

Organizing Management of Early Childhood Education Institution: A Case Study at One Raudhatul Athfal in Palembang

Leny Marlina

Universitas Islam Negeri Raden Fatah, Palembang, Indonesia
Corresponding Author Email: lenymarlina_uin@radenfatah.ac.id

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ABSTRACT

This study aimed to analyze the organizing management of early childhood education at one Raudhatul Athfal in Palembang, especially the input component as an effort to improve and develop the management of the institution. This study used qualitative case study research with inductive logic of thinking to analyze about the situation or meaning of the characteristics of the object under study. The main informant was the principal of Raudhatul Athfal and the supporting informants were teachers, parents and the school committee. Data collection techniques were conducted by doing observation, interviews, and documentation. Meanwhile, the data analysis technique followed the flow model (data reduction, data display, and data verification). The results showed that the organizing management at the Raudhatul Athfal especially on the input components (school vision and mission, goals, human resources (students and teachers)), curriculum, facilities, infrastructure (equipment, and equipment) and financing had been carried out, although there were still things that needed to be addressed, such as the recruitment system of teacher which was not yet systematic. In this study, the researcher saw that in addition to the management of organizing inputs, other factors that influenced the development and progress of this institution were the management system that was less clear from the foundation, where management of some school activities or programs were already independent, but for the procurement of needs or costs of activities they were still not independent because they had to coordinate first so that the school was less flexible. In other words, the school needed a common vision of all members starting from foundation managers, school principals, as well as teachers and students.

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INTRODUCTION

Education is a process of preparing, fostering, shaping, and producing human resources that are ready to face the challenges of the times. Preparation of human resources is carried out from the basic, secondary, and higher education levels. Early childhood education seeks to provide guidance to children from birth to the age of six years through the provision of educational stimuli to assist physical and spiritual growth and development so that children have readiness to enter further education. The early childhood education can be found in the forms of formal, non-formal, and informal education. Early childhood education is one kind of education that focuses on six aspects of growth and development (religion and morals, physical motor, cognitive, language, socio-emotional, and art) in accordance with the uniqueness and developmental stages of early childhood groups as listed in Permendikbud 137 of 2014 concerning the National Standards for early childhood education.

According to Mesiono (2018), Raudhatul Athfal is one of the pre-school educational institutions. Government regulations regarding pre-school education have actually existed since 1990 but it did not include the name of Raudhatul Athfal. Raudhatul Athfal, which is abbreviated as RA, is a form of early childhood education unit in the formal education that organizes educational programs for children aged 4 (four) years to 6 (six) years. To realize the purpose of organizing Raudhatul Athfal, it is necessary to support professional management.

Management, according to Danim & Suparno (2009), is a process of completing activities efficiently with or through other people and related to the routine tasks of an organization. Meanwhile, according to Purwanto (1988), management is a certain process consisting of planning, organizing, mobilizing, and supervising carried out to determine and achieve the goals that have been set by using humans/people or other resources. Management is used because humans have limited abilities. According to Mesiono (2018), to control work effectiveness and efficiency, people need instruments to overcome their limitations. Therefore, people must be able to empower, utilize and regulate what is in the organization as an effort to complete their duties and responsibilities. This is one of the important reasons why management is needed.

Efforts to improve the management of early childhood education are carried out to improve the education system, starting from how to prepare students who will study at the institution, how to create a comfortable, calm, and conducive learning atmosphere, how to prepare teachers who will teach, and how the institution develop various potentials of children from an early age as preparation for life and can adapt to their environment so that children have readiness to enter further education. Improving education management cannot be separated from the various main functions displayed by a manager, including organizing in education. Organizing is one of the processes of implementing management in an organization. Organizing is the stage where the planning that has been prepared can be carried out regularly and carried out by people who are in accordance with their expertise. This means that managers or other terms principals need to design, organize and develop existing education in their institutions, including by regulating how to put the right people in their place and regulating how children's growth and development can be optimal. In this study, the researcher herself analyzed how the management of early childhood education

was organized in one of the Raudhatul Athfal institutions in Palembang. This study is similar to the research conducted by Zaenab (2015) which analyzed the management function, especially on the three management functions, starting from planning, organizing, and mobilizing. Zaenab research results (2015) explained that there was a change in planning in the early childhood education program starting from students, recruiting prospective students, developing area model learning programs, forming basic language skills behavior development, preparing tools and infrastructure, materials learning, and develop a learning schedule. In addition, there were organizational changes, especially in reference to learning patterns such as determining the tasks that must be carried out by members, dividing the field of work into activities that can be carried out by individuals or groups, and combining the work of educators and education staff in a rational and efficient manner. For mobilization such as enforcing all rules and discipline, division of tasks between subordinates and superiors, and cooperation between superiors and subordinates where superiors provided direction so that subordinates know and remind their duties, there were also significant changes.

