

The Evaluation of Early Childhood Education Curriculum Implementation with the Quality of Education in Kuntum Bumi Kindergarten of Rantau Perapat Labuhan Batu Regency

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Abstract - This study aimed to determine the state of the implementation of Early Childhood Education (ECE) curriculum with the quality of education in Kuntum Bumi Kindergarten of Rantau Perapat Labuhan Batu regency. ECE conditions that developed in the community today were increasingly mushrooming, competing, and offering a variety of programs, especially ECE institutions located in the city. They created programs that were no longer concerned with the needs of children, but more directed to meet the wishes and prestige of parents. In order to recruit as many students as possible, they offered programs that were far from the character of young children, especially early childhood in Indonesia. The ECE curriculum was no longer in accordance with the reference that should be developed with the regulation of national education minister no. 58 2009 that all children were given the opportunity to develop themselves according to their respective potentials. The design used in this study was descriptive correlation which was the research relationship between two variables on a group of subjects to see the relationship between one variable with another variable. This study aimed to evaluate the implementation of the ECE Curriculum with the quality of education in Kuntum Bumi Kindergarten of Labuhan Batu regency. The method of data collection was conducted by following steps: (1) Researchers determined the respondents based on predetermined criteria. Respondents in this study were 10 people. The researcher gave the respondent's approval sheets before the questionnaires were completed. (2) Data collection in this study was conducted by using questionnaires that had been prepared by researchers and filled by respondents directly, the researcher explained the purpose of the data collection and explained how to fill the questionnaire. Respondents filled out questionnaires for approximately 15 minutes which would be accompanied by researchers so that manipulation of respondents' answers did not occur. (3) After all the respondents had filled out the questionnaire, all the data were collected to be analyzed. The research findings were (1) as many as 70% of respondents thought that the curriculum currently adopted by the school had been in accordance with the needs of students. (2) As many as 80% of respondents thought that the curriculum currently adopted by the school allowed teachers to create classroom learning plan easily. (3) As many as 60% of respondents

thought that the approach currently used in the school curriculum did not match the characteristics of the students. (4) As many as 60% of respondents thought that the curriculum currently adopted by schools could not improve the quality of school education. (5) As many as 60% of respondents thought that the curriculum currently adopted by the school was not fun for teachers in classroom teaching. (6) As many as 60% of respondents thought that the curriculum currently adopted by the school was not fun for students in classroom learning.

Keywords: Curriculum, School, Early Childhood Education.

I. INTRODUCTION

The curriculum was a design in which there were various designs to be performed in a learning activity. The early childhood curriculum was essentially a set of plans that would be undertaken during the learning process, so it was absolutely necessary for every educational unit. The ECE Curriculum was prepared by the relevant ECEs according to the needs of the child by referring to in the Minister of Education Regulation no. 58 of 2009 on ECE Standards. All children are given the opportunity to develop themselves according to their own potential. Educators were on duty to help, if children needed them.

The role of stimulation in the form of providing a conducive environment must be prepared by educators, parents, teachers, caregivers or other adults around the child, so the child had the opportunity to develop all of his potentials. These potentials included moral and religious values, social, emotional and self-reliance, language, cognitive, physical / motor skills and art. Early childhood education was given early in life so that children can develop optimally.

ECE conditions that developed in the community today were increasingly mushrooming, competing, and offering a variety of programs, especially ECE institutions

located in the city. They created programs that were no longer concerned with the needs of children, but more directed to meet the wishes and prestige of parents. This made the child lose playing time at the age of the children just to meet the interests of prestige parents and secondary school that would be entered by the child after ECE. In order to recruit as many students as possible, they offered programs that were far from the character of young children, especially early childhood in Indonesia. The ECE curriculum was no longer in accordance with the reference that should be developed with the regulation of national education minister no. 58 2009 that all children were given the opportunity to develop themselves according to their respective potentials. Educators were on duty to help, if children needed them.

