Management and Evaluation Program PAUD University

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Abstract

Early childhood education is a development interface, the development of children combines the innate potential (genetic) and potential environmental influences.Thus, social skills in management practice is necessary.This can be understood because the ability to socialize and communicate with others is very decisive in achieving organizational goals.This can be understood because the ability to socialize and communicate with others is very decisive in achieving organizational goals.Implementation of early childhood that is more pressing on academic activities (reading, writing, and arithmetic) and memorization that is less meaningful for children, should be directed to learning that is centered on the interests of children by applying learning in accordance with the developmental (Developmentally Appropriate Practice) DAP.

Keywords: Management, evaluation, program. PAUD.University

Abstrak

Pendidikan anak usia dini adalah pengembangan antarmuka, perkembangan anak yang menggabungkan potensi bawaan (genetik) dan pengaruh lingkungan potensial. Jadi, keterampilan sosial dalam praktik manajemen diperlukan. Hal ini dapat dipahami karena kemampuan bersosialisasi dan berkomunikasi dengan orang lain sangat menentukan. dalam mencapai tujuan organisasi. Hal ini dapat dipahami karena kemampuan bersosialisasi dan berkomunikasi dengan orang lain sangat menentukan dalam mencapai tujuan organisasi. Penerapan pendidikan anak usia dini yang lebih menekankan pada kegiatan akademik (membaca, menulis, dan berhitung) dan menghafal yang kurang bermakna bagi anak-anak, harus diarahkan untuk pembelajaran yang berpusat pada minat anak-anak dengan menerapkan pembelajaran sesuai dengan DAP perkembangan (Praktik Tepat Guna Pembangunan).

Kata kunci: Manajemen, evaluasi, program. PAUD. Keanekaragaman

1. The Concept of Early Childhood Education

Learning developed for early childhood refers to an atmosphere of psychological existence.This means that the child on the one hand is a social being who is required to be able to adjust to It may be related to the interests of others, the environment and nature.various situations.It may be related to the interests of others, the environment and nature. On the other hand the child is required independence and ability to work. Educational situations occur from the usual interaction between educators and children. Therefore, in essence the social situation is a field (land) to prepare, instill education. Because of the social situation that can be determined whether or not an educational situation.

Any adult direction or guidance to the child can also be intended to educate. But often occurs in an atmosphere of patronizing, scolding, cutting children's activities with perfunctory. Therefore this situation can not be said to educate. Every act of education should be based on empathy. Empathy is a basic skill of a person controlling his emotions and intelligence.

Early childhood educators in their duties are very important to understand the concept of early childhood education, Semiawan,[1] calls it "meaningful sharing of subjectivity" or "intersubjectivity", meaning there is an understanding between what the child experiences and what the educator (teacher or parent) wants. In other words, the delivery of an information should contain subjective objectivity.

The universal characteristics of an educator according to Semiawan,[2] there are several, namely: (1) the ability to see life clearly; (2) helping the other without being self-effacing to be the best person in their problem; (3) consequently, they are capable of acting intentionally (intentional unit- ity), acting that touches the unconscious awareness; (4) lifelong development and life-long learning (life span development and life long learning); Struggling to align itself with other parties / foreigners who have achieved prosperity and justice).

According to Maslow, as stated by Semiawan, human capacity development needs to be directed toward self-actualization. This means that in the educational process, children need to be given

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[1]Budi rahardjo, "*Kecerdasan Interpersonal Anak Usia Dini*" (Disertasi tidak dipubliukasikan, Universitas Negeri Jakarta, 2009), hlm. 51.

[2] Budi rahardjo, "*Kecerdasan Interpersonal Anak Usia Dini*" (Disertasi tidak dipubliukasikan, Universitas Negeri Jakarta, 2009), hlm. 52.

the opportunity to be involved in the process or conditions that occur and the child should know what the results achieved. Therefore, in the process of self-actualization, children need to have a clear understanding, what things are right, and things that are wrong.

From a theoretical point of learning according to constructivist theory, learning is an active process in which the students build their own understanding or knowledge. Knowledge is the formation (construction) built by the child or student. That is why knowledge is said to be something that is formed through experience, observation and understanding.

