

## IMPLEMENTATION OF THE CURRICULUM AND TEACHING IN EARLY CHILDHOOD EDUCATION IN THE CITY OF AMBON

**M. Faqih Seknun**

Fakultas FITK, IAIN Ambon, Indonesia

Email: faqhnona@gmail.com

### ABSTRACT

*This research focus consists of: first, how is the Early Childhood Education curriculum (PAUD)? Second How to develop the PAUD curriculum in learning activities? Third How is the implementation of learning in PAUD in Ambon City? Of the three problems can be explained below. The aim of research to found the real condition of learning in the PAUD school in Ambon, and also to know about the implementation of curriculum and learning process in Ambon This study uses qualitative and quantitative approaches with descriptive analysis, and data analysis based on statistical data, data collection using questionnaires, interviews, observation and documentation. researchers dropped directly in schools where the study was conducted by interviewing the headmaster, the teachers and get data through questionnaires and questionnaires given to 10 schools in the study location. Research results found: First, the curriculum used by PAUD schools in Ambon city is the K13 curriculum and KTSP but schools still form additional curriculum based on student conditionality. Most PAUD schools have not carried out active learning, this is because in the PAUD curriculum itself it is still not coercive. Thus, for learning such as in elementary school (SD) it has not been implemented. According to them, that PAUD students focus more on playing and in that game they will think for themselves related to knowledge. Secondly, 100% have not been implemented in PAUD schools. And there is more playing, singing, and they read and recite prayers and recite short letters in the circles of Islamic foundations and PAUD, and for Christianity the same thing, only by singing and not reciting. So there has been a learning qualification in the realm of PAUD learning. In general, the implementation of the Ambon City PAUD school curriculum is flexible. Some have long applied K13, KTSP and also some who use a curriculum that was made together by a combination of Ambon city PAUD teachers. In implementing the curriculum in PAUD schools always formulate learning objectives that are appropriate to the conditions of each school.*

### KEYWORDS

*Curriculum Implementation and adaptive PAUD learning.*



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## INTRODUCTION

Ambon City known as the city of Ambon Manise, has a variety of existences. Ambon City is the capital city of Maluku province with a population of approximately 500,000 people. Education in this city can be categorized as developed and advanced, especially in eastern Indonesia. This is evidenced by the progress of an area in the field of education that has provided various levels of education ranging from Early Childhood Education, Kindergarten, and higher Education, both public and private.

The development of early childhood education is currently growing rapidly, both in terms of quantity and quality of educational services. Early childhood education is not only limited to Kindergarten (TK) as formal preschool education but also includes other activities, such as Play Groups, Care Centers, Early Childhood Education (PAUD,) etc. Public awareness to provide education at an early age began to increase even though it had not achieved what was expected. Similar things were experienced by the people of Ambon City regarding the development of early childhood education in the research area. Based on data from the Ministry of National Education, quite a lot of Ambon city is spread across the sub-districts in Ambon city.

The author feels the need to find out the process of implementing learning and the curriculum used so far. Following the existence of Early Childhood Education, especially those in the city of Ambon, they are still at the level of need and have not reached the level of competition. Data released by the Directorate of Kindergarten and Elementary School Development showed that in 2007 the Gross Enrolment Rate (GER) for Early Childhood Education/Kindergarten only reached 26.68% and most of the early childhood education (PAUD) was organized by the community (private) namely around 98, 7%. This implies that the problems must be studied further, including the weak role of the government in developing early childhood education and low public awareness of the importance of early childhood education. In addition, the community's high "expectations" for aspects of children's cognitive abilities cause the direction of development of early childhood education today to be considered inappropriate.

Early Childhood Education is essentially education that seeks to develop all of a child's potential, such as cognitive, affective, and psychomotor, in ways appropriate to their developmental period, including learning while playing. This research aims to find out the curriculum for Early Childhood Education (PAUD), to analyze how to develop the Early Childhood Education curriculum in learning activities, and to find out the process of implementing learning in Early Childhood Education in Ambon City.

