Learning Management of Early Childhood Education at Mentari Kids

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Abstract
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Statement of the problem in this study is how learning management which includes planning, implementation, and evaluation of learning in Mentari Kids Early Childhood Education, Klaten is. The aims of this study are: (a) to analyze and describe plan of learning management, (b) to analyze and describe implementation of learning management, (c) to analyze and describe evaluation of learning management of Mentari Kids Early Childhood Education, Klaten, Central Java. The approach in this research was using qualitative approach. Data collecting technique was done by using interview, observation and documentation. The subject of the research was 9 informants, which consist of 7 primary subjects, i.e 4 teachers, 1 education staff, and 2 guardians of the students. Moreover, 2 secondary subjects are the manager of the institution and principal. Validity of the data was received by the use of data triangulation and triangulation method. The results showed that the planning of curriculum learning was conducted based on top down and bottom up by considering moral and religious values, physical, linguistic, cognitive, emotional, and art. Implementation of learning is conducted based on Daily Action Plan, Weekly Action Plan, Semester Program, Annual Program which uses integrated thematic curriculum model. The learning model is centers or Beyond Centers and Circle Time includes imtaq, natural materials, art and creativity, role play, briquet, and preparation. Learning evaluation was done by observation, anecdotal recording, and portfolio. The evaluation was carried out by diagnostic, formative, summative, until placement evaluation.

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INTRODUCTION

In the age of globalization, education has been given and instilled from an early age. Consider to one of the goals of the state which is to educate the entire Indonesian nation. Education will affect human resources in quality and quantity, so as to improve the welfare and prosperity of society within a country and ultimately can raise the degree and dignity of the nation itself, Shofwan (2014: 51).

Therefore the government has launched an early age education. Early Childhood Education (ECE) is the whole effort which undertaken aimed for children from birth up to six years old: furthermore, the education is given through the provision of educational stimulus to help the child's growth in physical and spiritual aspect.

The concept of "golden ages" is reinforced by the fact which found by Neurologists who stated that at his birth, baby's brain contains 100-200 billion neurons or nerve cells which are ready to connect one cell to another. Brain tissue growth reached 80% at 3 years old if it get many stimuli and reached 85% at the age of 6 years old, and reached the culmination point of 100% when children aged 8 up to 18 years old. The functional growth of the nerve cells requires a variety of supportive educational situations, both in educational environment, family, community and school. Educational experts agreed that the golden period only lasted 1 time throughout the human life span, (Suharti, 2013: 1).

Nowadays, many parents are aware of the importance of early childhood education, and vice versa. Some people underestimated the importance of early childhood education for various reasons. One of those reasons is, parents can teach their own children like singing and playing by themselves: in addition it is spending parents' time to waiting for their children in early childhood education. It is often seen in some early childhood that allow parents to attend their children in early childhood education School, and it seems that the learning and playing process is really ineffective. However, some early childhood education schools forbid their parents to keep their children in school for various reasons that have been set by the institution.

Early childhood education learning management is designed and organized interactively, inspiringly, fun, challenging, and encouraging creativity, and self-reliance. In accordance with the stage of physical growth and mental development of children and the needs and interests of the child with attention to differences in talents, interests, and ability of each child by integrating the needs of children to health, nutrition, and psychosocial stimulation (in Indonesian Government Regulation No. 17 of 2010 Article 109).

The success of the achievement of non-formal education objectives is highly depend on the activities or learning process undertaken by the learners (Siswanto, 2013: 14). Early Childhood Education Mentari Kids has two programs; those are regular and full day programs. The Full Day class becomes into a favorite program which is highly interested by parents. Full-day class starts at 07:00 to 14:00 pm, while the Regular at 08:00 to 11:00 pm. Time has an important role in the learning management of an activity which is a metrome of the organization to generate progress and integrate the knowledge and perception effectively, Soderlund (in Halin, Meina 2016: 15).

