

Conference Paper

Assessing School Management In Santa Theresia Kindergarten, Central Java

Aloysia Yesi Wulandari, Swantyka Ilham Prahesti*, Nufitriani Kartika Dewi, Aryo Tamtomo, Sih Restu Novia

Early Childhood Education Teacher Education S1 Study Program / Faculty of Computer and Education, Ngudi Waluyo University, Indonesia

ORCID ID

Swantyka Ilham Prahesti: <https://orcid.org/0000-0001-9482-338X>

Abstract.

This study aims to determine the management of education in Santa Theresia Kindergarten. This study uses a descriptive method with a qualitative approach. The research subjects are principals, teachers, and parents. The subjects were selected through a purposive sampling technique. Data were analysed by systematically searching and structuring interview transcripts, recordings, photos, and documents. The results showed that the planning of educational programs at the Santa Theresia Kindergarten school, in general, has been well prepared. Additionally, the management organization in Santa Theresia Kindergarten, in general, has reflected a relevance between the abilities and skills of personnel and educational needs. Lastly, The implementation of education in Santa Theresia Kindergarten is directed at the learning process running well, effectively, and fun. In general, of the eight pre-set standards, several standards are doing well, namely financing standards, content standards, process standards, educators and education personnel standards, infrastructure standards, and financing standards. At the same time, the standard that requires more attention is the standard of assessment because teachers are not consistent in conducting the assessment

Keywords: Kindergarten, School management, educational program

Corresponding Author: Swantyka Ilham Prahesti; email: swantykailham@unw.ac.id

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1. Introduction

Early Childhood Education (PAUD) is an education that is shown for preschool-aged children so that children can develop their potential from an early age, namely by providing educational stimuli to help children's physical and spiritual growth and development. Further, education at the kindergarten level is shown and designed to serve and improve children's intellectual, social-emotional, linguistic, and physical development (1). This is in line with the purpose of preschool education, or kindergarten level, to facilitate optimal and comprehensive growth and development of the child following the norms and values of life adopted (2).

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Early Childhood Care and Education (ECCE) management quality reflect professional governance quality by optimally utilizing all management aspects. Moreover, an ECCE valley that runs effectively and efficiently requires optimal structuring, regulation, and management from a manager. Therefore, in managing quality ECCE institutions, it is necessary to have planning, organizing, implementing, and the need for control as a manager/head action (3) such as managing a quality learning environment. The purpose of education in ECCE is essential for certain parties directly involved in the management of the learning environment in ECCE. Conceptually, the formulation of the purpose of education in ECCE can be listened to and learned from the formulation of laws and government regulations governing the implementation of education at that level, as well as through the stated educational curriculum document that is being implemented.

Management is a process to realize the expected goals. Management is also a particular skill to carry out an activity, either with others or through others in achieving an organizational goal (4). Meanwhile, (5) said that management is an activity carried out together and a person or group to achieve an organization's goals. Specific to education, management is defined as an activity of combining educational resources to be centralized to achieve predetermined educational purposes (6). With management, a principal can act as an administrator in carrying out the mission, a manager in combining educational resources, and a supervisor in fostering teachers in the teaching and learning process. ECCE management consists of the words "Management" and "ECCE". The word Management comes from Latin, namely "Manus" which means "Hand" and Agree which means "To Do" (7). The word is then combined into the verb Manager, which means "To Handle". The word *Managere* was then translated into English into Management with the verb "To manage". So that in the end Management in Indonesian is solved with the word management, which means management.

