

AN EVALUATION OF THE IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION 2013 CURRICULUM

ANGGRAENI

TKIT Nurul Izzah

callystahauramugisa@gmail.com

ABSTRACT

This study aims to evaluate the implementation of the 2013 PAUD curriculum related to planning, organizing, and implementation. The research was conducted at TKIT Nurul Izzah, located in Depok, West Java, using a discrepancy evaluation model consisting of six steps. Data collection was carried out by observation, structured interviews, and documentation. The results showed that 1) in terms of planning, the discrepancy was that there was no explanation regarding the curriculum used and the modifications made to the curriculum in the guidelines for the preparation of the curriculum at the educational unit level; 2). In terms of organizing, the discrepancy was that including the allocation of time / study load used exceeds the specified minimum standard, namely 1350 minutes per week; and 3) in terms of implementation, the discrepancy was that only the school committee know the vision, mission and objectives of education. However, semester, weekly, and daily planning has followed the regulation of the minister of education and culture Number 146 of 2014, documentation has also been included in the curriculum document, the learning methods have varied, the assessment techniques and instruments have followed the rules, and the learning outcomes report has a description and follow the existing rules. Thus, it can be concluded that the implementation of the 2013 early childhood education curriculum has gone quite well with the need for improvement in several parts, especially in the planning section.

Keywords: *Planning; Organizing; Implementation; 2013 Curriculum Children's Education Early age*

INTRODUCTION

Early childhood education is the most fundamental education because it determines the development of children in the future. This is largely determined by the various meaningful stimulation given from an early age. Early childhood is a period where children's development is very fast for the next stage and the first years of a child's life experience major developmental changes in various aspects of development (Suardi & Samad, 2020). Brewer defines that early childhood, namely birth to the age of eight years because it is a very strategic period for further development (Hasibuan, Ramadhani, & Lubis, 2020). This period is a time for the formation of a child's foundation so that the child's potential can develop optimally.

The education obtained by children at an early age greatly helps children's learning readiness to take part in learning activities at the next level of education. To be able to foster, grow, and develop all the potential development of the child, a plan is needed that becomes the center of educational activities in early childhood education. This is important because the relationship between child development and early childhood curriculum is reflected in the development of aspects of child development in accordance with the guiding principles of the National Association for Youth Education (NAEYC) (File, Mueller, & Wisneski, 2012). Therefore, curriculum development is an important part of the educational process, including early childhood education as a tool to assist educators in carrying out their duties. In addition, the curriculum was developed to facilitate the learning process.

One of the objectives of the 2013 early childhood education curriculum is to encourage optimal student development through meaningful and enjoyable learning experiences so that children achieve competence in attitudes, knowledge, and skills that support success in school and education at a later stage (Karyani, 2019). The curriculum that is compiled should also consider various aspects of development, the potential for multiple intelligences, as well as various aspects of the needs of early childhood (Ndeot, 2019). The importance of the benefits of curriculum development so as to provide a meaningful learning experience for children and develop all aspects of children's development and competence.

According to research that has been carried out previously that the benefits of developing curriculum planning provide several useful descriptions as a basis for providing policies in evaluating the process of providing education (Roziqin, 2019). That is one of the important things that need to be planned in making the curriculum. This is also confirmed by research which states that: "Young children's learning for sustainable development should be embedded in their daily life and play, integrated with their whole curriculum, not separated from their real life and become a separate subject" (Agnihotri, 2018). This means that children learn for continuous development and are found in everyday life and games that are integrated with the entire curriculum, so that they are not separated from their lives.

However, currently what is happening in the field are still many difficulties in implementing curriculum policies. In this case, when compiling document I and document II KTSP. Document I KTSP is the school's vision and mission, so it is difficult to even not make it or adopt and adapt it from other schools. While the KTSP document II consists of lesson plans, especially in early childhood education learning planning in the form of RPPH and RPPM is rarely done by teachers (Karyani, 2019). This is also experienced at TKIT Nurul Izzah who still has difficulty in making lesson plans, especially in finding varied and innovative play activities. Some other problems, for example regarding the organization of curriculum documents that are not well planned. In addition, in terms of facilities and infrastructure as well as the manufacture of educational teaching aids, which is still difficult. Observations in the field are also still found by teachers who still do not understand the preparation of learning designs that have set curriculum standards. This can result in learning not going as expected (Rahelly, 2018).