This study raises three main problem formulations: how to develop the Early Childhood Education (PAUD) curriculum, how to develop the curriculum in learning activities, and how to implement learning in PAUD in Ambon City. The purpose of this study is to find out the PAUD curriculum, analyze its development in learning, and understand the process of implementing learning in PAUD in Ambon City. The ECCE curriculum is designed to help children develop their

psychic and physical potential, including moral, social-emotional, cognitive, language, physical/motor, independence, and art, in order to prepare them for basic education. Experts state that early age is a fundamental period for individual development, which means that what is achieved at this age will affect learning patterns and subsequent development.

### **RESEARCH METHOD**

This research aims to develop a curriculum and learning model for PAUD in Ambon City through a qualitative-quantitative approach. Data analysis involves descriptive and statistical analysis, highlighting the differences between quantitative and qualitative research in terms of language and focusing on key variables such as free variables, mediators, moderators, and tied variables. Quantitative research connects variables, identifies participants and locations, and tests specific theories or relationships. The research was carried out in five sub-districts in Ambon City with samples from 10 PAUD from a total of 82 schools, lasting for three months from June to August 2018. Data collection techniques include observation, interviews, and documentation, with data analysis through frequency distribution and statistical analysis. Observations were made to record phenomena, interviews were conducted in a guided manner, and documentation was used to support the validity of the data. Frequency distribution analysis calculates the influence of the curriculum using a percentage formula, while statistical analysis divides the data into two groups for further analysis.

### **RESULT AND DISCUSSION**

Early childhood education needs attention. It has become a necessity in an era that continues to grow and always demands speed and acceleration. It helps children to develop faster from the positive side. Thus, it is not surprising that currently there are many Early childhood education spreading from cities to underdeveloped areas, including Ambon City. Data from the Ambon City Education Office in 2018 showed that 85 Early childhood education schools are spread across sub-districts in Ambon City. Early childhood education is precisely spread over 5 sub-districts with varying numbers. Nusaniwe sub-district has 24 PAUD, Sirimau has 32 PAUD, Baguala has 12 (PAUD), Teluk Ambon has 12 PAUD and Leitimur Selatan has 5 PAUD. There are 3,480 students accommodated in Ambon City PAUD. This is enough to prove that the community also has a relatively good interest in early childhood education.

The research was conducted in ten schools, there were TK Al-Ikhlas, TK Kristen Ponorogo. PAUD Aisyah I Permi, PAUD Leuporis Rutong, PAUD Al-Fatah, Paud Bayangkari 2 Passo, PAUD Nurul Hijrah Nania, PAUD ANGkasa Laha, PAUD Kristen Souhoru, and PAUD Perkasa Air Kunin. 10 Early childhood Education (PAUD) met the requirements in this research. The selection of Early childhood Education schools was the research target based on regional representation, namely the first for 1 sub-district, 2 Early childhood Education schools were taken. Besides, the status of Early childhood Education schools was taken from Islamic and Christian foundations, from representatives of the Navy and Police, and Early

childhood Education schools from the education and culture department of Ambon city.

### The Implementation of Curriculum and Learning in Early Childhood Education

The curriculum is a set of plans and arrangements regarding the competencies to be carried out and the ways they can be achieved according to local conditions and capabilities. Competence needs to be achieved thoroughly (complete learning). The curriculum is implemented to help students develop various potentials both psychologically and physically which includes morals and religious values, social-emotional, cognitive, language, physical/motor, independence, and art to be ready to enter Froebel's basic education (Rootnaire & Johnson, 1993), view early childhood as an able and malleable phase of human life' early age is a very valuable period for the implementation of education because early age is a phase or period of growth and development for their lives. The Early Childhood Education program in Ambon City is flexible. It means that in this case the National Office always allows managing and running the education system in full and with a sense of responsibility. The various findings of researchers in the field showed that there are many problems of Early childhood Education. The problem found was the problem of teacher welfare. The second was the issue of institutional facilities (buildings) and the following is the position or status of Early Childhood Education teachers. Many Early childhood Education teachers still have the status of non-government employee teachers or only contract teachers. In addition, what researchers found in the field is related to the implementation of curriculum and learning which is the most important aspect in the process of developing Early Childhood Education school education institutions in Ambon City as the research target area. The findings of Curriculum Implementation can be seen in Figure 1.

