

Strategic Management Process of Islamic Character Development of Early Children in Islamic Kindergarten

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Abstract

This research is a field research by using a qualitative research approach. The purpose in this research is to find steps in strategic management process for development character of early children in Islamic kindergarten of al-Irsyad Purwokerto, Central java, Indonesia. The results showed that the process of strategic management to develop Islamic character of early children is done through four processes. *First*, processing of observation environmental to develop Islamic character in Islamic kindergarten. *Second*, strategic formulation process for development an Islamic character of early children in Islamic kindergarten. *Third*, implementating strategic process for develop an Islamic character of early children in Islamic kindergarten. *Fourth*, strategic assesment process for develop an Islamic character of early children in Islamic kindergarten.

Keywords: Strategic, Observation, Formulating, Implementation, Assessment

Abstrak

Penelitian ini adalah penelitian lapangan menggunakan pendekatan penelitian kualitatif. Tujuan dari penelitian ini adalah untuk menemukan langkah-langkah dalam proses manajemen strategik untuk membentuk karakter anak usia dini di Taman Kanak-kanak (TK) Islam al-Irsyad Purwokerto, Jawa Tengah, Indonesia. Hasil penelitian mengungkapkan bahwa proses manajemen strategik untuk membentuk karakter anak usia dini di TK Islam dilakukan melalui empat langkah. *Pertama*, proses pengamatan lingkungan untuk membentuk karakter Islami anak usia dini di TK Islam. *Kedua*, proses formulasi strategi untuk membentuk karakter anak usia dini di TK Islam. *Ketiga*, proses penerapan strategi untuk membentuk karakter anak usia dini di TK Islam. *Keempat*, proses penilaian strategik untuk membentuk karakter anak usia dini di TK Islam.

Kata Kunci: Stratgeik, Pengamatan, Perumusan, Penerapan, Penilaian

Introduction

Indonesia is a religious nation, which recognizes and believes in the existence of God as Creator. Juridical-formal, religiosity is reflected in the First Precept Pancasila, namely "Almighty God." Religiosity of nation of Indonesia is also reflected in the 1945 in the part of opening in the third paragraph which states that "upon the grace of Allah Almighty and supported by the noble desire, then the people of Indonesia hereby declare their independence". Statement in the paragraph contains a message that Indonesia is a nation that recognizes and faith in the Lord, and their freedom is a gift from God (Sitohang, 2014: 2014).

In the context of national development, the religiosity of the Indonesian nation is also reflected in all areas of development. In the field of education, for example, education

in Indonesia is intended to develop students' potentials to become a men of faith who fear to God Almighty, be noble, healthy, knowledgeable, skilled, creative, independent, and become accountable and citizens of a democratic and accountable. It is expected that education in Indonesia can create intelligent and humane give birth to the next generation of Indonesia (Arifin, 2003: 37).

Unfortunately the facts in the real life is different from the previous expectation. Indonesian as a religious and character nation is undergoing a crisis of character. Learners in Indonesia is experiencing a crisis of character. Today it is so easy to find cases such as pornography abortion, drug abuse, alcohol consumption, bullying, lying to parents, teachers, school truancy, cheating during exams and quizzes, as well as theft, like breaking rules, and so on.

James Arthur (Nucci, et.al, 2014: 128) revealed that the character of the crisis on the learner can create personal anxiety, emotionally unstability, aggressive behavior, low self-esteem, no social sensitivity, and selfishness. These facts is exactly what then make the government and society are being intensively implement character education in educational institutions, ranging from the level of Early Children Education (ECD) to the level of Higher Education (Wibowo, 2013: 1).

Character education would be very appropriate if it is implemented since early children, since children learn in early children institutions such as Playgroup and kindergarten. The character education for early children has a higher meaning of moral education because it not only deals with issues of right and wrong, but how to instill habits (habit) on a variety of good behavior in life so that young children have an awareness, high understanding, caring, and commitment to doing good deeds in everyday life (Mulyasa, 2014: 67).

Unfortunately, in the implementation of character education in early children institutions like Islamic kindergarte, it is still not optimal. That is because the implementation of character education in early children institutions experiences methodological problems, namely axiological and epistemological problems (Ilahi, 2014: 95).

