

## Preschool Curriculum System Innovation in the Philippines and Indonesia Inovasi Sistem Kurikulum Prasekolah di Filipina dan Indonesia

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### **Abstract**

*The curriculum system in education becomes one of the identities of various countries. The Philippines and Indonesia have different curricula from various factors in realizing the ideals of the nation, to educate generations who are experts in their fields. The purpose of this research is to find out the curriculum innovations applied in the educational process both domestically and abroad, one of them is the Philippines which possesses excellence in various educational programs. This research uses a qualitative approach with a literature study method that uses secondary data from various national and international journal articles. As for the data analysis technique, it uses qualitative analysis techniques in a deductive way from discussing the preschool education system converging into the curriculum used in the Philippines and Indonesia. The findings from this study are that the education system in Indonesia has almost the same quality as foreign countries. The Philippines designed the K-12 curriculum implemented in preschool by developing various aspects of child development to prepare the child to enter primary school. While in Indonesian curriculum prepares children with disabilities in cognitive development so that they ignore other developments because several elementary school institutions require children to be able to read, write and count.*

**Keywords:** Curriculum Innovation, Philippine and Indonesian Education Systems, PAUD

### **Abstrak**

Sistem kurikulum dalam pendidikan menjadikan salah satu identitas dari berbagai negara. Filipina dan Indonesia memiliki kurikulum yang berbeda dari berbagai faktor dalam mengujudkan cita-cita bangsa, untuk mencerdaskan generasi-generasi yang ahli dibidang kemampuannya. Tujuan dari penelitian ini yaitu untuk mengetahui inovasi kurikulum yang digunakan dalam proses

pendidikan baik di dalam negeri maupun luar negeri, salah satunya yaitu negara Filipina yang memiliki keunggulan diberbagai program pendidikan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi pustaka yang menggunakan data sekunder dari berbagai artikel jurnal nasional dan internasional. Sedangkan untuk teknik analisis data menggunakan teknik analisa kualitatif dengan cara deduktif dari pembahasan sistem pendidikan prasekolah merucut kedalam kurikulum yang digunakan di negara Filipina dan Indonesia. Temuan dari penelitian ini bahwa sistem pendidikan di Indonesia memiliki kualitas yang hampir sama dengan kurikulum mancanegara. Filipina merancang kurikulum K-12 yang diterapkan prasekolah dengan mengembangkan berbagai aspek perkembangan anak untuk mempersiapkan anak ke jenjang Sekolah Dasar. Dan Indonesia untuk mempersiapkan anak terfokus pada perkembangan kognitif sehingga mengabaikan perkembangan yang lain karena beberapa lembaga Sekolah Dasar yang menuntut anak sudah bisa membaca, menulis dan berhitung.

**Kata kunci:** Inovasi Kurikulum, Sistem Pendidikan Filipina dan Indonesia, PAUD

## A. Introduction

Preschool is the initial foundation in the development and growth of children before entering further education.<sup>1</sup> Education systems in foreign countries such as the Philippines have unique or superior programs in the education system that are not owned by other countries. The Philippine curriculum can be used as a reference in developing the education system in Indonesia so that it can create intelligent generations in various fields.

Education will change from time to time and will experience updates according to the era.<sup>2</sup> This happens not only in the education system in Indonesia, but abroad also often reforms the education system as the basis or guideline of education. The basis and guidelines in the education system are the curriculum used at various levels of education. The curriculum is an important factor in learning objectives and learning outcomes.<sup>3</sup> In addition, the curriculum can also make the identity of the education system different from various countries. The Philippines uses the K-12 curriculum while

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<sup>1</sup> Maulinawati Maulinawati, Lina Amelia, and Rismawati Rismawati, 'Analisis Kemampuan Membaca Permulaan Anak di Kelompok B TK Tut Wuri Handayani Samahani Aceh Besar', *Jurnal Ilmiah Mahasiswa Pendidikan* 1, no. 1 (2020), <https://www.jim.bbg.ac.id/pendidikan/article/view/64>.

<sup>2</sup> Aslan Aslan and Wahyudin Wahyudin, *Kurikulum Dalam Tantangan Perubahan*, ed. Debora Afriyanti S (Medan, 2020), <https://idr.uin-antasari.ac.id/14083/>.

