

Student Management in Early Childhood Education: A Case Study of Hevea Kindergarten

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Abstract:

Management participant educate is a process for arrange all form activity from related matters with participant educate and source Power others in order to be able to reach objective education in a way effective and efficient . This article aim For describe How management participant education at Hevea Kindergarten is carried out , starting from stage planning , acceptance students , implementation learning up to the evaluation and graduation process . Research done through observation live , interview with teachers, and analysis document related . Data analysis using Miles and Huberman. The results show that Hevea Kindergarten has apply principles good management , such as grouping student based on age , method various evaluations (observation , interviews , and portfolios), as well as system neat record keeping through book parent and alumni books even though Not yet utilise technology in matter planning . Research This confirm that integrated and effective management capable create environment supportive learning development potential participant in a way optimal.

Keywords: Management , Participants educate , PAUD

Abstract :

Manajemen peserta didik merupakan proses untuk mengatur segala bentuk kegiatan dari hal yang berhubungan dengan peserta didik maupun sumber daya lainnya agar dapat mencapai tujuan pendidikan secara efektif dan efisien. Artikel ini bertujuan untuk menggambarkan bagaimana pengelolaan peserta didik di TK Hevea dilakukan, mulai dari tahap perencanaan, penerimaan siswa, pelaksanaan pembelajaran hingga proses evaluasi dan kelulusan. Penelitian dilakukan melalui observasi langsung, wawancara dengan guru, dan analisis dokumen terkait. Analisis data menggunakan Miles and Huberman. Hasilnya menunjukkan bahwa TK Hevea telah menerapkan prinsip-prinsip manajemen yang baik, seperti pengelompokan siswa berdasarkan usia, metode evaluasi yang bervariasi (observasi, wawancara, dan portofolio), serta sistem pencatatan yang rapi melalui buku induk dan buku alumni meskipun belum memanfaatkan teknologi dalam hal perencanaannya. Penelitian ini menegaskan bahwa manajemen yang terintegrasi dan efektif mampu menciptakan lingkungan belajar yang mendukung pengembangan potensi peserta secara optimal..

Kata Kunci: Manajemen, Peserta didik, PAUD.

INTRODUCTION

Childhood Education (PAUD) is step First in system education and designed For support development complete children . PAUD includes aspect physical , cognitive , social , emotional , language and moral. At this stage development this , children show potential extraordinary development usual .

Therefore that , the education they get accept own significant influence to foundation intelligence and character them in the future . Studies have show that experience education at age early can contribute big on success academic and social children later day . Childhood, especially age early , is period important in development individual . At this stage this , child experience growth rapid in various aspects , including cognitive , social , emotional , and physical . Developments that occur at this age early This will become foundation for ability learning and well-being children in the future (Sitopu, 2024);

Management participant educate level preschool is a process of service , administration , or management all activity participant educate start from registration until with graduation participant educate the from A PAUD (Muspawi, 2020)institutions . In management participant educate , available activities No solely For record personal data every participant education and data related to sources Power potential others. However, in activity management participant educate the covers various very broad aspects like effort in help as well as grow develop potential in oneself child with do education at school .

In a way conceptual, management participant students at the PAUD level have different complexities compared to level education others . Management This covers arrangement to activity participant educate start from the recruitment process until they finish education . Management participant educate No just task administrative , but rather A effort systematic For create supportive environment grow flower child in a way comprehensive . This is in line with demands quality service education that places child as subject main in the learning process (Suryana, 2022)

Implementation The Independent Curriculum which has been become standard national through Regulation of the Minister of Education, Culture, Research and Technology (Permendikbudristek) Number 12 The year 2024 brings paradigm new in governance students . Policy This emphasizes " child -centered learning " and " flexibility " in organizing learn " . In the context of management participant educate , things This means school must capable do mapping need individual child since early so that the stimulation process can customized with profile the development of each participant unique education .

In line with study (Alfin Julianto, 2024) that practice PAUD management needed in the future must fulfil a number of indicators , namely : planning systematic , curriculum adaptive , stimulating organization creativity , implementation contextual approach parenting , strengthening education character , digital literacy , and supervision collaborative sustainable .

Digitalization management become element key that is not inevitable in modern PAUD governance. The use of system information like Dapodik and applications monitoring grow digital flowers have make it easier school in do mapping profile student in a way accurate. Innovation in management admissions, including orientation programs involving parents , become key main in build trust beginning between family and institutions education .

Aspect inclusivity become dimensions important other in management

participant modern PAUD education. This is in line with study (Rida Melinda, 2025) that technology play a role important in provide tools and applications learning , so that student in need special can feel experience optimal and equal learning .

