

# **Environment Analysis: Designing an ESP Curriculum for the Students of Early-childhood education in PAUD As-Salam**

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Environment analysis is one of the important processes in designing curriculum. It aims to examine the situational factors that strongly affect the course and learners. The purpose of this paper is to explain how to execute environment analyses for the early childhood education for the golden age children using 2013 Curriculum in PAUD As-Salam, Colomadu, Karanganyar. This study is a descriptive-qualitative study. The data were collected and analyzed using observation and document method. Based on the observation throughout the constraint in the environment and identified using 2013 Curriculum, the teaching environment could be defined whether the Curriculum 2013 is suitable for PAUD As-Salam or need to be improved. Finally, according to those constraints analysis, there are drawn conclusions regarding the improvement of the curriculum which need to be developed more for the students of PAUD As-Salam.

*Keywords:* environment analysis, esp, 2013 curriculum, early-childhood education

*Analisis kondisi lingkungan menjadi salah satu bagian penting dalam pengembangan kurikulum. Analisis tersebut fokus pada faktor situasi yang akan sangat berpengaruh kepada materi pembelajaran dan siswa didik. Artikel ini menjelaskan bagaimana analisis kondisi lingkungan memengaruhi kurikulum Pendidikan Anak Usia Dini pada anak-anak yang sedang dalam masa usia emas. Pengumpulan data dalam penelitian ini menggunakan teknik observasi dan analisis dokumen Kurikulum 2013 Pendidikan Anak Usia Dini. Dalam penelitian ini, PAUD As-Salam menjadi objek studi terkait apakah faktor-faktor di atas berpengaruh besar terhadap pengembangan kurikulum 2013 Pendidikan Anak Usia Dini dan ada tidaknya konstrain yang mempengaruhi pengembangan kurikulum tersebut. Kesimpulan akhir menyatakan bahwa beberapa hal dalam kurikulum yang berlangsung pada Pendidikan Anak Usia Dini di PAUD As-Salam perlu dilakukan perbaikan dan peningkatan.*

## **Introduction**

Nowadays, the curriculum development considers as one of the essentials matter in education field. The changes which occur within the curriculum development in Indonesia have been made

a talk by the experts in education whether or not that we need a change or only revision. The main point in designing a curriculum is whether the curriculum has followed a particular principle which involves all aspect which are needed in education field. The principles, of course, should be made based on the research and clear basis so that the curriculum can be carried out systematically.

Duze (2011) shows that there are some factors that determine the quality of education including: “1) The students (interest, commitment, quality, entering behavior, etc), 2) The programmes reflecting the policies (the curriculum content, aims\objectives, activities involved). 3) The resources available (human and physical e.g. teachers, buildings, facilities, finance, funding), 4) The environment (peace, home stability, government\private support, aesthetics, location)”.

Designing curriculum is a kind of writing activity in which the activity also can be studied as a process (Nation and Macalister, 2010:1). As in designing curriculum recently, not many teachers and researchers follow any certain method or approach as their basis. The method approach, however, is the result of the thoughts and founds on the research but often ignored. Richards and Rodgers (1986) state in Nation and Macalister (2010: 37) that there are some methods in which they are looked closely, they only suggest small amount of changes in format and presentation while not giving any changes in selection of what to teach and how it is monitored and assessed.

Nation and Macalister (2010) proposed that environment analysis is called as situation or constraint analysis. Because the analysis relates to the situation or environment in the classroom or school. The importance of environment analysis is that it makes sure that the course will really be suitable, practical and realistic. Environment analysis is a basic level to ensure that the course will make a significant impact to the learners or usable. The purpose of Environment Analysis is it should consider the factors of the situation in which the course should take account of them. Environment Analysis works from a list of questions which focus on the nature of the learners, the teachers and the teaching situation. The environment analysis has some factors that affect the curriculum design: 1) Teachers, 2) Learners, and 3) Situation.

Cubey and Dalli (1996) point out that the purposes of assessment and evaluation could be summarised as follows: “to diagnose to revise curricula, to compare to anticipate educational needs, to determine if objectives have been achieved, to satisfy demands for accountability, to improve educational outcomes for children, to critique professional practice, to enhance professional practice, to value a project or a programme, and to uncover the hidden curriculum”.

Furthermore, in this study, the curriculum that is going to be evaluated is 2013 Curriculum. It has become a big talk to everyone in the town. The future that has been brought to the meeting and some ideas to build the learners to the better education. Some of the big hits from the 2013 curriculum are the content of the material presented, how the material presented, the activities carried out within the classroom, and the evaluation of the students particularly on early childhood education which has been a important consideration in education field.