Back to the problem of educating, the child's interest in an object of knowledge is necessary to get appropriate touches and stimuli in accordance with the principle of Developmentally Appropiate Practice (DAP), so that every child's potential to develop fully and optimally. Meaningfulness of children's learning occurs if there is harmony of learning atmosphere between children and teachers. Teachers need to give identity to the child, because everyone, including the teacher, can not be separated from the inner conflicts in performing the task.

For Vygotsky, the development ofcognition child still sequential, there is a fast there is a slow, besides there is a distance between the level of actual and potential development called ZPD (Zone Proximal Development). Piaget, for Vygotsky, the individual is only seen from his cognitive aspect, and his social context is forgotten. The learning of social and cultural dimensions must be unified. If cognition and mental want to be developed, the child must reflect on himself in his or her social context.

Piaget's cross-cultural perspectives, learning based on the principles of perception, adaptation, assimilation and accommodation will be influenced by diverse social and physical environments. On the one hand a society with advanced culture, another society with intellectual interior. According to Mind theory, the child's ability to understand his own mental state needs to be put in the context of others. The relationship between one with the other as a person's mental representation. This representation is manifested in its interpretation and reflection of the world. Learning requires encouragement to reflect his world. Learning requires the drive to reflect on its own thinking. Learning should be tailored to the development of the child's age and needs, based

on the principle of DAP (Developmentally Appropriated). According to Jacques Delors,[3] learning is a treasure (treasure, the term Napitupulu) in man, (learning is a treasure within). CoreLearning activity is a change. The child develops from within itself versus the element that causes change. Changes in learning outcomes are relatively fixed or lasting.

What is at the core of the study of early childhood education is the development interface, the development of the child combines the innate potential (genetics) and potential environmental influences. What percentage of the contribution of genetic factors and environmental factors to the learning achievement of children, until now a big question mark.

As a consequence of the development and / or change of conception, the paradigm of early childhood education also changes (paradigsm inshift) and this change will continue (constant in flux). These changes can be tracked from: (1) family centered programs, meaningful to families; (2) two generation programs, working with children and families; (3) collborative efforts with other agencies, establishing cooperation with others; (4) ecological / holistic approach, psychological, social, emotional, cognist approach; (5) child and familes centered programs, focusing on children's needs (SEN, Specific Education Needs) and family needs (SAL, Specific Accelerated Learning); (6) psychodelicate, DAP, Developmentally Aprropriate Pratice (Learning tailored to the child's physical, cognitive, motorcycle, emotional and social development).

Children according to Semiawan,[4] is something "hidden excellence in personhood", which personally has a hidden advantage. Therefore, multicultural education for children is very important. The child is a unique being, possessing mysterious and extraordinary potential. And children can be: children who are gifted and talented, and some are normal, and some are not normal. However, the child is a creature that has an open capacity (unclothing human capacity).

During this time teachers often interpret the concept of learning is wrong, because the teaching-oriented teachers, not to students. The student wants to move freely, trying a lot. On the contrary

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[3] Jacques Delors, Belajar: Harta Karun Di Dalamnya, Laporan kepada UNESCO dari komisi Internasional tentang Pendidikan untuk Abad XXI, terjemahan W.P. Napitupulu, (Paris, UNESCO/Komisi Nasional Indonesia untuk UNESCO,1999), hlm.71-74.

[4] Jacques Delors, Belajar: Harta Karun Di Dalamnya, Laporan kepada UNESCO dari komisi Internasional tentang Pendidikan untuk Abad XXI, terjemahan W.P. Napitupulu, (Paris, UNESCO/Komisi Nasional Indonesia untuk UNESCO,1999),hlm. 53-55.

it will be difficult if silent, passive just hear the talk of the teacher. The child's needs should be understood, the teacher should be guided by developmentally appropriate practice. The development of the sciences need to be understood teachers and teachers need to understand the development of information technology, internet, computers and so forth.

Learning, for Vygotsky is social construction. The learning process in children should be tailored to the culturally relevant behavior. Piaget emphasizes learning on the theory of personal constructiveness. Vygotsky views, cognitive development is a basic biological transformation which is a high level of psychological function. The born child has a range of perceptual abilities, attention and memory transformed in a social and educational context. Transformation in legal, social, and linguistic forms as a suggestion meets the particular needs that become the psychological function of high cognition. Humans have animal traits but are able to behave on the basis of their perception, attention and psychological capabilities.

