



The Evaluation of Kindergarten Curriculum Content in DKI Jakarta (Third Year Research)

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Abstract

Based on the research results in the first and tsecond year on curriculum content evaluation in kindergarten that included the suitability of the curriculum being used with the children development stages, the curriculum orientation centered on the child, the suitability of the curriculum to the needs of children, the internalization of cultural values of Indonesian society into curriculum use, the ability to adapt curriculum development and information technology, and the simplicity of the curriculum to be implemented in learning. Still many kindergartens are not able to develop their own curriculum and even when some of them did develop a curriculum, it did not refer to the curriculum development scope of principles. Therefore, in the third year researchers have carried out as follows; developed the concept of curriculum drafting training for kindergarten in Jakarta; Validation of the theoretical concept of training on the preparationof kindergarten curriculum by early childhood specialists and curriculum; Revised concept based on the results of theoretical validation; Developing instruments to measure the effectiveness of the kindergarten curriculum training; Trial instrument measuring the effectiveness of kindergarten curriculum training preparation. The evaluation was conducted by assessing the kindergarten curriculum that has been developed by the kindergarten with a qualitative model. The curriculum assessment was carried out by curriculum specialists in Early Childhood Education (ECD).

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INTRODUCTION

The education process is expected to be able to avoid a form of learning that is oriented to the will of the teacher who put the child passively and teachers become dominant. But any form of learning in children, will depend on prevailing curriculum development in early childhood education institutions. The curriculum is a guideline or guidance in learning activities undertaken by teachers and children together. The curriculum consists of, among others, component materials, methods, media, and learning evaluation conducted in early childhood institutions. If the curriculum is good and meet the principles of the curriculum, the learning that takes place will be effective for early childhood development.

ECD (Early Childhood Education) current curriculum development is still dependent on the ability of the institution or see examples of other institutions, so that the philosophy of the curriculum itself is not understood comprehensively both by educators and managers of early childhood institutions. Therefore, it is important for the evaluation of the curriculum that has been developed in early childhood institutions, especially in Kindergarten. The evaluation was carried out in order to obtain informations to which extent the curriculum developed in accordance with the needs of early childhood development and what solutions could be done to overcome the obstacles related to the development of early childhood curriculum.

The role of curriculum in learning is important to remember that the curriculum is a guide in the learning process as a whole. The curriculum includes lesson plans which include activities and learning materials, learning objectives, instructional methods, instructional media, and evaluation. Thus, an effective curriculum is the one that will provide guidance for a higher quality of learning.

Curriculum development activities which are divided into weekly units or daily activity units will be easier to understand and implement. Therefore, it is important to note the extent to which a curriculum that is used by the kindergarten is in accordance with the terms and concepts of early childhood education.

To determine the quality of the curriculum used by Kindergartens, the researcher need a study to analyze the quality of the curriculum, and this can be done through evaluation of kindergarten curriculum in Jakarta. The results of the curriculum evaluation can be the basic data for each society component, academics, and prac-

tioners about the conditions, advantages, and disadvantages of kindergarten curriculum in Jakarta. Thus, the subsequent results of the study can provide input for the development of the next kindergarten curriculum.

The curriculum evaluation results will show how far the kindergarten curriculum that is used is in accordance with the stages of child development. This is important, considering that every child has different needs at each stage of age that require different stimulation. The evaluation results will also show how far the kindergarten curriculum that is used is to internalize the culture of Indonesia as an implantation of patriotism to children. Thus, we can figure out the concept of nationality since early childhood stimulation and what will be given to incrsimplicity love and pride in the children on becoming part of Indonesian society.

Curriculum evaluation will also assess the ability to adapt the curriculum in information technology and developing, as well as assessing the simplicity of the curriculum to be implemented in early childhood learning. Based on the results of the evaluation, there will be obtained the informations about the strengths and weaknesses of the curriculum in adapting to technology and information, so that based on the results of these evaluations, teachers can take appropriate decisions form and appropriate curriculum with technological developments and the current information. Similarly, the simplicity of implementation of the curriculum in learning, through the evaluation of this curriculum, will obtain the informations on the simplicity and difficulties of kindergarten curriculum implementation used today, thus helping to overcome the difficulties that exist in the field related to the implementation.

Based on the results of the research in the first and second year of the curriculum content evaluation in kindergarten, it included the suitability of the curriculum being used with the stages of child development, the curriculum orientation is centered on the child, the suitability of the curriculum to the needs of children, the internalization of cultural values of Indonesian society into curriculum use, the ability to adapt curriculum development and information technology, and the simplicity of the curriculum to be implemented in learning.