The problems in this study are as follows: (1) How is the suitability of the 2013 early childhood education curriculum planning held at TKIT Nurul Izzah with Permendikbud Number 146 of 2014 concerning the 2013 early childhood education curriculum?; (2) How is the suitability of organizing the 2013 early childhood education curriculum held at TKIT Nurul Izzah with Permendikbud Number 146 of 2014 concerning the 2013 early childhood education curriculum? (3) How is the implementation of the 2013 early childhood education curriculum at TKIT Nurul Izzah in accordance with the Minister of Education and Culture Regulation Number 146 of 2014 concerning the 2013

early childhood education curriculum?. Based on this, research on the implementation of the 2013 early childhood education curriculum at TKIT Nurul Izzah is important to know the extent of the gaps in schools in implementing the 2013 early childhood education curriculum because the 2013 early childhood education curriculum has been implemented since 2015 so it is necessary to conduct an evaluation of the implementation at TKIT Nurul Izzah is a TKIT that has implemented the 2013 early childhood education curriculum.

METHOD

This research is generally divided into five (5) stages, namely the preparation stage, data collection, data checking, data analysis, and conclusion. The first stage of preparation is to make observations and initial observations to stabilize the research problem. The second stage, collecting data through documentation, interviews, and observations to explore in depth various information related to the focus and problems of the research. The third stage is checking and verifying the data to strengthen the research data. The fourth stage is the data that has been collected is analyzed. The last stage is drawing conclusions.

The method used in this evaluation research is an evaluation method with a descriptive qualitative approach. According to Gall, “qualitative research is multi-method in its focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, trying to make sense, of, or interpret, phenomena in terms of the meanings people bring to them” (Gall, Gall, & Borg, 2007).

The evaluation model used in this study is the Discrepancy Evaluation Model (DEM). This evaluation model is used to answer the formulation of the evaluation problem, namely to compare the implementation of the 2013 early childhood education curriculum that has been prepared with predetermined standards/criteria, and to analyze whether there are gaps in the implementation of the 2013 early childhood education curriculum that has been prepared at TKIT Nurul Izzah. To evaluate the implementation of the curriculum with the discrepancy model, the author first determines the components to be evaluated and sets the criteria/standards that must be achieved. The criteria used are Permendikbud RI No. 146 of 2014 concerning the 2013 early childhood education curriculum. This inequality evaluation model requires six steps to implement, namely:

FINDINGS AND DISCUSSION

The results found from the evaluation of the implementation of the 2013 early childhood education curriculum at TKIT Nurul Izzah were seen from the planning, organization, and implementation of the 2013 early childhood education curriculum. As for the results obtained from the three evaluations, if described, the evaluation of inequality / gaps in the implementation of the 2013 early childhood education curriculum at TKIT Nurul Izzah can be seen in the following table.

Table 1. Evaluation of Inequality/Gaps Implementation of Curriculum 2013 early childhood education at TKIT Nurul Izzah

No	Evaluation	Standard	Finding	Gap	Efforts to Eliminate Gaps
1.	Formal basis for implementing early childhood	Has a legal footing regulation for implementing early childhood	TKIT Nurul Izzah has Permendikbud No. 137 and 146 of 2014	Supporting guidelines in the preparation of the 2013 curriculum for early	Should be completed by submitting an application to The relevant directorate or download on the

