

Early Childhood Curriculum Management: A Case Study of Islamic Kindergarten in Yogyakarta

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Abstract—Yogyakarta is a city of culture as well as a city with majority Muslim population. This study aims to describe the implementation of early childhood curriculum management in an Islamic kindergarten at Yogyakarta. This research uses a qualitative research approach with descriptive analysis method. The study was conducted by interviewing, observing and study documenting of 3 people namely the school principal, teacher and administrative officer. The results showed: (1) curriculum management in kindergarten is in accordance with the 2013 curriculum and there is a content of local wisdom of Yogyakarta culture; (2) The obstacles that occur in curriculum management are dominated at the implementation stage, namely the inadequacy learning methods used by teachers. To overcome this, the teacher must have skills in improvising teaching methods in the classroom.

Keywords—curriculum management; early childhood education

I. INTRODUCTION

The development of the age of the 21st century is very rapid with the presence of the industrial revolution 4.0. This has an impact on the demands of human resources to respond to the challenges given. The quality of human resources in Indonesia is ranked 87 out of 157 countries [1]. Education is important to improve the quality of human resources. Education occupies a central position in development because it is very closely related to improving the quality of human resources. Today's society is very dynamic requiring an important curriculum to be considered, because the curriculum is one of the important instruments in the education process.

The curriculum has a central position in the education process because the curriculum directs all forms of educational activities with the aim of enabling the achievement of educational goals. The curriculum as an education program that is well organized and developed will produce students who adhere to the national process, meaning that without a good and appropriate curriculum it will be difficult to achieve the goals and objectives of education that aspires. For the curriculum to be managed effectively and efficiently, the curriculum must adhere to the principles of curriculum management. Curriculum management is the main management substance in schools.

Curriculum and learning, are two things that can't be separated. As a plan or program, the curriculum will be meaningless if it is not implemented in the form of learning.

Likewise, on the contrary, without a curriculum or plan, there can be no effective instruction and without instruction the curriculums have little meaning [2].

One of the keys to the success of kindergarten management is the success in implementing the curriculum in accordance with educational goals. This is in accordance with the opinion from the Head of the West Java Education Office [3] who said that, the most important thing is how to prepare human resources who are not only smart but have a character, meaning that in addition to technology and intelligence, but their character from a cultural perspective, from the perspective of protecting the environment, from religion, it becomes important.

Religion and culture cannot be separated from the curriculum, especially since Yogyakarta was designated as an ASEAN cultural city on October 24, 2018 [4]. This happens because of the consistency in the preservation and development of cultural heritage and cultural heritage both objects and non-objects. In addition, according to data from BAPEDA [5], Muslims in Yogyakarta account for 92.6% of the total population. Thus, education in Yogyakarta is influenced by 5 pillars, namely the Yogyakarta Palace, Islamic boarding schools, Muhammadiyah, Tamansiswa and non-Muslim education.

Clear and systematic curriculum management certainly must be highly considered in early childhood education, because it must always pay attention to the level of development and psychology of students. The curriculum and adult-child interactions should be tailored to each individual. Because every child is unique, in the sense of patterns and times of development, both personalities, learning styles and family background.

The management curriculum for early childhood education is different from other school level curriculum management such as elementary school, junior high school, or high school. Because early childhood in the range of 0-6 years, are children who are in need of educational efforts to achieve the optimization of all aspects of both physical and psychological development that includes intellectual, language, motoric, and social emotional development. During this period there is also a maturation of physical and psychological functions that are ready to respond to the stimulation provided by the environment [6].

The basic principle of curriculum management is to try to let the learning process run smoothly, with benchmarks for achieving goals by students encouraging teachers to develop and continuously improve learning strategies [7]. This was reinforced by Katuuk [8] who suggested that the availability of documents and instruments was the main foundation in implementing the 2013 curriculum implementation strategy in the field in order to achieve the expected quality. In addition, monitoring and evaluation needs to be done so that the participation of all parties can be strengthened and to realize better management and implementation strategies.

Successful implementation of the curriculum requires good management. In implementing the 2013 curriculum, there are several important management aspects as a strategy to strengthen its implementation. These aspects include planning, organizing, implementing, and evaluating.

This research is relevant to the research of Fikriyah & Astuti [9] entitled "Management school curriculum of inclusion in the Kindergarten the talents of Semarang". The results of the study are more or less the same, namely curriculum management in Kindergarten the talents of Semarang including planning, implementation and evaluation. What distinguishes is the existence of children who need talent so as to provide special individual programs, whereas in this study there are no children with special needs but in the curriculum inserted with material on Islamic religion and Yogyakarta culture.

