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Analysis of Early Childhood Education Management Perspective of Indonesian Government Regulations

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ABSTRACT
Efforts to develop the competence and creativity of early childhood. This can be achieved, among other things, through the role of kindergarten educators in designing children's games as models for learning activities. One of the factors that determines success of implementing learning activities is that educators and the students on duty can also be influenced by the curriculum used, the learning model applied in the classroom, as well as the facilities and infrastructure available at the institution. However, you also need to know that your individual needs. Each institution has different educators, student staff and learning curricula. This is because the vision, mission and goals of each institution are also different. Purpose of this study is to identify the government regulation staff that has been implemented at Ar-rofiqoh kindergarten institution as to provide assessments and recommendations for the improvement and development of the institution. This research uses more literature on Republic Indonesia government regulations, Ministerial Regulations, and National Education Standards. The research method used is a descriptive qualitative method based on processing data sourced from field studies, interviews and literature studies. This research explains actual research without providing treatment, variable data obtained by direct interviews and observation. Of the five items employed as indicators in the analysis of Early childhood education management, Ar-rofiqoh kindergarten is for institutional structure, qualifications of educators and education personnel, curriculum, learning models and infrastructure. It is in accordance with government regulations, needs development in both human resources, also the facility resources required by the school.
Keywords: Management, Early childhood education, Perspective of Indonesian Government Regulations

Introduction

In Indonesia, kindergarten is a formal institution that provides early childhood education to help develop children's potential from an early age. As formal educational institutions, kindergartens should use a curriculum that contains early childhood education objectives because kindergarten education links the family environment and the wider community, preparing children for the next level of education (Liwis, 2017) elementary school middle school and high school.

The implementation of kindergarten education aims to stimulate growth and development in all areas of early childhood. The goal of early childhood education is to provide opportunities for children to develop their competencies (Esping-Andersen, 2012). Early childhood education, in this case kindergarten, of course needs to be equipped with facilities and infrastructure or games (Sya'dullah, 2024) that allow children to play while learning (Apriyani, 2021), so that it can help develop creativity based on the child's competencies (Primawati, 2023). Efforts to develop competence and one way to develop creativity in early childhood is through the active role of educators in kindergarten (Sya'dullah, 2024) In designing children's games as a form of learning activity. (Adi, 2020). One of the factors that determines the success of implementing learning activities is the educators and also the students on duty (Sya'dullah, 2016). The quality of educators and staff at an institution is a critical factor in determining the quality of students at that kindergarten institution. The efficacy of the learning process can be determined by the quality of instruction provided to students enrolled in kindergarten institutions.

The success of implementing learning activities in kindergarten is not only influenced by educators who interact directly with children. However, the success of implementing learning activities in kindergarten can also be influenced by the curriculum used (Damayanti R. A., 2022) the learning model applied in the classroom, as well as the facilities and infrastructure available at the institution (Kurniawan, 2017). Preparing a curriculum that suits children's needs, using appropriate learning models, and supporting facilities and infrastructure can of course influence the success of implementing activities in kindergarten institutions. However, you also need to know that your individual needs Each institution has different educators, student staff and learning curricula (Nafisa, 2023). This discrepancy can be attributed to the divergent vision, mission, and objectives inherent to each institution. A study was conducted by researchers at the Ar-Rofiqoh kindergarten institution, located in Taman Subdistrict, Sidoarjo Regency, East Java, on educational management analysis. The study encompassed an examination of the qualifications of educators and teaching staff, the curriculum structure, the learning models employed, and the facilities and infrastructure available at the community-managed private institution.

Literature review

This research uses more literature on Republic of Indonesia Government Regulations, Ministerial Regulations, and National Education Standards. Meanwhile, there are only a few theories of management, teaching and early childhood development, including:

a. Early childhood education Management

Early childhood education program management, namely management of the establishment of early childhood education (legality) and management of repairing/improving early childhood education (improvising existing early childhood education management) (Amperawati, 2023). The minimum requirements for early childhood education management (Rohmat, 2017) are:

1) Early age students (0-6 years)
2) Legal entity organizers and early childhood education managers
3) Early childhood education educators and staff
4) Educational facilities and infrastructure
5) Generic menu (curriculum)
6) Has a program of play-learning and teaching activities and
7) Available funding sources for educational implementation or operations.

