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## **Institutional Management Planning In Improving The Quality Of Paud In Kindergarten Naurahhuda Karawang**

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### **Abstract**

*Early childhood education (PAUD) is a strong foundation in preparing the nation's next generation to continue education at the next level. Early childhood is the basic human foundation in placing important stimulations that can jump-start children's growth and development functions including cognitive development, language, physical motor, social emotional, religious and moral development as well as art development. This study aims to determine the planning in the management of Early Childhood Education. The research method used is descriptive qualitative with literacy studies and involves research subjects, namely at Naurahhuda Kindergarten, Karawang. The conclusion in this study is that the management of Early Childhood Education requires clear planning for the management of PAUD and managers must understand management standards for the management of directed and better Early Childhood Education. Understand the principles of management and the main tasks of the functions of each stakeholder involved in it.*

**Keywords:** *PAUD management, Early age.*

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## **INTRODUCTION**

PAUD is the most fundamental education because the development of children in the future is largely determined by various meaningful stimulations given from an early age. As stated in Law No. 20 of 2003 Article 1 paragraph 14 that:

"Early Childhood Education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further levels."

PAUD is a basic education that has a real influence on success at the next level of education. Therefore, PAUD needs to be managed and developed based on scientific, juridical, social, cultural, and pedagogical foundations both theoretically and empirically.

Based on Law Number 20 of 2003 concerning the National Education System Article 28. The Ministry of Education and Culture has a direction for the development of PAUD 2011–2045 which is divided into 5 stages (PAUD Curriculum Preparation Team in PAUD Curriculum Guidelines, Director General of PAUD and PENMAS, 2015: 2) namely:

1. Service expansion phase from 2002 – 2011,
2. Quality assurance stage from 2011 – 2015,
3. The stage of national quality standardization from 2015 – 2025,
4. Stage of international quality standards 2025 – 2035, and
5. Plenary service stage in 2035 - 2045.

With such a long-term development direction, it is hoped that in 2045 when Indonesia reaches the 100th year of independence, Indonesian children will grow and develop into comprehensive intelligent human beings. Thus, national education must be of high quality and in accordance with the standards made by the government of the Republic of Indonesia. The challenge facing the National Development of education is to provide quality education services. Quality education services must meet the National Education Standards regulated in

PP no. 13 of 2016 concerning the Second Amendment to Government Regulation No. 19 of 2005 concerning National Education Standards which are the minimum criteria regarding the Education System throughout the legal territory of the Unitary State of the Republic of Indonesia.

In the Government Regulation of the Republic of Indonesia number 17 of 2010 chapter II concerning the management of education, Article 3, namely the management of education is intended to ensure, a) public access to adequate, equitable and affordable education services. b) the quality and competitiveness of education and its relevance to the needs and conditions of society and. c) effectiveness, efficiency, and accountability of education management.

The implementation of early childhood education must meet the standards which in the regulation of the minister of education and culture of the Republic of Indonesia number 137 of 2014 concerning the national standards of early childhood education as stated in article 1 states that the national standards of early childhood education, hereinafter referred to as PAUD standards, are criteria regarding the management and implementation of early childhood education. throughout the jurisdiction of the unitary state of the Republic of Indonesia.

PAUD in Indonesia is unique compared to that applied in various countries. The peculiarities are in: (1) the age range coverage, the target of early childhood in Indonesia is from 0-6 years, while in various countries it reaches the age of 8 years; (2) early childhood service programs in Indonesia consist of Kindergartens (for children 4-6 years old), Playgroups (priority for children aged 2-4 years), Child Care Parks (priority for children aged 0-6 years), and Similar PAUD Units (children 0-6 years); (3) educational path. Kindergartens are included in the formal education pathway, while Playgroups, Daycare Parks, and Similar PAUD Units are included in the non-formal education pathway.

This particularity makes PAUD in Indonesia specific in its implementation because each service program has its own peculiarities. However, all PAUD service programs have the same goal, namely to develop the full potential of children which includes six developmental aspects (Religious and Moral Values, Physical Motoric, Cognitive, Language, Social Emotional and Art). According to Montessori "sensitive period" that appears in the range of early childhood development (in Hasan, 2005:45), especially at the age of 2 years to 6 years. This sensitive period is a time for the emergence of various hidden potentials or conditions in which a mental function requires certain stimuli to develop.

Efforts that can be made in the context of developing this potential are through structured educational programs. For this reason, quality education services are needed that can be provided by educational units that have met the Minimum Service Standards (SPM) for Education, carried out based on the criteria for goods and or services for basic needs that are absolute and easily standardized which are entitled to be obtained by the community at a minimum according to the type of service. Basic and Basic Service Quality.

Regency/Municipal Government efforts to implement MSS are prioritized for citizens who have the right to obtain basic services at a minimum according to the type of basic service and the quality of the basic service. The implementation of SPM is carried out with the stages of data collection, calculating the need for basic services, preparing a plan for fulfilling basic services; and implementation of fulfillment of Basic Services. In carrying out the fulfillment of Basic Services, the Regional Government may:

1. Freeing costs to meet basic needs for citizens who are entitled to minimal basic services, by prioritizing for the poor or underprivileged in accordance with the provisions of laws and regulations; and/or
2. Providing assistance to fulfill basic needs goods and/services that citizens are entitled to obtain at a minimum, by prioritizing for the poor or underprivileged in accordance with the provisions of laws and regulations.