The question in this research is how is curriculum management in Kindergarten and what are the obstacles and solutions related to curriculum management in Kindergarten?

II. METHODS

This study used a qualitative research method with a case study approach, because researcher wanted to dig up information about curriculum management in kindergarten. The subjects in this study were six people, namely the principal, 4 teachers, kindergarten administrative officers, and the students' parents. The research was conducted in a kindergarten in the Special Region of Yogyakarta which is based on Islam

Data collection techniques used in this study were interviews, observation and study documentation. The instruments used in this study were interview guidelines, observation guidelines, and study documentation guidelines. In order to check the validity of the data, researchers used data triangulation which was done through checking data from other parties as a comparison. Then the data analysis technique in this study uses interactive model data analysis techniques from Miles & Huberman including data collection, data reduction, data display, conclusion drawing/verification [10]. The steps of the analysis are as shown below.

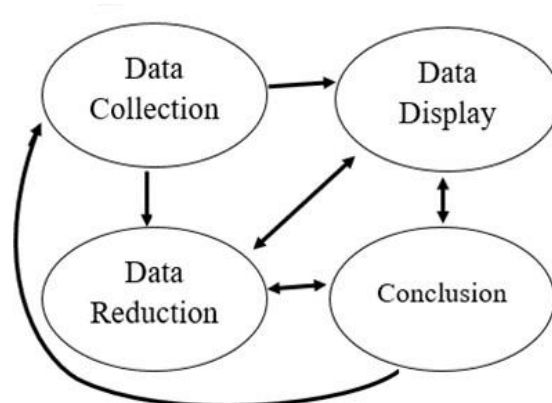


Fig. 1. Interactive analysis model Miles and Huberman

III. RESULTS AND DISCUSSION

A. Curriculum management in Kindergarten

1) Planning

Kindergarten has a goal to be achieved that needs to be designed. Planning in curriculum management starts from the vision and mission of the kindergarten institution. As an example, the vision of a kindergarten in Yogyakarta is the realization of a person with noble character, creative, innovative, Islamic, and superior in quality based on the religion and culture of the nation and its mission is to develop the spirit of creativity of students in the kindergarten environment intensively, guiding and helping students to recognize their potential so that they can develop optimally in accordance with the nation's culture, instill appreciation of the teachings of Islam and can practice them in daily behavior. From these objectives, in planning the curriculum, kindergartens always balance with the religious aspect because the religious curriculum is the dependent curriculum which is the main attraction in the kindergarten.

Planning is a thought or idea regarding actions to be taken to achieve the goal [11]. Planning is an activity in the form of preparations to prepare steps for implementing a job or solving a problem in the education sector in a directed manner, in accordance with the stated educational goals [12].

The planning of teaching and learning activities in Kindergarten is divided into annual and semester planning, weekly planning, and daily planning. In the annual planning make an educational calendar and major programs such as the celebration of Islamic holidays, tourist visits, performing arts, and so on. Semester planning is divided into 12 themes, covering yourself, animals, the environment, vegetation, my country, recreation, transportation, profession, sources of life, communication tools/technology, my homeland, and natural phenomena. Then in daily planning the teacher must make preparations, namely making a daily plan containing the opening, core activities with themes to be given, and closing.

Lesson planning is made by the teacher before the new school year starts, then the principal gives approval which can then be used by the teaching teacher.

2) Organizing

Organizing a professional curriculum can be seen from the management, the number of students who enter and the completeness of infrastructure so that students feel pleasant when participating in teaching and learning activities. For example, one Islamic kindergarten in Yogyakarta in the 2018/2019 school year had 72 students divided into 4 classes namely class A (ages 4-5 years) there were 2 classes and class B (ages 5-6 years) there were 2 classes, each class was taught by 1 teacher. In general, the existing infrastructure in the Kindergarten is sufficient and representative enough, so that the ideal learning process can be fulfilled.

There are 7 employees in the kindergarten, namely 1 school principal, 4 teachers, 1 administrative staff and 1 gardener. The teacher's tasks include developing lesson plans, managing learning according to their group, taking notes and compiling child development reports, and collaborating with parents in parenting programs. In curriculum management it is not only teachers who play a role but there are headmasters and administrative staff. The principal is in charge of developing school programs, coordinating teachers, managing school administration, and evaluating teacher performance and learning programs in schools. While the task of administrative staff is to provide administrative services to teachers, parents and students, facilitate administrative acceptance of students, and manage school infrastructure.

