



## Agroforestry Curriculum Management at Tunas Rimba I Kindergarten Purwokerto

Isti Pujiati<sup>1✉</sup>, Novan Ardy Wiyani<sup>2</sup>, Elly Purwanti<sup>3</sup>

<sup>1,2</sup> Universitas KH. Saefuddin Zuhri Purwokerto, Indonesia

<sup>3</sup> Universitas Muhammadiyah Malang

✉ [istipujiati97@gmail.com](mailto:istipujiati97@gmail.com)

### Article Information

Submitted June 21, 2023

Revised September 11, 2023

Accepted December 31, 2023

### Keywords

Agroforestry;  
curriculum;  
management;  
PAUD.

### Abstract

This research aims to describe the management of the agroforestry curriculum at Tunas Rimba I Kindergarten, Purwokerto. This research is qualitative. Data was collected using interview, observation, and documentation techniques. The data that has been collected is then analyzed through the data reduction, data presentation, and verification stages. The research results show four activities carried out in the agroforestry curriculum management at Tunas Rimba I Kindergarten, Purwokerto. These four activities include planning the agroforestry curriculum. These planning activities prepared an agroforestry learning schedule and a Daily Learning Implementation Plan (RPPH). Second, organizing the agroforestry curriculum. In this organization, teaching tasks are distributed, the academic calendar is prepared, the curriculum structure is prepared, and the study group is determined. Third, implementing the agroforestry curriculum, where in implementing the curriculum, agroforestry learning activities are held through intracurricular and extracurricular activities so that young children can achieve the agroforestry learning objectives set out in the RPPH. Fourth, an evaluation of the agroforestry curriculum is aimed at determining the success of teachers in implementing the agroforestry curriculum.

## INTRODUCTION

Education services in Indonesia aim to improve the quality of human resources (Susanti, 2014). An individual can be considered a quality person when he can bring or provide benefits to his community. An individual can benefit his community by using the intelligence he gets from the educational process he goes through. He has intellectual, emotional, and spiritual intelligence, which can help him become superior (Parauba, 2014). A superior personality results from superior education (Atho' Alaul Huda & Latifatul Aini, 2022).

Superior education is built starting from the Early Childhood Education (PAUD) level. It is predicted that educational services at the PAUD level will greatly determine the quality of human resources in the future (Tanu, 2019). This is because education aimed at early childhood will influence changes in growth and development in a child's superior educational productivity in the future (Yuniarni, 2016). However, whether we admit it or not, the success of providing PAUD services in producing quality human resources will be largely determined by the success of PAUD teachers in providing quality PAUD services. (Apriyanti, 2017).

Teachers provide PAUD services with a set of competencies, namely pedagogical competence, professional competence, social competence, and personality competence (Yuslam dkk., 2017). These four competencies support the implementation of learning activities for early childhood children by PAUD teachers. PAUD teachers organize learning activities based on their developed curriculum (Fadlillah, 2018).

PAUD teachers, accompanied by the PAUD head, can develop the curriculum through the curriculum management process. In the curriculum management process, teachers can design learning materials for early childhood based on the characteristics of PAUD institutions (Masykuroh, 2020). This uniqueness can come from the potential of the PAUD institution, the potential of the surrounding community and the geographical location of the area in the PAUD institution, the culture of the community around the PAUD institution, the availability of facilities and infrastructure, and the characteristics of the PAUD institution. (Gutiawati & Wulansari, 2022).

However, it is very unfortunate that not all PAUD teachers can develop the curriculum of their PAUD institutions by the characteristics or uniqueness of their institutions. (Yani & Jazariyah, 2020). This makes the author consider it necessary to study curriculum management practices in a PAUD institution, which is developed based on its specific characteristics. One of the PAUD institutions that can be used as a place for study is TK Tunas Rimba I Purwokerto, which is located at Jalan Sutejo Number 07 RT 01 RW 06 Kedungwuluh West Purwokerto Banyumas Regency with the name Taruna Rimba Perhutani Foundation KPH Banyumas Timur Branch.

Tunas Rimba 1 Kindergarten Purwokerto is an educational institution owned by Perhutani and has distinctive agroforestry characteristics. So, the curriculum implemented in educational institutions owned by Perhutani always accommodates the agroforestry side. At Tunas Rimba 1 Kindergarten, Purwokerto, an agroforestry-based curriculum was developed, aiming for children to become familiar with various types of plants and get to know various trees, flowers, and so on.