Vygotsky also developed a theory called Zone of Proximal Development (ZPD). ZPD is position distance between the level of actual and potential development. Actual growth is marked, in solving problems children can be independent. Level of potential development, required adult guidance or peer cooperation. The distance of actual development to potential is named by Vygotsky Scaffolded Instruction or stepwise learning. There are three principles that are developed: (1) a holistic meaningful (2) social context, through learning and (3) change opportunities and related are not fixed and interrelated.

Therefore, teachers need to consider the reciprocal teaching approach. Children are faced with challenges and involvement in activities above their level of development. Children's social and cultural understanding is important. The child's dynamic, device and social context must be understood by the teacher. Teachers are said to be skilled when learning practices are in the child's social context. Child ZPD is shaped by its culture and social environment.

The principle of learning to foster function in the process of maturity ZPD through four stages: (1) performance assisted by more capable others, (2) less dependence external assistance: its performance in Internalize and dare to take responsibility for the assumption based on their own ability (multiassume reponsibility for selfGuidance); (3) the performance stage of automation

and (4) the recursion stage, deautomatisation: something is done over and over, with appreciation; And ZPD starts again from the beginning and proceeds to the next stage.

Thus the implication for early childhood education is the need for a mindshift (intellectual awareness). All children are given the opportunity to get an education, served according to their needs. In a community or nation the target group is diverse. Therefore, multicultural education is required.

Early Childhood Development

Children's periods are so typical that it's hard to imagine how life would turn them into adulthood. The famous Swiss psychologist Jean Piaget stressed that children actively build their own cognitive world; Information is not just poured into their minds from the environment. Piaget is convinced that the child thinks of them to embrace new ideas, because additional information promotes understanding.[5]

Eric Erikson,[6] as quoted by Santrock, mentioned the characteristics (1) infancy (first year) is a sense of confidence demanding physical feelings and the amount of fear will be minimal in the future. The baby's basic needs are met by a responsive and sensitive caregiver (2) infancy (second year) is after gaining the trust of the caregiver, the baby finds that they have a will that comes from themselves. They are aware of their will. If infants are too restricted or punished too harshly, they tend to develop shame and hesitation, (3) early childhood (preschool years, 3-5 years) is when preschoolers face a social world that More broadly, they are more challenged and need to develop more objective behaviors to overcome these challenges. Children are expected to accept greater responsibilities. However, unpleasant feelings of guilt can arise if children are not responsibleAnd the end of the children (school years, 6 years to puberty) is another issue that is more enthusiastic than the end of the early period of the imaginary children. As children enter the elementary school years, direct their energies on the mastery of intellectual knowledge and skills. The dangerous thing at this stage is the feeling of being incompetent and unproductive.

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[5] Santrock, John W., *Life Span Development*: Perkembangan Masa Hidup, Edisi Kelima, Jilid 1, Alihbahasa Achmad Chusairi dan Juda Damanik, (Jakarta: Penerbit Erlangga),1995.hlm.44.
[6] Santrock, John W., *Life Span Development*: Perkembangan Masa Hidup, Edisi Kelima, Jilid 1, Alihbahasa Achmad Chusairi dan Juda Damanik, (Jakarta: Penerbit Erlangga),1995,hlm.42-43

Although the development of each child is different from each other, but in general the development has a pattern that in every child, that development has the same pattern in every child. Motor development means the development of physical movement control through nerve center activities, nerves and muscles are coordinated.[7] In general, motor skills expected to be studied by children, especially those involving hands and feet include:[8] (1) self help skills such as eating skills, dressing, taking care of themselves; (2) social help skills such as helping with homework or school work such as painting, writing, making, construction.

In the cognitive aspect, the three areas of knowledge that need to be developed are the physical knowledge of social knowledge and logic-mathematical knowledge. Social knowledge is the ability to understand social life with the rules, values of socio-economic system and others in the life of society.

Based on some opinions above can be concluded that the characteristics of early childhood development seen in the physical aspects of children in a healthy. Psychological aspects seen in children when learning to communicate clearly for example, exchanging information, and explain their messages if their friends do not understand.

