

## **EARLY CHILDREN'S EDUCATION MANAGEMENT AT GMIM BETLEHEM KINDERGARTEN LEVEL II**

**Susana Silvia Rumondor**  
*Universitas Negeri Manado*  
[rumondorsusana@gmail.com](mailto:rumondorsusana@gmail.com)

### **ABSTRACT**

The management of Early Childhood Education (PAUD) at GMIM Betlehem Kindergarten Tataraan II Tondano presents challenges that demand attention. This study delves into the intricacies of PAUD management implementation. Conducted at the Ministry of Education of the Republic of Korea (GMIM), the research scrutinizes the management practices within the institution. The data collection employed a combination of documentation, observation, and interview methods. The evaluation of PAUD management yields insightful findings. Notably, observation proves to be an effective tool in fostering students' object recognition and social abilities. Several components constitute the management of PAUD at GMIM Betlehem Kindergarten Tataraan II. The meticulous planning involves formulating a vision, mission, and institutional objectives, creating a comprehensive academic calendar, developing yearly programs structured into semesters, and crafting weekly and daily activity plans. Despite these efforts, the program's yearly updates lack responsiveness to on-the-ground developments. Implementation faces challenges due to insufficient teaching staff, a consequence of the substantial number of students in each class. Evaluating student progress is crucial, with the research emphasizing two stages: learning assessment and progress reporting. The assessment incorporates techniques such as observation, performance demonstrations, and anecdotal records. The findings contribute to the ongoing discourse, serving as a benchmark for educators to refine future teaching plans. In essence, addressing the complexities of PAUD management at GMIM Betlehem Kindergarten Tataraan II requires strategic planning, sufficient staffing, and a commitment to adapting programs based on regular assessments.

**Keywords:** *education management, creative. kindergarten*

This article is licensed under [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) 

### **INTRODUCTION**

Education plays a key role in developing human resources and quality people. Improving the quality of education is a process that is integrated with the process of improving the quality of Human Resources. The policies of a leader in educational institutions are often a point of attention for experts, both in the field of science itself and in other scientific disciplines. In this case, it is specifically related to the management of early childhood education (PAUD) (Jesson et al., 2007).

In essence, learning must last throughout life. To create a quality generation, education must be carried out from an early age, in this case through Early Childhood Education (PAUD), namely education aimed at children from birth to 6 years of age. Since the publication of the latest research results in the fields of neuroscience and psychology, the importance of PAUD has become a necessity. PAUD is very important considering the potential for intelligence and the basics of a person's behavior to be formed in this age range. This period is so important that early childhood is often called the golden age. With the enactment of Law No. 20 of 2003, the education system in Indonesia consists of early childhood education, primary education, secondary education, and higher education, all of which form a systemic unity. PAUD is held before the basic education level (Suryana & Rizka, 2019). PAUD can be organized through formal, non-formal, and/or informal education channels. PAUD in the form of formal

education takes the form of Kindergarten (TK), Raudhatul Athfal (RA), or other equivalent forms. PAUD in the non-formal education pathway takes the form of a Play Group (KB), Child Care Center (TPA), or other equivalent forms. PAUD on the informal education route takes the form of family education or education organized by the environment (Aziz, 2019).

In efforts to develop PAUD units, it is necessary to have a basic curriculum framework and early childhood competency standards that apply nationally. The basic framework of the curriculum and competency standards are the guidelines used as a reference in preparing the curriculum and syllabus (learning plan) at the educational unit level (Al-Kansa et al., 2021). The 2013 Curriculum (K13) is an operational curriculum prepared and implemented by each educational unit. Therefore, good educational management will be able to create quality human resources (HR), so that in turn they can maintain the existence of their nation and state in the international world (Elihami, 2019).

