
ACTUAL STUDIES
EXPANSION OF IMPROVING SERVICES:
ACCESS AND EQUITY IN EARLY CHILDHOOD EDUCATION (ECD)

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Abstract: This study is to analyze and formulate policies and realistic conditional optimization in order to improve equity of access and equity expansion of early childhood education services. The purpose of this study is to describe: (1) the condition of expansion of access services Childhood Education in Pacitan, (2) equity services Childhood Education in Pacitan, (3) the drivers and inhibitors that influence the expansion of access and equity of service Education Childhood in Pacitan, and (4) to recommend strategies (policies) that could be considered in the context of expanding access and equity in Early Childhood Education services in Pacitan, East Java. Methods of collecting and processing / analysis of the data used is descriptive triangulation- method.

The analysis of the assessment of actual on increasing the expansion of access and equity of education services a child early (ECD) mentioned above, it can be concluded that: (1) Judging from a study of actual on increasing the expansion of access rules / regulations and linkages with other institutions / departments / agencies Another quite satisfactory (98%), meaning that there has been a tangle of functional coordination among agencies involved in supporting of existent kindergarten / early childhood. But in terms of availability / supporting facilities and infrastructure that already over half (67%) driven by the school committee, the hamlets and villages, and related agencies. The support is in the form of building aid, APE (97%), and furniture (67%). About the initiation society is quite high (98%), but in terms of a sense of ownership and take responsibility is still very poor, 90% of citizens still find it hard to pay tuition fees, and (2) From the equalization of educational services children early (ECD) that most of the organizers kindergarten / early childhood has bagged operating licenses (98%). It is also seen a lot of ease in handling licensing for prospective organizers. While the equalization mechanism of early childhood services is through the empowerment of community leaders and village cadres and related agencies (68%). Service forms of early childhood education is to coordinate the various parties, including by head hamlet (42%), village heads (97%), UPT TK-SD ((88%), and the Department of State as many (97%). The criteria of service of public initiatives is still low (54%), but the government instructions may be quite good (67%). While the form of community participation is still low (41%). Award (reward) is still low, at around 41%. However, the contribution of the school committee high enough in the form of aid that are instantaneous (91%). The problem of rights, there are still many children who have not been fortunate to get the rights of educational services kindergarten / early childhood education (58%), the obligation was as big enough (75%), while the responsibility responsibilities of the parties involved is quite high (95%), and the conformity between the access and equity of services is still at the top enough (65%).

Keywords: Equity, the management of early childhood, early childhood education.

1. Introduction

Attention is now growing even after various studies in the field of nutrition, neurology, psychology development and shows the importance of early childhood education. Results of studies in the field of neurology reveal among other things that the size of the child at the age of 2 years has reached 75% of the size of the brain when she was an adult and at the age of 5 years has reached 90% of the size of the brain as an adult (Santrock, JW, 2002). This means that at the age of child, even in the womb, there is a development of the brain,

intelligence, and ability to learn significantly. Mean while nutrition experts concluded that the formation of intelligence at the time in the womb and early childhood turned out to be highly dependent on nutritional intake accepted. The higher the quality of the nutrition it receives, the higher the health status of children, and the high-low health status of children affect the growth and learning ability. Similarly, the results of longitudinal studies in the field of developmental psychology suggests that early life conditions have an influence on the behavior after the adults. This behavior can be positive or negative

in the form of pro-social behavior and anti-social (Olse, SF and Maertin, P, 1999; Saltaris, et al, 2004; Karr-Mose & Wieley, 1997 in Young, 2002).

In education, the results showed that parental involvement in providing the game apparatus in accordance with the child's age, and stimulation that varies in daily activities become predictors of the development of the intelligence quotient (IQ) of children (Shaver, David R, 1993). Likewise, disharmony in the family, coldness, rejection of the presence of children and the provision of appropriate penalties, influence the development of deviant behavior (Young, 2002; Shaver and David R, 1993). Likewise, attention and emotional support for parents of children at an early age the high-low effect on cognitive development of children (Lawson, Khatarine R and Ruff, Holly A, 2004). If seen from the development of early childhood in Indonesia, there are at least three factors that influence it, namely the population and distribution of population, health and nutrition, and education level. First, population and distribution. Where data in 2009 showed that the population of children after early in Indonesia amounted to 28.8544 million children, or 13% of the population of Indonesia (BPS, 2010); of the population, 43.7% live in urban areas and 56.3% in rural areas (CBS, 2008); annual population growth rate of approximately 1.35% (CBS, 2010). Secondly, health and nutrition data prevalence of infants with low birth weight (LBW) of 11.5% with very high levels of inequality, which is the lowest Bali Papua 5.8% and the highest 27% (Riskasdas, 2007); the infant mortality rate (IMR) is 34 per 1,000 live births (IDHS, 2007). Third, the level of education; Data on average education of the population aged 15 years and above is 7.47 years for the level of education, 53.4% graduated SD / MI, 19.8% graduated junior high school, 29%

