



## EARLY CHILDHOOD EDUCATION DEVELOPMENT PLANNING IN BANJAR DISTRICT, INDONESIA

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### **Abstract:**

This writing departs from a theoretical framework, expert ideas, or the understanding of researchers based on their experience, then develops into problems - problems and solutions - proposed to obtain justification (verification) in the form of empirical data support in the field. This research was conducted with the analytical tool used in this study using a SWOT analysis of Strengths, Weaknesses, Opportunities, and Threats. By using this SWOT analysis, the analysis becomes sharper by looking at indicators, namely: Strengths, Weaknesses, Opportunities, and Threats contained in the relevant SKPD. This SWOT analysis can be used to formulate a development strategy that will be taken to encourage the development process to be pursued. This means that the formulated strategy will be real and based on objective conditions in the relevant SKPD. The results of this study indicate that the Banjar District Education Office is part of the government of the Banjar Regency area which is constantly being targeted for early childhood education development planning in Banjar District. Based on the organizational map from the SWOT analysis the Banjar District Education Office is in quadrant I, which characterizes despite facing various challenges and threats, this organization still has internal strength. The strategy that must be implemented is to use force to take advantage of long-term opportunities. Through the strategy of diversification and mobilization of the use and use of existing information and communication technology, it will be a force to deal with threats and challenges to organizations. Increasing the use and use of information and communication technology in the Development of Early Childhood Education in Banjard Regency by implementing Early Childhood Education in the RPJMD to the Strategic Plan and Work Plan of the Education Office will make the Development Planning for Early Childhood Education in Kabupaten Banjar possible.

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## 1. Introduction

The next five years (2016-2021) challenge is to accelerate the acceleration of development by optimizing the available resources in order to overcome problems in Banjar District, especially improving the quality of basic education and health services, poverty and unemployment, disparities between sub-districts and villages, not yet optimal management of government, and uneven public access to the fulfillment of quality basic rights. In addition, the challenges that must be overcome in the next five years are to encourage a more advanced, modern and dignified (transformation) of social, economic and cultural life, ensuring sustainable management of natural resources and the environment in line with the commitment to achieve sustainable development goals (SDGs); and strengthening regional excellence and competitiveness in the face of the implementation of the ASEAN Economic Community (MEA). These challenges need to be addressed through the Banjar Regency's strategies, policies and development programs that are planned, measured, integrated and evenly distributed between villages and between sub-districts.

Law Number 25 of 2004 concerning the National Development Planning System states that planning is a process for determining appropriate future actions, through a sequence of choices, taking into account available resources. Good planning is one of the determinants of the success of improving the development performance of Banjar Regency. Regional development planning is a series that is inseparable from the implementation of regional government to realize community welfare and accelerate regional progress.

The initial stage of the preparation of the Banjar Regency RPJMD 2016-2021 is drafting the RPJMD by analyzing the achievements of development performance, formulating strategic issues, and developing development scenarios for the next five years including the preparation of estimates of regional development goals and analysis and regional economic and investment framework analysis. The design is increasingly important because the enactment of Law No. 23 of 2014 has brought very fundamental changes to the authority of the Regency/City government. Some of the authorities which were once the authority of the Regency/City Government were transferred to become provincial and national authorities.

The preparation of the Banjar Regency RPJMD 2016-2021 is also carried out by taking into account synchronization, coordination and integration with provincial and national development planning. Therefore, the preparation of the Banjar Regency RPJMD 2016-2021 was prepared by referring to various planning documents including the Regional Long Term Development Plan (RPJPD) and the Regional Spatial Planning (RTRW) of Kabupaten Banjar, as well as paying attention to the Government's Medium Term Development Plan (RPJMD) The Province of South Kalimantan, the 2015-2019 National Medium-Term Development Plan (RPJMN), as well as various other national

policies relating to international commitments such as sustainable development goals (SDGs).

Regional development planning uses a technocratic, participatory, political and top-down and bottom-up approach. The technocratic approach uses scientific methods and frameworks to achieve regional development goals and objectives. The participatory approach is carried out by involving various stakeholders. The political approach is carried out by translating the vision and mission of the elected regional head into the medium-term development planning document that is discussed together with the DPRD. The top-down and bottom-up approaches are the results of planning that are harmonized in the development consultations carried out starting from the Village, District, District/city, Province, to National.

The preparation of the Banjar Regency Regional Development Work Plan (RKPD) 2017 considers six (6) main things, namely: first, the results of the evaluation of regional development performance over the past three years (2013-2015); second, development priorities in accordance with Banjar Regency Vision and Mission 2016-2021; third, the regional development priorities of South Kalimantan Province in accordance with the RPJMD of South Kalimantan Province 2016-2021; fourth, the national development priority or agenda for Nawacita stated in the RPJMN; fifth, the goals and objectives of sustainable development (SDGs); sixth, the capacity and fiscal capacity of the Banjar Regency regional government in financing development policies and programs.

The development of the regional development performance of the Banjar Regency over the past three years (2013-2015) shows an increase in the social and cultural fields. In the same period, the economic growth of Banjar Regency experienced a slowdown compared to 2012 as a result of the decline in demand for mining commodities and plantations on the international market. The decline in demand led to declining prices of mining and plantation commodities, slowing mining and plantation activities, increased termination of employment, and increased unemployment. The regional economic slowdown is likely to continue in 2016 so that it needs to be carefully and precisely anticipated. Therefore, the preparation of the 2017 RKPD is directed at being able to move the regional economy and restore people's purchasing power.

