



Management of Early Childhood Education Program at PAUD Nurul Hikmah Suryalaya Post Lengkong Bandung

Im Khotimah¹, Kirana Lesmi², Sofiatu Takiah³

¹Universitas Insan Cendekia Mandiri, West Java, Indonesia, email: iimkhotimah67@gmail.com

²Universitas Insan Cendekia Mandiri, West Java, Indonesia, email: kiranalesmi77@gmail.com

³Universitas Insan Cendekia Mandiri, West Java, Indonesia, email: sofiatutakiah27@gimail.com

Abstract. The title of this work is Management of Early Childhood Education Programs at PAUD Nurul Hikmah Suryalaya Bandung Post. The study began with observations on well-organized and orderly leadership at the Nurul Hikmah Suryalaya Bandung PAUD Post. This study explores information on the management of well-organized education programs at the Nurul Hikmah PAUD Post. What are the inhibiting supporting factors? This study used a qualitative descriptive method. Data collection, observation, interview, and documentation techniques: data analysis techniques, acquisition, reduction, presentation, and reasoning. The results of this study found that the answers about the Management of PAUD Nurul Hikmah Suryalaya Bandung Post were well organized due to supporting factors from the surrounding community, PKK, Yandu Post, and school residents. The external supporting factors include cooperation with PAUD Post partners. In the management of early childhood education at the Nurul Hikmah PAUD Post, there is also an inhibiting factor, namely the parents' lack of attention to their children. Program delays are due to conflicts with programs of other educational institutions at the same time. Efforts to overcome existing obstacles include communicating and contacting the parents of students. Meanwhile, late programs can be overcome by replacing them on another day or time. The flagship program of PAUD Nurul Hikmah Post is an extracurricular program that includes dance, pencak silat, and painting. Meanwhile, religious lessons have always been part of the daily education program, including memorizing short letters, daily prayers, and Asmaul Husna and Dhuha prayers.

Keywords: Management, Program, Education

INTRODUCTION

A quality ECCE post is not only a must-have service foundation, but a quality ECCE post must have four elements: quality of the learning process, well-established partnerships with parents, support for the fulfillment of essential early childhood services, leadership, and resource management. In addition to the four things above, an institution must have more professional and competent management. Also, increased teacher creativity and good teacher performance will help easily find children's talents and interests. So that parents and the surrounding community will fully trust their children to entrust them to the PAUD Post Institute.

Conversely, with a bad ECCE Post Institution in terms of service, irregular programs, unqualified and poorly educated teachers, and poor management, the ECCE Post Institute will gradually regress and eventually disband. That is why researchers chose the Nurul Hikmah PAUD Post Institute as research material because the management of the Education Program at the PAUD Post was excellent. Peneliti will dig deeper into the Management of Education Programs at the Nurul Hikmah PAUD Post. The importance of education in everyday life cannot be overstated. A person can develop his potential through education. ECCE providers have a significant responsibility to provide quality ECCE program services. Providing quality service requires qualification and competence.

LITERATURE

Management means planning, organizing, implementing, monitoring, and evaluating. Educational programs are created by educational foundations to support ambitious students. (Mulyono 2009:18). Management is a group of people who work together in an organization. (Robert N Anthony and Vijay Govindarajan, 1995:5). Management is a process of persuasion, organizing, playing, and planning carried out with the help of people and other means to achieve predetermined goals. *Management* is a typical process consisting of mobilization, direct composition, and evaluation to achieve it. Common goals through the preparation of human resources and other resources. (George R. Terry, 1960:4).

According to Wiyono Bambang and Imron, 2018, education that aims to prepare students for future roles has a very strategic role in improving the quality of human resources and striving to realize the ideals of the Indonesian nation. The relevant training must be by the achievement of the objectives formulated in Article 3 of Law Number 20 of 2003 of the Republic of Indonesia concerning the National Education System, which states: The task of national education is to develop skills and shape the Character and civilization of the nation that is valuable in the context of shaping the life of the nation, to develop the ability of students to become human beings who worship God Almighty, have faith and fear Him and be fearful. Noble. Natural, reasonable, knowledgeable, able to be creative, independent, and a democratic and responsible citizen.

Based on the law, it is stated that education also shapes Character. These characters are called characters. Character education plays a vital role in the formation of morality. According to Lickona (in Isnain, 2016: 36), Character refers to moral concepts, attitudes, and behavior. From these three components, good morals are supported by knowledge of goodness and the desire to do good and do good.