The agroforestry curriculum develops themes related to plants, with themes compiled in the Daily Learning Planning Plan (RPPH). This effort has been carried out for two years of study. This made the author interested in researching agroforestry curriculum management at the Tunas Rimba I Kindergarten institution, Purwokerto.

The research examined (1) Agroforestry Curriculum Planning at Tunas Rimba I Kindergarten, Purwokerto; (2) Organizing the Agroforestry Curriculum at Tunas Rimba I Kindergarten, Purwokerto; (3) Implementation of the Agroforestry Curriculum at Tunas Rimba I Kindergarten, Purwokerto; (4) Evaluation of Agroforestry Programs. So, this research aims to describe the management of the agroforestry curriculum at Tunas Rimba I Kindergarten, Purwokerto.

## **METHOD**

This research uses a descriptive qualitative research approach, which describes a situation clearly without any treatment and manipulation of the object under study (Asakawa & Sugimura, 2022). The findings are then studied theoretically and reflected based on the researcher's ideas and interpretations. From this perspective, it will then be identified and discovered how much effort the implementation of agroforestry curriculum management has made to make the activities at Tunas Rimba I Kindergarten Purwokerto successful.

The data source in this research selected informants considered knowledgeable and trustworthy to be valid and objective data sources and who knew in depth about what was being studied. The object of the research is Kindergarten Tunas Rimba I Purwokerto, which is located at Jalan Sutejo No. 7 RT 01 RW 06 Kedungwuluh West Purwokerto Banyumas Regency with the name Taruna Rimba Perhutani Foundation KPH East Banyumas Branch. The subjects of this research were school principals, teachers, and the management of the Taruna Rimba Perhutani Foundation, who participated in compiling the agroforestry curriculum management. (Hengki Wijaya, 2018). These subjects then became research

respondents, totaling 14 people. The research was conducted for four months, from February, March, April, and May 2023.

The data collection technique uses interviews, observation, and documentation. During the observation, I learned about managing the agroforestry curriculum at Tunas Rimba I Kindergarten, Purwokerto. Second, interviews connect with teachers and school principals who conceptualize the entire agroforestry curriculum. Third, the documentation method immortalizes events, document texts, RPPH, works, and activities of the TK Tunas Rimba I Purwokerto institution through pictures. For example, what is the practice of agroforestry learning activities like, and what is the learning system? Then, data analysis uses four techniques: (1) Data reduction by focusing on important things. (2) presenting the data to understand something that happened, then reducing the data by presenting the data. (3) Concluding involves collecting data, reading a lot of literature, and drawing conclusions according to the reality in the field. Conclusions can be drawn from this research on agroforestry curriculum management at Tunas Rimba I Kindergarten, Purwokerto (Lexy J. Moleong, 2018).

## **RESULTS AND DISCUSSION**

### **A. Results**

#### **1. Agroforestry Curriculum Planning at Tunas Rimba I Kindergarten, Purwokerto**

The first activity in planning the agroforestry curriculum is preparing an agroforestry learning schedule. Preparing the schedule refers to the planning and time management process for arranging learning schedules or activities related to agroforestry. Agroforestry is an approach to land management that combines elements of agriculture and forestry, where vegetable seeds, traditional medicinal plants, and fruit plants are planted together with tree seeds or other forest plants. From here, the teacher prepares an agroforestry learning schedule which involves several important steps, among others:

First, identify the learning components: the Tunas Rimba 1 Kindergarten teachers in Purwokerto determine the learning components they want to teach in agroforestry, including topics such as the basics of agroforestry, land planning, plant selection, forest management, plant maintenance, and so on. Second, prioritize the material: Kindergarten Tunas Rimba 1 Purwokerto teachers will determine the priority order for each learning component based on the importance and relationship between these topics. This will help determine how often and in what context these topics should be taught. Third, identify the duration of learning: The teachers at Kindergarten Tunas Rimba 1 Purwokerto will determine the time required for each learning component. Consider the material's difficulty level, the teaching methods used, and the amount of time available to create a schedule. Fourth, weekly scheduling: the Tunas Rimba 1 Kindergarten teachers, Purwokerto, after determining the learning duration for each learning component, prepare a weekly schedule that regulates the sequence and time required for each theme raised. Be sure to provide space for field practice, observation activities, or demonstrations related to agroforestry. Fifth, evaluation and adjustments: the teachers at Kindergarten Tunas Rimba 1 Purwokerto regularly evaluate the learning schedule to see whether any changes need to be made. Adjustments may be needed based on student responses and needs or changes in the curriculum or extracurricular activities.

