

Quality Of Education Management In Early Children (Paud) Based On Family Welfare Empowerment (Pkk) In Bogor City With Cipp Models

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Abstract - This program evaluation research aims to analyze the quality of PAUD program services based on the Family Welfare Empowerment (PKK), which is universal and comprehensive in the City of Bogor. This study uses a program evaluation method with the CIPP (Context, Input, Process, Product) model. Data were analyzed using descriptive qualitative methods. The instruments used were observation, interviews, field studies, and questionnaires. The results of the study concluded that there was not yet a maximum understanding of PAUD service policies that were universal and comprehensive. Even though it has not been maximized, program services based on PKK which are integrated with Posyandu can still be carried out. The majority of PAUD programs based on PKK educators qualify as high school graduates, especially for core cadres, auxiliary cadres, and picket cadres. Facilities and infrastructure need to be adjusted to the number of children, age, environment, and type of service. Besides, it must be able to utilize the potential of existing resources in the environment and not endanger the health of children.

Keywords: Program Evaluation; CIPP Evaluation Model; PKK-Based PAUD Program

INTRODUCTION

Professional educators have the main task, namely; educate, teach, guide, a direct, train, assess, and evaluate students, both in Early Childhood Education (PAUD) and Continuing Education. PAUD is one of the priority programs of national education development. This education is directed towards realizing an education that is just, quality, and relevant to the needs of the community.

Presidential Regulation No. 59 of 2017 explains that Indonesia guarantees every boy and daughter to get access to PAUD care. The target of the 2030 education agenda in the PAUD field is to ensure that all boys and girls have access to quality pre-primary development, care, and educators to ensure readiness to enter primary education.

According to the Directorate of Early Childhood Education Development (PAUD), the Ministry of Education and Culture explained data on the development of PAUD in Indonesia in 2019 that recorded the number of students in Indonesia, namely; Kindergartens (TK) amounted to 3,923,518, Playgroups (KOBAR) totaled 2,259,858, Child Care Facilities (TPA) amounted to 58,664, and Similar PAUD Unit

(SPS) amounted to 613,044, and the national total amounted to 6,855,064. While the number of PAUD educators in Indonesia are; Daycare centers (TPA) numbered 7,139, Kindergarten PAUD Unit (SPS) numbered 58,138, Play Group (KB) totaled 192,035, Kindergarten (TK) numbered 281,430, and the total national PAUD educator numbered 538,742. While the number of PAUD education units in Indonesia are; Kindergartens (TK) totaling 93,380, Playgroups (KOBAR) totaling 84,657, Child Care Facilities (TPA) totaling 2,954 and Similar PAUD Units (SPS) totaling 22,356, and total national totaling 203,347 institutions.

Community contributions show positive developments in supporting the development of PAUD education services. The community has a high awareness to improve PAUD education in their respective regions. KEMENDIKBUD data records that the community has a significant contribution to supporting PAUD education services.

The Bogor City Government collaborates with Family Welfare Empowerment (PKK) in this case Working Group 2 (Pokja 2) which handles PAUD programs that are integrated with Integrated Service Posts (Posyandu) to plan and implement PAUD service programs. The PKK organization mobilized cadres to participate in the program by forming various simple playgroups for young children with existing facilities.

Based on the survey, there are 208 PAUD programs based on PKK educators from 6 subdistricts, namely: Bogor Utara District with 40 PAUD educators, Bogor Selatan District with 41 PAUD educators, Tanah Sereal District with 52 PAUD educators, East Bogor District with 20 PAUD educators, Bogor Tengah District totaling 23 PAUD educators and West Bogor District totaling 32 PAUD educators.

RESEARCH METHODOLOGY

This research is a program evaluation research with a descriptive qualitative approach. The method used in this research is the program evaluation method with the CIPP (Context, Input, Process, Product) model. An evaluation model that has been developed by Daniel Stufflebeam. This method consists of formative evaluation and summative evaluation. The formative evaluation includes the components of context, input, and process, while summative evaluation includes the product component.

This CIPP model examines in-depth and thoroughly the basic components of the CIPP namely; 1) Component of PAUD based on PKK program context which includes an evaluation of the needs (needs assessment), goals, objectives, and policies of PAUD service programs, 2) Input components of PAUD based on PKK programs include the readiness of resources, organizations and procedures in implementing PAUD based on PKK service programs, 3) Process components in the PAUD based on PKK service program include the implementation of the PAUD program which includes the preparation stages, namely the understanding of the PAUD based on PKK program instrument, 4) Product components in the PAUD based on PKK service program include PAUD program activities and their impact on improving the competency quality of the PKK driving team, in this case, the Working Group 2 (Pokja 2) in providing coaching in the field, especially in carrying out daily tasks that are facilitating, guiding and carrying out other tasks.