Responding to early childhood development, it is necessary to have an educational program that is designed according to the child's level of development. We need to return the classroom to an arena for playing, singing, and moving freely, we make the classroom a creative place for children and make them feel at home and psychologically comfortable. Paying Attention To responding to early childhood development, it is necessary to have an educational program that is designed according to the child's level of development (Wahyudin, 2021). We need to return the classroom to an arena for playing, singing, and moving freely, we make the classroom a creative place for children and make them feel at home and psychologically comfortable. Looking at children's development and the need for early childhood learning, it appears that two things need to be considered in early childhood education, namely: 1) educational materials, and 2) the educational methods used. In short, it can be said that the educational materials and methodologies used in the context of early childhood education must pay attention to their level of development. Paying attention to the level of development means also considering their developmental tasks because each period of development also carries certain developmental tasks, this is the kind of thing that must be developed through educational management. Based on the description above, the author is interested in researching problems related to the management of early childhood education (PAUD) at GMIM Betlehem Tataran II Kindergarten.

## **METHOD**

### **Methods and Reasons for Selecting Methods**

This research uses qualitative methods because the problems in this research are not yet clear, holistic, complex, dynamic, and full of meaning. On the other hand, researchers intend to understand social situations in depth, find patterns, and hypotheses, and try to find theories related to Manpower Management implemented in the field (Mulyasa, 2012; Riyanto, 2007).

### **Location and Time of Research**

This research was conducted at GMIM Bethlehem Kindergarten Tataran II Tondano. Meanwhile, the research time is set for 3 months, namely from March to May 2023.

## **Research Instruments**

The researcher himself is the main instrument in this research because the researcher is present in the field during the implementation of this research (Sugiyono, 2015). In its implementation, researchers used research tools in the form of notebooks, tape recorders, and cameras.

## **Data Collection Procedures**

To reveal data regarding how Early Childhood Education Management is implemented at GMIM Betlehem Kindergarten Tataaraan II Tondano, data collection methods, and tools are needed. In this research, documentation, observation, and interview methods were used. In the initial stage, researchers made initial observations by visiting schools and collecting initial data through documents that could support this research. At the same time, the researcher also asked the principal for permission to conduct further research.

## **RESULTS AND DISCUSSION**

### **What is the management planning for early childhood education (PAUD) at GMIM Bethlehem Kindergarten Tataaraan II**

Learning planning in developing students' social skills at GMIM Bethlehem Kindergarten Tataaraan II Planning is a systematic framework of thinking and determining what a person must do. With good and thorough planning, an activity will run smoothly and optimally. According to Roger A. Kauffman in Luluk Asmawati, planning is a projection of what is needed to achieve valuable goals. Before carrying out the learning process, a teacher must prepare a learning plan that includes vision and mission, objectives, educational calendar, annual program development, semester program development, program management plan which is arranged in weekly activity plans and daily activity plans, determines materials and methods, and instructional Media. The following is an explanation of the learning planning components above, including (Nasution, 2006; TRIANA, 2023):

#### **a. Developing the Institution's Vision, Mission and Goals**

Vision is a description of the situation and characteristics of an institution. Meanwhile, the mission is a statement that contains what must be done as a form of real and important effort to realize the vision of the institution. As in the data description, GMIM Betlehem Tataaraan II Kindergarten has a vision and mission that also focuses on developing students' social attitudes, namely instilling social awareness. In this way, the formulation of the vision, mission, and goals of this institution can be used as the main reference for developing students' social abilities in learning. So there is a need to improve teacher performance to make students have good social attitudes, both towards peers and parents.

#### **b. Education Calendar**

The curriculum that applies in Kindergarten is implemented by following the educational calendar for each school year. The educational calendar is a time setting for learning activities during the school year which includes the start of the school year, effective study weeks, effective learning time, and holidays. In developing students' social skills through learning, a teacher must also pay attention to the educational calendar so that learning is carried out during effective learning times and effective learning weeks. So in one week, there are 6 special social-

emotional learning meetings. Because according to the curriculum that has been prepared, each scope of development has the same time allocation in one week.

c. Annual Program Development

The annual program is a learning plan that contains a network of themes, scope of development, achievement indicators, and estimated time in one week. At the GMIM Betlehem Tataraan II Kindergarten, the preparation of the annual program seems less effective, because every year there are no updates that show the level of development achievement that is in line with the reality on the ground. Although the aspects developed are permanent and do not change.