The preparation of an agroforestry learning schedule must consider a balance between theory and practice and provide space for students to actively participate in field activities and

fun hands-on experiences. From here, the Tunas Rimba 1 Purwokerto Kindergarten teachers use scheduling by looking at all the daily activities.

After arranging the schedule, the teacher makes a daily Learning Plan (RPPH). In the RPPH, the material was developed to introduce the ten nutritional needs of early childhood. Based on this material, the teacher then designs the learning media. The learning media designed is visual media, which will introduce nutritious foods through pictures. Apart from that, the teacher will also bring examples of nutritious foods such as fruit and vegetables. The teacher also includes video media to play videos about nutritious food and its benefits for the body. The following is a sample of the RPPH that teachers have prepared in planning the agroforestry curriculum at TK Tunas Rimba 1 Purwokerto:

<b>Month/Week: March/Week 1</b>			
<b>Class: TK B</b>			
<b>Theme / Sub-theme: Agroforestry / Food/ten nutritional needs</b>			
<b>Opening</b>	<b>Core Competence</b>	<b>Tools and Ingredient</b>	<b>Closing</b>
<b>-Greetings and lining up.</b> <b>-Reciting prayers before learning</b> <b>-Singing "4 Sehat 5 Sempurna"</b>	-Grateful for God's creation -Mentioning the names of vegetables and fruits in the picture -Mention the names of vegetables and spices that the teacher has prepared. -Discuss the benefits of vegetables for the body. -Mentioning the equipment that will be used -Presenting and practising how to cook spinach vegetables -Providing opportunities for children to participate in activities, such as weeding vegetables and cooking.	-Spinach -Cabe -Shallot -Garlic -Tomatoes -Salt -Broth powder -Water -Knife -Stove -Fryer -Cutik	-Evaluation -Asking feeling -Prayer after learning -Salam

## **2. Organizing the Agroforestry Curriculum at Tunas Rimba I Kindergarten, Purwokerto**

Curriculum-organizing activities at Kindergarten Tunas Rimba I Purwokerto are carried out under the supervision of the school principal. The organization carried out several activities, providing teaching assignments and materials and designing lesson schedules. The

following research data shows the ongoing activities of organizing the agroforestry curriculum at Tunas Rimba I Kindergarten, Purwokerto.:

a. Dividing teaching duties when entering the new school year.

The Principal makes a Decree on the Distribution of Teaching Duties and gives it to the educators who will carry out their duties. The Teaching Assignment Decree can be used to launch a learning process.

b. Compile an academic calendar.

The preparation of the academic calendar adapts to the design of activities that will be carried out in educational institutions over the next year. The academic calendar design must adapt to the needs and output of ideas. Together with the school principal and educators so that they can provide understanding when implementing the activity program at the Tunas Rimba I Purwokerto Kindergarten institution, which is designed to adapt to the educational calendar that has been determined by the Ministry of Education and Culture which then adapts to the characteristics of the school, the needs of students and the community by considering educational calendar regulations. All educational activities, evaluations, or student activities, for example, competitions, are also planned in the academic calendar. In compiling the academic calendar, one week consists of six working days, from Monday to Saturday, and Sunday is a holiday. The agroforestry-based curriculum was designed directly by Mr. Isrodin, the principal of Kindergarten Tunas Rimba I Purwokerto.

c. Create a curriculum structure.

Before implementing the curriculum, the teacher, accompanied by the school principal, prepares the curriculum structure. This is intended so that teaching and learning activities can be carried out effectively. Based on this curriculum structure, a set of agroforestry learning materials will be known that will be studied by children.

d. Division of Agroforestry Study Groups

Based on the interview results, it can be seen that the division of study groups at Kindergarten Tunas Rimba I Purwokerto was carried out by considering the following: First, the children's age and level of development. Children of the same age and level of development can be divided into groups according to the activities to be carried out. For example, younger children may be placed in smaller groups with simpler activities, while older children may be placed in larger groups with more complex challenges. Second, interests and talents. Identifying children's interests and talents in the agroforestry curriculum can help divide study groups. Some children may be interested in agricultural activities such as planting, fertilizing, or tending plants. In contrast, others may be more interested in forestry activities such as observing wildlife, identifying tree species, or restoring ecosystems. Separating them into groups with similar interests can increase their participation and involvement in activities.