In early childhood education management, there is a service orientation in the form of health and nutrition growth, intelligence and psychological, social and attitude emotional, religion and spiritualization (Juwita, 2020; Rahayu, 2018; Miranti, 2021). This aims to ensure that educated young children can have learning experiences, optimal brain development, healthy physical growth, positive psychosocial development. The substance of early childhood education management includes (Damayanti, 2019; WHO, 2020): personnel or HR management, curriculum (menu) playing and learning activities then student management, institutional financial management, and public relations management as well as infrastructure management and human resource management is a process of dealing with various problems within the scope of teachers, employees, school principals and other workers to be able to support the activities of an organization or company in order to achieve predetermined goals.

Other crucial aspects are curriculum development (the 'menu' of play and learning activities), student management, institutional financial management, public relations management, and infrastructure management. The effective integration of these components is vital for creating a nurturing and stimulating environment that supports the comprehensive development of young children. The foundational understanding of ECE management, as articulated by Amperawati (2023), emphasizes a dual focus: establishing legally compliant institutions and continuously improving existing management practices. This theoretical framework is directly supported by practical requirements, such as those outlined by Rohmat (2017), which list essential components like legal entities, qualified staff, adequate facilities, and a relevant curriculum. These minimum requirements are not merely administrative hurdles but are deeply rooted in the theoretical understanding of what constitutes a conducive learning environment for young children. Therefore, the successful integration of these

management components, as demonstrated in effective ECE institutions, is a practical application of established theoretical models, validated by the observed positive outcomes in previous research.

b. Early Childhood Learning
Principles of Early Childhood Learning (Sobel, 2008; Bruce, 2012) The following is an explanation:

1) Goal Oriented
Every learning activity between teachers and students is very important because learning is a purposeful process. The success of a learning strategy can be measured if students achieve the goals that have been set. Therefore, teachers must first determine learning objectives before providing services to students, such as making daily, weekly or monthly activity plans which are usually called lesson plans. In a lesson plan, apart from determining activities and materials, it is also necessary to determine the objectives of the activities.

2) Activity
Learning is not only about memorizing facts or information, but also about taking action to gain new experiences. Therefore, learning strategies must be able to encourage students to carry out various trials and play with new things, including activities of a psychological nature such as mental activities.

3) Individualistic
Learning aims to develop each individual student. Therefore, the standard of success should be measured based on the standard of teacher success. The higher the standards applied, the higher the quality of the learning process.

4) Integrity
Learning does not only focus on developing cognitive abilities but must also include affective and psychomotor aspects. Therefore, learning strategies must integrate the development of all these aspects. For example, the discussion method not only encourages students' intellectual abilities, but also encourages them to be honest, considerate, and so on. In Government Regulation no. 19 of 2005 Chapter IV Article 19, it is stated that the learning process must be carried out in an interactive, inspiring, fun, challenging and motivating way for students to participate actively, take the initiative, be creative and be independent in accordance with their talents, interests and physical and psychological development.

5) Interactive
Interactive means that teaching is not only about conveying knowledge from teachers to students, but also about organizing an environment that can stimulate children to learn. Through this interaction process, children can develop both mentally and intellectually.

6) Inspirational
Inspirational means that every student is encouraged to try and do new things by getting information and solving their own problems. Therefore, teachers must provide opportunities for students to act and think according to their inspiration.

7) Fun
Fun learning means that the learning process for students must be free from fear and tension. Teachers need to create a pleasant learning atmosphere by arranging an attractive, healthy, clean and aesthetic play environment. This includes environmental planning, good ventilation, and the use of colors and relevant learning media to motivate students.

8) Challenging
Challenging learning aims to stimulate students' thinking abilities, encouraging optimal brain function. This can be done through activities involving various natural play materials such as leaves, clay and mud, which enable children to think intuitively and exploratively. Teachers must also be able to motivate students to think before drawing conclusions.

9) Motivation

Motivation is an internal drive within students to act or do something. This urge appears when the child feels he needs it. Therefore, teachers must be able to show the importance of experience and learning materials for students' needs, so that they learn not just to get grades or praise, but because they are driven by curiosity that suits their needs.

