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Optimizing Management of Early Childhood Education in Community Empowerment

Nunu Mahmaud Firdaus[✉], Ansori

Department of Community Education, Institut Keguruan dan Ilmu Pendidikan Siliwangi, Indonesia

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Abstract

Considering the low level of public knowledge about the importance of Early Childhood Education and the low quality of management and the lack of infrastructure (in the form of APE) as well as the many assumptions from the public that Early Childhood Education can only be reached by economically capable people causing lack of motivation to involving their children in the Early Childhood Education program, it is deemed necessary to carry out a study on the optimization of the management of non-formal Early Childhood Education programs held in the community, such as the SPS Early Childhood Education Cempaka which operates in RW 09 Ciwaruga Village, Bandung Regency West. Through the application of qualitative methods with a case study approach, the results of this study reveal that the management process still does not meet the standards required by the government as the organizing program for the Similar Early Childhood Education Unit (SPS) program. Therefore, the manager must be able to define and find ways to achieve all the objectives set through the effective implementation of management functions of Early Childhood Education management.

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[✉] Address correspondence:

Department of Community Education, Institut Keguruan dan Ilmu Pendidikan Siliwangi

Street Terusan Jenderal Sudirman, Cimahi, Indonesia

E-mail: firdaus@stkipsiliwangi.ac.id

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INTRODUCTION

Poverty is basically not only an economic problem but more multidimensional with the root problem lies in the nation's economic and political system. To make poverty alleviation effective, community empowerment is an alternative solution. Community empowerment is one of the efforts to improve the welfare of the community through several activities including in the form of initiatives and community self-improvement programs, including community empowerment in developing children's education through non-formal education channels such as the development and management of Early Childhood Education programs organized through PKK programs in the community in a self-reliant and self-supporting manner. (Wildemeesch, 2014)

In general, the development of the world of education in Indonesia is showing increasingly rapid development, including Early Childhood Education. Along with the development and advancement of technology, public attention is not only entrusting children's education and development through school education institutions, but also has involved various other professions such as psychologists, pediatricians, psychiatrists and so on through preschool child development programs, such as Childhood Education Early. So that the education and development of the child's soul gets more attention and service.

Education that collaborates with the community and various professions starting from early childhood education is a strategy in realizing a generation of people who have 21st century skills. Therefore, it is very important that pre-school and early age education institutions develop the concept of education that is able to create a generation that has skills the 21st century and awareness of the importance of education starting with pre-school education or early childhood education. (Cascante D.M , Brennan M.A, 2012)

The effectiveness of learning from equivalent education is a reflection of non-

formal education as a whole, which is implemented by various factors such as tutoring motivation, tutor commitment, leadership, means and infrastructure, finance, and working environment. Tutor educational process which has multiple roles, which has multiple roles, but also as a mentor who encourages potential, develops alternatives, and mobilizes students in developing their learning. It is emphasized if the tutor has a high commitment, it can be expected learners will achieve satisfactory academic achievement. The effectiveness learning is developed from management systems developed, so that the leadership factor and working environment developed is very important and decisive role. (Sutarto, 2017)

The development of non-formal education can also be supported by the ecological potential of the surrounding area. in this case, the ecological diversity found in an area can be used as a strategy to develop education for early childhood. (Ansori & Rosita, 2018). However, it cannot be denied that there are still many obstacles that are obstacles to the implementation of the Early Childhood Education program in this country. One of them is the low level of education of parents, especially mothers, so it has an impact on the low quality of care for early childhood. In addition, the high and low level of the economy of the community also affects the quality of service from existing Early Childhood Education institutions (Harris, 2015)

Given that intelligence and the development of children's potential are very important for future investment and public awareness about it still needs to be improved, it is felt very urgent to further promote early childhood development programs, so that the entire community, including the weak economy gets the opportunity to enjoy it. One form of early childhood development program that can be developed in a small scope in the community includes the SPS Early Childhood Education Program (Unit for Early Childhood Education) in the form of Playgroups that are integrated

with Toddler Posyandu or known as the term Post Early Childhood Education. (Saptaningtyas, 2008)

