



## Curriculum Management Paud in Integrated Islamic Kindergarten Fania Salsabila Barokah Jambi

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**Abstract:** This study aims to find out how PAUD curriculum management in Fania Salsabila Barokah Jambi integrated Islamic kindergarten means management includes planning, implementing, organizing, supervising, and evaluating early childhood education curricula and knowing what problems are encountered in planning, implementing, organizing, supervision, and evaluation of early childhood education curricula. This type of research is descriptive and qualitative to obtain information related to curriculum management. The subjects in this study were school principals and teachers. Data collection techniques are by observing, interviewing, and documenting. Curriculum management is a set of plans and learning regarding objectives, content, learning materials, and the methods used as guidelines for learning activities. The curriculum is structured to realize educational goals that must be achieved and learning experiences that students must obtain. The curriculum applied in the Fania Salsabila Barokah Integrated Islamic Kindergarten, Jambi, is the 2013 curriculum, where education manages the 2013 curriculum by prioritizing needs and achieving goals in the vision, mission, and goals national policies that have been set. Curriculum management in Fania Salsabila Barokah Integrated Islamic Kindergarten, Jambi, includes planning, implementing, organizing, supervising, and evaluating the curriculum to ensure all learning activities can be carried out correctly and achieve the expected goals.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui bagaimana Manajemen kurikulum PAUD di TK Islam terpadu Fania Salsabila Barokah Jambi adapun manajemen berarti mencakup perencanaan, pelaksanaan, pengorganisasian, pengawasan, dan evaluasi kurikulum pendidikan anak usia dini dan mengetahui masalah apa saja yang dihadapi dalam perencanaan, pelaksanaan, pengorganisasian, pengawasan, dan evaluasi kurikulum pendidikan anak usia dini. Jenis penelitian ini yaitu deskriptif kualitatif guna memperoleh informasi-informasi terkait manajemen kurikulum. Subjek dalam penelitian ini yaitu kepala sekolah dan guru. Teknik pengumpulan data yaitu dengan melakukan observasi, wawancara, dan dokumentasi. Manajemen kurikulum merupakan seperangkat rencana dan pembelajaran yang mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman kegiatan pembelajaran. Kurikulum disusun untuk mewujudkan tujuan pendidikan yang harus dicapai serta pengalaman belajar yang harus didaptakan oleh peserta didik. Kurikulum yang diterapkan di TK Islam Terpadu Fania Salsabila Barokah Jambi yaitu kurikulum 2013, dimana pendidikan dalam mengelola kurikulum 2013 dengan memprioritaskan kebutuhan dan ketercapaian sasaran dalam visi misi dan tujuan serta kebijakan nasional yang telah ditetapkan. Manajemen kurikulum di TK Islam Terpadu Fania Salsabila Barokah Jambi meliputi perencanaan, pelaksanaan, pengorganisasian, pengawasan, dan evaluasi kurikulum yang bertujuan agar seluruh kegiatan pembelajaran dapat terlaksana dengan baik dan mencapai tujuan yang diharapkan.

## A. Introduction

Early Childhood Education (PAUD) is a division based on an academic unit focused on fostering and educating children aged 0-6. This is reflected in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 article 1, which states that Early Childhood Education, abbreviated PAUD, is a training effort directed at children from birth to the age of 6 (six) years which is carried out through education. It can help physical and spiritual growth and development so that children prepare for further education.

Education management is an activity or a series of activities in the form of managing a cooperative effort of a group of people who join an educational organization to achieve predetermined educational goals by utilizing existing resources and using management functions to create goals effectively and efficiently. The curriculum, of course, is closely related to management. [Choirun'nisa et al \(2022\)](#) said that with a curriculum, management in an institution or early childhood education could run well and be structured. The curriculum in each institution has different characteristics. Therefore the curriculum is regulated and adapted to the existing management in an Early Childhood Education institution. In the effort to foster PAUD units, it is necessary to have a basic curriculum framework and competency standards for early childhood that apply nationally. The basic curriculum framework and competency standards are signs used as a reference in preparing curriculum and syllabus (lesson plans) at the academic unit level. Saylor, Alexander, and Lewis in [Sulaeman \(2015\)](#) state that a curriculum is the subject students must take. The meaning of the curriculum itself is etymologically derived from the Greek language, which was initially used in the field of sports, namely *curir*, which means runner, and *curere*, which means the distance that runners must travel from start to finish.

