

Training and Assistance for Strengthening of the Early Childhood in Rembang Regency

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Abstract

Currently, many institutions that organize PAUD programs only last for 1 to 2 years. This happens because of their lack of knowledge in managing PAUD so that educators and education staff at the institution cannot work professionally. Management plays an important role in all fields, including Early Childhood Education (PAUD). By implementing management processes systematically, all daily activities can run smoothly. Sustainable PAUD management will form a network of cooperation and coordination to assist PAUD managers so that learning activities can run optimally. An educational institution can run effectively and efficiently, it is necessary to have good regulation and management in order to survive in the midst of today's competition. This study aims to improve PAUD management (early childhood education) by identifying systems problems. The method used in this service activity is training and mentoring in order to strengthen the internal management of Umi Fatimah PAUD. The result of this activity is that PAUD Umi Fatimah managers can understand the importance of school management and well-coordinated management will support the achievement of school goals.

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INTRODUCTION

Early childhood is one of the critical stages of development. This is evidenced by the continuous and continuous development of children that affects the next stage of child development (Noor and Riinawati, 2021). Schools are seen as formal organizations that are expected to be able to realize the success of national education. In realizing a quality school, of course, requires the management of professional people to achieve educational goals. Early childhood education, elementary schools, junior high schools, high schools and colleges are educational institutions that are places of hope for parents, society and the nation in advancing the nation and state. To achieve these expectations is determined by the success of the principal, teachers and supervisors and the cooperation of parents (Sabrina, 2019). The teacher plays an important role in the learning process. The presence of the teacher determines the success or failure of the learning process (Suyahman, 2021).

Failure to provide quality early childhood education can limit children's future by holding them back from reaching their full potential. It will also limit the future of the country, depriving people of human resources to reduce inequality and promote a peaceful and prosperous society. Therefore, the Indonesian government continues to strive to improve education in Indonesia. The target of the 2030 Education Agenda for PAUD is to ensure that all boys and girls have access to quality development, care and pre-primary education (PAUD) to ensure readiness to enter basic education. The target of providing quality education is the fourth point of the Sustainable Development Goals (SDGs). This target is commonly called the 2030 Education Agenda, one of which targets all children to get access to early childhood education (PAUD) or pre-primary school education (Kemendikbud, 2021).

In order to realize the goals of managing PAUD institutions, it must be supported by professionalism and the quantity and quality of all components of the institution. The professionalism of PAUD management is increasingly needed, especially in the current era, this is due to the increasingly fierce competition and the higher demands on students (Firmansyah & Wardhana, 2016). The concept of an effective school can be pursued through effective and efficient organizational procedures carried out by school principals in managing school organizations. Effective managerial is characterized by the functioning of a good organizational structure in order to fulfill

school services (Ibrohim, 2016). The success of managing early childhood education institutions is management that regulates education personnel because this management determines how educators provide facilities to develop children's abilities so that they can achieve the expected educational goals (Rasmani et al, 2022).



Figure 1. PAUD Umi Fatimah

PAUD Umi Fatimah is still having difficulties in the process of improving management, starting from management, finance, staffing, etc. Therefore, there is a need for special assistance to improve existing management in schools. So, later the school can develop well in accordance with the expectations of the manager and also the expectations of the surrounding community. In the field of management, although there is an organizational structure, it has not been able to run in accordance with the existing main tasks and functions. Thus, it is not clear what policy will be determined by the school. Some of the main problems include: (1) Teachers with a basic degree in Early Childhood Education are still lacking (Gilliam & Marchesseault, 2005), (2) low quality of Early Childhood Education programs and institutions (Cacciola & Downs, 2013), (3) low involvement of families in programs (Rosita, 2019), (4) the tendency to focus on tutorials in PAUD leads to academic overtones (Daneri, 2018), (5) low investment in education (Ho & Lee, 2016); (6) The status of teachers in non-formal institutions has not been recognized (Nurhasanah & Dwiayama, 2019). In the context of the above, the impact of these problems is used as a benchmark for the progress of an institution that organizes Early Childhood Education (Chapman et al., 2017).

Based on the various descriptions stated above, the learning process is inseparable from the good management of the organization. The research raises the question of the management of early childhood programs. Therefore, the focus of program is to provide assistance and strengthen the management of PAUD. As a form of

application in implementing one of the Tri Dharma Colleges in the aspect of Community Service, the partner in this assistance is PAUD Umi Fatimah which is located in Kabongan Kidul Village, Rembang Regency. Umi Fatimah PAUD itself has been established since 2014, although it has been operating for a long time, its management is still not optimal. It is hoped that the implementation of this assistance can be useful in developing management. In the context above, this research focuses on identify PAUD management to improve the quality. The general objective of this study is to improve the management of education and education personnel at Umi Fatimah PAUD. In order for an educational institution to run effectively and efficiently, it is necessary to have good arrangement, regulation and management. This is called management. Management steps are conceptualized systematically. Management is the art of getting things done through other people. This means that a manager or manager is in charge of managing and directing other people to achieve organizational goals (Firmansyah dan Wardhana, 2016).

