

Developing PAUD Learning Management based on Child Development

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Abstract—Early childhood education (PAUD) is one of the exact step to develop potential and interest of a child that soon become a responsible, independent, and creative individual in the future through the studying model with beyond centers and circle time (BCCT) approach or we may also call center learning model. A teacher should function as a facilitator, motivator, and evaluator. Basically a center learning model will work well if it is run with a good plan, organization, implementation, and evaluation. However, in reality, running such a learning model is an obstacle for most of the early childhood education (PAUD). This research is focused on developing learning management for early childhood education (PAUD) using ADDIE model [1]. It consists of five stages, analysis, design, development, implementation and evaluation. Last but not least, this writing will only discuss about analysis and this research outcome will be developing on early childhood education (PAUD) learning management, based on childhood development

Keywords— *listening management; BCCT; child development*

I. INTRODUCTION

The importance of an organized PAUD has become an international concern. In the World Education Forum held in 2000 Dakar, Senegal had committed at least six agreements as an educational action framework for all of which was to expand and improve overall care and early childhood education, especially for very vulnerable and disadvantaged children. Indonesian is one of the members of this forum and certainly bound to implement them.

PAUD is one of the right steps to develop children's potential and interest so that they can become responsible, independent, and creative individuals in the future. For the development of these interests and potentials can be done through learning models and approaches of Beyond Centers and Circle Time (BCCT) or also called center learning models.

The BCCT approach or center learning model is a play environment setting and provides full support for children to be active, creative, and brave to make their own decisions. In learning using this center approach the teacher functions as facilitator, motivator, and evaluator. This approach also has a standardized operating standard and therefore the BCCT is adopted by PAUD directors and recommended to be used as an approach in the learning model in PAUD. In line with the results of Lessy's dissertation research [6] stated that thematic

integrative learning with Beyond Centers and Circle Time (BCCT) approach had been proved as an effective learning model to improve children's physical, emotional, and academic.

Learning Center or known as Beyond Centers and Circle Time is the learning approach used for early childhood, developed based on the results of theoretical and empirical studies which are the development of the Montessori, Highscope, and Reggio Emilio methods developed by the Creative Center for Childhood Research and Training (CCCRT) Florida, USA, held at Creative Pre School, Florida, USA for more than 25 years, both formal children and children with special needs.

In connection with this, Yildirim's research says that learning requires lots of work and activities in which these activities will provide main experience, help children transform theoretical knowledge into practice, record in their memory and create solutions to the problems they are experiencing in everyday life. However, in this case, it can be seen in PAUD that is currently still constrained in the implementation of learning centers due to the management that is not optimal. Learning models that have been implemented in PAUD need development so that the learning process can run effectively and educators can provide opportunities for children to develop their skills and be able to train their ability to work together, a sense of responsibility, and be able to control emotions [5]. The research concluded that the application of BCCT learning was difficult to implement because of the limitations of the facilities owned by PAUD [7].

Discussing about the quality of PAUD certainly cannot be separated from the learning management process which consists of planning, implementation, and evaluation. Learning done at schools certainly needs to be managed well by referring to the goals and functions rather than education management itself [9]; the realization of a learning atmosphere and an active, creative, effective, fun and meaningful learning process, creating evenly distribution, quality and relevant education plan. Basically, center learning can be done well if it is well managed starting from planning, organizing, implementing, and evaluating [10].

Management is a process or framework that involves the guidance or direction of a group of people towards

organizational goals or real intentions [10]. In another opinion, management is an art to do works through other people [3]. This definition concerns on the fact that in achieving the organization goals, managers will manage other people to do the works needed and not do them by themselves. Every activity done by management is a planned activity [12]. Basically, management can be defined as working together with other people in deciding, interpreting, and achieving organization goals by implementing the functions of planning, organizing, staffing, leading, and controlling [4]. Thus, it can be concluded that management is a process of planning, organizing, leading and controlling the works of organization members and using all organizational goals that have been set. This article will discuss about management development.

Management development is an attempt to improve current or future work performance by providing knowledge and skills. In learning with the development of this management, it will improve a model that already exists and has already been done at school. In this case, it will be even better if its implementation is based on child development. The implication is the teacher must have readiness in managing learning and the students also have readiness in terms of learning which is certainly for early childhood learning through playing.