Unlike Zaenab's study above, the present researcher focused more on the organizing function. Based on observations, the researcher herself saw that there were many achievements achieved by Raudhatul Athfal, such as the 1st winner of the Palembang city level coloring competition in 2012, the 3rd winner of the Palembang city level adhan (call for people to perform salat) competition in 2005, the 1st place of the calligraphy coloring competition for educational display magazines in the city of Palembang in 1999 and several other achievements. When compared to the age when this institution was founded, 1975, and its operational in the world of education, it seems that it is still not optimal, especially considering that Raudhatul Athfal is located in the middle of the city of Palembang. This lack of maximum achievement is influenced by organizational management, especially the input component. Based on this phenomenon, the researcher was interested in analyzing the management of organizing the input components of early childhood education at one of the Raudhatul Athfal as an effort to improve and to develop the management of the early childhood education institution mentioned

LITERATURE REVIEW

Management

Siagian (2012) gives the simplest, but at the same time the most "classical" definition of management which says that management is the art of obtaining results through various activities carried out by other people. In addition, there are many definitions of management according to experts. According to Purwanto (1988), management is a certain process consisting of planning, organizing, mobilizing, and controlling which is carried out to determine and achieve the goals that have been set by using humans/people or other resources. Meanwhile, according to Kompri (2014), management is the art of doing work through people. In line with the previous understanding, Rohiat (2012) defines management as an activity of managing resources owned by schools/organizations which include humans, money, methods, materials, machines, and marketing which are carried out systematically in a process. Furthermore, Nur (2014) also defines management as the art of planning, organizing, directing, coordinating, and controlling to achieve predetermined goals.

Management according to Muwahid & Soim (2013), can also be interpreted as a process using human resources and other resources to achieve a goal, while management as a science and art regulates the process of utilizing human resources and other resources efficiently, effectively and productively in achieving goals. Furthermore, Rahmat (2015) explains that management is a process of planning, organizing, coordinating, and controlling resources to achieve goals effectively and efficiently. Effective means that the goals can be achieved according to the plan, while efficient means that the tasks are carried out correctly, organized, and according to schedule. From some of the definitions of management above, it can be concluded that management is an art or process carried out by a group of people or an organization to carry out an activity ranging from planning, organizing, implementing, and controlling. All of these activities are solely to achieve the goals that have been aspired together for the common good.

Suhardan (2011), argues that education management is a management process in the implementation of educational tasks by utilizing all sources efficiently to achieve goals effectively. In addition, according to Mulyasa (2009), education management is a system of managing and structuring educational resources, such as education staff, students, community, curriculum, funds (finance), educational facilities and infrastructure, management and educational environment. Therefore, in the study of education management, it is divided into two groups, namely:

- a) Administrative management that focuses on planning, organization, guidance, direction, coordination, and supervision activities, as well as communication.
- b) Operational management that focuses on administrative activities, staffing, finance, and school relations with the community.

Tim Dosen Administrasi Pendidikan Universitas Pendidikan Indonesia (2011) mention that education management is an arrangement of educational fields carried out through planning, organizing, staffing, coaching, coordinating, communicating, motivating, budgeting, controlling, monitoring, evaluating and reporting activities systematically to achieve qualified educational goals. From the various statements above, it can be concluded that education management is a system of managing and utilizing all educational resources to carry out a systematic and systemic cooperation process so that effective and efficient education can be conducted for the realization of the national education goals that have been aspired to. By having good education management, it will certainly affect the results obtained. Educational management as described previously must implement and carry out several functions of management itself, including the organizing function.