According to Hidayah S and Dewi R, Education is broadly defined in the National Education System Law No. 20 of 2003: Education is "a conscious and planned effort to create an atmosphere of learning and learning so that students can realize the potential of their religious-spiritual strength, "themselves, can actively develop." -Control, personality, intelligence, noble character and skills needed by himself and society.

Education is school in the narrow sense of the word, Education in the true sense. This system applies to people with student status, ie. H. for students (official educational institutions). The Father of Education Ki Hajar Dewantara is famous for his advice, namely "Ing Ngarso Sung Tulodo" (front giving examples), "Ing Madyo Mangun Karso" (building and encouraging), Tut Wuri Handayani (back). encouraging) and (Febriyanti, 2021). If we understand the content of this motto, we can conclude that the role of the teacher is the foundation and spearhead.

According to Tedjawati J.M. 's Journal of Education and Culture (2010-2016), PAUD Post is a PAUD unit program service format equivalent to Posyandu and Bina Keluarga Anak (BKB) functions. This ECCE post is for people who need more time to register their children for a more excellent ECCE service, either because of anger delivery or cheap and still cheap awareness of their parents. This ECCE publication provides educational stimulation services for early childhood children and their parents with safe play rewards and examples. The issue is how much Etäposti ECCE Service the community provides today benefits parents.

Early childhood education is Education that aims to encourage the growth and development of children as a whole or the development of their personality. 43 Early childhood education is a unit of Education for children aged 0 to 6 years. Early childhood is the first and most important foundation for developing a child's personality in terms of character, physical abilities, cognitive abilities, language, art, social feelings, spirituality, self-discipline, and independence.

According to J.J. Rousseau (Switzerland:1712-1778). According to Rousseau, the purpose of Education is to liberate the child. Rousseau proposes a "back to nature" and natural parenting approach so children can develop optimally and without obstacles. Moreover, the most important Education that can guarantee children's Education is that the mother's Education belongs to the children. Education leads children who are not suitable to be more competent.

According to Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System in paragraphs 1 and 14 of Document 16 above, "Early Childhood Education" is a form of special Education given to children from birth and through supporting Education to the end. Adolescence continues. By its mission, the ECCE Education Post has an essential

purpose for developing and educating Asian children. These provisions are contained in the Posyandu Integrated Posyandu Development Policy Socialization Program document, approved by the Adult and Continuing Education Office in 2010.

Nurhasanah 2017 stated that educational institutions have no right to isolate themselves from society, especially from the surrounding community, and it is not natural to implement one's ideas through community roles. Basupetuslehti did not listen to the community's wishes, nor did he fulfill them because, in essence, educational institutions belong to the community. Communities want educational institutions to engage with their communities to enhance human resource development.

The community also wants educational institutions to influence society's development positively, both directly and indirectly, with the hope that the community will also support the work of educational institutions in their own communities. *Educational institutions* are a system that is open to the community. As an open system, it clearly cannot isolate itself, and it is essential to be aware of the existence of the community, its ideas, needs, and values in society.

ECCE posts are part of community education designed to educate the community. Community education or out-of-school learning is a type of teaching designed to help the general public develop the skills necessary for formal Education to occur outside the classroom. The relationship between community education and PAUD Post is because PAUD Post is a community education service; both are designed to teach learning residents to have skills, knowledge, and experience so that they are ready to undergo the following Education at a higher level.

METHOD

The research conducted by the author is qualitative descriptive research. Qualitative research is finding information about a research topic at a particular moment. According to researchers, continuous descriptive research aims to describe, record, analyze, and interpret existing circumstances. Descriptive research aims to obtain information by applicable conditions and see the relationship between the variables studied. This study presents information according to the variables studied. The problems found in the study are significant, and the research provides innovative information to solve the problem.

In this qualitative research, data analysis occurs when researchers collect data. If the requested or expected information needs to be improved, the researcher should continue to ask questions until the material is saturated. According to Miles and Huberman (Sugiyono, 2015, p.

337), qualitative data analysis must be tested interactively and continuously until the observed data becomes saturated.

DISCUSSION

Nurul Hikmah Early Childhood Education began with the Qur'an Education Park in 1992, where children who mainly attended the Qur'an learning in the afternoon, located at the Nurul Hikmah Mosque on Jl. Suryalaya Timur IV RW 04 Cijagra Village. In 1999, on behalf of the initiative, Mr. RT 06 RW 04 requested support for establishing TK Plus Al-Qur'an to the PKK RW 04 Cijagra Village group. The construction of the PAUD Post Building, previously called TKA / TPA Nurul Hikmah, manifests the PKK RW 04 Group's concern for Early Childhood Education for underprivileged residents.

