Special Service Management Analysis at Aisyiyah Bustanul Athfal Batusangkar Kindergarten

Dwifa Ramadhanty 1
1 Padang State University, Indonesia

Corresponding Author: Name, E-mail;

ABSTRACT

The main problem in this article is that there are several special services carried out at TK Aisyiyah Bustanul Athfal Batusangkar. The implementation of special services is inseparable from the importance of the management of the special services themselves. The purpose of this study was to analyze the planning, implementation and control management of special services at TK Aisyiyah Bustanul Athfal Batusangkar. The type of research used is field research using qualitative descriptive methods, namely research that aims to describe phenomena that occur in the field and is expressed qualitatively by using narratives or descriptions of Sugiyono. The primary data source in this study was the Principal of Aisyiyah Bustanul Athfal Batusangkar Kindergarten, while the secondary data sources were teachers and parents of students at Aisyiyah Bustanul Athfal Batusangkar Kindergarten. Data collection techniques used were observation and interviews with qualitative data analysis techniques by fulfilling the stages of data reduction, data presentation and conclusions. Based on the research, it is known that: (1) the plans made include tutoring in reading the Qur'an using the fluttering method and the iqra' method, memorizing hadith and selected prayers, memorizing Al Qur'an Juz 30, guidance on singing, dancing, painting, drawing, marching band, training for little doctors and little police, parenting and field trips. (2) The implementation of special services goes according to the plans that have been made, both classical, individual and group special service programs. The special services carried out are guidance on reading the Qur'an using the iqra' method and the waving method, memorizing hadiths and selected prayers, memorizing Al Qur'an Juz 30, marching bands, little doctors, little police, dancing, singing, painting exercises, field trips and parenting. In general, there are no significant obstacles to the implementation of special services, except that in the even semester, not all services are complete due to the Covid 19 pandemic because children have to study at home. (3) The control of special services has also been running well and smoothly, because it is done directly and indirectly by the school. The school principal also monitors and evaluates all special service activities carried out, thus making it easy for the school principal to find out the effectiveness of special service activities.

Keywords: Management Analysis, Kindergarten, Special Service
INTRODUCTION

Early childhood education standards aim to guarantee the quality of early childhood education in order to provide a foundation for stimulating education, optimizing child development and preparing for the formation of attitudes, knowledge and skills of children (Yulsofriend, 2009, p. 12). According to Law Number 20 of 2003 Article 1 paragraph 14 concerning the National Education System, early childhood is from birth to 6 years old (Zulherma & Dadan Suryana, 2019).

Early age is the most important and fundamental initial period throughout the span of growth and development of human life. This period is marked by various important fundamental periods in the next child's life until the final period of its development. One of the periods that characterizes early childhood is the golden period. (D. Suryana, 2019, p. 103). Learning for early childhood is the basis for forming behavior, instilling high moral and ethical values, high intellectual development, physical motor development. Education that is carried out from an early age has a very large influence on life in the future. The formation of children's behavior is largely determined at the age of the first five years (Suryana, 2017, p: 42)

Early childhood education (PAUD) is also directed at providing facilities for healthy and optimal child growth and development in accordance with the values, norms and expectations of society. (Latif, 2013: 5) apart from being a vehicle for playing, PAUD institutions need to provide a variety of special services so that children's development is more effective. The management of special services in educational institutions is an important part of the effective and efficient management of facilities and infrastructure.

The management of special services in educational institutions is an important part of the effective and efficient management of facilities and infrastructure. Special services, namely providing special facilities as additional services in terms of facilities and infrastructure to improve the quality of educational services. This can be an attraction for providing access to services that make it easier for parents to send their children to school (Mesiono, 2017: 141).

Early childhood education institutions must have their own standards. There are at least 8 (eight) early childhood education standards that form the basis for the establishment and implementation of early childhood education, namely (1) standards for the level of developmental achievement, (2) content standards, (3) process standards, (4) educator and staff standards. education, (5) facilities and infrastructure standards, (6) management standards, (7)
education assessment standards and (8) financing standards (Permendikbud Number 137 of 2014 concerning National Standards for Early Childhood Education) (D. Suryana, 2013, p 5). Every educational institution must meet the standards of facilities and infrastructure that can be used to improve the quality of education, including early childhood education institutions. Management of special services in kindergarten is basically designed to facilitate learning and meet the special needs of children.

According to Suharno (2008: 33-34) special services include libraries, health, and child safety in kindergarten. These components are an important part of the effective and efficient management of facilities and infrastructure. Meanwhile, according to M. Amirin, et al (2010: 53-55) special services include various kinds, including library services, health services, boarding services, guidance and counseling services, cafeteria services, laboratory services, security and parking services and transportation services.

According to Kus Mintardjo in Mesiono (2017: 36), Kindergarten will not function if there is nothing to make it work. In an education must have elements that include kindergarten administration. Elements in kindergarten administration have functions, relationships, and dependencies with other components. These elements include: (a) child administration, (b) curriculum administration, (c) personnel administration, (d) material administration, (e) financial administration, (f) public relations administration, and (g) service administration special. Not only do the six administrative functions dominate the formation of comfortable learning conditions, adding special services for children will be able to complement efforts to achieve educational goals in kindergarten.