Based on the case described above, the researcher is highly interested to examine and take a closer look at management especially in the management of early childhood education of Mentari Kids from Klaten District which includes planning, implementation and evaluation in accordance with the needs of the children.

METHODS

This research was using qualitative approach; data collecting technique was done through interview, observation and

documentation. The final goal of this research is to describe and analyze the planning, implementation, and evaluation of Early Childhood Education Mentari Kids Klaten learning management. Research subjects were 9 informants, which consisting of 7 primary subjects i.e. 4 teachers, 1 education staff, and 2 guardians of the students. Moreover, 2 secondary subjects are the manager of the institution and principal. The analysis used is descriptive qualitative analysis. Validity of data which used is triangulation of data or source and triangulation method.

RESULTS AND DISCUSSION

Learning planning

Begins with the socialization of the institution to the surrounding community. The goal is to get people to know the institution. Socialization admission of new students in early childhood Mentari Kids Klaten done through the installation of MMT, Banner, share via social media web, hike prize voucher registration of the child, mouth to mouth, distribute brochures, door to door to the chairman of neighbourhood's house with the objective to be given the opportunity for entering the association of mothers and gentlemen.

PAUD Mentari Kids has a TPA (Day Care) program, KB (Play Group), and kindergarten. The TPA class program is a newly developed program in Indonesia, and also, not every PAUD have a TPA program yet. Another interesting thing that is found in PAUD Mentari Kids is the students of KB class and kindergarten can join the day care program on Saturday until 12.00 p.m with cost of Rp. 10. 000, - / day. In his research, Green B.L. (2012: 123) states that: "Approximately three-fourths (76%) of children in the United States are enrolled in some form of center-based child care or preschool prior to kindergarten entry."

The connection in this study is, the sentence above explains about three-quarters (76%) of children in America are registered in

some form of child-centered or pre-school before entering kindergarten. This figure can be concluded that the majority of children in the United States have attended the TPA program.

The statement above is also supported in Brodin. J & Renblad. K. (2014: 347) which states that: "The Swedish preschool embrace all children between 1 and 5 years of age and 94.5 % of all five-yearolds and 87.3 % of the two-year-olds attend preschool."

This means: "The Swedish orphanage embraces all children between 1 and 5 years old and 94.5% of them are five years old and 87.3% of two years old children attend preschool." The figure shows that the participation rate of US and Swedish citizens on education for early childhood is very high. However, for the state of Indonesia, the new TPA program newly developed because the majority of early childhood in Indonesia does not have TPA program. If we look at other areas, the awareness rate of parents to send their children to school from an early age is low. Early childhood education in Indonesia is left behind from Sweden and the United States.

Besides that, in the research of Bennett's J. & Neuman M.J. (2004: 428), explains: "family support programmes and networks set up with professionals (including childminders and family day-care providers) undoubtedly assist in sustaining the progress of children, and mitigate the detrimental effects of educational conditions prevalent in disadvantaged families."

The purpose of the statement is, family support programs and networks equipped with professionals (including housekeepers and family day care service providers) undoubtedly assist in sustaining children's progress, and mitigating the adverse effects of prevailing educational conditions in disadvantaged families.

Mentari Kids Klaten uses Curriculum 13, the setting up of the theme done through the top-down meetings between teachers. The standard content of the curriculum comes

from the government, furthermore, the early childhood education management conveys to the principal, and held meetings with teachers and guardians, then discussed and created by teachers in the hope to make it looks attractive to children. Socialization and meetings with parents to discuss themes and sub themes of curriculum 13 are also conducted in a bottom-up. Themes and sub themes are arranged based on characteristics, needs, stage of child's development, and local culture or local wisdom.

Implementation of theme and sub theme is done in development activities through play activities and habituation, both routine habituation and spontaneous habituation. Themes and sub themes which developed contain elements of religious and moral values, ability to think, language skills, social-emotional skills, physical-motor skills, and appreciation of art. The lesson plans have been developed in the form of Daily Learning Implementation Plan (RPPH), Weekly Implementation Plan (RPPH), and Semester Program (Prosem). By applying Curriculum 13, it is certain that the curriculum is a plan that should be used as guidance by teachers in the implementation of learning activities.

