

Early Childhood Education Management

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Abstract: Qur'an is the first lesson given by Muslim parents or families to their children. In essence, learning must last a lifetime. To create a quality generation, education must be done from an early age in this case through Early Childhood Education, which is education aimed at children from birth to age 6 years. Alqur'an-based education management is currently widely used by the community as a basis for managing educational institutions and has also been developed in PAUD Anak Bangsa through Early Childhood Education. This research focuses on the management of Early Childhood Education, the sub-focus in this research is the planning, implementation, and evaluation of education management based on the Qur'an. Based on the research findings, it was found that early childhood education management planning based on the Qur'an was prepared through a working meeting between the Foundation Manager, the Principal, and Teachers at the beginning of the new school year.

Keywords: Management; Early Childhood Education; Qur'an

1. Introduction

Indonesian people are people who still uphold religious values. In Islam, the Qur'an is a holy book that is a guide and guide for Muslims. Every Muslim is obliged to study the holy book revealed in Arabic. Some regions in Indonesia generally have religious institutions that help their children learn about religion from an early age, one of which is the Al-Qur'an Education Park (TPQ) and similar institutions are driven by Islamic religious organizations such as Muslimat NU, Aisyiyah and others. Al-Qur'an Education Park (TPA / TPQ) is a non-formal education unit of religious community-based type of Muslim that makes the Qur'an as its main material. The implementation of the TPQ aims to prepare the formation of the generation of the Qur'an, a generation that can make the Qur'an as a source of behavior, a foothold and a reference for all its affairs. This is characterized by a deep love for the Qur'an, being able and diligently reading it, continuously studying the contents of its contents, and having a strong willingness to practice it well in daily life [1]

Participants in the Al-Qur'an Education Park in the community today are mostly children who are in preschool to elementary school age. This institution was chosen by parents to fill children's activities with Qur'an based education and to increase children's moral and religious development. Graduates of the Al-Qur'an Education Park institution are expected to be able to produce children who are strong in morals, faith, piety, and are proficient in reading the Qur'an. The child's ability to understand moral values and good ethics is not an innate ability acquired from birth but obtained through the learning process. If from an early age children learn about character and moral values and good religion then this will be a provision in their next lives. But it cannot be denied that in line with the level of growth and development of children, the

inculcation of religious values alone is not enough, if it is not balanced with the improvement of all aspects of the development being undertaken by children, such as cognitive, moral, social-emotional, gross and fine motoric development, and language development. This is certainly following the theories of child development experts, among others: Jean Piaget, Lev Vygotsky, and Robert J. Havighurst summarized in Developmentally Appropriate Practice or better known as Learning Harmonious Development [2].

Underlying this, as an effort to develop the full potential of early childhood, in 2011 the PAUD Directorate through the Al-Qur'an Education Park Coordination Board issued a Technical Guidance for PAUD-based Education of the Qur'an Education Park (PAUD TPQ) namely a program that integrates PAUD services that integrates with the learning of the Qur'an Education Park that has existed so far. This integration aims to maximize the services of the Al-Qur'an Education Park by implementing the fulfillment of all children's development needs through learning practices based on Early Childhood Education [3].

The role of the curriculum is so urgent as a tool to describe education programs in a planned and systematic manner, early childhood education institutions need to have plans containing programs that will be held in learning activities. Ahmad Yani in his research on curriculum based on the Qur'an (2004: 7) states that the curriculum as an educational plan in schools is divided into 3 main components namely: (1) as curriculum design or design, (2) implementation of curriculum, and (3) curriculum evaluation.[4]

2. Method

The method used in this study is qualitative [5]. This research was conducted from January to April 2018. The research was carried out in PAUD Anak Bangsa Kota Serang. The subjects in this study were Teachers, Principals, and Managers of the PAUD Foundation. Data collection techniques used are observation, interviews, and documentation. Data analysis techniques used include the stage of data collection, data reduction, data presentation, and concluding. The data validity technique uses source triangulation and technique triangulation.

3. Results and Discussion

3.1 Program Planning

Planning curriculum programs in PAUD Anak Bangsa based on Permendiknas No. 58 the year 2009 as general content for aspects of development that will be achieved by students. As for religious content, family planning and kindergarten institutions use the RA curriculum. So, in its preparation, the institution uses 2 curriculum mix. that the curriculum must be flexible and provide a broad program for the development of various learning experiences.

In addition to using references from the government, PAUD Anak Bangsa also has several competencies that must be achieved by graduates including being able to memorize short letters, short hadiths, daily prayers, reading ablution and prayer, as well as the basics of Islam in daily life. In addition to regular teaching and learning activities, there are also other supporting activities held during the school year, including competitions, performing arts, to bring in some local officials to motivate students and parents to believe in the dreams they have.

Based on the Technical Guidelines for the Implementation of TPQ-based PAUD, the preparation of learning activity plans is carried out to facilitate the learning process. Learning activity plans in PAUD based on TPQ include (1) Annual Activity Plans, (2) Monthly Activity Plans, (3) Weekly Activity Plans, and (4) Daily Activity Plans. The form of planning of

learning activities programs in PAUD Anak Bangsa according to the Principal is to prepare plans at the beginning of the year. The curriculum uses a combination of the Department of Education and RA / BA. The planning includes several learning tools, such as Annual Program Planning (Prota), Semester Program Planning (Promissory), Weekly Planning (RKM) and Daily Planning (RKH). PAUD Anak Bangsa does not use Monthly Planning (RKB) in its learning planning.

3.2 Learning Implementation

In its implementation, the curriculum also moves to develop models of curriculum implementation and innovation. That is, in learning, educators can develop new curriculum models under the findings found during the implementation of learning in students. PAUD Anak Bangsa has an approach or class model used in learning. The class model used is the rolling model. This is because the classrooms are still limited as well as learning devices and the number of imperfect teachers.

The learning process is the core of TPQ-based PAUD activities. The process of early childhood learning in the TPQ-based PAUD program is integrated with the development of morals and values of faith and devotion in every child following Islamic teachings. In TPQ-based PAUD learning, the management of activity processes includes: (1) preparation/structuring of main materials and tools (educational game tools), (2) welcoming children's attendance, (3) Facilitating daily activities, (4) opening activities, (5) transition, (6) customizing religion. (7) activities in groups, (8) eating together, (9) closing activities, (10) planning the next day's learning.

In addition to the learning flow, teaching methods used in class learning are no less important. It is important to know the development achievements of each aspect of child development. The level of development attainment illustrates the growth and development expected to be achieved by children at a certain age range [3]. The target of development achievement in PAUD Anak Bangsa is adjusted to what is in the Permendiknas indicator, all aspects have been developed and all of them are developed, including cognitive, social-emotional, language, gross and fine motor skills and moral and religion. But what is more preferred is the religious aspect.

The evaluation phase in the implementation of the curriculum according to Hamalik aims to see two things, the first, namely to see the ongoing implementation process as a function of control, whether the evaluation is following the plan, and as a function of improvement if during the process there are deficiencies. The second is to see the final results achieved. The evaluation was carried out using a method, facilities and infrastructure, personal budget, and time determined in the planning stage.

Based on the Technical Guidelines (Technical Guidelines) for the implementation of TPQ-based PAUD, it is explained that the evaluation in the TPQ-based PAUD learning program includes two activities, namely: First, supervision of the activity program and second, evaluation of the results of the progress of children's development. Evaluation is carried out during the learning process and after the entire program is completed. Program supervision in PAUD Anak Bangsa is carried out internally by organizers, managers, and educators. This activity is carried out in an evaluation meeting. Meetings are held every Saturday every 2 weeks. Program supervision aims to determine the effectiveness of the implementation of TPQ-based PAUD programs that have been implemented during the learning process. Aside from being carried out internally, the supervision of the program in PAUD Anak Bangsa was also carried out externally by an outside agency namely the Education Office and the Regional Office of the Ministry of Religion of the City of Serang. This activity aims to supervise and

monitor learning activities carried out in the intended PAUD. Activities are carried out at least 1 time in one learning year.

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