Challenge management participant educated in PAUD to front will the more complex along with change social and technological. Required a management model that does not only orderly in a way administration, but also empathetic and adaptive to rights child. This article describe How management participant students at Havea Kindergarten.

Based on the above background, this study aims to describe and analyze the implementation of student management at Hevea Kindergarten. Specifically, this research seeks to examine the stages of student management, including planning, student admission, learning implementation, evaluation, and graduation processes in early childhood education. In addition, this study aims to explore how student management practices support children's holistic development and create a conducive learning environment in accordance with child-centered educational principles. By employing a qualitative case study approach, this research is expected to provide an in-depth understanding of student management practices in PAUD institutions and contribute empirical insights that may serve as a reference for improving early childhood education management in similar contexts.

RESEARCH METHOD

This study employed a qualitative approach using a case study research design. The research was conducted at Hevea Kindergarten, located in Silo District, Jember Regency, East Java Province, Indonesia. The research site was selected as the research object due to its implementation of structured student management practices in early childhood education. The focus of this study was the management of students at Hevea Kindergarten, covering planning, student admission, learning implementation, evaluation, and graduation processes (Ramdhan, 2021).

In qualitative case study research, the researcher functions as the main research instrument, acting as planner, data collector, analyst, interpreter, and reporter of the research findings (Rosyidah & Fijra, 2021). The presence of the researcher in the field was conducted through full participation as an observer to gain an in-depth understanding of the research focus and to ensure the credibility of the collected data (Abdussamad & Sik, 2021).

The informants in this study were determined purposively based on their direct involvement and understanding of student management at Hevea Kindergarten in Silo District, Jember Regency. The primary informants consisted of the principal of Hevea Kindergarten and one classroom teacher who was actively involved in the planning and implementation of student management activities. The selection of informants followed the snowball sampling principle, where initial information from key informants guided the identification of

additional relevant sources of data.

Data were collected directly by the researcher through three main techniques: (1) in-depth interviews, (2) direct observation, and (3) documentation studies. In-depth interviews were conducted with the principal and the teacher to explore policies, strategies, and practices related to student management. Observations were carried out at Hevea Kindergarten to examine daily learning activities, student grouping, and evaluation practices, while documentation studies involved reviewing relevant documents such as student records, admission data, evaluation reports, and administrative books related to student management.

Data analysis in this study followed the interactive model proposed by Miles and Huberman (2014), which consists of four stages: data collection, data reduction, data display, and conclusion drawing or verification. Data analysis was conducted continuously throughout the research process by systematically reviewing interview transcripts, field notes, and documentation materials to identify patterns, themes, and meaningful interpretations (Nasution & Junaidi, 2024).

To ensure data validity, this study applied trustworthiness criteria, including credibility, transferability, dependability, and confirmability. Credibility was established through triangulation of data collection techniques, triangulation of data sources, peer debriefing, and member checking. Method triangulation was conducted by comparing data obtained from interviews, observations, and documentation, while source triangulation involved cross-checking information from different informants. Time triangulation was also applied by collecting data at different periods to ensure consistency and accuracy of findings (Bogdan, 2003).

RESULTS AND DISCUSSION

Results

Planning Hevea Kindergarten Students .

Planning started with do analysis need For reception student new customized with condition facilities and infrastructure at Havea Kindergarten . Meeting done For determine quota reception student new and formation team reception student new . Based on results meeting determined that strong participant educate new there are 13 participants For group A and 15 participants For group B. Each group has 1 class teacher . Total educators consists of from 2 teachers and the principal school .

Reception Students begin with opening registration is open start June . Information registration delivered from mouth to mouth and alumni. There is no selection special , only condition minimum age 4 years , filling forms , and data completion . Acceptance done rotated by each teacher. Participant recorded starting July as beginning new school year . In case selection participant educate No There is selection special , only provision age participants . Orientation

Students are carried out with introduction situation and condition of kindergarten, environment schools, educators, and facilities infrastructure. Placement Students are made based on age. Group A (ages 4-5 years), Group B (ages 5-6 years). Planning is very important activities in management in line with study Kurniadi and Machali in (Aprianto, 2020) state that when planning completed and implemented with true, partly big work most important truly finished implemented.

Recording and Reporting .

Recording started moment participant enter school until finished or move with use book parent students and alumni books (for students who have graduated). Recording This Already fulfil condition in accordance Minister of Education and Culture Regulation No. 137 of 2014 concerning standard education participant age early. The goal is to give optimal service and as form accountability institution to parties related (knowing) development participant educate). In line with opinion (Yusuf, 2020) that For increase effectiveness guidance at school, team school need compile book notes students. Meanwhile that, reporting done as form not quite enough answer institution in monitor development participant educated in institutions the.

