



An implementation of the integrative thematic-based 2013 curriculum in Al-Ittifaqiah Islamic kindergarten post-covid-19

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Abstract

Post-covid-19, various aspects of life have been affected, especially the use of the curriculum in early childhood education. The curriculum is an integral part of education and requires innovation and development following the demands of the times. This study aims to determine the implementation of the integrative thematic-based 2013 curriculum at the Al-Ittifaqiah Indralaya Islamic Kindergarten post-covid-19. This research is descriptive qualitative research. The data collection technique was carried out through several techniques, namely observation, interviews, and documentation. Data analysis was performed using the Miles and Huberman approach. Data analysis through data collection, data reduction, and conclusion. The study results show that learning is carried out with a comprehensive learning system with the selection of group class management. The successful implementation of this integrative thematic curriculum is seen in the planning and implementation of learning at the Islamic Kindergarten al-Ittifaqiah Indralaya. These successes include increasing children's motivation, growing children's development, and evaluating the learning carried out. Additionally, through the implementation of the 2013 curriculum on an integrative thematic basis, teachers are more active and creative in developing various fun learning experiences for early childhood.

INTRODUCTION

The curriculum is essential in all educational activities (Monica & Yaswinda, 2021; Rohaeni, 2020; Loka, 2022). Through curriculum governance, the curriculum in educational institutions will be arranged systematically and is expected to achieve academic goals. According to Ansyar, the curriculum is the state of education (Ansyar, 2017). The curriculum in Indonesia has undergone significant changes (Masyhud, 2014; M Musayyadah et al., 2021; Madyawati & Zubadi, 2020). In 1974, curriculum changes various influencing factors such as politics, policy changes, and so on (Al-asyhi, 2014; Ismail, 2020; Rosmana et al., 2022; Turmuzi et al., 2022). Based on this, the curriculum becomes a series of lesson plans that are expected to achieve national education goals (M Musayyadah et al., 2021). The curriculum becomes a benchmark for the success or failure of the vision and mission of an educational institution. So that with the changes, it is expected to achieve national education goals, such as educating the nation's children and so on. This learning reference is fundamental in education

(Rahelly, 2018). Research conducted by Mubarak et al. shows that the curriculum has a strategic role in education (Mubarak et al., 2021; Wibowo et al., 2021; Uzlak & Suryana, 2022).

The PAUD curriculum is designed to achieve good child development (Rahelly, 2018; Antoro, 2020; Samiaji, 2013.). However, not all educational institutions can implement the curriculum. There are many influencing factors, such as a lack of knowledge about the PAUD curriculum and a lack of facilities and infrastructure (Rahmawati et al., 2019; Rahmanita et al., 2021; Sopacua & Rahardjo, 2020). Research conducted by Mirtul Hayati et al. found that there is still a lack of knowledge in making lesson plans for PAUD teachers (Hayati et al., 2019). This paper will discuss the 2013 PAUD curriculum as a reference source for current PAUD education institutions (Musayyadah et al., 2021).

Post-covid-19 has significantly impacted various areas of life (Faliyandra et al., 2021). The results of research conducted by Faliyandra et al. show that there is still a need for preventive or preventive measures so that children are not addicted to gadgets (Faliyandra et al., 2021; Saniyyah et al., 2021; Yulsyofriend et al., 2019). One important aspect for students and teachers in education. The previous phase or era of the Covid-19 pandemic shifted the learning process to a learning system from home (Dini, 2021; Huda & Munastiwi, 2020). Not only that, the field of work was diverted from home (Komalasari, 2020). On the other hand, after this difficult phase, all aspects of life, starting from the economy, industry, and education, are carried out face-to-face while adhering to the existing health protocols. (Makleat, 2021; Dini, 2021; Cahyawati & Gunarto, 2021; Mandailina et al., 2021). Early childhood education or preschool is an educational institution for children aged zero to six years (Rahelly, 2018; Dini, 2021; Sutini, 2018). The intention is that children have physical and mental readiness to pursue further education (Hasanah, 2016; Afifa & Gumiandari, 2021; Safitri et al., 2019). What is given in PAUD is educational stimulation or stimulation to children in the form of physical and spiritual children (Arimbi et al., 2018; Safitri et al., 2019; Aini & Relmasira, 2018).