finished high school, and only 6% were passed PT (Susenas, 2007). Thus, local governments have an important responsibility in expanding access and equity in early childhood education services. One of the responsibilities of Local Government in that regard and in accordance with the context of this study is mapping service access and equity in Early Childhood Education. Mapping service access and equity in Early Childhood Education needs to be done in order to realize the expansion of access and equity in early childhood education services are humanistic, safe, comfortable, productive, creative, innovative and sustainable insight based on nationality and permanent maintenance of National Security. Therefore, mapping discrepancy access and equity in early childhood education services that are still petty ego-sectoral, should be avoided. Based on the description of the background of the above, it is necessary to optimize the conditional and realistic policies in order to improve access and equity in the expansion of early childhood education services. Along with the above may be filed some questions as a guide, namely: (1) How is the expansion of access to early childhood education services in Pacitan? (2) What is the condition of service equalization Early Childhood Education in Pacitan? (3) What is the situation driving and inhibiting factors that influence the expansion of access and equity in Early Childhood Education services in Pacitan? and (4) How does the strategy (policy) which can be recommended in expanding access and equity in Early Childhood Education services in Pacitan?

1.1. Expanding Access to Early Childhood Education

Early childhood education is one form of organization of education that focuses on laying the foundation toward growth and physical development (coordination of fine and gross

motor), intellect (the intellect, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behaviors and religion), language and communication, according to the uniqueness and the developmental stages through which children aged. Aim holding of early childhood education, namely: Primary objective: to establish quality of Indonesian children, the children grow and develop in accordance with the level of development that has the optimal readiness in entering basic education and living life in the accompanying adult. Describe: to help prepare the child reaches the readiness of learning (academic) school.

The range of early childhood according to Article 28 of the Education Law No.20 / 2003 paragraph (1) is 0-6 years. Meanwhile, according to a clump of scientific studies and implementation of early childhood education in some countries, early childhood held since the age of 0-8 years([Http://id.wikipedia.org/wiki/Pendidikan_a_nak_usia_dini](http://id.wikipedia.org/wiki/Pendidikan_a_nak_usia_dini)).

The importance of early childhood education has become an international concern. In a meeting of the World Education Forum in 2000 in Dakar, Senegal, has produced six agreements as the framework for action Education for All (The Dakar Frame work for Action Education for All) that one grain stated: "expand and improve overall care and early childhood education (ECCE), especially for children who are very vulnerable and disadvantaged. The notion that education can only begin after primary school age, the age of seven years, it was not true. Even education starts at the age of kindergarten (4-6 years) was actually already too late. According to the results of research in the field of neurology as performed by Dr. Benjamin S. Bloom, an education expert from the University of

Chicago, USA, suggests that cell growth of brain tissue in children aged 0-4 years to reach 50% (Cropley, 1999: 94). This means that if at that age the child's brain does not get the maximum stimulation, the brain child will not develop optimally. Overall up to the age of eight years, 80% of the capacity of human intelligence has been formed, meaning that the child's intelligence capacity increased only 30% after the age of four years up to the age of eight years. Furthermore, the child's intelligence capacity will reach 100% after the age of about 18 years (Abdiilhak, 2002). Therefore, childhood from the age of 0-8 years are called the golden era (golden ages), which only happens one time in the development of human life, so it is important to stimulate the brain development of children through child health care, the provision of adequate nutrition and care education. Early childhood education services in Indonesia is still included very alarming. Therefore, the role of school education (non-formal and informal) are essential to overcome these problems.

a. The Importance of Early Childhood Education Through Non-Formal Education

In a further development, the groups consisting of families adopt such transmission patterns into the life of the group, such as farming skills. Learning activities is done to preserve and pass down culture for generations that are included into the category of traditional education which later became the root growth of school education. Since the beginning of its presence in the world outside of school education has its roots in the traditions and customs embraced by society that encourages people to learn, strive, and work on the basis of cultural values and moral embraced by the community. It is usually found in the proverbial and advise the parents that essentially

encourages a person to perform the learning activities, strive, and work in the community.

b. Rights, Obligations and Responsibilities Family and Environment.

