

ABSTRAK

Kharisma, Silviany. 2026. *“Pengorganisasian Kelompok Bermain Dalam Mendukung Implementasi PAUD Holistik Integratif”* (Studi Kasus di KOBER Tresna Bhakti Kecamatan Panawangan Kabupaten Ciamis). Jurusan Pendidikan Masyarakat, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi.

Implementasi Pendidikan Anak Usia Dini Holistik Integratif (PAUD HI) sering terhambat oleh lemahnya pengorganisasian, minimnya sosialisasi, serta keterbatasan sarana dan partisipasi masyarakat. Namun, KOBER Tresna Bhakti berhasil mengimplementasikan program PAUD HI di tengah keterbatasan sumber daya manusia dan fasilitas yang dimiliki. Penelitian ini bertujuan untuk mengetahui pengorganisasian di Kelompok Bermain Tresna Bhakti dalam mendukung implementasi PAUD Holistik Integratif yang mencakup lima bidang layanan, yaitu layanan pendidikan, kesehatan, gizi, pengasuhan, serta perlindungan dan kesejahteraan anak. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode studi kasus. Teknik pengumpulan data dilakukan melalui observasi, dokumentasi, dan wawancara semi-terstruktur terhadap tujuh informan yang terdiri atas kepala sekolah, pendidik, dan orang tua. Teknik pengambilan sampel menggunakan purposive sampling. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pengorganisasian di KOBER Tresna Bhakti PAUD HI dilaksanakan melalui tujuh langkah sistematis, yaitu: (1) pemahaman tujuan program melalui sosialisasi, parenting, rapat rutin, dan komunikasi berkelanjutan; (2) penetapan tugas berdasarkan pedoman PAUD HI, SOP, dan surat keputusan pembagian tugas; (3) pembagian kelompok tugas sesuai bidang layanan dan kompetensi; (4) pembagian kerja yang dilengkapi deskripsi tugas, alur koordinasi, supervisi, dan evaluasi; (5) penempatan posisi berdasarkan kemampuan, pengalaman, dan kesiapan; (6) penyusunan struktur organisasi yang melibatkan unsur internal dan eksternal; serta (7) penetapan aturan kerja, pembinaan, dan supervisi berkala. Kelima layanan PAUD HI tercermin dalam seluruh tahapan pengorganisasian tersebut melalui pembagian peran, koordinasi lintas sektor, serta pelaksanaan layanan yang terintegrasi. Simpulan dari penelitian ini menyatakan bahwa pengorganisasian memberikan dukungan nyata terhadap implementasi PAUD HI melalui tata kelola yang terarah, pembagian tugas yang jelas, penempatan sesuai kompetensi, koordinasi lintas pihak, dan supervisi berkala.

Kata Kunci : Pengorganisasian, Kelompok Bermain, PAUD Holistik Integratif.

ABSTRACT

Kharisma, Silviany. 2026. "Organizing Playgroups to Support the Implementation of Holistic-Integrative Early Childhood Education (PAUD)" (Case Study at KOBER Tresna Bhakti, Panawangan District, Ciamis Regency). Department of Community Education, Faculty of Teacher Training and Education, Siliwangi University.

The implementation of Holistic-Integrative Early Childhood Education (PAUD HI) is often hindered by poor organization, insufficient dissemination of information, and limited facilities and community participation. However, KOBER Tresna Bhakti has successfully implemented the PAUD HI program despite its limited human resources and facilities. This study aims to examine the organizational practices at the Tresna Bhakti Playgroup in supporting the implementation of Holistic-Integrative Early Childhood Education, which encompasses five service areas: education, health, nutrition, parenting, and child protection and welfare. A descriptive qualitative approach using a case study method was employed. Data were collected through observation, document review, and semi-structured interviews with seven informants, comprising the school principal, educators, and parents. Purposive sampling was used to select participants. Data analysis involved data reduction, data presentation, and conclusion drawing. The results indicate that organization at KOBER Tresna Bhakti for PAUD HI is carried out through seven systematic steps: (1) understanding program objectives through dissemination, parenting sessions, regular meetings, and continuous communication; (2) assigning tasks based on PAUD HI guidelines, Standard Operating Procedures (SOPs), and official task-allocation decrees; (3) grouping tasks according to service areas and competencies; (4) distributing work accompanied by job descriptions, coordination flows, supervision, and evaluation mechanisms; (5) assigning positions based on ability, experience, and readiness; (6) establishing an organizational structure involving both internal and external stakeholders; and (7) setting work rules and implementing periodic guidance and supervision. The five PAUD HI service areas are reflected throughout these organizational stages via role allocation, cross-sectoral coordination, and the delivery of integrated services. The study concludes that organizational practices provide tangible support for PAUD HI implementation through focused management, clear task allocation, coordination among stakeholders, and continuous supervision. The study concludes that organization provides tangible support for the implementation of Holistic-Integrative Early Childhood Education (PAUD HI) through focused governance, clear division of tasks, competency-based placement, cross-sector coordination, and periodic supervision.

Keywords: Organizing, Playgroup, Holistic Integrative Early Childhood Education.