This is in line with Halimah's research (2016: 30) which explains that the curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials, and the means used as guidelines for the implementation of learning activities to achieve specific educational goals (UU No. 20 Year 23 on National Education System; Permendikbud RI No. 146 Year 2014 on Curriculum 2013 Early Childhood)

Besides, Bredekamp and Rosegrant in (Halimah, 2016: 30) explains that the early childhood curriculum is a set of work which describes what content should be learned by children, what kind of learning process should children pass through to reach curricular goals, what teachers do to help children achieve goals, and the context where teaching and learning takes place.

From the statement above, it can be identified they are include content, processes, teachers; they are interpreted as an effort to create a stimulating environment and then guiding the children. In this context, early childhood is defined as an effort to create a stimulating environment and then to guide the children. The role of children is to act as explorers and discoverers, while teachers become their mentors and facilitators (File, Mueller, & Wisneski) in Halimah (2016: 31).

In addition, in a research conducted by Ma X., et al (2016), entitled "A Meta-Analysis of the Relationship Between Learning Outcomes and Parent Involvement During Early Childhood Education and Early Elementary Education, states: "For a strong relationship, behavioral involvement, home supervision, and home-school connection were the keys from family involvement, whereas capacity to engage parents, respectful and effective leadership in relation to families and children, and institutionalized authentic partnerships were the keys from partnership development."

The connection to this study is, to establish a strong relationship, behavioral involvement, home surveillance, and home-to-school connections are keys to family involvement; while the capacity to engage parents, respect and effective leadership in relation to family and children, and institutionalized authentic partnerships are keys to partnership development. So the relationship between children, parents and institutions needs to be built well to achieve the goals that have been planned previously.

The process of delivering learning materials in Early Childhood Education Mentari Kids includes lectures, demonstrations, and direct practice by children. The schedule of activities which must be followed by the child is the morning cycle which starts at 08.15 - 08.30 a.m. The morning cycle activities include murojaah, Arabic reading, reading block letters, also morning gymnastics every Friday, and dhuha prayer together. At 09.00 - 09.15 a.m, eating snack

together, then rolling center. Next lunch together, take a shower, cycle and nap until the children is picked up by their parents or family. Before the parents come, teachers usually ask some questions to each child about what has been learned and what activities they have done. Thus, teachers are able to assess and evaluate whether the child's development has been achieved with predetermined standards or not, as well as evaluation of process and learning media.

That statement is similar in the research of Wiyani (2016: 36), which explains that the assessment techniques i.e: (a) observation, (b) Assignment, (c) Performance, (d) anecdotal recording, (e) conversation or dialogue, (f) Parents' report, (g) Documentation of child work (portfolio), and (h) Description of child's result.

Learning planning in Early Childhood Education Mentari Kids is based on Curriculum 13. The planning is done by top down, submitted by institutional manager, which then submitted to teachers and educational staffs. The sustainability planning of the learning theme is implemented in a bottom up which is involving guardians to create the theme that will be used to be more interesting and catch children's interest; it also adjusted to the age of child development. Furthermore, the teacher makes a semester program (Porsem), weekly learning implementation plan (RPPM), daily learning implementation plan (RPPH) which becomes the reference of children's learning at a predetermined time.

This is supported in a research by Bennett's. J. & Neuman. M.J. (2004: 428) which states that: ". . . recommend that parents are involved, for this is a pre-condition for the effectiveness of pre-school curricula." Moreover, Eunseo. O.R., Shin. K.N., & Moon. M (2008), describes similar things, namely: "A bottom-up action towards integration is urged in order to provide more efficient, cost-effective, and higher quality ECEC services, while limiting bureaucratic duplication. Such action would ultimately be in the best interests of children, families, communities, and government throughout Korea."