Basic Concepts of Early Childhood Education (PAUD)

Government Regulation Number 17 of 2010 explains that PAUD functions to optimally foster, grow, and develop the full potential of early childhood so that basic behaviors and abilities are formed following the stage of development. This is important so that children have the readiness to enter further education. Besides, considering the purpose of PAUD is to build a foundation for the development of the potential of students to become human beings of faith and piety to God, to have a noble character, noble personality, healthy, knowledgeable, critical, creative, innovative, and independent.

The principles of implementing PAUD programs must meet various categories of children's needs, ranging from health, nutrition, and educational stimulation must also be able to empower the community environment. The principles of implementing PAUD programs must refer to the general principles contained in the Convention on the Rights of the Child, namely; (1) Non-discrimination, such as all children can get PAUD without differentiating the ethnicity, gender, language and religion, social level, and the special needs of each child, (2) Done for the best interest of the child (the best interest of the child) in the form of teaching and curriculum provided must be adapted to the level of cognitive development, emotional, social and cultural context, (3) Recognize the existence of the right to life, survival, and development that is inherent in children, (4) Appreciation of children's opinions (respect for the views of the child) that need attention and response.

The function of PAUD to develop all the potentials of children is often overlooked in preschool education. According to Presidential Regulation (PP) number 27 of 1990 that the purpose of preschool education is to help lay the foundations towards the development of attitudes, knowledge, skills, and creativity needed by students in adjusting to their environment, and for further growth and development. This means that the goals of PAUD are broader than just preparing children for elementary school, therefore, PAUD does not only prepare academics in schools but also social, emotional, moral, and other aspects that need to be considered.

From the pre-research results, it illustrates the problems in the work program description (Pokja 2) of Bogor City, therefore it is necessary to conduct further research to analyze the factors that are obstacles in implementing the evaluation management of PAUD based on PKK programs in Bogor City.

PAUD Concepts Based on PKK

Suryadarma and Jones (2013) in the evaluation program of supervision programs in private PAUD suggest that there are two reasons for the phenomenon of the need for PAUD, namely: there is an awareness that success in the education process will be rooted in PAUD services; and PAUD help level the starting point for basic education, especially for children from low backgrounds.

Regulation of the Minister of Home Affairs of the Republic of Indonesia Number 1 of 2013 concerning Community Empowerment through the PKK movement, and Presidential Regulation of the Republic of Indonesia Number 99 of 2017 concerning the Family Welfare Empowerment Movement explains matters relating to PKK namely the PKK movement (article 1) is a movement in community development, which grows from, by and for the community, towards the realization of a family that believes in God, has good character, and is virtuous, healthy, prosperous, advanced and independent, as well as legal and environmental awareness. The PAUD program implemented by PKK through Working

Group 2 (Pokja 2) is PAUD which integrates integrated Posyandu in a holistic manner, that is, a Kind PAUD Unit (SPS).

The PKK program, which always interacts with early childhood and is carried out routinely, is a Posyandu activity that is devoted to early childhood from the age of 0-6 years. Therefore, to complement services for early childhood, an SPS is integrated with Posyandu to provide play activities while learning services for early childhood. The community has understood that if there is an SPS in their environment, it is certain that it has been integrated with the Posyandu and has participated in the entire series of Toddler Welfare Development (BKB) activities.

The reason for the PKK cadres who also double as Posyandu cadres doing PAUD activities is because of their humanity and social aspects. Besides, as an effort to approach with the community that will be achieved and targeted if done through PAUD activities and synergize with the PKK program contained in Working Group 2 (Pokja 2) in the field of education. Awareness of the importance of PAUD encourages PKK to facilitate the formation of PAUD or SPS POS integrated with Posyandu.

CIPP Evaluation Model

The evaluation of the PAUD program based on the PKK is an evaluation to see the program's goals through the process of program implementation. The CIPP evaluation model was chosen because this model is a system, implemented in stages, thoroughly in a management process and decision-oriented.

Dwikurnaningsih (2017) states that the evaluation of the CIPP model has advantages, such as having a holistic approach in the evaluation process and is more comprehensive compared to other evaluation models. With the CIPP evaluation model, complete data and information will be obtained about the PAUD based on PKK service program as a basis for making decisions to be recommended to policymakers from the program.

Besides, this model not only looks at the results side, but also analyzes the program's components of context, input, process, product, and outcomes which are seen as a complete set of components. The CIPP evaluation model is decision-oriented, so the results of this study can provide recommendations to the chairman of the Bogor PKK driving team as PAUD manager based on PKK.

Analysis of PAUD Program Implementation based on PKK

The evaluation of PAUD programs based on PKK in improving the quality of PAUD service management in Bogor City includes the context, input, process, and product components, and each component is divided into several aspects based on evaluation criteria that have been determined based on relevant theoretical studies.