In addition, there are playgroup and kindergarten do not manage it optimally. Management practices in early children institutions are still arbitrary and not professional. The most common evidence is that the head of kindergarten have double roles as a reasurer, there is also a kindergarten teacher who has doubles roles as secretary, even there is there is a kindergarten teacher who also become a janitor or a gardeners. Problems in the management field, of course, makes the head of kindergarten, teachers, and employees do not focus on educating early children, including in shaping their character. Yet the pattern of early children character formation is strongly influenced by the activities of management practiced by them (Risaldy, 2014: 69). Various problems stated before are responded by Islamic Kindergarten of al-Irsyad Purwokerto by implementing strategic management to develop the character of early children.

Is the strategic management decisions and actions led the formulation of a strategy or a number of effective strategies to help achieving the goals of the institution (Akdon, 2011: 230). So in the context of the implementation of character education they a strategic management decisions and actions that led to the formulation of a strategy or a number of effective strategies to shape the character of the students at an educational institution.

Strategic management itself is originally derived and is typically used in enterprises to find the strategies for managing all resources to achieve success (Hunger and Wheelen, 2011: 5). However, the strategic management is now being applied in Islamic kindergarten of al-Irsyad Purwokerto to search for strategies to manage resources in the Islamic kindergarten in order to achieve success in developing the character of early children.

Research Method

This research is a field research using a qualitative research approach. The research location selected in this study is Islamic kindergarten of al-Irsyad Purwokerto at Slamet Riyadi Street No. 34 Purwokerto, Central Java, Indonesian.

The main data sources in this research are the top manager of the Islamic kindergarten, the middle manager of Islamic kindergarten and the teachers in kindergarten Islamic of al-Irsyad Purwokerto. This is consistent with the opinion of Lexy J. Moleong (2012: 157) which revealed that the primary source of data in a qualitative descriptive methods are the words and actions of the people interviewed, the rest is additional data such as documents and others.

Based on the data sources the author has specified, the data gained was be collected using three techniques, namely: interview, observation and documentation. Then the author used the technique of triangulation of the data sources to check the validity of the data. The author conducted a cross check against various data results of interview, observation and documentation (Afifudin and Saebani, 2010: 143).

Data analysis technique used in this study is qualitative data the analysis techniques used is a general inductive approach. Moleong (2012: 10) explained that data analysis techniques are appropriate to be used in research with a qualitative approach. In qualitative data analysis techniques used an inductive approach commonly performed three activities, namely transcripts, organizing data, and coding (Moleong, 2012: 296).

Research Findings and Discussion

1. Processing of Environmental Observation to Develop Islamic Character in Islamic Kindergarten of al-Irsyad Purwokerto

There are two process of environmental observation to develop Islamic character in Islami kindergarten of al-Irsyad Purwokerto:

a. Analysis of External Environment (ALE) to develop Islamic Character of Early Children

External environmental analysis conducted on the socio-religious, economic, and development of science and technology on society (especially prospective parents) around Islamic Kindergarten of al-Irsyad Purwokerto. Based on the description of the data, it obtained "first discovery", namely analyzes of the external environment (ALE) in developing an Islamic character of early children in Islamic kindergarten can be done through the following steps:

1) Analyzing parents' socio-religious

This step is performed to determine the tendency of parents in creeds and sects. It is very important to do before doing various programs of Islamic character for early children in Islamic kindergarten to determine (particularly involving the practices of prayer and worship daily as wudlu, prayer, and daily prayer) appropriate or relevant creeds and sects.

The discrepancy mentioned consciously or not can be a limiting factor in the implementation of an Islamic character-development program in Islamic kindergarten. It may be met by parents who withdraw their children from Islamic kindergarten if it finds non-conformity. To avoid this kind of thing, the parties should form a religious team to give arguments about the legal basis used in performing daily worship. Religious team can be derived from teachers and from outside sources such as from the foundation or religious leaders, and communities around Islamic kindergarten.

2) Analyzing parents' economic situation

This step is performed to determine the ability of parents to finance their children while studying in Islamic kindergarten. For Islamic kindergarten, in which Islamic kindergarten is an institution organized by the Muslim community organizations, so implementing Islamic character for early children depends on financing form of their parents.

It makes the ability of parents to pay for their children learning in Islamic kindergarten is crucial to the survival of the existence or Islamic kindergarten itself. The management of Islamic kindergarten can facilitate parents who have more ability to be set aside to co-finance some of unlucky children who come from families who cannot studying at the Islamic kindergarten. Such efforts could be a scholarship, foster parents, as well as cross-subsidy assistance. With those efforts the Islamic Kindergarten as early children institutions will be blessed. That blessing will facilitate TK Islam in shaping the Islamic character of early children.