<sup>3</sup> Muhammad Reza Arviansyah and Ageng Shagena, 'Efektivitas dan Peran Guru dalam Kurikulum Merdeka Belajar', *Lentera: Jurnal Ilmiah Kependidikan* 17, no. 1 (28 February 2022): 40–50, <https://doi.org/10.33654/jpl.v17i1.1803>.

Indonesia has the Merdeka curriculum which is used at every level of education from early childhood, elementary, middle and high school.<sup>4</sup>

Early childhood education is the most basic education with the guidance given from birth to six years so that children have educational readiness at a further level.<sup>5</sup> The Philippine government agrees that early childhood is children aged 0-8 years, so that children who are in elementary school in the early stages of grades 1-3 are still categorized as early childhood. The child's development will continue to the elementary school level with the same education system, before the child enters the third grade. This is different from what happened in Indonesia, where preschoolers are divided into two groups A and B. Group B is the highest class in early childhood learning prepared for the elementary school level. The preschool and elementary school systems in Indonesia have not had synchronization of learning in further child development yet.<sup>6</sup>

In Indonesia, children who have just entered elementary school are required to be able to read, write and do arithmetic. Moreover, in some favorite schools provide a child's reading ability test before being accepted into the institution. This makes educators and parents too focused on developing children's reading, writing, and arithmetical (known as *calistung*) abilities as provisions before entering the elementary school level. The focus makes other aspects of children's development not develop optimally.

Research related to the Philippine education system, according to Leano and Malano that a good education system is influenced by a curriculum that has superior programs that are able to develop children's abilities according to their age stages.<sup>7</sup> The Philippines will facilitate special classes for students who have talents for developing before their age so that they can be channeled and develop optimally to create generations who are experts in various fields. According to Indarta et al. The dynamics of curriculum changes in Indonesia are expected to have a better education system and develop according to the times, the transition from the K-13

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<sup>4</sup> Deni Solehudin, Tedi Priatna, and Qiqi Yuliati Zaqiyah, 'Konsep Implementasi Kurikulum Prototype', *Jurnal Basicedu* 6, no. 4 (12 June 2022): 7486–95, <https://doi.org/10.31004/basicedu.v6i4.3510>.

<sup>5</sup> Sri Wasis, 'Pentingnya Penerapan Merdeka Belajar pada Pendidikan Anak Usia Dini (PAUD)', *Pedagogy: Jurnal Ilmiah Ilmu Pendidikan* 9, no. 2 (29 July 2022): 36–41, <https://doi.org/10.51747/jp.v9i2.1078>.

<sup>6</sup> Abdul Wahab Syakrani et al., 'Model dengan Sistemisasi Pendidikan pada Indonesia', *ADIBA: JOURNAL OF EDUCATION* 2, no. 4 (28 September 2022): 469–78.

<sup>7</sup> Adelaila Jurado Leano and Arnel C. Malano, 'The Special Education Headstart Program of Isabela, Philippines', *Southeast Asia Early Childhood Journal* 9, no. 2 (30 July 2020): 39–57.

curriculum to an independent curriculum is an effort to improve the education system itself.<sup>8</sup>

This study aims to understand changes and updates to the existing curriculum system in Indonesia and abroad such as the Philippines. Curriculum innovation is an important part of developments in the field of education in accordance with the development of globalization in the world. Curriculum changes are influenced by various factors, one of which is the development of education in various rapidly developing countries. If curriculum innovation is not carried out, the education system will be left behind and not develop optimally.

## Method

This research was written using a type of qualitative research with a literature approach that makes literature the main object.<sup>9</sup> The data collection method in this study was through data sources used, namely secondary data sources in the form of articles in national and international journals related to the education system in the Philippines and Indonesia. As for the data analysis technique, it uses qualitative analysis techniques in a deductive way from several general theoretical findings to draw specific conclusions related to curriculum system innovation in the Philippines and Indonesia.

## B. Result and Discussion

Based on the results of the articles collected and the author's analysis, it was found that references to the preschool education system in the Philippines have significant differences in the class grouping categories according to the age of the children. Each country has its own characteristics in the education system.<sup>10</sup> One of them is the preschool education level which is implemented in various countries, including the Philippines and Indonesia. Various innovations were developed so that the education system can develop according to the needs of the community. The following are innovations in learning systems in the Philippines and Indonesia, including:

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<sup>8</sup> Yose Indarta et al., 'Relevansi Kurikulum Merdeka Belajar Dengan Model Pembelajaran Abad 21 Dalam Perkembangan Era Society 5.0', *EDUKATIF: JURNAL ILMU PENDIDIKAN* 4, no. 2 (28 March 2022): 3011–24, <https://doi.org/10.31004/edukatif.v4i2.2589>.