The preparation of the 2017 Banjar Regency RKPD also supports the development priorities of the Province of South Kalimantan in 2017 as a way to realize the vision of South Kalimantan 2016-2021: "Established South Kalimantan (Independent and Advanced) More Prosperous, Fair, Self-sufficient and Competitive". Therefore, the policies and programs in the 2017 Banjar Regency RKPD consider synchronization and synergy of policies and programs with the South Kalimantan Province RKPD 2017 especially in determining the goals, objectives, location and funding of development activities. The preparation of the 2017 Banjar Regency RKPD also supports the national development priorities and agenda of Nawacita stated in the 2017 RKPD. Therefore, the 2017 policies and programs in the Banjar Regency RKPD consider synchronization and synergy of policies and programs with the 2017 RKPD especially in goal setting, target, location and funding of development activities.

The Banjar District Government fully supports the implementation of global commitments to achieve the Sustainable Development Goals (SDGs) especially in reducing poverty; reduce hunger, achieve food security, and improve nutrition; guarantee a healthy life; guarantee an inclusive and equitable education; ensuring gender equality guarantees the availability and management of sustainable water and sanitation; encourage continuous, inclusive and sustainable economic growth; building resilient infrastructure; reduce inequality; and make cities and settlements inclusive, safe, resilient and sustainable. Therefore, the preparation of the 2017 District RKPD takes into account policies and programs to support the realization of the Sustainable Development Goals.

In addition, the preparation of the 2017 Banjar Regency RKPD also takes into account fiscal capacity in financing various development programs and activities in 2017. Therefore, sharpening the goals and objectives, as well as development priorities in the 2017 RKPD is carried out to improve the efficiency and effectiveness of programs and good activities managed by SKPD and village government. By considering these six things, the theme of the 2017 Banjar Regency RKPD is "Increasing Productivity and Community Purchasing Power" with the intention that all development programs and activities in 2017 are directed at increasing productivity as part of economic recovery and restoring people's purchasing power as part of an increase welfare of Banjar Regency community. The RKPD of Banjar Regency in 2017 is then a guideline for the preparation of the 2017 Regional Revenue and Expenditure Budget (RAPBD).

As the implementation of the provisions of Article 89 paragraph 1 of the Minister of Home Affairs Regulation Number 54 of 2010 concerning Implementation of Government Regulation Number 8 Year 2008 concerning Stages, Procedures for Arranging, Controlling and Evaluating the Implementation of Regional Development Plans, each Regional Work Unit (SKPD) must prepare a Strategic Plan (Renstra) SKPD which is a SKPD planning document for a period of five years. For this reason, the Education Office as one of the SKPDs in Banjar Regency also compiled the 2016-2021 Strategic Plan which included the vision, mission, objectives, targets and various policies, programs and activities as well as the Education Office performance indicators for the next 5 (five) years. Strategic planning is an approach, a way to achieve goals, directing decisions and actions, especially in the field of education. Strategic Planning functions as a management tool used to manage current conditions to project conditions in the future, so that the strategic plan becomes a guide that can be used by the organization from the current conditions to work towards the next five years.

The Education Office Strategic Plan is aimed at realizing the regional vision and mission as stipulated in the Banjar District Medium-Term Development Plan (RPJMD) for 2016-2021. The function carried out by the Office of Education is in order to carry out compulsory education affairs; in accordance with the 1945 Constitution of the Republic of Indonesia mandated that the State is obliged to educate the life of the nation. In an effort to realize the mandate, the Government seeks the National Education System as an effort to achieve national education goals. In Law Number 20 of 2003 concerning the National Education System, it is stated that every citizen has the

right to education. Therefore, the State is obliged to realize quality education services to all citizens regardless of social status, race, ethnicity, religion and gender. In accordance with the national development planning system that must be carried out in an integrated manner between the levels / levels of planning, the SKPD Strategic Plan of the Banjar District Education Office for 2016-2021 is prepared by taking into account and referring to strategic planning regulations and documents at a higher level of government regional development planning document. The documents in question include the Banjar Regency RPJMD 2016-2021 and pay attention to the Strategic Plan of the South Kalimantan Provincial Education Office and the Strategic Plan of the Ministry of Education and Culture. In addition, the Strategic Plan also accommodates Minimum Service Standards (SPM) in the field of education, strategic issues that are developing at the regional, national and international levels, including SDGs commitments.

Based on this, the Banjar District Education Office together with structural officials and staff drafted the Strategic Plan for 2016-2021, which is the five-year planning document of the Banjar District Education Office based on the conditions and potential of the area in Banjar Regency. Furthermore, the Education Office Renstra will be translated into the Education Office Work Plan (Renja) which is a SKPD planning document for a period of 1 year. In the Renja the Education Office contains priority programs and activities proposed to be implemented in the coming year.

In the Banjar District Education Office Work Plan the achievement of the first and second missions of the Banjar District Regent were carried out through early childhood education programs, nine-year compulsory education programs, non-formal education programs and quality improvement programs for educators and education staff and management programs education services. The goals to be achieved over the next five years related to education in mission one is to improve the practice of religious values with the aim of realizing an increase in Al-Quraan literacy skills of students, both elementary and junior high school level. While the purpose of mission two is to increase school enrollment rates with the aim of increasing school enrollment rates, as well as increasing the quality of education services at the PAUD level.

Early childhood is a child who is in times of growth and development both physically and psychologically. At this time, the child needs a lot of stimulation from the environment, especially from parents. The stimulations that parents can provide can include a variety of physical, social, emotional skills and even intellectual, spiritual and other abilities. This needs to be done so that the child has a period of optimal growth and development and is not left behind from other children. The stimulation given by parents will be very beneficial for children if parents have a lot of time for children, but the number of parental activities including earning a living for children often makes the time to provide stimulation less. Harmaini (2013) states that parents are more often outside the home than in the house, this indicates that the parents' togetherness and attention to children will be weak. This reality makes the emergence of various special education for early childhood so that it can help parents optimize the growth and development of children.