Improving the quality of education needs to be done gradually and continuously to meet the MSS and SNP. Educational SPM on the type of basic services for Early Childhood Education must have the quality of basic services including, Standards for the quantity and quality of goods/services, Standards for the number and quality of educators and education personnel, as well as technical instructions or procedures for meeting standards.

PAUD management needs to pay attention to the standards of educators and education staff in order to have the appropriate qualifications and competencies. Furthermore, PAUD units need to manage facilities and infrastructure that support education services for early childhood according to standards and need to manage the use of funds in an effort to improve service quality.

Based on the above background, this needs further research considering that this problem is a very important and actual problem for education in Indonesia regarding the standard of PAUD management, so that it can have an impact on the quality of education services, where PAUD is the first formal education after family education. So the researchers are interested in formulating the title of: Planning for Unit Management Standards in Improving the Quality of Early Childhood Education services in Naurahhuda Kindergarten, Karawang.

## **RESEARCH METHODS**

The research approach that will be used is a qualitative approach, namely research that is used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions and people individually or in groups.

The research method in this research is descriptive analysis is a research method based on the philosophy of postpositivism, used to examine the condition of natural objects, where the researcher is the key instrument, the data collection technique is done by triangulation (combined), the data analysis is inductive/qualitative, and the results of qualitative research emphasize the meaning of generalizations.

## **RESULTS AND DISCUSSION**

Planning in PAUD management standards is related to the standards of educators and education personnel, standards for the level of achievement of child development and financing standards. This planning supports the existence of democratic human beings and supports all rights, refers to the existence of democratic institutions, human rights, promotion of tolerance, respect existing rights, and the absence of discrimination based on gender, race, color, ethnicity or religion both in the field of human resources, namely educators and education personnel, reporting on child development to parents and accountability in the field of financing including budget allocations, use of parental learning contributions and government assistance.

Planning is also related to the standards of educators and education personnel, quality standards and processes as well as financing standards. Collaborative management in decision making, requires the involvement of representatives from all parties involved. Careful in a high level of trust, requires trust among all stakeholders. The right decision really requires accuracy in acting on the quality standards of educators and education personnel first through an appropriate and integrated recruitment system. Teacher training in improving teaching abilities and skills as well as meeting teacher qualification standards.

Process standards require accuracy in action procedures and there is a need for a structured and accountable internal quality assurance system role. While financing requires

accuracy in budget design, procurement of sources of funds, accuracy of use, effectiveness and efficiency as well as true accountability. With the planning, the capacity, the ability of the responsible agency to perform the required functions. It also refers to the capacity, policy, adequacy and security of funds. Coordination is the ability to synchronize between school principals, educators and education staff.

Furthermore, performance information to parents requires providing sufficient information for parents and the community to assess progress. Responsiveness, refers to the institution's ability and tendency to handle complaints and criticisms from parents and the community. The existence of monitoring and evaluation, is the capacity to carry out routinely and comprehensively towards the objectives, and to follow up on various findings in the implementation process.

Through planning, quality institutions will be realized, of course with the principles of justice related to the standards of educators and education personnel, financing standards and infrastructure standards. This principle consists of four criteria.

First is the existence of a supportive judicial context, the legal system is characterized by respect for the rule of law. The rule of law includes an independent judiciary, equality before the law, requirements for schools as a basis for taking action against legal authorities that run according to their portions, the right of parents to seek legal solutions to schools.

The second criterion is fair, balanced and effective law enforcement, including the transparency of internal regulations, the absence of corruption among school organizations, and the right to appeal against violations. The three criteria are fairness in the process of establishing a new conservation site, including respecting rights, using the knowledge of local traditional communities, public participation in the process and the right balance between the objectives of the protected site.

The fourth criterion, equity in conservation area management, includes achieving a favorable balance of costs and benefits for local communities, mechanisms for sharing or transferring management decision-making with local communities, fair human resource management practices.

Dunn (1998:99) The crux of the issues surrounding school governance, states that teachers are responsible, capable and well-documented considerations of students in schools in improving learning and addressing diversity issues with the control of the school board. These controls are family values, racial equality, and work. Wang (2013:669) school accountability, funding and management staff are important and unexpected elements. More interesting is the emphasis on the holistic development of learners, and the importance of schools not only for the development and survival of a nation, but for humanity and future generations.

Several developing education systems show decision making where there are many parties who have active roles in school governance including guided tasks and responsibilities (Ehren et al, 2017: 382). School governance rests on the school's development strategy, finances and the staff involved in management. In addition, the involvement of external parties in this case is a partnership program that is carried out such as relations with parents, the parent community, government elements involved in education and well-educated leaders. (Moos, 2017: 171).

- A review of several perspectives, namely education, building a democratic atmosphere between leaders, students and professionals involved in it. Thus, the management of PAUD runs with better quality.

## CONCLUSION

The PAUD management system requires quality standards that refer to government policies and regulations and are based on the need to fulfill management qualifications where the institution is located. The needs for PAUD management are different, this is influenced by several needs analysis factors that arise including environmental factors, cultural factors and local wisdom, availability of sarpran, financing capabilities and human resource factors that develop within the scope of the institution. Apart from that, management requires wise touches that can overcome various shortcomings, obstacles and difficulties that arise during the management process.

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