

Daycare Centres Learning Management Training in Sleman, Yogyakarta

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Article Info	Abstract
Keywords: <i>Daycare;</i> <i>Learning;</i> <i>Management;</i> <i>Training</i>	This training was carried out to provide additional assistance and understanding in This training was carried out to provide assistance in overcoming learning management problems experienced by daycare managers in Depok, Sleman. This training was attended by 28 managers and teachers from each daycare institution. The training was carried out with mentoring and FGD. The results of the training showed that the level of satisfaction of the trainees with the material delivered by the resource persons was in the range of quite informative to very informative. The very informative category was felt by 58.82% of the trainees, 30.88% informative, and 10.3% quite informative. The most improved aspects are providing stimulation for children, curriculum development, and lesson plans. Even so, the problems that are still felt by the managers and teachers of daycare institutions include the understanding of the Merdeka Curriculum at daycare and the reference of its learning design, as well as the habituation of stimulation variations for children. The results show that there is a need for continuous training to support the creation of quality PAUD services, especially DAYCARE. The training provided may vary, but it is related to the management of learning in PAUD.
Kata kunci: <i>Tempat penitipan anak;</i> <i>Pembelajaran;</i> <i>Manajemen;</i> <i>Pelatihan</i>	Abstrak Pelatihan ini dilaksanakan untuk memberikan pendampingan dalam mengatasi masalah manajemen pembelajaran yang dialami pengelola TPA di Depok, Sleman. Pelatihan ini diikuti oleh 28 pengelola dan guru dari tiap lembaga penitipan anak. Pelatihan dilakukan dengan pendampingan dan FGD. Hasil pelatihan menunjukkan bahwa tingkat kepuasan peserta pelatihan terhadap materi yang disampaikan oleh narasumber berada dalam kisaran cukup informatif hingga sangat informatif. Kategori yang sangat informatif dirasakan oleh 58,82% peserta pelatihan, 30,88% informatif, dan 10,3% cukup informatif. Aspek yang paling meningkat adalah memberikan stimulasi bagi anak, penyusunan kurikulum, dan rencana pelajaran. Meski begitu, permasalahan yang masih dirasakan oleh para pengelola dan guru lembaga TPA antara lain pemahaman Kurikulum Merdeka di TPA dan referensi desain pembelajarannya, serta pembiasaan variasi stimulasi bagi anak. Hasil menunjukkan bahwa perlu adanya pelatihan yang berkelanjutan untuk mendukung terciptanya layanan PAUD, terutama TPA, yang berkualitas. Pelatihan yang diberikan dapat bervariasi, namun berkaitan dengan pengelolaan pembelajaran di PAUD.

1. INTRODUCTION

Childcare or commonly abbreviated TPA is defined as an institution that provides welfare for children under five years old as assistance for parents to carry out the function of parenting and child development (Kurniyanti & Damayanti, 2021). Based on this, the Children's Education Park (TPA) institution as a service provider needs to maintain the quality of both services in the academic field, graduates, and accreditation with the resources available in the institution (Endang, 2023). The quality of institutional services can be seen in the management or management of the institution (Sianturi et al., 2022; Widiastuti & Dewi, 2023).

The management of PAUD institutions makes arrangements and directions related to the implementation of PAUD which include standards for educators and education personnel, standards for facilities and infrastructure, standards for management or financing, standards for content, processes, and assessments (Nabila & Utami, 2023) and standards for child development achievement levels (Muthmainah et al., 2024). One of the management carried out in the Children's Education Park is learning management which is part of the process standards in the national PAUD standards. Learning management includes management in the planning, implementation, evaluation and monitoring of learning (Tsabitah et al., 2024; Widiastuti & Dewi, 2023). The scope of learning management for early childhood education, including program structure, time allocation, and planning, implementation, assessment is carried out in an integrated/integrated manner according to the level of development, talents/interests and needs of children (Rini & Tirtayani, 2021; Safitri et al., 2020). It should be understood that the implementation of activities in PAUD is full of stimulation of children's imagination, creativity, innovation and proactivity (Nabila & Utami, 2023).

The success of the institution in managing learning management is seen from the quality of learning carried out and the achievement of the desired learning objectives (Safitri et al., 2020). Factors that affect the success of learning management include the leadership of the principal, the involvement of parents and partners as supporters, communication challenges, and the availability of facilities and infrastructure in the institution (Tsabitah et al., 2024). In addition, student involvement in learning activities also affects the learning management carried out (Kraleva et al., 2019).