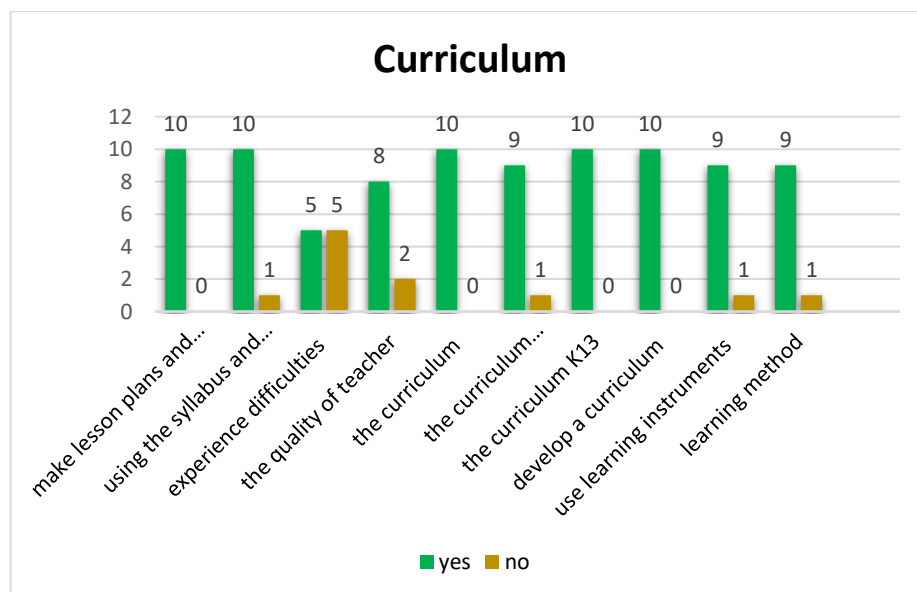


Figure 1. Graph of Early Childhood Education Curriculum Implementation

Based on the graph above, it can be seen that the results of the researchers' findings were related to the implementation of the curriculum in 10 Early Childhood Education in the research target schools. First, it can be seen that 100% of all teachers before teaching make lesson plans and syllabi. Overall 100% of PAUD teachers teach using the syllabus and lesson plans. In the process of implementing learning in the classroom, both teachers and students experience difficulties with a presentation of 50%, which means that students are still experiencing difficulties in the learning process. Thus, it can be categorized that Early Childhood Education students are not fully ready to learn, but they still have the characteristics of children, so they do not really know the learning model that is cared for by their respective Early Childhood Education.

The graph also showed that overall, the quality, and competence of teachers teaching in Early Childhood Education has reached 80% good. This showed that the existence of teaching teachers in Early Childhood Education is following the demands of the world of education. Based on the results of data analysis on the chart 100% of teachers used the curriculum following the demands of the world of education. Learning in Early Childhood Education schools is under the curriculum instructions. In this case, 90% have implemented it based on the applicable curriculum. 100% of Early Childhood Education teachers have used the curriculum K13. 100% of teachers develop a curriculum based on the curriculum that applies in each Early Childhood Education, The majority or 90% of Early Childhood Education teachers always use learning instruments when they teach students in their respective schools and learning methods in Early Childhood Education. It turns out that there are 90% of teachers Teachers teach always using the method. The learning method used in early childhood education (PAUD) is slightly different from adult learning.

Early childhood education is a form of education that focuses on students' growth, physical development (coordination, fine and gross motor skills), and intelligence (thinking power, creativity, emotional intelligence, and spiritual intelligence) presented in the form of themes and sub-themes. These themes and sub-themes are adapted to the stages of child development, characteristics, needs, and local culture. Implementation of themes and sub-themes in early childhood is conducted through play and habituation. The themes and sub-themes are then developed through the content of elements of religious and moral values, thinking, language, social-emotional, physical-motor, and artistic abilities.

The learning abilities of the children above are the basis for the formulation of competencies and learning outcomes. They consist of 1) the Development of religious and moral values, 2) Physical development, 3) Language development, 4) Cognitive development, 5) Social-emotional development, and 6) the Development of art (aesthetic). Of the six aspects of development, it can be categorized into two groups, namely the development of behavior formation and the development of basic abilities.

