

# IMPLEMENTATION OF CURRICULUM MANAGEMENT THE LEARNING CENTER IN PAUD TERPADU MUTIARA YOGYAKARTA

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**Abstract:** Early childhood Education institutions that provide services and facilities to the students with the aim of the development aspects of the religion-moral, cognitive, language, social-emotional, and physical-motor. Proper learning model for early childhood is required. Centre learning models applied in the PAUD Institute need to have a curriculum management tailored to the curriculum that is carried out in an institution. The purpose of this article is to know the implementation of curriculum management in the Learning Center in PAUD Terpadu Mutiara Yogyakarta. The research method used in this study aims to obtain facts and conclusions in order to gain understanding, explanation, divination, and control. This type of research is a qualitative field research. Research in PAUD Terpadu Mutiara Yogyakarta. The result of this research is that the implementation of curriculum management in the Learning Center in PAUD Terpadu Mutiara Yogyakarta became the 4 stages of the processing process, as follows: 1) Planning curriculum is designed in accordance with vision, mass and institution objectives, 2) The organization of the curriculum contains the management of organizational in the institution, 3) Implementation of the curriculum in the Learning Centers (Preparation Center, Role of Micro Center, Macro Role Center, Beam Center, Faith and Taqwa Center, Arts Creativity Center, Science Center, Cooking Center, Multimedia Center, and Natural Material Center), 4) Control or appraisal is done in the students and all educators.

**Keywords:** implementation, curriculum management, center learning

## INTRODUCTION

Early Childhood Education directs to provide facilities for healthy and optimal child development in accordance with the values, norms & expectations of the community. This education is carried out by providing a maximum and rich

experience and stimulation. So it is necessary to have an environment that is conducive to the growth & development of children.<sup>1</sup>

PAUD is an educational institution that organizes before children go to the basic education level, with ages 0-6 years and is often referred to as the golden age development. In addition, at this age children are vulnerable if they are handled inappropriately / inappropriately, in fact it will cause the child's loss. So, the implementation of PAUD must focus on & according to the development of the child's stages. The PAUD program does not have the intention of looking for something that must be obtained at the next level of education, but to get educational services in accordance with the child so that the child has physical, mental and socio-emotional provisions for further education.<sup>2</sup>

The main principle in PAUD institutions is to provide a stimulation of learning to children in order to boost children's potential so that children have the readiness to follow further levels of education.<sup>3</sup> The stimuli provided by early childhood education are intensively implemented efficiently in accordance with the assistance of educational institutions that provide services for children to become primary-level pre-school education parks.<sup>4</sup> In providing education to students, of course, there is a need for a good curriculum. A good curriculum is of course well managed.

Focused on managing or processing the curriculum of educational institutions shows the achievement of the curriculum to get the goals that are contained in the document and implemented in the process. If management stops, the curriculum in the form of documents will not be realized.<sup>5</sup>

Curriculum management and early childhood learning systems are more oriented towards child development or in other words Developmentally Appropriate Practice (DAP). Curriculum management and learning are substances that must be processed in the management and / or administration of

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<sup>1</sup> Kementerian Pendidikan dan Kebudayaan, *Model Penyelenggaraan PAUD Terpadu dengan Perpustakaan Mainan*, Medan: Balai Pengembangan Pendidikan Nonformal dan Informal Regional I, 2011, p. 1.

<sup>2</sup> Direktorat Pendidikan Anak Usia Dini, *Pedoman Penerapan Pendidikan "Beyond Centers and Circle Time (BCCT)" (Pendidikan Sentra dan Lingkaran) dalam Pendidikan Anak Usia Dini*, Jakarta: Departemen Pendidikan Nasional, 2006, p. 1.

<sup>3</sup> Lesi Oktiawanti, H. Syaefuddin, Lilis Karwati., ITGbm Pelatihan Penerapan Metode Beyond Centers And Circle Time Berbasis Pesantren Bagi Tutor PAUD di Kecamatan Tawang Kota Tasikmalaya. *Journal Siliwangi*. Vol. 2 No.2, ISSN 2477-6629, 2016, p. 121.

<sup>4</sup> Mukhtar Latif, *Orientasi Baru Pendidikan Anak Usia Dini*, Jakarta: Kencana Prenadamedia Group, 2013, p. 6.

<sup>5</sup> Wahyudi Dinn, *Manajemen Kurikulum*, Bandung: Remaja Rosdakarya, 2014, p. 2.

an educational institution.<sup>6</sup> In this connection, the educator manages the curriculum that is applied in his institution in accordance with the existing rules.