No	Evaluation	Standard	Finding	Gap	Efforts to Eliminate Gaps
	education	education in accordance with the standards		childhood education are not all owned	website so that the preparation of the KTSP is more complete and in accordance with the rules that have been set.
2.	The curriculum used	<ol style="list-style-type: none"> Using the 2013 early childhood education curriculum in accordance with the established standards standar Kindergarten has a curriculum that is a reference in accordance with established standards standar Kindergarten has a modified curriculum according to the standards set 	<ol style="list-style-type: none"> TKIT already uses the 2013 early childhood education curriculum TKIT already has a curriculum that becomes a reference, namely the 2013 early childhood education curriculum TKIT Nurul Izzah has a modified curriculum, namely by incorporating school characteristics, namely the deepening of religious values into the KTSP. 	The explanation of the curriculum used in the KTSP document I has not been explained, even though it has implemented the 2013 early childhood education curriculum at TKIT Nurul Izzah as on the walls. school wall It is recommended that the KTSP document I explain the curriculum used with the modification of the curriculum so that the characteristics of the school are clearly visible when reading the KTSP document.	In addition, it can also be attached to the school's writings that characterize the uniqueness of the school so that it is clear the modification of the peculiarities of the school curriculum. The hallmark of the school which is an Integrated Islamic school is that it can display pictures, such as: Asmaul Husna, writing the names of angels.
3.	Allocation of time/study load	Study time is determined based on the number of hours of study that is determined according to the standards set.	Study time at TKIT Nurul Izzah is 1350 minutes in five days a week	For the set standard the length of learning is carried out through face-to-face learning with a duration of at least 900 minutes per week.	The length of study is the time used to provide learning experiences to children in one week, one semester, and one year so that they can adapt to the needs and conditions of the school.
4.	Educational Calendar	1. Kindergarten has an educational calendar according to established	1. TKIT Nurul Izzah has an educational calendar according to the rules set by	The educational calendar in Nurul Izzah's TKIT has arranged learning activities for one year and is posted	An educational calendar containing time arrangements for children's learning activities for one academic

No	Evaluation	Standard	Finding	Gap	Efforts to Eliminate Gaps
		standards 2. The educational calendar is socialized to interested parties in accordance with the standards set	the Depok City Education Office. 2. The educational calendar is also disseminated to parents of students and other interested parties.	on the school wall	year is important to be made before the new school year which includes the start of the school year, effective study week, effective learning time, and holidays so that it is well structured and needs to be socialized so that all parties interested parties know.
5.	Vision, mission, and educational goals, the organizational structure	Kindergarten has a document of the vision, mission, and educational goals and conducts socialization to stakeholders in accordance with the standards set	TKIT. Nurul Izzah has the vision, mission, and goals of education and disseminates to the school committee.	The school's vision, mission, and goals are only contained in the KTSP documentation and are only known by the school committee. There are no displays that show the school's vision, mission, and goals.	It is better if the vision, mission, and educational goals can be socialized either in the form of displays at school so that they are more visible and legible when someone visits the school.
6.	Semester planning, weekly learning implementation plan (RPPM), daily learning implementation plan (RPPH)	1. The suitability of semester planning, RPPM, and RPPH adapted to the 2013 early childhood education curriculum according to the standards set 2. Documented learning plans in accordance with established standards standar 3. Learning	1. The semester program components consist of Basic Competencies (KD), sub-themes and sub-themes, and time allocation. RPPM consists of school identity, theme, sub-theme, sub-theme, time, learning activities, list of basic competencies, and characteristics/	1. The components of the semester program, RPPM, and RPPH have followed the Minister of Education and Culture Regulation Number 146 of 2014 concerning the 2013 curriculum early childhood education. 2. The lesson plans have been documented in the KTSP document, but not all of them	1. For conformity in the preparation of learning plans, it is better to use the Permendikbud in addition to looking at the supporting guidelines so that they are easier to implement and implement. 2. Documented learning plans should all be in the KTSP document II so that the plans that have been made for one semester are easy to find and read, not just the