3) Analyzing parents' educational background

This step is taken to determine the level of Islamic education kindergarten parents. Parents' high or low education can be described by how their willingness well as the ability in educating their children. The description

should be used to consider the methods used to establish an Islamic character of early children as well as to determine the range of activities that can be held in an Islamic character-building program in Islamic kindergarten.

4) Analyzing parents' parents' desirability toward of their children study at Islamic kindergarten

This step is taken to determine the value of any Islamic character desired by parents, or even the values of Islamic character which should become the priority in developing Islamic character of early children in Islamic kindergarten according to the parents. It also determines values of Islamic character to be internalized by the Islamic Kindergarten through Islamic character-development programs for early children.

5) Analyzing the various opportunities owned by Islamic kindergarten in the implementation of an Islamic character development of early children

This step is performed to determine a variety of things which can be a contributing factor in the implementation of an Islamic character-development program in Islamic kindergarten. The supporting factors such as support from parents and government policies.

Supporting from parents can be in the form parents' contribution to the cost of education and care for children in the program, and their participation in various activities on the development of an Islamic character of early children in Islamic kindergarten. While government policy can be used as a legal basis in the implementation of an Islamic character-development program in Islamic kindergarten.

Government policies related to curriculum implementation in 2013 in kindergarten, including Islamic kindergarten is one example of the implementation of policies of the pro-Islamic character-development program for early children in Islamic kindergarten. The existence of core competencies (KI) 1, namely the religious aspect and core competencies (KI) 2, which is the social aspect makes the practice of thematic learning in kindergarten able to optimize the development of religious and moral as well as social-emotional early children.

6) Analyzing the various threats that may be encountered in the implementation of an Islamic character-development program in Islamic kindergarten

This step is performed to obtain a description of the various things that could be a threat in the implementation of an Islamic character-development program in Islamic kindergarten. The threat comes from outside agencies, such as government policies that are less sympathetic to the practice of early children services in favor of the development of an Islamic character of early children or the impact of developments in science, technology, and art. The description can

be used as consideration to determine a precaution or to find alternative solutions to the various problems posed by these threats.

The existence of Islamic Kindergarten which also has excellent programs in the form of an Islamic character-development program for early children could also be a threat when other Islamic kindergartens are considered as competitors. But it would be different if various Islamic kindergarten can be embraced to work together in implementing the Islamic character development program for early children.

b. Internal Environmental Analysis (ALI) to Develop an Islamic Character of Early Children

Based on research, data which can be acquired is "second discovery", namely the analysis of the internal environment (ALI) in developing the Islamic character of early children in Islamic kindergarten can be done through the following steps:

1) Analyzing the number of personnels of in Islamic kindergarten

This step is done in order that Islamic kindergarten can predict how many personnel needed to ensure the success of an Islamic character-development program for early children. The number of personnels will also affect the assignment or the division of tasks on each of the personnel in the implementation of an Islamic character-development program in Islamic kindergarten.

2) Analyzing advantages of the teacher as the main human resources in Islamic kindergarten

This step is performed to determine various potential possessed by the teacher as the main human resources in Islamic kindergarten in the implementation of character development program for young children. Recognized or not, the teacher will be the most decisive in achieving the successful implementation of Islamic character-development program for early children.

3) Analyzing the weaknesses of teachers as the main human resources in Islamic kindergarten

This step is performed to find the weaknesses on the teacher as the main human resources in the implementation of an Islamic character-development program in Islamic kindergarten. The results are then used as materials for determining the efforts to be done in overcoming the weaknesses of the teacher.

4) Analyzing the ability of the foundation to support the implementation of an Islamic character-development program in Islamic kindergarten

This step is performed to determine whether the foundation has the same idea as the management focusing on implementing character-development program for early children. In addition, this step is also conducted to obtain

accurate information about the various forms of support, both material and moral which will be awarded by the foundation to the Islamic kindergarten to organize an Islamic character-development program for early children.

The support from the foundation of the Islamic kindergarten in Islamic character-development program for early children becomes a force or an advantage possessed by Islamic kindergarten. Conversely, if the foundation does not support the development of an Islamic character of early children, it would be a weakness for the Islamic kindergarten.

