New Paradigm Curriculum of Early Childhood Education

Luluk Elyana

Universitas Ivet, Indonesia

**Abstract**

One of the Education unit level curriculum is Early Childhood Education unit level which requires readiness in adapting and implementing the new paradigm curriculum. The implementers of the education unit curriculum are teachers in schools. Teachers as a milestone of how effective and successful implementation of the operational curriculum of the education unit. The new paradigm curriculum aims to encourage the process of transformation of educational units to improve the achievement of student learning outcomes holistically, both in terms of cognitive and noncognitive competence (character) to realize the Pancasila student profile. Research methods use a phenomenological approach. Observation is carried out focusing on the learning process, namely the implementation of the curriculum and is carried out at the level of Early Childhood Education units with kindergarten service programs, which have been accredited B, accredited C, and not yet accredited. The results of observations and interviews obtained that the kindergarten curriculum has a level of quality based on the results of accreditation achieved.
INTRODUCTION

Improving the quality of education requires curriculum and learning adjustments. The curriculum is dynamic so it must always be returned along with the development of times, it needs learning with a new paradigm. One of the efforts for learning renewal is to regulate the division of authority between the central government and education units in terms of learning management. Each educational unit has the authority to draw up the vision, mission, and objectives of the school, school policies related to the curriculum. (Elyana, 2020). Learning, assessment, and developing an operational curriculum that becomes a policy on learning at the level of educational units. The education unit develops teaching devices independently.

One of the Education unit level curriculum is Early Childhood Education unit level which requires readiness in adapting and implementing the new paradigm curriculum. Early Childhood Education units have characteristic specifications that include the role of parents in learning, (Agustiningrum, 2020). Differences in cultural background and parenting style of the student, also children in the period of development according to age level and background of early childhood educators in terms of education level and quality.

The implementers of the education unit curriculum are the teachers in the school. Teachers as a milestone of how effective and successful implementation of the operational curriculum of the education unit, (Elyana, 2017). Teachers are the implementers of learning and carriers of important changing dynamics of curriculum implementation. Any curriculum change requires adaptation and readiness ranging from human resources, pre-facilities, schools, and student conditions. The diverse educational background of PAUD teachers requires time to prepare for curriculum changes. Based on data SK BAN PAUD stage I No. 155 / BAN PAUD AND PNF / AKR / 2019 with a total of 1000 institutions have been accredited, SK BAN PAUD stage II 156 / BAN PAUD AND PNF / AKR / 2019 with a total of 998 have been accredited, SK BAN PAUD phase III No. 178 / BAN PAUD and PNF / AKR / 2 with total 1000 institutions based on SK BAN PAUD stage IV No. 179 / BAN PAUD AND PNF / AKR /2019 with total 1327. Automatically, an accredited PAUD has implemented the 2013 curriculum well. According to 53,506. (BAN PAUD, 2019).

The total number of accredited Early Childhood Educations compared to the total number sourced from Dapodik in 2020.

![Image]

In general, the new paradigm curriculum aims to encourage the process of transforming educational units to improve the achievement of student learning outcomes holistically, both in terms of cognitive and non cognitive competence (character) to accomplish the Pancasila Student Profile. (Puskur, 2020). The expected transformation is not only limited to educational units but also to start the achieve of an ecosystem supporting change and communal work at the regional and national levels so that the change can occur widely and institutionally. The above goals are in line
with efforts to produce superior, characterful, and professional human resources to support sustainable development in the future.

The existence of a new paradigm curriculum of Early Childhood Education certainly requires mature readiness in the face of changes, especially human resource readiness, and understanding of the overall curriculum device ranging from policy, curriculum structure, monitoring, and evaluation. So how is the preparation done? How long can these changes be adapted? What strategies will be taken in overcoming the limitations of human resource quality? Given the data, the majority of Early Childhood Education has not implemented accreditation so that the quality of the curriculum that is currently run is still being questioned for the quality of its implementation.

