

The Implementation of the ‘One Early Childhood Education Unit for One Village’ Policy in Ngablak, Magelang District

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Abstract—This study aims to describe the implementation of policies for kindergarten units in Ngablak sub-district which include the readiness of the villages, the availability of teachers, teachers’ performance, and the availability of infrastructure. A qualitative approach was employed in this research. During the data collection, interviews, observations, and document study techniques were conducted. The data validity was obtained by testing the credibility and confirmability. Then, the data were processed using an interactive model. The results of the study show that; 1) the readiness of the villages in organizing kindergarten was varied, from 16 villages in Ngablak sub-district, 10 villages had kindergarten units; 2) the availability of teachers was in sufficient quantity, but in terms of the quality it needed to be improved, 3) the average teacher performance was good, and 4) the availability of infrastructure in 10 kindergartens was sufficient and the conditions were categorized as good.

Keywords—*childhood education; kindergarten teachers; teacher performance; infrastructure*

I. INTRODUCTION

If we see the completion of the program of ‘one Early Childhood Education (ECE) unit for one village’, from 7809 villages in Central Java in 2017, there were 2996 newly-formed kindergartens, so there were still 4813 villages that had not owned the ECE units. The involvement of local provincial government, district/city, manager of early childhood education and society was not in the maximum level. Socializations and coordination of the implementation of ECE program were not properly conducted because it did not involve the village authority (the head of the village, village apparatus, etc.), and prominent figures in the villages. Thus, the service ECE units had not been accessible to all villages that in Central Java, and there were still many people who had not understood the importance of early childhood education.

Based on the results of the initial observations of the implementation of the Early Childhood Education (ECE) program, especially in the area of the Magelang district in Central Java province, it was found out that the program had not run smoothly, the insufficient results were caused by the lack of participation and awareness by the local authority for the ECE program. It was found that there were a lack of

attention to enhance educators and education; a lack of development program for educators; a lack of attention by local governments, both by provincial and district/city government to the facilities and infrastructure; a poor management; and the most frequently encountered problem was related to insufficient financing. If it continued that way, it would have impacted the ECE program greatly. There might be possibilities that the ECE units would be abandoned or even faced closure. Therefore, to avoid those bad impacts, a proper concern needed to be seriously taken related to the implementation ECE program, especially in Magelang District, Central Java Province.

Jones (1984) argues that the public policy is made for society due to their condition which requires policies to be made. According to Jones, several things affect the implementation of policies, namely input, process, output, feedback, and environment. In order to facilitate the implementation of PAUD, the government, in this case the Ministry of Education and Culture (Kemendikbud), is aggressively promoting the success of the one village one Early Childhood Education (PAUD) program in all corners of the country. This program is also being intensively carried out by the local government. For this reason, the implementation of the ECE program needs to get the attention of all related parties [1].

To facilitate the implementation of early childhood education policy, the government, in this case, the Ministry of Education and Culture (MEC) is making an earnest effort to complete the program ‘one Early Childhood Education (ECE) unit for one village’ in the entire parts of the country. This program is also being intensively carried out by the regional governments.

The ‘one ECE for one village’ program is a policy established by the Ministry of Education and Culture (MEC) which has become a national movement to achieve the aim of providing high-quality education in Indonesia. This program is planned to increase the Rough Participation Rate (RPR) of ECE stakeholders, that in some regions in Indonesia is still below the national average. Given the importance of ECE and paying attention to the Ministry of Education and Culture's

'one ECE unit for one village' policy mentioned above, it was necessary to conduct a research on the implementation of ECE policies. The research covered the detailed information of the village readiness, the teacher availability, teachers' performance and, the availability of the infrastructure. In line with the formulation of the problem mentioned previously, the purpose of the study is to describe the readiness of the village, the availability of teachers, the performance of the teachers and the availability of facilities and infrastructure. The results of the study suggest some recommendations for the continuity of kindergartens particularly.

