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Prof. Dr. Hawan S.

Foreword of The Rector

On behalf of Yogyakarta State University, I would like to welcome all participants of the *International Conference on Current Issues in Education*. We are honored to conduct this conference and to give you opportunities to join in a most pleasant and enlightening educational experience during your time in Yogyakarta.

By participating in this conference, we join a lengthy and prideful tradition of inquiry and dissemination. The conference has become a major forum for the advancement of knowledge related to many issues in education.

To many presenters who have travelled from many parts of the world, I extend my gratitude for your effort and willingness to participate in this event. Throughout your effort, we feel confident in the continuing success of the conference.

The topic of the conference is a very important field in our global and changing society that becomes very complex. It is very essential to promote better future generations who have strong, honest, independent, and religious characteristics.

The paper in this proceeding presents many topics, perspectives, and methodology that stimulate debates and dialogue, so that it is resourceful for scholars and researchers who are interested in current issues in education.

I hope that you have an enjoyable stay at YSU and find the conference productive and rewarding.

Yogyakarta,
Prof. Dr. Rochmat Wahab, M.Pd., M.A
Rector of Yogyakarta State University

Foreword of the Director

This proceeding compiles all papers from the invited speakers and complementary papers in the 1st International Conference on Current Issues in Education (ICCIE) 2012 held at Yogyakarta State University, Indonesia on 15-16 September 2012. The conference is held by the Study Program of Educational Policy, Faculty of Education & Doctoral Program of Educational Sciences, Graduate School, Yogyakarta State University, Indonesia in collaboration with Faculty of Education, the National University of Malaysia.

As we know, in the modern era, there are fast and paradoxical changes in human life. These bring several consequences, including those in education. To respond to these issues, some possible solutions are needed, which of course require the cooperation between education experts and practitioners in all parts of the world. Thus, bringing about three main subthemes, i.e. Comparative Education: Global and Local Issues, Religious and Moral Issues in Education, and Sociocultural Issues in Education, the conference attracts many participants who are willing to share their thoughts and experiences in education. Participants come from many countries, i.e. Indonesia, Malaysia, Philippines, Netherlands, Japan, Bangladesh, Singapore, Iran, India, Pakistan, Taiwan, Nigeria, and Afghanistan.

We would like to convey our highest appreciation to our main speaker, Prof. Dr. Rochmat Wahab, M.Pd., M.A. (Rector of Yogyakarta State University, Indonesia). We would also like to extend our gratitude to the plenary session speakers — Prof. Yutaka Otsuka, Ph.D. (Hiroshima University, Japan), Coloma Pastora, Ph.D. (Central Luzon State University, Philippines), Prof. Suyata, M.Sc., Ph.D. (Yogyakarta State University, Indonesia), Prof. Micha de Winter (Utrecht University, Netherlands), Prof. Madya. Dr. Haji Maimun Aqsa Lubis (The National University of Malaysia, Malaysia), Dr. Hamid Fahmy Zarkasyi, M.A. (Pondok Pesantren Gontor, Indonesia), Assoc. Prof. Dr. Abdul Razak Ahmad (The National University of Malaysia, Malaysia), Prof. Zamroni, Ph.D. (Yogyakarta State University, Indonesia), Prof. Md. Wahiduzzaman, Ph.D. (University of Dhaka, Bangladesh), Dr. Vincent P. Costa, Ed.D. (Education Development Specialist, USA) — as well as to presenters of the parallel sessions. They contributed much to the success of the conference, which is also indebted to the participants as well as the officials who support this conference for their will, commitment, and collegiality in sharing their experiences and thoughts in this occasion.

Hopefully this proceeding will give deeper insights about education.

Yogyakarta,
Prof. Dr. Sodik A. Kuntoro, M.Ed.
Director of Publication

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PARADIGM AND POLICY ON KINDERGARTEN EDUCATION: MULTICASE STUDY OF THREE TYPES OF KINDERGARTEN*)

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Abstract

This study was aimed to determine: (1) the paradigm of kindergarten education implemented in managing kindergarten education; (2) the policy of Sleman District Government utilized and implemented by the management of kindergarten; (3) the management of kindergarten education practiced by kindergartens; and (4) the linkages among paradigms, and policies of kindergarten education with the management of kindergarten education.