RT 06 RW 04 residents and its surroundings are approximately 80% underprivileged residents, so POK PKK is moved to care about helping Early Childhood Children attend kindergarten / TPA. On March 29, 2000, the Chairman of RT 06RW 04 Cijagra sub-district, Mr. Nanin Djohani, proposed to the chairman of POK PKK RW 04 Ibu Dra, Hj. Lilis Harjati will sponsor the construction of a kindergarten/landfill building in the area on Waqf land from the H.A.Samsi family.

After deliberation with the management of POK, PKK RW 04 undertook to build local classes and other infrastructure by finding donors; although it could have been better in May 2001, the classroom building could have been used and began to accept students. For Management and the School Principal, the head of POK PKK RW 04 appointed Mr. Nanin Djohani, assisted by three teachers. Organizing Nurul Hikmah Kindergarten / TPA with 30 students, each child is subject to tuition fees of Rp 1000 - up to Rp 5000 - every month.

When the researcher made observations and interviews with the head of the Nurul Hikmah PAUD Post, Mrs. Tuti Suhanah, S.Pd. PAUD, which took place on Friday, May 12, 2023, she said that the Management of Early Childhood Education Programs at the Nurul Hihmah PAUD Post was excellent thanks to the excellent support and cooperation from the surrounding environment and the participation of the City Government, Yandu Post, PKK, teachers, and staff as well as parents so that this project can be carried out very well.

Early childhood education materials, such as field trips to certain places, extracurricular activities, and our main activities at PAUD Nurul Hikmah Post, include:

- memorization of short letters of the Quran,
- memorization of daily prayers,

- memorization of Asmaul Husna and routine Dhuha prayers before teaching and learning activities.

In addition, based on the observations and views of researchers involved in implementing the Nurul Hikmah PAUD Post program, students are taught material with different methods and teaching materials to facilitate student understanding. ECCE posts also organize trips to certain places with the aim of teaching material to students in such a way that it is easy to understand that early childhood is essentially a phase of learning through play. In an interview with Tuti Suhanah, the activities at the Nurul Hikmah PAUD Post are always involved, namely the principal and teachers, so cooperation and communication run well.

Based on the results of the interview above, the activities of the head of the PAUD Post Nurul Hikmah are not only educational. However, the planned educational activities that significantly contribute to students include memorizing short letters of the Quran, memorizing daily prayers, memorizing Asmaul Husna, and doing routine activities every morning, namely Dhuha prayers. Implementing the Early Childhood Education Program is carried out by implementing activities that require planning and organizing in advance. Also, encourage and strive for cooperation between groups of organizations to achieve goals and objectives. The PAUD Post has planned several plans to be implemented in the 2015-2016 academic year, and the person in charge is the director of the PAUD Post, Nurul Hikmah.

The learning method used to provide PAUD Post learning materials must be adapted to different tools or objects according to situations and circumstances so that the methods used by teachers attract children's attention, pay more attention to learning activities, and are easy to learn. To understand. Based on the findings of PAUD Post researchers on early childhood education management, teachers use different teaching tools and methods in implementing the material so that students stay energized and are inspired to pay attention to the material delivered by the teacher.

In her interview, Tuti Suhanah, Head of the ECCE Post Office, said teachers usually use several materials and tools as teaching materials to attract children's attention because, in principle, it is already at an early age. Childhood. Studying harder happens because in early childhood, they generally like to play and like something new. Based on the observations or observations of researchers, the methods used at the Nurul Hikmah PAUD Post are as follows:

- a. Storytelling Method In general, children love stories, whether about events, fairy tales, etc. Because this method trains and develops children's intelligence, imagination and emotions, children's courage, knowing children's opinions and their ability to express opinions.
- b. The method of proof is through demonstration or demonstration of the methods and skills acquired by students.
- c. Assessment methods, this is done in various ways including student observation.

From the report on the implementation of PAUD Nurul Hikmah Post education above, it can be concluded that the method of providing learning materials attracts students' attention because they are generally enthusiastic about new things and have high curiosity—children's learning. Dealing with tools or various objects is boring. Students are expected to pay more attention to the teacher when delivering material. In addition, as mentioned above, religious themes are constantly added to each theme. This aligns with the goals, vision, and mission of the PAUD Post, which is to create a generation that loves the Qur'an and has noble morals from an early age.

The Nurul Hikmah PAUD Post Education Supervision Program is like monitoring, which is an activity that evaluates whether activities are going according to plan or not. According to Mrs. Usnain, supervision at the Nurul Hikmah PAUD Post is carried out by collecting or observing all activities carried out at the school, such as learning activities, event activities, and other activities.