No	Evaluation	Standard	Finding	Gap	Efforts to Eliminate Gaps
		plans are prepared by educators in accordance with established standards	<p>characteristics of inculcating religious values. RPPH consists of school identity, age group, time, learning objectives, indicators, group learning models, tools/sources, assessment of child development.</p> <p>2. The lesson plan is documented in the form of document II</p> <p>3. The lesson plan is prepared by the educator together before the new teaching.</p>	<p>are included in the KTSP document and only examples are attached.</p> <p>3. Learning plans are compiled together by adjusting the rules and guidelines that have been set.</p>	<p>examples in the KTSP documentation.</p> <p>3. Learning plans are compiled together to facilitate the learning process.</p>
7.	Learning activities	<p>1. Learning activities consist of: opening, core, and closing activities according to established standards</p> <p>2. Arrangement of the play environment according to the needs of the child in accordance with the established standards</p> <p>3. Game tools and learning resources that are in</p>	<p>1. TKIT Nurul Izzah has learning activities consisting of: opening, core, and closing activities in daily planning</p> <p>2. The arrangement of the play environment at Nurul Izzah's TKIT adjusts to the needs of children although there are still many that must be equipped with facilities and infrastructure</p> <p>3. Game tools and</p>	<p>1 Learning activities have been adjusted by paying attention to learning activities consisting of opening, core, and closing activities and have been included in the daily activity planning.</p> <p>2. The arrangement of the playing environment is still not fully adapted to the needs of children because they</p>	<p>1. Learning activities should continue to innovate in learning activities consisting of opening, core, and closing activities and so that they are more varied as contained in daily activity planning. Innovations that can be done by teachers, for example, make a project or experiments that make children think critically, creatively, and have great curiosity.</p> <p>2. The arrangement of the playing</p>

No	Evaluation	Standard	Finding	Gap	Efforts to Eliminate Gaps
		accordance with the needs of children according to the standards set	learning resources still need to be equipped to suit children's needs	still need to be equipped. 3. Game tools and learning resources have not adapted to the needs needed by children	environment should better adapt to the needs of children by completing the facilities and infrastructure. 3. Game tools and learning resources should adapt to the needs needed by children, by making their own APE (Educational Aids) or can even be obtained from the environment if they cannot complete them.
8.	Learning methods	Use varied methods and use the principle of playing while learning in accordance with the standards set	The learning methods at TKIT Nurul Izzah use varied learning methods according to the learning activities carried out although not all teachers have the skills to explore learning activities with various learning methods need varied learning innovation	Not all teachers can develop their ability to innovate varied learning activities and different teacher skills so that not all are the same in implementing learning methods in the learning process	It is recommended that TKIT have the same standards in learning methods used in the learning process by doing sharing knowledge among teachers in developing the learning methods used so that innovation in the process of learning activities continues to increase.
9.	Assessment techniques and instruments	The teacher uses various assessment techniques and instruments by doing what is done starting from the child coming, during the learning process, during breaks, until the child goes home according to the standards set	For the assessment techniques and instruments used at TKIT Nurul Izzah uses observational assessment or observation, assignment, performance, assessment of work, and portfolios.	The techniques and assessment instruments used at TKIT Nurul Izzah have used varied techniques and instruments, although some were not used, such as: conversation and anecdotal recording.	The methods used are varied and close to the standards that have been set from Permendikbud Number 146 of 2014 only if it is equipped with all the techniques and assessment instruments, the results will be even better in looking at the competence and development of children. The

No	Evaluation	Standard	Finding	Gap	Efforts to Eliminate Gaps
					assessment techniques and instruments recommended in Permendikbud Number 146 of 2014, are observations or observations, conversations, assignments, performance, assessment of work, recording anecdotes, and portfolios.
10.	The report on the achievement of the results of the growth and development	Kindergartens have reports on the results of children's growth and development in the form of reports in the form of descriptions of children's growth and development and are attached with a portfolio of children in accordance with the standards set	The achievement report at Nurul Izzah's TKIT uses the standards set by the Government in the form of reporting a description of the growth and development of children and the existence of a portfolio of children in the form of works made by children for one semester.	For reports on the achievement of children's growth and development results, they have adjusted to those prepared by the Government and followed the standards set by the Government.	It is advisable for the assessment to adjust to those determined by the Government in the form of a description so that the growth and development of children can be seen.

If it is related to the research of Megersa and Tarekegne, the results of their research state that the main factors that can affect the implementation of preschool education are generally related to the lack of teacher guidance, policy documents, and the lack of uniformity in program implementation (Megersa & Tarekegne, 2019). This means that at TKIT Nurul Izzah needs to have supporting documents other than the formal legal ones that are owned so that the implementation of the curriculum can run well.