5) Analyzing the infrastructure and facilities required in the implementation of an Islamic character-development program in Islamic kindergarten

This step is performed to determine the availability and condition of facilities and infrastructure owned by Islamic kindergarten which can be used to make the implementation of an Islamic character-development program for early children. The children come true availability of facilities and infrastructure can be a strength or advantage for Islamic kindergarten. Conversely, if the infrastructure does not exist yet, incomplete, or damaged, it can be a drawback for Islamic kindergarten.

6) Analyzing the willingness of the budget in the implementation of an Islamic character-development program in Islamic kindergarten

This step is performed to determine how much the budget owned by Islamic kindergarten or foundations which can be used to support the implementation of Islamic character-development programs for early children. Large budget allocations for the implementation of Islamic character development program for early children may be a surplus or the strength of the Islamic kindergarten. Conversely, if the budget allocation is small, it will be a drawback for Islamic kindergarten.

2. *Strategic Formulation Process for Developing an Islamic Character of Early Children in Islamic Kindergarten of al-Irsyad Purwokerto*

The research showed "the third discovery" in which the steps performed in the process of strategic formulation to develop an Islamic character of early children among others are:

a. Accommodating parents' wishes and needs based on the results of environmental monitoring process

This step is done in order to prepare the vision, goals, and programs Islamic kindergarten in accordance with the wishes and needs of parents. The conformity will make various programs formulated and implemented to satisfy parents. In the context of Total Quality Management (TQM), the level of satisfaction of parents describe the level of quality of early children services in Islamic kindergarten.

b. Formating a vision, mission, and objectives of Islamic kindergarten which focuses on the development of an Islamic character of early children

A Vision is an ideal condition that would be achieved by Islamic kindergarten, missions are the steps which must generally be carried out by Islamic kindergarten to achieve a vision. The aim describes objectives or aspects to be achieved. The achievement of goals or aspects will lead to the achievement of the objectives. Achievement of the objectives will lead to the achievement of the vision of Islamic kindergarten.

- c. Establishing an Islamic character values to be internalized in early children in Islamic kindergarten

There are many Islamic character values that can be internalized in early children in Islamic kindergarten. The management of Islamic kindergarten needs to pick one value of Islamic character, in which the ownership of the Islamic character values can allow teachers to internalize Islamic others character values.

- d. Developing quality assurance of Islamic kindergarten graduates

Assuring the quality graduates of Islamic Kindergarten describe an ideal profile of children according to Islam. The graduate profile should match the desires and needs of parents which can be known through the analysis of the external environment (ALE). Of course, quality assurance in Islamic kindergarten graduates should also be relevant to the vision, mission, and objectives of Islamic kindergarten.

- e. Developing activities of children in Islamic kindergarten which are relevant to quality assurance

Preparation of the activities of children in kindergarten Islam done to get children behave in accordance with Islamic Kindergarten graduate profile contained in quality assurance graduates. That is why preparation should lead to the achievement of quality assurance of Islamic kindergarten graduates.

- f. Developing Islamic character programs and strategy for early children which are relevant to quality assurance graduates

Islamic character programs for early children are formulated as an action plan to achieve quality assurance of Islamic kindergarten graduates. Achievement of the quality assurance graduates will lead to the achievement of the goals and vision of Islamic kindergarten. While the strategy is a wide range of measures used to implement programs that have been compiled for developing Islamic character of early children in Islamic kindergarten.

- g. Developing assessment instruments of Islamic character-development program for early children which are relevant with quality assurance of Islamic kindergarten graduates

Assessment instruments are arranged to load achievement indicators for the Islamic character of learners in accordance with quality assurance of Islamic kindergarten graduates. It may be said, the assessment is conducted to determine the success of an Islamic character-development programs for early children.

3. *Implementating Strategic Process for Developing an Islamic Character of Early Children in Islamic Kindergarten of al-Irsyad Purwokerto*

The implementation strategic process is done after making strategic formulation process. It can be said, the process of implementing a strategic program of the establishment of various Islamic character formation had been developed in strategic planning.

