

## THE DESCRIPTION OF KINDERGARTEN MANAGEMENT AT KINDERGARTEN OF FKIP RIAU UNIVERSITY

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**Abstract :** The purpose of this descriptive research is to describe kindergarten management at Kindergarten of FKIP Riau University. The object of this research is kindergarten management at Kindergarten of FKIP Riau University which used 5 indicators and 22 sub-indicators. Data collection techniques used was an observation. The results of data analysis show the percentage of 5 indicators, namely: (1) Planning of Kindergarten of FKIP Riau University gets a score of 85% (very good); (2) The organizing of Kindergarten of FKIP Riau University got a score of 75% (good); (3) The implementation of Kindergarten of FKIP Riau University obtained a score of 71 % (good); (4) The controlling of Kindergarten of FKIP Riau University obtained a score of 50% (sufficient); (5) Assessment of Kindergarten of FKIP Riau University obtained a score of 45 (sufficient). Overall, it can be concluded that kindergarten management at Kindergarten of FKIP Riau University is categorized into good level.

**Keywords:** *Management, Kindergarten, Early Childhood*

## INTRODUCTION

Spreading out the Law No. 20 of 2003 concerning the National Education System, the development of Early Childhood Education began to be carried out well because the government directly encouraged the development of higher quality Early Childhood Education. Furthermore, Law No. 20 of 2003 concerning National Education states that Early Childhood Education is an effort to guide children from birth to six years old through giving educational stimuli in order to help growth, physical and spiritual development. Therefore, children have readiness to enter further education.

Management of education is not managing a business but managing human resources for the future. When human manages education is only seen from a personal perspective, they lose young generations. People who develop education rely on themselves. For this reason, the right way is needed in managing all problems of early childhood education management.

According to Permendikbud No. 137 of 2014, the National Standards for Early Childhood Education are criteria for managing and implementing Early Childhood Education in all jurisdictions of the Republic of Indonesia. The Management Standard



is a criterion for planning, organizing and controlling education activities at Early Childhood Education program.

Based on the observation of FKIP kindergarten UR, the authors have carried out several managements appropriate to the standardization. They find there are some things that have not used the standardization of PAUD management including the limited number of teachers teaching in class, lack of classrooms and lack of audio and visual learning media for their students.

From the facts above, the author is interested in conducting research on the description of kindergarten management in kindergarten FKIP UR by giving five indicators that will be examined by researchers.

## METHODOLOGY

The type of research was carried out by descriptive method with a quantitative approach to obtain the description of the kindergarten management in FKIP kindergarten UR by giving 5 indicators to be studied.

The object of this research is to see how well is PAUD management processes in the FKIP kindergarten UR. The data obtained are then analyzed to find out the results of descriptive statistics that describe the management of Kindergarten FKIP UR. Next, to find out the description (good, medium, low) the researcher used the formula:

Note:

P = Percentage

F = Frequency

N = Number of subject

$$P = \frac{F}{N} \times 100\%$$

The data obtained will be used to find out the description of kindergarten management, can be known how the description of kindergarten management in Kindergarten FKIP UR by using 5 indicators.

Indicator	Sub indicator
Planning	Arrange the activities of kindergarten in order to achieve the vision, mission and goals of the institution, annual plans and master plans in five-years.
Organizing	Organizational structure and partnership network.
Implementing	Guidelines for implementation, administration and management information systems.
Supervising	Scheduling the supervision of the process and results of program –implementation with frequency.
Assessing	The element of kindergarten assessment of the work of the unit and the results of the assessment are documented.

Sources: *permendikbud 2014*



## RESULTS AND DISCUSSIONS

The data analysis was carried out by observation to find out the results of kindergarten management in kindergarten FKIP UR by knowing about 1). planning the vision, mission, and objectives of the RK, 2). Kindergarten organization, 3). Kindergarten implementation, 4). Kindergarten supervision, 5). Kindergarten assessment.

**Tabel 1. Description of Kindergarten Management at FKIP UR**

No	Indikator of Planning	Frequency	Score	Percentage	Category
1	The kindergarten has a vision	4	4	100	VG
2	The kindergarten has a mission	4	4	100	VG
3	The kindergarten has a goal	4	4	100	VG
4	Kindergarten has annual plan	3	4	75	G
5	Kindergarten has master plan in five-year later	2	4	50	S
	<b>Total</b>	17	20	85	VG

Based on Table 1. It can be seen that kindergarten planning indicator in sub-indicator of the kindergarten has a vision (100%) is categorized into very good (VG) level. The sub indicator of the kindergarten has a mission (100%), kindergarten FKIP UNRI is categorized into very good (VG) level. The sub indicator of the kindergarten has a goal (100%), kindergarten FKIP UNRI is categorized into very good (VG) level. Sub indicators of the annual plan for kindergarten (75%), the kindergarten FKIP UNRI has been categorized into good (B) level. Sub indicators of mater plan in five years at kindergarten (50%), kindergarten FKIP UNRI is categorized into sufficient (S) level. Overall the planning of kindergarten FKIP UR is (85%), therefore planning in kindergarten FKIP UR is categorized into very good (VG) level.

