



The Implementation Kurikulum 2013 in Early Childhood Education: Early Findings

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Abstract

Kurikulum 2013 for Early Childhood is a set of an institution learning planning through a scientific approach. This curriculum concerns to all of the development aspects such as spiritual, behavior, knowledge, and also skills. Those aspects are related one another in a learning activity in central class which are applied according to the theme which is chosen before. The theme is as flexible as children need; for example what TKIT Bina Amal Semarang had done within local food as the theme. This research described the implementation of Kurikulum 2013 in TKIT Bina Amal Semarang and also factors which supported it. This research used naturalistic qualitative research as the method and data collection using observation, interview and also documentation. There were some process in this approach; process I: observing (involving all of their senses abilities), process II: asking (being critic on what they observed), process III: collecting information, process IV: associating (connecting old knowledge with the new one), and process V: communicating (QA or Question-Answer section). It was applied to the theme which was close to them. Supporting factors of this implementation were 1) the capability of educators (mostly were bachelor degree graduates) 2) institution (they were institution which supports to improve children education), 3) facilities and infrastructure (learning media in each center), educative games tools, outdoor games tools which were comfortable), 4) supporting activities (painting, coloring, computers, abacus' and lassy). The conclusion of this research was the implementation Kurikulum 2013 through scientific approach included observing, asking, collecting information, associating, and communicating. This implementation was supported by some factors. There were the capability of educators, institution, facilities and infrastructure and also APE.

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INTRODUCTION

According to Indonesian government law on Indonesian Educational System that was enacted in act No. 20 of 2003 (UU Sisdiknas) stated that young children are those who in the first six years of life. **In that period, their brain development are gaining to almost 80%. They are in the process of growth and development. Early childhood facilitates what children need when they are growing. So, the effort to develop all of the early children must be done in order children growth can get a maximal and optimal result.**

The period from children born until they entering the **elementary school is known as golden age and critical period** in human life's stage which will be determine their development in the future. This period is appropriate to put the early basic of developing the ability of cognitive, physic, language, social-emotional, self-concept, art, moral, and also religion values. Giving a positive stimulus in their thinking process is a must to develop their skills. Positive stimulus in early learning for children will dive experiences which cannot be replaced by their next experiences (Ferne: 1988). It will be recorded in their memory and saved for some time.

National education ministry regulation (Permendiknas) number 58 in 2009 explains that implementation of early childhood education has not had a standard which cannot be minimal references in its formal or informal implementation. Hence, to give qualified facilities which are appropriate with what children need in their growth and development period, it becomes urgent to arrange early childhood standard. It is integral section from education national standard as instructed in government regulation number 19 in 2005 about education national standard which is constructed to consider characteristic of early childhood implementation.

Muzamiroh (2013) says that curriculum has a dynamic characteristic, not static if it is static, so it is the bad one. The real curriculum is not only orientation book, but also tells about children's life during they are in school. Muzamiroh (2013) also says that curriculum is not only in the scope of some lessons, but also covers learning experiences which are experienced by students and influence their individual development. The adequate curriculum is the dynamic one which is appropriate to the condition of the institution itself. The existence of flexibilities in the curriculum which occurs and also it must be relevant.

Early childhood curriculum 2013 is a set

of the document which becomes as a reference from learning the material, the way how to deliver it and assessing in the implementation of learning and teaching a process in early childhood unit which directs into Indonesian culture. Its aim is to develop children potential based on Indonesian culture. In research which had been done by Nakpodia (2010), it is stated that culture being preserved or changed through education, and it is clear that curriculum has a strong basis in it because it is educational substance.

TKIT Bina Amal Semarang is one of kindergarten which becomes sequential in its subdistrict. The institution which uses the implementation of early childhood education's curriculum 2013. Then, learning a model which refers to the previous curriculum that is national education ministry regulation (Permendiknas) number 58 in 2009 will be replaced by early childhood education's curriculum 2013. This replacement will affect to children too. Adaptation to learning activities is really needed to be done to make children being relax and comfort. So, based on the background the writer will conduct the research about the preparation of early childhood education's curriculum 2013's implementation in TKIT Bina Amal Semarang.

Based on the background above, so the writer divides the research questions into (1) how does the implementation of early childhood education's curriculum 2013 in TKIT Bina Amal Semarang is applied? What are factors which support the implementation in TKIT Bina Amal Semarang?