Meanwhile, ECCE based on the Minister of Education and Culture Number 137 of 2014 concerning National Standards for ECCE, Chapter I, Article I, Number 10 states that Early Childhood Education is a coaching effort shown to children from birth to the age of 6 (six) years which is carried out through the provision of educational stimuli aimed at helping physical and spiritual growth and development so that children have the readiness to enter the next level. To ensure quality ECCE units, it is necessary to be well managed to know the extent of the quality of ECCE, accreditation must be carried out (8). On the other hand, accreditation is critical because it improves the quality or quality of education. Quality ECCE is expected to produce quality future generations. There are eight accreditation standards for the ECCE level, namely: Child Development Achievement Level Standards (STPPA), Content Standards, Process Standards,

Educators and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards, Assessment Standards. The purpose of accreditation can also provide an overview of the level of school performance (9) which is used as a tool for coaching, developing and improving schools both in terms of quality, effectiveness, efficiency, productivity, and innovation, and is very important for the sustainability of the institution itself.

2. Method

This study focuses on efforts to analyze phenomena related to achieving 8 (eight) national standards for education at Santa Theresia Ungaran Kindergarten. The series of research activities that the author carried out was through initial activities, namely by observing the object of research, looking for documents, and continuing by conducting interview activities at sources that could provide information about the data that the author needed in research and discussion later. The subjects of the study that the authors referred to were principals, teachers, and parents. The study subjects were taken through the purposive sampling technique, which is to choose samples based on the research objectives so that in the implementation of the interviews carried out directed following the research targets. Data analysis in qualitative research is the process of organizing the sequence of data into a pattern, category, and situation of data description. Data analysis systematically searches and structures interview transcripts, recordings, photographs, and documents. To then be interpreted and given meaning in order to increase the understanding of research towards the research focus, which is then presented as a research result.

3. Result and Discussion

The PAUD Management Research was carried out on Thursday, April 7, 2022 at Santa Theresia Kindergarten located on Jalan Diponegoro No. 741 Ungaran. The selection of Santa Theresia Kindergarten is based on the fact that the institution was accredited A in 2018, the institution has three services, namely Child Care Center (TPA), Kindergarten (TK) and Playgroup (KB) and is often used as a place for observation or student internships. In Santa Theresia Kindergarten, it has implemented the standards for the implementation of ECCE: Child Development Achievement Level Standards (STPPA), Content Standards, Process Standards, Educators and Education Personnel, Facilities and Infrastructure, Management, Financing, and Assessment Standards.

3.1. Standards of The Level of Achievement of Child Development

In the standard level of achievement of child development, schools need to detect children's growth such as weight data according to age, height data according to height, and head circumference information according to age and gender. The school only detects children's development by providing a recapitulation of developmental achievement data measured using several instruments: DDTK, KMS, KPSP (Pre-screening Questionnaire for development in the SDIDTK book), other related sources.

From the results of an interview with the principal at Santa Theresia Ungaran Kindergarten, the application of the child development achievement level standard (STPPA), there are a number of things that support the STPPA process. As there are data on weight, height, by age. Every child has a DDTK (Early Detection of Child Growth and Development) book. The school also collaborates with puskesmas to check children's health every few months. The school also uses the SDIDTK application (Simulation of Early Intervention Detection of Growth and Development). In this application there is Early Detection and Intervention of Child Growth and Development to detect growth disorders in children, power tests with (TDD), detection of behavioral and emotional deviations, early detection of autism in children and early detection of GPH. Child development can also be seen as a whole in the maternal and child health book (MCH), healthy menu card (KMS). The school also collaborates with puskesmas to conduct health checks for students at school such as dental, ear, oral examinations. After conducting an investigation, the school reports the results of the examination to parents for follow-up as there are those who that must be immediately referred to the hospital.

3.2. Conten Standards

The content standard contains KTSP (Education Unit Level Curriculum) which contains learning materials, learning methods, KTSP references, services according to age groups according to DAPODIK (Basic Education Data). In its planning, Santa Theresia Kindergarten compiled the 2013 curriculum (K13) using national standards following the 2013 Curriculum for Early Childhood Education at the Minister of Education and Culture number 146 of 2014 Santa Theresia Kindergarten also has the Maria Servant of God curriculum as a guideline that is instilled during teaching activities, namely the values of spirituality to students, namely faith, loyalty, humility, and community. Currently, Santa Theresia Kindergarten is also in the process of implementing the Independent

Curriculum (IKM). Evaluation and preparation of the Curriculum is carried out with the principal and teachers during work meetings to prepare school programs for the next school year.