Organizing

There are many definitions of organizing. According to Siswanto (2005), organizing is one of the functions of management. The existence of the organization is actually as old as the history of human civilization on earth. Unknowingly humans have worked together with others to achieve common goals. However, not everyone is aware that they actually have organized. The growing awareness of the importance of organization for everyone is actually going through a very slow journey compared to human civilization themselves. Because it was only in the last few decades that people began to tend to do in-depth studies of organizations and behavior.

Imron (2013) explains that in every educational organization, including the level of the education unit, there are various jobs, duties, authorities, and responsibilities that must be carried out by each component. The duties, powers, responsibilities and activities are diverse and sometimes require certain specializations in their work. Therefore, it is not possible if all activities are carried out only by one person, for example the principal of the education unit level. In addition to limited time, he also has limited abilities. Therefore, the duties, authorities, activities, work, and responsibilities must be shared with other people. Such divisions are known as organizing.

Organizing is the activity of compiling and forming working relationships between people so that a business unit can work in achieving the goals that have been set. Organizing is a process of dividing work into smaller tasks, assigning those tasks to people according to their abilities, and allocating resources, and coordinating them in order to effectively achieve organizational goals. According to Sobri (2009), organizing as an education management function is the main task for educational leaders, including school principals. Therefore, almost every process or management function put forward by experts, always places organizing as an inseparable part of the overall management process. According to Imron (2013), organizing is mostly placed after planning, because the planning that has been carried out has started to be implemented since the organizing activity is carried out. This is in accordance with the statement that in order for the entire planned level of education to be realized, it needs to be organized in such a way that every person or human component at the level of the education unit can do something useful for achieving the goals of the educational unit level.

According to Terry (2012), the term organizing comes from the word organism which is an entity with parts that are integrated in such a way that their relationship to each other is influenced by their relationship to the whole. Terry (2012), also explains that organizing leads to the emergence of an organizational structure that can be considered a central point framework for humans to combine efforts well. In other words, one of the important tasks of organizing is to harmonize different groups of people, bring together various interests and utilize the abilities of all of them in a certain direction.

Organizing, according to Munir & Ilahi (2012), is also often referred to as organizational structure. The organizational structure is an organizational framework within which work tasks are divided, grouped and coordinated. When managers develop organizational structures, they are involved in an activity in organizational design, which is a process that involves decisions regarding work specialization, departmentalization, chain of command, span of control, centralization, and decentralization and formality.

From some of the definitions above, it can be concluded that organizing is a process for determining and dividing the work to be carried out, limiting work or responsibilities and authorities of each party as well as making relationships between elements in the organization so as to enable people to work together. People can work together effectively and efficiently to achieve the goals that have been planned. In this organization, each party that has been divided must work according to their duties and authorities. Usually the determination and distribution of each party is adjusted to the competence and expertise of each. This is done to support professionalism in the activities that will be carried out. Sobri (2009) mentions that the organizing process includes several stages:

a) Breaking down the job. Determine what tasks must be done to achieve the goal

- b) Division of work. Divide the entire workload into activities that can be carried out by individuals or groups. In this process, it is necessary to pay attention to the qualifications of the person who will be assigned the task, so that the work done can be completed properly and achieve the goal.
- c) Job unification. Combining the work of members in a rational and efficient manner. This process in larger organizations is usually called departmentalization.
- d) Coordination of work. Establish work mechanisms to coordinate work in a harmonious whole.
- e) Monitoring and reorganization. Taking adjustment steps to maintain and increase effectiveness, because organizing is a continuous process, it is necessary to reassess the previous four steps on a programmatic/periodic basis, to ensure consistency, effectiveness, and efficiency in meeting needs.

Input Component

In this study, the organization of education focused on the input component of the institution. According to Subratha (2006), to measure the success of organizing educational input components, there are several components namely:

- a) Quality policies, objectives and targets.
- b) Human resources
- c) Other resources (funds, equipment, supplies, materials)
- d) High achievement expectations
- e) Focus on customers
- f) Management consisting of tasks, plans, programs, regeneration.

Broadly speaking, the input components can be classified into three, namely expectations, resources and management inputs. According to Rohiat (2012), some components can be considered as input in education, among others: vision, mission, goals, school goals, school resources, students, curriculum, and so on. From the several input components above, the researcher tries to classify the input components, namely the school's vision and mission, goals and objectives, human resources (students and teachers), curriculum, and facilities and infrastructure (equipment and equipment) and financing.