While the School Mover Program (Puskur, 2020) focuses on the holistic development of student learning outcomes to accomplish the Pancasila Student Profile which includes competence (literacy and numeracy) and character. The School Mover Program is implemented by strengthening the capacity of principals and teachers who are key in restructuring and reforming education in Indonesia.

METHOD

Research methods use phenomenological approaches as research methodologies that have several advantages, namely describing a phenomenon as it is without manipulating the data in it. This method views the object of its study as a whole and inseparable from other objects, meaning that this approach emphasizes a holistic and non-partial approach. The data collection in this study was obtained by observation and interview including in-depth interviews. Furthermore, the data obtained from this depth interview was analyzed using interpretative phenomenological analysis (IPA). According to Smith quoted from Basyir and Limas (2016), there are several stages in the IPA, namely reading and reading, initial noting, developing emergent themes, searching for connection across emergent themes, moving the next cases and looking for patterns across cases. The main focus of this phenomenological study is the meaning of various experiences, events, and statuses possessed by participants. The experience that appears from the change in the educational paradigm is the implementation of the curriculum that affects all elements of learning. The participants in question are parties involved in the management of the curriculum.

RESULTS AND DISCUSSIONS

Observation is carried out focusing on the learning process, namely curriculum implementation and implemented at Early Childhood Education unit level with kindergarten service program, which has been accredited B, accredited C, and has not been accredited. While the interview was conducted in-depth with the principals of each of the program's services. In kindergarten service programs that have been accredited B has curriculum documents that have been approved by relevant stakeholders following the academic calendar of implementation. While the curriculum structure includes curriculum content, learning planning both semester program, RPPM and RPPH has been well documented, has had feedback, and evaluation of learning has largely met 8 (eight) national standards of education. While in kindergarten accredited C already has curriculum documents and is still simple in the form of a collection of learning planning both semester program, RPPM, and RPPH with formats and content that tend to be the same at every change of theme. The climax activities of the theme and the development of a new curriculum at the introduction stage. At this stage teachers still need a pattern of adaptation to the overall curriculum development; the document bundle is only a collection of learning planning that is continuously repeated with
minimal innovation and climax themes. There are still many learning evaluations that do not meet the criteria of 8 (eight) national education standards.

In kindergartens that have not been accredited the teachers are still learning to know the curriculum and what the curriculum means. The learning process is still simple, so curriculum planning is not all well bundled. Teachers try to carry out learning with the help of samples of learning planning from other kindergartens that have closeness to both friendship and organizational scope. Below is the observation table

<table>
<thead>
<tr>
<th>Curriculum Document</th>
<th>Kindergarten accredited B</th>
<th>Kindergarten accredited C</th>
<th>Kindergarten has not been accredited</th>
</tr>
</thead>
<tbody>
<tr>
<td>KTSP</td>
<td>Existing and complete with endorsements</td>
<td>Simple bundle in the form of a collection of learning planning</td>
<td>Teachers are still learning to understand the meaning of the curriculum and its implementation.</td>
</tr>
<tr>
<td>Curriculum Planning</td>
<td>There is a semester program, RPPM, and RPPH already equipped with peak themes, evaluations, and feedback and have not been thorough on 8 national education standards.</td>
<td>There are in the form of semester program, RPPM and RPPH have not been equipped with the peak of the theme but only a small percentage meet 8 educational standards.</td>
<td>There is only RPPH and it is still being repeated.</td>
</tr>
<tr>
<td>Curriculum Evaluation</td>
<td>Written documents involve the committee and have not been thorough on 8 national education standards.</td>
<td>Written documents involve the committee and a small portion that meets 8 national education standards.</td>
<td>None</td>
</tr>
</tbody>
</table>

Source: developed in this research

The table above describes the results of observations of curriculum implementation at the level of kindergarten education units with different accreditation ratings. The activeness of the curriculum implementation is based on the knowledge and quality of each principal.

