
Management Planning Strategy for PAUD Institutions at TKN Pembina, Sebangau District, Palangka Raya City

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ABSTRACT

The increase in the number of early childhood education units must be balanced with good governance to realize a golden generation of Indonesia. With good governance to realize the golden generation of Indonesia that fulfills the constitution. Early childhood education now requires new steps and paradigms, including aspects of planning and management. The purpose of this research is to analyze the planning stages of PAUD institution management in TKN Pembina Kec. Sebangau, which supports the development of quality national education. This research uses descriptive qualitative research methods with this type of research is phenomenology with data collection techniques Observation, Interview and Documentation. Based on the results of research conducted at TKN Pembina Kec. Sebangau, it shows that the management planning strategy of PAUD institutions is carried out referring to the direction of PAUD management planning. Strategic planning of early childhood education management can be done for example through identification of needs and problems, environmental studies, determination of vision and mission, preparation of programs, and preparation of documents and plans.

Keywords: Strategic Planning, Management, Early Childhood Education Institutions

I. Introduction

Education is a conscious and structured effort to realize learning conditions and learning paths so that students can be active in improving their abilities to have spiritual passion, self-management, character, noble morals, intelligence and skills that are needed by society, the nation and the state (Setyo et al., 2003).

This is of course in line with the essence of humans who have good personalities, are creative, innovative, and have moral ethics that are appropriate to all areas of life.

Law no. 20 of 2003 concerning the National Education System states that National Education Standards are a reference for educational development, including curriculum, learning processes,

human resources, facilities, management and financing. In paragraph (2) Standard National Education includes content, processes, facilities, finance, management, evaluation, graduate competencies and educational staff (Sahadatunnisa et al., 2023).

Article 33 in CHAPTER IX PERMENDIKBUD No. 137 of 2014 states that PAUD management standards must comply with standards for content, educational processes, educational staff, facilities and infrastructure, and financing. Meanwhile, article 34 explains that early childhood education management standards include program planning, implementation of work plans, organization and supervision (Ministry of National Education of the Republic of Indonesia, 2014).

The unit level in this context is early childhood education which is usually abbreviated as PAUD. Early Childhood Education (PAUD) is a very important phase or level of education and learning in a child's life (Ardiana, 2022). Early Childhood Education (PAUD) is an important stage in children's development, where they develop characters and mindsets that can influence their future. In managing PAUD, administrative or management functions are carried out through planning, organizing, directing, supervising and developing.

Therefore, PAUD management needs to be structured to meet needs and expectations, as well as determine the direction of school policy to achieve educational goals (Sahadatunnisa et al., 2023).

In general, a strategy is a plan carried out over a long period of time so that the goals can be achieved well (Rahmawati, 2020). According to Stephanie K Marrus, as quoted by Sukristono (1995), strategy is defined as a process of determining a plan that focuses on the organization's long-term goals, accompanied by the preparation of a method or effort on how to achieve these goals (Ii & Theory, 2009).

Program planning includes strategic approaches that must be implemented, starting from the delivery of information and ending with evaluation activities. According to Harold Kootz, there are several steps in the planning process, such as determining goals, establishing premises, and searching for and investigating various possible series of actions to be taken (Dr.Hj. Nina Winangsih Syam, 2014).

Strategy Planning is part of strategic management. Strategic management is the art and science of formulating, implementing *and* evaluating strategic decisions between functions that enable an organization to achieve *its* goals in the future. So strategic planning is more focused on how organizational leaders determine the organization's vision, mission, philosophy and strategies to achieve organizational goals in the long term. Strategic planning is a planning

process to determine the activities that will be carried out in the future.

Strategic planning according to James AF Stoner is the process of selecting organizational targets, determining the policies and strategic programs needed to achieve specific goals in order to achieve the targets, and determining the methods needed to ensure that the policies and strategic programs are implemented (Faujiah et al., 2023).

As for the discussion, the overall strategy approach is related to the implementation of ideas, planning and execution of an activity within a specified time period. In a good strategy there is coordination of work teams that work together and have a theme that have been determined and agreed upon, identifying supporting factors that are in accordance with the principles of implementing ideas rationally, are efficient in funding, and have tactics to achieve goals effectively. In addition, strategy is often linked to Vision and Mission, although strategy is usually more based on short-term and long-term achievements.

Early childhood education institutions (PAUD) are one of the educational facilities that accommodate essential needs in forming a generation Golden Indonesia 2045 (Wijaya, 2018). special attention needs to be given regarding the management and quality of education, which includes elements of strategic planning as fundamental to organizational management. Early Childhood Education is the starting line for children to receive stimulation for the growth and development of their lives (Suryani & Seto, 2020). To realize quality early childhood education, good and targeted planning must be carried out (Fitria & Aulia, 2020).