Banjar Regency is a Regency that has 19 Subdistricts where in all the sub-districts in the future the population gets Early Childhood Education (PAUD) evenly with the quality of education that is also evenly distributed. At present, the number of students participating in PAUD in Banjar Regency is still dominant in urban populations due to the larger population and public awareness of the importance of Early Childhood Education (PAUD). However, from 19 Subdistricts there are still Subdistricts whose inhabitants do not attend PAUD, namely Sub-District of Paramasan. This fact is based on evidence of data collected by the Banjar District Education Office in 2017.

From the data from the Banjar Regency Central Bureau of Statistics, the number of residents aged 0-4 years is increasing every year where at this age the children attend PAUD continue to have a significant increase, except in 2015 there was a decline. The population of 0-4 years in Banjar Regency in 2015 amounted to 54,895 children, this is still very far from the number of PAUD students so far which only amounted to 13,943 children.

Based on these facts, it is suspected that so far there are still many children in Banjar District who have not attended PAUD programs in Banjar District. This is due to the awareness of the people of Banjar Regency about the importance of PAUD which is still low and the limited capacity of the Regional Government of Banjar Regency in meeting PAUD equalization needs in Banjar Regency. In addition to the data on the number of children participating in PAUD in Banjar Regency there are also data on the low number of the Human Development Index (HDI) in South Kalimantan. When compared with the figures of South Kalimantan Province, in the last five years, from 2011 to 2015, the average length of school (MYS - Mean Years of Schooling) in Banjar Regency was far below the life expectancy of South Kalimantan Province, which was 0, 68 years in 2015, further behind compared to 2011-2014. In 2015, Banjarbaru City had an average number of years of schooling, which was 10.75 years, while the lowest was Balangan Regency which was 6.46 years, while Banjar District was ninth. It is noted that the three regencies / cities have MYS above MYS in South Kalimantan, while the rest are still under MYS Province. This condition has not changed much compared to the condition five years ago, where the highest MYS in 2011 was also owned by Banjarbaru City and the lowest was in Barito Kuala Regency (BPS RI).

Broadly speaking, the problems that arise in Banjar Regency regarding PAUD are: 1) not yet optimal distribution, access and quality of PAUD in Banjar Regency; 2) limited financial capacity of the Banjar Regency Regional Government; and 3) the community's understanding of PAUD has not yet been established in Banjar District. PAUD in Banjar Regency needs to be built and developed, so that quality human resources will be built in filling the nation's future, can be effective, appropriate to prepare superior human resources. Therefore this research centered on the implementation of the PAUD development policy strategy in Banjar District.

## 2. Methods

This study was designed as an evaluative research evaluation with the analysis tools used in this study using the SWOT analysis Strengths, Weaknesses, Opportunities, and Threats. By using this SWOT analysis, the analysis becomes sharper by looking at indicators, namely: Strengths, Weaknesses, Opportunities, and Threats contained in the relevant SKPD. SWOT analysis can be used to formulate a development strategy that will be taken to encourage the development process to be pursued. This means that the formulated strategy will be real and based on objective conditions in the relevant SKPD. SWOT analysis is the identification of various factors systematically to formulate an organization's strategy. This analysis is based on relationships or interactions between internal elements, namely strengths and weaknesses, on external elements, namely opportunities and threats (Rangkuti, 2006). SWOT analysis only describes situations that occur not as problem solvers.

**Table 1:** SWOT Matrix

IFAS EFAS	Strength (S)	Weakness (W)
Opportunities (O)	Strategy (SO) Create a strategy that uses power to take advantage of opportunities	Strategy (WO) Create strategies that minimize weaknesses to take advantage of opportunities
Treath (T)	Strategy (ST) Create a strategy that uses strength to overcome threats	Strategy (WT) Create defensive strategies and minimize weaknesses and avoid threats

Source: Badar (2012 in Wahid, 2015).

This matrix can produce four possibilities, namely:

- The SO strategy is made by utilizing all the power to seize and take advantage of opportunities as much as possible.
- The ST strategy is a strategy in using the power that is possessed to overcome threats.
- The WO strategy is implemented based on utilizing existing opportunities by minimizing existing weaknesses.
- The WT strategy is based on defensive activities and attempts to minimize existing weaknesses and avoid threats.

The unit of analysis in this study is PAUD management in Banjar Regency. The data analysis technique in this study used qualitative descriptive analysis and SWOT analysis. The steps are data reduction, data presentation, and conclusion drawing. This analysis technique is used to analyze PAUD development planning in Banjar Regency. The instruments used in the study were interview guides by asking directly to the Head of the Head of the Development Planning Agency, Banjar Regency Research and Development, Head of Research and Development, Head of Banjar District Education Office, Head of PAUD District of Banjar District Education Office and PAUD Section Head District Education Office Banjar.

### 3. Results and Discussion

#### 3.1 Early Childhood Education Development Policy Plan (PAUD)

In the policy plan for the Development of Early Childhood Education (PAUD) in Banjar Regency, the Banjar District Education Office which has a role will carry out the development of Early Childhood Education (PAUD) in Banjar Regency in accordance with one of the Vision and Mission of the elected Regent and Deputy Regent of the Banjar Regency 2016-2021 namely on the second point mission Improving the quality of Human Resources based on education, health, employment and social welfare.

#### 3.2 Mission Explanation

##### A. Mission 2

Improving the quality of human resources by indicating an increase in the quality of education for public and religious school students, increasing public reading interest, increasing public health, quality of employment and social protection for people with social welfare problems (PMKS).

##### B. Second Mission Objectives and Development Goals

In line with the fifth Nawacita development agenda and the first, second, third, fourth and fifth Sustainable Development Goals, the development goals and objectives of the second mission: Improving people's welfare which is characterized by improvements in the education system, improvement of health services, and employment development, which will be achieved in the next five years (2016-2021) are as follows.