Early Childhood Education is an effort of teaching aimed at newly-born children to children of six years old which is carried out by giving educational stimuli to help physical growth and development. In general, early childhood education aims to develop a variety of children's potential from early ages to prepare their future life and to enable them to adjust to their environment. Similar opinion, ECE helping children to find experiences and interact, in addition to providing opportunities for children to find autonomy of authority, increasing children's ability to show their identity.

Policy implementation is a crucial stage in the public policy establishment process. A policy must be implemented to achieve the result or purpose that is desired. The concept of the policy implementation in the broad sense includes the law administration tools where various actors, organizations, procedures, and techniques work together to carry out the policy to achieve the result or purpose that is desired. On the other hand, implementation is a complex phenomenon that may be understood as a process, an output, as well as a result.

While Mater and Horn limit the policy implementation as the actions that are carried out by individuals or groups from the governments or private organizations and it is directed to achieve the objectives. Those are converted into decisions and then lead the actions of operations in a specified period to continue the efforts to achieve the large and small-scale changes from the application of the policy. One thing that needs to be emphasized is that the phases of policy implementation will not begin before the goal and suggestions specified or identified by the decision makers. Therefore, the stages of implementation are conducted only after the legislation is set and the fund is made available to finance the policies

The implementation of a policy in organizing successful kindergartens units will need the support of various aspects including the readiness of the village, teachers, and infrastructure. Support from the village authorities in preparing the institutions, infrastructure, and facilities of a kindergarten unit plays a very important role (as stated in Permendiknas No. 58 of 2009). Likewise, the teacher should be provided in the proper quantity. They should also develop their skills to enhance their quality. Davidson and Mitchell said that in implementing ECE, all parties need synergy, in terms of preparing curriculum and regulations, teacher competence is the authority of the central government. Meanwhile, payroll, the preparation of facilities and infrastructure is the authority of the local community [2]. The ideal teachers are those who have good performances. Teachers' performance is the ability shown

by teachers in carrying out their duties [3]. Based on the understanding of experts related to the performance of educators, the authors conclude that performance is a result of real work or the process of implementing responsibilities that are carried out in line with the main tasks and functions in a professional manner. Concerning teachers, performance is the actual work of an educator in carrying out his/her duties such as preparing lesson plans, carrying out the learning process, and assessing or evaluating the learning process which has been conducted and doing some follow up on the evaluation results for the improvement in the next learning period.

II. METHODS

A qualitative approach was used in this study. Descriptive research is a research method intended to describe existing phenomena, which take place at the present or in the past. The data collection method involved interviews, observations, and document study techniques. The data validity is proved by testing the credibility and confirmability. Furthermore, the data were processed by using an interactive model which included condensation, data display, and conclusions [4].

III. RESULT AND DISCUSSION

Following the formulation of the problem, the exposure of the results of the study included the readiness of the villages, the availability of teachers, the teachers' performance, and the availability of infrastructure. Ng subdistrict had 16 Pertiwi Kindergartens in 10 villages. Four villages had not owned their kindergartens, namely Ke, Mg, Kng, and Bdr villages. The readiness of villages in organizing kindergarten was very diverse. Based on interviews with the chief of the village's Family Welfare Movement (FMW), it was stated that Early Childhood Education (ECE) units were very important. However, there were still limited resources, both human resources and other resources, such as infrastructure and funds. In the 10 villages that had established kindergartens, the implementation of this program was initiated by the head of the village's Family Welfare Movement (FMW) and he was supported by the village head. The village head allocated funds through Village Budget Plans (VBP). In the budgeting process, of course, it was carried out following the applicable procedures. There was an agreement from the village community through 'Village Budgeting Planning' activities. The village budget was used for purchasing land and building and infrastructure construction. While the teachers were taken from the members of the village's Family Welfare Movement (FMW) who met the requirements to teach in the kindergarten. Teachers' incentives were also allocated from the village budgeting plan.