In developing the abilities of children, as educators, they must be able to manage the curriculum properly in the implementation of a PAUD institution. Educators are required to be able to manage the curriculum in accordance with the regulations. The curriculum is an important part of the implementation of learning. So there is a need for good management in an educational institution, especially in early childhood education.

Formal or non-formal educational institutions cannot be separated from a design of learning activities which is often known as the education unit level curriculum. The curriculum is the foundation for the educational process to achieve the goals that an educational institution desires. The curriculum is a set of plans and arrangements with regard to the objectives, content, learning materials and methods that are applied to guidelines for implementing learning to achieve educational goals.<sup>7</sup>

PAUD institutions organize various learning models such as areas, corners and centers. The learning model in PAUD certainly aims to innovate various aspects of child development. So it is necessary to have an appropriate learning innovation model to develop these aspects of child development.

In early childhood, they have different characteristics from children who are older than them, so a learning method or approach is needed that can maximize the learning process of early childhood, namely by using the BCCT (Beyond Center and Circle Time) approach as a circular and time approach. centers on children's learning.<sup>8</sup>

When children are still happy to play, in principle, playing is accompanied by learning. By playing, children get benefits in their development from the moral-religious, physical-motor, language, cognitive and socio-emotional aspects. The implementation of PAUD can apply learning with the Beyond Centers and Circle Time (BCCT) approach / in Indonesian it is often known as the center approach.

In the learning model, the center focuses the child on the learning process and is centered on the center of play and when the position of the circle. In this learning, it is still in its early stages and is applied by PAUD institutions because

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<sup>6</sup> Ali Imron, Burhanudin, & Maisyarah H, *Manajemen Pendidikan*, Malang: Universitas Negeri Malang, 2003, p. 25.

<sup>7</sup> Rusman, *Manajemen Kurikulum*, Jakarta: PT Rajagrafindo Persada, 2009, p. 3.

<sup>8</sup> Iin Maulina & Sutrisno, Penerapan Pendekatan BCCT di Kelas Apel (TK A) PAUD Kasih Ibu Kecamatan Pontianak Tenggara, *Journal Ilmiah Al Ribaath*. III. Vol 12, No. 2, Hal 24 - 29. ISSN: 1412 - 7156, 2015, p. 24-25.

this learning model requires good preparation with adequate children's play facilities.<sup>9</sup> In the above discussion, it can be seen that the importance of curriculum management in learning centers in early childhood education.

## RESEARCH METHODS

The research method in general has the meaning as a scientific way of obtaining data that has a specific purpose and use.<sup>10</sup> The research method is a way of solving the problem of a planned and careful study that aims to obtain facts and conclusions to gain understanding, explanation, prediction, and control of the situation.<sup>11</sup> This type of research is qualitative field research. Qualitative research is research conducted to understand social events from the subject's point of view.

The research was carried out at PAUD Terpadu Mutiara Yogyakarta. The subjects of this study were the principal, educators and students. Source of data obtained from research techniques, namely from documentation, interviews and observations. The results and discussion will be described in accordance with existing theories, so the conclusions of this research will be drawn.

## RESULT AND DISCUSSION

Management comes from the word "to manage" which means to manage. Management is the activity of managing existing resources in schools or organizations such as people, money, materials, methods, machines and sales which are carried out systematically in a process.<sup>12</sup>

The curriculum is the heart of education, with the existence of the curriculum, educational institutions can describe and formulate the qualifications & competencies of the outcome of an educational program. Schools can plan efforts to achieve the competencies an institution wants to achieve. The better the curriculum planned by the institution, the higher the attractiveness of the institution. The curriculum is one of the quality guarantees of the institution and data becomes an effective control for teachers and school principals so that they can achieve the desired goals and are formulated together in an institution.<sup>13</sup>

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<sup>9</sup> H. E Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, Bandung: Remaja Rosdakarya, 2015, p. 149-150.

<sup>10</sup> Sugiyono, *Metode Penelitian Pendidikan "Pendekatan Kuantitatif, Kualitatif, dan R&D"*, Bandung: Alfabeta, 2010, p. 3.

<sup>11</sup> Syamsuddin AR & Vismaia S. Damaianti, *Metode Penelitian Pendidikan Bahasa*, Bandung: Remaja Rosdakarya, 2006, p. 14.

<sup>12</sup> Ihsana El Khuluqo, *Manajemen PAUD*, Yogyakarta: Pustaka Pelajar, 2011, p. 6.

