

Early Childhood Learning Management: Multi-site Study in Pioneer Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency

Wiwi^{1*}, Aslamiah², Noorhapizah³

Master of Early Childhood Education, Lambung Mangkurat University

Corresponding Author: Wiwi, wiwispd93@admin.paud.belajar.id

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ABSTRACT

This study aims to reveal the management of early childhood learning in Perintis Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency. The results of the study indicate that: 1) Learning planning begins with compiling a one-year activity program. 2) In the division of teaching tasks for teachers, it is adjusted to their respective competencies and expertise by holding a coordination meeting first at the beginning of the new school year. 3) The implementation of learning uses classical learning models, play while learning methods, and thematic. 4) Learning evaluations are also carried out periodically, namely every day, every end of the month and every end of the semester.

INTRODUCTION

Early Childhood Education functions to develop various potentials optimally, according to their innate abilities. In the future, it is expected to be in line with the development of science and technology and research results related to human brain development (Brainware). Education is believed to be able to develop children's personalities beyond their potential or innate limits. These potentials include cognitive, creative, language, physical (gross and fine motor skills), spiritual, social, and emotional domains. (Suriansyah et al., 2024)

In this case, Early Childhood Education is a preschool educational institution that introduces advertising and school culture as the foundation for developing children's potential optimally. The education process takes place in the age range of 0 to 6 years. The experience received by children through education in the family, community, and Early Childhood Education environments is a very important process. Considered important because it can determine their condition, development, and success in the future. The growth of children's knowledge, skills, creativity, talents, interests, attitudes, and character is very dependent on their environment, as well as what is seen, experienced, obtained, and taught by others (Askamiah et al., 2024).

Learning management is a regulation of the teaching and learning process in order to create an effective and efficient teaching and learning process, an institution must have teachers who meet the standards in accordance with academic qualifications and are competent in their fields in order to create quality teacher performance, teachers have a very important role in education, teachers must plan an education program to be able to support the growth and development of children in every activity that children do. Learning management for early childhood education includes: standardization, process and assessment including program structure, time allocation, and planning, implementation, assessment is carried out in an integrated/integrated manner according to the level of development, talents/interests and needs of children. Program planning is carried out by educators which includes objectives, content, and program management plans that are arranged in the Weekly Activity Plan and Daily Activity Plan (Suriansyah, 2024). In implementing a learning program to be more effective, of course, it requires learning management, where this learning management aims to create a teaching and learning process that is easy to plan, organize, implement and control properly ((Askamiah et al., 2024); Aulia & Ngaisah, 2018; Noorhapizah et al., 2024; Hadiati, 2019; Made et al. & Tirtayani, 2021).

Early Childhood Education management is needed, especially in order to improve early childhood education services. This aims to be able to develop the potential of early childhood optimally. Like the road to elementary school education, early childhood education can smooth the path. Children will be more prepared, more independent, more disciplined, and easier to adjust, and develop their potential optimally. Through Early Childhood Education, a strong foundation is planted, fertilized and watered properly, so that in the future children can be independent and strong and become quality human beings (Noorhapizah et al., 2023).

This study focuses on Early Childhood Education Learning Management, the researcher chose two kindergartens, namely Pionir Kindergarten and Matahari Bunda Kindergarten located in Kuala Kurun, Kurun District, Gunung Mas Regency. Pionir Kindergarten and Matahari Bunda Kindergarten are educational institutions that can be an example for other institutions in managing Early Childhood Education seen from the development of their students' characteristics, mental and spiritual. This school is a school that has won several championships in school performance, this proves that the school in implementing its learning management is worthy and exemplary, so that other institutions can learn good learning management so that these institutions can improve the quality and quantity of their institutions. Pionir Kindergarten and Matahari Bunda Kindergarten teach according to the growth and development of students to be creative, critical, and creative through worship, exploration of science.

The purpose of this study is to describe and analyze:

1. Learning planning at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency.
2. Organization of learning at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency.
3. Implementation of learning at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency.
4. Evaluation of learning at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency.

THEORETICAL REVIEW

Early childhood management is needed because Early Childhood Education plays a very important role in developing and preparing the personality of students as a whole and comprehensively. Early Childhood Education is one of the most strategic levels, and determines the journey and future of children as a whole, and will even color their entire lives in society. Based on this, early childhood education requires more attention from the government because early childhood education is the beginning, and where age is also a range with all the things around the child. The attention that can be done is to carry out Early Childhood Education development that is not limited to formal settings, but also includes non-formal and informal fields. This will make it easier for society and schools to accept more students with the right quality of facilities and infrastructure.