d. Semester Program Development

The semester program (promes) is an elaboration or detail of the annual program. One year contains two semesters, each semester has a different theme. As in the first semester, namely myself, my environment, my needs, animals, and plants. Then in semester II, namely recreation, work, water, air and fire, communication tools, my homeland, and the universe. The themes that are presented in each semester are also permanent, especially in the order in which they are presented. However, in this research, the author only took the themes "recreation" and "work" as learning samples in developing students' abilities at the GMIM Betlehem Tataraan II Kindergarten. In the themes that the author observed, each of them has shown the development of the social aspects presented. It's just that these abilities do not tend to be improved in the process of teaching and learning activities, but are often improved in the form of habituation or outside the core learning activities.

e. Weekly Activity Plan (RKM) and Daily Activity Plan (RKH)

The Weekly Activity Plan (RKM) contains activities to achieve the abilities that have been planned for one week according to the theme, while the Daily Activity Plan (RKH) aims to direct learning so that it is by the theme prepared by the teacher. Therefore, the teacher's main task in planning this lesson is to create a daily activity plan by determining the themes or sub-themes that have been prepared in the weekly activity plan. This daily activity plan is made by the teacher a maximum of one day before the learning process is carried out so that the teacher can prepare the materials used according to the theme. However, the daily activity plan that the author observed was less effective at the results point, because at that point it did not show any information between students who had not developed and those who had developed. So, because of this, there needs to be another update in the next RKH structure.

f. Determine learning materials and methods

For each theme discussed in this learning plan, teachers can develop students' social skills through social-emotional learning materials using habituation and role-playing methods. However, based on the data that the author obtained in the research, learning materials that focus on social abilities need to be added, namely in the form of books. Because what the author observed in children's magazines/worksheets (smartbooks) is that there is very little connection with social abilities.

g. Determine learning media

To develop social skills, students can use games as a medium. However, the limited number of play equipment that children like can cause their social skills to be underdeveloped. Because basically, kindergarten-age children still have a high ego. So, to ensure that students' social skills continue to develop well, a teacher needs to increase the number of games they like.

Apart from that, if the use of this media is specifically for learning activities, it must refer to the learning method first. So, if you use the role-playing method, each class must be provided with learning media that is relevant to the theme that will be presented.

### **How is the management of early childhood education (PAUD) implemented at the GMIM Betlehem Tataraan II Kindergarten**

Agus Wibowo said, "The implementation of learning is a teaching and learning activity that is carried out by the teacher and there is direct interaction with students regarding the subject matter being taught." Therefore, the learning process cannot be only one way, so teachers and students must relate and communicate with each other. Because, if learning interactions are monotonous and boring, children will not have enthusiasm for the learning process. At this implementation stage, learning must be adjusted to the plan that has been prepared. So, to develop children's social abilities, teachers must be able to organize learning activities so that they are directed at forming social attitudes (Suhardi, 2023). The things that must be considered to support the implementation of learning activities include:

a. Manage classes

In managing a class several steps must be taken, namely:

1. Arrangement of facilities and infrastructure

- a) Arrange tables and chairs into groups. So that each child has more freedom to move around. The arrangement of tables and chairs can change, so in learning activities, children do not always have to sit in chairs but can also be outside the classroom.
- b) Attach the facilities used as learning resources and the results of children's activities. The facilities that must be installed include state symbols, symbols that show elements of the Christian religion because the school is a Christian school.
- c) Each class must be provided with a special cupboard for children's assignment books and a special shelf for bags so that students can learn and get used to putting things in their proper place.

