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STUDY OF EARLY CHILDHOOD EDUCATION (PAUD) PROGRAM IMPLEMENTATION AT THE COMMUNITY LEARNING ACTIVITY CENTER (PKBM) KEDONDONG SAMARINDA

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Abstrak: Penelitian ini bertujuan untuk mengetahui manajemen penyelenggaraan program Pendidikan Anak Usia Dini di PKBM Kedondong. Penelitian ini merupakan jenis penelitian kualitatif dengan pendekatan menggunakan deskriptif. Data dan sumber data pada penelitian ini adalah pengelola, staff dan pendidik, sedangkan yang menjadi subyek penelitian yakni tempat maupun peristiwa. Teknik pengumpulan data pada penelitian ini yakni dengan observasi, wawancara dan dokumentasi. Hasil penelitian diketahui bahwa manajemen penyelenggaraan pada Program Pendidikan Anak Usia Dini (PAUD) di PKBM Kedondong diantaranya adalah perencanaan program pendidikan anak usia dini yang dilaksanakan melalui proses identifikasi kebutuhan masyarakat akan pentingnya program pendidikan anak usia dini sehingga dibentuklah PAUD di PKBM Kedondong. Dari kebutuhan tersebut dilaksanakan perumusan program sehingga menghasilkan rumusan program PAUD yaitu PAUD Kebun Kita di PKBM Kedondong. Penyelenggaraan program dilaksanakan melalui proses pembelajaran pada anak usia dini dan juga terdapat kegiatan parenting. Selanjutnya adanya pengawasan dan evaluasi. Faktor yang mempengaruhi diantaranya adalah sarana dan prasarana yang memadai, kualitas dan kecukupan pendidik. Adanya pembinaan pendidik dan juga pembinaan bagi orang tua melalui program parenting. Selain itu proses penyelenggaraan ini terhambat karena adanya pandemi covid-19 yang menjadikan perubahan sistem pembelajaran

Kata-kata Kunci: Manajemen Program, Pendidikan Anak Usia Dini, Pusat Kegiatan Belajar Masyarakat.

ANALYSIS OF TRAINING MODELS AT LKP COURSE & IIN SEWING HOUSE, JATI MAKMUR, BINJAI CITY

Abstract: This study aims to determine the management of the implementation of the Early Childhood Education program at PKBM Kedondong. This research is a type of qualitative research with a descriptive approach. The data and data sources in this study are managers, staff and educators, while the subjects of the study are places and events. Data collection techniques in this study were by observation, interviews and documentation. The results of the study found that the management of the implementation of the Early Childhood Education Program (PAUD) at PKBM Kedondong included the planning of early childhood education programs which were carried out through the process of identifying community needs for the importance of early childhood education programs so that PAUD was formed at PKBM Kedondong. From these needs, the formulation of the program was carried out so as to facilitate the formulation of the ECCE program, namely PAUD Kebun Kita at PKBM Kedondong. The implementation of the program is carried out through a learning process in early childhood and there is also a parenting activity. Furthermore, there is supervision and evaluation. Influencing factors include adequate facilities and infrastructure, the quality and adequacy of educators. There is educator coaching and also coaching for parents through parenting programs. In addition, the implementation process was hampered due to the Covid-19 pandemic which made changes in the learning system

Keywords: Program Management, Early Childhood Education, Community Learning Center

INTRODUCTION

Education is a way to improve human capacity. Education makes individuals or groups have this capacity and this capacity can play a role in national development (Mustangin, Akbar, et al., 2021). Education makes humans more qualified (Lukman, 2021). The creation of quality human resources is important (Safitri, 2020). Education is an effort to improve human personality that is held for life (Triwinarti, 2020). The implementation of education can be carried out in the community, school environment such as formal education, and also the family environment and also non-formal education (Baniah et al., 2021). The educational process can be carried out in non-formal education units, including at the Community Learning Activity Center (PKBM).

The Community Learning Activity Center (PKBM) is an educational unit that organizes various educational programs. Various programs are designed to provide educational service options for the community (Nugroho, 2021). PKBM is an educational institution designed by, from and for the community, one of the programs implemented is the Early Childhood Education (PAUD) program (Muslim & Suci, 2020). The education process for early childhood can be carried out through capacity building in families and early childhood education institutions (Ita, 2020). Early childhood education is important to provide learning experiences to children related to material in accordance with development and learning needs. The importance of education for early childhood is because early childhood is an early learner who has an extraordinary level of achievement, especially in learning about life (Laily & Chandra, 2021). In addition, handling education for early childhood is the beginning of character building (Delvianti, 2022; Shofiyah & Sugito, 2022). So it is important to strive for early childhood education programs to equip children to prepare a quality generation.