The teachers were local people from the village's Family Welfare Movement (FMW). In the beginning, the teacher did the job voluntarily, but as time went on, rules were made for this and their working status was adjusted to meet the government regulations. The needs of kindergarten teachers in the sub-districts had been partially fulfilled. With the total number of 16 kindergartens, nine kindergartens had a sufficient number of teachers. While there were 7 kindergartens which needed additional teachers. Most kindergarten teachers in Nga sub-district had undergraduate degrees, from a total of 40

teachers, 29 teachers held undergraduate degrees, 3 teachers held non-degree diploma qualifications, 8 teachers were graduated from senior and vocational high schools. The teacher had to possess good knowledge, good personality, love for young children, friendly characteristic, patience, sincerity, creativity, hard-working personality, honesty, great responsibility, and innovative thoughts.

One of the requirements for kindergarten teachers was that they had to possess undergraduate degrees of ECE or similar education that were suitable for this field. The fact was that there were still kindergarten teachers who held non-degree diploma qualifications, and high school/vocational school graduates. From 40 teachers, there were 29 senior high school graduates, 3 non-degree diploma graduates and 8 vocational high school graduates.

To enhance and develop the quality of teachers, in carrying out their duties as teachers some assessments for teacher performance were required. In the lesson plan indicator, the percentage obtained was 78.24% (The percentage is obtained from the number of subjects in a particular category divided by the total frequency) and the percentage indicated that the lesson planning process carried out by the teachers was categorized as excellent. These criteria include the ability of teachers to plan, strategies and instructional media.

The learning process achieved 85.58% and it showed that the performance of educators in the learning process was categorized as excellent. The learning process referred to in this study included the opening activities, core activities, and closing activities in the lesson. Evaluation of the process and learning outcomes in all samples showed that 65.97% of the teachers had carried out their duties in conducting assessments. Kindergarten teacher performance in the implementation of the evaluation process and early childhood learning outcomes was in the good category.

The availability of kindergarten facilities which fulfilled (1) good category was found in 10 institutions, (2) in the fair category, 4 institutions, (3) in the poor category, 1 institution and, (4) in the very poor category there is 1 institution. The availability of kindergarten infrastructure shows that (1) in the good category there are 3 institutions, (2) in the fair category there are 4 institutions, (3) in the poor category there are 6 institutions, and (4) in the very poor category there are 3 institutions.

In the aspect of facilities conditions, it was shown that the majority of the facilities and infrastructure were in good condition and ready to use. Only a few items were in poor conditions that they could not be used properly. The data was obtained from the results of research instruments showed that the majority of facilities and infrastructure were in a good category.

IV. CONCLUSION

Based on the results of research and discussion, it can be concluded;

- The village readiness in organizing kindergartens varied greatly depending on the village's ability to prepare resources both infrastructure and human resources supported by village budget funds. From a total of 16 villages, 10 of which had kindergartens
- With a total of 16 kindergartens, 9 kindergartens had sufficient teachers. While 7 kindergarten units lacked teachers. Most kindergarten teachers held undergraduate degrees, from a total of 40 teachers, 29 teachers possessed undergraduate degrees, 3 teachers from held non-degree diploma qualifications, 8 teachers were from senior/vocational high school graduates. Some characteristics had to be possessed by the teachers. They had to possess high intelligence, good personality, love for young children, friendliness, patience, sincerity, creativity, hardworking personality, honesty, responsibility, and innovative thoughts. The availability of teachers in terms of quantity was sufficient, but in terms of quality it still needed some improvement
- The average teachers' performance was good. The planning and implementation aspects of learning in the were in the excellent category, while the evaluation aspects are fair
- The availability of the infrastructure in 10 kindergartens was good and in 4 other kindergartens, the facilities were in the fair category. There was 1 kindergarten which was not good. In general, the availability of the infrastructure was good and the condition of the facilities was also good

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