Andrew F. Sikula in Hasibuan, Melayu S.P., Haji (2001) stated that Management in general refers to planning, organizing, controlling, staffing, leading, motivating, communicating, and decision making activities performed by any organization in order to coordinate the varied resources of the enterprise so as to bring an efficient creation of some product or service. This can be interpreted as management related to planning activities, student management, controlling, placement, direction, motivation, communication and decision making carried out in an organization with the aim of coordinating the resources owned to achieve optimal results for a product or service. As quoted from the

book *Basic Management, Definition and Problems* by Novitawati et al. (2022) where he mentions the division of management functions as follows: 1). According to G.R. Terry, management functions consist of Planning, Organizing, actuating, and controlling; 2). John F. Mee, management functions consist of Planning, Organizing, motivating, and controlling; 3). Leouis A. Allen, Says that management functions include leading, planning, organizing, and controlling; 4). Mc. Namara divides management functions into Planning, programming, budgeting, and systems; 5) Henry Fayol mentions that management functions consist of planning, organizing, commanding, coordinating, and controlling; 6) Harold Koontz & Cyril 25 O'Donnel mentions that management functions consist of planning, organizing, staffing, directing, and controlling; 7) Dr. S.P Siagian mentions that management functions consist of planning, organizing, motivating, controlling, and evaluating; 8) Prof. Drs. Oey Liang Lee mentions that management functions are planning, student management, directing, coordinating, and controlling; 9) W.H. Newman mentions that management functions are planning, organizing, assembling resources, directing, and coordinating; 10). Luther Gullick mentions the following management functions: Planning, organizing, staffing, directing, coordinating, reporting, and budgeting; 11). Lyndall F. Urwick says the management functions are forecasting, planning, organizing, commanding, coordinating, and controlling; while John D. Millet mentions the management functions are directing, and facilitating.

Based on this statement, it can be concluded that improving the quality of learning through four processes, namely, planning or design, student management, educational staff and education and the last is supervision carried out to achieve the goals in an institution or education.

Curriculum Management

Curriculum management includes the following: 1). Policies, projects, programs, procedures, methods, systems, budgets and standards needed to achieve goals. The planning function, management has a description related to work including: a). determining, describing, and explaining goals, b). predicting, c). Establishing Requirements and assumptions about Job Performance, d) determining and explaining tasks to achieve goals, e) establishing a completion plan, f) Establishing Policies, g) Planning standards and methods of completion, h) knowing in advance the problems that may occur in the future (Suriansyah, 2021).

It can be concluded that management is a planning carried out in a systematic process in an action that will be carried out during the learning process, and the related components are a comprehensive analysis, evaluating the intended or target population capabilities, identifying needs in the learning process or learning needs and formulating problems and learning objectives.

Student Management

Student management is: the activity of Determining resources and activities needed for achieve organizational goals, determine the Design and development of an organization or work group, then determine the Assignment

of certain responsibilities, and carry out the Delegation of authority needed to individuals to carry out their tasks.

The function of management is to group people and assign tasks according to their goals, explain tasks and missions. After that describe the work and tasks of implementation, clarify tasks in operational implementation, collect operational work in unity in management, determine job requirements, investigate and determine people with their abilities, provide employment facilities and other resources and adjust the organization from the perspective of control results. The principles of student management according to Suyanto, S (2005) consist of:

- 1) The organization has a clear task.
- 2) The goals of the organization must be understood by every member of the organization.
- 3) The goals of the organization must be acceptable to everyone in the organization.
- 4) There is a unity of direction from various parts of the organization.
- 5) There is unity of command
- 6) There is a balance between the authority and responsibility of a person in carrying out tasks.
- 7) There is a clear division of tasks
- 8) The organizational structure must be arranged as simply as possible.
- 9) The basic pattern of the organization must be relatively permanent.
- 10) There is an equal reward for each member of the organization.
- 11) The determination of people who work in the organization should be in accordance with their abilities.

It can be concluded that student management is an arrangement or regulation of all aspects of activities related to students, namely starting from the entry of students to the exit of students from an institution.

