

Early Children Education Management in Integrated Kindergarten of Mutiara Bunda Learning Management to Develop the Potential of Early Childhood

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ABSTRACT

Early Children Education program management is a process of stages to organize programs and management of institutions in an effort to improve the service and progress of schools. These activities are related to setting the stage of development, ability indicators, defining the concepts of knowledge to be introduced, setting themes, planning learning activities, preparing tools and materials. Early Children Education learning management system includes Teaching and Learning Activities, Reviewing the Educational Calendar, and Setting Learning Schedule. Early Children Education functions to foster, grow, and develop all the potential that children have at an early age optimally so that basic behaviors and abilities are formed in accordance with the stages of development in order to have readiness to enter further education.

Keywords: *Management, Management, Early Childhood Education, Management, Potential Children.*

I. INTRODUCTION

Early childhood education is a coaching effort aimed at children from birth to the age of six years which is carried out through providing educational stimuli to help growth and physical and spiritual development so that children have readiness in entering further education (UU RI no 20 tahun 2003, 2003).

At this time it was marked by various important periods that became the basis of the life of the next child. The golden age period in early childhood is marked by the emergence of an exploration period, a period of identification / imitation, a sensitive period, a period of play and an alteration period or a period of dissent.

The concept of "golden ages" is reinforced by the facts found by Neurologists who stated that at birth the baby's brain contains 100-200 billion neurons or nerve cells that are ready to make connections between cells. Brain tissue growth reaches 80% at 3 years of age if it gets a lot of stimuli and reaches 85% at the age of 6 years, and reaches the culmination point of 100% when children are 8 to 18 years old. The functional growth of nerve cells requires a variety of educational situations that support, both in the situation of education, family, community and school. Educational experts also agree that if the golden period only lasts 1 time throughout the life span of humans. This shows that how miserable a family, society and nation is if it ignores important times that take place in early childhood (Suharti, 2018)

Children are students who very much need physical training through indoor and outdoor activities. The peak period of brain development occurs in the early years of a child's life, at this time children are easier to develop learning to control emotions, form attachments with others, and acquire language and develop musical

abilities. To serve this sensitive period, the teacher must look for the right moments in learning, especially in developing social skills, language, and musical abilities (Suryana, 2013).

By looking at the condition of early childhood which is also referred to as the potential of Human Resources of a country, as well as the role of the surrounding environment related to education, the existence of formal and non-formal early childhood education institutions organized by the community becomes very important in providing stimuli stimulation that allows children to find things that exceed their will. One type of education that pays attention to child development is the Early Childhood Education Institution, better known as the Early Childhood Education (ECE).

Early Childhood Education (ECE) functions to foster, grow and develop all the potential that children have at an early age optimally so that basic behaviors and abilities are formed in accordance with the stages of development in order to have readiness to enter further education.

Therefore, the government is currently giving more attention to Early Childhood Education (ECE), especially facilities, fostering educators and education staff, and providing socialization to the public about Early Childhood Education (ECE) care.

Article 28 paragraph 1 of Law No. 20 of 2003 concerning the National Education System shows that in a formal juridical way, Early Childhood Education (ECE) is an integral part of the entire National Education System. Although pre-school education is not an obligation and prerequisite for entering Primary School (Kristiawan, 2017)

According to the results of research conducted by UNESCO (2007) ECE greatly influences cognitive, social, and emotional development on student performance when they are educated in Elementary School. According to UNESCO findings that "The early years are critical for cognitive, social and emotional development. Early childhood education that meets the distinct needs of girls and boys can positively affect their primary school and their self-esteem performance.

Management is a distinct process consisting of planning, organizing, actuating and accomplishing objectives by use of human beings and others. Management is an important thing that touches, influences and even possesses almost all aspects of human life like blood and body (Rahmah, 2017).

Education Management is a study rooted in economic / business management, although in its development, management is also needed in the efforts of non-profits such as schools, religious institutions and other social institutions (Salim, 2012).

