

## Conference Paper

# Partnership-Based Integrative Holistic Early Childhood Development Management in Realizing Quality PAUD

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## Abstract.

The purpose of this study is to analyze the management of the Pembina Bergas State Kindergarten and in building partnerships with government agencies, the industrial world and the community. This study uses descriptive research with a qualitative approach to explore realistic facts about quality PAUD in Pembina Bergas State Kindergarten. Data was collected using interviews and documentation studies. The subject of this study was the principal and 8 teachers at TK Negeri Pembina. The results of the research on the management of the PAUD HI program at TK Negeri Pembina have been running with Terry's management stages. The partnerships support the PAUD HI program on the initiative of the principal to send a letter of application. The management of PAUD HI in TK Negeri Pembina Bergas is carried out through the stages of planning, organizing, implementing and supervising PAUD HI programs. The essential needs of children in the form of education services, health services, nutrition, and care, care, protection and welfare have been implemented. Partnerships have been established in an effort to assist the implementation of the PAUD HI program. There is a follow-up plan by the school principal.

**Keywords:** Management, PAUD HI, Partnership, Quality PAUD

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## 1. Introduction

The quality of education services for early childhood can be optimized by implementing an integrative holistic early childhood development program or PAUD HI for short. Presidential Decree No. 60 of 2013 Article 1 paragraph 2 explains that PAUD HI is an early childhood development effort carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically and integratedly. According to (15), children are egocentric, rich in fantasy, have short attention span, and are the most potential period in learning. Therefore, it is very important to be facilitated with PAUD HI programs.

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The national program for the one PAUD village movement can be realized by the fact that the number of privately managed PAUD institutions is increasing. The one village one PAUD movement launched by the government aims to increase the gross enrollment rate (APK) of PAUD. The village early childhood education policy through the 1 Desa 1 PAUD Program which was launched in 2012 as an effort to expand and equal access in order to increase the Gross Enrollment Rate (APK) for Early Childhood Education (PAUD), can be said to have succeeded in boosting the growth of PAUD in the country (18). In line with (17) Indonesia's commitment to PAUD is evident with the inclusion of PAUD in the National Education System. The Government of Indonesia is working hard to achieve this target so that the PAUDISASI and One Village One PAUD Movement emerged. The next stage after the spread of PAUD in villages needs to think about the quality of PAUD. The results of (1) show that early childhood education has four strategies in improving the quality of human resources, including: training, professional development, career development, and performance appraisal. One of the four strategies has the theme of developing human resources through workshops on employee responsibilities in schools and families.

Principals and teachers have a duty to print a golden generation, from great teachers will be born great children, this statement can be seen when children in schools pay close attention to their teachers while teaching. Intelligent teachers who have four competencies in teaching choose the right methods and strategies so that they can fascinate early childhood children, because the teacher conveys clearly, is easy to understand and is given with great affection to children. When the quality of PAUD graduates develops very well, it will become the basis for their adult personality, which has an impact on increasing the quality of human resources. PAUD is also a strategic effort to develop the quality of human resources, as mandated by Development 2030. One of the objectives of this agenda is the provision of quality early childhood education which is directed at ensuring that all children have access to quality development, care and pre-school education.

Nowadays, the number of PAUD is increasing throughout Indonesia, although it is not enough to facilitate early childhood. The quality of PAUD services meets the 8 National Education Standards which are the minimum standards that must be met when the PAUD unit is established, including how the competency standards of graduates are, the curriculum, the learning process, the educators/teachers, the assessment, facilities and infrastructure, management and financing. The results of research by (9) show that the implementation of a quality culture of accreditation in 3 PAUD education units has been going well and in accordance with national standards. This can be

proven by the application of a quality culture through national accreditation standards to fulfill the completeness of documents. 8 accreditation standards include child development achievement standards (STTPA), content standards, process standards, educator competency standards, facilities and infrastructure standards, management standards, financing standards, educational assessment standards. Accreditation is currently still the benchmark for PAUD units, unfortunately the current accreditation instrument no longer refers to PAUD HI indicators, resulting in gaps. On the one hand, the president wants a holistic, integrative service for PAUD units, but when assessing the quality of the assessment instrument, it does not use PAUD HI indicators. This requires an in-depth study from policy makers to synchronize.

Management is a process or framework that involves directing a group of people towards organizational goals (16). The PAUD unit is an educational institution that requires good management in its management. Successful schools achieve their goals and objectives. Influenced by good management (14). Educational institutions need a form of activity regulation that leads to a systematic system as the basis for implementing operational activities within an educational management (4).