However, given the low level of public knowledge about the importance of Early Childhood Education and the low quality of management as well as the lack of infrastructure (in the form of Educational Games/ APE) as well as the many assumptions from the public that Early Childhood Education can only be reached by the community economic matters are the reason for the lack of motivation to include their children in the Early Childhood Education program. The ability of the community in terms of the economy becomes a challenge in the implementation of early childhood education. In addition, the condition of the community belonging to the poor still does not realize the importance of early childhood education. They assume that education is not the way to achieve success, but work hard is what makes them become successful people. (Hadi, Wahyudin, Ardiwinata, & Abdu, 2016)

This is of course an obstacle that is very difficult to overcome because we have to change the mindset of the people in order to understand the importance of early childhood education for their children. Therefore, there is a need for education that collaborates between non-formal education and the community like other communities or community services (Larry, Virginia, Tony, 2015)

With this rationale, it is deemed necessary to carry out a study on the optimization of management of non-formal Early Childhood Education programs held in the community, such as the SPS for Early Childhood Education Cempaka which operates in RW 09 Ciwaruga Village, West Bandung Regency.

METHODS

Overall, the use of the method in this study is a qualitative method or qualitative

research (naturalistic inquiry) that is oriented to natural and fundamental phenomena that occur in the subject of research. The application of the naturalistic inquiry method in this study: first, departs from the ability to give clear meaning to the phenomenon under study to obtain conformity between the phenomena studied and the empirical concept, namely the process of managing the Early Childhood Education program reviewed from the point of view of educational studies outside school as part of social science. In addition, in this study a case study approach was used. (Suharsimi, 2010)

Meanwhile, the subject set out in this study is the organizer of the "Cempaka" Early Childhood Education Unit (SPS) program as well as parents of students as an unspecified number of key persons but adjusted to the needs and findings in field. Locations designated as locus are subjects and objects in the neighborhood of RW 09 Ciwaruga Village, West Bandung Regency by taking the case in Early Childhood Education Cempaka RW 09 which is part of the Toddler Family Development program RW 09.

This qualitative data processing and analysis procedure uses the interactive models of Milles and Huberman (data reduction), data display (data display), and data verification (data verification). (Suharsimi, 2010)

RESULTS AND DISCUSSION

Management of the Cempaka Early Childhood Education Unit (SPS) Program RW 09

"Cempaka" Early Childhood Education Unit (SPS) (hereinafter referred to as Cempaka Early Childhood Education) as one manifestation of the community empowerment program in fostering early childhood in RW 09 Ciwaruga Village, West Bandung Regency, is one of the empowerment programs the community that integrates the Toddler Family Development (BKB) program with the Posyandu program within the scope of PKK RW 09 Ciwaruga Village, West Bandung Regency. This is in line with what is emphasized

in the Technical Guidelines for the Implementation of Early Childhood Education Post(Kemendikbud, 2014) that the implementation of the Early Childhood Education Program is an integration of education, care, protection, health and nutrition services that are organized in units or the Early Childhood Education program.

Early Childhood Education Cempaka RW 09 Ciwaruga Village, West Bandung Regency was established in 2015 on the initiative of the PKK group RW 09 Ciwaruga Village, West Bandung Regency, initiated by the KKN (Real Work Lecture) group and students of one of the Universities in Cimahi City managed independently by the PKK RW 09 working group itself. The implementation involves a number of cadres from the surrounding community with sufficient competence in terms of fostering children.

As a community-based non-formal education institution, Cempaka Early Childhood Education is held with the main goal of helping the surrounding community, especially parents who have early childhood in understanding and realizing the importance of Early Childhood Education where children in these times are very need coaching to support its growth and development which must always be stimulated for their future.

In addition, the implementation of Cempaka RW 09 Early Childhood Education is also intended to realize the character of children who are independent, responsible, and friendly for themselves and those around them, so they can become intelligent children in living the development of their future lives. At the same time helping to provide early childhood guidance services to the entire community, especially the weak economic community. Therefore, in the early years of the establishment of Early Childhood Education Cempaka RW 09 this freed up the cost of children's education for surrounding communities who belonged to the category of weak economic groups to get coaching and education services. It was only in the third year that the implementation imposed

a monthly fee collection on parents of students with a relatively affordable fee.