**Table 2:** Development Goals and Objectives Second Mission of Banjar Regency RPJMD 2016-2021

SDG's Objective	Mission	Objective	Target
Ensuring an inclusive and equitable quality of education, and promoting lifelong learning opportunities for all	Improve the quality of human resources based on education, health, employment and social welfare	Increase school enrollment rates	Increased school enrollment rates

##### C. Strategy and Policy for Realizing the Second Mission

In an effort to achieve the goals and objectives of the second mission: Improving the quality of human resources based on education, health, employment and social welfare, the strategies and policies that will be implemented in the next five years (2016-2021) as follows.

**Table 3:** Strategy and Policy Direction Realizing the Second Mission of Banjar Regency RPJMD 2016-2021

Objective	Objective Indicators	Target	Strategy	Policy
Increase school enrollment rates	Expected years of schooling (HLS)	Increased school enrollment rates	Increasing the quantity and quality of the implementation of Early Childhood Education (PAUD)	Increasing the quantity and quality of PAUD

**Source:** Badan Perencanaan Daerah Kabupaten Banjar, 2017.



In accordance with the information, the author obtained when conducting interviews with the Head of Bapelitbang Banjar Regency as follows:

*"The vision, mission and program of regional heads are guided and contain the direction of regional financial policies, regional development strategies, general policies and regional unit work programs, cross regional work units, and regional programs accompanied by work plans in the framework of regulations and frameworks. indicative funding. Whereas Early Childhood Education is on the mission of 2 regional heads by improving the quality of human resources. In implementing the Bepelitbang plan, a budget planning team is formed to verify the SKPD activities that will be carried out in the next year"* (interview with Hary Supriadi, 3 August 2017).

### **3.3 Development and Development Program for Early Childhood Education (PAUD)**

In the Development and Development of Early Childhood Education (PAUD) in Banjar District, the Education Agency has not included in its Work Plan the guidance and development of Early Childhood Education (PAUD) in Banjar District, the Education Office only targets community participation in the participation of children in Early Childhood Education (PAUD), Coaching should be conducted regularly which includes:

- a. Holistic-integrative guidance and development of early childhood towards the realization of healthy, intelligent, cheerful and noble Indonesian children.
- b. Fulfillment of the essential needs of early childhood as a whole, especially aspects, care, and education according to the age of the child.
- c. Protect children from mistreatment, both from family and environment.
- d. In order to fulfill the stimulation needs needed by the child in order to optimize the golden period of its development.
- e. PAUD is the responsibility of family, community and government.
- f. Family Responsibilities:
  - 1) As the first and foremost educator.
  - 2) As a basis for moral and religious education.
  - 3) As a preserver of noble values.
- g. An Indonesian version of the ECD approach needs to be formulated and implemented;
- h. The use of an approach adopted from the outside must be adapted to local and national culture, so that children are not deprived of their cultural roots

In addition to fostering the development of Early Childhood Education (PAUD) in Banjar District, it must also be carried out evenly in all Districts and Villages in Banjar Regency.

### **3.4 Work Plan for Regional Development in Kabupaten Banjar in the Field of Early Childhood Education (PAUD)**

The purpose in the preparation of the 2016 Banjar District Regional Development Work Plan (RKPD) is to compile a work plan document that contains the vision of Banjar

Regency regional development, the design of an economic development framework, urgent regional development strategic issues, and directions in the Banjar Regency regional development priorities.

### 3.5 The Objective

The objectives of the 2016 Banjar District Regional Development Work Plan (RKPD) are:

- a. Explain the achievement of the Banjar Regency's vision of regional development through regional development programs that have been carried out in previous years.
- b. Provide an overview regarding the design of the economic development framework of the Banjar Regency district.
- c. Provide direction in the regional development priorities of the Banjar Regency, based on the results of the evaluation of the achievement of regional development goals in the previous year, as well as the urgent strategic issues of regional development.

RKPD Banjar Regency becomes a guideline in the preparation of Regional Work Unit Unit Work Plans (Renja SKPD). SKPD Renja is a technical translation of the realization of the vision and mission, goals and objectives of the Banjar Regency RPJMD and 2016-2021 SKPD Strategic Plan. The Work Plan of the Regional Apparatus is also an operational technical planning document that contains policies, programs and activities that are equipped with performance targets and indicators, location and budget in accordance with the affairs of the government and development and social affairs in one year. SKPD Renja is prepared by each Regional Apparatus (PD) under the coordination of the Regional Development Planning, Research and Development Agency (BAPELITBANG) of Banjar Regency.

**Table 4:** Priority of Development for the Second Mission of 2017

Target	Performance Indicators (Target Indicators)	2017 Target (%)	Priority Program	SKPD
Increase school enrollment rates	PAUD Gross Participation Rate	65.66	Early Childhood Education Program (PAUD)	Education Authorities

**Source:** Badan Perencanaan Daerah Kabupaten Banjar, 2017

According to the Head of Bapelitbang Banjar Regency, the results of the interviews were:

*“Bapelitbang prepares the initial draft of the RKPD as the elaboration of the RPJMD, the head of the SKPD prepares the SKPD work plan in accordance with its main tasks and functions. One of the tasks and functions of the Bapelitbang is to coordinate the drafting of the work plan of the regional work unit.”* (interview with Hary Supriadi, 3 August 2017).

Likewise, the information obtained from interviews with the Head of Research and Development at the Bapelitbang Banjar Regency is as follows:

*"The vision and mission are outlined in the RPJMD and discussed in the musrembang to get aspirations from stakeholders and be followed by state administrators and include the community. As an SKPD in accordance with the main tasks and functions such as the Office of Education contains the vision, mission, goals, strategies, policies, programs and activities. One of the goals and objectives is to increase school enrollment rates with the aim of increasing school enrollment rates including early childhood education"* (interview with Candra Dewi, August 3, 2017).