<sup>9</sup> Rodatus Sofiah, Suhartono Suhartono, and Ratna Hidayah, 'Analisis Karakteristik Sains Teknologi Masyarakat (STM) Sebagai Model Pembelajaran: Sebuah Studi Literatur', *Pedagogi: Jurnal Penelitian Pendidikan* 7, no. 1 (30 May 2020), <https://doi.org/10.25134/pedagogi.v7i1.2611>.

<sup>10</sup> Mohammad Aristo Sadewa, 'Meninjau Kurikulum Prototipe Melalui Pendekatan Integrasi-Interkoneksi Prof M Amin Abdullah', *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 1 (1 February 2022): 266–80, <https://doi.org/10.31004/jpdk.v4i1.3560>.

## Preschool Curriculum System in the Philippines

The preschool education system in the Philippines begins when children are 3-5 years old. Based on the age clarification of preschool children, the country's education system divides it into three categories, namely nursery, kindergarden, and elementary preparatory schools.<sup>11</sup> The preschool education system in the Philippines uses the K-12 curriculum. Kindergartens were administered by the DSWD under the control of the Local Government Unit before the country's K-12 curriculum was implemented (LGU). Policies and curricula have been put in place to provide children with high-quality early education given the fact that preschool has been mandatory for the advancement of basic education.<sup>12</sup> The areas of learning that are expected to be developed by children in this learning stage are described in the curriculum. Similar to this, the preschool learning domain is set up to ensure a smooth transition from the first early stages of preschool to the end before entry to the Primary level. The stages of preschool in the Philippines in the K-12 curriculum include the following:

First, nursery (early childhood education) is a group for children aged 3-4 years. Nursery is a preparation for children to enter kindergarden education or also called kindergarden.<sup>13</sup> This stage allows children to get to know a new environment that is more formal than the family environment, namely the school environment. At this stage, besides the introduction of the environment, children also begin to be trained to develop their natural abilities and skills.<sup>14</sup> The program developed in the nursery consists of several aspects, namely gross and fine motor skills, self-management, dress training, toilet training, receptive language, expressive language, cognitive and social-emotional in early childhood.<sup>15</sup>

Second, Kindergarden is the second stage after nursery in preschool education in the Philippines. Kindergarden specifically for the early childhood category aged 4-5 years, which aims to develop the abilities and

<sup>11</sup> Wiyaka Wiyaka et al., 'Pengenalan Nursery Rhymes sebagai Media Pembelajaran Bahasa Inggris bagi Guru TK di Kelurahan Sukorejo', *E-Dimas: Jurnal Pengabdian kepada Masyarakat* 13, no. 3 (30 September 2022): 570–77, <https://doi.org/10.26877/e-dimas.v13i3.12030>.

<sup>12</sup> Jelyn D Sarmiento and Olivia G Dimalanta, 'Assessment Approaches of Preschool Teachers: Input for an Enriched Module Framework in Kindergarden Education', *Asia Pacific Journal of Multidisciplinary Research* 6, no. 2 (2018).

<sup>13</sup> Leticia N. Aquino, Nordin Mamat, and Mazlina Che Mustafa, 'Levels of Competence in the Learning Domains of Kindergarden Entrants', *Southeast Asia Early Childhood Journal* 8, no. 1 (25 June 2019): 37–45, <https://doi.org/10.37134/saecj.vol8.no1.5.2019>.

<sup>14</sup> Amor F. Loniza, Aslina Saad, and Mazlina Che Mustafa, 'The Effectiveness of Digital Storytelling on Language Listening Comprehension of Kindergarden Pupils', SSRN Scholarly Paper (Rochester, NY, 30 September 2018), <https://papers.ssrn.com/abstract=3933717>.