Special services are important in the realization of quality education. Almost every educational institution in Indonesia provides special services for students. Including TK Aisyiyah Bustanul Athfal Batusangkar. This study aims to analyze the management of special services carried out at TK Aisyiyah Bustanul Athal Batusangkar in terms of planning, implementing and controlling special services. This research was conducted using a qualitative descriptive research method with the title “Management Analysis of Special Services at Aisyiyah Bustanul Athfal Batusangkar Kindergarten.

RESEARCH METHODOLOGY

The type of research used in this research is field research. The research method that researchers use is descriptive research. According to Sukardi (2009: 157),
descriptive research is research that seeks to describe and interpret objects according to what they are. Meanwhile, according to Suharism Arkunto (2005: 234), descriptive research is research that is intended to collect information about the status of an existing symptom, namely the condition of the symptoms according to what they were at the time the research was conducted. The approach used in this study is a qualitative approach. According to Suharsimi Arikunto (2005: 234), a descriptive qualitative approach only describes what is about a variable, symptom or situation, and is not intended to examine a particular hypothesis. In this study, researchers accurately and systematically described the facts and phenomena investigated that occurred in the field and analyzed the management of special services carried out at TK Aisyiyah Bustanul Athfal Batusangkar.

Research subjects are parties that are used as data sources in research. (Rahmalia & Suryana, 2021). In this study, the research subjects that were used as data sources were the Principal of Aisyiyah Bustanul Athfal Batusangkar Kindergarten as the manager of education, teachers and parents of children studying at Aisyiyah Bustanul Athfal Batusangkar Kindergarten. At the method analysis stage in data collection, the data collection techniques used can be in the form of observation, interviews and documentation, with qualitative data analysis techniques by fulfilling the stages of data reduction, data presentation and conclusions. The data analysis process used in this study is data analysis techniques in the data collection process according to Miler and Huberman.

RESULT AND DISCUSSION

Basic Concept of Management

Management is basically an art or process of completing things related to achieving goals by leaders who play a role in accordance with their leadership authority and involve organizational resources (human resources, natural resources, financial resources and information) through the stages of planning, organizing, implementing (acointing and supervisor (D. Suryana, 2019, p. 52).

Management is often defined as "the attainment of goals through other people". Some of the basic things that can be understood from management understanding are related to achieving goals. Management is always related to an effort to achieve certain goals and not merely a position or title in the company. Many people have the position
of "manager", but in reality they only carry out their positions and do not direct things towards achieving certain goals. (D. Suryana, 2019).

Definition of Special Service Management Special service management, namely service management by providing special facilities as additional services in terms of facilities and infrastructure to improve the quality of education services. This can be an attraction for providing access to services that make it easier for parents to send their children to school (Mesiono, 2017: 141).

Educators in PAUD institutions play a very important role for the growth and development of early childhood. Because they are professionals whose role is to educate early childhood to reach their developmental stage (Dewi & Suryana, 2020, p. 3). Meanwhile, management of special services is management in kindergarten which is basically determined and organized to facilitate or expedite learning and to meet the special needs of children in kindergarten. Meanwhile, management of special services for special services Raudhatul Athfal means management of special services carried out in early childhood Islamic education institutions called Raudhatul Athfal.

Discussion

Kindergarten Special Service Management Substance

PAUD service programs must meet these needs. PAUD administrators must cooperate with health, nutrition, social welfare, legal, and parental services. In other words, Holistic Integrative PAUD services are a must, including for children with special needs (A. resfi F. and dadan Suryana, 1967).

The substance of Special Service Management based on the management process is Planning, including analyzing the needs of special services, Organizing, in the form of division of tasks to carry out special service programs for school residents, mobilization, including arranging the implementation of libraries, school cooperatives, skills, school health units, extracurriculars, savings, religious services, canteens, libraries, cafeterias and other special services. Supervision includes monitoring of special service programs and performance evaluation of special service programs for school members.

Kindergarten Special Service Principles

According to Nuraini (2013: 46) in implementing early childhood education should use the following principles:
a. Oriented to Children's Needs Activities
b. Learn through play
c. Conducive environment
d. Using integrated learning
e. Develop various life skills
f. Using a variety of educational media and learning resources
g. Implemented gradually and repeatedly (Rahmadani et al., 2013)

CONCLUSION

Based on the research, it is known that: (1) the plans made include tutoring in reading the Qur'an using the fluttering method and the iqra' method, memorizing hadith and selected prayers, memorizing Al Qur'an Juz 30, guidance on singing, dancing, painting, drawing, marching band, training for little doctors and little police, parenting and field trips. (2) The implementation of special services goes according to the plans that have been made, both classical, individual and group special service programs.

The special services carried out are guidance on reading the Qur'an using the iqra' method and the waving method, memorizing hadiths and selected prayers, memorizing Al Qur'an Juz 30, marching bands, little doctors, little police, dancing, singing, painting exercises, field trips and parenting. In general, there are no significant obstacles to the implementation of special services, except that in the even semester, not all services are complete due to the Covid 19 pandemic because children have to study at home. (3) The control of special services has also been running well and smoothly, because it is done directly and indirectly by the school. The school principal also monitors and evaluates all special service activities carried out, thus making it easy for the school principal to find out the effectiveness of special service activities.

ACKNOWLEDGEMENT

This is a short text to acknowledge the contributions of specific colleagues, institutions, or agencies that aided the efforts of the authors.

REFERENCES