Third, skills and knowledge. Paying attention to children's expertise and knowledge about agroforestry can help divide study groups. Some children may have basic knowledge or previous experience in agriculture or forestry, while others may need a more in-depth introduction and learning. Identifying their level of knowledge and expertise can help organize a balanced group so they can learn from each other and grow together. Fourth, collaboration and cooperation. Encouraging collaboration and cooperation between children

in agroforestry learning groups is important. In group assignments, considering group dynamics and children's ability to work together effectively can be important. Combining children with different skills and talents in one group can increase their opportunities to learn from and inspire each other.

### **3. Implementation of the Agroforestry Curriculum at Tunas Rimba I Kindergarten, Purwokerto**

After the organization is designed, the next thing to do is implement the plans made in the curriculum. A school will carry out a teaching and learning process that leads to a curriculum that has been designed. In this way, the learning process can be carried out according to school expectations and student needs and realize educational goals. Referring to the results of the interview with Mr. Isrodin as the Principal, the agroforestry-based curriculum at Kindergarten Tunas Rimba I Purwokerto is very visible, namely from the content of the curriculum. As explained by Mr. Isrodin, the agroforestry-based curriculum at Kindergarten Tunas Rimba I Purwokerto includes agroforestry material, which is included in the school's extracurricular activities.

Intracurricular activities are the main school activities using the time allocation determined in the program structure. Teachers and students carry out this activity during class hours every day. In extracurricular activities, there are themes combined with agroforestry material.

With this intracurricular, Kindergarten Tunas Rimba I Purwokerto students can gain insight into agroforestry from theory and practice. Usually, agroforestry learning is done outdoors to get to know the natural resources around us. Students are usually trained in agricultural challenges to care for forest plants, such as Pine, Teak, Rasamala, Damar, Mahogany, and Jungle for this activity. Students also carry out activities like hunting animals, picking mushrooms, or studying nature. Meanwhile, in animal husbandry, students will learn how to raise livestock in traditional and modern ways.

Meanwhile, the livestock at TK Tunas Rimba I Purwokerto itself is a goat farm. Accompanied by volunteers from various university backgrounds, including Unsoed, UIN SAIZU, Amikom, and others. From there, students can interact directly with volunteers.

Agrotourism combines tourism and agricultural or plantation activities as a community destination in a plantation, agricultural, or livestock environment. This tour is one way for students to earn money, aside from selling farm produce. Currently, some agro-tourism is not only focused on planting flowers, picking fruit, or just walking around. However, it can provide other facilities such as camping grounds, flying foxes, and exciting outbound activities. Agrotourism aims to expand knowledge as a recreational experience and improve business relations in the agricultural/livestock/plantation sector. Meanwhile, the type of agrotourism at TK Tunas Rimba I Purwokerto is different:

#### **a. Plantation**

Students are trained to garden, seed, maintain, and produce in this activity. The nurseries produced include ferns, welok vegetables, chilies and others.

#### **b. Fishery**

Students are trained to cultivate fish and fish-catching activities such as fishing or netting in this activity. Fishing can be done in lakes, swamps, or rivers. Apart from that, the school principal also has a way to develop students' interest in learning by placing volunteers as motivators to encourage enthusiasm for learning and motivation for students. This is also carried out because many volunteer educators have very diverse scientific backgrounds, so they are expected to be able to implement the skills and knowledge they have as motivation for students to be more active in carrying out learning.

Based on the research results, it can be seen that in the learning process, a method is used that does not make students feel bored because the learning model that is applied is not always a classical system but is implemented by groups using learning spaces in the community, both indoors and outdoors, namely forests, gardens, rice fields, rivers, people's houses, places of worship and others.

The implementation of the agroforestry-based curriculum is divided into two levels, namely, the classroom and school-level curriculum implementation. In school-level implementation, the principal is responsible for implementing the curriculum within the school environment. The principal is an administrator, leader, annual plan maker, school organization builder, coordinator of curriculum implementation, and a communication system so that the principal always carries out monitoring activities on the implementation of curriculum management so that activities can run well.

The implementation of the agroforestry-based curriculum at the class level is carried out by teachers so that teachers are responsible for the smooth classroom learning process. Meanwhile, implementing the class-level curriculum is part of the teacher's duties to ensure the smooth implementation of the learning process in the classroom.