Still many kindergartens are not able to develop their own curriculum and in developing a curriculum, they did not refer to the scope of the evaluation. Therefore, in the third year, researchers' plans are as follows; develop the concept of drafting training on kindergarten curriculum

in Jakarta; Validation of the theoretical concept of training on the kindergarten curriculum preparation by early childhood and curriculum specialists; Revise the concept based on the results of theoretical validation; Developing instruments to measure the effectiveness of the kindergarten curriculum training; Trial instrument measuring the effectiveness of kindergarten curriculum training preparation. The evaluation was conducted by assessing the kindergarten curriculum that has been developed by the kindergarten with a qualitative model. The curriculum assessment was carried out by curriculum specialists Early Childhood Education (ECD).

1. Literature Reviews

Meaningful and concrete learning experiences that are designed, implemented and evaluated in a systematic guidelines are referred to as the curriculum. According to Konstelnik (2007: 216): Curriculum is all organized educational experiences provided for children by the early childhood program. These experiences can take place inside the classroom or beyond, involving educators, family members, and other people in the community. In its written form, curriculum includes stated goals and objectives, strategies and activities aimed at supporting all aspects of children's development and learning, and methods of assessing children's progress and program effectiveness.

This suggests that the curriculum is all organized educational experience given to children through early childhood education program. The experience can be done inside and outside the classroom involving educators, family members, and others in the community. In written form, the curriculum includes national objectives, the institution's goals, strategies and objectives of the activity that supports all aspects of child development as well as learning and assessment are to see an increase in the child and the effectiveness of the program. The curriculum can be defined as a set of learning activities that deliberately planned to be implemented in order to prepare and lay the foundations for further development of the child.

Curriculum development should describe a variety of things including knowledge of early childhood, the characteristics of children as individuals, cultural values, desires and knowledge required from the parents of children in the community. Shepard advised to follow the following principles of the curriculum (Eliason and Jenkins 2008: 65): a) all children can learn b) material that challenges higher-level of thinking and problem solving c) learners of diverse background are

given the same opportunity d) the relationship of learning in and outside of school is authentic e) Encouraging the importance of habits f) the child exercise democracy in society.

It is strengthened with the opinion of Jackman (2009: 37) that compose a curriculum that corresponds to early childhood must pay attention to: a) a curriculum centered on the child or children as you wish; b) The curriculum supports all children's development through experience is planned to build what you want the child to know and be able to do; c) the curriculum encourages children to learn by doing experiments, explorations and discoveries that will build self-control and a positive self image; d) The curriculum also supports and serves children with special needs in an inclusive environment; e) the curriculum provide opportunities for children of diverse cultures and languages; f) the curriculum invites creativity through a chance of discovery and activities that are tolerant and appreciate the work of people; g) the curriculum facilitates physical activity and play through the activities that are integrated with daily activities; h) The curriculum involves teachers and families.

It appears that in developing the curriculum is not structured according to the wishes of teachers, managers or parents but pay attention to the needs of children as individuals and as members of society in the development and learning. Therefore the curriculum really should be centered on the children. In addition, the NAEYC statement about curriculum begins with the process of explaining the curriculum accordingly (Gestwicki, 2007: 61):

a). The curriculum provides for all areas of a child's development: physical, emotional, linguistic, aesthetic, and cognitive, b) The curriculum includes a broad range of content across disciplines that is socially relevant, intellectually engaging, and personally meaningful to children, c) The curriculum builds on what children already know and are able to do (activating prior knowledge) to consolidate their learning and to foster their acquisition of new concepts and skills, d) Effective curriculum plans frequently integrate across traditional subject-matter divisions to help children make meaningful connections and provide opportunities for rich conceptual development; focusing on one subject is also a valid strategy at times, e) Curriculum promotes the development of knowledge and understanding, processes, and skills, as well as the dispositions to use and apply skills and to go on learning, f) Curriculum content has intellectual integrity, reflecting the key concepts and tools of inquiry of recognized dis-

ciplines in ways that are accessible and achievable for young children, ages three through eight, g) Curriculum provides opportunities to support children's home culture and language while also developing their abilities to participate in the shared culture of the program and the community, (h) Curriculum goals are realistic and attainable for most children in the designated age range for which they are designed, (i) When used, technology is physically and philosophically integrated in the classroom curriculum and teaching.

Based on the above explanation, the early childhood curriculum must be in accordance with the needs and development of the children as individuals. In addition, the curriculum should contain about learning contents that will be implemented in each school. And the learning content should include knowledge, skills and creativity of children. The program play and activities consist of social and emotional development, language development, understanding yourself, your community and the world, creative expression and appreciation of the arts.

