

ORGANIZATION AND MANAGEMENT OF EARLY CHILDHOOD EDUCATION PROGRAM: AN EVALUATION ON SUBUR SEJAHTERA KINDERGARTEN, KENDARI, INDONESIA

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ABSTRACT: *The objective of this research is to describe the implementation of early childhood education program (ECEP) at Kindergarten of Subur Sejahtera Kendari, Indonesia. This research uses qualitative method, with Context, Input, Process and Product (CIPP) model evaluation design adopted from Daniel Stufflebeam (2003). The results of the study indicate that: (1) the context component covering the legal basis of the program has been fulfilled; (2) the input components that include human resources in the form of teachers and staff have been fulfilled, with appropriate academic qualifications, and adequate facilities and infrastructures; (3) the learning process implementation component has shown sufficient circumstances in accordance with those required in the national curriculum; and (4) product components covering output and outcomes are in good category. Thus, it can be concluded that the implementation of ECEP at Subur Sejahtera Kindergarten, Indonesia is in accordance with national standards of early childhood education. The suggestions that can be put forward are: (1) the competence of the kindergarten teachers still need to be improved; (2) the quality of teaching and learning process need to be improved; and (3) the teaching and learning process need to be managed more effectively by taking into account the developmental aspects required in accordance with national standards of education.*

KEYWORDS: Early Childhood Education, Organization, Management, Input, Output.

INTRODUCTION

The importance of education given from early childhood and its contribution to the development of human resource quality has been proven by various studies. Therefore, ECEP should receive serious attention and it can touch all children without any discrimination. ECEP is expected to be the basis for the development of human resources quality, particularly in Indonesia.

The development of ECEP is an effort as well as a commitment to realize expected children's character. The expected Indonesian children have ten main characteristics, namely: (1) faith; (2) devoted to Almighty God; (3) have noble character; (4) healthy; (5) smart; (6) honest; (7) responsible; (8) creative; (9) confident; and (10) love the homeland. The attachment of these ten traits to each of the children is the basis for getting them ready for further education and ready to enter the wider environment. Thus, the quality of human resources as an investment component of the nation's development can be fulfilled (Ministry of National Education of Republic of Indonesia, 2011: 17).

Efforts to provide education services at ECEP levels have shown an increase in gross enrollment rates (GER). Based on the document of the Strategic Plan of Indonesian Ministry of Education and Culture in 2010-2014, the achievement of GER nationally increased in every year, for example, in 2007 it reached 25.30%, in 2008 it reached 26.50%, then there

was an increase in 2009 which reached 28.03%, in 2010 to 29.60%, and in 2011 it reached 34.43% (Ministry of Education Education of Republic of Indonesia, 2013: 15). Furthermore, in 2014/2015 the GER reaches 68.10% (Ministry of Education Education of Republic of Indonesia, 2015: 1) and in 2015/2016 it has reached 70.06% (Ministry of Education Education of Republic of Indonesia, 2016: 1).

The most important aspect in ECEP is teacher factor. The facts show that the number of teachers with undergraduate education qualifications began to show significant improvement, especially in Kendari, Indonesia. By 2015 there were 72 kindergartens in this city that employ 552 teachers, and among 235 (42.57%) of them have had undergraduate degree in early childhood education field; 3 (0.54%) of them have had master degree. The rest of the teachers consists of diploma and high school graduate (Abubakar, 2016)

To realize the improvement of the quality of ECEP, it is necessary to optimize the potentials of all stakeholders. The main components that must be optimized include the role of professional organizations, the role of social organizations, and the role of universities that can be optimized in the development of research, laboratories, mentoring, training, and as a center for the development of early childhood education.

The success of ECEP is influenced by a variety of factors, including the characteristics of learners and the environment, the purpose of the educational program and the equipment used, the procedures and mechanisms of program implementation. The most important factor that can support the success of the program is the evaluation activity. Evaluation aims to compare the performance of the various dimensions of the program with a number of specific criteria, and finally it comes up with the description of the strengths and weaknesses of the program.

American Joint Committee on Standards for Educational Evaluation (AJCSEE) in Unicef (2017) presents the standard of evaluation as: "The standards highlight the considerations that must be weighed in formulating an evaluation design: 1) Utility: seek to ensure that an evaluation will serve the information needs of intended users; 2) Feasibility: seek to ensure that an evaluation will be realistic, prudent, diplomatic, and frugal; 3) Propriety: seek to ensure that an evaluation will be conducted legally, ethically, and with due regard for the welfare of those involved in the evaluation, as well as those affected by its results; 4) Accuracy: seek to ensure that an evaluation will reveal and convey technically adequate information about the features that determine the worth or merit of the programme being evaluated."

The ECEP evaluation uses four standards, which include usability, feasibility, propriety, and accuracy.

