Curriculum Management in Kindergarten

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Abstract: **Curriculum Management in Kindergarten. The purpose of this study was to analyze and describe planning, organizing, implementing, and evaluating the curriculum in Global Surya Kindergarten Bandar Lampung. The approach in this study uses a qualitative approach and this type of research uses descriptive phenomenological research. Data collection techniques by means of observation, interviews, and documentation. Data analysis techniques are carried out interactively through data collection processes, data displays, conclutions drawing / verifying and data reduction. The results of the research are about effectiveness among personnel (in this case the principal, waka, quality assurance team and teachers), so that organizational goals must be understood by teachers, distribute work to teachers clearly, determine teacher procedures according to lesson plans, and delegate the ability of each teacher to teach a particular field. Creating more efficient cooperation, developing the abilities and skills of each teacher, fostering a sense of belonging and liking to work, cultivating a harmonious atmosphere in teaching teaching that increases motivation and achievement, and making students develop dynamically.**

Keywords: **curriculum management, kindergarten, global surya**

I. INTRODUCTION

Early childhood education is generally directed at facilitating optimal and comprehensive growth and development of children in accordance with the norms and values of life. Through education, children are expected to develop all their potential such as religion, intellectual, social, emotional, and physical, besides that they are expected to have the basics of their religion, have the expected behavioral habits, master a number of basic knowledge and skills in accordance with needs and level of development, as well as having a positive motivation and learning attitude.

In Indonesia, education levels, according to the age of students, consist of early childhood education, primary education, secondary education, and higher education, all of which are a systemic unit.

Curriculum management is a very important life for an educational institution. The journey from planning to evaluation requires a good curriculum with its conceptuality through management. Principals and Teachers must work together and have a vision to establish a good curriculum for their institution.

Today, early childhood education (PAUD) has become an important part of the system education in Indonesia. PAUD educators play a very noble task, how? education in the golden age can run optimally. [7].

The existing curriculum in schools, especially early childhood education, must be planned systematically. The reason is, the first factor that becomes the stage for children to get to know play and education is at this level.

Government regulations and implementation carried out by schools must establish a good communication flow. In order to achieve the goals of Early Childhood Education. Without good curriculum management it is difficult for educational institutions to run smoothly towards educational goals [3].

Kindergarten - Kindergarten is one of the early childhood education units in the formal education pathway, which organizes education programs for children aged four to six years [12]. According to Soemiarti (2008: 19) preschool children are those aged 3-6 years. Meanwhile in Indonesia, they generally participate in the daycare program (3-5 years) and play groups (3 years old), while at the age of 4-6 years they usually participate in the Kindergarten program.

Permendiknas Number 58 of 2009 concerning Early Childhood Education standards related to content, process and assessment standards consisting of program structure, time allocation, planning, implementation and assessment. This is a set of activities for managing the curriculum. Kindergarten curriculum management will consider local potential and conditions.

Curriculum planning is a process that involves collecting, sorting, synthesizing and selecting relevant information from various sources. This information is then used to design and design learning experiences that enable students to achieve learning goals [12].

Curriculum planning as a process that involves various elements of participants at many levels to make decisions about learning objectives, how to achieve goals, teaching and learning situations, as well as examining the effectiveness and meaning of these methods. So that without curriculum planning, the systematics of various learning experiences will not be interconnected and will not lead to the expected goals [7].

One of the definitions of what is meant by curriculum implementation is the implementation of teaching in the classroom which has repeatedly been said to be the core of educational activities in schools [1].

Evaluation is an act of consideration based on a set of agreed and accountable criteria. There is one general and important principle in evaluation activities, namely the existence of triangulation or a close relationship between three components, namely between (1) learning objectives; (2) learning activities or Teaching and Learning Activities, and

(3) evaluation [8].

There are two evaluations carried out on curriculum outcomes or products, and an evaluation of the curriculum process. Evaluation of objective outcomes assesses the extent to which the curriculum has succeeded and has led students to achieve goals. Meanwhile, process evaluation assesses whether the curriculum implementation process is running optimally so as to enable the achievement of goals. In general, there are three main points of evaluation, namely [11].

1. In terms of behavior, meaning aspects relating to attitudes, interest, and skills of students as a result of the teaching and learning process.

2. In terms of educational content, it means that the mastery of the learning materials provided by the teacher in the teaching process

3. Aspects relating to the teaching and learning process itself. The teaching and learning process needs an objective assessment from the teacher, it will determine whether the learning outcomes achieved by students are good or not.

The curriculum in PAUD consists of all the activities and experiences that early childhood follows in care. The scope of physical / motoric development, social emotional, cognitive, religious moral values and art are the contents of the curriculum as a whole and the curriculum is designed according to development [11].