The learning model in PAUD is a pattern or design that describes the process of detailing and creating environmental situations that allow children to interact in learning so that there will be changes and development in children [8]. Likewise, the learning model can be used as a choice pattern, meant that teachers can choose an appropriate and efficient learning model to achieve their educational goals [11]. In this learning model there are several components of the learning model which include concepts, learning objectives, competency standards and basic competencies (SK-KD), materials, procedures, methods, learning resources and evaluation techniques. The development of learning models in early childhood education is based on a syllabus which is described into a Semester Program (Prosem), Weekly Learning Program Plan (RPPM), and Daily Learning Program Plan (RPPH). Thus, the learning model is a concrete description that is carried out by educators with children in accordance with RPPH.

The implementation of learning with a center and circle approach model is a child-focused approach where the learning process is centered in the playing center and when children are in a circle using four types of footing (scaffolding) to support children's development, namely; (1) the playing environment; (2) footing before playing; (3) footing during playing; (4) footing after playing [12].

In applying this learning center is intended to stimulate all aspects of children's intelligence in order to develop optimally, the child's brain needs to be stimulated continuously to think actively by exploring its own experiences. The learning by using this central approach considers playing as the most appropriate vehicle and the only vehicle for children's learning, because it is not only having fun, but also playing in an educational setting can be a vehicle for active and creative thinking.

In learning, if all elements of the existing resources already have the accurate planning, the proper implementation and in strict supervision, the learning process in PAUD will run effectively and efficiently. Efficient is able to empower existing resources by doing the right work (do things right), and effective is the level of success in achieving goals by doing the right job (do the right things). Besides being able to expedite the learning process, good management will also help teachers, principals and PAUD institutions in accreditation preparation. With a good arrangement, the accreditation process will be fun and easy because all the data and all the documents needed to carry out the learning in accordance with the child's needs and development are available, so that at any time if needed it will be easily and quickly rediscovered. Hopefully in the accreditation (feasibility assessment), PAUD will get a good title and always perform progress.

The development of management models of child development-based PAUD learning uses the "ADDIE" model. The reason for choosing this ADDIE model is because it is a learning system design model that shows the basic stages of a learning system that is simple and easy to learn with a structure that is systematic analysis, design, development, implementation, and evaluation which are related to another. For needs analysis is done by interviewing the principal and PAUD teachers to explore information about the management process or management of learning centers so far. Some information is extracted in the need assessment, as follows.

TABLE I. SUMMARY OF NEED ASSESSMENT

Activities	Research Focus
Needs Analysis	This analysis focuses on assessing the needs of prospective users, namely the Principal and PAUD Teachers. Needs analysis is done by studying planning, organizing, implementing and evaluating learning centers that are appropriate for child development
Learning Planning Analysis	In this learning planning analysis, it is conducted to study learning objectives, selection of materials, activities, media and learning resources, parental involvement, evaluation
Analysis of Organizing learning	In this organizing analysis, it examines the division of tasks for teachers, helps the coordination, facilitates supervision
Analysis of the implementation of learning	It is the analysis of the implementation of the learning procedures, the effectiveness of learning, the role of the principal
Learning Evaluation Analysis	In this evaluation analysis, it will examine the early childhood assessment model and supervision

II. RESULTS AND DISCUSSION

In this discussion, an assessment needs to be explored about the development of management of PAUD based on child development. Interviews conducted on principals indicate that central learning management is still far from the provisions that have been in the guidelines for managing learning centers in PAUD published by the Ministry of

Education and Culture. This is due to the limited facilities and infrastructure owned by each PAUD, while the teacher assumes that for the application of central learning requires a lot of game tools so that learning can run optimally. Even so the teacher still tries to enrich the game tool by making his own by utilizing the environment. In other cases, coordination between teacher centers is still far from what is expected as if in managing the centers in the school the teacher only works alone. Collaboration between personnel is needed in a learning management so there will be the creation of a pleasant atmosphere when children conduct learning activities.