From this information, it can be seen that the planning carried out has coordinated with the subordinates so that the policies carried out are also known by subordinates.

### **3.6 Strategic Plan of the Education Authorities**

Banjar Regent Regulation Number 43 of 2012 concerning Job Description of Banjar District Education Office. SKPD of the Banjar District Education Office has the task of carrying out local government affairs based on the principle of autonomy and co-administration in the field of fostering basic education, secondary education, early childhood education, non-formal and informal as well as facilities and infrastructure management.

The development of Early Childhood Education (PAUD) in Banjar District in the Education Office in the field that plays a role is the Head of the Division of Development of Early Childhood, Non-Formal and Informal Education. This field has the task: (1) plan, organize, and supervise the implementation of management of Early Childhood, Non-Formal and Informal Education; (2) plan, organize and supervise the implementation of fostering non-formal and informal education institutions; (3) planning, regulating and supervising the implementation of management and development activities of educator and education personnel resources in Early Childhood, Non-Formal and Informal Education; and (4) carry out other duties in accordance with their duties and responsibilities. The Head of the Division of Early Childhood, Non-Formal and Informal Education in carrying out their duties is assisted by three Section Heads namely the Early Childhood Education Section, Head of Institutional Section for Non-Formal and Informal Education and Head of Early Childhood Education Section (PAUD), Non Formal Education and Informal which each section has the task of developing Early Childhood Educators (PAUD) in Banjar Regency as follows.

- a. The Institutional Section for Non-Formal and Informal Education in the development of Early Childhood Education (PAUD) in Banjar Regency has the main task of preparing guidance and functional instructions to the supervisor of Non-Formal Early Childhood Education (PAUDNI) through the Head of the District Education Technical Implementation Unit (UPT).

- b. The Early Childhood Education Section has the task of: (1) preparing the preparation of program plans and calendars for the development of Early Childhood Education activities; (2) conduct an inventory of institutions engaged in Early Childhood Education and collect and process data on Early Childhood Education; (3) preparing and disseminating the Technical Guidelines for fostering Early Childhood Education; (4) organizing early childhood education training activities; (5) implementing cooperation in the implementation of Early Childhood Education activities; (6) preparing direction and functional instructions to the supervisor of Early Childhood and Informal Education (PAUDNI) through the head of the sub-district education Technical Implementation Unit (UPT); and (7) carry out other tasks that are in accordance with their duties and responsibilities.
- c. The Early Childhood Education (PAUD) Educator and Education Section, Non-Formal and Informal Educators in the development of Early Childhood Education (PAUD) in Banjar Regency have the main tasks, namely: (1) preparing program planning and calendars to educate education and education staff Early Childhood Non-Formal and Informal (PAUDNI); (2) preparing the preparation and dissemination of Activities for Technical Guidelines for the Development of Non-Formal and Informal Early Childhood Education Workers (PAUDNI); (3) collecting and processing data on Non Formal and Informal Early Childhood Education Workers (PAUDNI); (4) holding activities for the formation of Non Formal and Informal Early Childhood Education Workers (PAUDNI); (5) implementing cooperation in the implementation of Non Formal and Informal Early Childhood Education (PAUDNI) Activities; (6) carry out monitoring and assessment in the context of activities to foster Non-Formal and Informal Early Childhood Education Workers (PAUDNI); (7) preparing direction and functional instructions to the supervisor of Early Childhood and Informal Education (PAUDNI) through the Head of the sub-district Education Technical Implementation Unit (UPT); and (8) carry out other tasks that are in accordance with their duties and responsibilities.

Information obtained from interviews with the Head of the Education Office is as follows:

*“The task and authority of the education office in making a strategic plan (strategic plan) includes vision, mission, goals, strategies, policies, programs and development activities that are guided by the RPJMD and are indicative, for the budget we have also input into the strategic plan”* (interview with Gusti Ruspan Noor, August 4, 2017).

While the results of interviews with the Head of PAUDNI Development Division are as follows:

*“To compile a strategic plan there must be regulations with higher government documents and adapted to the district’s medium-term regional development plan*

*documents. We have already included PAUD planning in the Strategic Plan and RPJMD, but there are some obstacles faced by the Education Office, including inadequate budget issues, so we hope that the private sector can be more active in establishing this PAUD. Although there are several factors that support the development of this PAUD, among them we already have regulations starting from the minister of education to the regent's regulations.” (interview with Erny Wahdini, 8 August 2017).*

According to the Head of the PAUD Section at the Office of Education stated the following:

*“In preparing the strategic plan, several documents are needed, to facilitate the PAUD data documentation. It is expected that PAUD managers utilize information technology that is available in the education office. But in reality there are still PAUD that cannot send the data so we have to enter the data manually by various reasons starting with the network does not exist until the reason our HR is not capable and lacking” (interview with Nono Dwi Santoso, August 8, 2017).*

From the results of the interview, there was a synchronization in planning between superiors as SKPD heads and subordinates so that they could equate the perception and integration of planning in both the budget, human resources and infrastructure.

### 3.7 Medium-term Goals and Objectives of SKPD

In the 2011-2015, RPJMD Kabupaten Banjar has set goals and objectives in the medium term that want to be realized in order to achieve the vision and mission of the Banjar Regency. Furthermore, SKPD Performance Indicators need to be established in accordance with their duties and functions to support the achievement of the RPJMD Objectives and Objectives.

**Table 5:** Education Office Performance Indicators that Refers to the Goals and Objectives of the RPJMD in the PAUD Field

Outcome Performance Indicators	Initial conditions	Target (%)					
		2016	2017	2018	2019	2020	2021
PAUD Gross Enrollment Rate (APK)	60.92	63.19	65.66	68.12	70.59	73.05	73.05

Source: Dinas Pendidikan Kabupaten Banjar, 2017.