1). Context Component

First, discussion on aspects of needs analysis. The aspect of needs analysis is carried out based on the evaluation results of the implementation of the PAUD program based on the PKK. The needs analysis aspect shows a lack of understanding of the needs of PAUD services that are Universal. As many as 55% percent of respondents stated that the implementation of PAUD program management based on

PKK was integrated with Posyandu, and the other thing was the quality of human resources and infrastructure that served as universal services.

Second, discussion of aspects of the policy foundation. An evaluation of the PAUD program based on the PKK shows that the legal basis used in managing universal PAUD services as Minister of Education and Culture Regulation No. 146 of 2014, including in terms of relevance to the Minister of Education and Culture Regulation related to universal after-child service.

In evaluating PAUD programs based on PKK, the appropriate policy foundation includes; Law number 20 of 2003 concerning education system, Minister of Education and Culture Regulation number 137 of 2014 concerning PAUD National Standards, Minister of Education and Culture Regulation number 146 of 2014 concerning PAUD Curriculum, Minister of Education and Culture Regulation number 84 of 2014 concerning Establishment of Units PAUD, Presidential Regulation Number 60 of 2013 concerning Integrative Holistic Early Childhood Development and Minister of Education and Culture Regulation number 18 of 2018 concerning Provision of PAUD Services.

Third, the discussion on aspects of objectives. Aspects of the objectives carried out based on the implementation of PAUD programs based on PKK have shown that 50% of respondents said the objectives of PAUD programs based on PKK provide PAUD services integrated with integrated holistic Posyandu. Another goal is to improve the quality of PAUD services, growth, and development of early childhood from ages 0 to 6 years with an integrated holistic system.

The specific objectives of integrative holistic early childhood development are; a) the fulfillment of essential needs of early childhood as a whole which includes health and nutrition, educational stimulation, emotional moral development, and care so that children can grow and develop optimally according to age groups; b) protecting children from all forms of violence, neglect, wrongdoing, and exploitation; c) implementation of early childhood services in an integrated and harmonious manner between related service institutions, according to regional conditions; d) the realization of the commitment of all related elements, namely parents, family, community, government and regional governments in the development of integrated holistic early childhood development.

Fourth, discussion on the target aspects. The targets of the PAUD program based on PKK are the poor and parents who have 0-6 years old children, with the BKB program held at the Posyandu and PAUD institutions. The implementation involves Posyandu and PKK cadres who are in the area around PAUD and are inseparable from the participation of parents.

2). Component Input

This input component aspect refers to the Minister of Education and Culture Regulation No. 137 of 2014 concerning PAUD National Standards. PAUD National Standards are criteria for the management and administration of PAUD in the entire territory of the Republic of Indonesia (NKRI).

First, a discussion of the standard aspects of educators and education personnel. An understanding of PAUD is a top priority to become an educator. Furthermore, the criteria for a PAUD educator and education staff include; must have a high school education background, have PAUD competence, have a sense of liking for young children, and are administrators of the PKK especially in Working Group 2

(Pokja 2). Whereas to become a PAUD organizer based on PKK, respondents, in this case, said that this institution had competence as a PAUD organizer, understood the PKK program, and had a decree from the local government. The PAUD organizing education unit must have at least 1 (one) S1-level educator (Bachelor's degree) or D-IV. PAUD organizers are required to increase competency for PAUD educators and can be assisted by the accompanying teacher following statutory provisions.

Second, the discussion of aspects of assessment standards. Criteria for evaluating aspects of the process and learning outcomes to find out the level of achievement that is appropriate for the age level of the child, covering all aspects of growth and development, continuous, planned, gradual and continuous and meaningful, by providing information that is beneficial to early childhood and parents. The principles of assessment include educative, authentic, objective, accountable, and transparent principles that are carried out in an integrated and continuous manner.

Third, discussion of standard aspects of facilities and infrastructure. The standard aspect of facilities and infrastructure is the equipment in the organization and management of educational activities, care, and protection of young children. The provision of facilities and infrastructure is adjusted to the number of children, age, social environment, and local culture, as well as the type of service. The principle of procuring facilities and infrastructure must be safe, clean, healthy, comfortable, and beautiful, following the level of child development, utilizing the potential and resources in the surrounding environment, and other objects that are suitable for use, and not endangering children's health.

Fourth, discussion of aspects of management standards. The organizational structure procedure of PAUD institutions based on PKK is following the legal basis for management, namely by issuing a decree from the local government, permission from the RT and RW chairman, operational licenses from the Education Office, having a Posyandu, and under PAUD national standards. Management standards for criteria regarding planning, implementing work plans and supervising educational activities at the PAUD unit/program level. Among these standards is implementing PAUD Program Management which is an integration of education, care, protection, health, and nutrition services organized in the form of ECCE (SPS).