Early Childhood Education Programs

According to Soetjiningsih (2018), early childhood is a period in which children develop their social development. Child social development is the process of developing a child's ability to adapt to the wider social world. This statement is reinforced by Mansur (2014), who explains that early childhood is a group of children who are in a unique process of growth and development, when the children are in the phase of growth and development patterns (fine and gross motor coordination), thinking power, creativity, language. and communication which includes intellectual intelligence (IQ), emotional intelligence (EQ), and spiritual intelligence (SQ) that are appropriate to the child's developmental level.

Sujiono (2016) explains that early childhood is when a child undergoes a process of rapid and fundamental development for the next life. Early childhood is in the age range 0-8 years where at this time the process of growth and development in various aspects happens in a very fast period in the span of development of human life. The learning process as a form of treatment given to children must also be paid attention to the characteristics

possessed by each stage of child development. In this regard, the role of parents, community and schools is very much needed in this regard. Early childhood education, according to Ananda (2016), is an effort made to stimulate, guide, nurture and provide learning activities that will hone children's abilities and skills.

In early childhood education all potential intelligence of children is optimally developed by looking at the characteristics possessed by children so that basic behavior and abilities are formed according to their developmental stages in order to have readiness and maturity to enter further education.

Studying for children, according to Wiyani & Barnawi (2014), uses the principles of learning, playing, and singing. Studying for young children is conducted in such a way that it can make children active, happy, and free to choose. Children learn through interaction by using tools and equipment for playing. Children learn by playing in a fun atmosphere. Children's learning outcomes will be better if learning activities are carried out with their peers. Thus, it is clear that learning for early childhood must be well planned and implemented according to the child's developmental stage, such as creating a learning system while playing and singing without making children feel pressured or stressed following the existing learning. Learning for young children must be created in a fun way, active learning, and free to choose without any pressure.

In the view of Islam, according to Nata (2012), the concept of early childhood education is systematic, namely a concept that contains various components that aim to form children who have faith, have noble character, do good deeds, are knowledgeable and technological, skilled and experienced so that they become independent and useful children for themselves, their religion, their parents, the nation and the country. Whereas, the purpose of Islamic education refers to the Qur'an, As-Sunnah, government regulations, traditions and culture that do not conflict with the values of the Qur'an and As-Sunnah.

From the view above, it is illustrated that the concept of early childhood education is also an important matter discussed in Islamic teachings. Islam views early childhood education as an education system that must be given at the beginning of a child's growth by emphasizing Islamic values as a provision to live and develop in accordance with the values embedded in the Qur'an and hadith. Islam places great emphasis on the formation of children's character and character from an early age, although without compromising knowledge and skills. Thus, this creates the perfect emphasis of early childhood education in Islamic teachings.

METHOD

This research is a qualitative research. Yusuf (2014) suggests that qualitative research, with its focus on the experiences of people, stresses the uniqueness of individuals as qualitative researchers collect data from their informant resources, often in their natural environments, taking into account how cultural, social and other factors influence their experiences and behaviour. In this study, the researcher attempted to find meaning or answers about the phenomena or characteristics of early childhood education management, using various methods in a systematic and comprehensive manner and presented in a narrative manner.

This study took a case study as the type of study. Yusuf (2014) explains that case study research is a process of collecting in-depth, detailed, intensive, holistic, and systematic data

and information about people, events, social settings (social backgrounds), or groups using various methods and techniques as well as many sources of information. to understand effectively how people, events, natural settings (social settings) operate or function according to their context. Meanwhile, the type of case research was an intrinsic case study. This intrinsic case study was chosen because the researcher herself wanted to understand about an ordinary case such as the characteristics that existed in the research location. In this study, the researcher tried to examine the case to analyze in depth the situation or meaning of the characteristics of organizational management from the components of the input for early childhood education at one Raudhatul Athfal in Palembang. This study used a phenomenological approach. According to Indrawan & Yuniawati (2014), this phenomenological approach lies in deepening an object of study by trying to understand the meaning of the event and its relation to human life in certain situations.