The PAUD activity program refers to the 2013 PAUD curriculum based on Permendikbud No 146/2014 which came into effect for the 2014/2015 school year. The aim of the 2013 Early Childhood Education curriculum is to encourage the potential development of children in order to have readiness for education next. Meanwhile, the core competencies of the 2013 PAUD curriculum are an illustration attainment of the level of achievement of child development at the end of PAUD services age 6 (six) years which includes the core competencies of spiritual attitudes, social attitudes, knowledge and skills. Furthermore, the basic framework of the curriculum is viewed from wrong one philosophical foundation emphasized that early childhood is the period when children spent most of the time playing. Hence learning onPAUD is implemented through play and activities that contain principles played.[5].

The 2013 Curriculum for Early Childhood Education is the foundation for preparation development and structural aspects of the learning process at the Child Education level Early Age (PAUD). Furthermore, during the covid-19 pandemic, learning was carried out online, the principle of issuing educational policies during the Covid-19 Pandemic by the Minister of Education and Culture (Mendikbud) is to prioritize health and safety of students, educators, educational staff, families, and Public[2].

II. METHOD

The research approach in terms of objectives, this research is a qualitative research conducted to answer research questions which have been formulated among other research questions. Qualitative research is research that intends to understand the phenomena experienced by research subjects [10].

The research design used in this research is descriptive qualitative. Qualitative descriptive research is data collected in the form of words or images, not concerned with numbers, but more in process [13].

The purpose of this research is to reveal facts, circumstances, phenomena, variables and circumstances that occur when the research is running and present it as it is. Qualitative descriptive research interprets and tells the data related to the current situation, attitudes and views that occur in society, the contradiction of two / more conditions, the relationship between variables, the difference between facts, the influence of a condition, and so on.

Education in general has the meaning of a life process in developing each individual to be able to live and carry on life. Education is the joint responsibility of the government, family and community as an effort to foster and develop human resources.

III. RESEARCH RESULT

The online-based education curriculum planning committee obtained by the researcher by interviewing the informants. The online-based education curriculum planning process at Global Surya Kindergarten has been carried out very well and with direction. With the existence of a curriculum planning committee made by the school, the learning process will be better and what material is conveyed by the teacher will be more acceptable to students according to their class, of course the material conveyed by the teachers refers to the 2013 curriculum which has been determined by the relevant agency which has regulated in terms of academic regulations, rules and ethics for each component of the school, in this case students, teachers, and employees who are taken by way of discussions involving those parts.

Online Learning aims to provide quality online learning services that are massive and open to reach a wider and wider audience. Online Learning is learning that is held through a web network. Each course / lesson provides material in the form of video recordings or slideshows, with weekly assignments that must be done within a predetermined time limit and a variety of scoring systems.

The purpose of curriculum planning is developed in the form of a theoretical framework and research on social forces, community development, needs, and student learning styles. Several decisions must be made when planning a curriculum and these decisions must lead to criteria-based specifications.

Furthermore, the things that need to be considered in the curriculum planning process are who is responsible for

curriculum planning, and how the curriculum planning is planned professionally.

The things above really need to be considered in order to meet the achievement of curriculum planning that has been planned previously.

The teachers will interact with the parents to provide input about the assignments and learning that will be carried out online. Of course there must be cooperation between the school and the guardians of students to run online because the student is still 3 to 6 years old.

Organizing the online-based education curriculum the teachers divide themes according to the learning hours set by the department and the 2013 curriculum. They divide themes according to the hours of study for 1 semester. Online-based education curriculum materials are organized by means of musyarawah. Each teacher and student guardian is given each assignment that is usually given at an annual meeting or entering a new school year.

The organization of online-based educational curriculum tasks at Global Surya kindergarten researchers was obtained by researchers by interviewing the informants by asking questions. The informants in this study included the principal, vice chairman of the curriculum and the quality assurance team and guardians of students.

The method used and the effectiveness of the method used in the online-based curriculum were obtained by researchers by interviewing the informants. The informants in this study included Waka, the quality assurance team and the guardians of the students, who are actually actors who are directly related to the students.

Written assessments of evaluation techniques and assignments in online-based learning using journals were obtained by researchers by interviewing the informants. The informants in this study included the principal, waka and the quality assurance team, who are actors who are directly related to the students.

Achievement of Online Learning Goals at Global Surya was obtained by researchers by interviewing the informants. The informants in this study included the principal, waka, teachers and the quality assurance team.