Teacher expertise and experience are not included in formal learning institutions as in Law no. 20 of 2003 concerning the National Education System. However, based on this, it is not a fundamental problem when compared with the problem of the quality of educators in PAUD institutions who still lack skills, especially in pedagogical skills and the expertise and experience of PAUD teachers. In Law no. 14 of 2005 concerning Teachers and Lecturers explains that teachers are obliged to have educational certificates, skills, qualifications, be mentally and physically healthy, and have the expertise to realize National education goals. If, in the series of requirements above, something is missing or the selection of PAUD institution teaching staff is carried out haphazardly without paying attention to their skills and professionalism, then later it will have an impact on students who have competence (Sahadatunnisa et al., 2023).

In this previous research section the researcher will include

several research results related to the research conducted by the researcher. The first previous research was from a journal article written by Firman, Umar Ali in 2023, Pancasila and Citizenship Education, STKIP PGRI Jombang, Indonesia, Christian religious education, IAKN Kupang, entitled "Strategic Planning in the Management of Early Childhood Education", The method used is the literature study method. The differences between researchers' research and this research can be seen from the research methods and research locations used are also different. However, the results of this research are not much different from the objectives to be achieved from the researchers' research, which is related to analyzing strategies or planning steps for managing PAUD institutions as support for building quality national education (Firman & Ali, 2023).

The second previous research was from an educational journal written by Any Mariani, Sultan Idris Samarinda State Islamic University, East Kalimantan, with the title "PAUD management planning strategy through increasing competency teacher at Tunas Harapan I Waru Kindergarten." There is a difference between the researcher's research and this research, the difference can be seen from the subjects observed. Where the research only focuses on teachers or educational staff. The aim of this research focuses on pedagogical skills, namely expertise in managing student learning systems, because teachers as learning staff have the function of being motivators, facilitators, engineers, learning boosters and enhancing learning motivation for students. Meanwhile, in the research, researchers focused on analyzing strategies or management planning steps for PAUD institutions as support for building quality national education.

From this description, it is clear that the previous research did have similarities in the goals to be achieved, but there were also some that did not have the same goals as the researcher's research, apart from that, the results obtained were also different from the research conducted by the researcher and the results from the second previous research. whereas in the first research results the results of the research were very relevant to the research used by the researchers (Sahadatunnisa et al., 2023). This is what makes the title of the author's journal new.

II. Discussion

TKN Pembina was founded in 2011, located on Jalan Panenga Raya 2, with the number of educational staff at the kindergarten school in Pembina sub-district. Sebangau consists of 1 principal and 5

teachers and has 4 classrooms from Kindergarten A to B3 (TKN Pembina Kec. Sebangau 2024). The following is an overview of the vision, mission, goals and motto contained in TKN Pembina Kec. Sebangau, namely as follows:

Vision:

"The creation of students who have noble character, are independent, creative, innovative and have global diversity."

Mission:

1. Implementing religious and character education in a programmed manner intensive.
2. Increase attitudes of responsibility and discipline.
3. Improve critical thinking skills.
4. Respect the diversity of ethnic religions and cultures.

The goal:

1. Formation of students with noble and virtuous character sublime.
2. Increase the attitude of innovation and intelligence of students.
3. Increase the sense of responsibility for the tasks given.

Motto:

"Forward Together to build child-friendly PAUD."

In this research, the researcher raised the related title "Management Planning Strategy for PAUD Institutions at TKN Pembina". The aim of this research is to analyze and describe the planning steps for managing PAUD institutions, especially at TKN Pembina, Sebangau District, as support for building quality national education in accordance with the school's vision and mission.

Based on the results of observations and interviews conducted by researchers at TKN Pembina Kec. Sebangau, there are planning steps that are prepared and used by TKN Pembina through planning carried out by the principal and teachers, namely every new school year the principal and teachers designing school programs both related to the learning process and other technical matters, for the next year. The program designed refers to the school's vision, mission and goals. Then implement the program within one year. In the middle of the year, the principal and teachers will usually carry out an evaluation regarding the programs that have been implemented and the programs that will be implemented in the following half year. At the end of the year the school principal will evaluate the work program that the TKN Pembina teacher has carried out in one year, as an evaluation and improvement of the school to prepare the work program for the coming year.

In working on, creating and compiling plans for school institutions, the principal usually involves teachers to determine what

programs will be implemented, then after completion the principal usually conveys or reports to the supervisor, then the teacher. As the school usually also holds meetings with parents at the beginning of the school year to discuss and socialize programs to be implemented in the next year. The planning process usually does not require costs, but what is usually designed is a budget estimate for the school program.