Another component in planning is regarding the curriculum used, the school should explain in its KTSP document the curriculum used and curriculum modifications. This is similar to what Claire McLachlan and Marilyn Fleer said that: "A curriculum may refer to a system, as in a national curriculum; an institution, as in a school curriculum; or even to an individual school, as in the school geography curriculum" (Claire McLachlan, Marilyn Fleer, 2010). This means that the curriculum refers to a national curriculum system, institutions, and schools, or it can also be adapted to the conditions and needs of individuals, schools, and geography.

According to research by Afifah, et.al stated that the designed learning must pay attention to

curriculum guidelines, academic calendars, determination of themes, learning schedules, and government daily activities (Afifah & Suriansyah, 2019). Therefore, schools must pay attention to this so that school program planning becomes structured and measurable. Other research also states that teachers as implementers, adapters, developers, and curriculum researchers are responsible for determining the appropriate curriculum for the success of students, especially in order to be able to compete and adapt in the global world (Ndeot, 2019). As implementers in the curriculum, teachers need to take an active role in curriculum reform aimed at the quality of education for both teacher professionalism and the quality of the students themselves. Thus, teacher participation in the implementation of any curriculum development is useful for measuring the success of the curriculum, especially when they contribute social capital to it (Varkey, Peloquin, Reed, Lindor, & Harris, 2009)

In terms of learning activities, it is also important to pay attention to learning experiences that are meaningful and in accordance with the needs of children. Bradekamp argues that, it is not the child who adapts the program, but the program that adapts the child (Bradekamp S, 1997). Research conducted by Dere states that teachers must be able to provide materials or activities that can trigger children's imaginations, provide opportunities to imagine children's ideas, respect individual and encourage different points of view, and encourage children to participate in creative games (Dere, 2003). 2019). This means that the teacher when looking for learning activities is also innovative so that it makes children creative. This is what is still difficult to apply at TKIT Nurul Izzah, because not all teachers have the same ability in finding various learning activities that will be carried out. Hattie (2009) revealed that the results of several studies indicate that teachers play a key role in the formation of effective education.

In terms of structuring the play environment, you must also pay attention to the existing facilities in the school. Therefore, schools should be able to support more complete facilities and infrastructure. Support for early childhood learning environments, namely the availability of children's play facilities that allow children to move freely, create, explore, and perform various manipulation activities so that they can gain new experiences from their activities (Lestari & Prima, 2019). Likewise, game tools and learning resources should adapt to the needs needed by children, by making their own APE (Educational Teaching Aids) or even being obtained from the environment if they have not been able to complete them.

By paying attention to these things, planning, organizing, and implementing the curriculum at TKIT Nurul Izzah can be even more optimal. The importance of sharing information (knowledge sharing) between teachers makes schools have the same standards. The role of the principal is also important in monitoring, assessing, and making the KTSP document together. In addition, the involvement of school committees is also important for the smooth running of school programs.

CONCLUSIONS

The conclusion in the study regarding the implementation of the 2013 early childhood education curriculum at TKIT Nurul Izzah, Depok uses the Discrepancy Evaluation Model (DEM). Planning at TKIT Nurul Izzah has met the criteria/standard evaluation/success. However, what needs to be completed are supporting documents in order to complete and further enrich the development and preparation of the KTSP. The organization of the 2013 early childhood education curriculum at Nurul Izzah's TKIT needs to complete all daily and weekly planning and is included in the KTSP II document and not only the examples given. The role of the principal is very important in providing guidance and supervision to teachers in preparing fun play activities for children. This is so that the child's learning process becomes meaningful. The implementation of the 2013 early childhood

education curriculum at Nurul Izzah's Kindergarten needs to pay attention to more varied and innovative play activities as well as structuring the learning resource environment. In addition, facilities and infrastructure that still need to be equipped so as to adapt to the needs of children and meet the standardization of government regulations that meet the ratio with the number of children and play equipment.