Researchers obtained data on how to follow up the online-based curriculum evaluation through observations using a questionnaire. Researchers can conclude that the teacher provides the results of their teaching and provides observations or observations through their class zoom meeting. After the results are given, then a meeting of the teachers will be held to see how the child is developing and determine what methods should be used so that students can receive the knowledge conveyed properly.

Furthermore, the researcher for the online application itself, the parents of the students, had considered it very good, but there were indeed some lessons that the children did not fully understand. They suggested holding a home scoling from the school.

IV. DISCUSSION

The school in Global Surya Kindergarten has an online-based school curriculum Committee Team. This evidence is supported by the statement submitted by the waka. The school principal said that Global Surya Kindergarten in developing an online-based school formed a development team or an online-based curriculum planning committee. Vice chairman said that the development team was formed in an effort to develop online-based schools. This is reinforced by a statement from the quality assurance team who said that there is an online-based curriculum planning committee at Global Surya Kindergarten.

At the level of learning in the online zoom meeting class, the task of the online-based curriculum planning team is to design learning plans that will later be taught to students. The first understanding was that the curriculum planning team from the school and the principal had a joint meeting to discuss education-based activities from the first then each teacher made a concept of learning that would be given to students, it could be a video that would be shared in their respective class groups.

The teachers work together with the parents to guide the children at home because the kindergarten children cannot learn independently, so they must be accompanied by an adult that is the first plan they plan.

The daily lesson plan (RPPH) is a reference for managing playing activities in one day. RPPH is prepared and implemented by educators. The RPPH format does not have to be standardized but contains defined components.

Deputy head of curriculumsaid that the school provided quota to students in order to expedite the teaching and learning process, where the members had been inputted into the school budget.

Deputy head of the curriculum said that the online-based curriculum at Global Surya Kindergarten still had a goal to be achieved, namely how to make students feel at home and not get bored while learning online, given that online learning teachers cannot directly persuade or provide motivation directly to students. In its development, the school has done several ways, namely developing it through providing interesting videos and giving rewards in the form of stars to diligent students.

The same thing was also conveyed by the quality assurance team in the interview session. The quality assurance team said the biggest challenge when Kindergarten schools were done online was how to make students willing and diligent to follow online classes. Given that they are still children whose spirit of play is still high.

Learning that is done online makes them unable to play or meet their friends in person. Because of that, a good strategy

is needed to increase children's interest in learning, either with videos that are more interesting or delivery that are preferred by children. The school has collaborated with all students to launch an online-based curriculum.

Activities / Programs must be understood by the principal, Vice chairman and guardians of students, explaining all parts of the activities / programs that must be achieved. Distribute work to teachers in a clear manner, placing competent people in the right position and do not let there be an empty strategic position, because it will affect the overall achievement of the school in creating good character for students.

Determine the procedural principals, waka and teachers, determine the work methods and assessments of school principals, teachers and employees, as well as punishment and rewards received. In addition, it also explains the lines of coordination and synergy in school goals, so that all positions are combined to get to school goals. Delegating authority, daring to delegate authority in accordance with the duties and functions of the principal, teachers, waka and the quality assurance team.

Assessment must be comprehensive, covering the achievement of activity objectives, teacher performance, teacher knowledge, effectiveness and efficiency of budgeting and activity processes. Meanwhile, reporting is the delivery of the progress of the results of activities or the provision of information regarding all matters relating to duties and functions to higher leaders.

Controlling will direct all potential organizations involved so as not to make deviations in achieving goals. For this reason, controlling must be carried out responsibly and with the standard of the Learning Implementation Plan and syllabus that has been set by the relevant agency, so that actors in the school continue to work optimally and focus on achieving school goals.

Evaluation requires a study or research design, and sometimes requires a control or comparison group. Evaluation involves measuring over time the linkages and differences between monitoring and evaluation. Evaluation is an assessment of the results of the implementation of activities or programs.

V. CONCLUSION

Planning school activities for the facilities provided by the school planning an online-based curriculum is very adequate, because the teachers also make RPPH teaching designs. Organizing online-based educational curriculum tasks in Global Surya Kindergarten, because each teacher provides assistance through zoom meting to regular students with 2 teachers and the teachers determine procedures according to the Learning Implementation Plan, and delegate the ability of each teacher to teach. The learning process is carried out online using the zoom meeting application which is divided according to the classes. Assessment and attendance are also carried out online and every student or student who achieves a reward or stars as an award, the implementation of an online

curriculum based on student attendance will be seen from the zoom meeting. Evaluation and assignments in online-based learning using journals are presented in the form of assessment meetings every month, semester (beginning and end of semester) and yearly (beginning and end of the school year) and in this meeting the school also involves parents so that people parents know the development of their child's character.

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