The results of the interview with the Head of the PAUDNI Development Section of the Banjar District Education Office are as follows:

*“We have formulated a strategic plan and work plan for inputting PAUD planning into the RPJMD so that we can see the target every year for the next five years, we hope that up to 2021 ECD will already exist in each sub-district in Banjar Regency” (interview with Erny Wahdini, August 9, 2017).*

The goal to be achieved over the next five years related to education in mission two is to increase school enrollment rates with the aim of increasing school enrollment rates.

**Table 6:** Relationship between objectives and targets related to the Banjar District Education Office

Objective	Target	Objective of Target	Initial Condition	Year Achievement Target (%)					Final Condition
				1	2	3	4	5	
Increase school enrollment rates	Increase school enrollment rates	PAUD gross enrollment rate	60,92%	63,19	65,66	68,12	70,59	73,05	73,05

Source: Dinas Pendidikan Kabupaten Banjar, 2017.

The results of interviews with the Head of the Education Office are as follows:

*“In making the Work Plan (Renja), the SKPD contains objectives, targets, indicators of targets, targets and development activities both implemented directly by the regional government and from community participation. For the target, it must be clear what initial conditions are, what achievements are expected every year and what final conditions.”* (interview with Gusti Ruspan Noor, August 4, 2017).

The results of the interview with the Head of PAUDNI Development Division are as follows:

*“We from the Department of Education also encourage the private sector to be involved in PAUD development by facilitating licensing, we from the education office are also actively conducting information about PAUD so that people understand and understand the existence of PAUD in the community so that awareness is built on using PAUD”* (interview with Erny Wahdini, August 9, 2017).

Whereas the results of the interview with one of the Head of Kasi at the Banjar District Education Office namely the Kasi Early Childhood Education are as follows:

*“The population distribution is still concentrated in urban areas, causing many PAUDs to be located in many sub-districts. In future planning so that PAUD is distributed according to the population presentation, we have mapped so that we have real data for PAUD development”* (interview with Nono Dwi Santoso, August 9, 2017).

The results of the interview indicated that the role of the SKPD leadership coordinated with subordinates in terms of planning and policy so that there was a common understanding and perception of planning to be sustainable. It is also seen here that education office planning to increase PAUD development in villages is still lacking in comparison with population, so that budget and HR planning and infrastructure are needed here.

### 3.8 Context of the Problem

The results of the identification of dominant factors both internal and external influenced the Early Childhood Education Development Planning program in Banjar District. This shows that all factors interact and work together with all their strengths and weaknesses to be able to capture opportunities and overcome all threats.

Comparison of the same factors is not given a value while the comparison with other factors is given a value according to the amount of urgency which in this case the value in the form of letters from the relevant factors. It can be explained that the number of letters of each factor added to the row or column value must be the same. Another strength is the total value of internal and external factors is 15 with the weight value obtained from the multiplication of the number of urgency values per 15 and multiplied by 100%. Based on the results of the urgency matrix of internal and external factors obtained the total urgency value (NU) and the weight of the factor (BF%) on each factor both internal (strengths and weaknesses) and external (opportunities and threats) included in the evaluation of internal and external factors.

Based on the results of the study the total weight value (TNB) was 4.21; odds 4.54; weakness 2.63; and threats/challenges 2.03. The actual strength value is the result of the reduction in the value of strength with weakness, namely  $4.21 - 2.63 = 1.58$  while the actual value of the opportunity is the result of the reduction in the opportunity value with the threat, namely  $4.54 - 2.03 = 2.51$ . The results of the intersection of these two values are in quadrant I which characterizes that despite facing various threats and challenges, this organization still has internal strength. The strategy that must be implemented is to use force to take advantage of long-term opportunities.