<sup>13</sup> Moh. Yamin, *Manajemen Mutu Kurikulum Pendidikan*, Yogyakarta: Diva Press, 2009, p. 33.

Curriculum management is a system, the process of managing curriculum cooperatively, comprehensively, systematically, and systematically to achieve a curriculum goal.<sup>14</sup> Implementation of Curriculum Management at Learning Centers at PAUD Terpadu Mutiara Yogyakarta

The center learning model or BCCT is a learning approach to the learning process with a circle or circle time and a play center. The circle is intended when the teacher is in a sitting position with the children in a circular position to provide a foothold for the child before and after the child plays.<sup>15</sup> PAUD institutions can develop by adding other centers that are appropriate to the context and condition of natural and human resources. In addition, classrooms and the number of students can be considered in developing a learning management center.<sup>16</sup>

### **Planning**

Curriculum planning is a process that carries out activities to collect, select, synthesize and select appropriate information from sources. This information is then used to plan and design learning experiences that make students achieve goals in learning.<sup>17</sup> Learning planning at PAUD Terpadu Mutiara Yogyakarta departs from the vision of the institution, the vision of education, the mission and objectives of education in the curriculum that is the basis. The curriculum that uses the 2013 curriculum content is guided by Permendikbud No. 146 of 2014 curriculum 2013 PAUD. The vision of the PAUD Terpadu Mutiara Yogyakarta is to make the Mutiara Integrated PAUD Yogyakarta a leading and prominent children's education institution in the Special Region of Yogyakarta. Meanwhile, the vision of PAUD Terpadu Mutiara Yogyakarta education is to lead students to become pious, capable, independent and confident children.

The mission of PAUD Terpadu Mutiara Yogyakarta: a) Organizing professional and Islamic early childhood education programs, b) Providing services and enlightenment for the early childhood community environment, c) As an early childhood education laboratory.

The objectives of PAUD Terpadu Mutiara Yogyakarta: a) To embed a strong foundation of faith, the basis of personality and positive mental attitude, b) The

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<sup>14</sup> Rusman, *Manajemen Kurikulum*, Jakarta: PT Rajagrafindo Persada, 2009, p. 3.

<sup>15</sup> Diana Mutiah, *Psikologi Bermain Anak Usia Dini*, Jakarta: Kencana, 2010, p. 133.

<sup>16</sup> Ismail SM, Integrasi Pendidikan Karakter Anak Usia Dini Melalui Model Pembelajaran Berbasis Beyond Centers and Circle Time (BCCT). *Journal Wahana Medika*. Vol.15, No. 1. 41-60 2013, 2013, p. 50.

<sup>17</sup> Agus Zaenul Fitri, *Manajemen Kurikulum Pendidikan Islam dari Normatif Filosofis ke Praktis*, Bandung: Alfabeta, 2013, p. 3.

realization of the development of all the potential and basic abilities of children, c) The formation of an early childhood environmental community that is aware of children's education, d) The realization of educational institutions children as national pearls who can provide benefits and pride for members and the surrounding environment.

The seven pillars of PAUD Terpadu Mutiara Yogyakarta: a) Integrative Islamic Approach, b) Child-Centered, c) Covering All Personality Aspects, d) Learning by Doing, e) Habit Forming, f) Modeling (*Uswatun Hasanah*), g) Full Day Program.

Planning held in PAUD: a) Annual Activity Plan, which is a program that is designed and planned within one academic year, b) Semester Plan, which is a learning program that contains a network of themes, develops and achieves developments that are arranged coherently and systematically, c) Weekly Plans, namely the development of a semester program that contains various activities to obtain the level of achievement of children's development within one week which is adjusted to the theme and sub-theme, d) Daily Activity Plans, namely the development of weekly activity planning containing various learning activities that are applied to individuals, groups or classics in a day at the level of achievement of aspects of child development.<sup>18</sup>

Curriculum planning has a function as a guideline that contains instructions regarding the types and resources needed, energy, cost sources, control and evaluation systems, the means needed to achieve a curriculum goal.<sup>19</sup> In the planning of the curriculum implemented in PAUD Terpadu Mutiara Yogyakarta, namely:

1. Annual Program and Semester Program.

This program can be abbreviated as "Prota" for guidelines for institutions and teachers to organize activities to be carried out. Prota is designed before the new school year is held and usually the Prota made is not much different from the previous Prota-Prota, only a few additions, innovations and slight deletions. With this revision, Prota is designed to be even better than the previous year. The annual program is designed to cover a period of one year / one school year. In Prota consists of two semesters, namely odd semester and even semester. The development of a theme for each semester is made according to the needs and conditions of the environment around the child's residence with the aim that the child knows more directly and the child is closer to the surrounding environment. The annual program at PAUD

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<sup>18</sup> Novi Mulyani, *Dasar-Dasar Pendidikan Anak Usia Dini*, Yogyakarta: Kalimedia, 2016, p. 75-77.