Based on the results of the research that has been carried out, suggestions that can be put forward, among others, should TKIT Nurul Izzah be able to include the curriculum used and curriculum modifications in the KTSP document need to be explained. Determination of the allocation of learning time needs to pay attention to the needs and conditions of students so that context analysis is needed when preparing it. Curriculum organization is the need to complete all weekly and daily plans in the KTSP II document so that the documents are not scattered. In addition, preferably, documents are archived according to the classification according to the procedure. The role of the principal is very important in supervising and assessing the plans prepared by teachers. In implementing the curriculum, the school should be able to adjust learning activities to the standards set by the government, made as attractive as possible to make it fun and exciting for children. The need to complete the facilities and infrastructure as well as the arrangement of a play environment that pays attention to the needs of children.

REFERENCES

- Afifah, N., & Suriansyah, A. (2019). Implementation of Islamic Aqedah Based Curriculum at Khoiru Ummah Tahfiz Plus Kindergarten. 2(1), 47–57.
- Agnihotri, S. (2018). The Importance of Early Childhood Education for a Sustainable Society: A Sociological Analysis. NRJP Journals 2018.Nrjp.Co.in Journal of Bank Management & Financial Strategies, 2(3), 3–26.
- Bradekamp S. (1997). Developmentally appropriate practice in early childhood programs. Washington: NAEYC.
- Claire McLachlan, Marilyn Fler, S. E. (2010). Early Childhood Curriculum. New York: Cambridge University Press.
- Dere, Z. (2019). Investigating the creativity of children in early childhood education institutions. Universal Journal of Educational Research, 7(3), 652–658. <https://doi.org/10.13189/ujer.2019.070302>
- File, N., Mueller, J. J., & Wisneski, D. B. (2012). Curriculum in early childhood education: Re-examined, rediscovered, renewed. In Curriculum in Early Childhood Education: Re-Examined, Rediscovered, Renewed. <https://doi.org/10.4324/9780203804360>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). Educational research: An Introduction. (Eighth Edi). Boston: Pearson/Allyn & Bacon.
- Hasibuan, H. B., Ramadhani, W. R., & Lubis, Z. (2020). Pengaruh penerapan pembelajaran tematik terhadap perkembangan sosial anak usia 5-6 tahun di RA Al-Barkah Cinta Rakyat. Jurnal Raudhah, 8(1), 24–33.
- Hattie, J. (2009). Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London, England: Routledge.
- Karyani, S. (2019). Implementasi Kurikulum 2013 EARLY CHILDHOOD EDUCATION di TK PKK Palur Mojolaban Sukoharjo. Universitas Muhammadiyah Surakarta.
- Lestari, P. I., & Prima, E. (2019). Educational tour in Denpasar traffic park for early childhood. Proceedings I-CFAR, (October), 319–323.
- Megersa, A. K., & Tarekegne, W. M. (2019). Preschool curriculum implementation in ethiopia: The case of selected woredas preschools. Cypriot Journal of Educational Sciences, 14(2), 178–189. <https://doi.org/10.18844/cjes.v14i2.3882>
- Ndeot, F. (2019). Pentingnya Pengembangan Kurikulum di EARLY CHILDHOOD EDUCATION. Jurnal Lonto Leok Pendidikan Anak Usia Dini, 2(1), 30–36.

- Rahelly, Y. (2018). Implementasi kurikulum 2013 Pendidikan Anak Usia Dini (EARLY CHILDHOOD EDUCATION) di Sumatera Selatan. *Jurnal Pendidikan Anak Usia Dini*, 12(November), 381–390. <https://doi.org/DOI>: <https://doi.org/10.21009/JPUD.122> DOI:
- Roziqin, Z. (2019). Menggagas Perencanaan Kurikulum Sekolah Unggul. *As-Sabiqun*, 1(1), 44–56. <https://doi.org/10.36088/assabiqun.v1i1.161>
- Suardi, S., & Samad, S. (2020). Stimulation of the Early Childhood Language Development: Optimalization of a Mother’S Role in Family Education. *RETORIKA: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 13(1), 196. <https://doi.org/10.26858/retorika.v13i1.12300>
- Varkey, P., Peloquin, J., Reed, D., Lindor, K., & Harris, I. (2009). Leadership curriculum in undergraduate medical education: A study of student and faculty perspectives. *Medical Teacher*, 31(3), 244–250. <https://doi.org/10.1080/01421590802144278>