

IMPLEMENTATION OF DAYCARE PROGRAM AT INTERNATIONAL PRESCHOOL CIPTA KREATIF BANGSA PALEMBANG

Astri

UIN Raden Fatah Palembang

astri_uin@radenfatah.ac.id

Abstract: *This study analyzes the implementation of the daycare program at the International Preschool Cipta Kreatif Bangsa (CKB) Palembang. Using a qualitative phenomenological approach, the study was conducted from April to October 2024 with data collection techniques in the form of non-participant observation, structured interviews, and documentation. The results of the study show that the daycare program at CKB Palembang has been structured with various educational activities such as Happy Song and Education Game, Fun Cooking, and Life Basic Skills. The main challenges faced are the limited number of daycare teachers (only one person) who handles 15-20 children aged 2-6 years, and the absence of a formal evaluation system for each child. Supporting factors include opportunities for child socialization, skill development, and convenience for working parents, while inhibiting factors include health risks and limited individual attention. This program has integrated Islamic educational values into daily activities to develop children's independence, responsibility, and discipline.*

Kata Kunci: *Daycare, Early Childhood Education, Educational Management*

INTRODUCTION

Early childhood education has a strategic role in forming the foundation of child development.¹ Toddlerhood (0-5 years) is a critical period or golden age where the brain's ability to absorb information is very high, so that stimulation given during this period has a significant impact on the child's development in the future. In the digital era with increasingly high economic demands, many parents have to work so they cannot fully accompany the growth and development of their children, especially those who are still toddlers.² This condition creates a dilemma for working parents in terms of childcare. The Qur'an, Surah At-Tahrim, verse 6, emphasizes that parents are required to provide guidance and education to their children to avoid danger.³ Ibn Kathir interpreted the verse as a command to parents to provide warning and understanding of right and wrong through education. However, economic challenges often

¹ Nur Azizah, Utami Suci Putri, and Nahowi Adjie, "Research in Early Childhood Education and Parenting Steam Berbantuan Augmented Reality Untuk," 2020, 35–46.

² Yohanes Mandala, Andrian Wira Syahputra, and Hendrik A E Lao, "Strategi Keterlibatan Orang Tua Dalam Pendidikan Anak Di Era Digital," *Jurnal Budi Pekerti Agama Kristen Dan Katolik* 2, no. 3 (2024): 01–16, <https://doi.org/10.61132/jbpakk.v2i3.551>.

³ Agung Indra Wijaya and Sam'un Mukramin, "Peran Orang Tua Dalam Mencegah Pergaulan Bebas Di Kalangan Pelajar," *Khirani: Jurnal Pendidikan Anak Usia Dini* 1, no. 3 (2023): 01–14, <https://doi.org/10.47861/khirani.v1i3.343>.

force parents to delegate some of the parenting role to others, creating a need for alternative educational institutions for young children.

Daycare or child care centers are a solution for working parents who still want the best education for their children.⁴ The existence of daycare is regulated in the Circular Letter of the Minister of Women's Empowerment and Child Protection of the Republic of Indonesia Number 61 of 2020 concerning Guidelines for the Implementation of Child Care Centers Based on Child Rights/Child-Friendly Daycare for Workers in the Regions. However, the implementation of daycare programs in various educational institutions has its own variations and challenges that need to be studied further.⁵ International Preschool Cipta Kreatif Bangsa (CKB) Palembang is a private educational institution under the auspices of the Tri Cipta Foundation which was established in 2006 and received official permission in 2009. This institution implements a daycare program as part of the educational services provided to the community.⁶ In its implementation, the daycare program at CKB combines children aged 2 to 6 years with one special daycare teacher who is assisted by a helper.

Initial observation results show that CKB Palembang has a good work culture with a high level of discipline, both from the perspective of students, teachers, and other educational staff.⁷ The principal routinely monitors learning activities through classroom and daycare visits and monthly meetings. However, there are several things that need to be investigated further, such as the ineffectiveness of the daycare program that combines children from a wide age range, the absence of formal evaluation records for each child in the daycare program, and the limited number of special daycare teachers (only one person) who handles 12-15 children per day.⁸ This study uses a phenomenological approach to analyze the implementation of the daycare program at the International Preschool Cipta Kreatif Bangsa Palembang. The focus of this study includes three main aspects: (1) A daycare program that combines children aged 2-6

⁴ Wellfarina Hamer et al., "Potret Full Daycare Sebagai Solusi Pengasuhan Anak Bagi Orang Tua Perkerja," *Tapis : Jurnal Penelitian Ilmiah* 4, no. 1 (2020): 75, <https://doi.org/10.32332/tapis.v4i1.1955>.