<sup>19</sup> Oemar Hamalik, *Manajemen Pengembangan Kurikulum*, Bandung: Remaja rosdakarya, 2007, p. 152.

Terpadu Mutiara Yogyakarta is combined with the semester program to make it simpler. So the Prota that is designed is included in the semester program.

2. Weekly Program.

The weekly program which is often known as the "RPPM" Weekly Program Implementation Plan at PAUD Terpadu Mutiara Yogyakarta which has been designed and compiled based on the development of themes over a period of two semesters or one year will be implemented and is a translation of the semester program. The themes that have been developed are divided and rearranged in existing centers with an allocation of one week and are applied according to the order in the semester program that has been designed.

3. Daily Program

The Daily Program Implementation Plan / RPPH in Integrated PAUD Terpadu Mutiara Yogyakarta is a description of the weekly program that has been designed and adjusted to predetermined themes. This RPPH includes themes, sub-themes, days and dates, number of children, time allocation, SOPs, tools and materials, play activities, steps before playing activities, core, rest, plus activities, closings, and evaluation. Activities carried out within one day of learning.

**Organization**

Organization is a system of working together to achieve common goals. <sup>20</sup>Organizing the curriculum is an effort to manage the entire curriculum program so that it can be applied to learning activities optimally. The organization formed at PAUD Terpadu Mutiara Yogyakarta consists of principals, administration, fields (curriculum, library, student affairs, UKS, community relations, BK and TPF, facilities and infrastructure, cooperatives.

**Actuating**

The learning implementation is applied in PAUD Terpadu Mutiara Yogyakarta which organizes three groups, namely regular, half day and full day classes

Table 1. Learning Schedule in PAUD Mutiara Terpadu Yogyakarta

Day	Reguler	Half Day	Full Day
Monday-Thursday	07.30 pm- 10.30 pm	07.30 pm- 12.00 pm	07.30 pm-04.00 am

<sup>20</sup> Muhammad Mustari, *Manajemen Pendidikan*, Jakarta: Rajawali Pers, 2015, p. 34-35.

<b>Friday</b>	07.30 pm- 10.30 pm	07.30 pm- 11.30 pm	07.30 pm-04.00 am
<b>Saturday</b>	07.30 pm- 10.30 pm	07.30 pm- 12.00 am	07.30 pm-04.00 am

Children who have various differences in all aspects can explore according to children's interests and get opportunities in all learning activities in centers in a pleasant atmosphere. This is the difference in learning between center learning and area learning.<sup>21</sup>

The learning model applied in PAUD Terpadu Mutiara Yogyakarta is by applying the center learning model. There are 10 types of centers that are applied, including:

1. Preparation Center

In this center children play while learning in order to develop children's literacy. The preparation center provides facilities for children with games that can stimulate reading, writing, and arithmetic ability to be carried out in a fun way and at this center are free to choose activities that are of interest to the child.

2. Micro Role Center

This center is a means of playing children while learning children. Children can stimulate their imagination, socialization and language skills. Children can develop their imagination by acting out objects that have been prepared by the educator. In addition, children can develop their social skills and can optimize their language skills. The emphasis in this center is on the story line created by both educators and students so that children are used to thinking systematically. Children are able to socialize and interact with their friends and the people in the environment around them. Children can develop language maximally.

3. Macro Role Center

This center is a means of playing for children while learning for children that can stimulate their imagination and express the role of children now, what has happened and in the future. At this center emphasizes the story, so children are used to think systematically. It is hoped that children can socialize themselves and can interact with their friends and with people in the surrounding environment. In addition, children can develop their language skills maximally.

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<sup>21</sup> Canada Komariyah, Permainan Tradisional Dalam Pembelajaran Bcct (Beyond Centers And Circle Time), *Journal Ilmiah Pendidikan Islam Anak Usia Dini*, Volume 1 No 1 Juni 2017 ISSN 2086-6909, 2017, p. 41.



4. Block Center

This center is a place for children to play while learning to apply ideas into the actual form of work, namely buildings. In this center at the start and end, when the child takes the blocks as needed and returns the blocks by grouping the blocks according to the shape of the blocks. From this center children think about typology, introduce various spaces and shapes so that children can develop their visual-spatial abilities to the maximum. In addition, children are able to recognize various geometric forms as a basic knowledge of mathematics.