There were 5 kindergartens in Rantauperapat that would be observed. The principals and some teachers in the 5 kindergartens would be interviewed. Kuntum Bumi kindergarten became one of the attentions to know the implementation of the curriculum of ECE with the quality of learning in that kindergarten. There were 7 accompanying teachers including the principal and 1 education staff. The numbers of student are 82 students in the academic year 2014/2015. Teacher competencies were as follows; 1 person graduated from ECE teacher education, and 6 other teachers including headmaster graduated from outside ECE teacher education at private university. The openness of school managements on learning planning and evaluation compiled in the Semester Activity Plan (SAP), Weekly Activity Plan (WAP), and Daily Action Plan (DAP) was not available during the interview.

2. REVIEW OF LITERATURE

a) The Legal Basis of the Curriculum

Regulation of National Education Minister No. 58 of 2009 was used as a reference of the latest learning from the government today. The Institution also emphasized the development of Multiple Intelligence through playing activities. The scopes of development carried out were religious and moral values, Motor Rough-Smooth, Cognitive, Language, and Social Emotional. The efforts undertaken in developing those 5 scopes such as; the institution used a variety of central approaches adapted to the conditions of the institution, many children were involved, and strong observations of teachers and institutions also had their own peculiarities in developing the scope of child development. The process was applied, of course, still emphasizing the fun situation, and process-oriented.

b) The Philosophical Basis of the Curriculum

Education was an attempt to humanize human beings. It meant that through the process of education, good humans were expected to be born. The "good" human standard differed from society, nation or country, because different philosophical views that became his belief. Differences of philosophy embraced from a nation would bring a difference in orientation or educational goals. (J. Galen Saylor)

c) The Scientific Basis of the Curriculum

The scientific basis underlying the importance of early childhood education was based on several expert discoveries on child growth. One of the main causes of educational error was that many parents and teachers were unaware of the proper ways to educate. In the early 80s criticism of the curriculum began to emerge, the curriculum was considered to have killed the spirit and love of children to learn.

d) The Definition of ECE Curriculum

The ECE curriculum aimed to develop the full potential of the child (the whole child) in order to become a full human according to the culture, character, and philosophy of a nation. Children could be viewed as individuals who were just getting to know the world. They did not yet know the manners, rules, norms, ethics, and things about the world. They also learned to communicate with others and learned to understand others. Children needed to be guided to be able to understand things about the world and its content. They also needed to be guided to understand the various natural phenomena and could perform the skills needed to live in society. The interaction of children with objects and with others was necessary to enable the children to develop their personality, character and noble character. Early age was a very valuable time to immerse the values of nationalism, nationality, religion, ethics, morals, and social for life and strategic for the development of the nation.

e) The characteristics of an Effective Curriculum

The characteristics of an effective curriculum were as follows: (1) The Mission Statement and the Educational Objectives of the Institution provided a clear basis and well-understood by all components of the institution; (2) The process of developing, reviewing and implementing the curriculum was done appropriately; (3) There was sufficient and quality time to develop and write a curriculum; (4) There was "quality assurance" in improving the curriculum, made periodically, at least for a period of five years; (5) The curriculum committees could direct the ongoing curriculum well; (6) Administrators, committed supervisors and staffs were involved in providing real support for all curriculum programs; (7) Receive sufficient financial support for all curriculum activities, including curriculum development, staff development, consultants, materials and support from figures; (8) The effectiveness of a curriculum was determined by activities that occurred in classroom practice; (9) The response of parents and students are crucial in developing, refining and ensuring the final acceptance of the curriculum; and (10) The Board of Education demonstrated support and commitment, by systematic review, pilot development, implementation and evaluation of the curriculum.