The principles of early childhood learning, as articulated by Sobel (2008) and Bruce (2012), collectively forge a robust and holistic framework for nurturing young children's development. This framework begins with Goal-Oriented learning, emphasizing that every activity must have a clear, purposeful objective, ensuring educators meticulously plan to achieve specific developmental milestones. This intentionality then seamlessly transitions into the principle of Activity, advocating for hands-on, experiential engagement where children actively explore and construct knowledge rather than passively receiving it. Crucially, this active learning is tailored to the individual child, embodying the Individualistic principle, which recognizes and caters to each child's unique pace and needs, measuring success by the educator's ability to facilitate personalized growth. Furthermore, true early childhood education embraces Integrity, meaning it doesn't solely focus on cognitive development but holistically integrates affective and psychomotor aspects, fostering well-rounded individuals in line with Indonesian government regulations. This comprehensive approach is delivered through Interactive environments, where children are stimulated to learn through dynamic engagement with peers, materials, and educators, promoting mental and intellectual growth. To truly inspire, learning must be Inspirational, encouraging children's innate curiosity, allowing them to explore new ideas, and solve problems independently, thereby fostering a sense of agency. A key component of this success is ensuring learning is Fun, creating a joyful, fear-free atmosphere that naturally motivates children to participate and explore. This enjoyment is often coupled with being Challenging, where activities are designed to stimulate critical thinking and optimal brain function through intuitive and explorative tasks, pushing children to think deeply. Ultimately, all these elements converge to cultivate genuine Motivation, an internal drive born from curiosity and a perceived need for knowledge, ensuring children learn not for external rewards but for the sheer joy of discovery and personal relevance. Together, these nine principles create a powerful pedagogical blueprint for effective and meaningful early childhood education in Indonesia.

c. Early Childhood Development

Early childhood development in the process of development, children develop gradually, where each stage has different developmental tasks and needs (Anderson, 2003; Daelmans, 2017). Development is a continuous process and is the result of the interaction of many factors, both internal and external. Child development factors (Blackwell, 2014; Fitri, 2020) that is:

- Internal factors: genetic factors, gender factors, temperament factors
- External factors: social status, number of family members, order of children in the family, parenting patterns, education.

Each child reaches a stage of development with different results because each stage of development has its own uniqueness (Pratiwi, 2017). These child development characteristics are based on guidelines from the Directorate of Teachers and Education Personnel for Early childhood education, under the auspices of the Directorate General of Teachers and Education Personnel, Ministry of Education and Culture. (Khairi, 2018) that is:

Early Childhood Development Table

Age 0 - 3 Months	Age 3 - 6 Months
1. At 6 weeks of age, babies can begin to lift their heads. 2. At the age of 3 months, babies begin to try to reach objects around them. 3. The baby begins to respond to sound and touch. 4. Babies begin to notice faces, objects, and repeating patterns. 5. Babies begin to follow the movement of objects with their eyes. 6. Babies begin to explore their surrounding environment. 7. The baby starts to grasp. 8. The baby raises the head and chest when in the prone position.	1. At the age of 4 months, babies can begin to turn over. 2. At the age of 5-6 months, babies begin to touch and reach for objects around them that attract their attention. 3. Babies begin to show basic emotions such as sadness, happiness and annoyance, following the expressions of those around them. 4. The baby begins to react to the surrounding environment. 5. Babies start to whine when they hear sounds such as a voice, a ringing toy, or a doorbell, and will look for the source of the sound by turning their head and looking in the direction of the sound. 6. The caregiver can follow and direct the baby so that communication continues.
Age 6 - 9 Months	Age 9 - 12 Months
1. Start learning to sit. 2. Able to lift the head and direct it towards the source of the sound. 3. Starting to recognize his own name. 4. Interested in grabbing objects that are within reach. 5. Grasping and shaking objects around him.	1. Pull yourself to standing with help. 2. Walk while holding on. 3. Clap the hands. 4. Putting objects in the mouth. 5. Scratching your head.
Age 12 - 18 Months	Age 18 - 24 Months
1. Show interest in worship activities, such as imitating worship movements and reading prayers. 2. Can sit alone without assistance. 3. Start walking a few steps without help. 4. Trying to imitate words and sounds. 5. Start saying sentences consisting of two words.	1. Able to stand on tiptoes and jump slowly. 2. Walk more upright step from heel to toe, and avoid obstacles in your path. 3. Run with more confidence and fall less often. 4. Can squat for a long time while playing. 5. Begin to understand feelings of shame.
Age 2 - 3 Years	Age 3 - 4 Years
1. Walk more steadily 2. Starting to be able to run 3. Starting to jump 4. Begins to be able to climb stairs with help 5. Can throw the ball without having to turn the body 6. Starting to be able to open doors and zippers	1. Able to go up and down stairs 2. Walk on a straight line 3. Jump 0.3 meters 4. Throw the ball with a slight turn of the body 5. Catch the ball with your chest 6. Pedaling a bicycle 7. Eat independently