Management of Educational and Teaching Staff

Some terms that are the terminology of educational and teaching staff, including: 1). Directing: namely moving others by giving various directions, 2). Actuating: Namely moving others in general, 3). Leading; namely moving others by placing themselves in front of the people who are moved, leading them towards a certain goal and giving examples, 4). Commanding; namely moving others accompanied by an element of coercion, 5). Motivating; namely moving others by first providing reasons why certain things must be done.

The function of management of educational and educational personnel involves the quality of style and power of leaders and leadership activities such as communication, motivation and discipline. Its function is to motivate and movement carried out by education or institutions.

Direction is an explanation, instructions in considering and guidance for visible officers. Direction can be done in various ways: (1). Carrying out orientation about the work to be done by individuals or groups: 2). Providing general instructions and specific instructions both verbally and in writing, directly or indirectly.

Facilities

Facilities are the discovery and application of ways to ensure that plans have been implemented according to accuracy. The function of supervision is to set implementation standards, determine measures in implementation, carry out real implementation and compare the standards set and take corrective actions that deviate from the standards.

Facilities are actions or business activities so that the implementation of work and work results are in accordance with plans, orders, instructions or other provisions that have been set. Things that need to be done are measuring performance based on standards and performance measurement methods, assessing deviations that occur, reviewing company planning, strategies and activities.

Things that must be implemented or important things in supervision are

- 1) Must set standards in advance.
- 2) Must be accurate enough information can be an indicator of deviations between standard and actual results.
- 3) Actions that lead to improvements in each deviation. Types of supervision include;
 - a) Preliminary control is usually focused on problems that arise that cause deviations in the use of resources and quantities of an organization.
 - b) Concurrent control is usually carried out by the leader directly
 - c) Feedback control is a method that is decided on the results of work.
- 4) It can be concluded that maintaining an activity to collect data in an effort to find out how far the activity has achieved its goals and the difficulties encountered in its implementation.

METHODOLOGY

This study uses a qualitative research approach, namely research that can be interpreted as a problem-solving procedure that is investigated by describing, depicting the current state of the subject or object of research based on the facts that appear or as they are.

Qualitative methods are research that is intended to understand the phenomenon of what is experienced by the research subject holistically and descriptively in the form of words and language, in a specific natural context and by utilizing various scientific methods.

This research approach aims for researchers to be able to describe clearly and in detail and obtain in-depth data and to find out about Early Childhood Education Learning Management (Multi-Site Study at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency). So that by using qualitative methods, it can be known the management of Early Childhood Education learning at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency.

Researchers collect data from direct observation, interviews and documentation. Interviews are conducted with the Principal, Teachers, and administrative staff.

Data analysis in qualitative research is carried out before entering the field, while in the field and after finishing in the field. In this case (Arikunto, 2017) stated that the analysis has begun since formulating and explaining the problem, before going into the field, and continues until the writing of the research results.

The data analysis techniques in this study are Data Collection, Data Condensation, Data Presentation and Conclusion Drawing/Verification

RESULTS AND DISCUSSION

Learning planning is a very important initial step in the teaching and learning process. With careful planning, teachers can create effective and enjoyable learning for students. Learning planning is the stage of determining the goals to be achieved and how to achieve the goals. So that all actions from each activity are carried out effectively and efficiently to achieve learning goals.

Learning planning in both schools has a fairly complete and structured learning planning system. Teachers are given the freedom to choose learning methods and media, but still adhere to the applicable curriculum. Learning planning refers to the Early Childhood Education curriculum and applicable regulations, such as the Minister of Education and Culture Regulation on Early Childhood Education. This regulation provides general guidelines on graduate competency standards, learning processes, and assessments.

Planning in making semester programs is based on the applicable curriculum, considering the available time allocation, the number of topics in the semester, then choosing interesting learning themes that are relevant to children's daily lives, and compiling a learning schedule for one semester. Learning planning in the process of making the Weekly Learning Implementation Plan is by analyzing the previously prepared semester program. Meanwhile, planning in the process of making the Daily Learning Implementation Plan begins with the Weekly Learning Implementation Plan that has been prepared. The Weekly Learning Implementation Plan is a reference for teachers in preparing daily learning activities. Each teacher will develop the Weekly Learning Implementation Plan into a more detailed Daily Learning Implementation Plan.