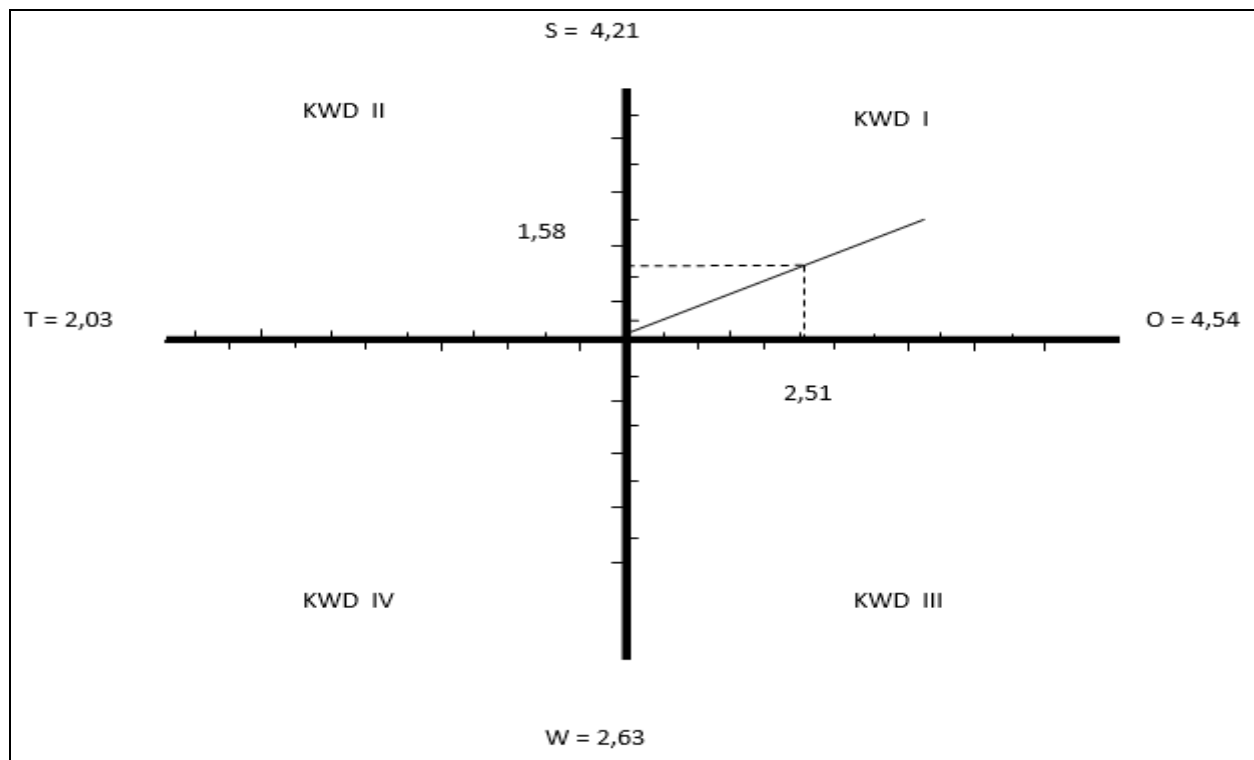


Figure 1: Map of Position of Organizational Strength

All trigonometric comparison values in quadrant I are positive (+) and the results of the intersection of these two values characterize the direction of expansive or always developing organizational strength. Figure 1 shows that using the power of 2.63 will take advantage of opportunities equal to 2.51, which means the trend pattern of strengths is used less but utilizes opportunities that are wide open, so that in the future the District Education Office of Banjar can maximize PAUD Development Planning in the District Banjar in the future.

Strategies are needed to achieve goals using the SWOT strategy formulation. The formulation of the SWOT strategy is a matrix combining internal and external success key factors in each of the two elements of strength (S), weakness (W), opportunity (O) and threat (T). Based on the results of the SWOT formulation and the map of organizational strength positions in quadrant I, the strategy used is the SO strategy, which is to use power to capture opportunities.

**Table 7:** Formulation of the SWOT Strategy

<p><b>External</b></p>	<p><b>Internal</b></p>	<p><b>Strength (S)</b></p> <ul style="list-style-type: none"> <li>• Renstra and Renja of the Education Office include the PAUD program in the RPJMD</li> <li>• Issuance of various regulations in the education sector</li> </ul>
	<p><b>Opportunity (O)</b></p> <ul style="list-style-type: none"> <li>• Increased use and use of information and communication technology</li> <li>• The increasing number of educational institutions established by the foundation</li> </ul>	<p><b>Strategy (SO)</b></p> <ul style="list-style-type: none"> <li>• Rentra and Renja Dinas Pendidikan include PAUD in the RPJMD with the use and use of information and communication technology</li> <li>• Encourage the development of PAUD establishment through the regulation of education</li> </ul>

The SO strategy produces two alternative strategies, namely the Strategic Plan and Work Plan Strategies for the Education Office to include PAUD in the RPJMD with the use and use of information and communication technology as well as the issuance of various education regulations so that more educational institutions are established by the foundation. The two alternative strategies are then re-elected so that there is only one strategy that is used to achieve the target through filter theory that bases the assessment on personal adjustments regarding effectiveness, convenience, cost and total value. The scale of the rating ranges from the value of 1 to 5, which means that the bigger the more effective, easier to implement and cheaper to implement and vice versa. The chosen strategy is the Implementation of PAUD in the RPJMD to Rentra and the Education Office Renja, so there will be an increase in the use and use of information and communication technology to fulfill the Early Childhood Education Development Planning in Banjar District.



**Table 8: Strategy, Policies, Programs and Activities**

Objective	Target	Strategy	Policy	Program	Activities
Development of Early Childhood Education in Banjar Regency	Increased Development of Early Childhood Education in Banjar District	Increased use and use of information and communication technology in the Development of Early Childhood Education in Banjar District	<ol style="list-style-type: none"> <li>1. Apparatus Competency Development</li> <li>2. Guiding attitudes and behavior</li> <li>3. Technology &amp; information development</li> </ol>	<ol style="list-style-type: none"> <li>Early Childhood Education Improvement Program</li> </ol>	<ol style="list-style-type: none"> <li>1. PAUD Coordination/ Consultation Meeting</li> <li>2. Training for PAUD apparatus</li> <li>3. Improvement of the PAUD development application system</li> <li>4. Form a communication forum for PAUD managers</li> </ol>

Monitoring and evaluation are intended so that activities can be carried out on time, on time, on target and can also overcome obstacles that occur in the early stages of activities so that they do not interfere with the next stage of activities. The monitoring of the preparation of plans for increasing coordination activities for issuing licenses is carried out as long as the activities run on a certain time schedule. To be able to find out the level of success of the implementation of activities, an evaluation is needed. Evaluations can be carried out periodically as needed or according to the schedule set based on the stages of predetermined performance improvement.

#### 4. Theoretical Context

The strategic plan is basically a development plan that is related to the preparation of an institution's development strategy by paying attention to internal strengths and weaknesses as well as external opportunities and threats experienced by the institution. Based on this principle, this strategic plan is usually arranged to deal with and win the competition that exists in the implementation of the business activities of the institution concerned. However, given the current era of regional autonomy and globalization, each SKPD in the region also turns out to have considerable competition with SKPD and other regions in advancing the development process in their respective regions.

According to Burhan (2003) details four characteristics of a strategic plan. These characteristics are: (a) concerning the future range of decisions made now; (b) is a process that begins with outlining strategic goals and policies and developing an action plan to achieve the expected final results; (c) is a certain attitude and way of life because the strategic plan requires the habit of working based on future estimates; and (d) linking the three plans at once, namely: strategic plans, mid-term plans, and short-term budgets. Thus, it appears that the strategic plan turns out to be a concept of planning for the medium term that is strategic and also comprehensive that can be applied both to the development of business activities and to encourage the development process of a government or private institution, both at the central and regional levels. As expressed also by Rangkuti (2016) that understanding of strategic plans is also related to the understanding of the strategy itself. Strategies are generally interpreted as ways or tools to achieve goals better and faster.