The participant or the main informant in this study was the principal of Raudhatul Athfal. Meanwhile, to obtain comprehensive data and research results, the researcher also involved several supporting informants, such as teachers, parents and school committees. For the technique of determining informants, the researcher used purposive sampling and snowball sampling in accordance with the needs and time efficiency.

For data collection techniques used in this study, namely by observation, interviews, documentation. The type of observation used was non-participant observation because the researcher herself only observed several activities in the organization at the research location. While the interviews used were semi-structured interviews because the interviews were conducted according to research guidelines and were semi-formal. For documentation, the researchers investigated all documents that support research data. Meanwhile, the data analysis technique used was the data analysis technique proposed by Miles & Huberman (1984) which offers a general pattern of analysis by following the flow model where the researcher performs three data analysis activities simultaneously, namely data reduction, data display, and data verification.

FINDINGS

The findings of the research on the management of early childhood education organization at the Raudhatul Athfal focused on input components including the school's vision and mission, goals and objectives, human resources (students and teachers), curriculum, facilities and infrastructure (equipment and equipment), and financial.

School Vision and Mission

At the stage of organizing, the leader must be able to guide, regulate, influence, mobilize, coordinate the implementation of educational tasks in school institutions so that it runs regularly, full of cooperation. In terms of organizing the policies, vision and mission of the school, the Raudhatul Athfal under study has shown guided, arranged, influenced, mobilized, and coordinated educational tasks in the school. For this organizing activity, the researcher focused on several processes, namely job breakdown, division of work, unification of work, coordination of work, and monitoring and reorganization. Detailing this work includes the division of teaching and other tasks, the preparation of lesson schedules, the preparation of a schedule for repaired activities, the preparation of a schedule for enrichment activities, the preparation of a schedule for extra-curricular activities, and the

preparation of a schedule for guidance and counseling activities. All of these organizing activities were inseparable from items in the form of policies and tasks in input management.

From some statements stated by several participants and supported by documentation owned by the school, overall, the activities detailing the work in the organizing process for the input of the vision and mission had been carried out and arranged neatly although there were still small obstacles that sometimes unexpectedly hindered or interfered some activities or programs that had been specified by the school. Overall, the preparation of the schedule for each class and every activity in the program presented was already available. The precise division of tasks and the preparation of these activities makes it easier for all parties to follow, carry out, or even prepare to present the best to children. In addition, the division of tasks and the preparation of the arranged schedule of activities made it easier for schools to monitor various processes and results achieved as input for future improvements and made it easier for teachers to divide their time between their demanding activities.

In addition, at this stage of organizing, the leader, in this case the principal of the Raudhatul Athfal, tried to detail the work, for teaching and other tasks, preparing lesson schedules, arranging repaired activity schedules, arranging enrichment activity schedules, arranging extra activity schedules. curricular activities, and the preparation of a schedule for guidance and counseling activities in schools, although there were still some shortcomings such as sometimes there are obstacles in the implementation of existing programs in learning tools such as the Weekly Learning Implementation Plan (RPPM/RPM) and the Daily Learning Implementation Plan (RPPH/RPH)). This is because sometimes there are sudden activities that are considered important for students as described previously. In addition, for other activities such as enrichment, extracurricular schedules, guidance and counseling activities were scheduled and held as well, but they were not fully attended because there were still many students who did not join the program presented.

The monitoring and reorganization activities were not fully implemented because the monitoring activities carried out by the principal were only limited to direct monitoring by going around to see directly the learning activities and indirectly by looking at the assessment reports from the teachers. Also, the activities were not really structured because they were not reported in detail; such as the time of the implementation, the feedback, and the solutions offered to the situation. Reorganization itself was usually only because the teacher or the staff retired, not because there was something that encouraged reorganization as an effort to improve or change.

Purpose

At this stage of organizing it appears that the organization carried out by the leadership in guiding, regulating, influencing, mobilizing, coordinating the implementation of educational tasks has been carried out well. This can be seen from the goal of the Raudhatul Athfal.

For school purposes, it can be said that they have been structured and have been implemented through several programs and activities held at the school, both in the activities of learning routines and other enrichment and extracurricular activities that lead to the achievement of existing goals. As explained in the previous section, based on some information from several informants, it is clear that all learning activities and other activities held in schools were conducted to meet the school purposes.

