

Management Children's Education Program Age Early Nonformal at Group Play

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ABSTRACT

This study aims to determine the management of non-formal early childhood education programs in the Rainbow Playgroup (KB) in Kepuh village, Limpung District, Batang Regency. This research uses a qualitative approach with data collection techniques through interviews, observation, documentation. The subjects of the study consisted of the Principal as well as educators, one educator and two parents of students. Triangulation of the data used i.e. sources and techniques. Data analysis uses data reduction, data presentation and inference. The results of this study contain suggestions, namely that it is hoped that the management of non-formal early childhood education programs in KB Pelangi in Kepuh village can run effectively and it is recommended that managers can increase educators so that the implementation of early childhood education programs runs smoothly, especially in administration and archiving.

Keywords: Program Management, Non-formal Early Childhood Education

INTRODUCTION

According to the National Education System Law Number 20 of 2003 concerning educational pathways, namely formal education, non-formal education and informal education. Non-formal education is education that is carried out outside formal education that can be carried out systematically and tiered. One of them is early childhood education, which is included in non-formal early childhood education is Playgroups (KB), Child Care Parks (TPA) and other similar ECCE Units. In an educational institution including Playgroups there is program management or program management. In the nature of program management, there needs to be planning, implementation, and evaluation. Planning here includes the professionalism of educators, recruitment of students, infrastructure and also education financing. Implementation includes how to learn in class, organize and also manage administration. In addition, there is an evaluation, which includes evaluation of learning management and evaluation of planning. As in the Rainbow Playgroup, Kepuh village also requires program management or program management to facilitate the course of learning in order to achieve the educational goals that have been set.

With the development of the times, early childhood education must improve its educational institutions, not only the quantity but the quality of education. The quality of education quality can be seen from its management or management. Management in an educational institution, especially early childhood education. The better the management, the better the quality of the institution, and able to compete with other institutions. Thus, the author will discuss the management of education, especially early childhood education, especially non-formal early childhood education, namely Playgroups (KB). Research is focused on the management or management of Playgroup (KB) programs, namely on planning, implementation and evaluation. Based on the explanation above, the research that will be carried out in the Rainbow Playgroup (KB) regarding "Management of Non-formal Early Childhood Education Programs in the Rainbow Playgroup (KB) Kepuh Village, Limpung District, Batang Regency".

METHOD

This study uses qualitative research methods to describe and explain in full the management of non-formal early childhood education programs in the Rainbow Playgroup (KB) of Kepuh Village. The purpose of this study is to describe a situation objectively. The location of the research was carried out in the Rainbow Playgroup (KB) of Kepuh Village located in Kepuh Village, Limpung District, Batang Regency, which had two subjects, namely the Principal as well as educators and educators, and two informants, namely two parents of students. Data collection techniques use interviews, observation, and documentation. The validity of the data used is source triangulation and engineering triangulation. Its data analysis uses data collection, data reduction, and inference.

RESULTS AND DISCUSSION

Management of Non-Formal Early Childhood Education Programs

The management of non-formal early childhood education programs in the Rainbow Playgroup (KB) of Kepuh village, according to researchers, has carried out three stages, namely planning, implementation and evaluation. Playgroup heads and educators have tried to implement program management well despite limited manpower and budget.

The planning in the Rainbow Playgroup (KB) of Kepuh village has been categorized as planning in accordance with the procedures for managing educational programs from activity planning, learning planning to budget planning, the Head of the Playgroup and educators have planned the activity program well, by estimating the cost of the activities to be implemented. Planning carried out in the Rainbow Playgroup (KB) of Kepuh village is divided into two stages including: goal formulation, needs identification, program selection, procurement of facilities and infrastructure, student targets, student registration procedures, recruitment of educators and educators, curriculum planning, and budget planning, which is carried out once a year by the Head of the Playgroup, educators and administrators. While learning planning is further divided

into two plans, namely basic competency planning, themes, time allocation and daily learning planning carried out by the Head of the Playgroup and educators every semester.

Planning is the initial stage in carrying out activities related to what will be achieved, what activities will be carried out, and steps to achieve the objectives of the activity. If there is a planning stage there are several steps that need to be implemented, namely 1) formulating goals, 2) determining the type of activity, 3) identification and resources (Sutomo, 2016) explaining that. In the early stages of planning the Non-formal Early Childhood Education program in the Rainbow Playgroup (KB) of Kepuh village, in this case, the Head of the Playgroup set the goals of the Rainbow Kepuh Playgroup Education, namely realizing independent early childhood, realizing virtuous early childhood, realizing healthy early childhood physically and spiritually, and realizing early childhood that is devoted to God Almighty. The second planning stage is to determine the type of activity, in this case the Pelangi Kepuh Playgroup Education (KB) program including Early Childhood Education (PAUD), Parenting, and Health and Nutrition Services. Early Childhood Education (PAUD) is held four times a week, Monday, Tuesday, Friday, and Saturday. The final stage in the planning step is identification and resources. Identification is needed to support the Rainbow Playgroup Education (KB) program in Kepuh village such as determining program targets, learning strategies, implementation schedules, distribution of educators, determining learning media, and the budget needed.

Implementation in a program plays a very important role. The function of implementation is to create a high level of appearance and participation from each implementation involved in activities to achieve predetermined goals (Sudjana, 2000). As is the case in the Rainbow Playgroup (KB) of Kepuh village which carries out programs according to plan so that early childhood education is carried out seriously in order to achieve the desired goals of educational institutions.

Learning activities in the Rainbow Playgroup (KB) start at 07.30-10.00 which is held four times a week, namely Monday, Tuesday, Friday, and Saturday. Learning activities are carried out in accordance with a predetermined theme or adjust the RPPH (Daily Program Implementation Plan) that has been made by the educator the day before the activity is carried out, activities are carried out in the classroom or outside the classroom in accordance with the theme to be implemented.