METHOD

PAUD institutions can run effectively and efficiently, so there is a need for optimal arrangement, regulation and management from a manager. For this reason, the management of quality PAUD institutions requires planning, organizing, implementing, and controlling. Likewise, quality PAUD management is a reflection of the quality of professional governance by utilizing all aspects of management optimally (Ismah, 2022). This program activity was carried out at Umi Fatimah PAUD located in Kabongan Kidul Village in Rembang Regency. The research subjects were teachers of Umi Fatimah PAUD, Kabongan Kidul Village. This activity started in September 2021. Details regarding the implementation of the activity are presented in Figure 2 below:



Figure 2. Stages of Implementation of Activities

RESULT AND DISCUSSION

On Saturday, September 25, 2021, administrative management training was held at PAUD Umi Fatimah, Rembang Regency. This activity was attended by all managers of PAUD Umi Fatimah as many as 10 teachers. The first speaker was Mr. Maslichan, SE., MM who provided training on good PAUD administration management. This training aims to provide PAUD Umi Fatimah managers on good management and the ability to work in teams. As a system, the school consists of components that are interrelated and influence each other in achieving goals. Various inputs ranging from students, teachers, costs, as well as other instrumental and environmental inputs must be utilized as effectively as possible in the transformation process, to produce outputs in the form of students who have a new set of values, attitudes, knowledge and skills. To utilize all these resources, good school administration and management is needed (Patsun, 2015). Organizations as a collection of people cannot be separated from the environment because basically organizations, including schools, are also part of the environment and society.



Figure 3. Management Training.

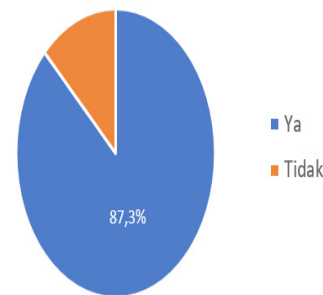
The activity was continued with the second speaker, Mrs. Nurma Gupita Dewi, SE., M.Ak. The focus of presentation is more on administrative management. This program activity is carried out as an effort to improve the quality of education by changing the teacher's work pattern from a manual pattern to a digital pattern as well as being expected to ease the burden of teacher administration. In this training, an overview of the implementation is provided PAUD learning programs that suit the needs of users of education and the educational environment existing in Indonesia (Yasa, 2021). The training includes the implementation of the PAUD Philosophy in PAUD learning that develops all aspects of early childhood development. This training activity aims to improve the efficiency and effectiveness of the implementation of educational operations in achieving educational goals. In particular, the administration of education in schools is to prepare the situation in schools so that education and teaching in them take place well.



Figure 4. Administrative Management Training

Without administration, it is impossible to achieve educational goals that are realized optimally, effectively and efficiently (Lessa et al, 2018). Because of the importance of good administrative management, there will be a growing awareness of the importance of school-based management, which gives full authority to schools and teachers in regulating education and teaching, planning, organizing, supervising, accounting for, regulating, and leading human resources and goods to assist the implementation of learning in accordance with school objectives (Nasucha et al, 2021).

The first evaluation was carried out to see the extent of understanding that the training participants could have in studying the existing training materials. The following are the results of a survey on the teacher's understanding of the material:



Based on the graph above, it can be seen that 87.3% of teachers can understand the training material easily. Thus, it can be understood that overall, all training participants can understand the material in the very good category. It is hoped that the understanding gained by the teachers at Umi Fatimah PAUD can emphasize the importance of good administration and management at Umi Fatimah PAUD.

CONCLUSION

In general, the management of PAUD Umi Fatimah is still not optimal. Therefore, this activity is expected to make the management of the Umi Fatimah PAUD institution more effective. The professionalism of PAUD managers is very much needed because of the intense competition and the demands of students who are efficient and can be managed more professionally. In today's era, it is getting higher so that the quality of an educational institution must also be improved. For the sustainability of this service program, it may be possible to provide some other additional training, for example related to making good learning media. PAUD program management is the management of PAUD establishment (opening new PAUD institutions and management of PAUD repair/improvement (improvisation of PAUD management that is already running). Institutional quality improvement is also related to the achievements of students who excel are certainly closely related to a teacher who has educated him in school (Ruwaitdah et al, 2019). In this case, the teacher at Umi Fatimah PAUD has planned and implemented the learning and conducted an evaluation of students during the teaching and learning process and at the end of the learning.

The results of this community service activity include (1) Awareness of the importance of centralized archive management in schools and the importance of managing basic educational data and document results of activities electronically. (2) Availability of archiving facilities

and student data collection and (3) Availability of rules regarding SOPs (4) Improvement of the school's vision and mission board (5) Improvement of school supporting facilities.

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