⁵ Margareta Salsah Bee and Sri Redatin Retno Pudjiati, "Scoping Review: Overview of Gadget Use in Early Childhood COVID-19 Pandemic Period," *Psikostudia : Jurnal Psikologi* 12, no. 4 (2023): 573, <https://doi.org/10.30872/psikostudia.v12i4.12994>.

⁶ Wemni Kristian, Sri Wulan, and Nurbiana Dhieni, "Implementasi Kurikulum Montessori Dalam Pelaksanaan Kegiatan Di Lembaga Daycare Kota Tangerang Selatan," *Seminar Nasional Lppm Ummat* 3 (2024): 1000–1018.

⁷ A Indarti, "Meningkatkan Budaya Kerja Positif Disiplin Kehadiran Guru Di Sekolah Dengan Menggunakan Metode Reward And Punishment Di SMP Negeri 1 Juwiring Kabupaten Klaten Tahun 2023," *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial* 1, no. 6 (2023): 226–237.

⁸ Leny leny Leny, Indro Wiyarno, and Syafwandi, "Peran Daycare Dalam Stimulasi Perkembangan Fisik Motorik Anak Usia 2-3 Tahun Di Daycare Kepik Kuning Tangerang Selatan," *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini* 5, no. 1 (2023): 127–40, <https://doi.org/10.35473/ijec.v5i1.1822>.

years; (2) There are no evaluation records for each student related to activities in the daycare program; and (3) The number of special daycare teachers is limited. Specifically, this study aims to analyze the implementation of the daycare program at the International Preschool Cipta Kreatif Bangsa Palembang and identify supporting and inhibiting factors in the implementation of the program.⁹ The results of this study are expected to provide theoretical benefits as a reference and knowledge regarding the International Preschool and Daycare program, as well as practical benefits for school principals, educators, and daycare managers at CKB Palembang in developing more effective and quality daycare programs.

METHOD

This study uses a qualitative approach with a phenomenological design. The selection of this approach is based on the need to deeply understand the implementation of the daycare program at the International Preschool Cipta Kreatif Bangsa Palembang. As is the characteristic of qualitative research, the research process starts from the theoretical framework and understanding of researchers developed to solve problems in the field. The phenomenological and qualitative descriptive analytical approaches allow researchers to explain, describe, and describe problems comprehensively. Data analysis is carried out by enriching information, looking for relationships, comparing phenomena, and finding patterns based on original data which are then presented in the form of narrative descriptions. The study was conducted at Cipta Kreatif Bangsa Preschool and Daycare located at Jalan Demang Lebar Daun No. 4357, Ilir Barat I District, Palembang City, South Sumatra Province. Initial observations were conducted in November 2023, while the main study took place from April 22, 2024 to October 20, 2024. The selection of this location was based on the relevance of the institution as an organizer of daycare programs with international standards in Palembang. This study uses two types of data sources. First, primary data obtained directly from the research subjects without intermediaries, including the results of observations and interviews with the principal as the main person in charge of the daycare program at Cipta Kreatif Bangsa Palembang. Second, secondary data in the form of supporting documents such as official archives related to the daycare program, data on the number of students, data on educators, as well as policy documents and technical guidelines from both the government and internal institutions. This

⁹ Hendi Hendi, "Faktor Pendukung Dan Penghambat Penerapan Metode Jigsaw Pada Mata Pelajaran IPS Kelas V Di Sekolah Dasar," *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 6, no. 2 (2023): 190–98, <https://doi.org/10.58518/awwaliyah.v6i2.2058>.

secondary data serves to complement and verify primary data so that the research results are more comprehensive and accurate.

The presence of researchers in qualitative research acts as the main instrument and data collector. Informants in this study are divided into two categories. The main informant is the Principal of Cipta Kreatif Bangsa Preschool and Daycare Palembang who is the main source of information that shows the truth of data and facts in the field. Meanwhile, supporting informants consist of the Deputy Chairperson of the Foundation, teachers, and staff who provide complementary and comparative information to information from the main informant. Supporting informants contribute to verification and enrich data regarding the implementation of the daycare program at the institution.