The implementation of learning in determining the theme in the Rainbow Playgroup (KB) of Kepuh village adjusts the curriculum that has been set in the learning planning, namely the Education Unit Level Curriculum (KTSP), the Rainbow Playgroup (KB) has not set the 2013 Curriculum as a learning reference due to limited infrastructure and educators. Limited facilities and infrastructure such as classrooms that still have one room together with the teacher's room are only limited to cabinets, limited playing media that sometimes makes students scramble, and educators must be able to manage so that there is no commotion between students, educators strive for students to take turns using other play media to distract students so as not to fight with students. Other. For this reason, Playgroups still use group methods in carrying out learning. Nevertheless, educators try to remain fair and create a pleasant atmosphere in learning. As in research (Febriyanti and Erick, 2019) about ECCE learning methods used in providing learning materials must be adapted to situations and conditions, using various tools or objects, so that the methods used by educators can attract the attention of students, students to pay more attention to learning activities and learning is easy to understand. It is unfortunate that in the Playgroup (KB) of Kepuh village still uses the group method so that students are limited to the media used. Limited budgets and educators make Playgroup Heads look for ways to still be able to use makeshift media. The limited budget makes the Head of the Play Group dare not budget a large amount of play media and infrastructure. The Rainbow Playgroup (KB) only relies on the Special Allocation Fund (DAK) from the government, and daily cash from students. The lack of income makes the Playgroup (KB) must be able to find ways to meet the needs of the learning activities to be carried out.

Other programs in the Rainbow Playgroup (KB) are Parenting activities and Child Health and Nutrition Services. Parenting activities are carried out once a month, namely at the end of each month. Parenting activities are filled by educators themselves if educators master the material to be delivered, and if educators need help to deliver Playgroup (KB) material, Pelangi invites speakers who are experts in their fields. For example, about child health, you can ask for help from village midwives to deliver material about child health. This activity invites parents or families of students to take part in this parenting activity, aiming to increase parents' insight in educating and nurturing children.

Another activity is Health and Nutrition Services, this activity is held once a month on Friday of the second week, by holding meals together, weighing and measuring children's height. Educators record the results of students' weight and height, then every month they are conveyed to parents, so that parents know the growth and development of their children. The activity of eating together is handed over to the parents of the students, one of the parents of the students is responsible for cooking nutritious food. This activity was also held to strengthen the relationship between parents and educators. The budget of this activity is from the Special Allocation Fund (DAK) which has been budgeted every year, because this activity has existed for a long time.

Evaluation is an activity to measure the level of success by collecting information to determine what improvements will be made next. As revealed (Rifa'i, 2007) evaluation is the process of collecting and analyzing data or information to determine the level of achievement of goals or added value of educational activities. The evaluation carried out in the Rainbow Playgroup (KB) is carried out with a periodic discussion method, namely learning evaluation and administrative evaluation, administrative evaluation is divided into two, namely general administration and financial administration. Learning evaluation is carried out by reporting child development to parents. Administrative evaluation is carried out by holding meetings between the Head of Foundation, Head of Playgroup and educators.

The implementation of program evaluation is carried out once a year by the Head of the Foundation, Head of Playgroup and educators of KB Pelangi kepuh village, as stated by Stake (1975) in Sudjana (2008: 21) stated that program evaluation is an activity to respond to a program that has been, is being, and will be implemented. This means that managers and educators are directly oriented to activities in the implementation of the program and evaluation is carried out to respond to parties who need information about the program implemented. By using the program implementation evaluation model, this model helps program compilers understand the activities in implementing the program by answering the following questions: 1) How to evaluate program implementation, 2) What activities occur in the program implementation process, and 3) What models are used in program implementation evaluation.

As is the case in the Rainbow Playgroup (KB) of Kepuh Village, conducting an evaluation of the implementation of the program by meeting with the Head of the Foundation and educators at the end of each year. By recording what happened during one year, educators provide information on what happened during one year with the managers and heads of foundations using the Monitoring Evaluation model (Sudjana, 2008), namely with efforts during the implementation of the program in accordance with the plan implemented with supervisors from the Regional Education Corps of Limpung District once a month.

CONCLUSION

Planning for the management of non-formal early childhood education programs in the Rainbow Playgroup (KB) is divided into two stages, namely program planning and learning planning. The two stages include: formulation of goals, identification of needs, selection of programs, procurement of facilities and infrastructure, target students, student registration procedures, recruitment of educators and educators, curriculum planning, and budget planning, which is carried out once a year by the Head of Playgroup, educators and administrators. While learning planning is further divided into two plans, namely basic competency planning, themes, time allocation and daily learning planning carried out by the Head of the Playgroup and educators every semester.

The implementation of the non-formal early childhood education learning program at the Rainbow Playgroup (KB) in Kepuh village starts at 07.30-10.00 WIB by adjusting the schedule that has been made. Learning has followed the RPPM and RPPH that have been made by educators. The learning method used is a group method, the play media used is in accordance with the specified theme even with a limited number. Social interaction between educators, students, peers and parents has been carried out well. The monitoring and supervision process is carried out by the Principal to educators. The improvement of educator resources is carried out internally and externally.

The evaluation of non-formal early childhood education programs in the Rainbow Playgroup (KB) is carried out in two stages, namely administrative evaluation and learning administration. Administrative evaluation is carried out once a year, namely by adjusting program planning and implementation. While learning evaluation is carried out every semester by reporting student progress to parents, the result of the learning evaluation is an art performance held after one school year.

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