The curriculum has a variety of models. What is meant by a curriculum model according to Crosser (Jackman, 2012: 37) is a structured or organized framework that is used in deciding everything from policies and priorities for the methods of teaching and assessment procedures. Curriculum model is helpful in planning and managing experience. As teachers need to learn more about the models and programs for the development of early childhood curriculum

According to Montessori in Hainstock (1999: 10-11) says that this period is a sensitive period, and during this period the children are specifically easily receive stimuli from the environment. Based on theories of child development, it is believed that every child is born with more than one talent. The talent and potential do not appear on the water surface. For that children need to be given appropriate education to development by way of enriching playful environment. There are principles that are believed by Maria Montessori, namely: (1) respect for the child, each child is unique so that educators in providing services must be individually. Kids have different abilities to each other. (2) Absorbent Mind (thinking quickly absorb), the informations coming through the senses of children are quickly absorbed into the brain. Absorptive capacity of a child's brain can be likened to a sponge that absorbs water quickly. For that educators should make no mistake in giving the concepts in children. (3) "sensitive periods" (time-sensitive). Sensitive period can be described as a disposition or potential will grow

very rapidly at certain times. This potential will die and will not appear again if not given the opportunity to grow, just in time. (4) Environment prepared, educators should prepare an environment to bring up a child's desire to learn more. Prepared environment should be designed to facilitate the needs and interests of children. Environmental laid out with a variety of settings so that the child does not rely on adults, children are free to make a move, play and work. (5) Self-education, the environment prepared by educators should allow the child to explore, express, and create unassisted by adults. The results obtained by their own will be much incredible and amazing than if they were assisted.

According to the American Montessori Society (Roopnarine, 2005: 375), Model Montessori curriculum content that is given to children aged 3-6 years, there are four basic content that is practical; daily life, sensorial, language and mathematics. Other addition in the curriculum content is music, art, movement/ motor and drama.

Bank Street approach ideas (Roopnarine, 2005; Gestwicki, 2007) state that (1) the child is an active learner, researcher, explorer and artist. (2) Learning occurs in a social context in which children learn through interaction with the environment. (3) Understanding the cognitive and affective development as something interconnected or not separated. The basis of the Bank Street model is using developmental-interaction approach (approach to the development of interaction). Such an approach fosters cognitive function, collect and sort information, to make a judgment, reasoning, problem solving, using a symbol system. This approach can not be separated from the process of personal growth and interpersonal, self-esteem and identity development, internalization of self-control, the capacity to respond independently and relationships with others.

The curriculum is based on the idea that children can learn and study the human world, children can feel what they face. Bank Street focused on the theme that most appeals to children about how, what, and why the exploration of the physical and social world and original questions. Five keys consist of social studies on cultural anthropology, history, political science, economics and geography integrated in an activity in class. Thus society is the educational environment. Art and science are important in social studies, centers of experiences and activities that help children find meaning in the world around him. In class, children playing with a material that is both open and closed: beams, water, wood, paper, art materials and clay. Kids are free to choo-

se the desired game, working alone or in groups. Kids are encouraged to learn in their own way. Group activities are generally cooking, walks, outdoor activities, listen to music, and discussion in groups. Play is the heart of the approach to the development of interaction. Play is seen as a preferred activity for children to construct and reconstruct the formulation and reformulation of knowledge.

Kindergarten curriculum development is the development of a set of plans play activities designed to maximize interaction and learning can enrich the learning experience of kindergarten children in order to generate potential behavioral changes (positive behaviors).

Thus the criteria in the kindergarten curriculum development, is as follows;

a. The suitability of the curriculum that is used by different aspects and stages of child development.

b. The orientation of the curriculum being used is centered on children.

c. Content or learning materials in Curriculum

d. The curriculum being used pays attention to the needs of children

e. The curriculum simplicity to be implemented in the form of daily learning program

f. The curriculum helps children build the concepts and skills through a mix of topics and materials

g. Realistic achievement of curriculum objectives by the children

h. The curriculum being used shows the internalization of cultural values that exist in Indonesian society

i. The ability to adapt the curriculum in the development of technology and information.

The curriculum that has been implemented should be evaluated periodically. To evaluate the curriculum, the evaluation objectives and evaluation design consists of models of evaluation and research methods need to be determined. Then set the instrument to capture data and resources. The understanding of curriculum evaluation on top of that curriculum can be viewed as research. This is consistent with the definition of Preedy (Middlewood and Burton, 2001) on the evaluation of the curriculum is a complex process for gathering evidence and make an assessment of the value and benefits of the plan, the process and the impact of the curriculum.