From the opinions above, it explained that the decision is taken by inviting the parents to provide ideas, feedback and suggestions in order to achieve goals and be involved in the preparation of the pre-school curriculum. In the preparation of school curriculum, the parents participate and contribute in its planning, so that the guardian can feel what development that will be obtained by the child when attending school in Early Childhood Education Mentari Kids.

Recruitment of teachers and education staffs in PAUD Mentari Kids is opened when come through the lack of teachers or educational staffs. The vacancy is shared through printed media such as newspapers, also social media, and info spreading by communities. The main requirement from the institution is, the staffs and teachers must be Muslim. It is because Early Childhood Education Mentari Kids is an Islamic and bilingual school. The language of instruction used is Bahasa Indonesia, English, and Arabic. For being a teacher in Early Childhood Education Mentari Kids, it does not have to be a Bachelor Degree of PG-PAUD. The high school graduated could be accepted; the most important thing is she/he has the willingness to improve its competence by joining tiered training. Moreover, the teachers must master his job des.

A different matter by Hollingsworth & Lim (2014: 77), states that: "A well-prepared workforce is a critical component of high quality early childhood education. . . ." The intent of the above statement is "well-prepared labor is a critical component of high importance. . . . ". A similar statement was also delivered by Dunn, et al (2008) which explains that: "Among those items explored were the impact of learning styles on teaching practices, syllabi, and value and whether the construct improved instruction or student outcomes, how it improved students' perceptions of their learning outcomes, and

how it contributed the profession of education."

The above statement explains that learning style, pre-planned syllabus can affect the outcomes. From the opinions above, it is showed the difference from Early Childhood Education Mentari Kids which requires for being teachers and education staff, with high school graduated only is acceptable. Instead of a Moslem, they must have interest with children. In addition, institutions also facilitate teachers and education staffs to join tiered training to improve their competence.

Education facilities and infrastructure can be useful to support the implementation of teaching and learning process, achieving educational goals. Facilities and infrastructure in Early Childhood Education Mentari Kids is more than other early childhood. Among them are CCTV, psychiatrist, accident insurance, etc. Infrastructure is a tool for driving education; with the means of infrastructure, it determines the success or failure of educational processes which implemented to achieve educational goals.

This is supported by the opinion of Tayler (2016: 125) namely the means of education are all equipment tools, materials and furniture directly used in the education process at school. Psychiatric services are provided for children with special needs. Children with special needs are children who are physically, psychologically, cognitively, or socially obstructed in achieving their goals/ needs and potential maximally, including deaf, speech, disability, mental retardation, emotional disturbance. Also children with high intelligence, because they require the trained handling of professional personnel, according to Mangunsong F, in (Susilo, S. 2016: 20).

This is also supported in the Malone study. D. M .. (2008: 48), which states that: "The success of the second movement (promoting the inclusion of children with disabilities in general education classrooms) is a direct function of the quality of teachers in the classroom. Given that many teachers

consider themselves ill-prepared to support children with disabilities in inclusive environments." Flottman. R. & Page. J. (2012) also explains: "This research emphasised that the quality of early childhood teachers' relationships with children along with the quality of their pedagogical practices and the length of their qualifications lead to positive gains in children's learning and development".

The relationship of early childhood education teachers who have a quality of pedagogical practice and the length of qualification, to children it will produce positive benefits in children's learning and development. Before that, teachers have identified what happens with children, while looking for references by reading sources from books and internet. After it is enough to move to the next stage, finally the child who is identified with special needs is brought to a psychiatrist. There, they can meet a psychologist and talked about what happened to the child and his parents. So with the attendance of the parents, the family can continue the next step which has to be done. As well as given therapy and medicine for children. This psychiatric service is provided by RSJD Dr. RM. Soedjarwadi because the manager of Mentari Kids has built cooperation to the party.