5. The Center for Faith and Taqwa

This center as a means of playing while learning for children aims to develop multiple intelligence abilities. In playing activities at this center, it is more focused on religious implementation. At this center children get facilities that focus on habituation of worship and recognition of numbers and hijaiyah letters. The expected achievement is embedded in the habits of ahlakul karimah, sincerity, patience and likes to carry out orders according to religion.

6. Center for the Arts of Creativity

This center is a means of playing while learning for children who focus on creative abilities, develop motor sensory abilities. Aims for three finger tapping in preparation for writing and introduction to science in children. Activities at this center are carried out in the form of projects, children are invited to create certain things that get a work. In this center children are able to think creatively and be able to develop their fine motor aspects maximally and get to know science.

7. Science Center

In this center the children play together with learning with the aim of providing experiences for observing and experimenting directly with the children. Children learn with activities that include observing and experimenting. Science activities can develop the ability to explore and investigate objects, natural phenomena, measure, and discuss the results of their observations. Children are able to understand about various objects both from their characteristics, structure and function. Besides that, it can develop curiosity, pleasure and discovery.

8. Cooking Center

Cooking centers can develop children to have unique experiences in introducing different kinds of food. In this center the children learn about various sanis, mathematical and social concepts. So at this center learning can develop aspects of motor development, language, socio-emotional cognitive, religion and children's arts. In addition, it can develop character education values that can instill religious values and curiosity in children.<sup>22</sup>

In this center children get to know daily activities, through the food processing process, starting from the introduction of food ingredients, how to clean, how to process, to how to serve food. At this center it is carried out in the form of practice by inviting children directly to cook. The hope is that children will eat healthy foods, get to know the names and functions of cooking utensils around the child. Children are accustomed to eating various types of food. In addition, children can choose healthy and nutritious foods, get to know the functions and benefits of eating for their bodies.

#### 9. Multimedia Center

Simple IT (Technology Information) introduction center which is for learning media that can develop insights, knowledge and skills using simple technology. Children get to know science through several interesting media in the form of reading, pictures and educational films. Children have good IT (Technology Information) mastery skills. Children have the ability to use IT (Technology Information) according to their function.

#### 10. Natural Material Center

This center uses a variety of materials and a variety of play tools that allow the development of a stimulated child asorimotor. In this center the children introduce, explore, and get knowledge related to various objects around them in the form of natural or used goods. Children have the opportunity to introduce the properties of objects, touch, observe, know textures, gain experience about an event, the relationship of cause and effect by interacting with the materials and tools used. This disentra can encourage children's curiosity about nearby objects. Children's motoric is optimally stimulated and raises the ability to analyze from an early age and recognize literacy.

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<sup>22</sup> Veny Iswantiningtyas & Widi Wulansari, Penanaman Pendidikan Karakter pada Model Pembelajaran BCCT (Beyond Centers and Circle Time), *Journal Obsesi : Jurnal Pendidikan Anak Usia Dini*, Volume 3 Issue 1 (2019). DOI: 10.31004/obsesi.v3i1.106, 2019, p. 114.

### ***Control or Assessment***

Assessment at PAUD Terpadu Mutiara Yogyakarta is carried out every day when the learning process takes place and the children rest. The assessment is carried out by recording the daily assessment of the child's development. Weekly assessments of children's development are carried out every Friday. Meanwhile, the overall evaluation of children's development for one semester is carried out at the end of the semester and after all learning activities have been carried out. The forms of assessment at PAUD Terpadu Mutiara Yogyakarta include performance, anecdotes, assignments, interviews/ conversations, observations / observations, work results, and portfolios.

In addition, the output of students can be competency according to or not from the vision of the institution, vision of education, mission and objectives of institutions in PAUD Terpadu Mutiara Yogyakarta. Then the performance of educators needs an evaluation that aims to improve curriculum management in PAUD Terpadu Mutiara Yogyakarta.

### **CONCLUSION**

Implementation of curriculum management in learning centers at PAUD Terpadu Mutiara Yogyakarta: 1) Curriculum planning is designed in accordance with the vision, mass and objectives of the institution, 2) Curriculum organization includes organizational management in institutions, 3) Implementation of curriculum in learning centers (Preparation Center, Micro Role Center, Macro Role Center, Block Center, Faith and Taqwa Center, Creative Arts Center, Science Center, Cooking Center, Multimedia Center, Natural Material Center), 4) Control or assessment is carried out on all students and all educators.

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