#### **4. Evaluation of the Agroforestry Program at TK Tunas Rimba I Purwokerto**

Based on the results of data collection, it can be seen that the implementation of the agroforestry curriculum evaluation at TK Tunas Rimba 1 Purwokerto is as follows:

First, Program Objectives. Evaluation is carried out by considering the extent to which the objectives of the agroforestry program for children have been achieved. For example, have children understood the importance of environmental sustainability and environmentally friendly agricultural practices? Have they developed skills in planting and caring for plants and understanding ecosystem relationships? This goal reflects the teacher's seeing a curriculum that has been carefully conceptualized. So, by looking at the program objectives, he will strive to maximize the agroforestry program activities at TK Tunas Rimba I Purwokerto.

Second, Participation and Involvement. Evaluation was also carried out by considering the extent to which students were involved in the agroforestry program at TK Tunas Rimba I Purwokerto. For example, how actively do they participate in planting, plant maintenance, and nature observation? How often do they attend learning sessions and interact with program facilitators? When this learning is applied to students, it is as if curriculum management will be seen from the creation process to the program's success towards the vision and mission of the agroforestry curriculum at Kindergarten Tunas Rimba I Purwokerto.

Third, Increasing Knowledge and Skills. The evaluation was conducted by evaluating the increase in children's knowledge and skills related to Agroforestry. For example, do they understand the concept of agroforestry and its benefits? Can they identify different types of plants and animals in agroforestry? Have they developed practical skills such as planting and caring for plants properly?

Fourth, Environmental Attitudes and Awareness. Evaluations were also conducted by considering changes in children's attitudes and environmental awareness after participating in the Agroforestry program. Are they more aware of the importance of protecting the environment and biodiversity? Do they show a more responsible attitude towards nature and are committed to protecting the environment?

Fifth, Long Term Impact. Evaluation of agroforestry programs for children is also carried out by considering long-term impacts. For example, do children continue to apply the knowledge and skills acquired daily? Whether they develop sustainable environmental awareness and engage in agricultural practices or other environmental activities in the future.

The agroforestry curriculum is evaluated through various methods, including direct observation, interviews with children, knowledge tests or quizzes, and collecting feedback from parents or guardians. It is also important to involve children in the evaluation process to gain their views on the agroforestry program and how the experience influences their understanding and attitudes towards the school environment at TK Tunas Rimba I Purwokerto.

## **B. Discussion**

### **1. Agroforestry Curriculum Planning at Tunas Rimba I Kindergarten, Purwokerto**

Curriculum planning in conceptualizing agroforestry refers to the division of roles and responsibilities given to teachers in teaching, guiding, and involving students at Tunas Rimba I Purwokerto Kindergarten in understanding and applying the concept of agroforestry. It can be said that teachers at Kindergarten Tunas Rimba I Purwokerto have been able to plan the agroforestry curriculum well. This is demonstrated by his ability to prepare a schedule of learning activities for early childhood, which operationally will be realized in the RPPH he has prepared. The learning schedule and RPPH are basic guidelines for teachers when carrying out learning activities (Zendrato, 2016). As a guideline, the RPPH must be prepared as practically and operationally as possible. Based on the research results, it can be said that the RPPH prepared by teachers in implementing agroforestry learning has been prepared operationally (Mawardi, 2019).

Agroforestry is a land management approach that combines agricultural or cultivated plants with forest plants in one integrated system. This approach balances food production, environmental protection, and social welfare. From here, children will gain life experience in learning about the environment through how to plant vegetables and fruit, how to water plants, and how to care for them, and children will learn to consume the harvest from gardening. In dividing the teacher's tasks in conceptualizing Agroforestry, the teacher prepares materials, rules for dividing student groups, and garden media that will be used for student learning. (Anak dkk., 2020). These characteristics of agroforestry learning have been accommodated in the RPPH prepared by the teacher. This can be seen from the core activities that the teacher has prepared in the RPPH. These core activities are relevant to the material in the agroforestry curriculum.

## **2. Pengorganisasian Kurikulum Agroforesti di TK Tunas Rimba I Purwokerto**

Organizing is a curriculum management activity after planning; in organizing activities, the structure of working relationships with members of the organization is carried out so that they can relate and collaborate well so that the learning process can be carried out well (Rahmawati, 2018). Good organizations can support the implementation of targeted learning activities. Organizing activities in organizing the curriculum directs the head of PAUD to make arrangements regarding the distribution of teaching tasks, academic calendar, preparation of the curriculum structure, and division of study groups.