From the observations, researchers see that guidance is carried out only by asking and communicating directly with teachers if there are obstacles in implementing learning. In addition, researchers can conclude from observations or interviews that counseling activities are necessary because counseling can be used to measure whether activities are by a previously made plan. If there are minor bugs, they can be fixed as soon as possible so that new problems do not appear. The management of PAUD Nurul Hikmah Post is carried out by monitoring existing activities and directing daily activities, asking questions, and proposing solutions so that they can be anticipated directly.

From the results of the explanation above, it can be concluded that curriculum planning always includes ways to help students understand certain learning materials. This is reflected in the planning of teaching and learning activities with diverse and exciting teaching materials; teachers also prepare teaching materials with CTR before learning. This is done so that early childhood can easily understand the material educators provide. Before carrying out teaching and

learning activities, educators or teachers have prepared an RKP (Learning Action Plan) so that learning can be easily understood by students and by using unique and versatile resources so that students can understand and understand them. Become interested in tracking it in learning activities.

Organizing means sharing or grouping ECCE Post training programs. The starting point is the organization and implementation of training programs that are systematically arranged and arranged according to established plans. Mulyasa's book explains that learning at the PAUD Post can be carried out optimally and must also be organized and managed in such a way. In implementing and managing ECCE Post learning, at least four aspects must be considered, namely the implementation of learning, attracting and developing experts, utilizing the environment, and regulating development policies.

The researchers' findings on implementing educational programs at the Nurul Hikmah PAUD Post include several children's education programs, including habituating children to perform Dhuha prayers early on. One positive aspect is that children have been used to praying since childhood. From an early age, and in Islam, children are taught to perform worship, including prayer, from seven. However, according to the PAUD Post, children get a pleasant education from an early age. Then, teach children to read daily prayers, acquaint children with the names of Allah or Asmaul Husna, and forbid children to read short letters of the Qur'an.

CONCLUSION

1. The management of the PAUD program starts from planning which is always carried out in advance when making activities and programs of the Nurul Hikmah PAUD Post and always involves PAUD residents, meaning that the implementation of these activities is well taken. Considerations ECCE principals and teachers always work together and communicate. Various plans have been carried out impartially, so that their implementation and implementation run smoothly.
2. Supporting and inhibiting factors in the management of the ECCE Post program. In the implementation of teaching and learning activities, of course, there are factors that support and hinder the implementation of early childhood education. Internal supporting factors of PAUD Post Nurul Hikmah are different learning models, supporting facilities and infrastructure, academically qualified teaching staff and cooperation between the Director of PAUD Post and teachers. External supporting factors include cooperation with other parties such as the surrounding community, Yandu Post, PKK and parents.

Then the internal inhibiting factor of the Nurul Hikmah PAUD Post is the lack of teaching staff. and external inhibiting factors, namely parental pressure on students, lack of parental attention to children.

3. To overcome these obstacles, efforts have been made to increase the number of teaching staff and establish communication with parents to provide direction and advice so that parents can give maximum attention to their children.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 1987. *Pengelolaan Materiil*. Jakarta : Prama Karya
- Badan Akreditasi Nasional Pendidikan Non Formal. (2014). *Instrumen Akreditasi Lembaga PAUD*. Jakarta.
- Cyintia, P. (2009). *Efektivitas Pengelolaan Program Pendidikan Anak Usia Dini (PAUD) di PlayGroup ‘Annisa’ Pekajangan Kabupaten Pekalongan*. Prodi Pendidikan Luar Sekolah, Universitas Negeri Semarang.
- Dadan suryana, (2019) *Manajemen anak usia dini* Jurnal PRENADAMEDIA GROUP (Devisi Kencana):Jakarta.
- Direktorat Jenderal Pendidikan Anak Usia Dini Nonformal dan Informal. (2013). *Pedoman Teknis Penyelenggaraan Program Kelompok Bermain*. Jakarta: Direktorat Pembinaan Pendidikan Anak Usia Dini.
- Diono dan Mesiono.2016.*Dasar-dasar Pendidikan anak usia dini(Mewujudkan Sumberdaya manusia Berkeunggulan)*. Penerbit: Medan Perdana Publishing.
- Dwi, E. (2016). *Pengelolaan Program Pendidikan Anak Usia Dini di Paud Al-Ikhwan*. (Skripsi). Prodi Manajemen Pendidikan Islam, Univeristas Islam Negeri Raden Fatah Palembang.
- Fifin, D. (2016). *Pola Pengelolaan Pendidikan Anak Usia Dini di Paud Ceria Gondangsari Sumowono Jawa Tengah*. (Skripsi). Prodi Manajemen Pendidikan Islam, Universitas Islam Negeri Sunan Kalijaga Yogyakarta.
- Fauji, Imron dan Srikantono.2013.*Kurikulum dan bahan ajar PAUD*.Penerbit Jember: SUPERIOR.
- Hasan, Maimunah. 2010. *PAUD(Pendidikan Anak Usia Dini)*. Jakarta: Diva Press
- Handoko. 2003. *Pengelolaan Lingkungan Belajar*. Jakarta: Kencana.
- Hersey. (1982) *Management off Organization Behavior*. California: Prentice Hall International Inc.
- Hibana,(2021) *Manajemen Lembaga PAUD* jurnal Rumah kreatif Wadas Kelir : Banyumas.
- Hunoke, L. (2015). *Pengelolaan Program Pendidikan Anak Usia Dini Kelompok Bermain di PKBM Flamboyan di Desa Bulontala Timur Kecamatan Suwawa Selatan Kabupaten Bone Bolango*. (Skripsi). Prodi Pendidikan Luar Sekolah, Unversitas Negeri Gorontalo.
- Jenderal, Direktorat. 2015. *Pedoman Perencanaan Pengelolaan Kelas Pendidikan Anak Usia Dini*. Kementrian pendidikan dan kebudayaan.