Whereas in realizing ECE that can develop the potential of early childhood there is a need for planning (planning), organizing (organizing), actuating (implementation), and also controlling (control) which is then abbreviated with POAC. In the absence of POAC, ECE learning will not run effectively and efficiently in achieving goals.

However Suryana revealed that the quality of the final results of education must actually be repatriated to the students themselves as the subject of education. Successful education is education that is able to deliver the subject to be like himself as a member of the community. Furthermore, intact development can be seen from various aspects, namely: the form of dimensions and direction (Suryana, 2016).

II. DISCUSSION

The management of the Early Childhood Education program is a process of stages to organize programs and management of institutions in an effort to improve the service and progress of schools. With a good program management can realize the vision of the school institution. Like the vision that has been set by educational institutions such as the formation of the character of children who are independent, responsible, and friendly for themselves and those around them. So that it can be a smart child towards the development of life in the future. Export on three pillars; parents, teachers, and children.

Learning in ECE is an interaction between children, parents, or other adults in a particular environment to achieve the task of development, in accordance with the child's potential. Interaction that is built is a factor that influences the achievement of learning objectives, such as the opinion of Vigotsky that material experiences of social interaction are important for the development of thinking skills. High mental activity can be formed through social interactions that occur between children and others, so that learning will be effective if it can be implemented by working, playing, and living with the environment, according to Mulyasa (2014: 60-61).

The principal is a school-level education manager and the main spearhead in managing education at

the school level (Hadiyanto, 2004). As a manager the Principal should be able to work with the community in the construction of educational institutions. Because the role of the community is very helpful in the development of educational institutions both in the physical and material fields.

Standards for facilities and infrastructure, management, and financing regulate the requirements of facilities, management, and financing in order to be able to hold ECE properly. The ECE learning management system includes Teaching and Learning Activities, Reviewing the Educational Calendar, and Setting Learning Schedule. These three things are things that are interrelated and cannot stand alone because it will affect the planning, implementation and evaluation of classroom learning.

In implementing learning management, good planning is needed, the implementation of learning in accordance with the plan and supervision is realized by an objective, honest, and according to predetermined assessment standards.

In the reference to the ECE learning menu, it is stated that the guidelines for implementing learning include the preparation of an activity plan that will be carried out for one year. These activities are related to setting the stage of development, ability indicators, defining the concepts of knowledge to be introduced, setting themes, developing plans for learning activities, preparing tools and materials.

In the first stage, the school must determine the development stage of the students. The management must understand the development of the group of children they will develop. This is because early childhood has distinctive characteristics, both physically, psychologically, socially, morally and so on.

The second stage is determining the ability indicator. In the indicator of the ability of students, their abilities will be measured in certain aspects. The measurement is made a learning plan that will be implemented for one week or more depending on the achievement of the child's ability. Therefore it is necessary to have a Daily Activity Plan (DAP) and also a Weekly Activity Plan (WAP). The goal is that the learning activities to be carried out can be carried out well and maximum results can also be obtained.

The third stage, the teacher must determine the concept of knowledge that will be introduced. The concept of knowledge contains material about the activities to be taught. The contents of the concept of knowledge must be adjusted to the objectives of the institution concerned.

The fourth stage is the teaching staff to determine the theme of learning to be taught. The theme taught can be related to a number of centers which in our Integrated Early Childhood Education Mutiara Bunda only used 4 centers, namely the center of natural materials, playing roles, beams and preparation.

Finally, the fifth step is preparing tools and materials. Facilities and infrastructure that must be owned by the school are indoor play facilities, among others, several beams, lego (set), sewing boards, puzzles, scissors, and crayons and outdoor toys, including 6 swings, 2 slide and 1 tilt. ECE should have its own building as well, which has several classrooms, principal and teacher

rooms, libraries, prayer rooms and space for children's play.