<sup>15</sup> Aquino, Mamat, and Mustafa, 'Levels of Competence in the Learning Domains of Kindergarden Entrants'.

skills of children who were previously trained. Programs developed at the kindergarden stage consist of several aspects, namely (1) Physical Health and Motor Development, (2) Aesthetic Development, (3) Mathematics, (4) Physical and Natural Environment, (5) Value Development, (6) Socio Development -emotional, (7) Language, Literacy and Communication.<sup>16</sup>

From the two stages above as the basis for preschool children in developing children's abilities and skills according to their age stages. The basic stage in nursery which develops various aspects will be further developed in the kindergarden stage it will develop higher aspects than before, such as basic mathematical concepts in recognizing numbers, recognizing letters, being able to speak using a well-organized language, being able to adapt and communicate with the surrounding environment, and so on.

Third, preparation for elementary school becomes a formal education that must be taken by early childhood at the age of 5-6 years as a condition for entering elementary school. Qualified preschool prepares children for school. The benefits include school readiness can promote school achievement and lifelong well-being. Studies show that early childhood education reveals significant differences in achieving both reading and mathematics, short-term academic impact on child development, and positive long-term academic effects for learners.<sup>17</sup>

The readiness of children in education is the most important aspect of school readiness. Children must have basic skills and behaviors, including pre-literacy and numeracy, the ability to follow directions, and the ability to focus on certain learning activities for a certain period of time. They also need a level of socio-emotional development that allows them to regulate their behavior and emotions. The role of pre-primary education, as well as the family, is to ensure that children are ready to make the transition to primary school.

The government of the Philippines categorizes early childhood as children aged 0-8 years.<sup>18</sup> The first three years of transition at the elementary school level, children are still categorized as early childhood because they are still under eight years old. So the transition from preschool education to the elementary school level can develop optimally because they

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<sup>16</sup> Ibid.

<sup>17</sup> Akinwumi A. Adesina and Moses M. Zinnah, 'Technology Characteristics, Farmers' Perceptions and Adoption Decisions: A Tobit Model Application in Sierra Leone', *Agricultural Economics* 9, no. 4 (1993): 297-311, <https://doi.org/10.1111/j.1574-0862.1993.tb00276.x>.

<sup>18</sup> Hazel T. Biana, Roberto Javier Jr, and Melvin Jabar, 'Assessing Cultural, Linguistic, and Indigenous Competencies: The Case of Early Childhood Care and Development Teachers in the Philippines', *Asia-Pacific journal of research in early childhood education* 15, no. 1 (January 2021): 137-55.

complement one another. In addition, the Philippines has a policy in the education system related to the language culture used by students, namely the mother tongue, according to each region of the school institution. Early childhood uses the mother tongue from preschool to elementary school level in the final 3rd grade. After children enter the beginning of grade 4 to the next level, children are trained to use Filipino or Tagalog and an international language, namely English.<sup>19</sup> Apart from aspects of children's language development, cognitive abilities are also developed when children are in grade 2 of elementary school. In addition preschoolers are not introduced to reading, but only to recognize letters, so that on average children are able to read when they are in grades 3-4 of elementary school.<sup>20</sup>

### Early Childhood Curriculum System in Indonesia

Early Childhood Education is supplies that is carried out for children aged 0-6 years in providing educational stimulation to help the growth and development of children so that they have the ability to enter the next level of education.<sup>21</sup> Early childhood education in Indonesia is divided into three categories, namely non-formal, formal and informal education.<sup>22</sup> Non-formal education is education that is not mandatory for early childhood that is flexible and outside the formal education system.<sup>23</sup> These institutions include play groups (KB), Child Care Centers (TPA) and similar PAUD Units such as Toddler Family Development (BKB) and so on. These institutions are usually developed for children aged 0-4 years before entering the Kindergarten level.

Formal education is education that must be pursued as one of the requirements for further levels that are regular and systematic.<sup>24</sup> Formal education for early childhood is Kindergarten or Raudatul Athfal which is specifically for children aged 4-6 years.<sup>25</sup> Kindergarten is divided into two

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<sup>19</sup> Aquino, Mamat, and Mustafa, 'Levels of Competence in the Learning Domains of Kindergarten Entrants'.

<sup>20</sup> Teri Pardue, 'Child-Directed Learning in Varying Contexts: An Examination of Preschools in the Philippines', *MSU Graduate Theses*, 1 December 2020, <https://bearworks.missouristate.edu/theses/3581>.

<sup>21</sup> Rika Devianti, Suci Lia Sari, and Indra Bangsawan, 'Pendidikan Karakter Untuk Anak Usia Dini', *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling* 3, no. 02 (6 July 2020): 67-78, <https://doi.org/10.46963/mash.v3i02.150>.