Age 4 - 5 Years	Age 5 - 6 Years
1. Able to go up and down stairs using alternate legs	1. Walk smoothly on the balance board
2. Walk on a circular line	2. Run
3. Walk on the balance board and run	3. Jump alternately using both feet
4. Jump a longer distance	4. Jump greater distances and heights
5. Throw the ball with a slight twist of the body more efficiently	5. Throw and catch the ball more efficiently
6. Catch the ball with your hands	

This perspective aligns with classic developmental theories, such as those proposed by Piaget (cognitive stages) or Erikson (psychosocial stages), which suggest predictable sequences of development, even if the pace varies. Crucially, the text highlights that development is a continuous process resulting from the intricate interaction of numerous internal and external factors. This interactive model moves beyond simplistic views, acknowledging that a child's trajectory is not solely predetermined by biology or environment, but rather by the ongoing interplay between them.

The internal factors listed genetic factors, gender, and temperament (Blackwell, 2014; Fitri, 2020) represent the biological and innate predispositions a child brings to their development. Genetic factors influence physical attributes, predispositions to certain talents or health conditions, and even aspects of cognitive processing. Gender can influence developmental pathways due to biological differences and societal expectations. Temperament, an individual's innate behavioral style and emotional response, significantly shapes how a child interacts with their environment and how others respond to them. These internal characteristics form the raw material upon which external influences act. Conversely, external factors encompass the environmental and social contexts that significantly mold a child's development. Social status, for instance, can impact access to resources, quality of nutrition, healthcare, and educational opportunities. The number of family members and birth order can influence sibling dynamics, individual attention from parents, and opportunities for social learning. Most profoundly, parenting patterns ranging from authoritative to permissive have well documented effects on a child's socio-emotional, cognitive, and behavioral outcomes. Finally, education, both formal and informal, provides structured learning experiences, exposes children to diverse perspectives, and fosters the acquisition of skills essential for future success.

The text's assertion that "each child reaches a stage of development with different results because each stage of development has its own uniqueness" (Pratiwi, 2017) underscores the principle of individual uniqueness. While there are general developmental milestones, the precise timing and expression of these milestones will vary greatly among children. This highlights the importance of individualized approaches in early childhood education, acknowledging that a "one-size-fits-all" method is ineffective. The mention of guidelines from the Directorate of Teachers and Education Personnel for Early Childhood Education in Indonesia further indicates a national commitment to understanding and supporting these diverse developmental pathways within a standardized framework, likely aiming to balance common goals with respect for individual differences.

Research methodology

The research method used is a descriptive qualitative method through observation, interviews and literature studies (Guest, 2013). This research was conducted at Ar-rofiqoh Kindergarten, Sidoarjo Regency, East Java Province, Indonesia.

The present study's participants comprised a total of eight individuals, including principals, class teachers, administrative staff, and security and cleaning staff. A comprehensive observational study is conducted to assess the qualifications of educators and education personnel, the structure of the curriculum, the learning models employed, and the facilities and infrastructure. Interviews are employed to elicit more profound and comprehensive information. They are also utilized to collect physical evidence, such as photographs, videos, and works, and documentary evidence, which serves to reinforce the findings from observations and interviews. The observation instruments and

interview guides were meticulously designed in accordance with educational management and teaching theories applicable to early childhood education, taking the form of indicators capable of quantifying the research variables. Documentation tools employ a camera to capture photographs or videos.

The research stages start with preparation which includes research permission from the Ar-rofiqoh kindergarten institution, then preparing research instruments, interview guides, then providing training to students who help with research for observation, and after that the implementation stages are carried out periodically for one semester or four months for observations and interviews. This is for observation of learning activities, such as: how is the learning model, what media is used? if there is something you want to know more deeply, an interview is conducted. The next stage is data analysis, which includes observation data analyzed using descriptive methods (Hartati, 2020) to identify the qualifications of educators and education personnel, curriculum composition, learning models used, as well as facilities and infrastructure, while interview data is analyzed qualitatively using thematic analysis techniques (Rozali, 2022) to find themes. -main themes related to teacher experiences and views; and documentation data is used to support and validate findings from analysis of observation and interview data. After that is the Reflection Stage, which includes reflecting with the teacher to evaluate the research results and discussing the implications of the findings; and prepare a research report that includes main findings, analysis, and recommendations for improvement at the Ar-rofiqoh kindergarten institution.

To ensure the validity and reliability of the data, several steps were taken: Content Validity, i.e. the instruments were consulted with Early childhood education experts (Azis, 2022; Wicaksono, 2022)to ensure that they measured the intended concept, and Construct Validity, i.e. testing of the instrument was carried out on a small sample before the main research to ensure that the instrument could used well (Wicaksono, 2022; Jailani, 2023) Instrument Reliability, namely Inter-rater Reliability, the consistency of observation assessments between researchers and teachers is checked through inter-rater reliability tests (Dewi, 2019; Fitri, 2020). This research complies with the principles of research ethics which include obtaining written consent from the school and the children's parents before the research begins. Guaranteeing the confidentiality of participant data by not including their identities in the research report providing clear and complete information about the aims and procedures of the research to all participants and provided participants with the opportunity to withdraw from the study at any time without consequences.

Findings and Discussion

Arrofiqoh Kindergarten is a private school under the administration of a community organization in the village. Tanjungsari, Sidoarjo Regency. Given its religious foundation, the institution's activities are deeply rooted in religious values. The subsequent section will present a series of research findings concerning the administration of early childhood education at Ar-Rafiqoh Kindergarten:

1. Institutional Structure Management

The success of an organization is greatly influenced by its organizational structure, as explained by McShane and Glinow, organizational structure includes work subunits, communication patterns, work flows and formal powers that regulate various activities (McShane, 2014). The function of the organizational structure is to facilitate the implementation of organizational tasks (Aripriyanti, 2014). With a clear structure, individuals will better understand the objectives of their tasks, communication will become more efficient because procedures and objectives have been established, and decision making will become more focused. Education also requires an organizational structure because this structure functions as a tool for grouping jobs based on individual abilities, skills, or talents. (Angelya, 2022).

The role of the school principal in approving the formation of the organizational structure by the school foundation includes the task of dividing work into sub-tasks, because the principal cannot run school programs alone. With an organizational structure, school principals can more easily recruit teachers and administrative staff, as well as help them understand the responsibilities of each job (Karwanto, 2020). Based on the institutional structure above, it can be seen that the Ar-rofiqoh

kindergarten Institution has a complete management structure consisting of the Head of the Foundation, Principal, Committee, Administrative Staff consisting of; Treasurer and Administrative Staff , Playgroup Teacher and Accompanying Teacher, Class A Teacher and Accompanying Teacher, Class B Teacher, and also Security Staff , but there is no accompanying teacher in class B. Class A for children aged 4 to 6 years and class B for children aged 6 to 8 years.

At Arrofiqoh Kindergarten, the principal holds full responsibility for managing and developing the institutional structure, overseeing daily operations, formulating learning activities, supervising human resources, and guiding decision-making. The role includes setting institutional goals and vision, maintaining educational quality, designing the annual work program, compiling the curriculum, providing facilities and infrastructure, preparing the budget, managing extracurricular activities, and offering guidance to teachers and parents. Regular monthly meetings are held, and the institution follows its own procedures for structuring the organization. This approach allows the institution to determine its needs, autonomy, and scope of work, with minimal interference from the foundation.

The organizational structure of Arrofiqoh Kindergarten consists of a chairman, secretary, treasurer, and operational implementers, including the principal, teacher council, administrative staff, and parent or committee representatives. The institution consistently adheres to legal mandates regarding member roles and duties, with responsibilities aligned to its AD/ART (basics and bylaws). Educators focus on fostering creativity and nurturing students' potential in a supportive and engaging environment, while administrative staff manage general administration, finance, and infrastructure under the supervision of key officers. Noncompliance with established duties is addressed through internal consultations, joint discussions, and, if necessary, formal complaints and legal measures.

This institution has established a special committee or group with the specific purpose of making decisions. The committee's involvement in decision-making processes is facilitated by the implementation of a parent committee deliberation stage, which engages kindergarten teachers in the decision-making process concerning school policies, special events, and other matters that necessitate the involvement of parents. The relationship between teachers, parents, and administrative staff within the institutional structure is well established at this institution. For instance, effective communication with parents must be firmly established. This includes the development of a curriculum and the implementation of activities involving teachers and administrative staff. Additionally, it is essential to ensure parent participation in decision-making processes within the institution. The financial bureau plays a pivotal role in the management of the Ar-Rofiqoh Kindergarten Institution's financial resources. For instance, in the process of budgetary allocation, financial disbursement and collection, as well as financial statement generation.

2. Management of Educator and Education Personnel Qualifications

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, there are two technical terms, namely educators and education personnel. Educators are defined as educational personnel who meet the requirements for the aforementioned designations, including teachers, lecturers, counselors, tutors, instructors, facilitators, and other relevant roles within their respective fields. These professionals are involved in the implementation of educational programs and activities. Concurrently, the term "educational staff" denotes members of the community who are dedicated and appointed to facilitate educational initiatives.

Educators are considered professionals. (Latiana, 2019) Educators are tasked with planning education, implementing the learning process in the classroom, and evaluating student learning outcomes (Dewi I. &., 2020). Apart from that, educators also provide guidance and training, then conduct classroom action research and disseminate it to other teachers (Muldayanti, 2019). Educational personnel have the task of managing school administration, managing the school, thinking about school development (Hilal Mahmud, 2015), supervising school residents and school management and providing technical services to support the educational process in the education unit. The ideal early childhood education institution is one that boasts a diverse staff, including the head of early childhood education (director), teaching staff (teachers), teaching assistants (teacher

assistants), administrative staff (administrative staff), as well as other support staff such as psychologists, pediatricians, food service personnel, and transportation personnel. From the perspective of educational staff, the authority to supervise and develop early childhood education activities, including the professional development of the educational staff under their supervision, is held by the head or director of early childhood education. This development should commence with the recruitment of prospective early childhood education teachers, wherein the head or director of early childhood education plays a pivotal role in the selection of prospective teachers with a scientific background in early childhood education, ensuring the quality of learning. In addition, the screening process for early childhood education teachers facilitates the implementation of ongoing coaching.

An observational study at Arrofiqoh Kindergarten in Ngampel, Tanjungsari, Taman District, Sidoarjo, East Java, recorded eight staff members: one principal, five class teachers, one administrative officer, and one security guard. The institution lacks certified educators and staff with qualifications exceeding their current positions. Of the teachers, two hold bachelor's degrees in Early Childhood Education, four hold degrees in other fields, and one is a high school graduate, thereby meeting legal qualification requirements. The institution supports educators in pursuing higher qualifications, provided they remain committed to their duties. Teachers may hold dual roles if agreed upon and without disrupting responsibilities. Educator backgrounds have shown no significant impact on student learning outcomes, though slight differences are noted in lesson planning.

3. Curriculum Management

Law Number 20 of 2003 concerning the National Education System defines the curriculum as a set of plans and arrangements related to objectives, materials and learning materials, as well as methods used as guidelines in organizing learning activities to achieve certain educational goals. Based on this definition, the curriculum has two dimensions: first, plans and arrangements regarding objectives, materials and learning materials; second, the methods applied in learning activities (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 36 of 2018). Early childhood education standards aim to ensure the quality of education at an early age by providing a basis for educational stimulation that supports children's physical and emotional growth and development according to their stage of development. This standard aims to optimize children's development in a comprehensive and integrative manner, as well as preparing the formation of children's attitudes, knowledge and skills. National education standards cover various aspects, namely content standards, processes, graduate competencies, educational staff, facilities and infrastructure, management, financing and educational assessment (Purba, 2022).

The curriculum devised by the Ar-rofiqoh kindergarten institution is designed to promote children's holistic development, including immunizations administered every two months. Moreover, the institution's curriculum is meticulously crafted to promote diversity among children. This is achieved through the periodic evaluation of the curriculum, which is then adapted to align with the unique needs and abilities of each child. The approach and learning resources for Ar-Rafiqoh kindergarten children are characterized by a thematic and scientific framework, incorporating environmental learning resources, instructional videos, and literature. In addition to the aforementioned points, the pedagogical approach employed by the institution's curriculum is predicated on the utilization of the principle of play as a medium for early childhood education. Examples of activities include the creation of Educational Game Tools (EGT) according to the ongoing theme. In order to facilitate the integration of play activities with children, it is essential that educators convey the rules of play by providing concrete examples of how to engage in these activities. The children, in turn, are expected to emulate the behaviors demonstrated to them by their teachers. In addition to utilizing the assistance of EGT, this institution employs learning technology to maintain its relevance in a rapidly evolving environment. This learning technology encompasses diverse instructional methods, including the use of YouTube videos and interactive games facilitated through PowerPoint and Wordwall, which are accessible online.

The curriculum includes a Standard Operating Procedure (SOP) designed to promote habituation, with the objective of facilitating children's social and emotional development. Arrofiqoh Kindergarten has established a set of SOP, which include the following:

1. When children enter the school environment, educators prepare themselves to welcome them.
2. Educators adjust their position so that they are at the same level as the child's height, make eye contact, say hello, greet the child by name, ask for news in a friendly manner, and try to use the language or habits of the child's family.
3. Show affection, such as giving a hug or rubbing the head, if the child feels comfortable and educators respect the child's feelings if they do not feel comfortable.
4. Educators let children store their personal items in the places provided independently.
5. Educators carry out simple physical and health examinations of children while chatting with children about light matters in the morning, such as checking body temperature, wounds, eyes, nails, and so on.

Arrofiqoh Kindergarten's pedagogical approach encompasses methodologies for evaluating students' developmental progression. These assessments are administered at the conclusion of each semester to promote creativity within a multifaceted developmental program. Parental involvement is imperative, particularly in activities such as entrepreneurship projects, where children engage in buying and selling with parental support in preparing goods. The curriculum may undergo revisions in accordance with directives issued by the central government, necessitating prompt adaptation by educational institutions. In order to address these changes, Arrofiqoh Kindergarten conducts a variety of initiatives, including needs analyses, consultations, teacher training, initial testing, and continuous evaluation. The institution employs a multifaceted approach to ensure curriculum relevance, including the following: routine assessments, collaboration with early childhood and child psychology experts, parental engagement, experiential learning, stimulating environments, teacher development, and collaborative learning practices.

4. Learning Model Management

A learning model is a systematic framework or approach used to plan, implement and evaluate the learning process (Diana, 2023). It includes various elements such as teaching methods, evaluation strategies, teacher and student interactions, and use of learning resources. These models are designed to achieve specific learning goals and can vary in their approach and philosophy (Yogica, 2020), allowing for flexibility in accommodating learning styles and learner needs (Nafi'ah, 2021). Some examples of learning models include cooperative learning models, project-based learning, problem-based learning, and many more. Learning model refers to the framework or approach used to design, manage and implement the learning process. It includes methods, strategies, and principles that guide how knowledge and skills are conveyed and understood by student (Sulaiman, 2024).

Each learning model may emphasize these aspects in different ways, depending on the philosophy and desired learning objectives. The learning process is a series of interactions between teachers and students aimed at transferring knowledge, skills and values. It involves conveying information, interaction, understanding, and evaluation to achieve understanding and mastery of the subject matter. The Ar Rofiqoh Kindergarten learning model uses learning processes such as learning while playing, oriented towards child development, oriented towards children's needs, child-centered, active learning, oriented towards developing character values. Apart from that, Ar Rofiqoh Kindergarten uses learning methods such as role-playing methods, storytelling methods, learning methods, singing methods, conversation methods, field trip methods. Of course, the most important thing is a learning method. The learning methods used by Ar Rofiqoh Kindergarten include the classical learning model, group learning model with safety activities, learning model based on activity angles, area learning model, central learning model. In carrying out various learning systems as described above, Ar Rofiqoh Kindergarten establishes three activity steps to implement these principles, such as initial activities, core activities and finally closing activities.

Arrofiqoh Kindergarten applies a group learning model that fosters positive student responses, such as improved material comprehension and active participation. Challenges include sustaining attention and maintaining group cohesion, which require teacher preparedness, effective media use, and classroom management. Implementation involves thorough material preparation, such as providing thematic learning resources or prayer equipment for religious activities. Successful learning is supported by qualified educators, a conducive environment, a well-aligned curriculum, and adequate infrastructure. Parental involvement, active learner participation, formative evaluation, supportive school policies, and a safe, positive atmosphere are integral to achieving educational goals.

5. Facilities and Infrastructure Management

Means are defined as all equipment used as a direct tool to achieve goals. Meanwhile, infrastructure is a tool that indirectly achieves goals (Wulandari, 2023). In the world of education, facilities and infrastructure are needed to support the learning process. Minister of National Education Regulation no. 24 of 2007 states that educational facilities are learning equipment that can be moved while educational infrastructure is the basic facility in carrying out the functions of a school. The success of a school's education program depends on the existence of facilities and infrastructure and how these infrastructures are managed (Sholeh, 2016). Based on the results of interviews with the Ar-rofiqoh kindergarten institution, it is known that all facilities and infrastructure are in good condition. None of the facilities and infrastructure at the educational institution suffered any damage, either light damage or heavy damage, so efforts to repair the infrastructure are not yet necessary. As for facilities and infrastructure.

