The Learning Management Model Of Early Childhood Education Program Based On Children Development

Nini Aryani, Mudjirian, Rakimahwati

Abstract: The teacher role in managing learning is most often discussed as being education quality because in producing education quality lies in the success of management of education. In implementing, the learning management model has not been fully implemented by the teacher, so that the implementation of existing learning has not fully stimulated the aspects of children development. This study aims to develop a learning management model of Early Childhood Education Program based on children development. The development of learning management model for Early Childhood Education Program use the ADDIE model (analyze, design, develop, implement and evaluate). The data collection instruments in this study were observation sheets and questionnaires. The product has been validated by experts and tested on 3 kindergartens using validation results in a valid category. In the study, it produced a product in the form of Book 1) Children Development based on Learning Management Model of Early Childhood Education Program and 2) the form of a Guidebook. Furthermore, the results of this study obtained children development based on Learning Management Model of Early Childhood Education Program abbreviated with the MPPaud-BPA model. The research findings in this model can be used by teachers in managing children development-based learning. Therefore, Early Childhood Education Program teachers and prospective teachers can use this product in managing learning.

Index Terms: central learning

1. INTRODUCTION
Early Childhood Education as part of the National Education System (Article 1 point 14 of Law No. 20/2003) confirms that children from birth to the age of six years are carried out by providing educational stimuli is able to help growth, physical and spiritual development so that children are ready to enter further education. Based on this statement, the child has the right to get proper education from birth. Therefore, Early Childhood Education Program in the national education system has an important role to lay the foundations of children development where its success greatly influences the subsequent development to adulthood. Early Childhood Education Program is one of the right steps to develop children's competency and interest. Those interests and potentials improvement can be taken from learning with the approach of Beyond Centers and Circle Time (BCCT) or also called center learning. This central learning approach need setting as being playground and provide full support for children to be active, creative and brave in making their own decisions. In the learning center, the teacher is a facilitator, motivator and evaluator. This approach has operational standards; therefore center learning is adopted by the Early Childhood Education Program Directorate and recommended to be used being an approach in Early Childhood Education Program. It is similar to the results of dissertation study by Lessy (2018) stated that integrative thematic learning with a central approach has been proved to be an effective learning for children. Based on the interview at different schools that conducted on some Early Childhood Education Program teachers and managers in Pekanbaru, it is concluded that central learning has been implemented for several years ago associated with Ministerial Regulations but there are still obstacles in terms of learning planning and its implementation in learning management process. According to these teachers, the central learning requires a lot of games, large room so that Early Childhood Education Program are unable to carry out center learning maximally even some schools do not use center learning. Yuniar Lestari's (2013) study concluded that the application of central learning was difficult to implement because of the limited facilities possessed by Early Childhood Education Program; children were not interested in doing learning activities so that children's learning activities were not optimal. Basically, central learning is carried out well if it is well-managed, starting from planning, organizing, implementing and evaluating. It refers to G.R. Terry who argues that the management function consists of planning, organizing, implementing and evaluating. Furthermore, central learning can be carried out if teachers and schools are able to manage learning well, provide knowledge in the form of management guidelines of Early Childhood Education Program learning that guide teachers to manage center learning by utilizing facilities and infrastructure in each school and referring to each child's development. It is similar to Eka Fitriana et al (2018), it was concluded that there were several supporters in the use of central learning; teachers could manage learning appropriate to children's development. The results of the Lestari (2015) study concluded that there are some weakness of facilities and infrastructure in the implementation of central learning. Other research Hjiriati (2017), the learning model that has been implemented in Early Childhood Education Program needs to be developed so that the learning process is able to run effectively and educators provide opportunities for children to develop their skills. In conclusion, good learning management is needed. Management of learning is a management of the teaching and learning process relates to the concepts and principles of teaching so that teaching goals are achieved effectively and efficiently. There are several studies related to the management of Early Childhood Education learning. Duggan, et al. (2009), stated that a monitoring and evaluation or assessment that would lead to transformative changes to the program, developed an effective education as well. Discussing the quality of Early Childhood Education Program is certainly inseparable from the process of managing learning which consists of planning, organizing, implementing and evaluating. It is related to Sari et al (2015), she was concluded that the importance of managing learning are through planning, implementing and evaluating learning. Learning carried out at schools needs to be well-designed by referring to goals and functions rather than the management of education itself.
(Mustari: 2014: 6-7); the realization of an active, creative, effective, fun and meaningful learning and learning process to build the students who actively improve their ability, creating equitable, quality and relevant educational planning. The importance of discussing the context in developing of management learning for Early Childhood Education based on children development has been carried out by several previous researchers. Based on children development at Early Childhood Education learning approach, teachers are able to manage it well. According to Sahin-Sak (2018), the purpose of his research is to describe as far as preschool teachers have beliefs and practices that relates to the developments refers to class management. Based on the statements above, it can be seen that the problems faced by teachers in managing learning at Early Childhood Education Program refers to management function; they are learning planning, learning organization, learning implementation and learning evaluation. It encourages the writer to conduct this research; it is about developing the learning management model of early childhood education program based on children development is expected to be useful not only for Early Childhood Education Program teachers in Pekanbaru, but it is also expected to reach community needs in all regions of Indonesia.