Early Childhood Education (PAUD) as a human resource development strategy should be viewed as a central point and very fundamental and strategic considering that this early age is the golden age, but at the same time a very critical period in the stage of human development.

Law No. 20 of 2003 mandates the need for early childhood education, stating that:

Early Childhood Education is a coaching effort aimed at children from birth up to the age of six that is done through the provision of educational stimuli to assist growth and physical and spiritual development so that children have readiness in entering further education.[9]

In the context of early childhood with national education according to the National Education System Law it is explained that:

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[7] Elizabeth Hurlock., *Perkembangan Anak, Jilid* 1. Alihbahasa Meitasar Tjandarasa. (Jakarta: Erlangga, 1991),hlm.150

[8] Elizabeth Hurlock., *Perkembangan Anak, Jilid* 1. Alihbahasa Meitasar Tjandarasa. (Jakarta: Erlangga, 1991).hlm.163

[9]Undang - Undang Nomor 20 tahun 2003 *tentang Sistem Pendidikan Nasional* pasal 1, ayat 14

National education function to develop the ability and form the character and civilization of dignified nation in order to educate the life of the nation, aims to develop the potential of learners to become human beings who believe and piety to God Almighty, noble, healthy, knowledgeable, skillful, creative, independent And become a democratic and responsible citizen.[10]

The program in the Directorate General of PAUDNI is a Ministry program whose technical implementation is in the Directorate General of Early, Nonformal and Informal Education. Hawadi, this program is implemented to support the achievement of two ministry objectives, namely:

1) the availability and affordability of quality and equitable PAUD services in all Provinces, Districts and Cities, 2) the availability and affordability of adult, sustainable, quality education services relevant to the needs of the community.[11]

Continuous education quality improvement program has always been implemented, but the quality of education achieved is still not satisfactory. The role of PAUD Head is very strategic in order to improve the quality of education.

This has been proven by the results of research at Baylor College of Medicine that if children rarely earn stimulus education, the brain development is smaller than 20-30% of the normal size of children his age. In another study it was revealed that, about 50% of human intelligence capabilities occur when a child is 4 years old, 80% has occurred when he is 8 years old, and reaches a culmination point when the child is about 18 years of age. This means that the development that occurred in the next 14 years, and then the development of the brain will stagnate.

The government policy of issuing PAUD program has been very appropriate, because early childhood is the next generation of nation development. They have the bats of relay struggle of

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[10]Undang - Undang Nomor 20 tahun 2003 *tentang Sistem Pendidikan Nasional* Pasal 3, ayat 14

[11]Lydia Freyani Hawadi, Laporan Tahunan Pendidikan Untuk Semua (Jakarta; Dirjen PAUDNI, 2013),hlm. 5

the homeland. So this nation should struggle hard to pay attention to the participation of young children and the nation's economy.

Early childhood education is one form of education that focuses on laying the foundation toward physical growth and development (fine and coarse motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), emotional (attitude and behavioral As well as religion) language and communication, in accordance with the uniqueness and stages of development traversed by early childhood.[12]

Early childhood education is very urgent and important for the Indonesian nation. The development of a nation is very dependent on early childhood as the successor of nation building. Those who grow intelligently will make the future of this country better. Hence the need for implementation of early childhood education program.

According to the notion of the Directorate of Early Childhood Education, Kemendiknas, in Hawadi that the Early Childhood Education and Development Program (ECED) Program is a Government of Indonesia program (in this case the Directorate of Early Childhood Education, Directorate General of Non Formal Education And Informal, Ministry of National Education) with the support of the World Bank which is currently increasingly promoted in order to spread the PAUD program more easily, in a way to keep putting forward the quality.[13]

Managerial comes from the word manager which means the individual who manages and completes the task through another individual. The job of managers is to make decisions, allocate resources and organize staff activities to achieve goals.[14] Managers are very concerned about how things can be solved, and they try to get people to do well. Decision-making is a process for leveraging input and finding and resolving organizational problems.[15] This suggests that decision-making requires action, requiring a congruous engagement. In the perspective of management or in the life of the organization, both private and governmental, the decision-