<sup>22</sup> Eliza Rahmah Prahestiwi, 'Pengelolaan Program Pendidikan Anak Usia Dini (PAUD) Alam Jomin Kecamatan Kotabaru Kabupaten Karawang', *Indonesian Journal of Adult and Community Education* 2, no. 1 (30 August 2020): 43-49, <https://doi.org/10.17509/ijace.v2i1.28290>.

<sup>23</sup> Nor Annisa et al., 'Model Pembelajaran Homeschooling Pendidikan Anak Usia Dini', *EDUKASIA: Jurnal Pendidikan Dan Pembelajaran* 4, no. 1 (2023): 89-100.

<sup>24</sup> nurhayati Ali Hasan Nurhayati Ali Hasan, 'Pendidikan dan Pelatihan Sebagai Upaya Peningkatan Kinerja Pustakawan', *LIBRIA* 10, no. 1 (20 August 2018): 95-115, <https://doi.org/10.22373/3384>.

<sup>25</sup> Ibid.

groups based on the age of the child, namely group A for ages 4-5 years, while group B for children aged 5-6 years. In group B, the growth and development of children is more optimized in preparing children to enter the elementary school level. Meanwhile, informal education is education that is carried out independently by the family or environment in the process of learning activities and can be carried out at various ages according to the needs desired by the individual.<sup>26</sup>

The curriculum at every level of education, including PAUD, has undergone innovation from the K-13 curriculum to an independent curriculum.<sup>27</sup> Various PAUD institutions began to make transitions and switch gradually to use the independent curriculum. Curriculum changes aim to adapt to changing times so that they are not left behind by foreign education systems that can create a good and developing education system.<sup>28</sup> The independent curriculum will be simultaneously used as a learning system in Indonesia in 2024, but for now several levels of education have started to make transitions and trials in using the curriculum. The independent curriculum has an educational structure that is flexible, simple, has a variety of teaching tools, and involves more digital technology.<sup>29</sup> The independent curriculum system at the PAUD level develops 6 aspects of early childhood development, namely aspects of religious and moral values, Pancasila values, physical-motor, cognitive, language, social-emotional. This developmental aspect is used in the early childhood education system in Indonesia from children aged 0-6 years according to the stages of the child's age prior to preparation for the Elementary School level.

Learning achievements in PAUD in the independent curriculum can be measured through religious and ethical values which include children's abilities on the basis of religion such as believing in God, respecting fellow humans and creatures of God Almighty and having noble character.<sup>30</sup> In addition, children also have a positive identity by respecting the differences

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<sup>26</sup> Prihatin Saraswati, 'Pembekalan Pentingnya Mengikuti Pelatihan Keterampilan Berbasis Sumberdaya Keluarga dan Masyarakat untuk Peningkatan Kesejahteraan Keluarga di Kota Yogyakarta', *Jurnal Abdimas Akademika* 1, no. 01 (25 June 2020): 80–92.

<sup>27</sup> Shelly Alvarez Zazkia and Tasman Hamami, 'Evaluasi Kurikulum Pendidikan Agama Islam di Tengah Dinamika Politik Pendidikan di Indonesia', *AT-TA'DIB: JURNAL ILMIAH PRODI PENDIDIKAN AGAMA ISLAM*, 7 July 2021, 82–93, <https://doi.org/10.47498/tadib.v13i01.524>.

<sup>28</sup> Nur Cahyati Ngaisah, Munawarah \*, and Reza Aulia, 'Perkembangan Pembelajaran Berdiferensiasi dalam Kurikulum Merdeka pada Pendidikan Anak Usia Dini', *Bunayya: Jurnal Pendidikan Anak* 9, no. 1 (31 January 2023): 1–25, <https://doi.org/10.22373/bunayya.v9i1.16890>.

<sup>29</sup> Ahmad Teguh Purnawanto, 'Perencanaan Pembelajaran Bermakna Dan Asesmen Kurikulum Merdeka', *JURNAL PEDAGOGY* 15, no. 1 (2022): 75–94.