3.3. Process Standards

In the standard process, there is learning planning such as semester programs, RPPM, RPPH, supervision of learning activities, parental involvement, communication between parents and educators, unit meetings/activities involving parents in child development reports (report cards), photos, direct communication during meetings or other media. From the results of the interview with the principal

"Supervision is usually the implementation, we supervise kbm, there is administrative supervision, so I am in classes. We have made a schedule for what the teachers are supervised, then I wait for the teachers to teach whether it is in accordance with the plan that has been made. If administrative supervision means that we will look at the administration of the class, whether the RPP exists, then other supporting books assessment books, anecdotal notebooks, initial symptom books. What is valued is from teaching him whether according to the plan that has been made then there is also the administration. Now it will be different if we use an independent curriculum, sometimes not in accordance with the rpp." (interview with principal)

The principal and teachers prepare semester programs during work meetings for the preparation of school programs for the new academic year, the availability of Learning Preparation Plan (RPP) documents either daily or weekly, supervision documents carried out by the principal to teachers, documents on child development reports, communications made by parents and teachers, and minutes of meetings with parents. In the standard process, there is also parental involvement in ECCE institutions (9). For the involvement of parents in ECCE i.e. attending parent meetings both online / offline, parents are involved in school programs such as The Patron's Name Party and School Birthday activities and Parenting activities.

"Yes, if we do parent meetings during this pandemic via Zoom meeting, if online we invite parents, it has not been done because it is possible, but this sees that the situation is good, so maybe later in this school year we still invite parents to socialize the parent program and we will also socialize it later for the collection of the diploma, we also invite parents. Communication between students and parents " is carried out through the grub of class groups using whatshapp, if there is a consultation usually also use private chat with educators. There are also those who come here directly and

then consult with the educators as well, and it is more targeted if they meet directly than through chat later it will be different from what is said by typing, the message is different.” (interviews with teachers and parents)

3.4. Standards Of Educators And Education Personnel

Educators are members of the community who are devoted and appointed to support the implementation of education (10). Included in the education staff is the head of an educator, educator, and education staff. The competency standards of educators and education personnel include four components: 1) pedagogic competence, 2) personality competence, 3) social competence and, 4) professional competence.

At the standard of educators and education personnel at Santa Theresia Kindergarten, there are eight educators and four education staff. There are seven education personnel who have S1 academic education qualifications, one educator who has high school qualifications, and one educational staff with S1 academic qualifications. Educators and Education Personnel at Santa Theresia Kindergarten also attend training that supports their education such as attending PAUD tiered training, technical training for ECCE educators or other relevant training both organized by the Ministry of Education and Culture, Dinas and Foundations.

In the standards of educators and education staff at Santa Theresia Kindergarten, documents such as data, certificates, diplomas, and award certificates are already available. Educators and education staff have also been included in *Dapodik* (Basic Education Data) and have accounts to access various applications/platforms such as PPM (Merdeka Mengajar Platform). Educators are also actively involved in organizations such as IGTKI / HIMPAUDI.

Table 1 shows the educators and education staff working in Santa Theresia Kindergarten, containing position, date of birth, educational qualifications, and year of starting work. This data was derived from the result of observation in Santa Theresia Kindergarten.

3.5. Standards Of Facilities And Infrastructure

In supporting teaching and learning activities, Santa Theresia Kindergarten has infrastructure standards in accordance with applicable regulations such as the availability of inventory list documents, play facilities, and *Dapodik*. Santa Theresia Kindergarten has

TABLE 1: Teacher and Employee Data.