Management is needed in the management of PAUD units, one of which is to realize the vision and mission of an PAUD unit. Management is required by all institutions and is universal (12). In line with the research results of (13) showed early childhood education has four strategies in improving the quality of human resources, including: training, professional development, career development, and performance appraisal. One of the four strategies has the theme of developing human resources through workshops on employee responsibilities in schools and families.

PAUD units have school principals who can lead and manage PAUD units by implementing an integrative holistic early childhood development program (PAUD HI) to provide services and facilitate the growth and development of early childhood through meeting their essential needs. As a manager, the principal wants to have good managerial competence. This is in line with the results of service in the form of training for private school principals in Semarang which shows an increase in knowledge about managerial tasks, competencies, as well as the main tasks and functions of school principals (10).

The role of the principal is very important in managing the PAUD unit. As research conducted by (10) Principals who are able to carry out their duties well will increase the trust of school stakeholders. Efforts to realize quality PAUD by implementing the HI PAUD program. Fulfilling the essential needs of children which consists of providing education services, health services, nutrition and care, care services, protection services and

welfare services requires collaboration from various parties/partners with government agencies, industry and community organizations.

Partnerships need to be built with ideas from the principal as a manager in the PAUD unit. The results of the study: In providing education, the Wijaya Kusuma PAUD post coordinates with Posyandu as a health service and detects early childhood growth and development, and collaborates with the Toddler Family Development (BKB) program as a parenting class service for parents. So it can be said that the Wijaya Kusuma PAUD Post is a form of integrative Holistic PAUD because of the integration of educational services with parental guidance services and health services (2). It is proven by good cooperation that the implementation of PAUD HI can run well. Many factors cause PAUD HI to run well, when there is support from all parties. In line with the results of (11) The supporting factor for the successful implementation of an integrative holistic program in Insan Cendekia Kindergarten is the collaboration between teachers, parents, principals, and heads of foundations so that the essential needs of children are met. The results of the next study stated that a school is said to be superior if the stakeholders, namely principals, teachers, students, parents, and the community work together and synergize to help each other in realizing the stated goals (3).

Principals carry out planning, organizing, implementing and supervising schools from all elements in the PAUD unit. The partnership that has been established is intended to assist PAUD units in implementing the PAUD HI program. The role of partnerships from government agencies that are the task forces of PAUD HI is still low as stated in Presidential Decree No. 60 of 2013. There is no program from regional apparatus organizations that support the PAUD HI program, OPD has its own program and does not support PAUD HI, even though the OPD is a member of the PAUD HI task force. The Regional Action Plan which is a derivative of the PAUD HI National Action Plan has not been running as it should.

Quality PAUD has four important elements, namely the quality of learning process services, the quality of unit management services which are divided into three: partnerships with parents, monitoring the fulfillment of essential early childhood services, leadership and management of funding sources. The partnership between the PAUD unit and parents/guardians is the key to the continuity between play activities and the values introduced in the PAUD unit and at home. The results of the study state that to manage a quality institution, a general strategy is needed by formulating goals and steps to realize them, building a good organizational culture, exploring the financial potential of the institution, building networks, and attitudes in solving various problems, as well as ideals and steps to realize them. , build a good organizational culture, explore

the financial potential of the institution, build networks, and attitudes in solving various problems (8).

The essential needs of children include clean living behavior, growth and development of children. PAUD units need to be encouraged to partner with various units in their community in ensuring the fulfillment of education, health, child protection and welfare services. Indicators of quality education within the scope of PAUD are 1) the number of children not attending PAUD, SD/equivalent, SMP/equivalent, and SMA/equivalent levels; 2) Participation rate in organized learning (one year before primary school age), by gender (5). Quality education services will produce quality students as well. In harmony with (7) This Quality Aisyiyah PAUD Management Training Activity is a commitment from the service team to build PAUD in Indonesia, especially Aisyiyah PAUD because PAUD institutions have an important role in providing educational services to early childhood through stimulation of aspects optimal development. A quality Aisyiyah PAUD institution is expected to be able to produce quality students.

How is the management of the TK Negeri Pembina Bergas in building partnerships with government agencies, the industrial world and the community? What programs are implemented with partners to support PAUD HI in realizing the State Kindergarten Pembina Bergas Semarang Regency to become a Quality PAUD?

The purpose of this study is to analyze the management of the Pembina Bergas State Kindergarten in Semarang Regency in building partnerships with government agencies, the industrial world and the community. Analyzing PAUD HI programs supported by partners in realizing Quality PAUD in the TK Negeri Pembina Bergas, Semarang Regency.

