readiness of educators and infrastructure, 2) rotating each group of students to play in the center according to schedule, each group in one day playing one center, 3) providing variations and sufficient playing opportunities for each student, so that students do not feel bored and fighting over it, 4) adding a new center if educators and supporting facilities are not ready, 5) equipping each center with game tools educative. In accordance with the opinion above that BCCT learning can build and develop students' attitudes according to the regularity of learning,

The BCCT model is an approach that uses the game method, in which in essence students are free to choose the game they want. In early childhood education itself which is centered on students

who pay attention to all aspects of student development which includes the physical, cognitive, language and social development of students. The development of students is organized according to the needs, interests, and learning styles of students which emphasize the learning process is a method on the basis of constructivism which not only emphasizes memorizing but students construct their knowledge on the students themselves.

In addition to this BCCT approach, it can also be carried out with a variety of approaches such as the approach with the group learning model. This can be shown by the teacher RA Mardhatillah who stated the following:

The activities that I do are based on the RKH by starting lessons from Monday to Friday from 07.30 to 11.00 WIT using K-13 which refers to the National Education and Ministry of Religion. I carry out learning using a group learning model with a variety of play activities while learning which is a feature of child-oriented learning. Implementation of learning at our RA begins with a reception, opening activities, core activities, and closing activities (GK: 02-W2/LH)

Based on the opinion of the teacher RA Mardhatillah mentioned above, according to the opinion of Rusman (2013: 203) that the group learning model is a learning strategy that involves the participation of students in a small group to interact with each other with the group learning system will allow the teacher to manage the class more effectively and students can teach other fellow students. In group learning a broader interaction will be created, namely interaction and communication between teachers and students, students and students.

In the implementation of early childhood learning that applies the group learning model there are several group model options prepared, in accordance with the opinion of Yusuf (2018: 16-18) that group learning models can be divided into:

1. Group Model with Individual Work

In this model the teacher provides activities for a number of groups of children. For example, children are divided into 3 (three) groups, the teacher provides activities for 3 (three) groups. The work obtained is the result of individual work. If there are children who complete the task faster than their friends in the group, then the child can continue activities in other groups as long as there is still a place to play. However, if there is no place to play, the child can play in the safety activity corner. In the process of playing children can be given playing cards, which function to make it easier for the teacher to control which activities the child has done and which have not been done.

- b. Group Model with Group Work

Group play activities can also be developed into group play activities with rich group results as well. For example, three tables are provided, each consisting of one group play activity in one table. The play activities are carried out together with one piece of work. In this variation of play activities, children learn to work together in small groups to complete a task.

- c. Group Model with Project Work

Group play activities can be carried out by giving early ideas to children to work together. For example, the teacher conveys an idea to make something related to a theme such as making banana cake. On table 1, the children prepared the necessities for making banana cakes such as cleaning leaves, flour, sugar, pans etc. At table 2, the children did banana cake processing like mixing the ingredients that had been prepared at table 1. Table 3, the children wrapped the dough in leaves. In this activity all children have the same role in a masterpiece.

Based on some of the opinions above that the assessment is carried out by planning the assessment, implementing the assessment, processing the assessment, archiving and reporting student learning outcomes. After conducting a thorough evaluation, the RA reports the results of its

assessment to parents and related parties by prioritizing the development and needs of students in learning.

In line with the above, Sujiono YN (2011: 200) states that the evaluation or assessment of the development of students in early childhood learning is basically more appropriately referred to as a developmental assessment. And it is also emphasized that assessment in early childhood education is an activity process that aims to collect data or evidence about the development of learning outcomes related to early childhood development.

There are four types of assessments carried out by the teacher, namely daily assessments, weekly assessments, monthly assessments and assessments which are the reporting and final results obtained by the child during one semester. Daily assessments are carried out every day during learning activities taking place based on development indicators and using assessment techniques. Assessment techniques used such as observation and performance. Assessments are carried out such as behavior that reflects noble character, healthy living habits, recognition of body parts, function of limbs, activities that can stimulate fine and gross motor development, honest behavior, helpfulness, worship activities. The teacher has prepared an assessment sheet that must be filled in every day. The next assessment is a weekly assessment, This assessment is carried out on an ongoing basis which is recapitulated in a weekly assessment report which shows how far the child's development has been for one week which is supported by the daily assessment that has been carried out by the teacher. The weekly assessment is a recap of the daily assessment that is averaged by the teacher so that it will be known how far the child's developmental abilities have been achieved, whether they have not developed, are starting to develop, are developing as expected, and are developing very well. Observed indicators such as behavior that reflects an honest attitude, daily worship activities, behavior that reflects an attitude of caring and willing to help, cooperation, adjustment, and reflection of an aesthetic attitude. The weekly assessment is a recap of the daily assessment that is averaged by the teacher so that it will be known how far the child's developmental abilities have been achieved, whether they have not developed, are starting to develop, are developing as expected, and are developing very well. Observed indicators such as behavior that reflects an honest attitude, daily worship activities, behavior that reflects an attitude of caring and willing to help, cooperation, adjustment, and reflection of an aesthetic attitude. The weekly assessment is a recap of the daily assessment that is averaged by the teacher so that it will be known how far the child's developmental abilities have been achieved, whether they have not developed, are starting to develop, are developing as expected, and are developing very well. Observed indicators such as behavior that reflects an honest attitude, daily worship activities, behavior that reflects an attitude of caring and willing to help, cooperation, adjustment, and reflection of an aesthetic attitude.