Both managers and teachers need to understand learning management (Ngaisah et al., 2023) which refers to the characteristics of the child (Santi et al., 2025), so that the coaching and parenting process becomes directed and optimal. Remembering, that the Childcare Park (TPA) is one of the alternatives chosen by parents so that their children continue to get the attention, affection, and stimulation that their children need from other parties (Nur et al., 2023; Wahyuningtyas, 2022). Although, not a few families also assume that the earlier the child gets stimulation, the greater the potential for the child to develop optimally and develop his potential optimally (Hardiyanti, 2020).

Sleman Regency has 82 daycare institutions and is the district that has the most daycare institutions in D.I Yogyakarta Province. However, the development of childcare institutions is not a guarantee that the services provided meet the needs of children and their implementation is in accordance with government regulations (Nur et al., 2023). No exception in Kapanewon Depok which has 12 TPA institutions, there are several obstacles encountered in the implementation of learning management. Some of these obstacles include the development of learning activities based on the Independent Curriculum, the creation of learning tools, facilities that are still limited, and parental participation in activities organized by TPA. Then, it was also stated through a questionnaire filled out by the managers that the daycare in Kapanewon Depok needs learning management training, training on the development of activities based on the Independent Curriculum, and training on improving the quality or progress of the institution. Problems related to learning management were also found in the study Tsabitah et al. (2024) explained that there has not been much research that focuses on process standards and learning management. In addition, the preparation of RPPM and RPPH has not been carried out optimally and in an orderly manner (Nurdin & Anhusadar, 2020).

Research conducted by Safitri et al. (2020), (Garnika et al., 2022) and Tsabitah et al. (2024) have similarities in discussing learning management carried out by PAUD institutions, but do not focus on Childcare Centers. Meanwhile, in the study Rini & Tirtayani (2021), only focusing on the implementation of learning management during the New Normal period carried out by PAUD institutions. Watini et al. (2025) explained that improving the competence of PAUD management can be done through workshops, one of which is assistance in the preparation of the curriculum of independent learning education units. However, in this study, the mentoring focused on learning management in Childcare Centers and improving learning management in each institution. So the purpose of this study is to provide training related to learning management for TPA managers and teachers throughout Kapanewon Depok. In addition, this study is also used to see an increase in the understanding of managers and teachers related to learning management after the training activities are given.

2. METHODS

This community service activity is carried out with a qualitative and quantitative descriptive research approach. A qualitative approach is used in the analysis of the results of training activities and FGDs. Meanwhile, a descriptive quantitative approach is used in the analysis of survey results given before and after the service

activities are carried out. This activity was attended by TPA Managers in Depok district with 2 representatives from each institution. The number of managers who took part in the training was 28 people from Depok Kapanewon. The training activities were carried out to provide understanding and insight for trainees about learning management in PAUD, especially TPA. The *Forum Group Discussion* (FGD) activity was carried out to find out the problems that still exist in the TPA institution after the training. Then, google forms are used as one of the instruments provided before and after the service activities are carried out to find out the understanding and improvements in each institution related to the implementation of learning management. The data taken are the problems experienced by TPA institutions related to learning management.

Qualitative data analysis was carried out by analyzing discussions conducted through FGD. Descriptive quantitative data analysis is carried out by depicting, showing or summarizing data in a constructive way derived from the results of google form surveys. The flow of the research can be seen in the Figure 1.



Figure 1. Research Flow

3. RESULT AND DISCUSSION

Training Activities

The training activity was held 2 times, namely on May 25 and June 1, 2024. The activity at the first meeting was carried out offline on Saturday, May 25, 2024 at the Moh Amien Building on the 3rd floor with the event director and minutes by S1 PG PAUD students who helped. At the first meeting before entering the core activity, it was opened by the Head of the PAUD Department and the Chairperson of HIMPAUDI Kapanewon Depok. Furthermore, this activity was divided into 4 sessions. First session on Social-Emotional Development, second session on PAUD Learning Management, third session on Developmental Stimulation in PAUD (Daycare). The fourth session discussed physical motor stimulation for early childhood. The activities at the second meeting were carried out on Saturday, June 1, 2024 online via zoom. This activity contains a joint discussion discussing the implementation and obstacles that are still experienced in each daycare institution (see Figure 2).



Figure 2. First Day Training Activities

The training activities carried out received a good response from the participants. The responses given from the trainees ranged from quite informative to very informative categories. This can be seen in Figure 3. Below shows the level of satisfaction of the trainees with the material presented by the speakers.