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[12]Suharti, *Manajemen PAUD Dalam Rangka Meningkatkan Mutu Pembelajaran, Tesis* (Bengkulu; Program Studi MAP FKIP, 2013), hlm. 3

[13] Hawadi,*Evaluasi, Teori, Model, Standar, Aplikasi dan Profesi* (Depok: Rajagrafindo Persada, 2012,) hlm. 1

[14]Stephen P. Robbin dan Timothy A. Judge. *Perilaku Organisasi* (Jakarta; Salemba Empat, 2007) hlm. 5

[15]Gary Yukl, *Leadership In Organization*, alih bahasa Budi Supriyanto, (Jakarta: Intan Sejati, 2005). hlm. 7

making process is always determined in various discussions.[16] Decides "In Simon's perspective decision-making is an important part even as important as action. The "decided" obligation lies with the whole organization, as well as the obligation to "act" the obligation to decide it is integrally related to the obligation of action.[17]

Managerial skills are also linked to resource arrangements and staff activities. Both of these activities require cooperation. So in essence that is to maintain cooperation to achieve goals. Rivai insists that effective managerial skills exist in three aspects: 1. Technical skills. 2. Interpersonal skills 3. Conceptual skills.[18] Usman similarly conveyed that managerial skills related to conceptual, social and operational skills. A person who is in the top manager he requires 40% conceptual skills, 50% social skills and 10% operational skills. A middle manager requires 25% conceptual skills, 50% social skills and 20% operational skills. While lower level managers require 25% conceptual skills. 50% social skills and 20% operational skills.[19] Thus, social skills in management practice is necessary. This is understandable because the ability to get along and communicate with others is very decisive withinAchieve organizational goals. Luthans in Robbin explains that there are four managerial activities. 1. Traditional Management 2. Communication 3. Human Resource Management 4.[20] Network construction is socializing. Specifically Mintzberg in Yukl declares that a manager must have the ability to play: 1. Proforma Leader. 2. Leaders. 3. Liaison 4. Monitoring 5. Dessiminator. 6. Spokesperson 7. Entrepreneurs 8. Trouble handling 9. Resource allocation 10. Negotiator.[21] Robbins and Coulter elaborate that managerial skills include: 1. conceptual ability. 2. Communication skills 3. Ability

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[16]J. Salusu, *Pengambilan Keputusan Strategik untuk Organisasi Publik dan Organisasi Nonprofit,* (Jakarta: Grasindo, 1996). hlm.47-48

[17]Harbert A. Simon, *Administrative Behavior: A Study of Dicision Making processes in Administraive Organizations*, (New York; A Devision of Simon & Schuster Inc, 1997). hlm.1

[18]Rivai, Veithzal. *Kepemimpinan dan Perilaku Organisasi*, (Jakarta: Raja Grafindo Persada. 2003). hlm. 33

[19]Rivai, Veithzal. hlm. 33
[20]Robbins dan A. Judge. *Perilaku Organisasi* (Jakarta; Salemba Empat, 2007) hlm.9-10

[21]Gary Yukl, *Leadership In Organization*, alih bahasa Budi Supriyanto, (Jakarta: Intan Sejati, 2005) hlm. 35-37

effectiveness 4. Interpersonal skills.[22] So managerial ability is a set of capabilities possessed by a manager such as cognitive ability, social skills, intrapersonal skills and personality skills.

Evaluation is the process of applying scientific procedures to collect valid and reliable data to make decisions about a program, using scientific methods to assess the implementation and outcomes of a program useful for the decision making process. Or evaluation is the application of systematic scientific procedures to assess the design, implementation and effectiveness of a program.[23]

B. Concept of Evaluation of ECD Program

1. Evaluation Concept

Evaluation is a much-conducted activity to assess an activity, program, or policy. One notion of evaluated evaluation evaluation means systematic collection and careful observation of information about the activities, characteristics, and outcomes of the program to make judgments about the program, improve program effectiveness, and provide information about decisions about the program at. Future.

Evaluations also help determine how well the program works or the program results according to certain criteria. In addition, evaluation is also used to gather information to help design and improve the program.

Thus, the purpose and most of the evaluation is to provide useful feedback to diverse audiences, including staff members, organizational administrators, program participants, sponsors, and other stakeholders. Feedback is considered helpful if it can provide information aboutprogram improvement decisions, budget decisions, subsequent program design options, or long-term policy directions.