Evaluation Activity Learners :

Evaluation activity done every day after the learning process. Assessment results daily collected and summarized and not There is exam end. Evaluation is the process of collecting and processing information For determine level achievement development participants. Assessment emphasize principles authentic, accurate and consistent assessment. All results evaluation will recorded and reported on the report card participant educate.

Assessment Techniques .

Assessment techniques used at Havea Kindergarten include : (1) Observation : observation direct change development participants, using the indicator checklist Basic Competencies (KD); (2) Interview : questions short about feeling participant after do activity certain, including ability cognitive and language and (3) Portfolio : Collection of information development participants (notes anecdote, results work, show work). Third technique evaluation the implemented in Havea Kindergarten.

Graduation :

Graduation done when the participant educate has stated participant educate has complete an educational program. For Hevea Kindergarten, graduation marked with a diploma from the Jember City Education Office and recorded in the alumni book. participant educate marked with letter move from school

Discussion

Planning Management Learners

Planning, which is in Language English called planning, defined as the entire process of thinking and determining in a way ripe about things that will done in the future come in frame achievement goals that have been determined. With thorough and planned planning with good, hopefully problems that will arise in the future can completed with fast and efficient. Many experts have an opinion that planning is problem choose goals and methods best For reach objective namely, choose existing alternatives, as well as those that are not There is.

Planning Students are step the beginning that will made into as material reference in evaluate management education in the future come. Thing the first thing to do in planning participant educate that is with analyze need participant educate through stages planning amount participant students who will accepted with consider Power capacity and quantity available classes, as well as consider student to teacher ratio. This in line with study (Gina Mukti Fizrih, 2023) that planning participant educate the implemented started from analysis need participant educate on amount applicant year previously.

Amount participant educated at Hevea Kindergarten based on interview with informant First as educator that is consists of of 13 participants For group A and 15 participants For group B. Each group placed One class with 1 teacher each as a class teacher. Total educators at Hevea Kindergarten consist of from 2 teachers and the principal school.

Second that is recruitment participant educate. Activity recruitment participant educate is one of the planning programs student in something school activities This is the process of gathering and determining participant educate new in a institution education, based on the relevant institution's PPDB system. Recruitment participant educate must notice elements important in it. Implementation recruitment participant educate new need procedures to run effective and efficient. Acceptance participants at Hevea Kindergarten if based on calendar education registration in a way officially opened in the month June. Information registration usually delivered through from mouth to mouth, and from the alumni of the kindergarten. At Hevea Kindergarten there is no There is selection special things done For enter school, only just There is condition special that must be filled like minimum age 4 years, fill in forms, as well as complete the data.

At Hevea Kindergarten no formed committee reception participant educate in a way special, but matter That carried out by each teacher individually take turns. Participants students who have complete conditions registration, has do return form, and do registration repeat so Already recorded as participant educated at Hevea Kindergarten and counted start July in every year walk.

Third, namely selection participant educate. Selection Students in context Reception New Student Admissions (PPDB). Selection This is planning For netting or choose candidate participant education that meets standard based on provisions that have been set. Standard the referring to Permendikbud No. 44 of 2019. At Hevea Kindergarten there is no There is selection special things done in

matter reception participant educate only just There is provisions that apply at school that , among others age participant .

Fourth , namely orientation participant educate . After declared to have passed an exam school , stages next thing to do passed participant educate new is orientation This important as step beginning For become part or family new from something school . PPDB aims For introduce situations and conditions environment the school that will become place For go through education and development potential participant educate . Orientation objectives participant educate new is For introduce environment school , good physique and social , as well as prepare participants mentally educate For obey the rules that apply at school Introducing the environment physical and social school aims for participants educate No experience difficulty during go through education and not lost important is know culture school said . Culture school understood as values the character that will planted and grown in oneself participant educate , one of them is attitude discipline For obey rule .

Orientation at Hevea Kindergarten consists of from activity introduction the situation and conditions of the kindergarten, namely participant introduced with environment school , introduction with educators , as well as facilities and infrastructure , such as tool games , space learning , and others .

Fifth , namely placement participant educate (division class). Placement / grouping student done before student follow the learning process teaching . Grouping based on function equations and functions differences (Imron, 2016:18). In general , the grouping student done with system class with consider teacher-child ratio Distribution participant education at Hevea Kindergarten is carried out with system grouping based on age Participants . Age in group A is 4-5 years old , while ages 5 – 6 years are placed in group B.

Recording and Reporting Early Childhood Education Students

Recording and reporting participant Early childhood education is a systematic process in collect , analyze and convey information about development child age early . Information this is very important For monitor growth and development child in a way comprehensive , good from aspect cognitive , language , social-emotional , and physique .