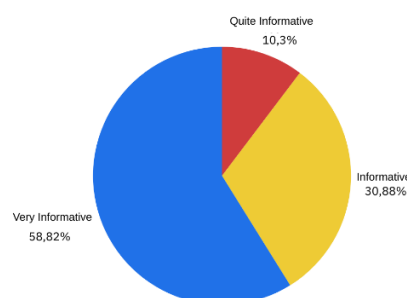


Figure 3. Trainees' Responses to the Training Materials

Based on figure 3. Information was obtained that the training materials provided were very informative in the range of 58.82%. The training material was considered informative by 30.88% of the trainees. Meanwhile, as many as 10.3% of the trainees chose that the training material provided was quite informative.

Issues that are Still Encountered

The activities at the meeting on Saturday, June 1, 2024 online via zoom focused on the implementation and problems that are still experienced in each daycare institution. In terms of implementation, the results were obtained that there was an improvement in learning management felt by the trainees in each DAYCARE institution. This improvement in learning management includes improvements in curriculum preparation, educational calendars, annual and semester programs, lesson plans (lesson plans), and the provision of stimulation to children.

After the community service programme, which part of your learning management has improved?

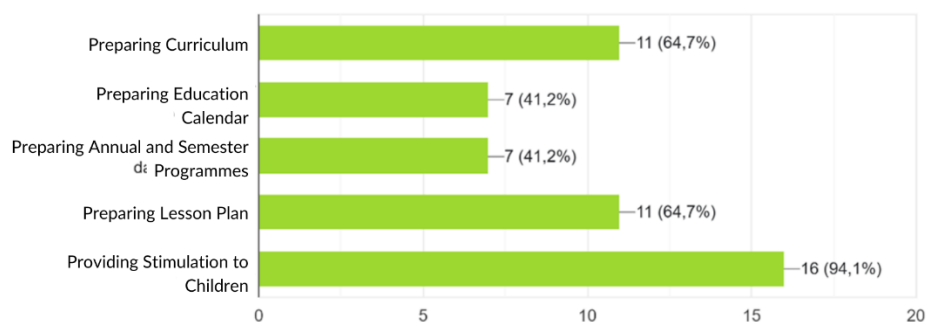


Figure 4. Improvements in Learning Management

Based on Figure 3 It was obtained that the most increase was the provision of stimulation to children by 94%. The increase in the preparation of curriculum and lesson plans was at 64.7%. Meanwhile, the least noticeable increase was the preparation of the education calendar and annual and semester programs by 41.2%. The improvement felt by teachers is also still followed by problems that are still felt and experienced in managing and implementing learning. Problems that are still experienced are related to the preparation of the curriculum, lesson plans, and the provision of stimulation to children. Figure 4 below shows the problems in learning management that are still experienced by DAYCARE institutions.

After the community service programme, what obstacles are still felt or experienced in implementing learning management during the first semester of the 2024/2025 academic year?

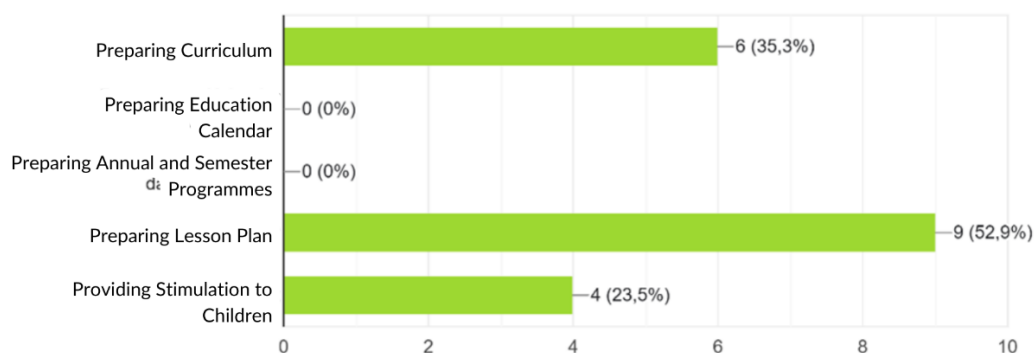


Figure 5. Problems that are Still Felt or Experienced in Learning Management

Based on Figure 4 information was obtained that the most experienced problem was the preparation of the lesson plan by 52.9%. The preparation of the curriculum is at 35.5%. Meanwhile, the least is the problem of providing stimulation to children by 23.5%.

The high level of problems in the preparation of curriculum and lesson plans that are still felt or experienced in this institution is related to teachers in institutions who are still in the process of understanding the Independent Early Childhood Curriculum at TPA. This was mentioned by several participants whose institutions are still using the 2013 Curriculum and STPPA as follows.