Fifth, discussion of aspects of financing standards. Referring to PAUD national standards, the financing standard components include; operational costs and personal costs. Operational costs are used for teacher salaries, education personnel, and inherent benefits, in addition to funding the implementation of learning programs, procurement and maintenance of infrastructure, and human resource development. While personal costs include education costs incurred for children in participating in the learning process. Operational and personal costs come from the central government, regional governments, foundations, community participation, and or other parties that are not binding.

3). Process Component

First, standard aspects of the process related to learning planning. Things that are included in the learning plan are annual programs, semester programs, weekly program learning plans (RPPM), and daily program learning plans (RPPH). Included in this case other supporters such as learning programs that are made according to character, and made before the implementation of learning.

Next, the process of evaluating learning after learning activities. After conducting an evaluation, there must be a follow up on the results of the evaluation which is divided into two categories, namely success, and failure. If that is not successful, then the organizer is obliged to make improvements using the reference to the implementation of development, including by providing repetition of the same material, correcting the shortcomings of children, and providing stimulation for those who have not yet developed. If successful, the organizer provides a daily report of results submitted to parents. To carry out the assessment process using instruments that are appropriate to the level of achievement of child development.

Second, discussion of the standard aspects of the level of achievement of early childhood development. The standard level of achievement of child development is a reference to develop standards for content, process, assessment, education, and education personnel, facilities and infrastructure, management, and financing in the management and implementation of early childhood education. The standard level of developmental achievement is a reference used in the development of the PAUD curriculum.

Third, discussion of aspects of content standards. Aspects of the content standards include the scope of the material carried out following the achievement of child development, including the scope of the material that determines the age stages of child development achievement, and refers to the standard level of achievement of early childhood development.

Furthermore, the implementation of the scope of material according to the achievement of child development through (a) interactive, and inspirational play that is fun and child-centered, children learn, (b) children learn from the concrete to the abstract, simple to complex, (c) following individual uniqueness, (d) using various learning media resources in the surrounding environment that stimulate children's creativity and innovation.

Fourth, the discussion of aspects of monitoring and evaluation. Discussion of aspects of monitoring and evaluation of PAUD programs based on PKK includes reporting the level of achievement of early childhood development to managers as PAUD supervisors based on PKK and the Office of Education, in addition to relevant agencies and parents as stakeholders.

Evaluation of PAUD implementation data reporting is carried out under the authority based on reporting. The evaluation includes input, process, and output, which is carried out periodically, thoroughly, transparently, systematically, and accountably.

4). Product Components

First, the discussion of output aspects. The output is the result obtained directly from the results of the process, by telling the results of the activities carried out. The output size shows the results of the program and activity implementation.

Results in the management of PAUD programs based on PKK are carried out in six regions in Bogor City which produce maximum early childhood services and can enhance the development of innovation and creativity in PAUD institutions. In its development, there was an increase in creativity and innovation, although it always depended on participation in training activities or workshops. So the achievement of PAUD services based on PKK which is integrated holistic, including; (1) Health sector;

Posyandu services, BKB, family education (parenting), (2) Education sector; Special education for early childhood, special education for special children (children with special needs), mobile library, Family Development Toddler Readiness to Enter Elementary School (BKB KEMAS).

Second, the discussion of outcome aspects. Achievements achieved due to activities resulting from a PAUD program based on the PKK. With the maximum service of early childhood with holistic integrative including; accept special children (children with special needs) as well, so that the needs of early childhood under any circumstances can be met.

The benefits felt by the community in the PKK-based PAUD program can be seen with the increase in the quality of PAUD services that are comprehensive and universal that can be useful for PAUD managers, communities, PKK in the city, sub-district and village levels and the Regional Government of Bogor City.

CONCLUSION

PAUD program based on PKK in Bogor City, West Java Province is a maximum PAUD program in the quality of services and the development of integrated holistic PAUD. We recommend that the program for providing services and holistic integrated PAUD development continue to be carried out as a "pilot project" of the quality of PAUD services. Based on the evaluation of all aspects of evaluation, seven aspects are evaluated with the category of "maximum" in implementing the program, namely; aspects of needs analysis; aspects of program objectives; target aspects in the context component; aspects of assessment standards and management standards in the input components; standard aspects of the process; aspects of the standard content and aspects of the standard level of achievement of child development in the process components; and output aspects in product components. For aspects that are categorized as "sufficient" in implementing the program, namely; policy base in the context component, standard aspects of educators and education personnel, aspects of standard financing, standard aspects of facilities and infrastructure in the input component, aspects of monitoring evaluation in the process component, aspects of outcomes in the product component.

Based on this, the implementation of PAUD programs based on PKK can be continued by improving some aspects that are stated to be maximal and sufficient. Aspects that should be maintained and developed are those aspects which after evaluation are categorized as "maximum," while those that should be reviewed and improved are aspects that are in the "sufficient" category.

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