The results of interviews with teachers indicate that material in this learning depends on the teacher's understanding which means that there is no reference book for a material in learning. The teachers are only guided by the achievements in the KI (Core Competence) and KD (Basic Competence) indicators. If the development of the material is only based on the knowledge and insight of the teacher, then of course the information or learning material will be meaningful depending on the teacher's ability and what needs to be understood is that the teacher's ability in terms of knowledge is certainly not the same.

Learning planning analysis is any plan made by the teacher in the coordination of the principal to carry out the activities of the teaching and learning process by making careful arrangements in each of his activities, by making the learning objectives to be achieved, materials for the child in developing their potential, the methods used and evaluate everything that is listed in RPPH. The process of this learning planning is by setting goals to be achieved relating to the achievement of the existing PAUD vision and mission, setting material that is appropriate to the needs of children in their respective PAUD by using methods that are preferred by children so that learning will be meaningful and by determining assessment techniques that will be used in each learning activity. In determining the activities or learning programs should involve parents, such as in the theme of the Profession with the sub-theme of the Doctor, then those who will provide material about the profession are asked for parental willingness in accordance with the profession. In other cases it can also make an agreement for parents to plan activities that involve parents and children but in reality this has never been done.

Organizing analysis for center learning is a process that involves how to make the strategies formulated in the above learning planning be organized in conducive way, and can ensure that all the people involved can work effectively and efficiently in order to achieve the goal of being able to organize and connect learning resources in an effective way too. In organizing the learning by assigning one teacher into a center where the teacher is appointed by the principal to be responsible with managing learning in the center. However, in determining the teacher as the person in charge for one center, it is often not in accordance with his competence so that it will be difficult for the teacher to design learning centers, even for the implementation of learning, there will be obstacles. This happens because of the limited number of human resources in school so that the principal can only appoint existing teachers even though they do not have sufficient capability to manage learning centers. This can be seen in the design of the center

activities made by the teacher is still not varied so that children are not interested.

Analysis of the implementation of learning is a series of management processes, implementation (actuating) is the main management function, where more emphasis on activities that relate directly to people in the organization in this learning management will be directly related to students. So implementation is an attempt to make planning become reality, through various directions and motivations so that each learning process carried out runs in accordance with the objectives set in the planning. The form of PAUD learning implementation includes opening activities, core activities, and closing activities. The opening activity is an effort to prepare students psychologically and physically to carry out various learning activities. The core activity is carried out as a learning effort carried out by the teacher towards students through playing activities so that the child can directly obtain the learning experience as the basis for the formation of attitudes, acquisition of knowledge and skills. Last is a closing activity where the teacher explores the child's play experience that has been done in one day and encourages the child to follow the next learning activity.

Learning evaluation analysis or assessment is a process of selecting, collecting or interpreting information to make decisions. Evaluation management cannot be separated from supervision by the principal. Supervision is an administrative function in which each administrator ensures that what has been done has been as desired, then whether from the results of the supervision, the improvements have been made. Evaluation of learning conducted by the teacher cannot be only one evaluation technique, ideally assessment techniques used by more than one teacher. Teachers find it difficult to assess children if they use more than one assessment technique. Besides that, also from the results of interviews with the teacher said that the headmaster has not been able to monitor the assessment carried out by the teacher and has not even evaluated the results of the teacher's assessment of this matter called supervision.

Supervision is a designed activity to improve teaching for all levels of education, related to development. From a managerial point of view supervision is an effort to stimulate, coordinate, and guide teachers continuously both individually and collectively. To get good teaching, there needs to be an effective supervision system; (1) supervision is not directed directly at students, but to teachers who foster students; (2) supervision is not directive (directing) but more consultative (giving encouragement, advice and guidance). Thus supervision is said to be an aid in carrying out learning tasks to help students to be better at learning

III. CONCLUSION

Based on the need assessment, it can be concluded that in order to improve the ability of teachers to manage learning based on child development, it is necessary to develop management of PAUD based on child development. Later on, the development of learning management will produce products in the form of a School Principal guidebook, a teacher's guidebook that is prepared based on child

development so that learning is applied in accordance with the needs and development of children in school.

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