The thing that is often in the spotlight is the management of the curriculum used in PAUD institutions. Management means handling or managing something as expected by utilizing all available capabilities. Students must own efficient and effective management of learning materials to achieve optimal growth and development, [Kamilah et al \(2022\)](#). Some research results by Trend Darsinah, ([Kamilah et al., 2022](#)). The trend of increasing growth and development of various PAUD institutions occurs in various regions in Indonesia. However, the reality is that this phenomenon sometimes needs to be in line with the quality of PAUD services, which should also increase. Various problems are often faced by PAUD institutions, starting from problems with PAUD services, the availability of facilities and infrastructure, the sometimes minimal financing of the PAUD implementation process, the management of the curriculum used in PAUD institutions, and the availability of time in planning curriculum development.

[Rohmat \(2017\)](#) said that the institutional nature of PAUD, besides talking about infrastructure and curriculum, also needs to have a discourse on student management. Student management consists of planning, coaching, evaluation, and mutation. These four elements become a continuity that has a role in ensuring that the existing learning process can take place in an orderly and orderly manner. As a result, student management can then

contribute to the achievement of the goals of the educational unit and education as a whole. Wahyudin (2021) suggests student management as a system that is then elaborated in the form of strategic programs which are organized by taking into account the level of ability and development of students in the cognitive, affective, and psychomotor fields and leads to improving the abilities of students which include three that field. When student management programs have been planned and implemented correctly, the goal of producing quality graduates is no longer an impossibility.

The ideal condition for implementing student management in PAUD education units is when student management is reduced to standard operating procedures that are good and well-planned, both about administrative management and programs that are in direct contact with students. Hadiati & Fidrayani (2019), in this case, stakeholders in the education sector, especially agencies that have authority in their fields, also must oversee the planning and implementation of student management and provide notes on the evaluation of the implementation of student management. Suharni (2019) stated that schools or educational institutions also need to build a synergistic relationship with the parents of students so that they can understand the progress achieved by their children and the programs that these children went through while studying at the agency. In implementing student management, PAUD managers also need to pay attention to possible obstacles that may occur and be able to overcome these obstacles if they occur in future implementation.

Several previous studies have raised discussions regarding the management of students in PAUD educational institutions. Suharni, in his research, found that PAUD educational institutions in Jambi City have been able to implement student management well through the 2013 or K-13 Curriculum, which focuses on a scientific approach to introduce children to life skills and also learning to learn. Similar research was also carried out by Alwi et al (2018), who explained that the management of students implemented by Early Childhood Prayer for Mothers in Gowa Regency, South Sulawesi, has been going very well from the planning stage to its implementation and from the evaluation results carried out by Suharni (2019). This success is marked by the output of excellent graduates ready to go to the next level of education. As for the differences with previous research, this research focuses more on the strategies used by PAUD educational institutions, especially TKIT Plus Al-Hidayah Tenggara in implementing student management and explaining the potential for obstacles to arise in implementing student management (Alwi et al., 2018).

## B. Method

The research method is an attempt to investigate and trace a problem using a scientific way of working carefully and thoroughly to collect, process, analyze data and draw conclusions systematically and objectively to solve a problem. In the research that will be carried out, the writer uses a qualitative descriptive method. Descriptive, namely a formulation of the problem that guides research to explore or photograph the social situation that will be studied thoroughly, broadly, and in-depth. Denzim and Lincoln (Gunawan, 2015) argue that qualitative research is research that is provided to gain a basic

understanding with notes based on the experiences of first researchers, actual reports, and actual conversation records. Therefore, in this study, the researcher used a qualitative descriptive research type because the focus of this research was to find out the management of the early childhood curriculum in Fania Salsabila Barokah Integrated Islamic Kindergarten, Jambi.