Currently RSJD Dr. RM. Soedjarwadi has established good cooperation with PAUD Mentari Kids. It is proved by the existence of two children sent from Mentari to RSJD to undergo therapy. The therapy can be started if the parents want to be given therapy for their children. The task of the school is to bridge the child to get services in accordance with their needs, which will be continued by the children themselves together with their parents and family.

This is supported in Bennett's research. J. & Neuman. M.J. (2004: 428) which states that: ". . . that all care settings must adopt fundamental objectives for activities for young children, who require specific educational support, then educational frameworks must promote the childs health and motor

development, self-control, acquisition of language and socio-relational skills, communication and reasoning skills; in addition, the activities proposed must be adapted to each childs level of development, characteristics and learning needs."

The purpose of the statement above is all care sets should adopt a fundamental goal for activities for children, requiring special educational support; the educational framework should promote the child's health and motor development, self-control, language acquisition and socio-relational skills, skills communication and reasoning. In addition, the proposed activities should be suitable to the level of development, characteristics and characteristics of each child's learning needs.

In addition to the psychiatric services provided by Mentari Kids, another interesting thing is the accident insurance provided by Tafakul company. The school has made an MOU agreement with Tafakul related to the insurance policy. This insurance is given to the child, if experiencing accident during the learning process.

This is supported by Zinsser. K.M, etc. (2016: 271) which states: ". . . aspects of program administration including fiscal operations, managing community partnerships, licensure and health/safety regulations and data-driven decision making. . . . of terms used to refer to education administrators (e.g. manager, principal, coordinator)."

Early Childhood Education Mentari Kids cooperates to provide health or safety insurance for children. This insurance is made to make the health and safety of children in the learning process guaranteed. Although the institute has partnered but the managers of institutions, principals, teachers and staffs also maintain the safety of the school environment as well as the community with the comfort of children in learning. Moreover, the conducive learning atmosphere is still achieved.

Learning Implementation

Implementation of learning carried out based on learning planning which has been made. Implementation of learning includes opening, core and closing activities. Opening activity is an effort to prepare students psychically and physically to perform various learning activities. The core activities, is a learning effort that is done through play activities that provide direct learning experience to the child as the basis for the formation of attitudes, the acquisition of knowledge and skills. Closing activity is an effort to re-explore the children's play experience that has been done in one day, and encourage children to follow the next learning activities.

Learning objectives in early childhood have been adapted to the child's developmental stages adapted to Curriculum 13. The model of Early Childhood Education Mentari Kids curriculum used is an integrated thematic. This model can get children involved in all the play areas provided by early childhood education teachers. The integrated thematic curriculum model is implemented through center learning or commonly known as Beyond Centers and Circle Time (BCCT).

The play area of the center's learning is termed a center. Center zones or children's play areas are equipped with a set of tools that serve as an environmental footing needed to support the development of children in three types of play, namely playing sensoric-motor or functional play, role play, and play the development. Mentari Kids Klaten has imtak center, natural materials center, art center and creativity, role play center, briquet center, and preparation center.

Learning methods which used by teachers is based on each student, as well as themes that have been planned previously. The methods which commonly used by teachers of Mentari Kids include demonstrators, lectures, performance, also supported extracurricular other. The child is the subject of learning. Therefore, children are encouraged to be actively involved according

to their characteristics. Various teaching methods are used by teachers to create child's activity in the learning process. Various methods must be able to develop elements of religious and moral values, ability to think, language skills, social-emotional skills, physical-motor skills, and appreciation of the arts.

The same thing in Wiyani's research (2016: 75) explains that learning methods that can be used by early childhood education educators include: (a) Methods of storytelling, (b) Methods of conversation and question and answer, (c) Method of recitation or assignment, (d)) Methods of study tour, (e) Methods of demonstration, (f) Role play methods, (g) Experimental methods, and (h) Project methods.