Evaluation can also be defined as an activity to determine whether a program has been successful and efficient, which can then be used for decision making. Evaluations performed for ongoing

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[22]Stephen P, Robbins dan Mary Coulter, *Manajemen*, Ahli bahasa Harry Slmaet, (Jakarta: Indeks, 2009).hlm.43

[23]Umar. *Sekelumit Tentang Teori Tes Prestasi Belajar. Bahan Penataran Pengujian Pendidikan Tingkat Provinsi*. Makalah. (Jakarta: Depdikbud Balitbang Depdikbud dan Pusat Penelitian dan Pengembangan Sistem Pengujian, 1991), hlm.12.

program control are called normative evaluations, while evaluations made after a program is completed are referred to as summative evaluations. Another definition of evaluation is the determination until something is truly valuable, of quality or of value. This evaluation includes two parts: product evaluation and process evaluation.

Sukmadinata in Stufflebeam developed a comprehensive educational evaluation model that includes context, input, process, and product, which is shortened to CIPP.[24]

2. Concept of ECD Program

The early childhood education program is a holistic and integrated integrated education and development services program for young children. Holistic means not only stimulation / stimulus to aspects of education given to early childhood, but also to aspects of nutrition and health so that children can grow and develop optimally. Integrated means that educational services are implemented in an integrated manner with various early childhood services that already exist in the community (such as various other early childhood services).

Hawadi in EFA that In one institution organizing the program of Early Childhood Education (PAUD) consists of 4 (four) Early Childhood Education services program that is; 1) Kindergarten (TK) or early childhood care programFormal and Raudhatul Athfal or Bustanul Athfal (RA / BA), 2) Play Group service program (3), 3) Childcare Services (TPA) program, and 4) Similar ECD Unit.

C. Concept of Evaluation of ECD Program

1. Background, vision, mission and objectives of Early Childhood Education

In the framework of the development of PAUD programs the government is faced with various problems. In addition to funding issues, there are still many problems faced by the government. First, there is still a low understanding of the importance of early childhood for the next child development. Secondly, not all regions have apparatus that specifically handles PAUD development to operational level. Third, there is still a lack of PAUD education personnel in the field.

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[24]Hawadi,.*Evaluasi, Teori, Model, Standar, Aplikasi dan Profesi* (Depok: Rajagrafindo Persada, 2012),hlm. 7

According Hawadi that PAUD program which is held basically have vision of the realization of early childhood healthy, intelligent, cheerful, virtuous noble character and have the readiness both physically and mentally in entering education and the next life. The mission of the early childhood education program is to seek education services for all children in Indonesia without exception in order to form a whole Indonesian man who is a faithful, devoted, disciplined, independent, innovative, creative person, has high social solidarity, future orientation and awareness Society, nation and state.[25]Based on permendiknas no. 58 of 2009 that there are 2 purposes of PAUDprogram implementation, namely the main objectives and objectives of the participants. The main purpose of PAUD is to establish a quality Indonesian child, a child who grows and develops in accordance with the level of development so as to have an optimal readiness in entering primary education and wadingLife during the adult period. While the accompanying goals will be developed by each of the PAUD program organizers.[26]

Hawadi said in EFA that "Education for All Dakar's agreement target is that by 2015 about 75% of children aged 0-6 years will have access to early childhood services, especially for very vulnerable and disadvantaged children".[27]

2. Curriculum, discipleship, manpower, facilities and infrastructure and funding of Early Childhood Education

Permendiknas No. 58 Year 2009 mandates that the early childhood education program is very important given to early childhood, this is because: a) In the dimension of nation and state life, the child is the determinant of life in the future. Handles the development of national and state life. The formation of nation character and human resource reliability is determined by how to provide the right guidance to them as early as possible. B) The age from birth to six years is a critical age for the development of all, regardless of the tribe or culture of the child originating. Stimulation given at this age will affect the rate of growth and development of children and attitudes and behaviors throughout their life span, c) Researchers show that from birth the child has approximately 100 billion brain cells. These nerve cells must be routinely stimulated and