This research used the multicase approach. The cases under study were: kindergarten educational paradigms and theories, kindergarten education policy issued by the Sleman District Government, Kindergarten (TK) Ceria, Demangan Baru; TK Model Sleman; and TK IT Husnayain Tempel. The results of the study show that (1) TK Ceria utilizes the Paradigm of Human Rights; TK Model utilizes the Paradigm of "Economy and Politics"; and TK IT harness the Paradigm of "Social and Culture"; (2) Educational policies of Sleman District Government are utilized as a foundation in the implementation of educational services and have some variations in the policy implementation level in the three types of kindergartens; (4) the policies, paradigms of education, and management of kindergarten education are interrelated and mutually influential when analyzed using (a) the theory of preschool cultural shift by Tobin, Wu, and Davidson (1989), and (b) the theory of early childhood education paradigm shift by Woodhead (2006).

Keywords: *type of kindergarten, educational policy, educational paradigm, and management of kindergarten education*

1. Introduction

Globalization leads great effect around worldwide life, including Indonesia. Consequently, government and people of Indonesia must do any efforts to participate actively and accommodate the rapid changes. Zamroni (2007: 175-178) states that globalization would take effects on education, in three aspects. Firstly, great increase on commercializing and commoditizing of education. Secondly, internationalizing of education that result in homogenized education. Thirdly, requirement on competing tools and wellbeing efforts in global era, such like virtual skills, intellectual capital, social capital, dan moral capital.

One of affecting sector in this global era is education. Therefore, education is expected to resolve the negative effects of globalization and elevate the positif sides. Kindergarten as the very early education takes essential role on it. On this period, children get exposure on education culture on formal education sector. Nevertheless, in practice, education on this early phase emphasizes on the reading - writing - math skills, instead of learning culture. Due to demand on these academic skills, the main goal of early education is being

abandoned. This fact causes an inconsistency on paradigm and practice of early education.

Instead of this challenge, Sleman district government formulates policy on kindergarten education, to empower the improvement of education on this phase. As one of region in Special Province of Jogjakarta, geographically and demographically, it becomes the main buffer of this province. On RKPD (Pemkab Sleman, 2008: 8), Sleman district government divides the development areas into: (1) agglomeration areas - city development on certain areas, (2) sub-urban areas - border areas of city-village, and (3) buffer zone - areas purposed for certain functions.

Besides its strategic location and accessibility, Sleman district comprise rapid settlement development. This results in the increasing of kindergarten as one of education need in this area. Data on Renstra Dinas Dikpora 2011-2015 indicates that there are 4 public kindergartens, and 515 private kindergartens in Sleman. Instead of that number, the kindergartens have not accommodated all kids of that age all over Sleman district. Meanwhile, The RKPD (Pemkab Sleman, 2008: 43) has laid priority on the improvement of the quality and quantity of early childhood education since 2009, as well as easing the access of early

education. This priority is sustained due to facts that the numbers of under-six children that are not accommodated in kindergartens or pre-schools are ample (RenstraDinasDikpora 2011 – 2015). Besides, Bappenas (2008) stated that national raw participation number of kindergarten indicated 40%. This number is considered low compared to the raw participation number of upper education.

The Government of Indonesia stated Permendiknas number 58 year of 2009 as a standardized guidance for the kindergartens administrator to run its education. These standards cover: (1) achievement growth standard, (2) educators and education staff standard, (3) content, process, and evaluation standard, as well (4) facility, management, and funding standard.

Kindergarten education is also an educational praxice. Therefore, the kindergarten education praxice must be based on education paradigm. Woodhead (2006) states that early education paradigm consist of (1) growth paradigm, (2) economic and political paradigm, (3) social and culture paradigm, (4) human right paradigm. Moreover, there is also among siswa paradigm promoted by Ki HadjarDewantara(2009), founding father of Tamansiswa. Besides founded on education paradigm, education in kindergarten needs to be supported by adequate policy. RiantNugroho (2011) states that educational policy considered adequate if it has formal form, clear base, comprehensive direction, and complete substance, that applicable for the stake holders.

Based on those discussions, the management of kindergarten, kindergarten educational paradigm, and kindergarten educational policy issued by government of Slemandistrict need to be studied and researched. The study should focus on the correlation of the management of kindergarten with the policy issued by government of Slemandistrict as well as the kindergarten educational paradigm implemented.