**Table 2. Description of Kindergarten Management at FKIP UR**

No	Indicator of Organization	Frequency	Scoring Rubric	Percentage	Category
1	Kindergarten has a description of compulsory tasks and functions (job descriptions and personal obligations)	3	4	75	G
2	Network or partnership with other stakeholder in kindergarten	3	4	75	G
	<b>TOTAL</b>	6	8	75	G



Based on table 2. it can be seen that the indicator of kindergarten organization in the sub indicator TK has a description of the compulsory tasks and functions (job descriptions and personal obligations) (75%) then the kindergarten FKIP UNRI is said to be good (B). Sub indicators of work networks or partnerships with other stakeholders in kindergarten (75%), the kindergarten FKIP UNRI is said to be good (B). Overall the organizing of kindergarten FKIP UR is (75%) so the organization in kindergarten FKIP UR is said to be good (B).

**Table 3. Description of Kindergarten Management at FKIP UR**

Indikator of Implementation	Frequency	Scoring Rubric	Percentage	Category
Guidelines of learning implementation	3	4	75	G
Guidelines of Kindergarten curriculum	3	4	75	G
Guidelines of Kindergarten facilities and infrastructure	2	4	50	S
Guidelines of administration	3	4	75	G
Guidelines of parenting	2	4	50	S
Administration of students identity	4	4	100	VG
Process of Kindergarten assessment	3	4	75	G
<b>TOTAL</b>	<b>20</b>	<b>28</b>	<b>71,428</b>	<b>G</b>

Based on table 3. It can be seen that indicators of kindergarten implementation in the sub indicators of learning implementation (75%), kindergarten FKIP UNRI was said to be good (G). Sub indicator of kindergarten curriculum guidelines (75%), the kindergarten FKIP UNRI has been said to be good (G). Sub indicators for the use of kindergarten facilities and infrastructure (50%), the kindergarten FKIP UNRI is still said to be sufficient (S). Sub indicators of administrative guidance and administration (75%), the kindergarten FKIP UNRI is said to be good (B). The sub indicators of parenthood program guidance (50%), kindergarten FKIP UNRI is still said to be sufficient (S). Sub-indicator of administration the child's parent book (100%), the kindergarten FKIP UNRI has been said to be very good (VG). Sub indicators of the management process for the kindergarten assessment (75%), the kindergarten FKIP UNRI has been said to be good (G). Overall the planning of kindergarten FKIP UR is (71,428%) then the planning at kindergarten FKIP UR is said to be good (B).

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**Table 4. Description of Kindergarten Management at FKIP UR**

No	Indicator of Supervision	Frequency	Scoring Rubric	Percentage	Category
1	Program implementation three times in one year	2	4	50	S
2	Implementation in one semester	2	4	50	S
3	Program implementation once a year	2	4	50	S
	<b>TOTAL</b>	6	12	50	S

Based on table 4, it can be seen that indicators of kindergarten supervision in the sub indicators of learning implementation for once a year (50%), kindergarten FKIP UNRI is still said to be sufficient (S). Furthermore, the sub indicators of learning implementation for one term (50%), kindergarten FKIP UNRI is still said to be sufficient (S). Overall the supervision of Kindergarten FKIP UR is 50%, so the supervision at Kindergarten FKIP UR is still sufficient (S).

**Table 5. Description of Kindergarten Management at FKIP UR**

No	Indicator of Assessment	Frequency	Scoring Rubric	Percentage	Category
1	What is the suitability of kindergarten with vision, mission and goals	3	4	75	G
2	What is the suitability of time in learning	2	4	50	S
3	What are the provisions of solving problems in the kindergarten	1	4	25	L
4	How are the records analyzed in the reporting process	2	4	50	S
5	How the process of the analyzed records is not reported	1	4	25	L
	<b>TOTAL</b>	9	20	45	S

Based on table 5, it can be seen that in the assessment indicator of kindergarten in sub-indicator how is the suitability of kindergarten with vision, mission and goals (75%), kindergarten FKIP UNRI is said to be good (G). Sub indicator of the suitability time in learning (50%), kindergarten FKIP UNRI is still said to be sufficient (S). Sub indicator of how is the provision of solving problems in kindergarten (25%), kindergarten FKIP UNRI is still said to be low (L). Sub indicator of how is the records analyzed in the reporting process (50%), kindergarten FKIP UNRI is still said to be sufficient (S). Sub indicator of how the process of the analyzed records is not reported



(25%), kindergarten FKIP UNRI is still said to be low (L). Overall the assessment of kindergarten FKIP UR kindergarten is (45%), then the assessment indicator in kindergarten FKIP UR is still sufficient (S).

## CONCLUSIONS

Based on the results of the research and discussion in the previous section, the conclusions can be drawn:

1. In indicator of planning, kindergarten FKIP UR get 85% and it is said to be very good (VG) level.
2. In indicator of organizing, kindergarten FKIP UR get 75%, it is said to be good (G).
3. In indicator of implementation, kindergarten FKIP UR get 71,428%, it is said to be good (G).
4. In indicator of supervision, kindergarten FKIP UR get 50%, it is said to be sufficient (S).
5. In indicator of assessment, kindergarten FKIP UR get 50%, it is said to be sufficient (S).

## RECOMMENDATIONS

Based on the results and research findings, there are some recommendations:

1. For managers  
For managers, it can be used as a reference to implement management standardization and they are expected to improve the management of kindergarten FKIP UR in the future. It is in indicators of supervision and assessment by conducting supervision. In addition, it also provides an objective and fair assessment in improving the quality of schools in the future.
2. For the Pekanbaru Education Agency  
For the Education agency, it can be used as reference for improving the quality of education in Kindergarten FKIP UR. Providing training on the management of Kindergarten and conducting regular monitoring are ways to improve the quality of Kindergarten in Pekanbaru.

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