<sup>30</sup> Herman Sanusi, 'Media Kurikulum Merdeka Belajar Suatu Kajian Sosiologi Pendidikan Dalam Menggugah Perspektif Masa Kini', *JURNAL PEMIKIRAN DAN PENGEMBANGAN PEMBELAJARAN* 4, no. 3 (27 October 2022): 14–21, <https://doi.org/10.31970/pendidikan.v4i3.461>.



in the environment, high self-confidence, knowing the local culture, being proud of themselves, being positively accepted in the surrounding environment, and so on. Then apart from that, learning outcomes in PAUD also cover the basics of literacy, mathematics, science, technology, engineering, and art.<sup>31</sup> This will be given an overall stimulation element as a basis for exploring aspects of optimal child development.

From the above opinion it can be interpreted that Indonesia has a preschool curriculum education system that is not much different from foreign education systems. The curriculum is deliberately innovated so that the education system can develop with the times. Therefore, education system will develop more rapidly like the education system in other countries which is able to create generations of experts and experts in various fields of ability.

### **Differences in Preschool Education Systems in the Philippines and Indonesia**

The preschool education system in the Philippines has advantages compared to other countries. One of which is having a headstart program that refers to aspects of special education (SPED) which are deliberately designed for gifted and talented early childhood children from 4-5 years old.<sup>32</sup> The main aim of the headstart program is to ensure that all gifted and talented children aged 4 to 5 years are provided with the essential assistance to achieve the highest measure of success that is within their means. This program is for children who show high talent beyond maturity or development. The headstart program is one of the educational packages that is able to develop gifted and talented children from an early age. The government provides a separate class for developing the headstart program, but according to screening and identification procedures that match the program's criteria. Apart from that, there is also support from parents who allow their children to take part in the gifted and talented children program.

The achievement of the headstart program targets lies in the good management of 9 (nine) program areas, namely: (1) organization of the headstart program, (2) screening of gifted and talented preschoolers, (3) qualifications of gifted preschoolers based on determined indicators, (4) Principal teacher competency levels, (5) implementation of the selected curriculum, (6) evidence of preferred headstart teaching and learning strategies, (7) programs and services, (8) evaluating the progress of gifted

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<sup>31</sup> Hidayatussoalihah Hidayatussoalihah, I. Wayan Karta, and Ika Rachmayani, 'Deskripsi Kemampuan Literasi Anak Kelompok B Di PAUD Negeri Kecamatan Palibelo Tahun 2022', *Jurnal Ilmiah Profesi Pendidikan* 7, no. 4 (8 November 2022): 2309–16, <https://doi.org/10.29303/jipp.v7i4.963>.

<sup>32</sup> Leano and Malano, 'The Special Education Headstart Program of Isabela, Philippines'.

and talented preschoolers, and (9) support system. These nine programs were instituted to ensure that all gifted preschoolers are provided with the essential support to achieve the highest possible measure of achievement within their capacities, intelligence and interests of gifted and talented preschoolers.<sup>33</sup>

Meanwhile, the preschool education system in Indonesia has not fully facilitated gifted children specifically as developed in the Philippine education system. In developing the abilities of children in Indonesia through extracurricular activities which have become one of the leading programs in various educational institutions, one of which is PAUD. Various extracurricular activities are not mandatory and children are free to choose which activities to choose and will be developed exaggerated.<sup>34</sup> In addition to developing children's talents, some parents choose private lessons or additional hours outside of school activities. So that the talents possessed by children can be honed and developed optimally. The talents that are known as early as possible will have a very positive impact on the child's intelligence in the next development.

### **Acknowledgment**

The authors thank the researchers and authors of previous articles related to curriculum innovation in foreign countries such as the Philippines and in our own country, namely Indonesia. Hopefully this research can be a reference for the next writer.

### **C. Conclusion**

Curriculum system innovations have been carried out in various countries including the Philippines and Indonesia. The Philippines has a K-12 curriculum which has advantages in headstart programs that facilitate gifted and talented children. Meanwhile, Indonesia has an independent curriculum that is able to balance the existing education system in foreign countries. The independent curriculum is the basis and guideline in the education system at various levels, especially in early childhood education aged 0-6 years, which is fostered in developing aspects of children's development according to their abilities at their age stage.

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<sup>33</sup> Ibid.

<sup>34</sup> Itot Bian Raharjo and Dema Yulianto, 'Pengelolaan Aktivitas Ekstrakurikuler Seni Musik di Pendidikan Anak Usia Dini (PAUD)', *PINUS: Jurnal Penelitian Inovasi Pembelajaran* 6, no. 1 (1 December 2020): 127–38, <https://doi.org/10.29407/pn.v6i1.15218>.

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