Related research conducted by Rohaeni and Yaswinda with the same theme related to the implementation of the 2013 curriculum, which was carried out during the co-19 pandemic (Rohaeni, 2020; Monica & Yaswinda, 2021). The results of this study reveal teacher innovation and creativity in providing innovative learning for their students (Monica & Yaswinda, 2021; Hamidah et al., 2021; Ilise & Santi, 2022). In addition, learning with the 2013 curriculum at that time simplifies planning (Setiawan, 2020; Qomariyah & Maghfiroh, 2022). Unlike the research conducted, which reveals the development of evaluation of children's

attitudes after the learning process (Faliyandra et al., 2021; Purwanto, 2022; Silvia & Santi, 2020). So this study aims to determine the implementation of the integrative thematic-based 2013 curriculum in PAUD institutions, especially in the Islamic Kindergarten al-Ittifaqiah Indralaya after the Covid-19 pandemic. Hopefully, this research will provide a reference for every PAUD institution in Indonesia, especially in choosing and implementing learning by referring to the 2013 curriculum based on the integrative theme. The curriculum in PAUD institutions is vital to be paid attention to achieve the complete PAUD learning goals.

METHODS

This research or mini-research is field research with a qualitative descriptive approach. The research subjects were one principal and five teachers in the Islamic Kindergarten Al-ttifaqiah Indralaya. The research took one month in September 2022. Data collection techniques were the observation of learning conducted at the research location, interviews with school principals and teachers in class, and documentation of activities taking place at school. The data obtained were then analyzed using the Miles and Huberman approach, namely collecting data from the field, then reducing and presenting it, and finally drawing conclusions. The following flow of research conducted can be seen in Figure 1.

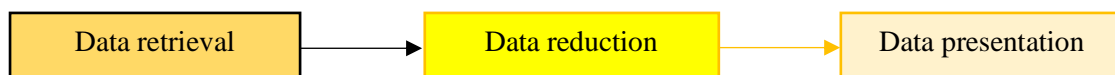


Figure 1. research flow

RESULTS AND DISCUSSION

Based on observations made on Monday, September 5, 2022, at Kindergarten Class B Islam Maria al-Qibty Al-Ittifaqiah Indralaya, it was found that the implementation of the 2013 curriculum in this kindergarten underwent a post-pandemic system change. Several fundamental differences were found in implementing the post-covid 2013 curriculum, as before, which implemented a learning system from home, but after covid, learning was carried out thoroughly. Also, post-covid-19 learning uses various learning methods, such as field trips. The following are the results of observations made, namely as follows:

The learning model applied in the Al-Ittifaqiah Islamic Kindergarten is cooperative or group learning and is carried out according to the daily lesson plans that refer to the 2013 curriculum in the Al-Ittifaqiah Indralaya Islamic Kindergarten (Poerwati dkk., 2020). This cooperative learning model can develop students, especially in the arts. The research results of

Muhyatul Huliyah with the theme of developing art in children by applying this cooperative learning (Huliyah, 2016). The learning carried out according to the Islamic Aqiah Kindergarten curriculum consists of four stages: opening, core, rest, and closing. The curriculum here is essential in implementing activities in a PAUD institution (Tatminingsih, 2019).

The opening activity at the Al-Ittifaqiah Indralaya Islamic Kindergarten was carried out by marching on the students and singing about the names of the prophets, names, and days in Indonesian and other foreign languages such as Arabic and others. Several studies have shown that singing and marching can improve children's language development, in this case, mastery of vocabulary in children, as was done by Patimah with the theme of singing which can increase vocabulary in children (Patimah, 2015).

Singing has the benefit of coordinating between the heart and human muscles, motivating talent, strengthening children's interest in learning, and increasing children's learning motivation (Patimah, 2015). After that, the children were invited to pray before studying, sing about the names of the days and the names of animals, and explore the theme being studied: animals that live in water. When the researcher conducted the research, the theme used was the theme of animals that live in water and the sub-theme of chickens lining up. The children were also accustomed to reading short surahs and short hadiths, such as cleanliness. This follows the educational model that can be applied to children, namely hygiene education. Not only that, Al-Ittif but the Aqiah Islamic Kindergarten also accustoms children to reading hadith Syah (2018). This method of getting used to reading short hadiths can instill religious and moral values in children (Rahyuni et al., 2014). The assessment made by teachers and researchers showed that the results of developing children's religious and moral values are in the developing category as expected. The actions or attitudes that lead this category include greeting when entering class, respecting parents by kissing their hands when they meet, and speaking in words pleasing to the ear.