3. RESEARCH METHODS

a) The Research Design

The design used in this study was descriptive correlation which was the research relationship between two variables on a group of subjects to see the relationship between one variable with another variable. This study

aimed to evaluate the implementation of the ECE Curriculum with the quality of education in Kuntum Bumi Kindergarten of Labuhanbatu regency.

b) The Location and Time of Research

The location of this research is in Kuntum Bumi Kindergarten of Labuhanbatu regency. This study was conducted in December 2015.

c) The Population and Sample

Population is the whole subject of research to be studied. (Arikunto, 2006). Population in this research was all kindergarten teachers of Kuntum Bumi of Labuhanbatu regency, namely 10 people. According to Arikunto (2006), that if the population was smaller than 100, then all population could be taken. Thus, the sample of this study was 10 people (total sampling).

d) The Method of collecting data

The method of data collection was conducted by following steps: (1) Researchers determined the respondents based on predetermined criteria. Respondents in this study were 10 people. The researcher gave the respondent's approval sheets before the questionnaires were completed. (2) Data collection in this study was conducted by using questionnaires that had been prepared by researchers and filled by respondents directly, the researcher explained the purpose of the data collection and explained how to fill the questionnaire. Respondents filled out questionnaires for approximately 15 minutes which would be accompanied by researchers so that manipulation of respondents' answers did not occur. (3) After all the respondents had filled out the questionnaire, all the data were collected to be analyzed. Then the data was entered into the SPSS program. (Permendiknas No. 58/2009, regarding SN-PAUD.)

e) The Data Analysis

Univariate analysis aimed to explain or describe each research variable. Univariate analysis aimed to explain or describe the characteristics of each research variable. The form of univariate analysis depended on the type of data.

4. THE RESEARCH FINDINGS AND DISCUSSION

a) The Research Findings

"The curriculum that school currently adopted met the needs of students" stated by 70%. While the respondents who chose No was 30%. Thus it could be stated that the respondents argued that the curriculum applied by the school today had been in accordance with the needs of the students. "Curriculum currently adopted by the school facilitated the teachers in creating the learning plan in class" stated by 80%. While the respondents who chose No was 20%. Thus it could be stated that the respondents argued

that the curriculum currently adopted by the school allowed teachers to create classroom learning plan easily. "The approach used in the current school curriculum was consistent with the characteristics of the students" stated by 40%. While the respondents who chose No was 60%. Thus it could be stated that respondents thought the approach used in the current school curriculum did not match the characteristics of the students. "The curriculum that school is currently implementing could improve the quality of school education" stated by 40%. While the respondents who chose No was 60%. Thus it could be stated that the respondents argued that curriculum currently adopted by the school could not improve the quality of school education. "The curriculum currently adopted by schools was fun for teachers in classroom teaching" stated by 40%. While the respondents who chose No was 60%. Thus it could be stated that the respondents argued that the curriculum currently adopted by the school was not fun for teachers in classroom teaching. "The curriculum currently adopted by the school was fun for students in classroom learning" stated by 40%. While the respondents who chose No was 60%. Thus it could be stated that the respondents argued that the curriculum currently adopted by the school was not fun for students in classroom learning.

b) Discussion

In the development of education, children are different individuals, unique, and had their own characteristics in accordance with the stages of their age. For that, early age (0-6 years) was a golden age; education should lead to the stimulation of all aspects of child development. In addition, at this time the growth of the brain was experiencing a very rapid development (explosive).

The implementation of early childhood education was faced with less professional quality management, limited number and distribution of qualified personnel, and inadequate service facilities. Understanding of stakeholders from policy makers, organizers and the community on the importance of early child development was limited. One of them was by coercing the use of CEC curriculum which was not in accordance with the provisions of the Education Ministry.

The improper use of CEC curriculum caused the development of a child's cognitive and mental ability less stable. Children were more required to be smart in knowledge without prioritizing the independent attitude they must have and show. The improper use of the CEC curriculum by directing students to be able in writing and reading immediately caused the children losing some of their playing time. This caused the early childhood curriculum was only cognitively good for children but not mentally. However mental development in children should be prioritized over cognitive.

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