The objectives which writers expect from this research are (1) to know the implementation of early childhood educational curriculum 2013 in TKIT Bina Amal Semarang, (2) to know the factors which support the implementation of early childhood education's curriculum 2013 in TKIT Bina Amal Semarang.

Based on UU number 20 about SPN in 2003, the curriculum is a set of plans and rules about the purpose, content, learning material and also a method which is used as the orientation of learning activities implementation to get some educational purposes. The whole explanation or meaning of curriculum itself is all of the planning, implementation, and evaluation which is developed to facilitate children's growth and development which are appropriate to their potential, interest, intellectual, emotional, spiritual and kinesthetic brightness of student optimally.

Muzamiroh (2013) also says that curriculum is not only in the scope of some lessons, but also covers learning experiences which are expe-

rienced by students and influence their individual development. It is strengthened by Nurcholimah-Halim (2012) who says that learning curriculum as the important element in learning implementation has an essential role to give direction, steps, and the objective of implementation of education. Learning process can be categorized optimal if it follows the adequate curriculum. This curriculum is the one which is dynamic as the condition of the institution needs. The existence of flexibilities in the curriculum which occurs and also it must be relevant.

According to R. Ibrahim in Muamiroh (2013), there 3 dimensions in curriculum classification, they are as substantial, system, and also study field. The curriculum can show the document which contains formulation about direction, learning material, teaching-learning activities, schedule, and evaluation. The aim of it is to make curriculum which exists always being relevant and dynamic.

The regulation or UU number 20 in 2003 about national educational system says that early childhood education is one of founding effort which is directed to their born until their 6 months. It is done by giving education stimulation to help their growth and development physically and also mentally, in order to have readiness whenever they enter the next educational stage. Early childhood education is the one which has difference characteristics with other ages, so its education really needs to be viewed as something special.

The implementation of early childhood education, till now, has not already had a standard which can be used as a minimal reference in its implementation in formal, non-formal and/or informal education. Hence, to give qualified service which is appropriate with what children need when they are growing and developing, it is necessary to be done to arrange early childhood education standard. It is an integral section of education national standard as instructed in government regulation number 19 in 2005 about education national standard which is constructed to consider characteristic of early childhood implementation. The standard of early childhood education is divided into 4 class, they are (1) the standard of development gaining level; (2) the standard of educators; (3) the standard of content, process, and marking; (4) the standard of facilities and infrastructure, management, and funding.

Early childhood education's curriculum 2013 is a set of plan and regulation about content or learning the material, the way how to

deliver it and also marking or assessing which is used as a reference of teaching-learning activities' implementation in an early childhood education institution which directs into Indonesian culture. Because children are prepared to be the heirs' of culture who will answer and face challenges in the future. The change of curriculum mostly focus' on document change, but it is still bonded with learning implementation and learning atmosphere creating, and the way how to evaluate the learning activities (*Yudhichatim*).

The main competence in early childhood education's curriculum 2013. Early childhood education is ability degree to get STPPA which has to be had by early childhood education's students in 6 years old. The Scientific approach is the one which is constructed well in order students construct behavior, knowledge, and interest ability actively through steps observing, asking, collecting information and communicating.

RESEARCH METHOD

This research was done by using a qualitative approach. It is research which uses naturalistic approach to finding the meaning and understanding of phenomena in a setting which had special context (Moleong, 2012: 5). This research was done in TKIT BinaAmal Semarang. It was chosen because, in its environment, there were subjects which the writer required as sources of this research. The subject was the headmaster and center teachers in TKIT Bina Amal Semarang.

Data collecting method which was used was observation, interview, and documentation technique. To get validity of research data, the writer used triangulation method. The triangulation method which was used was source triangulation and method triangulation. Data analysis method which was used was an interactive method.

RESULTS AND DISCUSSION

TKIT Bina Amal Semarang is a school which applies Kurikulum 2013 in early childhood through the scientific method. In this case, GR. 1, GR.2, GR.3, GR.4, GR.5, and KS. BE said in the even semester of 2014/2015, TKIT BinaAmal Semarang began to apply curriculum 2013 through a scientific approach. By the existence of development and change of curriculum meant that the institution made a progress by following expansion era.

As Leonard (2003) says in his journal Glo-

balization destabilizes the internal processes of school organizations that constrain fundamental change, motivating educators to innovate. In that statement he explained that globalization makes internal process in unstable school, has a basic change to support teachers to do innovation. The qualified innovation of curriculum will help children to get meaningful experiences. Hence, children will explore their experiences freely as the need for their growth.