No	Subject's Code	Position	Place and date of birt	Certificate	Year of start- ing work
1.	AS	Pricipal	Magelang, 18 April 1969	S1 PAUD	17 Juli 2006
2	RS	Teacher	Kab Smg, 23 Maret 1970	S1 PAUD	01 Oktober 1991
3	Ch. YA	Teacher	Wonogiri, 23 Juli 1973	SMA	01 Juli 2015
4	Ch. TS	Teacher	Kab Smg, 18 April 1971	S1 PAUD	14 Juli 2014
5	YMS	Teacher	Semarang, 28 Maret 1980	S1 PAUD	16 Juli 2012
6	SMR	Teacher	Bogor, 31 Juli 1986	S1 PAUD	14 Juli 2018
7	MDS	Teacher	Kab Smg, 816 Sept 19971	S1 PAUD	15 Juli 2012
8	CSR	Teacher	Tegal 25 April 1974	S1 PAUD	24 Juli 2000
9	MIS	Teacher	Temanggung, 17 Maret 1995	S1 PAUD	01 Nov 2018
10	SI	Administration	Kab Smg, 14 Juni 1967	S1	01 Agust 2010
11	AYW	Administration	Semarang, 1 Juli 1999	SMK	01 Sept 2017
12	RK	Cleaning Service	Semarang, 14 Nov 1975	D3	1 Agustus 2019

facilities, namely blocks, materials, media and tools for the development of art and culture, stationery, painting tools, materials, media and role-playing tools, materials, media and cooking utensils, media materials and tools for spiritual development, materials, media and tools for the physical development of motor skills, materials, media and tools sourced from the natural/surrounding environment, external games (sandboxes, titian boards, swings, seesaws, slides, rotary bowls), children’s reading books.

Santa Theresia Kindergarten also has a DAPODIK application (Basic Data of Students). The institution has updated Dapodik data on the availability of electricity or other lighting, water installations, toilets with clean water, and installation of tanan washing facilities with running water, P3K facilities. For infrastructure in Santa Theresia Kindergarten, bagunanan is available in the ECCE unit, data on land area in Dapodik and document evidence mentions the land area. Data on the status of land in Dapodik there is evidence of the legality of land use, having data on the availability of play or learning spaces.

It also has a swimming pool, drumband, musical instruments and dance costumes to support school programs such as extracurriculars at Santa Theresia Kindergarten. The management of infrastructure facilities in Santa Theresia Kindergarten is to carry out planning such as the procurement of goods that have been made in the RABS (School Budget Plan), planning for the maintenance of infrastructure, Organizing (Organizing) Santa Theresia Kindergarten has a team of sarpas ara infrastructure facilities that carry out according to the main duties and functions in the infrastructure section. Control (Controlling) so that the work runs following the vision and mission and objectives, there is the supervision of infrastructure. The implementation (Actuating) encourages all school residents to carry out and realize the plan that is realized through various briefings and motivations.



Figure 1: Standard of Facilites (Play Ground).

3.6. Management Standards

In Santa Theresia Kindergarten, in implementing Management Standards, namely unit planning to compile the academic unit's vision, mission, and objectives, plans for educational unit activities in one year, and the current year's academic calendar made by the institution. In organizing at Santa Theresia Kindergarten, it has an organizational structure of the ECCE unit with a description of the main tasks and functions, has the order of educators and education staff. Its implementation at Santa Theresia Kindergarten manages the admission of new students (PPDB), Learning, Competency Development of Educators, and Education Personnel.