The results of the study related to PKBM in Samarinda City which organizes Early Childhood Education (PAUD) activities are Kedondong PKBM with the name of PAUD is PAUD Kebun Kita. Kedondong PKBM itself is a PKBM located on Jl. Kedondong even though its location is remote, but Kedondong PKBM is one of the successful, advanced and very active PKBM. PKBM Kedondong is also recognized as being able to meet the needs of

the community in the field of education as evidenced by the acquisition of A accreditation by the Samarinda City Education Office with active and developing programs. Especially in the Early Childhood Education program which received the mandate as a pilot school in Samarinda. This is in accordance with the expectations and meaning of PKBM as a Non-formal Education path held to meet the learning needs of the community with various programs, one of which is the Early Childhood Education Program. The presence of PKBM institutions is very important to advance the quality of life of the community from all sides, both in terms of education, skills and economic progress.

Based on this, researchers are interested in researching further about the success of the management of PKBM Kedondong Samarinda in the Early Childhood Education Program. In this case, researchers focused their success on the management of the Kebun Kita Early Childhood Education (PAUD) program. So this study aims to determine the management of planning, implementation and factors in the Early Childhood Education (PAUD) program at the Community Learning Activity Center (PKBM) Kedondong Samarinda

RESEARCH METHODS

The research approach used by researchers is a qualitative research approach. The qualitative research approach was chosen based on the purpose of the study, namely to examine more deeply related to the management of early childhood education implementation at PKBM Kedondong. In this study, the method chosen was a descriptive method so as to produce description data. Researchers act as observers by making behavioral categories, observing symptoms and recording in observation notebooks, in order to obtain a formulation of the problem to be studied.

Data collection methods implemented by researchers are interviews, observations, and document studies. The subjects in this study were leaders or managers of PKBM Kedondong, informants of data collection through interviews including staff of the Head of TU / Administration and educators of the Early Childhood Education (PAUD) program Kebun Kita at PKBM Kedondong.

Data collection with observation, namely researchers focused on the management of PAUD program implementation at PKBM Kedondong. The next data collection is by document study, namely data collection by reviewing documents related to the research carried out.

Research analysis in the study was carried out by referring to the Miles and Huberman data analysis model consisting of data reduction, data presentation, and conclusion drawing (Sugiyono, 2010). Data reduction is carried out by sorting research data to facilitate the review of research data. Furthermore, the presentation of data in narrative form so that it can be read. Drawing conclusions to draw conclusions based on findings and supporting data.

The validity of the data is carried out to prove the correctness of the research conducted as well as to test the data obtained. The validity test of the data in this study is by using source triangulation and triangulation techniques. Source triangulation, which is testing the credibility of data, is done by checking data that has been obtained through several different sources to obtain accurate data, for example data from interviews between one informant compared to another informant. Next is triangulation techniques using different data collection techniques to obtain data from the same source. In this case, researchers can cross observation, interview and documentation techniques which are then combined into one to get a conclusion

RESULTS AND DISCUSSION

The implementation of the program implemented by PAUD Kebun Kita as summarized by researchers through observation, interview, and documentation techniques has 3 stages, namely the implementation stage, the leadership stage and the supervision stage. The elaboration of the three aspects is as follows:

Planning of PAUD Kebun Kita Program at PKBM Kedondong

Program planning in educational programs is important to be carried out in the implementation of educational programs (Weni, 2020). The program planning process is an integral part of educational program management. The program planning process is also the first step in the implementation of education (Mustangin, Iqbal, et al., 2021). The process of planning a program is the first step to achieve the success of the program to be run.

Identify Needs

The Kedondong Community Learning Activity Center (PKBM) carried out program planning by previously identifying community needs related to early childhood education (PAUD) programs. Identification of this program is important to be implemented to find out what is needed in the community (Mustangin, Iqbal, et al., 2021). The preparation of the most important educational program is based on the needs that exist in the community itself (Hidayat, 2020). From the results of identifying these needs, it produces data on educational needs in the community and as a basis for program decision making.

The process of identifying needs is the process of extracting information to find out what educational needs are needed in the community (Romadoni & Purwito, 2016). The process of identifying needs is carried out at PKBM Kedondong by conducting surveys to the community to find out the needs in the community related to the PAUD program that will be carried out. Identification techniques using surveys are one of the techniques that are widely used to identify needs in the community (Hidayat, 2020). This process of identifying needs produces a formulation of needs that are used as a basis for program planning. The result of the survey conducted was the need for early childhood education (PAUD).

Formulation of Early Childhood Education (PAUD) Program at PKBM Kedondong

The planning process continued with establishing an early childhood education program. Early Childhood Education that was carried out was then named PAUD Kebun Kita with programs are Playgroups and Kindergartens. Furthermore, formulate goals and vision and mission to then run the program to be implemented. The process of formulating goals for now is adjusted to the educational program, namely the profile of Pancasila students.