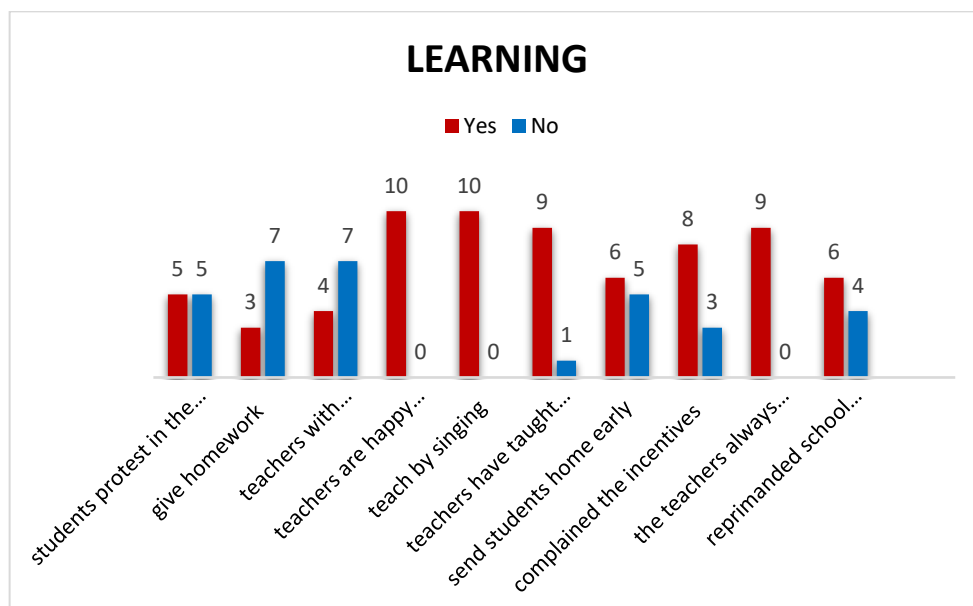
First is the field of development of behavior formation. It aims to form positive behavior in children. This behavior becomes a child's attitude and practice in everyday life, from childhood to adulthood, and carries over to the child's entire life.

Positive behavior is related to creators, humans, nature, and its contents consisting of morals, religious values, and socio-emotional.

Second is the field of developing basic abilities, such as cognitive abilities, namely development that aims to improve children's thinking skills, develop mathematical logical thinking abilities (patterns of relationships and functions and operational numbers, geometric, and spatial relations, so that they can put forward various alternative problem solutions), develop scientific abilities, and think scientifically; motor skills, namely motor development aims to improve the ability of gross and fine movements, including the ability to coordinate several movements, the ability to control small muscles, as well as the ability to coordinate eyes and goals; and art, namely the development of art aims so that children can and are able to create something based on their imagination, develop sensitivity, and be able to appreciate creative work.

### Learning in Early Childhood Education (PAUD)

So far, the learning process in early childhood (PAUD) in each school has been going well and it is interesting. On the other hand, the author wants to know for sure about how and what examples are taught by Early Childhood Education teachers to students in Early Childhood Education schools. To ensure the certainty of the forms and types of learning in Early Childhood Education, the authors can find learning models as shown in Graph 4.2.



**Figure 2. Graph of Learning Outcomes from 10 Early Childhood Education schools in Ambon city**

The findings in this study related to the implementation of learning that applies in Early Childhood Education is that the target schools shown in the graph can be explained as follows; In the learning process in Early Childhood Education, students can protest against the teaching of teachers of 50%, this proves that it turns out that at the Early Childhood Education level learning students still protest against



the learning process. In Early Childhood Education learning activities, one of the most important aspects is that teachers provide training or the process of repeating knowledge through homework. Research results show that only 30% of teachers give homework to students. With this picture, more teachers give freedom to students to play and learn from each other.

Data on teacher status shows that only 40% of teachers were teachers with Government Employee status. With this data, it is evident that recruiting teachers, especially the foundation, has not fully thought about teachers with State status or are called permanent teachers with PNS status and not a teacher appointed by a local foundation. Questions related to the joy and satisfaction of teachers teaching in Early Childhood Education, It turns out that 100% of teachers are happy teaching in Early Childhood Education. One form of learning in Early Childhood Education schools is singing. In this case, the researcher found that 100% of the teachers teach by singing. This means that in Early Childhood Education, it is still only playing and singing.