The teacher will also detail the learning activities that will be carried out each day, starting from the initial activities, core activities, to closing activities. Based on research findings at both research sites, namely Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency, learning planning is an important thing to do before implementing learning. At both research sites, planning is the initial stage in implementing learning, both before entering the new school year or the beginning of the semester. In planning something we need to have the confidence to start it. Learning planning on both sites begins with the creation of a learning activity plan according to the topics contained in the annual program, semester program, weekly learning implementation plan, and daily learning implementation plan, which are guided by the curriculum of each school, this is in accordance with Permendikbud Number 137 of 2014.

After planning, the next stage is organizing learning. Organizing learning on both sites begins with the creation of a school education calendar in determining effective school days, ineffective school days and holidays based on references to the Education Office calendar. In determining effective days, it is adjusted to the number of effective days with the learning load that has been set in the curriculum. Determination of ineffective days is seen from school holidays and national holidays such as Eid, New Year, and other big days automatically become ineffective days. The determination of school holidays follows the rules that apply at the national and regional levels.

The organization of the division of teaching tasks for teachers is adjusted to their respective expertise and interests, maximizing the potential of each teacher by giving tasks that are in accordance with their competencies, the division of tasks is also adjusted to the number of children in each class, classes with more students will be given more teachers so that they can create order and stability in the implementation of teaching and learning activities and finally in the aspect of organizing learning is grouping children into groups based on age, interests, and child development, for example children who are almost the same age and have the same interests will be grouped together, in addition to paying attention to the child's social emotional development, more active children will be combined with calmer children.

Based on the findings at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency, the method used at both sites in dividing work into operational tasks that must be carried out by educators and education personnel in teaching and learning activities is based on a coordination meeting before the start of the new school year or the start of the semester led by the principal, namely starting from the learning plan that has been formed. The most common method used at both sites is to divide the roles of each existing personnel according to their field of work and specifications, so that the work of preparing plans is easier. The division of teaching tasks for teachers is adjusted to their respective expertise and interests, maximizing the potential of each teacher by giving tasks that are in accordance with their competencies.

The implementation of learning is carried out after planning and organizing. The implementation of learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the expected results. The implementation of learning is an activity of the teaching and learning process as a core element of learning activities which in its implementation is adjusted to the guidelines that have been arranged in previous planning. The implementation of learning at both sites uses a classical learning model, a play while learning method, and thematics designed to meet the needs and interests of children by paying attention to the cognitive, affective, and psychomotor aspects of children in each learning activity, so that it can create an effective and enjoyable learning environment for students.

The implementation of learning at both sites was carried out well where the implementation of learning ran according to the procedures that had been designed in the Learning Implementation Plan that had been made by the

teacher. The implementation of learning at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency began with gross motor activities before entering the class such as gymnastics, doing movements and songs, clapping with various claps as an example of a healthy child clap.

The implementation of initial activities at both research sites was carried out in a classical manner and was followed by all children in one class, at the same time and activities. Initial activities were carried out with greetings followed by prayer, checking children's attendance, apperception through songs or stories, questions and answers about the theme and sub-theme. Previously, the educator and the children had a conversation, for example asking about the child's condition, asking about the activities carried out before going to school and so on for approximately 30 minutes.

The next stage in the implementation of learning is the core learning activity. Core activities are the process of forming competencies in accordance with learning objectives, which involve attention, social and emotional abilities. The activities include various types of games that are chosen and liked by children so that they can explore, experiment, bring out their initiative, and creativity.

In the core learning activities, children are grouped and do different activities. The educator first explains the activities or things related to the tasks of each group in a classical manner and gives a name to each group, for example if the theme is animals, then the group name is based on the theme. After each group has completed the activities assigned to them, each child shows their work to their friends in the class while the educator comments on the child's results with positive statements that can improve children's learning.

After the core activities, it is continued with eating and resting. During eating and resting activities, children are accustomed to praying together first, washing their hands and eating together which is provided by each child from home. After eating, the children rest and play inside and outside the classroom using the available play facilities and playing without using play equipment. In this activity, educators can observe children's discipline, eating rules, types of nutritious food, social feelings and cooperation.

In the closing activity, it is done by asking about feelings during the learning process, then discussing what activities the children have played and what toys they like the most, then telling short stories containing messages from educators, and informing what learning activities will be carried out the next day, apperception through reading prayers, clapping home, and expressing gratitude.

After the implementation of learning, the next stage is evaluation or assessment of learning. Evaluation (assessment) is based on the results of observations and documentation that in both sites, evaluations are generally carried out by teachers. Evaluation of learning at both sites is carried out every day based on routine observations of child development. Observations made include observations when children play, interact with friends, or when doing learning activities, as well as seeing the development of motoric, cognitive, language, and social emotional children.