RESEARCH METHOD

This research uses qualitative method, with Context, Input, Process and Product (CIPP) model evaluation design adopted from Daniel Stufflebeam *at. al.* (1960). It was implemented at Subur Sejahtera Kindergarten, Kendari, Indonesia. The use of a qualitative approach is based on Creswell's opinion (2014: 185) by considering the following aspects: (1) this research is conducted on natural objects, without controlling and manipulating variables; (2) the researcher as a key instrument presents directly in the field and investigated the object;

(3) it has varied data sources; (4) the conclusion reached after performing the observation toward the object of the research; and (5) the results of the research emphasize the meaning.

The determination of research subjects is done through the following steps: (1) establishing the social situation or place that is Subur Sejahtera Kindergarten, Kendari, Indonesia; (2) determining the actors i.e. teachers at the research location; (3) establishing the activities undertaken that is learning process as the target of the evaluation research program. The primary data collection techniques consist of observation, interview, and questionnaire. While, the secondary data were collected through document study.

The data of the research were analyzed using Miles and Huberman (2004); the procedure covers data reduction, data presentation, and data verification. The qualitative data analysis was done interactively and continuously until the data reach saturation degree. The data analysis consist of data reduction, data display, and conclusion.

RESULTS AND DISCUSSION

Results

The results of evaluation on the context component reveal that the Subur Sejahtera Kindergarten has the legal basis of the institution in the form of notary deed and operational permit. The kindergarten also has documents containing the vision, mission and objectives of the institution; the institution also has organizational structure and a five-year work plan (2016 to 2020). The Institute has completed the requirements for establishing a kindergarten institution in accordance with the technical guidance of kindergarten establishment from Ministry of Education of Republic of Indonesia (2015).

The result of evaluation on input component shows that there are 2 teachers with undergraduate education qualification. The result of evaluation on learning facilities and infrastructure shows that this component has met the minimum standard. In terms of financing aspect, the institution receives financial support from the government in addition to the funds that come from monthly donations of learners. The result of input component evaluation also shows that there are 4 teachers and two classes (2 study groups); they are Class A and Class B . Class A is a group of children aged 4 to 5 years consisting of 14 children; class B is a group of children aged 5 to 6 years old, which consisting of 18 children. The ratio of teacher and student is 1:10. All teachers have undergraduate education qualification majored in early childhood education. Besides having undergraduate education qualification of early childhood, the principal also has a master degree of education.

Facilities and infrastructure available at the kindergarten includes out door and in door facilities. The infrastructure includes one unit school building of 1 unit consisting of principal room, teachers' council room and two classrooms. Furthermore it can be stated that the financing in the kindergarten comes from government grants in form of education operational aid; this grant is received annually and the total amount is based on the number of students. Another kind of funds derived from donations from parents received every month. The financial funds are allocated for teacher transportation costs, maintenance of instructional learning, and incidental institution costs.

Evaluation results on the implementation of process component indicate that the learning process has been implemented in accordance with the national curriculum guide. The process component in the kindergarten shows that the learning process lasted for 6 days a week from Monday to Saturday, with time duration of 900 minutes per week. The teaching and learning process applies weekly and daily lesson plan, which is carried out in both outside and inside classroom activities. In the classroom teachers and students perform three sets of processes: preliminary, core, and closing activities. In general, learning has been referring to the provisions in the national curriculum that is the 2013 curriculum on early childhood education.

Product components consist of outputs and outcomes. Output is the result of children's learning process which is poured in the form of books of progress reports published in each semester. Furthermore, in order to obtain more comprehensive data about the state of student development, the information on the development of students is dug out from the parents' perceptions. Meanwhile, the data related to outcomes were obtained from the nearby elementary school (e.g. State Elementary School 18 Mandonga). This elementary school gets inputs from the output of the Subur Sejahtera Kindergarten. When these graduate students accepted in grade 1 of the elementary school they already have a mature development to follow the teaching and learning process. The children are able to show progress and are ready to receive academic lessons, for example, reading, writing, and arithmetic.

Discussion

The context component of program evaluation toward Subur Sejahtera Early Childhood Education, which was established in 2011, is an effort to describe the environment, user needs, and program objectives that refers to Stufflebeam (2003: 2). The institution already has supporting documents of establishment; they are notarial deed and operational permit. The formal basis of this institution is a document contained visions, missions, organizational goals, organizational structures, and a five-year work plan (2016 to 2020). According to Kasrani (2006) that by having a formal basis of organization it reflects that the childhood education institution has the same perspective with others similar institutions in the implementation of the program.

For input components, Subur Sejahtera Early Childhood Education has had 4 teachers and two study groups (Class A and Class B) where Class A is a group of children aged 4 to 5 years and class B is children aged 5 to 6 years. The ratio of teacher and student is 1:10. Based on these conditions, the availability of teachers has been in accordance with the Technical Guidance of Establishment of Kindergarten from Ministry of Education of Republic of Indonesia (2015) which requires the ratio of teachers and students maximum of 1:15.