This study used three data collection techniques. Non-participant observation was conducted with the researcher acting as an independent observer without being directly involved in the activities being observed. The researcher recorded, analyzed, and made conclusions regarding the implementation of the daycare program based on observations conducted over a sufficient period of time to obtain in-depth understanding. Structured interviews were conducted using interview guidelines that had been systematically prepared. Interviews were conducted with the principal, vice chairman of the foundation, supervising teachers, and staff, by recording the interview results using electronic devices to ensure data accuracy. Documentation in the form of collecting photos and copies of documents relevant to the daycare program at Cipta Kreatif Bangsa, including supporting data such as the number of students and educators. Data analysis in this study uses an interactive model from Miles and Huberman which includes four stages. Data reduction is done by summarizing, sorting the main points, and focusing on important things continuously during the research process. Data presentation is in the form of narrative descriptions accompanied by images, schemes, matrices, or tables as needed to organize data so that it is easy to analyze and conclude. Data verification is done by re-ensuring the feasibility of the data to be presented, especially the suitability between technical guidelines and actual conditions in the field. Drawing conclusions is the final stage where initial findings that are temporary will be strengthened by valid and consistent evidence, resulting in a comprehensive description of the implementation of the daycare program at Cipta Kreatif Bangsa Palembang. To ensure the validity of the data, this study uses observation extension and triangulation techniques. Observation extension is done by re-checking the data obtained to ensure its validity. Triangulation is applied in three forms: source triangulation by comparing interview data between one informant and another; technical

triangulation by checking data from the same source using different techniques such as observation and interviews; and time triangulation by checking data at different times and situations to ensure consistency of information. The combination of these data validity techniques allows researchers to obtain credible data regarding the implementation of the daycare program at the International Preschool Cipta Kreatif Bangsa Palembang.

DISCUSSION

Implementation of the Daycare Program at the International Preschool Cipta Kreatif Bangsa Palembang

Based on observations, interviews, and documentation at Cipta Kreatif Bangsa Palembang, the daycare program is implemented after regular school hours end. Routines include bath time, lunch, and nap time. Each child has their own bed, sheets, pillows, and blankets. The school provides a lunch menu with a responsible daycare teacher. The maximum pick-up time is 17.00 with a tolerance of 15 minutes late. Lateness after 17.15 will be subject to an additional fee of Rp. 30,000/day. The principal stated that "Daycare is a welfare facility used to meet the needs of care, education, and guidance for the growth and development of children that implements the principle of fulfilling the rights and protection of children, especially ages 2-6 years." Furthermore, the principal explained that the role of implementing the provision of childcare has been mandated in the Regulation of the Minister of PPPA Number 5 of 2015 concerning the Provision of Gender-Responsive and Child-Caring Work Facilities in the Workplace.

The programs implemented at Cipta Kreatif Bangsa daycare include Happy Song and Education Game, Fun Cooking, Life Basic Skill and Good Behavior, Story Telling, Simple English, Medical Check Up, Outdoor Activity, Audio Visual, and Progress Report. The daycare teacher stated that the form of service provided includes an advanced learning environment with the aim of encouraging gradual developmental progress in a healthy and safe environment.



Figure 1. One of the creative daycare activities of the Palembang nation

In its implementation, the health condition of the child is also considered. Children who are sick such as coughing, having a cold, and having a fever are not allowed to enter to prevent transmission. Parents are free to bring food and snacks and drinks that are adjusted to the child's taste. The number of daycare teachers is only 1 person with 15-20 children per day, assisted by 2 on-duty teachers, combining rooms and learning processes for children aged 2 to 6 years.



Figure 2. One of the nap activities at the Cipta Kreatif Bangsa Palembang daycare

Based on the description of the interview between the principal and the daycare teacher, it can be seen that there is good coordination in improving the daycare program. The implementation of the daycare program is carried out in a safe and structured environment, with supervision from good staff according to parents' expectations, providing a solution for working parents to remain productive while ensuring that their children receive safe and quality care.