Implementation of Early Childhood Education Program (PAUD) at PKBM Kedondong

The planning process that has been determined, then carried out the stages of implementing the Early Childhood Education program. This implementation is based on the objectives that have been set as a benchmark for success. The process of implementing Early Childhood Education programs is carried out through learning in early childhood and also evaluating early childhood education programs. The learning process that occurred was initially carried out face-to-face, but the pandemic made the learning process change to online learning and also limited face-to-face learning. Despite the pandemic, the learning process in the Early Childhood Education Program must continue.

In the implementation of early childhood education programs, the manager also seeks additional activities such as parenting activities for parents. Parenting activities are activities to increase the capacity of parents to be able to improve education at home. Parenting knowledge can be obtained by parents through activities held in PAUD (Adriana & Zirmansyah, 2018). Parenting activities are activities to equip parents with skills in parenting at home (Wiyani, 2019).

Evaluation for educators to the provision of routine training held to improve the competence of education personnel.

Evaluation of Early Childhood Education Program at PKBM Kedondong

The PAUD supervision phase at PKBM Kedondong covers all parts of the program planning design, ranging from daily, weekly to annual activities. The completion of the implementation is the evaluation stage. Apart from all the designs that have been made and then realized through their implementation, the evaluation stage is the completion of these two parts. Program evaluation is important to be carried out in the implementation of programs in an institution or organization (Widiastri, 2020). To find out the success obtained, PAUD Kebun Kita also routinely conducts evaluations as a form of supervision in the implementation of ECCE programs. The evaluation was carried out to obtain information to see the success of the implemented program (Hartanti, 2020). The evaluation aims to measure the effectiveness of the program being run (Saptadi, 2020). Based on the results of interviews obtained by researchers, supervision is carried out routinely every day carried out by the coordinator or the head of PAUD Kebun Kita to then convey the results of the supervision of the learning process to the manager.

Factors Influencing the Implementation of ECCE Programs at PKBM Kedondong

Factors that influence the implementation of programs implemented by PAUD Kebun Kita as summarized by researchers through observation, interview, and documentation techniques there are several factors that influence the implementation of Early Childhood Education programs. The supporting factor or driver of the success of the program created by PAUD Kebun Kita

includes a structured and planned learning program. The existence of a planned and structured program will facilitate the process of implementing educational programs at PKBM Kedondong. Therefore, a well-structured and well-planned program affects the success of the program being run.

In addition, the supporting factor of the program implementation process is the support of adequate facilities and infrastructure as a learning medium for students. Facilities and infrastructure are an important part of program implementation, especially during learning in the Early Childhood Education Program. Adequate facilities or facilities and infrastructure will increase the spirit of learning, especially in the early childhood learning process (Sugianto & Permady, 2020). Educational facilities in educational institutions are important to note because they will support academic and non-academic activities (Cynthia et al., 2015). Adequate facilities are an important factor in the implementation of early childhood education programs. Adequate facilities also provide convenience in the learning process carried out.

The success factor in PKBM Kedondong is also influenced by the quality and adequacy of the number of educators in early childhood education at PKBM Kedondong. Qualified and adequate educators will have an influence on the implementation of educational programs (Wahyuni, 2021). In the educational process, an important element is needed, namely the existence of educators such as tutors, teachers and so on, so educators need to increase knowledge and skills (Pakaya, 2020). Another factor that influences the learning process is the existence of regular training for educators to improve skills in teaching and others. Improving human quality is obtained from quality education so that educators must always improve their competencies (Sulastris et al., 2020).

Increasing the capacity of educators is also important to be able to carry out their duties effectively (Rusdin, 2017). The success of the process of providing non-formal education is influenced by the presence of qualified educators. Therefore, it is necessary to improve the quality of educators so that early childhood education can run well. In addition, to support educational programs, there needs to be good support and understanding from parents so as to produce synergy in the implementation of ECCE programs. The existence of parenting activities as a forum for cooperation between schools, educators and parents of ECCE students.

Inhibiting factors that occur in the implementation of early childhood education programs include the COVID-19 pandemic which has made changes to the learning system. The learning process is disrupted due to social distancing policies that make the learning process online or online. This makes program managers need to redesign the online learning process to continue to improve the quality of early childhood education programs.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the management of the Early Childhood Education program at the Kedondong Community Learning Activity Center consists of several stages, namely the planning of the early childhood education program which is carried out in several stages, including the process of identifying the need for a program using a survey so that the formulation of needs is known. The need for early childhood education is the basis for the development of early childhood education programs at PKBM Kedondong. Next is the formulation of an early childhood education program called Early Childhood Education (PAUD) Kebun Kita. The implementation of the ECCE program is carried out in learning activities and there

are also parenting activities for parents. Furthermore, supervision and evaluation of programs are carried out to see the success and effectiveness of the programs being run. Factors that influence the implementation of the program include the existence of adequate facilities for the learning process, in addition to the quality of educators and supported by the existence of educational programs for educators. In addition, there are parenting programs implemented to facilitate the learning process of parents in parenting. The inhibiting factor is the COVID-19 pandemic which hampers the early childhood education system at PKBM Kedondong.

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