At Hevea Kindergarten recording and reporting participant educate started since the participant's name start registered at school until participant finished or leave school . Ratio amount participant educated at Hevea Kindergarten already fulfil condition in accordance with the listed in Regulation minister education and culture (Minister of Education and Culture Regulation Number 137 of 2014 concerning standard education participant age early)

Recording participant educate aims to ensure that the institution can give optimal service for participant educate . Meanwhile reporting aim as form responsibility answer institution to parties who can know development participant educate , for example parent participants and others.

In Hevea Kindergarten the form recording and reporting used that is in the form of a book parent students who contain notes participant students who entered the school . The alumni book contains notes about participants who have completed / completed and have leave school . All results Study participant educate recorded in book report card child in accordance with study (Cucu Atikah, 2023)

Evaluation activity participant educate

Evaluation is a systematic process related to close with objective teaching , learning process teaching , and taking decision based on relevant data . Evaluation become tool important For measure achievement results Study participant educate and improve quality teaching in a way whole . Fingers Mardapi (2012) is of the opinion that For increase quality education , is required improvement quality learning and systems assessment . Second matter This each other related , where the system good learning will produce quality good study. Term assessment / evaluation is terms that have been No foreign again . Assessment in context learning in education Participant Early Childhood Education (PAUD) is effort collect , analyze , and interpret various information about performance and progress various aspect developments that can achieved by participants after follow activity habituation in brackets time certain . Assessment is the process of collecting and processing information For determine level achievement development participants (Ministry of National Education : 2010).

According to Mulyasa (2012:195), assessment is a process of collecting , reporting , and using information about results Study participant with apply principles assessment , implementation sustainable , evidence authentic , accurate and consistent .

In HEVEA Kindergarten evaluation done every day after the learning process ongoing , for evaluation end collected from results assessment conducted in a way daily then recap . There is no exam the end of what was done in this kindergarten , which was done only enrichment For assessed participants Not yet fulfil all indicator achievement development .

There are some technique The assessments applied at Hevea Kindergarten are : (1) Observation , observation is technique assessment conducted with method observe in a way direct change or developments that occur in participants . One of them tools used For recording results The observations used in HEVEA Kindergarten are : through checklist system , in the checklist load all over indicator achievement development every Basic Competencies (KD). (2) Interview . Assessment techniques This usually done every time a participant done activities . In general participant given a number of question short about his feelings after do activity certain things This normal used for measure ability cognitive as well as development Language participants . (3) Portfolio , portfolio is assessment obtained from gathering information development participants , okay in the form of notes anecdote , results work , performance work , etc. This is in accordance

with study (Cucu Atikah, 2023) that third form evaluation the in accordance implemented in PAUD.

assessment method applied at Hevea Kindergarten is in accordance with standard method assessment in general . Some method PAUD assessment , namely first , observation or observations which are part unity from activity learning with method observe behavior participants . Second, the interview took the form of interaction customized dialogue with level development participants who did while play . Third , portfolio in the form of assessment based on the collection notes and results Work participant . Collection of information This can give image on value about to what extent behavior and skills child developing , notes viewed can in the form of notes anecdotes , checklists, scales levels , as well as other formats that describe development skills or behavior child .

Graduation and alumni

Graduation process is the final process from management participant education . Graduation is statement from institution that participant educate has complete the educational program being followed . For kindergarten that is has completed two semesters in group A and two semesters in group B. In Hevea Kindergarten p statement graduation marked with issuance of diplomas issued by the Jember City Education Office and his name will registered in the alumni book at the school the .

Mutation Learners

Mutation is displacement participant educate from first class to other classes of equal standing , and from One school to other schools of the same level . Transfers are also possible called mutation students . There are two types displacement students : transfer from One school to other similar schools and transfers student from something type of program to other types of programs. Transfer type this is in essence is relocation or place . Participants students who will do mutation must fulfil condition certain specified school to be able to avoid accumulation participant educated in schools certain . If the requirements participant educate has fulfilled , then possibility big mutation participant educate can implemented .

At Hevea Kindergarten, participants who want to move given sign proof in the form of letter moved by party school . Participants who want to move to Hevea Kindergarten is enough list letter move as well as identity which then processed by the party school . Grouping class for participant moving house based on his age .

CONCLUSION

The results of research at Hevea Kindergarten show that management participant educated at Havea Kindergarten has fulfil a number of room scope in management participant educate namely : (1) Planning participant educate done with consider amount participant educate as well as ratio comparison between

teachers and participants , (2) Recording and reporting participant educate participation in form book parent participant as well as alumni book , (3) Evaluation participant educate done through a number of method namely observation , interviews , and portfolios , (4) Graduation and alumni of participants educate proven with granting diplomas and (5) Mutations participant educate marked with giving letter move . Implementation management participant educated at Havea Kindergarten still done manually not yet utilise technology so that expected to front Can more Good again so you can increase learning there.

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