## 2. Method

This study uses descriptive research with a qualitative approach to explore realistic facts about quality PAUD in TK Negeri Pembina Bergas. Data was collected using interview instruments and documentation studies. The data sources in this study were the principal and 8 teachers at TK Negeri Pembina Bergas, Semarang Regency. This research was conducted for 4 months, starting from May 2022 to September 2022. The data analysis in this study was by means of a single case analysis, starting from determining the research subject, determining data sources, data collection, data analysis, drawing data reduction, drawing conclusions and preparation of research reports on the management of integrated, holistic early childhood development based on partnerships in realizing quality PAUD. Data collection techniques used are interviews and documentation studies. Figure 1 shows the stages of the research in detail.

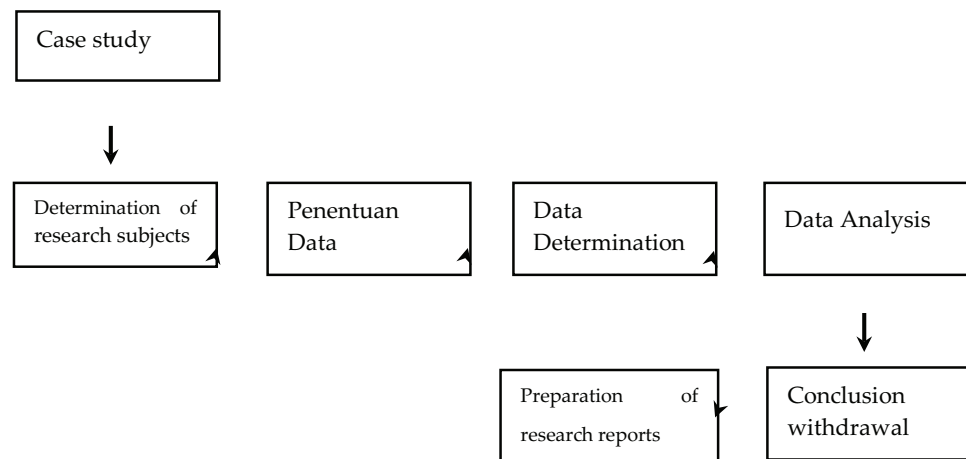


Figure 1: Research Stages.

### 3. Result and Discussion

This research was conducted at TK Negeri Pembina Bergas, Karangjati, Bergas District, Semarang Regency. Has an area of 3300 m<sup>2</sup>. very meet the minimum standards of PAUD units, school accreditation A. Educators qualified for early childhood education, Facilities and infrastructure are met, such as: Classroom, Library Room, Laboratory Room, Practice Room, Leadership Room, Teacher Room, Worship Room, UKS Room, Toilet Room , Warehouse Room, Circulation Room, Playground / Sports, TU Room, Counseling Room, Student Council Room, Building Room. The facilities here are very complete (6).

#### 3.1. Presenting the Results

The results of interviews conducted with principals and teachers related to the management of HI PAUD in Pembina Bergas State Kindergarten have been programmed optimally. The principal as the manager performs:

1. Planning, the HI PAUD program as an annual program is carried out at the beginning of the new school year, compiling a program involving teachers, education staff, school committees, and parent representatives. After the program is structured and mutually agreed upon, then it is approved by the principal and socialized to parents through parenting activities.
2. Organizing, the principal conveys to all internal stakeholders involving the teacher, and the TU before the time/scheduled for coordinating the implementation of the annual program that has been ratified.

c. Implementation, Furthermore, in the process of implementing all elements in the TK Negeri Pembina carry out the program in accordance with their main duties and functions. According to the implementation schedule and incidental when there are urgent activities. When there is something important and it is not in the annual program, the principal immediately adds a program according to the urgent need. The principal's response is very good when incidental things happen to be followed up immediately and always coordinates with teachers, school committees and parents.

1. Controlling/supervision, is carried out during supervision which is carried out every six months. The principal supervises teachers and education personnel related to the achievements of the programs that have been made. When the results of supervision do not meet the target, the principal conducts direct coaching by asking the teacher, the factors that cause it, and what obstacles are encountered so that the program does not go according to plan. In addition, taking an individual approach when not all of the teachers whose supervision results have not met, means that there is a special approach for teachers and education personnel whose supervision results do not meet the standards for coaching.