Parents are the first and primary teacher for young children when they are present in the family, and the home is the first school, then the surrounding environment. It should be remembered that the function of early childhood education is not just to provide a wide range of knowledge to the children, but no less important is to encourage children to think, explore, socialize, expression, imagination about the various things that can stimulate the growth of synapses new and strengthen existing and balance the functioning of both hemispheres brain (Jalal, 2002: 15). Therefore, a good environment for early childhood is a supportive environment for conducting such activities. During this time there is a presumption that a good environment is a white-walled room, clean, and bright. A false assumption because the room without such a stimulus would hamper the development of children. It is true that innate factors also affect a person's intelligence, but the influence of the environment is also a factor of no less importance. If heredity is exemplified as a basis, then the environment is a factor of development. Without enriched by the environment, the authorized capital will not develop even be shrinking.

1.2. Equitable early childhood education services

Equitable early childhood education services are affordability and ease as well as awareness in the use of "something" that is accompanied with the rights, obligations, and responsibilities. It is strongly associated with early childhood education programs (ECD). Prerequisites that must be met to achieve the dream of Early Childhood Education Non Formal in East Java province in 2015 required

some requirements that must be met, among other things: (1) Allocation Budget Ideal. To achieve ideal conditions as described above-which, of course must be supported by adequate budget allocations. The government has describe sufficient commitment-shook. Similarly, several districts / cities have allocated sufficient budget. The budget is used to finance the strengthening of early childhood institutions, improving the quality of early childhood educators and capacity building in the field of early childhood education, (2) Training Support. It is very useful for: 1) Educators. Educator training should be continued at least covering a) Basic training, and b) Advanced Training. The trainings are very important and urged that the ability of Educators as well as his understanding of the child's growth and development continues to grow, with reference Permendiknas on Standards of early childhood, and 2) Personnel. ECD programs in order to run more optimally, the role of education personnel are also expected optimal anyway. Performance education personnel are affected also by the ability (ability) of educational personnel concerned, (3) Scholarships for Teachers. Teachers feasible and urgent to help with scholarships so they improve their qualifications by continuing learning in formal institutions, so that in turn all teacher educators meet the qualification standards as set by the government. Teachers with appropriate education standards than beneficial and thus increasing the ability, also will add to the spirit and confidence, particularly when early childhood educators have advanced coaching programs to parents / guardians at the time the children are "school". This coaching involves several forms, among other things: 1) Briefing the parents at the beginning of the school year; 2) The monthly meeting (the consultation); 3) Provision of PR for the elderly; 4) Playing a day with the children organized institution; 5) home

visits (home visit); 6) The program parents help in the classroom / school; 7) Provision of educational books parenting (parenting); 8) Task Force Child Development Early Childhood, and (9) the task force (Task Force) Grow-Flower takes Task Force (Task Force) Child Development Early Childhood coordinated by local governments in each level (starting at provincial level to level rural / village).

2. METHODS

Types of research. Actual research activities Assessment On Improving Expanding Access and Equity Services Early Childhood Education (ECD). Fiscal Year 2015 was a qualitative descriptive study. Location and Time Research. The research activities carried out in Pacitan (Sample Research: 10 districts and a number of related institutions). The research activities carried out during the four (4) months from March to June 2015. The choice of research subject (TK institutions (ECD) as a sample) is determined by using purposive sampling taking into account the established criteria, namely: 1) Play Group, which has been registered in the Department of Education and Ministry of Religious Affairs; 2) The learning process has been running at least 3 years; 3) Represented of private foundations / foundation under Kemendikbud / foundation under Kemenag / CLC / Individual; and 4) Represented for urban areas and rural areas. Using the above criteria, the TK-elected several early childhood institutions in the path of non-formal education as much as 70 kindergarten-early childhood institutions. Selection of setting the research done on the subject of the research that has been chosen, by way of a relationship with educators and managers, resulting in the collection of data / information can be running well and doing interviews and observations.

3. RESULTS AND DISCUSSION

1. Overview Actual Assessment On Improving Expanding Access and Equity in Early Childhood Education Services. Actual Assessment On Improving Expanding Access. The assessment will include: a) the rules / regulations; b) linkages with other institutions / agencies / institutions, and what form; c) availability / supports facilities and infrastructure; who the provider, and what form; d) expansion of access criteria, which include public initiatives and instruction from the government; and e) the implementation of the implementation, including internal and external obstacles. Equitable Services Early Childhood Education. This assessment includes: a) rules / regulations umbrella; b) equalization mechanism of early childhood services; c) forms of early childhood services; d) the criteria of services: from the initiation of the public and government instructions; e) form of community participation; f) awards (reward); g) contributions; h) the rights, obligations and responsibilities; and i) the suitability of an access and equity services.