The next assessment process is a monthly assessment. The indicators used are the same as those in the weekly assessment, only different in the progress achieved and simpler than the weekly assessment. The monthly assessment is the result of weekly assessment recapitulation which shows indicators of child development achievements. The assessment carried out at the end of the semester is called the LPPA or Child Development Achievement Report. LPPA describes the features of children in all aspects, the success of children's learning, descriptions of things that are important in children's development, furthermore and about things that teachers and parents need to do in the context of children's self-development.

The teacher needs to summarize all the results of the child's development and transfer it into a format that has been prepared both daily, weekly and semester. The data is processed by summarizing the results of the assessment for one semester in the form of a brief description report covering 3 competencies, namely attitude, knowledge and skill competencies. The formulation of the

description is carried out objectively so that it does not cause wrong perceptions for parents or guardians in the form of LPPA (Child Development Achievement Report).

1.1.3. Supporting and inhibiting factors in learning Early childhood education at Raudhatul Athfal Nur Zahra Village of Java

Based on data obtained through observation, interviews and documentation at RA Nur Zahra Kampung Jawa and RA Mardhatillah Kinilow relating to the supporting and inhibiting factors of the implementation of early childhood education that the factors that support the implementation of early childhood education are the strategic location of the schools in each site. RA Nur Zahra Kampung Jawa is supported because it is located and located in a Muslim-majority environment in Tomohon City which only exists in the Kampung Jawa Village which is inhabited by the Javanese Kampung people themselves and now Gorontalo people are increasingly domiciled in the Kampung Jawa Village. Whereas RA Mardhatillah Kinilow is supported by the existence or location of this RA in the Hidayatullah boarding school environment, Tomohon City, which is an icon of Muslims in Tomohon City.

The inhibiting factor for the two sites is the budget problem, where each site only manages a very minimal BOP budget because the number of students in each is lacking, even though they actually still meet the requirements for implementing early childhood education in Tomohon City.

Furthermore, another inhibiting factor is the involvement of parents in early childhood education which is held in the environment or at home, so that the RA from these two situations must prepare teachers who are more professional in dealing with students when they are at school. Because education at home can support the intelligence of participants when they enter preschool education or at Raudhatul Athfal in Tomohon City. These factors encourage early childhood education providers to further improve the management of their institutions.

In line with the above, it can be conveyed by Sofia and Adiyanto (2014: 15) stating that authoritative parenting patterns according to adolescent perceptions increase their moral intelligence. The education of parents in the family environment requires their involvement in the education of their children. In agreement with what has been said that optimally developed moral intelligence is very necessary for children because moral intelligence can guide children's thinking and acting (Aybek et al., 2015).

Another supporting factor is community awareness to develop facilities and infrastructure for RA Nur Zahra Kampung Jawa and RA Mardhatillah Kinilow who are so big and persistent for the sake of children's education in the future.

## Conclusion

This research is a multi-site research conducted at Raudhatul Athfal Nur Zahra Kampung Jawa or site 1 and Raudhatul Athfal Mardhatillah Kinilow or site 2. Based on the results of the research and discussion, the research will conclude about the management of early childhood education at Raudhatul Athfal in Tomohon City related to learning planning, learning implementation, learning evaluation and supporting and inhibiting factors in learning to organize PAUD in Tomohon City. Conclusions can be presented as follows:

1. Planning learning early childhood education on Raudhatul Athfal Nur Zahra Kampung Jawa and Raudhatul Athfal Mardhatillah Tomohon City was carried out starting with the preparation of the annual program (PROTA), semester program (PROMES), RPPM and RPPH based on the curriculum. In planning education and learning the teacher develops learning according to the RPPM and RPPH which will become a reference for developing material with basic moral competencies, basic Islamic religious competencies and general basic competencies. Planning for early childhood education at RA Nur Zahra is carried out by planning the preparation of an annual program



(PROTA), semester program (PROMES), RPPM and RPPH are planned to be prepared from April to June for semester 1 and for semester 2 it is prepared from October to December. Meanwhile, RA Mardhatillah Kinilow conducts annual program preparation (PROTA),

2. Implementation learning early childhood education on Raudhatul Athfal Nur Zahra Kampung Jawa and Raudhatul Athfal Mardhatillah Tomohon City carry out education using the 2013 curriculum which collaborates the curriculum of the Ministry of Education and Culture and the Ministry of Religion. In implementing early childhood education it aims to encourage the development of students optimally so as to provide a basis for becoming Indonesian people who have the ability to live as individuals and citizens who are faithful, productive, creative, innovative and effective, and able to contribute to the life of society, nation, state and world civilization. Principal leadership is the determining factor that can mobilize all school resources and teachers are the second determining factor that determines whether or not the curriculum is successful for students in learning.

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