The data collection method used was an observation, looking at the conditions and location of the Integrated Islamic Kindergarten Fania Salsabila Barokah Jambi. Furthermore, carrying out interviews, data collection was carried out through interviews with respondents who became informants, namely Mrs. Melawati, S. Pd (Principal of the Integrated Islamic Kindergarten Fania Salsabila Barokah Jambi). Furthermore, documentation, obtaining information in the form of notes or documents such as notes, recordings, photos, and others for critical indicators of early childhood learning assessment. Then carry out the Observation Instrument while the Instruments used are Stationery (books, pens), a List of Questions, Cellphones (For Documentation).

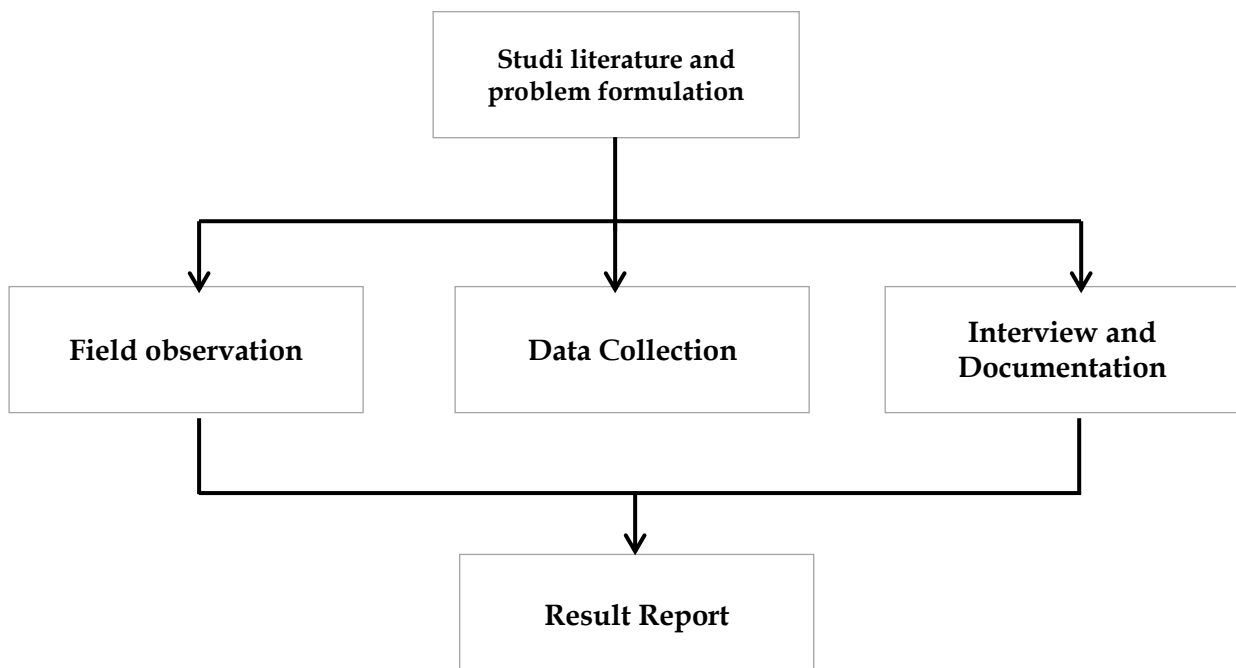


Figure 1. Research Flow

## C. Result and Discussion

### 1. Curriculum Management

Management is a process for managing something that a group of people or organizations does to achieve organizational goals by working together to utilize their resources. Management is also often interpreted as skills and cooperation to facilitate each other to work effectively and efficiently. According to Oey Liang Lee, management is the science and art of planning, organizing, compiling, directing, and controlling existing resources to achieve predetermined goals. Curriculum management is a set of plans and

learning regarding objectives, content, learning materials, and methods used as guidelines for implementing learning activities to achieve specific educational goals. In practice, curriculum management must be developed in the context of School-Based Management (SBM) and Level Curriculum Education Unit (KTSP).