There are other definitions expressed by Hasan (2008: 41) that the evaluation of the curriculum as a systematic effort to collect information about a curriculum to be used as consideration

of the value and meaning of the curriculum in a particular context. That definition implied that the curriculum may not apply all the time because there are limitations in terms of time.

The purpose of evaluation is designed and implemented as follows: (Hasan: 2008, 42-43)

a. Providing information on the implementation of the development and implementation of a curriculum as an input in the decision

b. Determine the success and failure of a curriculum and the factors that contribute in a given environment

c. Develop a range of alternative solutions that can be used in order to improve curriculum

d. Understand and explain the characteristics and the implementation of a curriculum.

In addition, another purpose of curriculum evaluation to develop a curriculum that are applicable and how the curriculum affects children.

METHOD

Evaluations conducted an assessment of the curriculum used by kindergarten in Jakarta. The evaluation objective in the third year is the kindergartens located in East Jakarta, North Jakarta and Central Jakarta. The research objective is an institution that has become kindergarten respondents in the first and second years.

The scope of the assessment in the first and second year covers the suitability of the curriculum used with the stages of child development, the curriculum orientation is centered on the child, the suitability of the curriculum to the needs of children, the internalization of cultural values of Indonesian society into the curriculum being used, the ability of the curriculum in adapting to technological development and information, and the simplicity of the curriculum to be implemented in learning. The scope of the evaluation in the third year is the development of the concept of kindergarten curriculum drafting training in Jakarta.

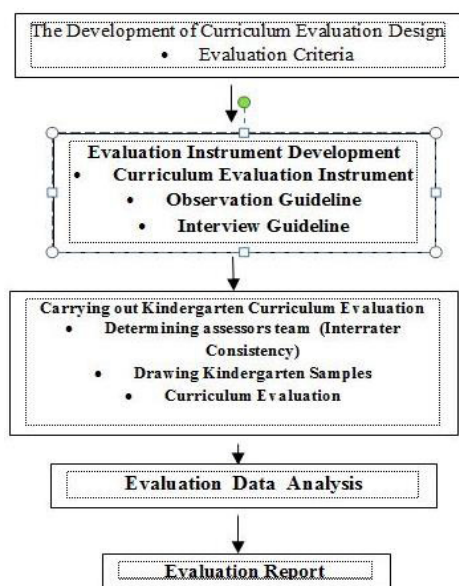
The evaluation was conducted by assessing the kindergarten curriculum that has been developed by the kindergarten with a qualitative model. The curriculum assessment was carried out by curriculum specialists in Early Childhood Education (ECD). The systematic evaluation process is as follows;

1. Determine the Kindergartens whose curriculum will be evaluated. Those selected kindergartens will then be divided into two groups: advanced and regular, with each of the groups represented by some kindergartens in the area of North Jakarta and Central Jakarta.

2. Each curriculum that has been obtained is assessed by several early childhood curriculum specialists. Each assessor uses the assessment tool that has been developed by the research team.

3. Results of the assessment will be analyzed in accordance with the framework that has been built on the design of an evaluation to see achievement evaluation indicators.

The design of curriculum evaluation covers aspects of assessment, assessment indicators, and a description of assessment. Aspects of assessment demonstrate the principles kindergarten curriculum development. Measurability principles of curriculum development indicators will be assessed to determine the accuracy of the curriculum that has been developed by targeted kindergarten. The evaluation description is an explanation of restrictions assessment based on aspects and indicators as a means of inter-rater perception. Thus the stage of curriculum evaluation carried out is described as follows:



Picture 1. Curriculum Evaluation Research Design

The data collected is the result of early childhood curriculum assessment experts who have been and have credibility in the field with the form of qualitative data. The results of the assessment information provided by the appraiser based on the indicators contained in the evaluation instrument.

In collecting this data, researchers tested kindergarten curriculum training. In these trials there will be carried out pre/ post test activities and instrument, granting the effectiveness of the training. The research team will meet regularly to organize information that has been recorded

on the instrument that has been given to training participants.

The implementation of the research was scheduled from February to November 2015. During the implementation of the study, researchers found some obstacles in the field, such as, some schools refused to participate in the research.

RESULTS AND DISCUSSION

The targeted Kindergarten institutions in East Jakarta, North Jakarta and Central Jakarta consist of four categories. They are State Kindergarten, private kindergarten, kindergarten, Moeslem kindergarten, and Christian kindergarten. These kindergarten use only the reference of Permendiknas no. 58 in 2009. There are several agencies that directly adapt the curriculum without redefining the government agencies version of curriculum.