Regarding the management process, Cempaka RW 09 Early Childhood Education is managed with a participatory principle in which the community in this case PKK and Posyandu cadres RW 09 and local government officials (Administrators RW 09) act as managers. In the process, the management of Early Childhood Education Cempaka RW 09 implemented a learning approach through play to foster an independent, responsible, and friendly character by pivoting on three pillars, namely parents, teachers, and children.

The management of activity programs in Cempaka RW 09 Early Childhood Education was prepared by taking into account the needs of children, the vision and mission that combines science and character, and activities intended to build the closeness of parents of students and the surrounding community through various activities. In addition to Teaching and Learning Activities (KBM) in the classroom, Early Childhood Education Cempaka RW 09 also carried out several supporting activities, namely recreation/ minitrip, and an introduction to the surrounding natural environment. The activities for parents/ guardians of students in the form of parenting coaching are integrated in the Cempaka Community Development Program (BKB) program RW 09.

However, even though these early childhood development programs in Cempaka RW 09 Early Childhood Education can run quite well, they are inseparable from various challenges and weaknesses, especially those related to the availability of educational facilities and infrastructure. For more than three years the operation of Early Childhood Education in Cempaka RW 09 still lacked adequate building infrastructure. Until now, it still occupies the office building of RW 09, Ciwaruga Village, West Bandung Regency, with about 18 m² of land fused with Cempaka Posyandu. This of course has not been able to meet the standards for the infrastructure of the Early Childhood Education Unit (SPS) as set out in article 32 paragraph 4 point a Permendikbud Number 137

of 2014 which requires that SPS must have the amount of space and land area according to the number of children, area of at least 3 m² per child. Meanwhile, children's play facilities are not yet available, especially outdoor play facilities due to limited land.

Other weaknesses can be seen from the availability of management staff, both institutional managers and educators, where educators participating in the development of children in Early Childhood Education Cempaka RW 09 are volunteer cadres, especially PKK cadres and Posyandu Cempaka RW 09. This condition is the impact of the lack of available budget considering that Early Childhood Education Cempaka RW 09 is still self-reliant and self-supporting by the surrounding community, especially the community of RW 09 in Ciwaruga Village, West Bandung Regency. However, the Head of Early Childhood Education Cempaka RW 09 who is responsible for the overall implementation of the Early Childhood Education programs, has more or less fulfilled the qualifications as Head of Early Childhood Education.

These obstacles and weaknesses certainly affect the quality of the management of Cempaka RW 09 Early Childhood Education itself. Especially in terms of the availability of human resources, both managers and educators who demonstrate the existence of multiple tasks/ work within their organizational structure, where in addition to being administrators/ cadres of Early Childhood Education, they also act as personnel/ cadres in PKK/ Posyandu. Likewise, with the limited land and children's play facilities due to the lack of education budget, it has an impact on the lack of support for the process of developing children's creativity as long as they are active in the Early Childhood Education. These obstacles and weaknesses need to get serious attention from managers, local government officials, and the surrounding community so that the process of managing Cempaka Early Childhood Education 09 09 in the next period can be held optimally.

Optimizing Management of Early Childhood Education in Cempaka RW 09

The management activities of Early Childhood Education in Cempaka RW 09 Ciwaruga Village, West Bandung Regency are of course inseparable from management functions in general, such as the activities of planning, organizing, implementing, and supervising the programs that are held, as stated by (Robbins, 2013) that based on the function approach, the performance of the manager (manager) appears from the activity or function that directs the work which includes planning (planning), organizing (organizing), implementation including directing or leading others (leading), and supervision (controlling). besides, the learning process is influenced by instrumental input and environmental input. Input instruments in this case include: leadership, work climate, financing, and educational infrastructure. The decentralization policy of education is one of the influential external factors and can condition the availability of input factors, especially the funding of education that is sufficient for the implementation of the learning process that can improve the quality of education. (Ekosiswoyo & Sutarto, 2015)

Related to the management of Cempaka Early Childhood Education 09 09 as a community empowerment based non-formal education organization, it is necessary to always strive to achieve the objectives of carrying out its activities optimally. Managers must be able to define and find ways to achieve all the objectives set. This is where the manager can run it by starting with the implementation of the planning function.