Teachers and the principals of the Subur Sejahtera Early Childhood Education have had education background as scholar of early childhood education, and besides that the principal already obtained a master degree on education field. The academic qualification of teachers is in accordance with the Regulation of Minister of Education and Culture of Republic of Indonesia Number 137 Year 2014, which stated that a teacher of early childhood education program must have at least a diploma four (D-IV) or Bachelor degree in early childhood education obtained from an accredited study program, or have a diploma four (D-IV) or other relevant undergraduate or bachelor degree (S1) from accredited institution and have a certificate of early teacher education from an accredited university.

Furthermore, the facilities and infrastructure at the kindergarten have met the minimum requirements as specified in the Technical Manual of Establishment of Kindergarten. It is stated that the institution must have land for building and yard, having a safe and healthy classroom with hand-washing facilities and clean water; it must also have a teacher room and a principal's room, latrines, and other spaces relevant to the children's needs. The institution should also have indoor and outdoor play facilities, as well as having a covered and uncontaminated trash bin. The required facilities are not fully owned by the Subur Sejahtera Kindergarten. The evaluation on financing shows that the financial of the kindergarten is already in accordance with the standard of early childhood education because funding comes from government aid in form of Education Operational Assistance received every year. Another financial resource is donations from parents received in every month. Financial aid grants are allocated for teacher transportation costs, maintenance of learning activities, and institutional incidental activities.

Regarding to the process component, the teaching and learning process at the kindergarten lasted for 6 days in a week (from Monday to Saturday), with a 900 minutes time duration per week. This is in accordance with the circumstances required in the Technical Guidance for Establishment of Kindergarten (2015) which states that if the teaching and learning process takes 6 days, the duration of studying each day is 150 minutes or 2.5 hours –excluding breaks (Directorate of Early Childhood Education, Ministry of Education of Republic of Indonesia, 2015: 43). The teaching and learning applies weekly and daily lesson plan, which is carried out through outside and inside classroom activities. According to Haynes (2010) learning must be well prepared, considering learning is a complex activity. There are three steps in the learning process, the first step is planning and preparation, the second step is the activities in the classroom including classroom management, learning and learning, and the third step is reporting and evaluation (the activity that takes place after the learning process of assessment, with related activities such as feedback and evaluation). It shows that the teacher and students of the Subur Sejahtera Kindergarten perform three sets of processes namely introduction, the core activities, and closing activity. Thus it can be concluded that the institution already implemented satisfied teaching and learning and process.

Product components that are divided into two important parts in the evaluation process at the Subur Sejahtera Kindergarten become benchmarks in the achievement of learning outcomes in accordance with the national standards of early childhood education. ECEP is an integral part of the national education standards as mandated by Government Regulation Number 19 Year 2005, which is formulated by taking into account the characteristics of the implementation of early childhood education. ECEP standard referred to in this study is contained in the Regulation of Minister of Education and Culture of the Republic of Indonesia Number 137 Year 2014 about the National Standard of ECEP.

Product components consist of outputs and outcomes. Output is the result of teaching and learning which is poured in the form of report book of students' development. The report is presented in the form of a description that is a result of the child's developmental outcomes consisting of moral development, religious values, physical motor development, cognitive development, language development, emotional social development, and art development. Furthermore, to obtain a more comprehensive data on the state of development of children, the information was gathered from parents. This is important, considering that parents are the ones who aware the condition of the children; they have more time to communicate and interact with the children. The outcomes of the early childhood education will determine

which learners have completed the program and accepted to higher education institutions (elementary schools). Data obtained from elementary schools who have accepted the alumni of the Subur Sejahtera Kindergarten indicates that most of the children already have mature development to follow the teaching and learning program in the elementary schools. Children are able to show progress and ready to receive academic lessons in form of reading, writing and arithmetic. This is in accordance with the stages of cognitive development of children, from the age of 6 years the child no longer thinks egocentric; their thinking process is growing. Children who get good stimulation at a previous age, at the age of 7 to 8 years they are able to use cognitive strategies representational or systematically internalized, these cognitive abilities enable children to follow formal school and be able to master the increasingly complex academic material (Schroeder & Gordon, 2002).

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of the research, it can be concluded that kindergarten evaluated, Subur Sejahtera Kindergarten, is an institution that organizes education for the early age with the quite good category. With this category, the kindergarten still needs improvement in order to increase the effectiveness and efficiency of the institution. It needs better management so that it is expected that all components can function optimally.

Suggestions

Based on the conclusions, some suggestions can be put forward: (1) in the context component, it is necessary to regularly review the vision, mission and objectives of the institution so that the institution can adjust its direction and objectives with the development of science and technology as well as the development happens in the community; (2) on the input component, it is necessary to supervise and to develop teacher competence which includes pedagogic competence, professional competence, personality competence, and social competence through in service training program; (3) in the process component, it is necessary to improve the quality of the teaching and learning process, which is managed more effectively by considering the six aspects of child development, namely moral development and religious values, physical motor development, cognitive development, language development, emotional social development, and art development; and (4) on the product component, there needs to be a more intense attention given to the children's developmental in accordance to the child's level of development.

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