"... So far, we have been using STTPA." (TPA Indria Paramarta)

"The curriculum has not used the Independent Curriculum. Most of the various curriculums still refer to STTPA. ..." (Budi Mulia 2 Seturan Daycare)

The two presentations represent institutions that still understand the latest curriculum and use the 2013 Curriculum with STTPA as delivered during the FGD. However, in this FGD activity, some other institutions also shared the practice of curriculum management and learning carried out in their respective institutions.

"... Even though the curriculum is 13 and Independent learning. use MI..." (TPA RPI)

"... STTPA uses the sentence of the Merdeka curriculum..." (TPA Indria Paramarta)

"We have implemented an integrated Merdeka curriculum with a big theme. ..." (Mentari Daycare)

The three institutions above explained alternative solutions that are carried out as a bridge in the transition of the curriculum to the Independent curriculum. Of course, mentoring and cooperation between components in schools are needed to implement the Merdeka curriculum so that its implementation becomes more structured and does not refer to STTPA which is no longer a reference (Mirawati et al., 2023; Wahyuni et al., 2024). The Independent Curriculum uses Learning Outcomes that already reflect STTPA with the addition of Pancasila student profiles (Hidayat & Nurlatifah, 2023; Munawar, 2022).

Meanwhile, for the provision of child stimulation, what is still a problem is the habituation of daily stimulation variations in children as conveyed during training. This was conveyed by several institutions during the following FGD activities.

"... The variety of activities provided is still lacking..." (Tungga Dewi Daycare)

"... requires material on various stimulations..." (TPA Al Khomsiah)

The Tungga Dewi Daycare and the Al Khomsiah Daycare are examples of problems experienced in institutions related to the variation of daily stimulation which is also related to the availability of reference resources in learning management at the daycare. This variety of stimulation is one of the factors in the quality of learning provided by each institution. Educational services in PAUD are realized in learning activities that are adjusted to the situation and conditions of each institution (Sjamsir et al., 2022). A variety of stimulation carried out by teachers during school activities is needed to activate children's abilities in various aspects of development (Munawarah et al., 2024). In addition, the variety of activities that are still lacking can be improved by teacher innovation in designing children's stimulus activity media (Bintang et al., 2024).

During the FGD, problems related to the quality of unit management services were also explained, one of which was partnerships with parents. This problem is explained by several institutions as follows.

"... There is no continuity with the parents, ..." (TPA Dharma Yoga Santi)

"... Obstacles to parental cooperation..." (TPA RPI)

"... They don't want to know. During the delivery, they fought. It's still very much a major obstacle..." (Quranic Pearl TPA)

"... Parenting comes only a few. Parents are hard..." (TPA Ibnu Jamil)

The presentations from the four institutions were also approved by other institutions, such as the Tungga Dewi Daycare, Kiko Daycare and Ananda Mentari Daycare. The obstacles that are felt, the participation of parents in activities such as parenting and stimulation provided at home. In addition, TPA Tungga Dewi added that sometimes parents still take their children to the institution, even if the child is sick. Partnerships with parents are one part of the implementation of quality early childhood education services in parenting services (Suhardi et al., 2024; Yuda et al., 2023). In addition, synergy between schools and parents is an effort in carrying out education, care, and parenting to provide opportunities for children to explore their learning experiences (Garnika & Najwa, 2022). This shows that parental participation in Daycares throughout Depok still needs to be increased to support quality PAUD services. So that there will be a continuity of education, care, and parenting services provided both at school and at home (Anita & Priyanti, 2024; Rasiana & Allyasari, 2023).

4. CONCLUSION

The results of the learning management training for daycare in Kapanewon Depok have an impact on daycare managers and teachers. The level of satisfaction of trainees with the material presented by the resource persons ranged from quite informative to very informative. The category was very informative felt by 58.82% of the training participants.

The learning management training that was followed had an impact on the trainees in learning management. The aspects that have experienced the most improvement are the provision of stimulation for children, curriculum preparation, and lesson plans. Even so, these three aspects are still problems felt by the managers and teachers of daycare institutions. This problem includes an understanding of the Independent Curriculum for early childhood at daycare along with its reference learning design, and habituation of stimulation variations in children on a daily basis.

There needs to be assistance related to learning management in daycare that is more intensive again. Teachers can also mobilize the learning community and share good practices so that the management of the institution becomes even better. In addition, the results of this training can be a reference for further research to add insights related to management at daycare.

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