Supporting and Inhibiting Factors in the Implementation of Daycare Programs

1) Supporting Factors, Several supporting factors in the implementation of the daycare program at Cipta Kreatif Bangsa Palembang include:

- a. Encourage children to socialize - Daycare provides opportunities for children to socialize with peers, develop skills such as sharing, working together, and building friendships.
- b. Develop skills - Various activities are designed to stimulate children's development, from art activities to motor skills and early education.
- c. Make it easier for parents - For parents with busy work schedules, daycare is a practical solution so that they can work in peace.
- d. Form good habits - The daily time structure helps children form good habits, including playtime, learning, eating, and resting.

In addition, children have a wider play space, opportunities to interact with peers, and parents have the opportunity to interact with daycare teachers to improve parenting skills. Motivation from the child, parental involvement, and a good environment are also important supporting factors.

2) Inhibiting Factors: Inhibiting factors in the implementation of daycare programs include:

- a. Potential health risks - The large number of children interacting makes it easier for infectious diseases such as colds or flu to spread.
- b. Lack of individual attention - Staff must care for several children at once, so individual attention is limited.
- c. Cost - Daycares can often be quite expensive, especially if you have more than one child.
- d. Variable quality - Daycares vary in quality and not all facilities provide the same standards.

Based on research, differences in parenting patterns between parents and caregivers in daycare or with grandparents can be an obstacle to the stimulation of children's social development. Children also often lack the opportunity to be independent or separate from the group, and there is a tendency for parents to release their responsibilities as caregivers to daycare centers.

Daycare Program Management Review from an Islamic Education Perspective

From an Islamic educational perspective, the success of early childhood education requires thorough and ongoing initial preparation.¹⁰ Islamic education must be implemented continuously through a long process with continuous stages, including since the child is still young. Islamic education is defined as guidance for spiritual and physical growth according to Islamic teachings by directing, teaching, training, nurturing, and supervising the implementation of all Islamic teachings. Education in the concept of tarbiyah emphasizes the act of mercy, where parents or teachers are required to foster a sense of empowerment and develop independence gradually.¹¹ Educational management is an activity to mobilize and integrate all educational resources in achieving predetermined goals. The daycare program at

¹⁰ Umi Kulsum, "Psikologi Belajar Pada Pendidikan Anak Usia Dini," *Jurnal An-Nur: Kajian Pendidikan Dan Ilmu Keislaman* 7, no. 2 (2021): 185–99.

¹¹ Ahmad Syah, "Term Tarbiyah, Ta'Lim Dan Ta'dib Dalam Pendidikan Islam," *Al-Fikra : Jurnal Ilmiah Keislaman* 7, no. 1 (2017): 138–50, <https://ejournal.uin-suska.ac.id/index.php/al-fikra/article/view/3786>.

Cipta Kreatif Bangsa seeks to integrate Islamic educational values into daily activities, create a conducive and challenging environment, and develop various life skills through a habituation process so that children learn to be independent, responsible, and have self-discipline.¹²

CONCLUSION

Based on research conducted at the International Preschool Cipta Kreatif Bangsa (CKB) Palembang, it can be concluded that the implemented daycare program has provided an alternative solution for working parents who need quality childcare services. The implementation of the daycare program at CKB Palembang shows an organized structure with a clear routine including bath time, lunch, nap time, and various educational activities such as Happy Song and Education Game, Fun Cooking, and Life Basic Skill. However, there are several challenges that need to be overcome, especially the limited number of daycare teachers (only one person) who handles 15-20 children with various age ranges (2-6 years), and the absence of a formal evaluation system for each child in the daycare program. Supporting factors for the program include opportunities for child socialization, skill development, convenience for working parents, and the formation of good habits, while inhibiting factors include health risks, limited individual attention, relatively high costs, and variations in service quality. From an Islamic education perspective, the daycare program at CKB Palembang has attempted to integrate Islamic educational values into daily activities through a process of habituation to develop independence, responsibility, and self-discipline in children. This study recommends the importance of increasing the number of special daycare educators, developing a formal evaluation system for each child, and improving programs that separate children by age group to optimize daycare services.