This preliminary activity follows observations at the RPPH used by the Al-ittifaqiah Indralaya Islamic Kindergarten, namely marching, praying, repeating the memorization of surahs, hadiths, and prayers as being absent and asking how students were doing that day. Kindergarten institutions generally ask how they are and are missing in this preliminary activity. Still, it is different from what is done in this kindergarten, namely by incorporating spiritual culture into children and memorizing surahs, prayers, and short hadiths at an early age (Yaswinda et al., 2020). Early childhood is very well stimulated at their golden age (Khaeriyah

et al., 2018), and the development of children at that time was very rapid and significant (Kurniasih, 2020).

Then, the main activity. In this activity, children are invited to explore more deeply the animals that live in the water, namely shrimp, fish, starfish, sharks, squid, and so on. In the main activity, the teacher explains to the children the body parts of shrimp, fish, etc. This is done so that children understand the body parts of animals that live in water. Not only that, but children are also invited to taste or color shrimp and fish (Wahyono, 2020). Children begin to explore with each child's imagination.

The assessment instrument applied in Islamic Kindergarten Class Maria al-Qibty Al-Ittifaqiah Indralaya uses work results, anecdotal notes, and observation sheets. When finished, enter the closing activity (Model & Creative, 2012). In this activity, the teacher asks about the child's feelings that day. Then reflect on the activities carried out that day and inform the activities to be carried out the next day. From every observation, the integrative thematic-based 2013 curriculum in Al-Ittifaqiah Islamic Kindergarten has been successfully implemented. However, related to the post-covid-19 pandemic, implementing the 2013 PAUD curriculum at the Al-Ittifaqiah Islamic Kindergarten, Indralaya, has had several obstacles and successes. These obstacles include the child's lack of focus because he sees his friends who are not conducive and the assessment of child growth and development is effective because it can be assessed very well.

The observation table and interviews concluded that the implementation of the integrative thematic-based 2013 PAUD curriculum in the Islamic Kindergarten Al-Ittifaqiah Indralaya, especially the Maria al-Qibty class, was excellent. The indicators in the existing observation instruments follow the actual situation in the 2013 PAUD curriculum. Implementing the 2013 PAUD curriculum in the Islamic Kindergarten al-Ittifaqiah Indralaya has positively impacted early childhood development, especially in class B Maria al-Qty. The implication or impact is in the form of increased enthusiasm for learning or motivation for learning in children after the COVID-19 pandemic. Previously, knowledge was transferred to a learning system from home. But after the hard times passed, everything returned to normal. Return to normal while following the existing health protocols. As in behavioristic learning theory, it is said that children will learn through their experiences. Not only that, but Piaget also gave his assumptions about experiences that will provide good cognitive development in children.

As is known, learning in kindergarten begins with queuing in front of each class. This activity is done to improve children's memory. Memorization includes short prayers, short suras, and short hadiths. Also, through habituation activities in this activity, children will easily remember vocabulary learning materials in both Arabic and English. Then, innovative and creative learning needs to be imitated by various early childhood education institutions wherever they are because this innovative learning will have good implications for children's development, especially in building children's enthusiasm for learning at school.

This research needs to be carried out further and more deeply. Because the data obtained is data from observations or observations of researchers. In addition, the results of interviews with informants. So further research is needed with empirical research methods to validate the data obtained.

CONCLUSIONS

From the results of field observations, interviews with school principals, and existing documentation, the implementation of the 2013 PAUD curriculum based on integrative themes in the Al-Ittifaqiah Indralaya Islamic Kindergarten is carried out with a comprehensive learning system according to health protocols. Therefore, the learning methods used were a group or cooperative learning. The obstacle to the implementation was the lack of a conducive classroom atmosphere because the children were fully present. However, the school principal provided a solution to always provide ice-breaking in learning so that student motivation would increase again. The success could be seen from a more accessible and more effective learning and assessment process. It means that it is easy to set up or manage class management.

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