2 METHODOLOGY
The development used the Research and Development model. The development model used the ADDIE model: Analysis, Design, Development, Implementation and Evaluation. It is conducted to realize the model of early childhood education program based on children development enables to create effective and efficient learning management activities. It is similar to Sugiyono (2011: 407) assumed that development research is research that is used to produce activities. It is similar to Sugiyono (2011: 407) assumed that development research is research that is used to produce activities. The processes in this study are as follows:

Steps for Developing the Learning Management Model of Early Childhood Education Program based on Children Development

<table>
<thead>
<tr>
<th>No</th>
<th>Development steps</th>
<th>Activity</th>
<th>Description of activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Analyze</td>
<td>Assessment of need</td>
<td>Analyzing of management functions in managing central learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment of problems</td>
<td>Look at the learning management model applied by the teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment of literature</td>
<td>Look at the literature related to the learning management model that is developed</td>
</tr>
<tr>
<td>2</td>
<td>Design</td>
<td>The product’s objectives</td>
<td>Determine the products to be developed, 1) Model book, 2) Guidebook</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The product’s target audience</td>
<td>Determine the populations in this study: they are PAUD teachers or kindergarten teachers who teach in kindergarten. ABA 2, TK. Caliph, TK.IT. Al Mahira in Pekanbaru</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A description of the product’s component and how they will be used</td>
<td>The product produced has several components; they are principles of learning management and</td>
</tr>
</tbody>
</table>

3 RESULTS AND DISCUSSIONS
The processes in this study are as follows:

1. Analyze.

The researcher gave a questionnaire to several teachers who had carried out center learning, and could be summarized in the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Problems are found</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Planning</td>
<td>1. The teacher uses the tools or materials available at school as a learning source</td>
<td>Poor/ not be done</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The teacher involves parents in the design of learning activities</td>
<td>Poor/ not be done</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The teacher makes an evaluation results as a reference in determining learning activities</td>
<td>Poor/ not be done</td>
</tr>
<tr>
<td>2</td>
<td>Organizing</td>
<td>1. The teacher as responsible person at the center that prepares RPPH relates to the activities that are appropriate to the children interests</td>
<td>Poor/ not be done</td>
</tr>
</tbody>
</table>
2. Design
Based on the analysis above, it can be designed learning management model of Early Childhood Education Program based on children development as follows:

This learning management model of Early Childhood Education Program based on children development was outlined in the Model Book and Guidebook for teachers as a product of this study.

3. Develop
Product development is done by documenting in the form of a book consisting of two books; Model Book and Guidebook for teachers. The model book contains the exposures of the material was developed through instructional design and guided by the steps of the POAC design approach (Planning, Organization, Actualluing, Control). And the assessment used authentic assessment standards guided by the 2013 ECD Curriculum.

The guidebook on management of Early Childhood Education based on children development is book II which contains material on learning management of Early Childhood Education Program; they are central learning management, central learning management based on children development, the role of the principal in learning evaluation, examples of central learning activities, and examples of Daily Learning Implementation Plans (RPPH). The learning management of Early Childhood Education Program is discussed about Early Childhood Education Program learning management and its objectives appropriate to the government laws and regulations. Central learning management contains the kinds of central learning along with the needs to be done in the application of central management, while the management of children's development center-based learning contains guidelines and examples in center learning ranging from planning to evaluation of learning.