2. Organizing students

Organizing students is carried out by identifying and grouping students according to needs and age groups, especially new students (group A). Because a teacher needs extra energy when he is a group A class teacher. This can be seen during the learning activities that the author observed again in the new school year 2022/2023. Some students seemed fussy, crying, didn't want to be separated from their mothers, and so on. So to overcome this, the class B teacher took part in conditioning the learning, because group B. Thus, in managing this class there are several shortcomings, one of which is the lack of teaching staff, each class should have two teaching staff, namely the class teacher and accompanying teacher. Apart from the lack of teaching staff, the large number of students in each class can also be a reason why class teachers are "overwhelmed" in guiding their students. Moreover, the foundation also pays little attention to the need for additional new teaching staff.

b. Deliver material/ingredients systematically

Developing students' social abilities can be done by using social-emotional learning materials which include discipline, responsibility, mutual help, cooperation, and so on. Because in the learning plan, these two aspects are combined into one. To focus on social skills and

recognition of objects to be known by students, the author takes indicators and learning activities that concern social development and recognition of objects only.

c. Apply relevant methods

There are two most effective methods for developing social skills, namely the habituation method and the role-playing method. The habituation method is a learning method that familiarizes a child or student with an activity. The existence of this method is motivated and influenced by the emergence of behaviorism theory. This habituation method is more often applied by teachers outside of learning because the habits instilled in students must be positive and sustainable. Meanwhile, the role-playing method is a learning method that involves interaction between two or more students on a topic where students play roles or dramatize behavior according to the characters they play in social relations between people after hearing the teacher's explanation without having to experience practice and memorize previous scripts. Through role-playing, students are trained to be able to solve problems on their own but still with the help of the teacher (Darmawati et al., 2018; Nurmiyanti & Candra, 2019). So teachers need to improve this method as the most effective method in developing students' object recognition and social skills. Apart from that, by playing roles students can also practice expressing opinions.

d. Use appropriate props

The props used in social learning are the game tools themselves. However, if we refer to the role-playing method, the teaching aids must also adapt to the theme conveyed by the teacher. Apart from playing tools, students can also act as role models in learning activities. Because students must always be active without the help of props such as the game itself.

**What are the results of the evaluation of early childhood education (PAUD) management at GMIM Betlehem Tataran II Kindergarten?**

Evaluation is the process of collecting data or information about children aimed at making decisions. Through evaluation activities, teachers obtain information about children's knowledge, skills, and developmental progress. The information obtained is related to learning, especially learning success. The decision is in the form of achievement within the range of goals that have been set. Through assessment, teachers know the extent to which learning objectives have been achieved. Based on this information, decisions are made about the child's individual achievements and classical learning (Munastiwi, 2018; Sodikin et al., 2017). At GMIM Betlehem Tataran II Kindergarten, to determine the development of students' social abilities, teachers must carry out several learning management evaluation techniques, namely:

a. Assessment of learning

In learning activities, teachers must apply several assessment techniques such as observation, performance, and anecdotal notes to determine students' social development. This evaluation is carried out during the habituation activities and learning process. So, a teacher teaches while carrying out evaluations referring to the child's competencies to be achieved as designed in the learning plan. Of the various evaluation techniques in learning above, observation is one of the most effective evaluation techniques and is carried out almost every day by teachers regarding the abilities of their students. Especially in developing children's social skills, teachers must make observations from the time the child arrives at school until the child comes home from school, both when the child plays, socializes, and communicates

with other people. Because in learning activities and outside of learning, teachers must always know what their students are doing.

b. Reporting student progress

Reporting on student progress can be in the form of report cards and master books. This reporting is used as a form of evaluation in learning management. Reporting is an effort to describe the abilities that children have. The real form of reporting is a child's learning progress report. This means that the things stated in the report are the child's behavior and abilities. These behaviors and abilities describe achievements in the range of growth and development of children obtained from program implementation activities in which children participate. This report is in the form of a report card written by the teacher as a means of communication with parents to find out about their child's progress during the lesson. Meanwhile, reports written in the main book contain the complete biodata of students. Habitual Development and Basic Ability Development. So, report cards and main books have the same content, only the main books are used as school archives.

c. Follow up on assessment results

Teachers can use the various steps in evaluating learning to find out the extent to which students understand all the material that the teacher has presented. Apart from that, it can also be used as a benchmark for teachers in making decisions to plan the next lesson. Through this follow-up activity, teachers can also communicate children's learning results to parents by holding special meetings, for example when receiving report cards. In this way, teachers and parents can discuss the development of each child by referring to the child's development that has been achieved previously.