From the explanation above, this paper aims to identify the environment analysis in early childhood education in PAUD AS-Salam which uses 2013 Curriculum proposed by Nation and Macalister (2010).

## **Method(s)**

### **Research Design**

This research uses descriptive qualitative method. The data were collected and analyzed using observation and document method. Based on the observation throughout the constraint in the environment and identified using Kurikulum 2013, the teaching environment could be defined whether the Kurikulum 2013 is suitable for PAUD As-Salam or need to be improved.

### **Setting and Participants**

The data were collected in Pendidikan Anak Usia Dini (PAUD) As-Salam which has 24 students around 2 (two) to 6 (six) years old. Not only the students, the teachers are included in the data collecting of this study.

### **Data Collection Method and Analysis**

The data collection method uses observation and document analysis as the consideration of the analysis in PAUD As-Salam. The observation took place in PAUD As-Salam at weekdays hours (Mon-Fri 07.30 a.m. to 11.00 a.m.) on students and teachers role. Moreover, the document analysis are executed based on early-childhood education 2013 curriculum.

## **Findings and Discussion**

According to Nation & Macalister (2010), there are three constraints in the language curriculum design to be considered as an analysis: 1) Environment, 2) Understanding, and 3) Time constraints. In the environment constraints, there are three factors to be analysed: 1) Learners, 2) Teachers, 3) Situation. The discussion can be seen as follows:

### **The learners**

Based on the list of the questions in Nation and Macalister (2010), the description of the learners are included in several questions: the ages, the experience, the needs, and the preferred way of learning english. In PAUD Assalam (Assalam Preschool), the age of the students are around 2 (two) to 6 (six) years old. They are divided into three classes based on their ages. The age of two to three years old are in the Adn Class or the basic class before they learn about numbers and words. Then, the age of three to four years old, they are in the Al-Firdaus Class or the intermediate one. Finally, the rest of the students are in the Darussalam class or the advanced one.

Each of the class has their own curriculum based on the range of ages. Due to their knowledge, experience, and purpose, the curriculum should be divided based on the ages. Even though they have differences in those materials, the similar things about the students are they have the same

preferences in how they love to learn language. They prefer to learn language by singing a song or playing games. That basic preferences should be considered in the analysing of school curriculum.

According to the students, they only need to know the English language learning in basic knowledge. They need to focus on vocabulary instead of grammar. Therefore, the English language learning is trying to explore vocabulary through songs or games. The curriculum need to explore it regarding to the basic curriculum for preschool (Pendidikan Anak Usia Dini). There are 11 basic themes for a year. The basic topics are included in: Me and my self, my environment, my needs, animals, and plants (for the first semester), and holiday, jobs, water, air, and fire, communication tools, and the world (for the second semester).

Therefore, the activity on the curriculum should be in line with the basic themes. The vocabulary at least are able to follow the themes or more. It functions to make sure that the students can get the basic knowledge of learning the English language.

### **The teachers**

The second condition as the consideration to make the curriculum about English language learning is the condition of the teachers. It analyses on how far they are trained, how confident they are in using English, and do they have time to prepare the class or not.

In PAUD Assalam, the teachers are trained less in learning English language. They have non-native background knowledge of English language. Instead of learning English language, they have been trained in doing various activity and turned something into creativities beside English language. Even though some of the teachers are confident using English language, some others have less skill on English language. It needs to be improved in several parts.

In the matters of time, the teachers have sufficient time to prepare and make the teaching materials. Moreover, the teachers are not allowed to give the homework to the students because the students are still in the preschool ages.

### **The situations**

The situations are divided into several categories: place, time, resource, and course situations. PAUD Assalam is an early childhood education school located in an urban area of Colomadu, Karanganyar, Central Java. It uses 2013 Curriculum in terms of learning activity. There were 20 students in the age of 2 to 6 years old. There are three classroom for different range of ages. The classroom are suitable for limited amount of students. Moreover, the time for learning language are not really enough. The learners or the pupils cannot easily reach the goals. The resource are enough to be used by the teachers. Three factors up there defines the quality of the learning development. It develops less than it should be.

### **Conclusions**

In summary, there are drawn conclusions regarding the improvement of the curriculum which need to be developed more for the students of PAUD As-Salam in the matters of the teachers, the situation, and the students factors in the environment analysis.

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