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[25]Hawadi,*Evaluasi, Teori, Model, Standar, Aplikasi dan Profesi* (Depok: Rajagrafindo Persada, 2012,) hlm, 3
[26]Permendiknas No. 58 Tahun 2009, *tentang Standar Pendidikan Anak Usia Dini.*
[27]Hawadi,*Evaluasi, Teori, Model, Standar, Aplikasi dan Profesi* (Depok: Rajagrafindo Persada, 2012),hlm.12

utilized to continue growing in number. Otherwise, the number of cells will decrease, which affects the erosion of all the potential of children's intelligence.[28]

Mulyasa PAUD Program Approach as follows: a) learning while playing, b) meaningful, c) centered on children.[29]

Meaningful means that the learning process should pay attention to meaningfulness. That is, what is meaningful for the child refers to learning experiences that match his interests. Implementation of early childhood that has been more pressing on academic activities (reading, writing, and counting)

As well as a less meaningful recitation for the child, should be directed towards learning that centers on the interests of the child by applying the appropriate Developmentally Appropriate Practice (DAP).

3. Implementation of teaching program, performance and work of Early Childhood Education

The ECD program will provide important information on how the program is implemented to achieve the goals of the ECD programPAUD program managers conduct PAUD program activities as follows:

1) Annual and Semester Activities

To start the activities of the beginning of the new school year, among others, the preparation of the schedule and the procurement of facilities necessary for the smooth implementation of the program of children's play activities. Semester activities include preparing weekly and daily program activities and learning of semester facilities.

2) Weekly and Daily Activities

Weekly activities are activities that can be programmed weekly. For example, every Monday deprogram checks neatness protégés, saturday programmed program evaluate the implementation of play activities that have been held.

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[28]Permendiknas No. 58 Tahun 2009, tentang Standar Pendidikan Anak Usia Dini

[29] Mulyasa. *Manajemen Berbasis Sekolah* (Bandung; Remaja Rosdakarya, 2005), hlm. 167

Daily activities include play activities to be provided to students, including checking the cleanliness and order of the students' playroom. Weekly and daily play activities are organized based on annual planning and semesters.

3) Learning Process

Preparation Learning consists of: a) Integrated Early Childhood Program planning can be implemented based on themes close to the child's life. Developed in a syllabi or unit of activity (weekly or daily) using a comprehensive and integrated approach, b) Weekly and daily activity units prepared by educators referring to the Learning Menu Referons based on aspects of child development according to the age and abilities of the child, c) Integrated Early Childhood Program Learning can use various learning methods, but should refer to the principles of early childhood learning.

4) Implementation of Learning

Implementation of the Integrated Early Childhood Program can refer to the Education Calendar set by the local District / City Education Office. There are 5 (five) things defined in the play activities, namely: a) Play activities to be played by students, b) Educational game tools (APE) to be played by students, c) Time to organize play activities, d) Organize play activities, and e) Educators who served accompany children play.

5) Evaluation of Learning

Objectives of Learning Evaluation include: a) To know the growth status and stages of child development, b) To know the effectiveness of materials, methods, learning resources, and media for the achievement of process and learning outcomes, c) To plan further learning, d) To Preparing reports of child growth and development, and e) To provide information to parents / carers about the progress of child growth and development.

4. Products of Early Childhood Education Program

Seen based on the suitability of the program with the implementation in the field. Achievements can be administrative and academic achievements. Administrative achievement in the form of

fulfillment of all duties that are given for the manager, principal, teachers and staff. While the academic achievement of graduates is expected.

5. Evaluation Model

Based on the results of expert studies generated many evaluation models that use in accordance with the characteristics of the issues being evaluated. In the following description Wirawan explained a number of evaluation models that are often used as references.

1. Model Evaluation Context, Input, Process, and Product (CIPP)

The CIPP model consists of four types of evaluation with each of the following details:

A) Context Evaluation;

B) Input Evaluation

C) Process Evaluation (Process Evaluation)

D) Product Evaluation (Product Evaluation)

D. Conclusion

Management is crucial in the success in a goal that will be achieved if it does not run with it will have an should effect on once the success of performance and so do the evaluation conducted in a school institution if not done well then the results are less optimal not in accordance with existing needs. It is necessary to develop the program leadership and autonomy so that there is continuous improvement of quality.

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