The distribution of teaching tasks is carried out to clarify teachers' main tasks and functions (tupoksi). Clarity of main tasks and functions will make teacher performance more focused. Teachers also know what their duties and responsibilities are in implementing agroforestry learning. This will have implications for the growing professionalism of teachers' work (Hamid, 2017).

Then, an academic calendar is prepared to detect how much time is available to organize agroforestry learning activities. Teachers can use this as material in preparing annual and semester programs, which will later be followed up by preparing a syllabus, Weekly Learning Implementation Plan (RPPM), and Daily Learning Implementation Plan (RPPH). So, it can be said that the academic calendar is one of the materials used by teachers in preparing learning plans (Rohhani & Istikomah, 2021).

Meanwhile, the curriculum structure is prepared to produce an educational unit-level curriculum, from which the characteristics, objectives, materials, and agroforestry learning activities for children will be known. The preparation of the curriculum structure should be carried out by involving elements of teachers, school committees, and community leaders, as well as official parties (Normina, 2016). Then, study groups were determined to place young children into classes suitable for agroforestry learning activities. From here, classroom management activities will be carried out to create a conducive agroforestry learning climate (Wahid dkk., 2018).

## **3. Implementation of the Agroforestry Curriculum at Tunas Rimba I Kindergarten, Purwokerto**

Teachers are important actors in implementing the agroforestry curriculum at T Tunas Rimba I Purwokerto. In implementing the agroforestry curriculum, agroforestry learning activities are held through intracurricular and extracurricular activities. These two activities contribute to young children achieving the agroforestry learning objectives the teacher has organized. So, it can be said that agroforestry learning objectives are learning targets that must be achieved by young children when they take part in agroforestry learning activities. So that children can achieve this, teachers need to pay attention and try to increase children's motivation to learn (Andriani & Rasto, 2019).

On the other hand, school principals, as leaders and managers, must also pay attention to aspects of teacher work motivation in organizing agroforestry learning activities. School principals can increase work motivation among teachers by developing teacher competency, providing rewards to teachers, and providing assistance or mentoring to teachers who experience problems or difficulties in organizing agroforestry learning activities at TK Tunas Rimba 1 Purwokerto (Ramadina, 2021).

#### **4. Evaluation of the Agroforestry Curriculum at Tunas Rimba I Kindergarten, Purwokerto**

The agroforestry curriculum evaluation activity at Kindergarten Tunas Rimba I Purwokerto was carried out to determine the achievement of the objectives of implementing agroforestry-based learning activities. School principals and teachers can carry out these evaluation activities well with an awareness of the urgency of evaluation activities in a program. This awareness arises because they realize that one of the professional duties of a teacher is to carry out assessment or evaluation activities (Novianti dkk., 2020).

Principals and teachers have confidence that there is not a single program that is not evaluated. Evaluation activities are carried out systemically by paying attention to objectives, participation, skills, attitudes, environmental awareness, and long-term impacts. So, it can be said that there are implications obtained from carrying out the evaluation process. This implication is program improvement. So, program improvements in organizing agroforestry learning activities are based on the evaluation results (Sari, 2019).

#### **CONCLUSION**

Based on the research results, it can be concluded that four activities are carried out in the agroforestry curriculum management at Tunas Rimba I Kindergarten, Purwokerto. These four activities include planning the agroforestry curriculum. These planning activities prepared an agroforestry learning schedule and a Daily Learning Implementation Plan (RPPH). The schedule and RPPH are used as guidelines for implementing agroforestry learning. Second, organizing the agroforestry curriculum. In this organization, teaching tasks are distributed, the academic calendar is prepared, the curriculum structure is prepared, and the study group is determined. Third, implementing the agroforestry curriculum, where in implementing the curriculum, agroforestry learning activities are held through intracurricular and extracurricular activities so that young children can achieve the agroforestry learning objectives set out in the RPPH. Fourth, an evaluation of the agroforestry curriculum is aimed at determining the success of teachers in implementing the agroforestry curriculum.