<table>
<thead>
<tr>
<th>No</th>
<th>Learning Management Model of Early Childhood Education Program</th>
<th>Learning Management Model of Early Childhood Education Program Based on Children Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Explain the concept / theory / strategy regarding PAUD learning management.</td>
<td>Explain the application of PAUD learning management.</td>
</tr>
<tr>
<td>2</td>
<td>Examples of themes, materials and tools needed at each center.</td>
<td>It has given the examples of themes along with simple materials and tools needed at each center based on child development, so that the teachers are able to understand using simple tools teachers can prepare center learning activities.</td>
</tr>
<tr>
<td>3</td>
<td>The evaluation carried out by the principal was still separated.</td>
<td>It has equipped with management evaluation of learning carried out by the principal to the teacher (supervision).</td>
</tr>
<tr>
<td>4</td>
<td>The teacher supports children to complete every activity in each center.</td>
<td>Emphasize that the teacher does not force the child to complete all activities at the centre.</td>
</tr>
<tr>
<td>5</td>
<td>The teacher determines children's activities</td>
<td>Children may choose to play based on their interests</td>
</tr>
</tbody>
</table>

4. Implementation
Based on the results of trials that is carried out at kindergarten, it can be concluded that all the steps and components of learning management book based on children development got an average of 4.25 with the percentages of agreements between the three observers of 85% or in very good agreement category. Based on the results, further testing was carried out learning management books of Early Childhood Education Program based on children development.

Trial Results of Product Implementation

<table>
<thead>
<tr>
<th>No</th>
<th>Aspects to be assessed</th>
<th>Observation</th>
<th>Average score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Designing activities</td>
<td>children's</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4</td>
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<td></td>
<td></td>
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<td>4</td>
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<td></td>
<td></td>
<td></td>
<td>4.00</td>
</tr>
</tbody>
</table>
Based on the analysis of research findings, it is found that the Child Development Learning-Based Learning Management Training Model Book is practical to use. This is appropriate to the teacher’s opinion about teacher’ understanding in using of the Learning Management Model Book of Early Childhood Education Program Based on Children Development, saying that: “This book is short, clear, solid, and easy to understand”.

The Distribution of Practicality Frequency of Early Childhood Education Learning Management Training Guidebook Based on Children Development

<table>
<thead>
<tr>
<th>No</th>
<th>Interval Class</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>&gt; 4.2</td>
<td>8</td>
<td>80.00</td>
<td>Very practic</td>
</tr>
<tr>
<td>2</td>
<td>3.40 - 4.1</td>
<td>2</td>
<td>20.00</td>
<td>Practic</td>
</tr>
<tr>
<td>3</td>
<td>2.60 - 3.39</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1.81 - 2.59</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>&lt;1.80</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>10</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Based on table 24, it has a frequency of 10 with a lowest score of 1.8 and a high score of 4.2. Based on the results of data analysis, it determines that the very practical category has a percentage of 80% with a frequency of 8 and a practical category has a percentage of 20% with frequency 2. Judging from the frequency and percentage of the table above, practical guidance of management guidelines of Early Childhood Education learning based on children development is proper to use.

**DISCUSSION**

The quality of education appropriate to the children development is expected to optimize the potential of students in their golden age, the government and the private sector together to realize the mandate through various higher quality education development efforts. One of the efforts made is learning management. In doing the Early Childhood Education program, improvement of learning management needs to be considered because it has an important role in the development and prepare the students as a whole and thoroughly. Early childhood students who have continued to school both formal and informal early childhood education in improving their abilities and intelligence are assisted by the teacher. Early Childhood Education management paradigm is not just presenting games or learning by playing, but it must design programs that are interesting, fun and appropriate to.
the children’ needs which are based on the interests and abilities or potential of the children, however it enables to optimize children's personal intelligence (Kusbudiah, 2014). Therefore, the application of learning management model of Early Childhood Education Program based on children development and its principle is playing by learning using the center learning model, it is used as a solution so that the goals of Early Childhood Education Program can be achieved properly. This learning model based on children development focuses on four management functions; they are planning, organizing, implementing and evaluating. Then it is combined with the central learning model relates to its principle “learning by playing”. In addition, this model makes the principal as supervision in the learning activities carried out by the teacher. The application of this model through the existence of Early Childhood Education books of learning management models based on children is able to improve children's development. It is supported by practical results; it showed that this model is feasible to be applied in Early Childhood Education Program.

4. CONCLUSION

The improvement of learning management model of Early Childhood Education Program based on children development and focus on center learning can provide knowledge and understanding for teachers in order to manage center learning appropriate to children’s development even though the conditions of facilities and infrastructure at schools are not available as teachers’ needs. But, if the teacher can manage the facilities that are supplied at school well so that the learning process will be carried out effectively and efficiently. The learning management model of Early Childhood Education Program based on children development can help teachers manage central learning by using management functions such as planning, organizing, implementing and evaluating. It has been practically tested and stated that model book and guideline book are declared practical and feasible to use.

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