To get optimal results in the learning process for early childhood, it is necessary to pay attention to the characteristics and demands of the world of children, so that appropriate learning methods need to be prepared. There are things that need to be considered, understood, and mastered by early childhood educators, according to Nurhayati (2011) these are as follows:

1. Early childhood is usually an active/ child and has the ability to create, then the right method is child-centered learning. In the sense of the learning process, children are given freedom and freedom to express all their abilities both physically and mentally. Learning models like this, will make children happy and enjoy learning, because learning activities are felt and perceived as an integrated part of their lives. And it should be noted, that activities like this are not mere physical activities, because with these activities, the child also performs mental, social, emotional, intellectual work as a whole.
2. Basically children learn in situations that are holistic and with learning fields that are mutually integrated. For these reasons, learning that is "integrated" is felt to be the most suitable for application to early childhood. Integrated learning can be characterized as follows: 1) children learn the process and content of lessons related to more than one curriculum field at the same time; 2) there are goals as the focus of the lesson; 3) connecting theory and practice; 4) there are activities that connect the processes and contents of various curriculum fields; 5) based on the inquiry approach, where children are involved in planning, exploration, and mutual exchange of experience and understanding; and 6) children are encouraged to work in a cooperative learning environment in reflecting on their own learning experiences.
3. The differences in children's interests and individual talents require the teacher to design and facilitate a number of alternative activities to provide opportunities for children to choose learning activities that are in demand or provide opportunities for children to spontaneously take the initiative.
4. The learning process in early childhood should provide a broad opportunity for children to interact with teachers, friends, and objects surrounding objects as learning material.
5. The learning method used must be flexible, and not structured. The tendency of children is still very dominated by the will of the self so that they do not pay attention to the demands from outside themselves, for example not obeying the instructions given by the teacher, but instead actually move according to their own volition. The concentration and attention of children who are temporary and short, will also cause children to switch from one activity to another.
6. The application of play as a learning tool for children is something that must be given special attention and applied in the learning process. Playing will make children directly involved in learning activities that will be felt pleasant by children, so that children not only follow structured lessons from the teacher, which they do not necessarily enjoy.

One of the problems that is still controversial and warmly discussed up to now about learning in early childhood is whether early childhood can / may be taught with calistung lessons (reading, writing, arithmetic). Many enthusiasts of the problem of early childhood education oppose this learning, arguing that early age is not yet time to be given proper lessons at elementary school, because it will cause learning saturation when an adult later.

But this is true, but all depends on the method used to convey it and how the child receives the calistung lesson. If the method used actually makes children become lazy, bored to learn, of course it will have a negative impact on children's development. However, if the child enjoys what he has learned, be it reading, writing or counting, then it is appropriate to continue, because the child does not feel compelled to learn.

As stated by Dedi Supriadi (2005: 62), that children can still be taught lessons in reading, writing, counting, even geography, history, and others. He quoted Jerome Bruner as saying that basically early childhood can be given any lessons but must be done in ways that are appropriate for the age of development, the key is to play or play. Playing is a key word in learning in early childhood, he as a media as well as the substance of education itself.

III. CONCLUSIONS

The management of the Early Childhood Education program is the process of stages to organize the program and management of the institution in an effort to improve the service and progress of the school. In reference to the ECE learning menu, it is stated that the guidelines for implementing learning include the preparation of a one-year plan of activities. This activity is related to the arrangement of the development stage, capability indicators, defining the concepts of knowledge to be introduced, setting themes, planning learning activities, preparing ECE learning management tools and materials including Teaching and Learning Activities, Reviewing the Educational Calendar, and Setting Learning Schedules. ECE functions to grow, grow, and develop all the potential that children have from an early age optimally so that basic behaviors and abilities are formed according to the stages of development in order to have readiness to enter further education.

In implementing learning management, good planning is needed, the implementation of learning in accordance with the plan and supervision is realized by an objective, honest, and according to predetermined assessment standards.

In the reference menu for learning Early Childhood Education, it is stated that the guidelines for implementing learning include the preparation of a plan of activities that will be carried out for one year. These activities are related to setting the stage of development, ability indicators, defining the concepts of knowledge to be introduced, setting themes, developing plans for learning activities, preparing tools and materials.

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