Through scientific approach, learning activities run actively as children want. By using all of the children's sense, we can get a maximal result from children's ability. There are 7 senses which are developing. They are a sense of touch, balance, and hinges. All of them will work together to balance each other. It is applied through learning activities which are appropriate to the theme. The theme which is taken in this curriculum is more specific and closer to children's world. It becomes the main point in curriculum 2013 than others. As IbnuHajar says (2013), thematic curriculum base covers philosophical base (progressivism, constructivism, and humanism), psychological and juridical base.

After the scientific process was done, there is the last part which is also important. It is assessing or marking process. Marking process in TKIT BinaAmal itself refers to curriculum 2013 which is suggested by the government. It has the quality of detail description. Marking is taken from the result of teacher's observation to children during they are in the school. Then teachers write every event (anecdote note), portfolio and etc. The aim is teachers are expected becomes observing more about children's' growth and development well. Because the aim of curriculum 2013 is to make children become creative, innovative, and critical. So, it is not only academic aspect which is emphasized but also the whole aspects which become the main purpose.

To make competitive, smart and character children mean that develops their behavior, knowledge, and skill maximally. As the development of early childhood education's curriculum 2013 has done, it needs a balance between behavior, skill, and knowledge to construct soft skill and hard skill. (Bruner, 1960; Marzono 1985)

GR.1, GR.2, GR.3, GR.4, GR.5, and KS.BE explained that there was no reason to not apply curriculum 2013 in TKIT BinaAmal. The curriculum is appropriate to the condition of TKIT BinaAmal. Because, before the existence of curriculum 2013, TKIT Bina Amal had already applied the same curriculum but different term. It was BinaAmal curriculum which more

concerned in children's need and appreciated their development. It was in accordance with DAP (Developmentally Appropriate Practices). It is mentioned that the proper education is in accordance with ages and individual need. It is also in accordance with Piaget's statement in his theory which says that pre-school children are entering in pre-operational stage (2-7 years old), because in this period, they begin to think clearly, so learning activities which more humanize them are appropriate for their growth.

Supporting factors for the implementation of curriculum 2013 in TKIT BinaAmal Semarang are as follow:

Educators

Educators are a fundamental factor in applying a curriculum. Competence educators rally influence institution's improvement. So does TKIT BinaAmal. Most of them are bachelor graduates and in progress for getting it. They graduated not from early childhood education major. Yet it does not become problem and obstacle for the institution. On the other hand, it motivates them to make its education improvement with full spirit for the sake of their students. Besides, the headmaster of TKIT BinaAmal becomes the leader of Integrated Islamic School Network of Central Java. It boasts and becomes the right place to apply early childhood education's curriculum 2013

Institution

The institution is a place to accommodate students' education. Early childhood education's institution is a place to facilitate children's growth. A good institution is the flexible one. Understanding children's and educators' need become learning role, it must not be strict in something, it has to look to all of the aspects. TKIT BinaAmal is a flexible institution. In this institution, it is really recommended to apply curriculum 2013. Institution's improvement is its important role which actively has a role looking at development era which occurs.

Facilities and infrastructures

The facilities and infrastructures are as follows:

- a) Intra-curricular; drawing, coloring, computer, and abacus
- b) Extra-curricular; lassy
- c) Main-theme
- d) Profession visit
- e) Home visit

Besides, it is explained that supporting factors of curriculum 2013's implementation in TKIT BinaAmal are student's development report to their parents in two forms. They are

a description or well-known as a report, and learning CD. This regulation is taken because considering at parents' condition which mostly are workers or careers moms, so it makes them easy to see and know their children's development during they are in the school. It is in accordance with regulation in curriculum 2013. That is giving freedom or chance to the institution to make policies which make easy to the institution to improve their qualities, more flexible, and more open.

CONCLUSION

The implementation of curriculum 2013 in TKIT Bina Amal Semarang through a scientific approach. There is some process' in it which are; process I: observing (involving all of their senses abilities), process II: asking (being critical to all of observed), process III: collecting information. Process IV: associating (connecting old knowledge with the new one), process V: communicating (QA or Question-Answer section). All of them were applied in accordance with a theme which is close to the children. Supporting factors in the implementation of early childhood education's curriculum 2013 in TKIT Bina Amal Semarang are: 1) educators' abilities (mostly are bachelor degree graduates), 2) institution (supporting institution to improve children's education), 3) facilities and infrastructures (learning media in each center, educative games tools, comfortable outdoor games tools), and 4) supporting activities (drawing, coloring, computer, abacus, lassy).

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