The implementation of curriculum relies on commitment and consistency, especially the principal. (Elyana, 2021). In this case, the principal is an important element in improving governance and becomes the mover of every unit of education so that it will create a meaningful and fun learning environment through revamping the system that supports the improvement of the quality of education (Pounder, 2006). Law No. 14 of 2005 on Teachers and Lecturers defines the principal as a teacher who is given the additional task of leading his school. Thus, ideally, the principal is a teacher who can integrate his professionalism as a teacher and his competence as the managerial leader of the school to realize the vision of the school, which has an impact on improving student learning outcomes. Sheppard, et.al. (2010 in UKEssays, 2018) defines principals as leaders who can create an ecosystem of learner teachers and foster the spirit of teachers so that it will encourage quality learning.
Increasing the capacity of principals will help school residents to explore the problems faced and solve their problems. This is in line with the concept of transformation that someone who has knowledge and skills will be able to find solutions and fix all problems independently.

The results of interviews with the principals of the three schools each have different levels of curriculum understanding. B-accredited kindergarten principals already have a thinking paradigm that is ready to move towards changes and transformation of education with adjustments to curriculum changes. While C-accredited Principals still survive with the curriculum that has begun to be understood its implementation and tends to be in the comfort zone. While kindergartens that have not been accredited still organize governance including learning and understanding of the meaning of the curriculum.

The theory of change (Direktorat PAUD, 2021) starts from the inputs generated at the national level at the beginning of the program in 2021. In this context, the input can be interpreted as a resource that must be met so that intervention in the educational unit can get optimal results. The input changes in the curriculum of this new paradigm consist of four aspects:

<table>
<thead>
<tr>
<th>Fulfillment Aspect</th>
<th>Supporting Assessment</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulation</td>
<td>The workload of Principals and Teachers</td>
<td>Synergy</td>
</tr>
<tr>
<td>Conceptual Resources</td>
<td>Academic Studies, implementation guidelines and technical guidelines, evaluation guidelines, training modules, and mentoring guidelines, curriculum prototypes as well as educational profiles and report cards.</td>
<td>Academic Script</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Information and Communication Technology facilities platform for teachers and principals</td>
<td>ICT Platform</td>
</tr>
<tr>
<td>Supporting Resources</td>
<td>Consultant, a regional companion who meets qualifications and competencies</td>
<td>HR Development</td>
</tr>
</tbody>
</table>

Sources developed in this research

The fulfillment of the four aspects above will allow for basic interventions carried out at the level of educational units, interventions are carried out in the form of (a) strengthening human resources in schools, (b) learning with new paradigms, (c) training and mentoring data-driven planning, and (d) digitization of schools. The intervention will have an impact on understanding and increasing the capacity of principals and teachers.

Inputs prepared at the beginning of the program will result in changes regarding the evaluation and improvement of the quality of conceptual resources, evaluation of improvements in supporting technologies, as well as increasing the number and quality of program support human resources. In the middle of the program, the impact produces the same changes as at the beginning of the program, namely the increasing understanding and commitment of the principal. In addition, there is an increase in the capacity of principals and teachers coupled with new changes that occur in the middle of the program which can improve the quality of school management, ensuring school safety and inclusivity, and improving the quality of the learning process.

CONCLUSION

The new paradigm curriculum in Early Childhood Education requires mature readiness. The shift in the essence of implementation from curriculum 13 to the new paradigm curriculum is a concern, especially the readiness of human resources, which are the principal and teachers.
Preliminary data on school conditions regarding curriculum implementation is seen from the quality of accreditation. The results of this accreditation provide important information on the quality level of the curriculum. From here the educators or teachers can assess the needs that will be used in the change. Four supporting aspects of the new paradigm curriculum are regulation, conceptual resources, information technology, and human resources.

ACKNOWLEDGES

The success of this research process is thanks to the help of several parties including BAN PAUD assessors regarding accreditation data and kindergarten curriculum. To the Head of Kindergarten who has provided information through the interview process. Thanks to the authors of the article who were referring to the writing and all those who have helped the beginning, the process until it is finished.

REFERENCES


Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen