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Parental Learning Management at KB-TK Anak Cerdas Ungaran

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ABSTRACT	ARTICLE INFO
This study aims to analyze the learning management at KB-TK Anak Cerdas Ungaran. The subjects of the research are the principal and teachers. Data were collected using qualitative research methods, including subject selection, research location, and data analysis techniques. The findings of the study reveal the processes of learning planning, implementation, and assessment. The results indicate that learning planning, implementation, and assessment at KB-TK Anak Cerdas Ungaran have been carried out effectively. In the aspect of planning, KB-TK Anak Cerdas Ungaran develops annual activity programs, commonly referred to as the Annual Program (PROTA). The planning process involves meetings and discussions between the principal and the teaching staff to ensure the achievement of children's developmental goals. In the implementation of learning, KB-TK Anak Cerdas Ungaran adopts a Center-Based Learning model, which includes five centers: Preparation Center, Nature Center, Physical Arts Center, Block Center, and Role-Play Center. For learning assessment, KB-TK Anak Cerdas Ungaran employs several methods, including checklists, anecdotal records, children's work products, and series photographs.	Article History: <i>Submitted/Received 10 Jan 2025</i> <i>First Revised 20 Feb 2025</i> <i>Accepted 30 Mar 2025</i> <i>First Available online 30 Apr 2025</i> Keyword: <i>Learning management,</i> <i>Early childhood education,</i> <i>Kindergarten.</i>
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1. INTRODUCTION

Management refers to the systematic process of overseeing and ensuring that activities are organized and function smoothly (Azian, 2022). According to Farida (2017) there are six key components that facilitate effective management: human resources, financial resources, procedures, materials, machinery, and markets. These components work together to enhance efficiency and ensure the accomplishment of organizational goals. A coordinator assumes the responsibility of directing and guiding the process to ensure that tasks are executed in the correct sequence (Ita, 2018). The primary functions of management include planning, organizing, executing, and evaluating to guarantee that all processes are running effectively. By leveraging management strategies, teamwork, and coordination, desired objectives can be achieved (Aryani, Mudjiran, and Rakimahwati, 2020).

As highlighted by Purnamaningsih and Purbangkara (2022), the concept of learning management requires a methodical approach within the teaching and learning process, aiming to ensure both effective and efficient preparation. For a learning environment to be truly effective, it is crucial that educators not only possess the requisite academic qualifications but also demonstrate expertise within their respective fields (Hanifah, 2018). This, in turn, contributes to the overall performance of educators. Within the context of KB-TK Anak Cerdas Ungaran, teachers play a critical role in equipping students with essential competencies, including professional skills, pedagogical abilities, personal development, and social intelligence. To foster an engaging and stimulating learning environment, educators at KB-TK Anak Cerdas Ungaran are encouraged to utilize a diverse range of innovative and engaging teaching methods.

According to Amaliah (2021), Early Childhood Education (PAUD) is an essential effort aimed at nurturing and empowering children from birth to the age of six. This is accomplished through the implementation of educational strategies that promote both physical and emotional development, ultimately preparing children for further education (Sumitra, 2014; Mania *et al.*, 2019). Various PAUD units, such as Kindergartens, Playgroups, Daycare Centers, and similar early childhood education units, serve as platforms for providing these educational services within institutional settings (Mustajab, Hasan, and Lutfiatul, 2021).

The study conducted at KB-TK Anak Cerdas Ungaran involved in-depth interviews with the Principal and Teachers to explore the management of the learning process. Specifically, this research examines the organizational structure, learning planning, implementation, and assessment practices at KB-TK Anak Cerdas Ungaran. The findings reveal a successful integration of assessment and learning implementation within the learning management framework. Nevertheless, there are several areas requiring improvement, particularly in terms of organizational structure and learning planning.

To enhance learning management at KB-TK Anak Cerdas Ungaran, the implementation process must be thoroughly planned, well-organized, and consistently executed to ensure continuous improvement.

2. METHODS

The approach of this research uses descriptive qualitative research, focusing on the collection of information through techniques such as observation, interviews, and documentation. The primary source of information is the principal, which is then compared with other informants, such as teachers. The data analysis technique used is the interactive analysis model of Miles and Huberman, which consists of Data Reduction, Data Display, and

Conclusion Drawing or Verification (Safitri *et al.*, 2020). Through this comprehensive data collection method, the researcher is able to analyze the Learning Management at KB-TK Anak Cerdas Ungaran, particularly in the aspects of learning planning, learning implementation, and learning assessment.

3. RESULTS AND DISCUSSION

Research findings indicate that the planning, implementation, and assessment of learning at KB-TK Anak Cerdas Ungaran are highly effective. In terms of planning, the school develops an Annual Program (PROTA) that includes a well-prepared schedule of activities for the upcoming year. This plan is created collaboratively and discussed with the principal and teachers to ensure alignment with children's developmental goals. In the implementation of learning, KB-TK Anak Cerdas Ungaran adopts a center-based learning model consisting of five different centers designed to facilitate comprehensive educational experiences. These centers include the Preparation Center, Nature Center, Physical Arts Center, Block Center, and Role-Play Center. Regarding the assessment of learning, KB-TK Anak Cerdas Ungaran employs various methods such as checklists, anecdotal records, student work, and photo series to effectively evaluate children's progress and development.

3.1 The Form of Learning Planning at KB-TK Anak Cerdas Ungaran

Planning is an activity carried out for the future with the aim of realizing hopes or objectives to be achieved. Planning involves the process of determining the goals or objectives to be attained, as well as establishing the methods and resources that can be utilized to achieve these goals effectively and efficiently (Fitriana, Rini, and Sofia, 2018).

The learning planning carried out at KB-TK Anak Cerdas Ungaran involves creating activity programs for the upcoming year, commonly referred to as the Annual Program (PROTA). The planning process is discussed and agreed upon collaboratively by the principal and the teaching staff to meet the developmental achievement targets of children aged 2.5–4 years (Playgroup), 4–5 years (Kindergarten A), and 5–6 years (Kindergarten B).

The principal and teachers design the Annual Program (PROTA), and subsequently, prepare the learning implementation plans organized in the form of the Semester Program (PROSEM). This program includes Themes/Activities, Sub-themes, Standards for the Achievement of Child Development Levels (STTPA) or Basic Competencies (KD), Time Allocation, and the determination of Theme Culmination Events.

Following the development of the Annual Program (PROTA) and the Semester Program (PROSEM), the educators proceed to prepare the Weekly Activity Plan (RPPM) and the Daily Learning Plan (RPPH) (Sum and Taran, 2020). The Weekly Activity Plan (RPPM) is a detailed elaboration of the semester plan, containing activities designed to achieve predetermined indicators within one week (Silalahi and Sahara, 2022). The Daily Learning Plan (RPPH) is a further elaboration of the Weekly Activity Plan (RPPM) and includes learning activities organized using a learning model. The RPPH consists of opening, core, and closing activities (Sari and Setiawan, 2020).

According to Roza (2012) the purpose of developing the RPPM and RPPH is to provide educators with a clear guideline on the activities to be conducted during the learning process throughout the week.

3.2 Implementation of Learning at KB-TK Anak Cerdas Ungaran

Fitri, Steffani, and Afifah (2022) state that the center-based learning model utilizes various centers and play activities as media to support children's learning. The main characteristic of this model is its emphasis on providing children with scaffolding to develop concepts, rules, ideas, and knowledge.

According to Amelia and Aisya (2021), the project-based learning model is built by gathering children's ideas and questions about a learning theme and then transforming them into learning and exploration activities. Through this model, students can develop projects to produce products, either individually or in groups.

At KB-TK Anak Cerdas Ungaran, a center-based learning model is implemented, consisting of five centers: the Preparation Center, the Nature Center, the Physical Arts Center, the Block Center, and the Role-Play Center. Additionally, KB-TK Anak Cerdas Ungaran also applies the project-based learning model.

Activities for introducing and fostering positive behaviors among Playgroup and Kindergarten-aged children are considered vital for character building. From an early age, students are introduced to various positive activities, conducted in a structured, organized, scheduled, and continuous manner, and packaged within a play-based learning approach. To stimulate creativity and present learning challenges, various media are used during learning activities, such as LCD projectors, VCD/DVD players, and computers.

Table 1. Teaching and Learning Activities for Kindergarten Level A and B at KB-TK Anak Cerdas Ungaran

Day	Time	Activity
Monday & Tuesday	07:30 – 08:00	Religious Activities
	08:00 – 08:30	Character Education
	09:00 – 10:00	Center-Based/Project Learning
	10:00 – 10:30	Break
	10:45 – 11:00	Lunch and Tooth Brushing
	11:00 – 11:25	Literacy Activities
	11:25 – 11:30	Dismissal
Wednesday & Thursday	07:30 – 08:00	Physical Motor Activities
	08:00 – 08:30	Character Education
	09:00 – 10:00	Center-Based/Project Learning
	10:00 – 10:30	Break
	10:45 – 11:00	Lunch and Tooth Brushing
	11:00 – 11:25	Literacy Activities
	11:25 – 11:30	Dismissal
Friday	07:30 – 08:00	Physical Exercise
	08:00 – 10:00	Extracurricular Activities (English, Dance, Cognitive Development, Swimming, Music, Rhythm Literacy, and Science)
	10:00 – 10:30	Break
	10:45 – 11:25	Lunch and Tooth Brushing
	11:25 – 11:30	Dismissal

Source: Observation Results, 2023

Table 2. Teaching and Learning Activities (KBM) for Playgroup (KB) at KB-TK Anak Cerdas Ungaran

Day	Time	Activity
Monday & Tuesday	07:30 – 08:00	Religious Activities
	08:00 – 08:30	Character Education & Center-Based Learning
	08:30 – 09:00	Break
	09:00 – 09:30	Lunch and Tooth Brushing
	09:30 – 10:00	Dismissal
Wednesday & Thursday	07:30 – 08:00	Physical Motor Activities
	08:00 – 08:30	Character Education
	08:30 – 09:00	Break
	09:00 – 09:30	Lunch and Tooth Brushing
	09:30 – 10:00	Dismissal
Friday	07:30 – 08:00	Physical Exercise
	08:00 – 08:30	Extracurricular Activities (English, Dance, Cognitive Development, Swimming, Music, Rhythm Literacy, and Science)
	08:30 – 09:00	Break
	09:00 – 09:30	Lunch and Tooth Brushing
	09:30 – 10:00	Dismissal

Source: Observation Results, 2023

The implementation of the 2013 Curriculum is used as the main curriculum, strengthened with national programs. Distinctive programs at KB-TK Anak Cerdas Ungaran, such as supplementary nutrition, swimming, and cross-cultural activities, are expected to develop various potentials of the students, including spiritual, emotional, intellectual, social, artistic, cultural, and linguistic aspects. The learning process uses the Metaphorming strategy, which fosters creativity in a pleasant and inviting atmosphere (an invitational learning environment).

3.3 Assessment Used at KB-TK Anak Cerdas Ungaran

3.3.1 Checklist Assessment

A checklist is a list or inventory of items or tasks that must be checked, completed, or fulfilled in a particular project, activity, or job (Nurmadiyah, 2015). They are used to ensure that all relevant aspects have been checked and carried out correctly and completely. They are also commonly used to organize and supervise processes, ensuring that no steps are missed or overlooked, and minimizing errors. Checklists also reduce mistakes or accidents caused by neglect or deficiencies in the process.

Below is an example of assessment using the checklist method:

Name : Santi
Age : 6 Years Old
Group : TK B

Table 3. Checklist Assessment

Learning Objective	Observation Results		
	Context	Place and Time of Occurrence	Observed Event
1. Able to mention the types of emotions felt	Safe walking behavior on the road	Around the school, during the walking activity	Santi expressed her happiness to the teacher, "Teacher, I like walking like this"
2. Able to empathize	Healthy lifestyle behavior	Around the school, during the walking activity	Santi saw Lintang stop, and Santi asked, "Why did you stop?"

Source: Observation Results, 2023

3.3.2 Anecdotal Assessment

According to Hidayati (2015), an anecdote is defined as a short story that typically contains humor or amusing events that attract the attention of the listener or reader. An anecdote is a brief story about a real event or personal experience told to entertain or convey a particular message.

Anecdotes are usually simple and centered around a single moment or event. Each story often features recognizable characters or well-known figures, and typically ends with a twist or punchline that makes people laugh or informs the reader or listener of the message being conveyed (Yus, Eza, and Ray, 2020).

In addition to being entertaining, anecdotes can be used to demonstrate or convey a moral message, criticize a situation or habit, or reinforce the delivery of an argument in conversation or speech. Anecdotes are typically short stories written to entertain, recount interesting events, or deliver a message concisely.

Below is an example of assessment using the anecdotal method:

Name : Rafi
Age : 5 Years Old
Group : TK A

Table 4. Anecdotal Assessment

Event	Analysis
Rafi is playing catch with his teacher. Rafi takes the ball, throws it to his teacher, and then the teacher throws it back repeatedly. 	Rafi is performing a series of actions related to the ball and the catch-and-throw game with his teacher. These actions occur repeatedly, showing that Rafi continuously takes the ball, throws it to his teacher, and then catches it again.

Source: Observation Results, 2023

3.3.3 Photo Series Assessment

A photo series is a sequence of photos that capture a child's behavior or actions over a certain period. These photos are taken periodically, and then photos that demonstrate progress in development are selected. According to the Learning and Assessment Guide, Puskur and Perbukuan by Kemendikbud Ristek, the photos are accompanied by brief descriptions in the form of children's remarks or short notes (Rosmayati *et al.*, 2021).

According to Primanisa and Jf (2020) a photo series is a brief and concise record made by educators to illustrate students' verbal and non-verbal behavior in an effort to optimize their growth alongside their development. Feedback notes in the photo series assessment include follow-up plans, lessons for the next day, and planning for daily assessments. It begins with setting learning objectives that are then translated into the objectives of the play activities.

Below is an example of assessment using the photo series method:

Name : Melly
Age : 5 Years Old
Group : TK A

Table 5. Photo Series Assessment

Documentation (Photo)	Activity	Achievement Analysis
	Melly is waiting her turn to cut the banana. Melly waits in line orderly and does not overtake her friends until her turn arrives. "Yeyyy, it's my turn... one... two... three... wow, the bananas are a lot."	Self-Identity: Shows patience, demonstrates sympathy, and empathizes with others.

Source: Observation Results, 2023

3.3.4 Assessment of Work Results (Portfolio)

The work results, which are the physical products of the learning process, reflect characteristics that distinguish each student. In this case, the work comes from the child's own ideas and is not influenced by similarities to examples or stimuli provided by the teacher (Damayanti, 2019). One of the most frequently used tools by educators to document student learning outcomes is the documentation of work results. By using documentation sheets, educators can describe the quality of the work produced by the students (Rozalena and Kristiawan, 2017).

The work results are the child's ideas expressed in the form of handcrafts, art, or presentations. For example, paintings, drawings, folding, collages, cuttings, writing,

scribbling, stringing, making blocks, dancing, etc. Teachers should carefully observe what the child has made. The more detailed the teacher can observe, the more information they can gain from the child's work results.

The advantage of this instrument is its ease of use. By simply recording and analyzing images, teachers can capture many students works in the classroom. However, the documentation of work results only shows the final outcome of the student's learning activities. The drawback of this tool is that it cannot comprehensively document the student's learning process since the teacher only has records of the final outcomes.

Below is an example of assessment using work results (portfolio):

Name : Selvy
Age : 6 Years Old
Group : TK B

Table 6. Portfolio Assessment

Documentation	Description	Achievement Analysis	
	Selvy takes a marker and starts drawing a house and a rabbit holding flowers and ice cream. Previously, Selvy only drew a house, but when asked, "Who is the owner of the house?", Selvy answered "Molly." Then asked again, "Where is Molly? Why can't we see Molly?" Selvy replied, "I'll draw Molly first." Then, Selvy drew a rabbit and wrote "Molly" on the drawing.	Self-Identity: animals	Likes

Source: Observation Results, 2023

4. CONCLUSION

The learning planning carried out at KB-TK Anak Cerdas Ungaran involves creating activity programs for the upcoming year, commonly referred to as the Annual Program (PROTA). In the development of this learning plan, meetings are held and discussions are conducted with the Head of the School and the teachers to meet the developmental achievement targets for children in the age groups of 2.5 to 4 years (Play Group), 4 to 5 years (TK A), and 5 to 6 years (TK B).

KB-TK Anak Cerdas Ungaran uses the Center-based learning model, consisting of 5 Centers: the Preparation Center, Nature Center, Physical Arts Center, Block Center, and Role Play Center. Additionally, KB-TK Anak Cerdas Ungaran also employs a project-based learning model. The learning assessment at KB-TK Anak Cerdas Ungaran utilizes various methods, including checklists, anecdotes, work results, and photo series.

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