- Kadafi,M. 2021. *Pengembangan Alat Permainan Edukatif untuk anak usia dini*.Penerbit :Mataram : Sanabil.
- Masnipal. 2013. *Siap Menjadi Guru dan Pengelola PAUD Profesional*. Jakarta: PT Karya.
- Mulyono. (2009). *Manajemen Administrasi dan Organisasi Pendidikan*. Yogyakarta.
- Nugraha Ali. 2018. *Et.al.Pedoman Pengelolaan Pembelajaran Pendidikan Anak Usia Dini*.Penerbit : Direktorat Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kementrian Pendidikan dan Kebudayaan.
- Nurhayati, (2020).Manajemen Penyelenggaraan Pos PAUD diterbitkan oleh Yayasan barcode Makasar.
- Nurul, A. (2015). *Pengelolaan Pendidikan Anak Usia Dini (PAUD) Di Taman Penitipan Anak (TPA) Dharma Wanita Persatuan (DWP) Rumah Sakit Umum Pusat (RSUP) Dr. Sardjito Yogyakarta*. (Skripsi). Prodi Pendidikan Luar Sekolah, Universitas Negeri Yogyakarta.
- Pancaningrum Novita dan Hasanah Nur.Peran Hubungan Masyarakat Pendidikan Anak Usia Dini Islam Republik Indonesia.. (2003) *Undang-Undang No. 23 Tentang Sistem Pendidikan Nasional*. Lembar Negara RI Tahun 2003. Sekretariat Negara. Jakarta.
- Rohmat,(2017) Manajemen Pendidikan anak usia dini YINYANG Jurnal Studi Islam Gender dan Anak 12(2):299-325
- Sera Yulianti (2022) Manajemen Pos PAUD Jurnal CV.EUREKA MEDIA AKSARA: Jawa Tengah.
- Sudjana, D. (2010). *Manajemen Program Pendidikan: untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia..* Bandung: Falah Production.
- Sudjud, Aswani. 2010. *Pengelolaan Kegiatan Pengembangan Anak Usia Dini*. Jakarta: Universitas Terbuka.
- Sujiono, Yuliani Nurani. 2013. *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: PT. Indeks.
- Suryana,dadan. 2013. *Pendidikan Anak Usia Dini (Teori dan praktek Pembelajaran)*. Padang:UNP Press Padang.
- Yunus,Mardiyawati. 2016. *Pendidikan Anak Usia Dini dalam Persektif Islam*.Ciputat : ORBIT.
- Nugraha Ali. 2018. *Et.al.Pedoman Pengelolaan Pembelajaran Pendidikan Anak Usia Dini*.Penerbit : Direktorat Pendidikan Anak Usia Dini dan Pendidikan Masyarakat Kementrian Pendidikan dan Kebudayaan.
- Kadafi,Muammar.2021. *Pengembangan Alat Permainan Edukatif untuk anak usia dini*.Penerbit :Mataram : Sanabil.
- Fauji, Imron dan Srikantono.2013. *Kurikulum dan bahan ajar PAUD*.Penerbit Jember: SUPERIOR.
- Nasutio , Raisah.2021. *Modul Perencanaan Pembelajaran Anak Usia Dini*.
- Nuryati, dan Mufrodi ade, 2020.*Manajemen Penyelenggaraan PAUD*. Penerbit:Makasar : Yayasan barcode