Ar-Rafiqoh Kindergarten has several key infrastructure elements, including an indoor play area, an outdoor play area, a principal's office, children's bathrooms, adult bathrooms, children's study tables, children's study chairs, and lockers for children's work. However, there are no special rooms such as a teacher's room, an administration room, or a health room. Arrofiqoh's infrastructure is designed to support various functions. Key elements include a kitchen, prayer room, library room, activity room, parking area, washing area, storage room, and telecommunications facilities. However, there are no consultation rooms or transportation facilities. APE, or Educational Play Equipment, is an important tool in early childhood education. Arrofiqoh Kindergarten is equipped with various learning aids, including stones, leaves, musical instruments, puzzles, and blocks. It should be noted that this kindergarten provides materials such as shells and natural sand. Outdoor play equipment includes swings, slides, and monkey bars. Classroom management at Arrofiqoh Kindergarten is conducted in accordance with specific requirements and the number of students present. The adequacy of facilities can be measured by the number of classrooms, which is sufficient for four classes, the availability of chairs and tables, appropriate room size, and other factors. In an effort to promote children's outdoor activities, Arrofiqoh Kindergarten has made the provision of outdoor play equipment a key component of its educational mission.

With regard to the matter of sanitation, Ar-Rafiqoh Kindergarten has been equipped with two refuse containers for each classroom, amounting to a total of eight such containers. Arrofiqoh Kindergarten employs a two-tiered waste management system, distinguishing between dry waste and wet waste. Dry waste that has potential for reuse, such as used bottle caps, will undergo a cleaning process and subsequently be utilized as material for the fabrication of crafts or learning media. The washbasins and toilets at Ar-Rafiqoh kindergarten have been adjusted to the average height of young children. This configuration enables children to access the object with greater ease and without the need for furtive movements. Outdoor play equipment is obtained from private sources and government assistance for early childhood education. Although there are learning aids and outdoor play equipment, there are also learning aids and outdoor play equipment specifically designed for children with disabilities. From a health perspective, health units are a critical component that must be implemented by institutions, including educational institutions, to help students who are sick during the learning process. Unfortunately, the kindergarten managed by Arrofiqoh is not yet equipped with a health room. Arrofiqoh Kindergarten is only equipped with a first aid kit for providing first aid.

CONCLUSION

The Ar-rofiqoh kindergarten Institution has a good organizational structure seen from the completeness of the teaching staff, the education they have and the neat division of tasks. Many of the teaching and education staff at this institution meet the qualifications in accordance with the technical instructions for organizing kindergartens by the directorate of early childhood education development, Ministry of Education and Culture of the Republic of Indonesia. However, none of the educators at the Ar-rofiqoh kindergarten institution have a early childhood education Professional Teacher Education (PPG) certificate from an accredited university. However, this does not affect the implementation of existing activities because they have been adjusted to the needs of the institution. The curriculum used at this institution is an independent curriculum with a thematic and scientific approach using learning resources originating from the environment, learning videos, books, and so on.

The learning models used include classical learning, group learning with safety activities, activity-based learning, area-based learning, and centralized learning using role-playing, storytelling, singing, conversation, and field trips. In terms of facilities and infrastructure, Ar-rofiqoh Kindergarten has an indoor play area and play equipment, an outdoor play area and play equipment, a principal's office, children's bathrooms, adult bathrooms, children's study tables, children's study chairs, and lockers for children's work. However, there are no teacher rooms, administrative rooms, or health rooms. Ar-rofiqoh Kindergarten also has supporting facilities and infrastructure such as a kitchen, prayer room, library room, activity room, parking area, storage room, and telecommunications network. Meanwhile, consultation rooms and transportation facilities are not yet available at this institution.

In the analysis of early childhood education management, five items are utilized as indicators. The kindergarten at Arrofiqoh is represented by three of these indicators: institutional structure, educators' and education personnel's qualifications, curriculum, learning models, and infrastructure. The initiative is in accordance with government regulations; however, further development is necessary in two key areas: human resources and facility resources, as stipulated by the institution.

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