According to Solihin (2008) ideal regional planning must meet: (a) participatory principle: the people who will benefit from the plan must participate in the process; (b) the principle of sustainability: planning does not stop at only one stage, but must continue so as to ensure continuous progress in welfare, and not to cause setbacks; (c) holistic principles: problems in planning and implementation cannot only be seen from one side or sector but must be seen from various aspects, and in the overall integrity of the concept, (d) contain systems that can develop; and (d) open and democratic. Furthermore Solihin (2008) explained that the planning requirements must include several aspects including: (a) factual and realistic which refers to existing dynamics, (b) logical and rational, namely planning that is reasonable and understandable, (c) flexible, namely plan flexible by paying attention to the constraints and limitations of the social and physical environment, (d) objectives which are fulfilling commitments to the public interest, (e) comprehensive or comprehensive.

The era of regional autonomy (SKPD) is a more concrete and operational elaboration of the RPJMD in accordance with the main tasks and functions (Auth) of the relevant SKPD. While the Regional Medium Term Development Plan (RPJMD) itself is basically a more concrete and operational description of the vision and mission of the regional head. Based on the above considerations, the preparation of the SKPD Strategic Plan must be done in an integrated manner based on the RPJMD of the region concerned. This linkage and integration is very important to maintain that the development process in the region concerned can be carried out synchronously and in synergy with each other in accordance with the RPJMD of the region concerned. In terms of implementing the principles of democracy this is also very important to keep what is built in an area in accordance with the wishes and aspirations of the people of the region concerned.

As an implementation of the provisions of Article 89 paragraph (1) of the Minister of Home Affairs Regulation Number 54 of 2010 concerning Implementation of Government Regulation Number 8 of 2008 concerning Stages, Procedures for Preparation, Control and Evaluation of Implementation of Regional Development Plans, each Regional Work Unit (SKPD) is required prepare SKPD Strategic Plans (Renstra) which are SKPD planning documents for a five-year period. For this reason, the Education Office as one of the SKPDs in Banjar Regency also compiled the 2016-2021 Strategic Plan which included the vision, mission, objectives, targets and various policies, programs and activities as well as performance indicators of the Education Office for the next five years. Strategic planning is an approach, a way to achieve goals, directing decisions and actions, especially in the field of education. Strategic Planning functions as a management tool used to manage current conditions to project conditions in the future, so that the strategic plan becomes an indication that organizations can use from current conditions to work towards the next five years.

The Education Office Strategic Plan is aimed at realizing the regional vision and mission as stipulated in the Banjar District Medium-Term Development Plan (RPJMD) for 2016-2021. The function carried out by the Office of Education is in order to carry out compulsory education affairs; in accordance with the 1945 Constitution of the

Republic of Indonesia mandated that the State is obliged to educate the life of the nation. In an effort to realize the mandate, the Government seeks the National Education System as an effort to achieve national education goals. In Law Number 20 of 2003 concerning the National Education System, it is stated that every citizen has the right to education. Therefore, the State is obliged to realize quality education services to all citizens regardless of social status, race, ethnicity, religion and gender.

In accordance with the national development planning system that must be carried out in an integrated manner between the levels or levels of planning, the SKPD Strategic Plan of the Banjar District Education Office for 2016-2021 is prepared by taking into account and referring to strategic planning regulations and documents at the higher levels of government and adjusted to regional development planning document. The documents in question cover the Banjar District Medium-Term Development Plan (RPJMD) 2016-2021 and pay attention to the Strategic Plan of the South Kalimantan Provincial Education Office and the Strategic Plan of the Ministry of Education and Culture. In addition, the Strategic Plan also accommodates Minimum Service Standards (SPM) in the field of education, strategic issues that are developing at the regional, national and international levels, including the commitment of the Sustainable Development Goals (SDGs).

Based on this, the Banjar District Education Office together with structural officials and staff, drafted the Strategic Plan for 2016-2021, which is the five-year planning document of the Banjar District Education Office based on the conditions and potential of the area in Banjar Regency. Furthermore, the Education Office Renstra will be translated into the Education Office Work Plan (Renja) which is the SKPD planning document for a period of one year. In the Renja the Education Office contains priority programs and activities proposed to be implemented in the coming year.

## **5. Conclusion**

The implementation of the Early Childhood Education (PAUD) development policy strategy in Banjar Regency by implementing a planning mechanism through targets, strategic, policy, implementation development plans based on future estimates to use force and take advantage of long-term opportunities. Through the diversification and mobilization strategy the use and use of existing information and communication technology will be a force to deal with threats and challenges to the organization, the Plan for Early Childhood Education Development Planning Activities in Banjar Regency is scheduled from February at the Banjar Regency Budget and Based on the SWOT analysis of the actual issue in the Development of Early Childhood Education in Kabupaten Banjar, the chosen strategy was established to overcome the obstacles and problems, namely: Increasing the use and use of information and communication technology in the Development of Early Childhood Education in Banjar District by implementing Early Childhood Education in the RPJMD to the Strategic Plan and The Education Office Work Plan will make the Development Plan for Early Childhood Education in Banjar Regency be realized.

## 6. Suggestions

1. In the future, the Banjar Regency Government will support the Education Office in the Early Childhood Education Development Planning (PAUD) in Banjar District which is funded by the Banjar Regency Regional Budget (APBD) fund.
2. Public awareness of the importance of Early Childhood Education (PAUD) in the Banjar Regency in the future is also more socialized by the Office of Education so that people know and understand the importance of Early Childhood Education (PAUD).
3. The existence of Early Childhood Education (PAUD) in Banjar Regency to be built more evenly because there is an imbalance between subdistricts that have and do not have PAUD.

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