The learning process in Early Childhood Education showed that 90% of the teachers have taught the material to Early Childhood Education students. One of the important things in the Early Childhood Education curriculum is the learning time. Besides, this is according to the results obtained through this study related to school time or hours. It turns out that teachers send Early Childhood Education students home early 60%. This indicates that the characteristic of time discipline for Early Childhood Education is not very orderly or it can be considered flexible. In the majority, 80% of teachers complained and objected to the incentives or fees they received. Thus, one of the problems so far has been related to teacher honorariums/incentives which are considered to still need attention from the government. In this case, the Department of Education in Ambon City and foundations are considered responsible for these teachers. The method of teaching in Early Childhood Education is how the teacher advises students. The researchers found that 100% of the teachers always and often advise students in their respective schools. The instruments used in the learning process were lesson plans and syllabus, 100% of school principals reprimanded teaching staff for not using these two things, namely lesson plans and syllabus.

Based on the data in Figure 4.2 above, based on the explanation related to the process of implementing learning in Early Childhood Education, it is very varied. It means that the various problems so far in the field teachers are reluctant to convey to superiors or those who are considered responsible. According to researchers, one of the teachers' dissatisfaction and lack of seriousness towards their duties is the teacher's welfare problem.

In essence, learning is a process of interaction between children and their environment. Hence, there is a change in behavior for the better. In the process of interaction, many factors affect both internal and external factors. In the learning process, the teacher's most important task is to coordinate the environment to support changes in behavior in children. Thus, the learning or teaching and learning process is regulated with certain stages, so that its implementation achieves the expected results. The stages of learning activities according to Madjid (2005: 104) consist of initial activities, core activities, and closing activities. According to M

Uzer Usman (1994: 120), the implementation of learning follows procedures that start from opening lessons, managing teaching and learning activities, organizing time, students, and learning facilities carrying out assessments of learning processes and outcomes, and ending lessons. Based on the description above, the implementation of learning can be expressed in three main activities, such as opening the lesson, conveying the subject matter, and closing the lesson. The following describes the three main activities in the implementation of learning.

a. Opening The Lesson

In general, the implementation of the learning process begins with opening the lesson. The process of opening a lesson has many uses in starting the learning process. Therefore, the process of opening lessons plays an important role in the learning process. Opening lessons are also intended to motivate children, focus attention, and find out what children have mastered concerning the material to be studied. This opening is also important as an effort to provide a reference through various efforts, such as stating learning objectives and setting out task boundaries, as well as making connections or relationships between the material to be studied and the experience and knowledge that has been mastered by the child.

b. Delivering The Subject Material

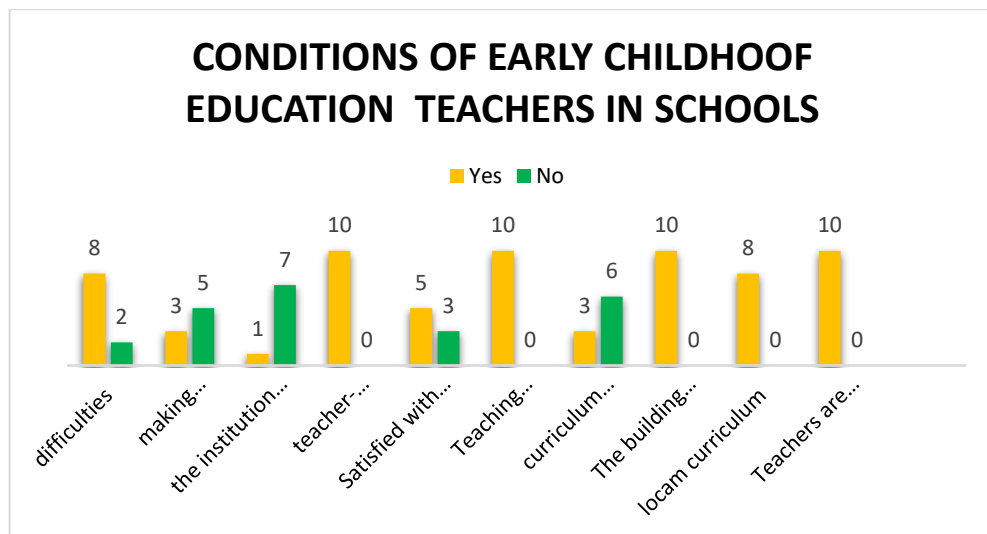
Delivering subject matter is a core activity in the learning process that is intended to inculcate, and develop knowledge, attitudes, and skills related to the subject material. The process of delivering material or forming competencies carrying out the main activities of the learning implementation process, is about how competencies are formed in children, and how learning goals are realized. The process of delivering this material needs to be conducted calmly and pleasantly. This is of course according to the activities and creativity of the teacher in creating a conducive environment.