From the organizing in the Kindergarten it is clear how the duties of each employee, so that the planned program can be carried out effectively.

3) Implementation

The kindergarten has implemented the 2013 curriculum, the curriculum is grouped into 12 themes in 1 school year. The implementation of the curriculum in kindergarten follows a predetermined plan according to the guidelines that have been made and with the supervision of the principal. The supporting factor in the implementation of the curriculum in kindergarten is the availability of adequate facilities and play equipment so that the learning process can run well. However, in this implementation there are also obstacles, namely teachers who are overwhelmed in handling students because the teaching methods are not yet in accordance with the conditions in the classroom so that they are not maximally delivering material according to the plan that has been prepared.

The implementation of the learning process by educators, relies on planning compiled by education units and educators. This activity departs from the existence of the syllabus and the design of the learning process. The implementation will be evident in the classroom, in the form of interactions with students, and in a fun arrangement. The learning process in educational units is held in an interactive, inspirational, fun and challenging manner, motivates students to participate actively, and provides sufficient space for initiative, creativity, and independence according to the talents, interests, and physical and psychological development of students [13].

Implementation of the curriculum in daily activities begins with an opening through prayer together followed by recitation or memorization of short letters from the Qur'an. In

the core activity, is filled with themes based on local wisdom in Islamic Kindergartens, for example introducing Yogyakarta-specific batik and then applying it to the practice of painting batik using banana leaves, in addition to the use of Aisyiah's typical batik uniform for students on certain days. In closing activities, children are accustomed to praying and shaking hands with the teacher as a form of respect for parents at school.



Fig. 2. Implementation of teaching and learning activities

4) Evaluation

Curriculum evaluation in kindergarten is carried out through three models, namely by the principal on a regular basis, namely every week, semester and year by holding meetings measured through achievement of goals; teachers who evaluate the curriculum related to children's learning and learning outcomes by taking into account the prescribed principles of assessment; as well as guardians of students who participate in monitoring children's development at home and receive the results of curriculum evaluation in the form of a book report containing the result of student learning at school.

Evaluation of the curriculum is important because it focuses on determining the level of change that occurs in learning outcomes (behavior). The results of curriculum evaluation can be used by teachers, school principals, and education implementers in understanding and fostering student development, selecting learning materials, choosing learning methods and tools, assessment method and other educational facilities [14].

B. Barriers and solutions

The most dominant obstacle is in the implementation stage of curriculum management, namely the inadequacy of the teaching methods applied because teachers feel overwhelmed in dealing with very active children so they do not focus. Children only focus on the first 5 minutes of learning, then children will get bored easily and start looking for interesting things. To work around this, the teacher must have the ability to handle children during classroom activities and appropriate time management in implementing curriculum management.

The solution, the teacher can improvise in providing material with ice breaking interspersed so children do not get bored easily or by giving a case at the beginning of the lesson which then looks for a solution together. This is in accordance with the results of research conducted by Baird & Clark [15] that the professional development model is effective in improving teacher understanding and learning strategies by prioritizing the delivery of ideas and student reasoning.

IV. CONCLUSION

Islamic Kindergarten in Yogyakarta has implemented the 2013 curriculum so that almost all of the curriculum management is carried out, namely curriculum planning, by making annual plans in the form of annual programs, semester programs, weekly activity plans and daily activity plans. Organizing is carried out by arranging the organizational structure and division of tasks. The implementation of the curriculum is based on a predetermined plan and with supervision from the school principal. Curriculum evaluation is carried out by the principal periodically every week, semester and year by holding meetings that are measured using goal achievement. For curriculum evaluation related to learning, the teacher evaluates the child by paying attention to the determined principles of assessment, and the guardian of students who also evaluates the child's development at home. What distinguishes it from other schools is the curriculum which is added with Muhammadiyah material because the school is based on Islam.

The obstacles that occur in curriculum management are dominated at the implementation stage, namely the inadequacy of the teacher's teaching methods because they are overwhelmed in dealing with children who are very active so they do not focus on teaching. Therefore, the teacher must be able to improve in providing material and not only be motivated by daily activity plans, but also pay attention to children.

The usefulness of this research is in managing the curriculum not only paying attention to aspects of teachers and infrastructure but also paying attention to aspects of students because they are related to one another.

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