The form of learning evaluation carried out at both sites with various forms of evaluation in order to see the development of children as a whole. In addition to daily observations, learning evaluations are also carried out periodically, namely at the end of each month and at the end of the semester, and making a portfolio for each individual containing a collection of children's work, containing pictures, crafts, and notes on children's development, also conducting evaluations through games and daily activities. The evaluation techniques used include assignments, conversations, observations, performance, work results, and portfolios.

Strategies and follow-up steps for improving learning at both sites are: First, conducting regular learning evaluations, either through class observations, child portfolio analysis, or feedback from parents. If deficiencies are found, a team meeting will be held to discuss the causes and formulate corrective measures. For example, if many children are found to have difficulty recognizing numbers, the frequency of learning activities in recognizing numbers will be increased. Second, holding regular parent meetings to convey the evaluation results and ask for input from parents and provide communication channels that are easily accessible to parents, so that parents can provide direct feedback. In addition, inviting parents to participate in learning activities at school.

Based on research findings at both sites, research evaluations are carried out in three ways, namely routine daily evaluations, monthly evaluations, and end-of-semester evaluations. Evaluation activities at Early Childhood Education institutions are carried out during teaching and learning activities. In evaluation activities, a teacher refers to the child's abilities or competencies that will be achieved in previously designed activities (Prihandoko et al., 2023)

Based on the findings of the research results at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency, evaluations are carried out throughout the time, starting from when children arrive at school, play, until they return home, evaluations are carried out in various ways. Determination of the evaluation method used is always accompanied by the determination of the use of assessment data collection tools. Evaluation techniques used at both sites include assignments, conversations, observations, performance, work results, and portfolios. The results of the evaluation must then be followed up in the form of reporting the evaluation results which are activities to formulate and communicate the results of the evaluation of child development to parents and related parties. The teacher explains the achievement of aspects of growth and development that the child has had in a certain time including all aspects of growth and development, namely physical, language, cognitive, socio-emotional, art, morals and religious values (Novitawati and Anggraini, 2021)

CONCLUSIONS AND RECOMMENDATIONS

Based on the discussion of the previous chapter, the management of Early Childhood Education learning at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency can be concluded as follows:

Learning planning at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency begins with compiling a one-year activity program by the principal and the board of teachers, creating a set of learning activity plans in the form of semester programs, weekly learning implementation plans (RPPM), and daily learning implementation plans (RPPH), which are guided by the curriculum of each school. After that, determine the learning steps and conduct invitations, using various methods.

The organization of learning at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency, begins with the creation of a school education calendar based on the local Education Office calendar, then the division of teaching tasks for teachers is adjusted to their competencies by holding a coordination meeting first at the beginning of the new school year by the principal and the teacher council, then grouping children according to the group unit, namely based on age, interests, and child development.

The implementation of learning at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency, has similarities in the implementation of learning, namely in all classes using classical learning models, play while learning methods, and thematic, the implementation of learning uses three stages of learning activities that begin with initial activities in the form of greetings, prayers, habits and so on. Furthermore, the core activities are in the form of delivering material according to the theme, methods, teaching aids and innovative and creative learning approaches, and the last closing activity is in the form of closing learning by evaluating children, conversations, providing information, asking what activities children play or recalling.

Learning Evaluation at Pionir Kindergarten and Matahari Bunda Kindergarten, Kurun District, Gunung Mas Regency, process evaluation is carried out all the time, starting from when the child arrives at school, plays, until returning home. Learning evaluation is carried out by the class teacher every day based on routine observations of child development, creating a portfolio for each individual containing a collection of children's work and records of child development. Learning evaluation is also carried out periodically, namely at the end of each month and at the end of each semester. Evaluation techniques used include assignments, conversations, observations, performance, anecdotal notes, portfolios and others. A written report which is a child development report or report card is given to parents at the end of each semester. This child development report contains the results of observations, assignment scores, and also records of child development in general. The strategy and follow-up steps for improving learning at both sites are to conduct regular learning evaluations, either through class observations, child portfolio analysis, or feedback from parents.

FURTHER STUDY

For further researchers, further researchers can conduct further research on PAUD learning management related to factors such as student motivation, in order to understand how this factor influences the level of involvement and success of learning.

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