2. Research Method

This research applies multicase approach (Yin, 2009). The reasearchcase are policies, paradigms of education, and management of kindergarten education in TK Ceria DemanganBaru, TK Model Sleman, and TK IT HusnayainTempel. The data were collected through participatory observation, in-depth interviews, focus group discussions, spread instrument to the principals, and qualitative document content analysis (Audifax, 2008; Denzin& Lincoln, 2009; Merriam, 2009). The validity and reliability of the data were maintained through the implementation of the protocol of the study, the use of people trustworthiness of those who collect and analyze data, multiply the flow of information sources, and performance of data triangulationDellaMatera, 2006; Denzin& Lincoln,

2009; Yin, 2009). The data were analyzed using a multi-phased deductive coding approach (BurhanBungin, 2003; Merriam, 2009).

3. Research Result and Discussion

3.1. Kindergarten Education Paradigm

Observation on the educational process, teacher and administrator interviews, and document analysis on those three types of kindergarten indicates that the three paradigms are applied as the basis of educational process on those schools. Kindergarten Ceria utilizes human right paradigm in organizing the education to take the children to be a smart, cheerful, bright human.

As a public school, Kindergarten Model possesses specific features. This school has got ample facilities and competent teachers. It utilizes "Economy and Politic Paradigm" which is implied on its mission to encourage students' potential, promote academic achievement, and support the government policy.

Husnayain Islamic Kindergarten employs "Human School" perspective as the implementation of the mission to build capable scientist moslem. For this reason, this school benefit "Social and Culture paradigm" as the basis of the education organization.

Out of five paradigms, three paradigms applied by three different kindergartens. While the other two paradigms, Growth paradigm and "Among Siswa" paradigm were not taken into account. Growth paradigm was not applied because it has been internalized into Economy and Politic Paradigm and Socio-Cultural Paradigm. While "Among Siswa" Paradigm, which is the typical feature of Tamansiswa, was not recognized on those three schools because they do not belong to Tamansiswa School.

3.2 Utilized Educational Policy

Government of Slemandistrict issued three types of policies, namely (1) macro- policy, (2) messo-policy, dan (3) micro-policy. Due to continental system applied, macro-policy would be more effective if completed by messo-policy and micro-policy as the technical guide of the implementation. Kindergarten Education Policy issued by government of Slemandistrict is clearly oriented and comprehensible by education administrators. Additionally, the orientation of Kindergarten education policy is stated in *Renstra Dinas Dikpora Sleman 2011 – 2015*.

Substancially, kindergarten education policy of goverment of Sleman district rules the authority of kindergarten management which then disposed to the district office of education, youth and sport affairs. The office then issued an educational policy to rule the organization of kindergarten education,

covering (1) planning and development of kindergarten education, (2) curriculum and students affair, (3) educators and education staff maintenance, and (4) facility management.

Ceria Kindergarten and Husnayain Islamic Kindergarten utilize notary deed in organizing its education. Ceria kindergarten is proposing its liscence while Husnayain is holding its liscence through Decree of Kepala Dinas Pendidikan number 056/KPTS.PEND.SLEMAN/IV/2004. Husnayain has got its credit certificate from the district office of education, youth and sport affairs, certificate number 009/Pend.Sleman/IV/2004 grading for B. Model kindergarten conduct its educational service based on local government decree number 185/Kep.KDH/A/2008. The three kindergartens have applied the government of Slemandistrict policy according to their conditions.

The implementation of educational policy on those kindergartens are varied, depending on school capability. Ceria kindergarten is proposing for its foundation and operational liscence. On the other hand, administrator of Model kindergarten is trying to apply all policy issued by government of Slemandistrict. Husnayain Islamic kindergarten has got its credit certificate and try to apply all government of Slemandistrict as well.

The implementation of kindergarten policy is monitored by district office of education, youth, and sport affairs through school supervising conducted by early childhood education and elementary school supervisor in every district. Kindergartens and primary school are superintended under the same supervisor based on organization structure of district office of education, youth and sport affairs. This results in less focus supervising, one field might be neglected.

In central level, kindergarten affair is standing under the directorate of early childhood education, in contrast, at the district government level, kindergarten stand under the same division as primary schools. Consequently, the superintendent and supervising process is less focus. In many cases, school superintendents pay more focus on one level while the other education level is less supervised. The inconsistency of division between central level and local government level create problem in coordination as well.