REFERENCES

- Agung Indra Wijaya, and Sam'un Mukramin. "Peran Orang Tua Dalam Mencegah Pergaulan Bebas Di Kalangan Pelajar." *Khirani: Jurnal Pendidikan Anak Usia Dini* 1, no. 3 (2023): 01–14. <https://doi.org/10.47861/khirani.v1i3.343>.
- Azizah, Nur, Utami Suci Putri, and Nahowi Adjie. "Research in Early Childhood Education and Parenting Steam Berbantuan Augmented Reality Untuk," 2020, 35–46.
- Bee, Margareta Salsah, and Sri Redatin Retno Pudjiati. "Scoping Review: Overview of Gadget Use in Early Childhood COVID-19 Pandemic Period." *Psikostudia : Jurnal Psikologi* 12, no. 4 (2023): 573. <https://doi.org/10.30872/psikostudia.v12i4.12994>.
- Hamer, Wellfarina, Tubagus Ali Rachman, Anita Lisdiana, Wardani Wardani, Karsiwan Karsiwan, and Atik Purwasih. "Potret Full Daycare Sebagai Solusi Pengasuhan Anak Bagi Orang Tua Perkerja." *Tapis : Jurnal Penelitian Ilmiah* 4, no. 1 (2020): 75.

¹² Nursalim, "Problematika Pengelolaan Lembaga Pendidikan Islam (Studi Terhadap Peraturan Pemerintah Nomor 17 Tahun 2010 Dan Peraturan Menteri Pendidikan Nasional No. 19 Tahun 2007)," *Millah* 16, no. 1 (2016): 113–26, <https://doi.org/10.20885/millah.vol16.iss1.art6>.

<https://doi.org/10.32332/tapis.v4i1.1955>.

Hendi, Hendi. “Faktor Pendukung Dan Penghambat Penerapan Metode Jigsaw Pada Mata Pelajaran IPS Kelas V Di Sekolah Dasar.” *Awwaliyah: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 6, no. 2 (2023): 190–98. <https://doi.org/10.58518/awwaliyah.v6i2.2058>.

Indarti, A. “Meningkatkan Budaya Kerja Positif Disiplin Kehadiran Guru Di Sekolah Dengan Menggunakan Metode Reward And Punishment Di SMP Negeri 1 Juwiring Kabupaten Klaten Tahun 2023.” *Jurnal Nakula: Pusat Ilmu Pendidikan, Bahasa Dan Ilmu Sosial* 1, no. 6 (2023): 226–237.

Kristian, Wemni, Sri Wulan, and Nurbiana Dhieni. “Implementasi Kurikulum Montessori Dalam Pelaksanaan Kegiatan Di Lembaga Daycare Kota Tangerang Selatan.” *Seminar Nasional Lppm Ummat* 3 (2024): 1000–1018.

Kulsum, Umi. “Psikologi Belajar Pada Pendidikan Anak Usia Dini.” *Jurnal An-Nur: Kajian Pendidikan Dan Ilmu Keislaman* 7, no. 2 (2021): 185–99.

Leny, Leny leny, Indro Wiyarno, and Syafwandi. “Peran Daycare Dalam Stimulasi Perkembangan Fisik Motorik Anak Usia 2-3 Tahun Di Daycare Kepik Kuning Tangerang Selatan.” *Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini* 5, no. 1 (2023): 127–40. <https://doi.org/10.35473/ijec.v5i1.1822>.

Nursalim. “Problematika Pengelolaan Lembaga Pendidikan Islam (Studi Terhadap Peraturan Pemerintah Nomor 17 Tahun 2010 Dan Peraturan Menteri Pendidikan Nasional No. 19 Tahun 2007).” *Millah* 16, no. 1 (2016): 113–26. <https://doi.org/10.20885/millah.vol16.iss1.art6>.

Syah, Ahmad. “Term Tarbiyah, Ta’Lim Dan Ta’dib Dalam Pendidikan Islam.” *Al-Fikra : Jurnal Ilmiah Keislaman* 7, no. 1 (2017): 138–50. <https://ejournal.uin-suska.ac.id/index.php/al-fikra/article/view/3786>.

Yohanes Mandala, Andrian Wira Syahputra, and Hendrik A E Lao. “Strategi Keterlibatan Orang Tua Dalam Pendidikan Anak Di Era Digital.” *Jurnal Budi Pekerti Agama Kristen Dan Katolik* 2, no. 3 (2024): 01–16. <https://doi.org/10.61132/jbpakk.v2i3.551>.