Management functions are processes that significantly influence the success of management. There are several kinds of curriculum management functions, including the following:

1. **Curriculum Planning.** Curriculum planning is the planning of learning opportunities intended to foster students toward the desired level of behavior change and assess the extent to which these changes have occurred in students. Curriculum planning has multiple functions, including Curriculum planning functions as a guide or management tool to achieve goals. Curriculum planning is a driving force for organizations and management to create societal changes according to organizational goals. Curriculum planning functions as motivation to implement the education system to achieve maximum results.
2. **Organizing Curriculum.** The organizing function is closely related to the planning function because organizing must also be planned. Curriculum organization is closely related to the arrangement of learning materials in the curriculum. In contrast, the sources of learning materials in the curriculum are cultural values, social values, aspects of students and society, and science and technology.
3. **Implementation of the Curriculum.** To implement and test the curriculum in classroom learning activities is the embodiment of a simple form of the curriculum. The embodiment of concepts, principles, and aspects of the curriculum lies entirely in the teacher's ability as a curriculum implementer. Curriculum implementation, namely curriculum characteristics, implementation strategies, assessment characteristics, teacher knowledge about the curriculum, attitudes towards the curriculum, and skills in directing.
4. **Curriculum Oversight.** Although a plan has been prepared and carried out organizationally, more than these two things are needed to guarantee that a plan can be appropriately realized. For the plan to be adequately realized, it is necessary to have control or control carried out by a supervisor. A supervisor must be able to provide motivation, direct, improve, and make other positive efforts to all components involved in planning realization.
5. **Curriculum Evaluation** is part of the curriculum process that takes place on an ongoing basis and integrates all dimensions of education to achieve the educational goals that have been set. The process takes place gradually and tiered. Curriculum evaluation includes needs and feasibility analysis components, planning and development, learning process, curriculum revision, and curriculum research.

## 2. Implementation of the 2013 Curriculum in PAUD

The 2013 PAUD curriculum is oriented towards a scientific approach. The preparation of curriculum content is the unified or concentrated curriculum. A unified or concerned curriculum is a pattern of preparing learning materials composed of learning themes, and these themes include material from various scientific disciplines (Prihantini, 2014). Therefore, the 2013 PAUD Curriculum is based on learning thematics. The learning method is through cooperative learning, sosiodrama, field worka, and group work. The implementation of learning activities is carried out by playing. The target of evaluation is the development of children to become independent beings. The emphasis on evaluation is the process rather than the result. The 2013 curriculum is also designed to prepare students for the next level of education. In other words, the 2013 PAUD curriculum is structured to equip students with school readiness from various aspects of development. Because the school readiness factor of a child, as outlined in the curriculum, covers all aspects. Although in reality, school readiness is generally only seen from the ability to read, write and count. Readiness to enter primary school emphasizes cognitive and literacy aspects such as reading, writing, and arithmetic (Syarfina et al., 2018).

The principles of learning concepts and the learning environment are prepared in an integrated and holistic manner. The concept of the 2013 PAUD curriculum is listed in Appendix 1 of the Minister of Education and Culture Number 146 of 2014 as follows:

1. Optimizing children's development which includes various aspects of development, namely religious and moral, physical-motor, cognitive, language, social-emotional, and artistic values, which are reflected in the balance of attitude, knowledge, and skill competencies;
2. Learning uses a scientific-based approach;
3. Assessment to measure children's development using authentic assessment; and
4. Empowering the role of parents in the learning process (Permendikbud, 2014).

A good curriculum is a curriculum that adapts to the needs of each region. This is as stated by Gestwicki that the curriculum should also adapt to regional needs and the development of the times so that its benefits can be achieved (Getstwicki, 2007). The adjustment of the curriculum based on regional needs is intended so that students can feel the existence of the curriculum. The curriculum is not just a document for an institution but also a direction for increasing student competence, especially related to local and regional potential. For example, the curriculum is designed in coastal areas according to coastal needs, and so on. It is hoped that implementing the curriculum will be meaningful for students. The competency targets in the 2013 PAUD Curriculum are listed in Appendix 1 of Permendikbud Number 146 of 2014. The standard competencies that need to be achieved by children are Core Competencies (K.I.) and Basic Competencies (K.D.). Core competencies are descriptions of the Standards for Child Development Achievement Levels (STPPA) from birth to 6 years of age. Includes aspects of spiritual attitudes, social, knowledge, and skills. Meanwhile, Basic Competence is the Ability Level in the context of learning, learning themes, and children's learning experiences that refer to Core Competencies. Basic

Competency Formulations are developed by taking into account the characteristics and initial abilities of children and the objectives of each development program.