This planning process is carried out to ensure that each activity carried out remains focused on the objectives and helps organizational personnel focus their attention on the most important things. Related to this, in terms of planning, programs for the management of Early Childhood Education in Cempaka RW 09 are still more focused on the preparation of management plans for learning

administration programs, while the overall management of the organization is still limited to budget management planning. This is done considering that these programs are deemed necessary to prioritize the implementation of child guidance services for the community in the midst of existing limitations.

In order for the organizational planning process and programs to guide children in Cempaka RW 09 Early Childhood Education to be optimal, the management/ management should begin to streamline this planning function, where the formulation of the vision, mission, goals, and targets and objectives of the activity is designed in the following way strategies that will be implemented in the implementation. As stipulated in the Early Childhood Education management standard (Kemendikbud, 2014) which confirms that program planning as intended is the preparation of activities of Early Childhood Education institutions in achieving the vision, mission, objectives of the institution. So that with this carefully formulated plan, every obstacle and obstacle can be minimized, and further development of management programs will be easier to implement.

In order to optimize this planning function, the manager/ administrator of Early Childhood Education Cempaka RW 09 needs to involve competent community elements in the field of management of Early Childhood Education organizations and government officials who are in charge of managing the management of Early Childhood Education institutions.

Organizing is a management function that manages the division of roles and tasks so that management runs in accordance with the flow of steps in order to achieve organizational goals. Related to this, (Robbins, 2013) suggests that managers (managers) of an organization are responsible for harmonizing and directing the work structure of the organization for the achievement of goals. Furthermore (Robbins, 2013) asserts, "The organizing includes determining what tasks are to be done by, how are tasks to be grouped, who reports to whom,

and who will make decisions". Here it is clear that in an organization, the assignment of tasks and who is the executor, and who has the authority to make decisions, is one of the management functions that will create a process of organizational performance on a regular basis, where each organization personnel are positioned in accordance with his field of work. This work order will ultimately produce work effectiveness that is highly demanded in achieving organizational goals optimally.

With regard to the organizing function in Early Childhood Education Cempaka RW 09, more or less has implemented the division of work authority where the Head of Early Childhood Education has the authority to hold responsibility in the organization and management of the concerned Early Childhood Education organization, as well as cadres who are authorized to carry out the process coaching and learning of students. However, given the limited availability of teaching resources, cadres who participated (involved) in the process of coaching and learning of students still doubled as PKK / Posyandu cadres RW 09 Ciwaruga Village, West Bandung Regency. This certainly has an impact on the lack of optimal provision of guidance services to students in particular, and the quality of the organization of the relevant Early Childhood Education organizations in general.

Taking into account such empirical conditions, it seems that there needs to be an effort to optimize organizing, especially in terms of giving authority as educators in Cempaka RW 09 Early Childhood Education, including taking into account the availability (teacher-student ratio) and cadre academic qualifications as educators (Early Childhood Education teachers, accompanying teachers, and young companion teachers) by referring to the standards of educators and education staff for Early Childhood Education (Kemendikbud, 2014).

The effort to provide qualified educators in Early Childhood Education in Cempaka RW 09 is certainly inseparable from the availability of the education budget they have. The limited

education budget experienced so far is certainly a significant inhibiting factor for the provision of educators. Therefore, managers, especially those in charge of Early Childhood Education institutions need to have adequate entrepreneurial competencies, so they can find opportunities to procure funds to meet the needs of an adequate education budget. Entrepreneurship competencies in question include: (a) Having entrepreneurial instincts in managing production/ service activities of units/ programs of Early Childhood Education as a source of learning for early childhood; (b) Creative develops the business of Early Childhood Education institutions; (c) Skilled in utilizing partnership networks; and (d) Able to empower the potential of residents around the Early Childhood Education unit/ program.

This is supported by research conducted by (Istiqomah & Fakhrudin, 2017) which explains that in managing a non-formal education a collaboration between the community and the manager of non-formal education is needed. this can make a non-formal education develop in accordance with the needs of the community and the demands of the times. The implementation function or that by (Robbins, 2013) is called the leading (lead) is one of the management functions that drives and moves the work of organizational personnel. The leading process referred to here shows a process of implementing activities that serves to encourage, direct, and implement effective techniques and strategies in order to achieve organizational goals.