2. Analysis of Results Assessment Actual About Improving Expanding Access and Equity Services Early Childhood Education (ECD). From the aspect Actual Assessment On Improving Expanding Access. Judging from regulation, (a) almost all of the providers kindergarten / early childhood already has a permit implementation (98%) and this was not an issue. Besides, there is support from various parties (Government and stakeholders). (b) connectivity or linkages with other institutions / agencies / institutions indicated by the numbers (97%). It is quite encouraging, because the support of government in almost every local village to appreciate the existence of kindergarten / early childhood education, in addition to support the technical development of the local UPT. (c) the availability / supports

facilities and infrastructure (67%); the provider, the village government, school committees, also Social-Found, and slightly Grant (43%) shape relative to each local, there is a land improvements, buildings (floors, latrines), furniture, and APE. (d) expansion of access criteria, which include initiation society and the instruction of the government. seen from the initiation of the people still around (58%), which means to sustain the existence and continuity of the implementation of kindergarten / early childhood. This can be caused by factors socioeconomic remains low, but judging from the level of consciousness, it can be said enough. Although the support and motivation of the government through the UPT TK-SD is quite high (98%). (e) the implementation of the implementation, including internal and external obstacles. Internal (school / parent almost all (90%) are less able to pay the fees, because most of them only work in the informal sector, but the passion to educate their children is quite good. In terms of the external, is already quite high (90%) support from the governments of both morally and materially high enough, because it is already attached as the responsibilities and obligations (top down). From the aspect of Equity Services Early Childhood Education (ECD). There are several aspects of such findings (a) rules / regulations umbrella. Almost all the organizers kindergarten / early childhood has had operating licenses (97%). It is indeed already a legal formal support from the government in providing equitable services. (b) early childhood services equalization mechanism, it can be quite even though the new (68%), it is in line with the characteristics and social dynamics Pacitan area. Meanwhile, according to the mechanisms that have been done better or about 98% by empowering village cadres and community leaders (empowering). It is already the capital of its own in the "hold"

community in cultivate a sense of belonging (sense of belonging) and a sense partly responsible (sense of responsibility) on the existence of kindergarten / early childhood in their respective regions. (c) forms of early childhood services, coordinated by the head of the village was still low, only about 42%. This needs to be understandable considering the geographical conditions and socio-economically unfavorable. Meanwhile, the coordination by the village head could be quite good (97%). It is geographically strategic, because the location of the village has given the ease of access by users. Coordination by UPT TK-SD no problems (97%) because it is the duty and obligation, also coordinated by the Office of the District was periodically still running as they should (88%). While a visit to the home (home visit) was encouraging (91%). Whether it is done by the teachers, the community, as well as by other officers. As for the meeting with the residents or the public although not routine but is still running (54%). (d) the criteria of services: from the initiation of the public and government instructions. from initiation society, still seems to be less than satisfactory (41%) and at the level of "district town and village" only citizens have the "aware" of their knowledge on early childhood care and creativity. While the government institutions has been quite helpful in on going early childhood, although not all affordable early childhood education (67%). (e) the form of community participation seems to need to be inflated, because the new 41%. It is indeed quite reasonable, because of socio-economics factors such as underdevelopment, poverty, low levels of education, and culture.

4. Conclusion and Recommendations

Based on the analysis of the actual assessment of the increase expansion of access and equity services early child education (ECCE) mentioned above, it can be concluded

that: (1) Judging from the actual studies on improving access expansion rules / regulations and linkages with other institutions / agencies / institutions is quite satisfactory (98%), meaning that there has been a tangle of functional coordination among agencies involved in supporting kindergarten / early childhood. But in terms of availability / supporting facilities and infrastructure that already over half (67%) driven by the school committee, the hamlets and villages, and related agencies. The support is in the form of building aid, APE (97%), and furniture (67%). About the initiation society is quite high (98%), but in terms of a sense of ownership and take responsibility is still very poor, 90% of citizens still find it hard to pay tuition fees; (2) From the equalization of educational services children early (ECD) that most of the organizers kindergarten / early childhood has bagged operating licenses (98%). It is also seen a lot of ease in handling licensing for prospective organizers. While the equalization mechanism of early childhood services is through the empowerment of community leaders and village cadres and related agencies (68%). Service forms of early childhood education is to coordinate the various parties, including by head hamlet (42%), village heads (97%), UPT TK-SD ((88%), and the Department of State as many (97%). The criteria of service of public initiatives is still low (54%), but the government instructions may be quite good (67%). While the form of community participation is still low (41%). Award (reward) is still low, at around 41%. However, the contribution of the school committee high enough in the form of aid that are instantaneous (91%). The problem of rights, there are still many children who have not been fortunate to get the rights of educational services kindergarten / early childhood education (58%), the obligation was as big enough (75%), while

the responsibility responsibilities of the parties involved is quite high (95%), and the conformity between the access and equity of services is still at the top enough (65%).

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