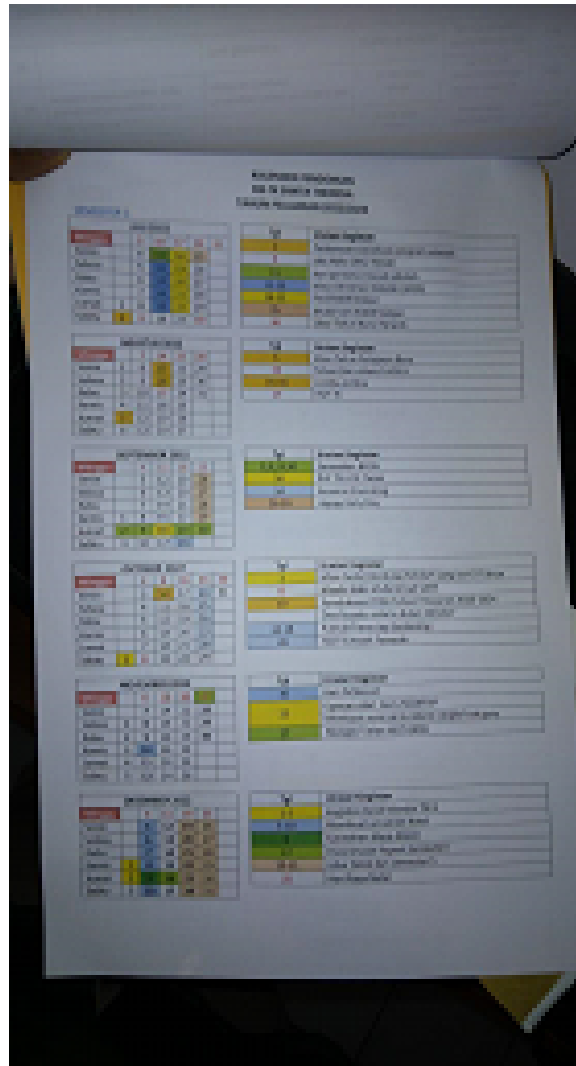


Figure 2: School made education calendar.

3.7. Financing Standards

In Santa Theresia Kindergarten, the budget plan (RAB), the availability of investment costs, operational costs, and documents on the personal expenses of ECCE units in the academic year. Santa Theresia Kindergarten has standard operating costs every school year, preparation of the RAB for every work meeting, investment costs and financial documents. Financial administration is available, namely bookkeeping documents (cash books, income records, expense records) and compiling financial statements (monthly or annually). Every month send financial statements, and make accountability reports that are sent to the foundation and BOP reports in the service.

3.8. Assessment Standards

Assessment (Assessment) in early childhood (AUD) is used to evaluate learning development and prepare further learning materials. Assessment is used to determine the learning progress achieved by students in carrying out various developmental tasks as well as things that are of interest and attention to students (11). The assessment will give an idea of what learners can and cannot do within the development scope appropriate to their age.

Assessment is a part that should be the center of attention in learning, closely related directly to the Curriculum developed by educators on learning. Assessment of students for, an educator helps know the needs of students who are in a period of growth and development so that effective and efficient educational programs can be held. Providing assessment and evaluation must be objective in measuring each student's academic development and growth (12).

In carrying out the Child Development Assessment in Santa Theresia Kindergarten with observations and interviews, make checklists, anecdotal notes, works, documentation and other forms of assessment. Child development reports are made every semester in accordance with aspects of child development, namely moral, cognitive, physical motor, language, art, social-emotional religious values. Assessment documents are already available. In conducting assessments, educators face several obstacles, namely time constraints and obstacles from students themselves. These obstacles give rise to assessment results that have not been able to describe the development of students. Therefore, educators need to prepare an assessment schedule for students in a structured manner.

4. Conclusion

Management is the activity of planning, organizing, directing, and controlling all activities in an organization or institution. The importance of management in one ECCE institution is to provide maximum service for students, smooth work programs, and in accordance with the school's goals, vision, and mission. The reason is the existence of management activities in ECCE institutions to run effectively and efficiently, which is shown to all components and activities of the institution, both students, educators, and the environment in an orderly, planned and systematic manner. The management at Santa Theresia Kindergarten is in accordance with the 8 PAUD standards that have been applied to date, and the management is good. Meanwhile, the standard that requires more

attention is the assessment standard because the teacher is inconsistent in conducting assessments; educators need to prepare a schedule to provide evaluations to students so that the assessment runs on time.

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