The use of instructional media is as supporter. From the use of media there are special criteria, such as in the selection of media should be safe, cheap, can be taken from the environment and interesting. Expectations from the use of learning media have a positive impact and no negative impact.

The playing activities performed by young children need media and learning resources. Media and learning resources is one component in learning that plays an important role in the implementation of learning activities which are interesting and meaningful for children. The media and learning resources are very important because of the availability of media and learning resources, allowing early childhood to actively learn. Media used by educators in the learning process of early childhood Mentari Kids is suitable to the stage of child development. Specific criteria in choosing instructional media include safe, low cost standard, can be taken from the environment and interesting. The use of instructional media used by educators is the source of the creativity of each teacher. Because the teacher is always confronted with early childhood, and the high curiosity of children so that teachers should be more creative in delivering fun materials, moreover children can learn while playing.

Educative game tools are anything that can be used as a means or equipment to play that contains educational value (educational) and can develop all the abilities of children. APE can be anything which is in the environment around us from things that are not used anymore or materials that are easily available around us.

In addition learning media can be visual, audio, and audiovisual. Visual media is such as OHP and LCD; audio media i.e radio, and audiovisual media such as television and educational videos. The learning resources in Wiyani (2016: 76) differentiate into two kinds, namely learning resources designed and learning resources that are used or used. The designed learning resources are sources deliberately designed for the purpose of achieving specific learning objectives, such as story books and educative game tools. While learning that is used or used is a learning resource that is not designed for the purpose of a particular learning objective, but can be used for learning purposes. As well as rivers, fields, markets, shops, museums, community leaders, certain professions, and others.

This is supported in Odera (2011) entitled "Computer Education Policy and its Implementation in Kenyan Secondary School, International Journal of Information and Communication Technology Research", states: "Information and communication technology has a direct role to play in education and if the right way can bring many benefits to the classroom as well as education and training processes general. Its use will provide new opportunities for teaching and learning, including offering opportunities for more students centered teaching, opportunities to teach more learners, greater opportunity for teacher-to teacher - teacher and student – students communication and collaboration, greater opportunities, greater opportunities for multiple technologies delivered by teachers, creating greater enthusiams for learning amongst students, and offering acces to a widw range of courses."

The purpose of the statement above is information and communication technology has a direct role in education and if the right way can bring many benefits to the classroom and the process of general education and training. Its use will provide new opportunities for learning and teaching, including offering opportunities for student-centered teaching, opportunities to teach more learners, greater opportunities for teacher to teacher communication and student to student collaboration, greater opportunities, greater opportunities for many technologies delivered by teachers, creating greater enthusiasm for learning among students, and offering access to a variety of courses.

From each of the media and learning resources, there is none of the media or the best learning resources. Media or a good source of learning is media and learning resources in accordance with learning objectives and themes. That is why professional early childhood education teachers should be able to choose which media and learning resources are appropriate for learning purposes and themes are adjusted to the planned schedule. Therefore, learning management consisting of planning, implementation and evaluation is the most important aspect in achieving the goals of early childhood education.

Evaluation of Learning

The learning model applied by Early Childhood Education Mentari Kids is Center or Beyond Centers and Circle Time covering imtaq, nature material, art and creativity, role play, briquet, and preparation. It was concluded that the learning management of Early Childhood Education Mentari Kids was in accordance with the management of integrated thematic learning. Evaluation of learning involves evaluating the process and learning outcomes conducted by the teacher to assess the implementation of the lesson plan. The learning evaluation is carried out by the educator by comparing the plan and the learning outcomes. Evaluation results

obtained as a reference consideration to follow-up implementation of further development activities. According to Howarth and Smidt in Halimah. L (2016: 253): "Good assessment is relevant, ongoing, and authenthic".