Materials used in preparing plans at TKN Pembina. There are no special materials used in preparing plans, teachers usually prepare plans only referring to the educational calendar and the national calendar. The steps taken in developing a planning strategy are holding a meeting of teaching staff and educational staff, then having a joint discussion to determine what program will be implemented then deciding and agreeing on the results of the joint meeting decision. Apart from that, the purpose of the plans that are made and prepared is to determine the direction of the educational unit, the plans made will become guidelines for things that will later be carried out by the school, of course the school program is in line with the vision, mission and goals of the educational unit in order to improve quality. quality of education and institutions.

However, there are still problems at TKN Pembina, namely the lack of funds for honorary staff so that it is difficult to accept new honorary staff, even though the principal said that there is still a lack of teaching staff, efforts are made to organize and overcome obstacles in the teachers and honorary staff at TKN Pembina. teaching and learning process in the classroom. Funding for honorary staff comes from committee funds and School Operational Assistance Funds (BOS Funds). Meanwhile, the UKS room and school library are still combined in one classroom, because there is still no special room available and there are problems in the school environment which lack a strategy for adding new buildings. In accordance with the results of observations and interviews conducted at TKN Pembina Kec. Sebangau can be seen from the Vision and Mission that has been created by the school regarding the work program carried out and carried out by the school principal and teaching staff, so it can be said that the objectives of the school's Vision and Mission have not been achieved, so it is necessary to re-evaluate the problems that exist in the school.

Based on the results of research conducted in the field, the theory used in this research is the theory of James AF Stoner and George R. Terry. Strategic planning according to James AF Stoner is "the process of selecting organizational goals, determining policies and strategic programs needed to achieve specific goals in order to achieve

targets, and determine the methods needed to ensure that strategic policies and programs are implemented (Faujiah et al., 2023). Meanwhile, according to George R. Terry, management is a typical process consisting of planning, organizing, implementing, monitoring and assessing actions carried out to determine and achieve predetermined targets through human resources and other sources. The following is a discussion of research conducted at TKN Pembina Kec. Sebangau, namely as follows:

Management standards

Based on the results of observations and interviews conducted by researchers, the problem found at TKN Pembina is that there is still a lack of funding for honorary staff so that it is difficult to accept new honorary staff even though T as the principal said that there is still a lack of teaching staff, but the existing teachers and honorary staff at TKN, coaches strive to be able to organize and overcome obstacles in the teaching and learning process in the classroom. Funding for honorary staff comes from committee funds and School Operational Assistance Funds (BOS Funds). Meanwhile, the UKS room and school library are still combined in one classroom, because there is still no special room available and there are problems in the school environment which lack a strategy for adding new buildings.

Planning Strategy

The planning strategy formulated in terms of vision, mission, main issues and development strategies must be used as a guide in developing operational plans. The operational plan includes work programs or activities, targets and stages. The operational plan is then divided into an annual operational plan containing protas or activities, targets and supporting data or reasons (Zaini Miftach, 2018).

The planning strategy in managing early childhood education is the steps that are drawn up in making preparations for designing and managing early childhood education institutions. The following are the steps in the planning strategy for early childhood education at TKN Pembina, namely:

1. Implementing the vision the mission, goals and motto of the school that have been created and implemented through a work program to achieve the planned goals.
2. Analyze the internal and external environment of the workforce educator.
3. Control and evaluation implementation program.

In designing the planning strategy for early childhood education

at TKN Pembina, it is carried out carefully with cooperation and support from the school principal, teachers and school committee.

Management Strategy

Management strategy in general can be said to be a process or a series of activities as a whole involving many parties and involving in-depth and comprehensive decision making. According to David, strategic management can be defined as the art and knowledge of formulating, implementing and evaluating cross-functional decisions that enable an organization achieve its goals (Stocks, 2016).

The management strategies contained in TKN Pembina in terms of preparing work programs are carried out with full support and good cooperation between teams (school principals, teachers or education staff, and school committees). Apart from that, the management strategy adapts to the vision, mission and objectives of TKN Pembina. So from this, it is hoped that the goals planned by the school principal, education staff and committee can be achieved in accordance with the vision and mission.

III. Closing

Based on the results of the research and discussion, the researcher can conclude that the planning strategy in managing the PAUD Institution at TKN Pembina Kec. Sebangau still has not achieved the objectives of the existing vision and mission, especially in management standards which refer to educators and education personnel as well as funding. So the funds for financing new teaching or honorary staff are obtained from the school committee and BOS funds (school operational assistance), then the school environment which is not adequate. Strategic for additional construction of UKS (School Health Unit) rooms and libraries. So make use of existing classrooms. Therefore, it is necessary to re-evaluate to optimize Management Planning for PAUD Institutions at TKN Pembina, Kec. Sebangau.

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