Regarding this function, the management of Cempaka RW 09 Early Childhood Education as a form of education program management is certainly more focused on managing the learning services of its students. However, this does not mean that management of the organization can be ignored.

Judging from the leading function, management of the learning process of students in Cempaka RW 09 Early Childhood Education as a whole has met the process standards as required by Permendikbud No. 137 of 2014 article 11 which covers planning,

implementation, evaluation, and supervision of learning. All of them are coordinated and directed by the Head of Early Childhood Education as the person in charge of organizing the education programs of students.

Meanwhile, in terms of the implementation of management of facilities and infrastructure and the education budget, it still depends on the management of facilities and infrastructure and the availability of the PKK/ Posyandu Cempaka RW 09 program budget, so that the implementation of management is still not optimal. This is caused by several factors, one of which is that the Cempaka RW 09 Early Childhood Education program is still a pilot program for early childhood development as part of the PKK/ Posyandu Cempaka RW 09 program, while community participation in the provision of facilities- the education infrastructure and budget still relies on community self-help efforts which are generally middle to lower class economic communities.

Therefore, various efforts to optimize management are urgently needed, such as establishing partnerships with other organizations/ institutions/ institutions, both government and non-government, which enable them to become donors, build partnerships by empowering community participation in the form of caring for Early Childhood Education, etc. This is where the Head of Early Childhood Education and the Head of the Early Childhood Education Institution in question is required to have competence and flexibility in establishing relationships with the community.

Provided with a supervisory function, Early Childhood Education institutions need to implement the activities covered by the supervisory function in the form of monitoring, supervision, evaluation, reporting, and follow-up monitoring results to ensure the fulfillment of children's rights and needs as well as the continuity of the Early Childhood Education program.

In terms of this oversight function, Cempaka RW 09 Early Childhood Education still has not implemented a formal supervision

system involving the supervisors/ overseers appointed by the government in view of their stubborn status. However, this does not mean that supervision is not carried out in the management of programs. The process of monitoring and controlling the implementation of Cempaka RW 09 Early Childhood Education is currently done as well as possible in practice carried out by the person in charge of the RW 09 program. part of the PKK activity program RW 09.

If it is reviewed in terms of its effectiveness, this will certainly reduce the quality of supervision of the Early Childhood Education program in particular and the quality of education services in the relevant Early Childhood Education in general. Therefore, to be able to optimize the supervisory function in Cempaka RW 09 Early Childhood Education there is a need for involvement of supervisors/ overseers who are officially appointed by the government who will act as directors, assessors and evaluators of the performance of Early Childhood Education in Cempaka RW 09 Ciwaruga Village, Bandung Regency West.

CONCLUSION

Based on the findings and analysis of this study, it can be concluded that Early Childhood Education Cempaka RW 09 Ciwaruga Village West Bandung Regency which is a community-based non-formal education institution integrated with BKB program in PKK/ Posyandu Cempaka RW 09 activities, the overall management process is still has not met the standards required by the government as an organization to administer the Early Childhood Education Unit (SPS) program. This is particularly evident in the availability of educational facilities and infrastructure which

for the past three years the operation of Early Childhood Education is still inadequate. Likewise, the availability of managing staff and educators shows the existence of multiple tasks/ jobs as an impact of the lack of available budget.

Related to the management of Cempaka Early Childhood Education 09 09 as a community empowerment based non-formal education organization, it is necessary to always strive to achieve the objectives of carrying out its activities optimally. This is where the manager must be able to define and find ways to achieve all the objectives that have been set through the effective implementation of the management functions of Early Childhood Education management. In the planning function, the manager should need to involve competent community elements in the field of management of Early Childhood Education organizations and government officials who are in charge of managing the management of Early Childhood Education institutions. Meanwhile in the organizing function, managers, especially those in charge of Early Childhood Education institutions need to have adequate entrepreneurial competencies, so that they can find opportunities to procure funds to fulfill adequate education budget needs for the availability of qualified educators. In the implementation function, it is necessary to establish partnerships with other organizations/ institutions/ institutions, both government and non-government. Whereas in the supervisory function, there is a need for the involvement of supervisors/ overseers who are officially appointed by the government who will act as directors, assessors, and evaluators of the performance of Early Childhood Education.

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