## **CONCLUSION**

Learning management planning at GMIM Bethlehem Tataran II Kindergarten involves steps such as preparing the institution's vision, mission, and goals, creating an educational calendar, and developing annual programs, semester programs, weekly activity plans, and daily activity plans. However, there are weaknesses in the annual program updates that do not reflect developments in the field. Implementing learning requires effective classroom management, systematic delivery of material, and the use of relevant methods and teaching aids. The lack of teaching staff is an obstacle to implementing learning because the number of students is large. Learning evaluation involves assessment using observation techniques, performance, and anecdotal notes. Observation is effective in developing students' object recognition and social abilities. Reporting on student progress is carried out through parent books and report cards as a means of communication with student parents. Evaluation becomes a benchmark for teachers to plan future learning.

## **REFERENCES**

- Al-Kansa, B. B., Iswanda, M. L., & Windayana, H. (2021). Revitalizing the Elementary School's Management of Curriculum and Learning During the Pandemic Era. *Indonesian Journal of Multidisciplinary Science*, 1(3). <https://doi.org/10.55324/ijoms.v1i3.34>
- Aziz, T. (2019). *Manajemen Pendidikan Anak Usia Dini*. Duta Media Publishing.

- Darmawati, D., Subekti, B., & Sumarsono, S. (2018). Manajemen Pendidikan Anak Usia Dini/PAUD. *Performance: Jurnal Personalialia, Financial, Operasional, Marketing Dan Sistem Informasi*, 10(1), 19–37.
- Elihami, S. P. (2019). *Manajemen Pendidikan Anak Usia Dini Melalui Pendidikan Karakter*. Rasibook.
- Jesson, D., Crossley, D., Taylor, S. C., & Ware, J. (2007). *Educational outcomes and value added by specialist schools: 2006 analysis*. Specialist Schools and Academies Trust London,, England.
- Mulyasa. (2012). *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif*. Bumi Aksara.
- Munastiwi, E. (2018). Manajemen Ekstrakurikuler Pendidikan Anak Usia Dini (PAUD). *Manageria: Jurnal Manajemen Pendidikan Islam*, 3(2), 369–378.
- Nasution, B. (2006). *Pelatihan Sumber Daya Manusia Berbasis Kompetensi*.
- Nurmiyanti, L., & Candra, B. Y. (2019). Kepemimpinan transformasional dalam peningkatan mutu pendidikan anak usia dini. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 3(2), 13–24.
- Riyanto, Y. (2007). *Metodologi Penelitian Pendidikan Kualitatif Dan Kuantitatif*. In Unesa University Press.
- Sodikin, D., Permana, D., & Adia, S. (2017). *Manajemen Sumber Daya Manusia: Membangun Paradigma Baru*. Jakarta: Salemba Empat.
- Sugiyono. (2015). Sugiyono, Metode Penelitian dan Pengembangan Pendekatan Kualitatif, Kuantitatif, dan R&D , (Bandung: Alfabeta, 2015), 407 1. *Metode Penelitian Dan Pengembangan Pendekatan Kualitatif, Kuantitatif, Dan R&D*, 2015.
- Suhardi, M. (2023). *BUKU AJAR MANAJEMEN PENDIDIKAN DAN PELATIHAN*. Penerbit P4I.
- Suryana, D., & Rizka, N. (2019). *Manajemen Pendidikan anak usia dini berbasis akreditasi Lembaga*.
- TRIANA, G. S. (2023). *Manajemen Sumber Daya Manusia Berbasis Kompetensi Pada Organisasi Pengelola Zakat (Studi: Dompot Dhuafa Yogyakarta)*.
- Wahyudin, U. R. (2021). Implementasi Manajemen Pendidikan Berbasis Masyarakat dalam Penjaminan Mutu Pendidikan Anak Usia Dini. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 652–663.