c. Closing The Lesson

Closing means ending the lesson or the process of implementing learning as a whole by providing a comprehensive picture of what has been learned by children, knowing the level of student achievement and the level of success of the teacher in implementing the learning. In closing the lesson, the teacher should be able to provide confirmation or conclusions and at the same time provide an assessment of the mastery of the study material given in the core activities. During the learning process, especially in learning basic language skills for young children, the teacher should pay attention to and accommodate the literacy components.



### The Conditions in 10 Early Childhood Education Schools in Ambon City



**Figure 3. Graph of the condition of Early Childhood Education teachers in schools**

Based on the graph, it can be explained that in the management and implementation of learning activities and administrative management in the Early Childhood Education environment, it turns out that 80% of the teachers experienced difficulties. This is proven by the majority of teachers having the same view of the problems experienced by each local Early Childhood Education. Concerning making curriculum designs without instructions from the deputy head of curriculum or school principals in the local Early Childhood Education environment, only 30% said yes.

In this case, the majority have to follow instructions from their leaders in their respective schools. In local Early Childhood Education management, especially related to the preparation and implementation of the curriculum, only 10% is made by the institution. Thus, in the majority, the involvement of all parties related to education under the foundation is equally involved. The relationship between the teacher council and the parents of local Early Childhood Education students turned out to be 100% fine. Thus, all the problems that exist, both the institution and the teacher, the teacher, and the students or the parents of the students are going well and safe, as in the teacher's response to this. Furthermore, around 50% of the teachers responded by feeling satisfied with welfare, thus the researchers already knew for sure related to the welfare conditions of teachers in their respective local Early Childhood Education.

The teaching method of early childhood teachers always gives playing methods to students. In this case, some teachers as respondents said that they 100% teach by playing with early childhood students. Thus, it can be considered that psychologically, all learning in Early Childhood Education turns out to be colored by playing while learning. Only about 30% of the curriculum used in Early Childhood Education was Educational unit-level curriculum (KTSP). Regarding the ownership of Early Childhood Education school buildings. The results of this research showed that 100% of schools already have their own buildings. One of the most important

things in the learning process in Early Childhood Education, the researcher asked whether all Early Childhood Education schools applied the local curriculum, from these results 80% of them said yes. This means that they used the local curriculum in addition to the K13 and Educational unit-level curriculum (KTSP). The results also show that 100% of teachers are satisfied with the current situation in Early Childhood Education. Based on the research that has been done, it can be known with certainty about field conditions, especially regarding the condition of the teaching staff, the condition of Early Childhood Education school institutions, as well as various conditions and backgrounds that are the motivator for early childhood teachers in Ambon city.

The curriculum is a set of plans and arrangements regarding standardized competencies and how to achieve them according to regional conditions and capabilities. Competence needs to be achieved thoroughly (complete learning). The curriculum is implemented to help students develop various potentials both psychologically and physically which includes moral and religious values, social-emotional, cognitive, language, physical/motor, independence, and art to be ready to enter basic education. From the findings of researchers related to learning process activities in Early Childhood Education schools, many things were found in the field. Until now, all teaching staff at Early Childhood Education schools where the research was conducted average bachelor's degrees, and about 40% of them are graduates who know Early Childhood Education. Thus, teachers are considered competent and quality in the learning process.

## CONCLUSION

Total number of formal Early Childhood Education schools in Ambon city is 82. Based on data from the 2018 Ambon City Education Office researchers took 10 of these schools each in 5 sub-districts with a percentage of one sub-district, two Early Childhood Education schools and the implementation of the existing curriculum in PAUD have been running according to the learning conditions of students. Besides, they also follow all the developments in the curriculum treatment. Teachers who teach in Early Childhood Education as a whole are undergraduates, and there are two classifications of teachers, namely teachers with Government Employee status and also non- Government Employee status.

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- Hasil-hasil wawancara dengan para kepala sekolah 10 PAUD di kota Ambon
- Hasil wawancara dengan guru –guru Paud 10 sekolah paud kota Ambon.