The fulfillment of essential needs in the implementation of the HI ECD program in this kindergarten is as follows:

a. Education Services: 1) Using the New Paradigm Curriculum, 2) Topics according to the interests, needs, and environment of children, 3) Materials and activities according to the needs and interests of children, 4) Using project and book-based learning, 5) Servant education for children, 6) Teacher as a facilitator of Assessment Techniques: Checklist, Analysis of Anecdotes, Analysis of Work, and Series of Photos.

b. Health, nutrition, and care services: 1) Health check-ups by the Puskesmas, 2) Giving immunizations by the Puskesmas, 3) Toilet training, 4) Cultivating hand washing with soap and running water, 5) Cultivating the use of tizzue when washing hands, 6) Cultivate brushing teeth properly and correctly, 7) Measuring height and weight, and head circumference, 8) Providing healthy food, 9) Spraying disinfectant, 10) Taking a leisurely walk once a month, 11) Community service once a week, 12) Exercise together once a week

c. Parenting Services: 1) Providing media and tools according to topics and needs, 2) Empowering parents as learning resources, 3) Presenting competent resource persons for parenting activities, 4) Involving parents in school activities.

d. Protection Services: 1) Providing proof of child pick-up, 2) Embracing the police in school activities according to activity needs, 3) Not planting thorny plants, 4) Painting

play equipment regularly and as needed, 5) Providing child protection materials from KPAI, 6) Availability of security guards.

e. Welfare Services: 1) Provide suggestion boxes for parents, 2) Help parents take care of birth certificates, 3) Provide religious materials to children and parents, 4) Provide school fee waivers for underprivileged students.

Efforts to realize PAUD HI towards Quality PAUD Principals establish partnerships with government agencies, the business and industrial world, and community organizations, namely: Regional Libraries, School Committees, Community Health Centers, Security Guards, CV. Lestari Albisia Mandiri, Parents, Community Leaders, Caregivers and students of Al Kauny Islamic Boarding School, PMI, Polsek. It is an achievement as a school principal to continue to take the initiative to improve quality towards Quality PAUD.

### 3.2. Create a Discussion

The achievements of the PAUD HI program at Pembina Bergas State Kindergarten, Semarang Regency, conduct an evaluation at the end of each school year. Followed by a joint reflection with internal and external stakeholders for and need to develop a follow-up plan in order to resolve the problems encountered. The form of the partnership built by school principals in the implementation of the PAUD HI program can be documented as follows:

#### a. Health Checkup

Conduct examinations and early detection of growth and development of students on a regular basis related to the health of their senses such as: the sense of hearing, sight, developmental aspects: cognitive, language, social emotional, physical motor. Coordination of movements between hands, eyes, ears, brain.

The principal sends an application letter to the Puskesmas to visit the school to conduct an examination. The health center scheduled arrivals to school. Students take turns being examined carefully (Figures 2 and 3). The provision of health, nutrition and care services for early childhood in partnership with the local Puskesmas conducts health checks.

#### b. Protection and nurturing

Inviting the police from the Bergas Police in the program of Police to be friends with children (Figure 4), socializing the Protective Police and protecting the community. Giving understanding to children that the school environment is safe and comfortable, children need not be afraid. Protection and care services for children have been served. security





**Figure 2:** DDTK examination.

familiarizes students to gather at one point waiting for a safe road to cross (Figure 5). This care is carried out in collaboration with the teacher.

#### c. Welfare

Bringing in brothers and sisters from Islamic boarding schools to give examples of how to perform ablution, prayer movements and congregational prayers correctly to students. The inculcation of religious and moral values from an early age shapes his character. When the relationship with God is established from an early age, then the values of gratitude, *tawadu* 'will be embedded in the child. Happiness and prosperity will come true.

The next partnership is by optimizing the school committee which functions as a bridge between the school and parents so that communication can run more effectively, so that school programs can be understood and received well. The picture beside shows parenting activities with community leaders. The advice of community leaders is heard by parents.

Partners who come from government agencies and the business world and the industrial world are present and collaborate on the initiative of the principal to collaborate in the implementation and delivery of services for students. Partners who become the task force as stated in Presidential Regulation 60 of 2013 article 13 have not been fully involved.



**Figure 3:** Socialization of dental care.

Overall, the management of PAUD HI in Bergas State Kindergarten, Semarang Regency has been running by providing the essential needs of children. Building partnerships is always carried out by school principals in an effort to realize Quality PAUD. The principal believes that when the management of PAUD HI is carried out in accordance with management principles and the PAUD HI programs are implemented well, then Quality PAUD will automatically be realized.

#### 4. Conclusion

The management of PAUD HI in Pembina Bergas State Kindergarten, Semarang Regency is carried out through the stages of planning, organizing, implementing and supervising the preparation of PAUD HI programs. The essential needs of children in the form of education services, health services, nutrition, and care, care, protection and welfare have been implemented. Partnerships have been established in an effort to assist the implementation of the PAUD HI program.



**Figure 4:** Police and Army accompanying.



**Figure 5:** Security protects students.

The school principal at the end of the school year evaluates and reflects with stakeholders and parties who care about education in the school environment. The results of the evaluation and reflection are used by the principal to make a follow-up plan.



Figure 6: Practice of worship.



Figure 7: Parenting Activities.

At the beginning of the school year the principal invites teachers, school committees to develop an annual program based on the results of reflection and follow-up plans

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