Cooper, Fusarelli, and Randall (2004: 43 - 45) state that effort to comprehend educational policies might be conducted by analyzing their dimensions, namely normative, structural, constituent, and technical dimensions. Those dimensions are developed based on system theory, neo-pluralis advocate alliance and group mission theory, neo-institutional theory, critical theory, feminism theory, postmo, and ideology perspective.

However, the process and evaluation of government of Sleman district are not the highlight

of this research. Evaluation on educational policies issued by Sleman government is conducted by district office of education, youth, and sport affairs and its staff. For instance kindergarten and primary school superintendent would evaluate the school performance which are under his or her supervision.

3.3. Kindergarten Organization

Education management is an act of organizing students, teachers and staffs, curriculum, learning process, facilities, funding, and management (A. Martuti, 2009; Jasa Unggul Muliawan, 2009; Dit. TK-SD, 2010; Dit. PAUD, 2011). The three kindergartens laying its education services on the basis of education paradigm they belief, in accordance with the policies issued by government of Sleman district and school conditions.

The three kindergartens have ideal number of students whose progress are monitored regularly and continuously. Their progress are then reported and given treatment as part of service. Moreover, the students of those schools are looked after by competent teachers and teacher assistants who have mostly got teacher education background. The principals, as well, have been certified and fulfilled formal requirements, except the principal of Ceria kindergarten. The administration staffs in those schools are available, except in Husnayain.

The curriculum in each kindergarten has its own feature. The kindergartens apply national curriculum (2004 National Curriculum) and combine it with local content subject according school vision-mission and philosophy (paradigm and learning theory) they belief. Ceria kindergarten integrates the curriculum with the building of eleven aspects of children potentials. Model kindergarten combines the curriculum with international standardized subjects. While Husnayain kindergarten integrates the curriculum into the principles of moslem characters.

The process of setting routine and developing basic skill in those schools are influenced by school vision and educational goals. Besides, it is also colored BCCT promoted by the district office of education, youth, and sport affairs policy, though facilities and resources of the schools differ the implementation.

The management of facilities of the kindergartens is varied though all are oriented to support the learning process. The most ideal facilities support present at Model kindergarten while the least is at Husnayain kindergarten. Ceria kindergarten facilities are in between, not that ideal but sufficient.

For the school fee, Model kindergarten has got government support but still the school requires the parent school fare. On the other hand, Ceria and Husnayain kindergarten, which are private school, depend their funding fully on parents support. The parents of these schools do not have any objection

on the expensive fare because they believe that it equals to the service.

To support the service and learning process, the administrator of those schools set a settle organization structure, make long and short term plan, conduct fair and transparent internal management, such like planning school funding budget with the school committee

4. Correlation between paradigm and educational policy with kindergarten management.

The correlation analysis of educational paradigm, and policy with the kindergarten organization apply two approaches, namely (1) the theory of preschool cultural shift by Tobin, Wu, and Davidson (1989), and (2) the theory of early childhood education paradigm shift by Woodhead (2006).

- a. The theory of preschool cultural shift by Tobin, Wu, and Davidson (1989)

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Besides demanding improvement on education service, people expect kindergarten education which provides students with religious knowledge and practice. This perspective shift cause education paradigm changes the implementation of education organization. But, still, the literacy skill (reading-writing-aritmathical skill) has become the most expected skill, though it's not in line with the function of kindergarten. This fact requires the kindergarten to meet the paradigm and the demand.

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Woodhead (2006) stated that both policy and practice of early education are shaped by scheme and discourse of childhood. Nowadays, the improvement of children education quality has been international and national concern. Many countries do ample efforts to improve their early education by promoting discussion and research on early children educational paradigm and theory.

Through the researches and studies, Woodhead (2006: 5 – 6) concludes that they are very affecting to develop early education policy and practice. Historically, education paradigm, and its controversy, is related to economical, educational, and social changes of minority class. In the past education paradigm tended to be dominated by the rich which then emerged new educational paradigm, namely human right educational paradigm which is based on social justice.

Woodhead analysis stated that educational practice is affected by government policy. This statement was in accordance with the result of interview with teachers, principals, and supervisors of the obeserved kindergartens. They stated that one of the most influencing factor on their education organization is government policy. Furthermore, the policy can affect the kindergartens either positively or negatively. Sleman Government, in this case, shows effort to improve its pre-school quality through its policy. This goal is in line with Cooper, Fusarelli, and Randall (2004: 161) who state that educational policies are issued to improve education quality. The improvement is, then, performed by providing better program and staffs, settled curriculum and standard, higher test result and graduation number.