## Discussion

In this section, the researcher will explain the findings of the research. This study's findings describe the data obtained in collecting data in the field through interviews, observation, and Documentation. Furthermore, in the discussion, an analysis of research results regarding PAUD curriculum management in the Integrated Islamic Kindergarten Fania Salsabila Barokah Jambi will be carried out. Law Number 20 of 2003 concerning the national education system states that the curriculum is a set of plans and arrangements regarding the objectives of the content and learning materials and the methods used as guidelines for implementing learning activities to achieve certain goals. Curriculum management is a curriculum management system that is cooperative, comprehensive, systemic, and systematic in order to realize the achievement of curriculum objectives. The scope of curriculum management includes planning the implementation and evaluation of the curriculum (Nasbi, 2017). PAUD Early Childhood Education Management is a way of managing the process of planning, organizing, implementing, and evaluating all the resources available in children's educational institutions. It is carried out orderly, planned, systematic, effective, efficient, and optimal (Aziz, 2019).

Some of the researchers' findings result from research from data collection and data management found in the field. All data obtained by researchers is, of course, the research focus problem. The results of the research obtained from the field were described and analyzed as a basis for obtaining conclusions from the initial objectives of the research. The objectives of this study were; (1) to determine how the PAUD management curriculum at the Integrated Islamic Kindergarten Fania Salsabila Barokah Jambi, (2) to understand whether the management of PAUD management at the Integrated Islamic Kindergarten Fania Salsabila Barokah Jambi is by the 2013 curriculum standards. Based on the findings in the field, it is known that the curriculum used in the Fania Salsabila Barokah Integrated Islamic Kindergarten is the 2013 curriculum. In curriculum planning, the principal's policy in developing learning tools before learning involves school teachers working together. Learning tools can be used as guidelines in implementing learning that leads to a scientific approach. Authentic assessment techniques such as observation, portfolios for work, and assignments in preparing appropriate teaching materials by the themes contained in the 2013 curriculum teaching materials. and instilling religious and moral values in students, especially since this foundation is an Integrated Islamic School Foundation in supporting aspects of moral and religious values of students, principals, and educators directing children to perform Duha prayers which are held every morning. The physical and motor development of students, activities carried out, namely children playing in the field, are activities that support children's physical and motor development. In the cognitive aspect the teacher continues to develop in the most creative way possible, for example preparing teaching materials that are applicable according to the themes contained in the 2013

curriculum textbooks. In the language aspect, the teacher will continue to strive to develop and add new vocabulary to children through intracurricular and extracurricular learning. From the social-emotional aspect, students are trained by making friends with their classmates, playing, forming groups, sharing games, and respecting the opinions of their friends with the guidance of educators. In the artistic aspect, teachers continue to develop children's artistic competence by looking at the areas of art they are interested in.

#### D. Conclusion

By the findings and discussion of the research previously described by the researchers, early childhood education is an action carried out by providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. Curriculum management or curriculum implementation seeks to transfer curriculum planning into operational action. So that the implementation stage of curriculum management is the implementation of the curriculum management plan that has been formulated and utilizes the functions of educational organizations so that it can realize the curriculum goals that have been set. The target of evaluation is the development of children to become independent beings. The emphasis on evaluation is a process rather than the result. The 2013 curriculum is also designed to prepare students for the next level of education.

Based on the review of research results in the field, the authors provide suggestions that will benefit future researchers. As for some suggestions that need to be considered for future researchers who are interested in researching the management of early childhood education curriculum (PAUD), it is hoped that they will examine more sources and references related to early childhood education curriculum management (PAUD) and curriculum implementation in PAUD so that the research results can be better and more complete. Future researchers are also expected to be more prepared to take and collect data so that research can be carried out better. Future researchers are also expected to be supported by interviews with competent sources in the study of Early Childhood Education (PAUD) curricula.

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