Based on observations made by researchers at this institution, data obtained that all activities starting from students coming to school have led to the formation of an Islamic attitude. When students entered the school environment while being escorted by their parents to enter the school fence, the teachers welcomed them in front of the school. When the teachers greeted, the students replied while they hand-kissed the teachers. In addition, because at the time of observation, it was also the schedule of the students' gymnastics activities, the researchers could also see that there were activities or programs arranged and organized by schools in forming students' physical and spiritual health. The school also prepared toilets and hand washing facilities, but at the time of observation the hand washing facilities were damaged and the children were asked to wash their hands there. This shows that the formation of health through the habit of washing hands has not been maximized even though the children have realized that before eating and after eating they must wash their hands because the place to wash their hands was not hygienic or clean. In addition, at school the students were also accustomed to throwing the garbage in the bins because the school has provided several garbage disposal sites.

With a lot of information obtained from several informants and observations made by researcher at this institution, it showed that activities that lead to the achievement of goals, especially in the aspect of forming physical and spiritual health, had been carried out even though it was still not optimal or there were still shortcomings as described previously. The number of routine activities children were accustomed to at school indirectly leading to the achievement of that goal. To instill the basics of faith and piety of students, in principle, the school has also done it. Based on previous information that students in learning activities have been accustomed to knowing religious teachings or worship, such as knowing who their God is, knowing what their religion is, the terms sinful and rewarding, praying, performing ablution before praying, praying, reciting the Quran and so on even though they were still basic. This certainly illustrated to all of us that the instillation of the basics of faith and piety of students has been carried out.

The amount of information obtained from several informants, both teachers, principals, as well as some parents, concluded that the purpose of forming students to have the basic knowledge and skills to enter the next level of education has been programmed and organized by the school in students' learning activities, although there were still shortcomings where not all students were able and master what was programmed for them and the programs presented were in principle not in accordance with the rules from the government regarding the provision of writing, reading and arithmetic materials. Thus it could be clearly illustrated that the stage of organizing this goal has been carried out properly and neatly, especially for the items to be achieved as stated in the programs and activities at the Raudhatul Athfal.

Human Resources (Students and Teachers)

The researcher also received information about students who entered this school at the beginning of registering had been grouped by age, where children aged 4-5 years were grouped to study in class A while children aged 5-6 years were grouped to study in class B. For the recruitment of teachers who will teach and educate children in this school, it was explained that there were not too many special criteria from the start because most importantly that there was a desire to teach and love children. The school required this

because the teachers accepted would interact with many children who have various characteristics. Teachers accepted also have to be patient, meaning that they are ready and strong in all situations. According to the principal, some of the teachers who teach at this school are civil servants and some are non-permanent teachers. For civil servants, schools did not put too much emphasis on the criteria, but for non-permanent ones, especially now that many have graduated from Early Childhood Education, the school usually asked universities that had Early Childhood Education graduates to submit or recommend students or their graduates to teach at this institution.

In addition, the recruitment of teachers who teach at one of the Raudhatul Athfal in Palembang was usually recommended by Early Childhood Education university near the school environment, in this case the existing Islamic Early Childhood Education Study Program. In addition, seen from the statements from the informants, it was clear that there was no clear standard or indicator required to become a teacher in this school. Thus, it is clear that the stage of organizing the human resources, namely teachers, had not been so neatly prepared.

Curriculum

From some information obtained, from observations, and from the documentation in the Raudhatul Athfal, it showed that this school already had a curriculum referring to the national curriculum and the curriculum of the Ministry of Religious Affairs. This school also owned a curriculum which became characteristic of the school, namely the character-based curriculum. The school also adds extracurricular material to learning as described previously. Thus, it is clear that the organizing activities of the curriculum had been carried out by the school by arranging and distributing any materials given to students and arranging the time to deliver the material so that students did not get bored and the learning objectives could be achieved.

Facilities, Infrastructure, and Financing

Apart from human resources, facilities and infrastructure such as equipment and supplies as well as financing are also things that must be considered and fulfilled for the smooth process of education in schools, including education in schools. Availability of equipment and equipment as well as financing has a big influence on the success of the educational process and the achievement of the desired goals. If one of these four is lacking or not available, it will certainly affect the educational process.

With several statements and observations made by researcher as described above, it was clear that the organization of facilities and infrastructure was still not well structured. This can be seen from the facilities owned by the school ranging from classrooms to educational game tools inside and outside which were still not in accordance with the number of students studying at this institution and when viewed from the condition of the existing facilities and infrastructure, most of the facilities still needed to be improved by the school so that the learning provided could be carried out properly and smoothly, especially considering that this learning carried out in early childhood education should be conducted by following the concept of learning by playing. The function of the educational game tools both inside and outside the classroom strongly supported the achievement of students' educational goals. From the statement, it was also seen that the problem of care and

maintenance of existing facilities in schools did not seem to have been well organized.

For the problem of financing, it is the same as with other institutions, starting from the income, expenditure, and amount of funds managed, the authority and responsibility of the principal in spending the budget and recording all receipts and expenses as well as the use of the budget that is reported to the foundation management. From the many statements made by several informants, it was clear that self-financing has been regulated and managed by the school or foundation that leads the school. This shows that the organization managed by the school for financing has been running, although there were still shortcomings such as the limitations of principals and teachers in carrying out unplanned activities because to implement them it requires funds. Meanwhile, the foundation is willing to issue funds if they received a proposal or the like submitted by the school. This limitation certainly affected the creativity of the school in developing the abilities and development of existing students.

DISCUSSION

Based on the results of the study, it can be seen that the management of organizing the input components of early childhood education at the Raudhatul Athfal in Palembang which consisted of five components suggested by Subratha (2006) have mostly been implemented by the school. The activities detailing the work on organizing for the input of the vision and mission have been carried out and neatly arranged although there were still small obstacles that sometimes unexpectedly hindered or disrupted activities in various activities planned by the school. Overall, the preparation of the schedule for each class and every activity in the program that would be presented was already available. The neat division of tasks and the preparation of these activities made it easier for all parties to follow, carry out, or even prepare to present the best for the students. In addition, the division of tasks and the preparation of a neat schedule of activities would make it easier for schools to monitor various processes and results achieved as input for future improvements and could make it easier for teachers to share their time with the busy activities they do. The organizational management for this objective has also been carried out well and neatly. For the organization of human resources (students and teachers), it was not so neatly arranged in the recruitment of teachers who would teach and educate at the school because the statement from the school principal only described globally what was done in the existing system. This was in contrary to the recruitment of students from the beginning of their entry there had been a notification of the grouping of classes.

For the management of organizing the curriculum, the school had also done it by arranging and distributing any materials given to students or students and arranging the time used to deliver the material so that students did not get bored and learning objectives can be achieved. Meanwhile, the management of organizing facilities and infrastructure was still not well structured. This can be seen from the facilities owned by the school ranging from classrooms to educational game tools inside and outside which were still not in accordance with the number of children studying at this institution and when viewed from the condition of the existing facilities and infrastructure, it was also illustrated that most of the facilities still needed to be improved by the school so that the learning provided to children can be carried out properly and smoothly, especially considering that this learning carried out in early childhood education should be conducted by following the concept of learning by playing. The function of the educational game tool both inside and outside the classroom strongly supported the achievement of students' educational goals. It seemed that the

maintenance of existing facilities in schools had not been well organized. The funding itself has been regulated and managed by the school or foundation that leads the school. This shows that the organization managed by the school for financing has been running, although there were still shortcomings such as the limitations of principals and teachers in carrying out unplanned activities because to implement them it requires funds. From the results of this study, the management of organizing the input components of early childhood education at the Raudhatul Athfal in Palembang had mostly been carried out by the school although there were some aspects needing attention to be improved and adapted to the needs and expectations of the community. Even though it was not perfectly conducted, the school had tried to carry out the stages of organizing process suggested by Sobri (2009).

CONCLUSION

Based on the research findings and discussion, it can be concluded that some of the input components of the early childhood education organizing management in one of the Raudhatul Athfal in Palembang have been carried out, although there are still things that need to be addressed and implemented such as the teacher recruitment system. Unclear management system from the foundation, where the management of school activities or programs is still partially independent, Thus, to make the Raudhatul Athfal develops more rapidly than what already existed, cooperation from all parties is needed through management, both from foundations, principal, teachers, and other parties involved. All of these also need to be supported by implementing the appropriate educational organizing models.

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