So to get information specifically about progress on every aspect of child development comprehensively requires a variety of techniques and assessment instruments. The learning evaluation techniques used include diagnostic, formative, summative, and placement. Aspects of child development assessed include moral and religious, physical, linguistic, cognitive, social, and artistic values. early childhood education teachers in evaluating children by considering aspects of development based on predetermined criteria. Learning evaluation techniques are implemented in various ways. From diagnostic evaluation, formative evaluation, summative evaluation, to placement evaluation. Just as every child starts coming to school, counselors have evaluated the children.

Diagnostic evaluation is a learning evaluation technique that has been implemented since the child came to school, during the learning process, up to and from school. From entering for the first and coming in school, children is had observed by me and teachers, include the readiness of children to learn, etc. After school, the children carry a hyphen, which previously written by the mothers, so that communication is established with parents and can show the development of children in every day.

This is supported by Tayler. C. (2011) namely: "There is compelling evidence suggesting that the quality of children's early experience has a significant and enduring impact throughout life." So that with the child brings well experience at the beginning, it will affect the better potential of the child in the future. This formative evaluation is supported in Tayler's research. C. (2011: 212) states that: "Young children's development and learning is at once individual and social, idiosyncratic and generalised. Because the human brain is in

its most adaptable form in early childhood, what occurs during this formative period matters a great deal, affecting children's further life potential."

The purpose of the statement above is the development and learning of small children as well as individual and social, privileged and general. Since the human brain is in its most adaptable form in childhood, what happens during this formative period is very important, affecting the lives of children further. Therefore teachers need to conduct formative evaluation. Because with this formative evaluation, teachers are able to know what potential in the child before the learning is done.

The summative evaluation technique is an evaluation conducted every semester in the form of children's report which contains a description of child development during one semester. Learning outcomes received by children and parents every semester is called rapot. Rapot is very different when compared with other general early childhood. This is because Early Childhood Education Mentari Kids really keep the quality and always make innovation. Knaufi's research. H. (2016) states that:

"When producing the portofolios, the teachers are clearly guided by their ideas about what expectations parent have of their child's time in the ecec centre. It seems obvious to assume that these imputed expectations also reflect the techers' own expectations of their work." The above sentence explains that the portfolio process, teachers and guardians must have the same goal, which is equally figure out the development will be achieved based on the normal age on the progress to be achieved.

Placement evaluation techniques are evaluations that are used for the determination of a particular department or level. From the final result of the overall daily, weekly, odd and even semester, furthermore it can be concluded that the child's development is feasible to continue the next level. This is supported by Wiyani (2016: 88), explaining that in conducting the learning evaluation process in accordance with the learning assessment instrument that has been selected

and determined. The assessment can be implemented during the learning process and after the learning process ends. With the assessment activities the teacher can know the achievement of learning objectives that have been determined. Of course, the achievement of the learning objective illustrates the achievement of growth and development.

Besides, Aqib. Z (2015: 46) describes how assessments are conducted by observation, anecdotal recording, and portfolios. Observation is a way of knowing the development and attitude of the child is done by observing the behavior of children in daily life. Anecdotal recording is a set of notes about the attitudes and behaviors of a child in certain situations including all positive and negative child activities. A portfolio is an assessment based on a collection of child work that can illustrate the extent to which a child's skills develop. Assessment reports in the form of child development reports are presented in the form of brief descriptions of child development achieved at each meeting reported to parents regularly.

CONCLUSION

The curriculum planning of instructional theme is conducted based on top down, also bottom up by considering moral aspect and religious, physical, linguistic, cognitive, social, and art values. Implementation of learning is done based on RKH (Daily Activities Plan), RKM (Weekly Plan of Action), Promes (Semester Program), Prota (Annual Program) by using integrated thematic curriculum model which is implemented through learning center or commonly known as Beyond Centers and Circle Time (BCCT). The center includes religius, natural materials, art and creativity, role playing, briquet, and preparation. Evaluation of learning is done through observation, anecdotal recording, and portfolio. Evaluations are carried out with diagnostic, formative, summative, until placement evaluation based on moral development and religious, physical, linguistic, cognitive, social emotional, and art.

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