Based on the research, the results obtained "the forth discovery" in this study, namely the steps in the process of implementing strategic to develop Islamic character of early children in Islamic kindergarten, among others are:

- a. Making detailed Islamic character-development program in the early children curriculum structure of Islamic kindergarten
- b. Socializing Islamic character-development program in Islamic kindergarten to the parents
- c. Choosing and making decisions of the responsible people or the executive officers in various Islamic character-development programs in Islamic kindergarten
- d. Making a schedule for the implementation of Islamic character-development programs of early children during the school year
- e. Developing and implementing Standard Operating Procedures (SOP) for various activities at Islamic character-development programs in Islamic kindergarten for early children
- f. Giving authority to managers or executive officer to carry out various Islamic character-development programs for early children according to SOP
- g. Utilizing various educational facilities to implement Islamic character-development programs in Islamic kindergarten for early children

4. *Strategic Assessment Process for Developing an Islamic Character of Early Children in Islamic Kindergarten of al-Irsyad Purwokerto*

Based on the research, the results obtained "the fifth discovery", namely the steps which are undertaken in implementing the strategic assessment process to establish an Islamic character of early children in Islamic kindergarten, among others are:

- a. Strategic Assessment of the teachers, among others are:
 - 1) Conducting performance appraisal of teachers consisting of personality aspects of work, self-potential, and performance using assessment instruments which assign a periodic basis, for one year in which it can be done twice in each semester
 - 2) Providing recommendations for teachers to improve the aspects which are still weak
 - 3) Reporting the results of teachers' performance assessment to the party superior (Islamic Kindergarten foundation)
 - 4) Reporting the results of performance appraisal of teachers and improvements which have made progress to superiors (Islamic Kindergarten foundation)

- 5) Reporting the assessment of teacher performance to superiors (Islamic Kindergarten foundation)
- 6) Establish success of teachers in Islamic character-development program for early children in terms of performance

The party responsible for the activities of this assessment is the head of al-Irsyad Islamic kindergarten Purwokerto. Meanwhile, performance assessment and homeroom teachers conducted by the head of al-Irsyad Islamic kindergarten Purwokerto periodically. Based on the results of the assessment, recommendations made for the head of the Islamic kindergarten and homeroom teachers to make improvements on the aspects which are considered weak.

- b. Strategic assessment for the childrens' behavior, including:
 - 1) Conducting behavioral assessments of children in Islamic kindergarten environment using observation sheets filled out by the class teacher every week
 - 2) Conducting behavioral assessments of children in the family environment using observation sheets filled out by parents every weekend. At the end of each month, parents hand over the monitoring sheet to the homeroom teacher. Homeroom teacher then compares the results of the charging sheet monitoring children's behavior in the kindergarten with the family to determine the success of a child to behave in accordance with Islamic teachings
 - 3) Reporting the results of the environmental assessment child's behavior in kindergarten and family environment to parents of Islamic kindergarten students and the head of Islamic kindergarten
 - 4) Reviewing the results of the report to obtain information on the various supporting factors and obstacles faced in Islamic character-development program in Islamic kindergarten
 - 5) Establishing an Islamic character-development program to the success of early children in terms of the behavior and the family
 - 6) Formulating improvement efforts of Islamic character-development program based on the results of a review of the assessment report

Children's watchlist Sheets in a kindergarten filled by homeroom teacher every weekend. While the sheet on the observation of children in a family environment filled out by parents every weekend. The results were then reviewed by the homeroom teacher every month. Then the child's success was reported by the homeroom teacher to parents in every quarter (three months).

Results of the strategic assessment process to developed an Islamic character of early children at the top and then reported them to the LPP al-Irsyad Purwokerto. LPP al-Irsyad Purwokerto through a team of developers did the assessment. The assessment was done to find a variety of strengths and weaknesses and the various supporting factors and obstacles in Islamic character-development program for early children. The assessment results were used as materials to make efforts to repair the

Islamic character-development program in Islamic kindergarten of al-Irsyad Purwokerto in the next school year.

Conclusion

Based on the results obtained in the findings, namely the strategic management process to develop an Islamic character of early children in Islamic kindergarten of al-Irsyad Purwokerto carried out through the following steps: *First*, processing of environmental observation to develop Islamic character in Islamic kindergarten. *Second*, strategic formulation process for developing an Islamic character of early children in Islamic kindergarten. *Third*, implementing strategic process for developing an Islamic character of early children in Islamic kindergarten. *Fourth*, strategic assesment process for developing an Islamic character of early children in Islamic kindergarten.

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