From the analysis of the curriculum based on the criteria for curriculum development:

The suitability of the curriculum used by the kindergarten with different aspects and stages of child development. Data on the field shows nearly 75% of domestic kindergarten institutions have a uniform curriculum, there were no characteristic of each institution. The rest do not even have any curriculum document. Despite having a uniform curriculum, there is a match between the curriculum with the aspects and stages of development. However, that aspect of development is not consistent between the curriculum and structure of the learning program.

The curriculum orientation used by the kindergarten has been centered on children. Based on the findings of State kindergarten, private kindergarten, kindergarten, moeslem kindergarten, and christian kindergarten still do not have its own customize curriculum according to the hallmark of their institution. The documents and interviews show that there is only 43% which shows the child-centered curriculum. However, those are still in the form of formulation only, not visible in the planning.

Content or learning materials in the curriculum. From the documents and interviews, only 7% target of the study were consistent between the curriculum and the activities, content or learning materials. There is no learning content (math, language, literacy, computers, art, and science) in the curriculum. Researchers only found the content and learning materials in the curriculum but do not include them in the curriculum document. The results of interview notes show that there is no detailed description of the application and still

found inconsistencies in the elaboration of curriculum content in the curriculum.

The curriculum being used pays attention to the needs of children. From the results of documents and interviews at the targeted kindergarten, show 69% visible attention to the needs of children and contained in the curriculum document. The kindergarten have shown a curriculum that address the needs of children. This is visible in the curriculum document on the vision, mission and design activities.

Realistic achievement of objectives of the curriculum by some children. Based on the findings, the realistic documentation and achievement of curriculum objective by most children do not exist in all four categories of institutions. All four types of kindergarten do not have the supporting documents on these criteria.

Simplicity of the curriculum to be implemented in the form of daily learning program. The document only includes themes, objectives and activities for each age group. Only 25% of the data are easy to implement in everyday life. The preparation of planning the semester, weekly and daily activities are systematically arranged. While the rest of the kindergartens have no data to suggest about the simplicity of the curriculum to be implemented in everyday life. This is visible in the curriculum documents which do not compose for the planning of the semester, program themes, weekly and daily plans.

The curriculum helps children build the concepts and skills through a mix of topics and materials. Based on the findings of the data, 12.5% shows an explanation of the curriculum that helps children build the concepts and skills through a mix of topics and material. Plan learning activities that have been prepared by the teacher shows an explanation of the material to be delivered to the children. The findings of another kindergarten institution show no data are available to view the criteria of building concepts and skills through the integration of topics and material. The results of the interview also showed no description of the programming steps that integrate the topic or theme of the material. It is also the same case on the review of an interview.

Internalization of cultural values that exist in Indonesian society in the curriculum 56% of kindergarten institutions indicating internalization of cultural values that exist in Indonesian society. Cultural values are included in the curriculum document, including; my homeland and custom clothing. But has not detailed the values of that culture into the document. The coverage of cultural values are limited to the homeland,

custom clothes, lives in the village and in the city or are still limited to the selection of themes related to the culture of Indonesia.

The ability to adapt the curriculum in the development of technology and information. Based on the findings, only 25% of kindergarten institution which has adapted the curriculum and information technology. This is reflected in the learning activities that provide information to students and the selection of participants as well as the development of themes such as communication tools, sacrifice and Ramadan, so the scope of study was limited to modern means of communication. But not detailed in the documents of curriculum and learning activities.

Based on the results of the evaluation of the curriculum in year three, it was drafting kindergarten curriculum training in writing and has been validated by 3 (three) experts, training guidance on kindergarten curriculum development and instruments for evaluating the effectiveness of the training curriculum.

CONCLUSION

DKI Jakarta has 5 regions and only 3 (three) were used as the target area that represents the research (East Jakarta, North Jakarta and Central Jakarta). Of the three regions only 31 kindergartens were willing to deliver the curriculum. The curriculum document that has almost the same form and content which institutions directly adapt the curriculum made by government without redefining in accordance with the needs of the institution.

The kindergarten curriculum that were evaluated on nine criteria for curriculum development are just a few that suit their needs, aspects and stages of child development, and child centered.

While there are still many who have not seen their curriculum content or learning materials, realistic and achievement of objectives of the curriculum by some children, simplicity of learning programs to be implemented in the form of daily activities, build concepts and skills, adapt to technological developments and information and internalization of cultural values.

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