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At the three kindergartens, paradigm, policy, and organization are interrelated and influencing each other. The applied educational paradigm are affected and facilitated by government policy. In addition, the kindergarten organization is performed on the basis of paradigm and educational policy issued by Sleman government.

5. Conclusion

To answer the research problems based on data description, data analysis, and the discussion, the conclusion of this research are:

1. Ceria kindergarten utilizes human right paradigm, Model kindergarten applies economy and politic paradigm, while Husnayain Islamic kindergarten use socio-culture paradigm on the management of education.
2. Ceria and Husnayain kindergarten were established on notary deed, which then proposed its foundation and operational lisenca at Dinas Dikpora Sleman. Model kindergarten, located in BlotanNgemplakSleman, was established based on Decreeof Bupati Sleman number 185/Kep.KDH/A/2008. Furthermore, the kindergartens apply educational policy as

the basis of their organization. They implement the policies by their capacities which are supervised by a superintendent or supervisor.

3. To meet the goal, the kindergartens attempt to meet the management, related to students, teachers and staffs, curriculum, learning process, facilities, funding, and administration, with the issued policy.
4. Internal and external factor are very influencing on the organization of the kindergartens. Internal factor are covering all strength and weakness of the kindergartens, while external factor are threats and opportunities from the environment.
5. The correlation among kindergarten educational policy, educational paradigm, and the management of kindergartens are analyzed using (1) the theory of preschool cultural shift by Tobin, Wu, and Davidson (1989), and (2) the theory of early childhood education paradigm shift by Woodhead (2006). The first theory indicates that Slemandistrict government educational policy and cultural change of the society are affecting to kindergarten educational paradigm, and management of kindergarten education. The second theory shows that the kindergarten education policy issued by Slemandistrict government, educational paradigm, and the management of kindergarten applied by the school stakeholders are interrelated and mutually influencing.

* This article is an integral part of Wawan S. Suherman's Dissertation on title: Paradigm and policy on kindergarten education: Multicase study of three types of kindergartens.

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Paradigm and Policy on Kindergarten Education: Multicase Study of Three Types of Kindergarten*)

By

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Abstract

This study was aimed to determine: (1) the paradigm of kindergarten education implemented in managing kindergarten education; (2) the policy of Sleman District Government utilized and implemented by the management of kindergarten; (3) the management of kindergarten education practiced by kindergartens; and (4) the linkages among paradigms, and policies of kindergarten education with the management of kindergarten education.

This research used the multicase approach. The cases under study were: kindergarten educational paradigms and theories, kindergarten education policy issued by the Sleman District Government, Kindergarten (TK) Ceria, Demangan Baru; TK Model Sleman; and TK IT Husnayain Tempel. The data were collected through participant observation, in-depth interviews, focus group discussions, the instrument distributed to the principals, and qualitative content analysis of documents. The validity and reliability of the data were maintained through the implementation of the protocol of the study, the use of the trustworthiness of the people who collected and analyzed the data, to multiply the flow of information sources, and perform data triangulation. The data were analyzed using a multi-phased deductive coding approach.

The results of the study show that (1) TK Ceria utilizes the Paradigm of Human Rights; TK Model utilizes the Paradigm of "Economy and Politics"; and TK IT harness the Paradigm of "Social and Culture"; (2) Educational policies of Sleman District Government are utilized as a foundation in the implementation of educational services and have some variations in the policy implementation level in the three types of kindergartens; (4) the policies, paradigms of education, and management of kindergarten education are interrelated and mutually influential when analyzed using (a) the theory of preschool cultural shift by Tobin, Wu, and Davidson (1989), and (b) the theory of early childhood education paradigm shift by Woodhead (2006).

Keywords: *type of kindergarten, educational policy, educational paradigm, and management of kindergarten education*

Introduction

Globalization leads great effect around worldwide life, including Indonesia. Consequently, government and people of Indonesia must do any efforts to participate actively and accomodate the rapid changes. Zamroni (2007: 175-178) states that globalization would take effects on education, in three aspects. Firstly, great increase on comercializing and comoditizing of education. Secondly, internationalizing of education that result in homogenized education. Thirdly, requirement on competing tools and wellbeing efforts in global era, such like *virtual skills, intellectual capital, social capital, dan moral capital*.

One of affecting sector in this global era is education. Therefore, education is expected to resolve the negative effects of globalization and elevate the positif sides. Kindergarten as the very early education takes essential role on it. On this period, children get exposure on education culture on formal education sector. Nevertheless, in practice, education on this early phase emphasizes on the reading – writing - math skills, instead of learning culture. Due to demand on these academic skills, the main goal of early education is being

abandoned. This fact causes an inconsistency on paradigm and praxice of early education.

Instead of this challenge, Sleman district government formulates policy on kindergarten education, to empower the improvement of education on this phase. As one of region in Special Province of Jogjakarta, geographically and demographically, it becomes the main buffer of this province. On RKPD (Pemkab Sleman, 2008: 8), Sleman district government divides the development areas into: (1) aglomerasian areas – city development on certain areas, (2) sub-urban areas – border areas of city-village, and (3) buffer zone – areas purposed for certain functions.

Besides its strategic location and accessibility, Sleman district comprise rapid settlement development. This results in the increasing of kindergarten as one of education need in this area. Data on Renstra Dinas Dikpora 2011-2015 indicates that there are 4 public kindergartens, and 515 private kindergartens in Sleman. Instead of that number, the kindergartens have not accommodated all kids of that age all over Sleman district. Meanwhile, The RKPD (Pemkab Sleman, 2008: 43) has laid priority on the improvement of the quality and quantity of early childhood education since 2009, as well as easing the access of early

education. This priority is sustained due to facts that the numbers of under-six children that are not accommodated in kindergartens or pre-schools are ample (Renstra Dinas Dikpora 2011 – 2015). Besides, Bappenas (2008) stated that national raw participation number of kindergarten indicated 40%. This number is considered low compared to the raw participation number of upper education.

The Government of Indonesia stated Permendiknas number 58 year of 2009 as a standardized guidance for the kindergartens administrator to run its education. These standards cover: (1) achievement growth standard, (2) educators and education staff standard, (3) content, process, and evaluation standard, as well (4) facility, management, and funding standard.

Kindergarten education is also an educational practice. Therefore, the kindergarten education practice must be based on education paradigm. Woodhead (2006) states that early education paradigm consist of (1) growth paradigm, (2) economic and political paradigm, (3) social and culture paradigm, (4) human right paradigm. Moreover, there is also among siswa paradigm promoted by Ki Hadjar Dewantara (2009), founding father of Tamansiswa. Besides founded on education paradigm, education in kindergarten needs to be supported by adequate policy. Riant Nugroho (2011) states that educational policy considered adequate if it has formal form, clear base, comprehensive direction, and complete substance, that applicable for the stake holders.

Based on those discussions, the management of kindergarten, kindergarten educational paradigm, and kindergarten educational policy issued by government of Sleman district need to be studied and researched. The study should focus on the correlation of the management of kindergarten with the policy issued by government of Sleman district as well as the kindergarten educational paradigm implemented.

Research Method

This research applies multicase approach (Yin, 2009). The reasearch case are policies, paradigms of education, and management of kindergarten education in TK Ceria Demangan Baru, TK Model Sleman, and TK IT Husnayain Tempel. The data were collected through participatory observation, in-depth interviews, focus group discussions, spread instrument to the principals, and qualitative document content analysis (Audifax, 2008; Denzin & Lincoln, 2009; Merriam, 2009). The validity and reliability of the data were maintained through the implementation of the protocol of the study, the use of people trustworthiness of those who collect and analyze data, multiply the flow of information sources, and performance of data triangulation DellaMatera, 2006; Denzin & Lincoln, 2009; Yin, 2009). The data were analyzed using a multi-phased

deductive coding approach (Burhan Bungin, 2003; Merriam, 2009).

Research Result and Discussion

1. Kindergarten Education Paradigm

Observation on the educational process, teacher and administrator interviews, and document analysis on those three types of kindergarten indicates that the three paradigms are applied as the basis of educational process on those schools. Kindergarten Ceria utilizes human right paradigm in organizing the education to take the children to be a smart, cheerful, bright human.

As a public school, Kindergarten Model possesses specific features. This school has got ample facilities and competent teachers. It utilizes "Economy and Politic Paradigm" which is implied on its mission to encourage students' potential, promote academic achievement, and support the government policy.

Husnayain Islamic Kindergarten employs "Human School" perspective as the implementation of the mission to build capable scientist moslem. For this reason, this school benefit "Social and Culture paradigm" as the basis of the education organization.

Out of five paradigms, three paradigms applied by three different kindergartens. While the other two paradigms, Growth paradigm and "Among Siswa" paradigm were not taken into account. Growth paradigm was not applied because it has been internalized into Economy and Politic Paradigm and Socio-Cultural Paradigm. While "Among Siswa" Paradigm, which is the typical feature of Tamansiswa, was not recognized on those three schools because they do not belong to Tamansiswa School.

2. Utilized Educational Policy

Government of Sleman district issued three types of policies, namely (1) macro-policy, (2) messo-policy, dan (3) micro-policy. Due to continental system applied, macro-policy would be more effective if completed by messo-policy and micro-policy as the technical guide of the implementation. Kindergarten Education Policy issued by government of Sleman district is clearly oriented and comprehensible by education administrators. Additionally, the orientation of Kindergarten education policy is stated in *Renstra Dinas Dikpora Sleman 2011 – 2015*.

Substancially, kindergarten education policy of government of Sleman district rules the authority of kindergarten management which then disposed to the district office of education, youth and sport affairs. The office then issued an educational policy to rule the organization of kindergarten education, covering (1) planning and development of kindergarten education, (2)

curriculum and students affair, (3) educators and education staff maintenance, and (4) facility management.

Ceria Kindergarten and Husnayain Islamic Kindergarten utilize notary deed in organizing its education. Ceria kindergarten is proposing its lisenche while Husnayain is holding its lisenche through Decree of Kepala Dinas Pendidikan number 056/KPTS.PEND. SLEMAN/IV/2004. Husnayain has got its credit certificate from the district office of education, youth and sport affairs, certificate number 009/Pend.Sleman/IV/2004 grading for B. Model kindergarten conduct its educational service based on local government decree number 185/Kep.KDH/A/2008. The three kindergartens have applied the government of Sleman district policy according to their conditions.

The implementation of educational policy on those kindergartens are varied, depending on school capability. Ceria kindergarten is proposing for its foundation and operational lisenche. On the other hand, administrator of Model kindergarten is trying to apply all policy issued by government of Sleman district. Husnayain Islamic kindergarten has got its credit certificate and try to apply all government of Sleman district as well.

The implementation of kindergarten policy is monitored by district office of education, youth, and sport affairs through school supervising conducted by early childhood education and elementary school supervisor in every district. Kindergartens and primary school are superintended under the same supervisor based on organization structure of district office of education, youth and sport affairs. This results in less focus supervising, one field might be neglected.

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1. Ceria kindergarten utilizes human right paradigm, Model kindergarten applies economy and politic paradigm, while Husnayain Islamic

kindergarten use socio-culture paradigm on the management of education.

2. Ceria and Husnayain kindergarten were established on notary deed, which then proposed its foundation and operational liscence at Dinas Dikpora Sleman. Model kindergarten, located in Blotan Ngemplak Sleman, was established based on Decree of Bupati Sleman number 185/Kep.KDH/A/2008. Furthermore, the kindergartens apply educational policy as the basis of their organization. They implement the policies by their capacities which are supervised by a superintendant or supervisor.
3. To meet the goal, the kindergartens attempt to meet the management, related to students, teachers and staffs, curriculum, learning process, facilities, funding, and administration, with the issued policy.
4. Internal and external factor are very influencing on the organization of the kindergartens. Internal factor are covering all strength and weakness of the kindergartens, while external factor are threats and opportunities from the environment.
5. The correlation among kindergarten educational policy, educational paradigm, and the management of kindergartens are analyzed using (1) the theory of preschool cultural shift by Tobin, Wu, and Davidson (1989), and (2) the theory of early childhood education paradigm shift by Woodhead (2006). The first theory indicates that Sleman district government educational policy and cultural change of the society are affecting to kindergarten educational paradigm, and management of kindergarten education. The second theory shows that the kindergarten education policy issued by Sleman district government, educational paradigm, and the management of kindergarten applied by the school stakeholders are interrelated and mutually influencing.

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