#### **REFERENCE**

- Anak, P., Usaha, P., Di, T. A., Kemasyarakatan, H., Wana, B., Barat, L., Nurjanah, A. W., Wulandari, C., Qurniati, R., Bakri, S., & Kehutanan, J. (2020). Peranan Anak Pada Usaha Tani Agroforestry Di Hutan Kemasyarakatan Bina Wana, Lampung Barat. *Journal of Tropical Upland Resources (J. Trop. Upland Res.)*, 2(2), 173–180. <https://doi.org/10.23960/JTUR.VOL2NO2.2020.101>
- Andriani, R., & Rasto, R. (2019). Motivasi belajar sebagai determinan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 4(1), 80. <https://doi.org/10.17509/jpm.v4i1.14958>
- Apriyanti, H. (2017). Pemahaman Guru Pendidikan Anak Usia Dini Terhadap Perencanaan Pembelajaran Tematik. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 1(2), 111. <https://doi.org/10.31004/obsesi.v1i2.22>
- Asakawa, A., & Sugimura, S. (2022). Mediating process between preschool children's fine motor skills, finger gnosis, and calculation abilities. *Acta Psychologica*, 231, 103771. <https://doi.org/10.1016/J.ACTPSY.2022.103771>

- Atho' Alaul Huda, S., & Latifatul Aini, N. (2022). Implementasi Pendidikan Karakter Berbasis Multikultural Dalam Pembentukan Kepribadian Unggul Siswa Di MAN 3 Jombang. *JoEMS (Journal of Education and Management Studies)*, 5(5), 39–47. <https://doi.org/10.32764/joems.v5i5.796>
- Fadlillah, M. (2018). Pelaksanaan Pembelajaran Berbasis Kurikulum 2013 Di Tk It Qurrota A'yun Babadan Ponorogo. *Early Childhood: Jurnal Pendidikan*, 2(1), 47–58. <https://doi.org/10.35568/earlychildhood.v2i1.200>
- Gutiawati, T. A., & Wulansari, B. Y. (2022). Pengembangan Tema Budaya Lokal Ponoragan Untuk Membentuk Karakter Cinta Tanah Air Dalam Kurikulum PAUD. *Jurnal Dimensi Pendidikan dan Pembelajaran*, 10(2), 167–181. <https://doi.org/10.24269/dpp.v10i2.4050>
- Hamid, A. (2017). Guru Profesional. *Al-Falah: Jurnal Ilmiah Keislaman dan Kemasyarakatan*, 17(2), 274–285. <https://doi.org/10.47732/alfalahjikk.v17i2.26>
- Hengki Wijaya. (2018). *Analisis Data Kualitatif Ilmu Pendidikan Teologi*. Sekolah Tinggi Teologi.
- Lexy J. Moleong. (2018). *Metode Penelitian Kualitatif*. Remaja Rosdakarya.
- Masykuroh, K. (2020). Pelatihan Penyusunan KTSP PAUD 2013 Untuk Kepala Taman Kanak-Kanak di Bekasi Utara. *Dinamisia: Jurnal Pengabdian Kepada Masyarakat*, 5(1), 262–268. <https://doi.org/10.31849/dinamisia.v5i2.4653>
- Mawardi, M. (2019). Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran. *Jurnal Ilmiah Didaktika: Media Ilmiah Pendidikan dan Pengajaran*, 20(1), 69. <https://doi.org/10.22373/jid.v20i1.3859>
- Normina, N. (2016). Partisipasi Masyarakat Dalam Pendidikan. *Ittihad*, 14(26). <https://doi.org/10.18592/ittihad.v14i26.874>
- Novianti, E., Firmansyah, Y., & Susanto, E. (2020). Peran guru PPKn sebagai evaluator dalam meningkatkan disiplin belajar siswa. *CIVICS: Jurnal Pendidikan Pancasila dan Kewarganegaraan*, 5(2), 112–116. <https://doi.org/10.36805/civics.v5i2.1337>
- Parauba, I. (2014). Pengaruh Kecerdasan Intelektual, Kecerdasan Emosional, Kecerdasan Spiritual, Dan Perilaku Belajar Terhadap Pemahaman Akuntansi Mahasiswa Fakultas Ekonomi Dan Bisnis Universitas Sam Ratulangi Manado. *Going Concern: Jurnal Riset Akuntansi*, 9(2). <https://doi.org/10.32400/gc.9.2.5059.2014>
- Rahmawati, D. (2018). *Aspek-Aspek Manajemen Sekolah dan Paradigma Baru Pendidikan*.
- Ramadina, E. (2021). Peran Kepala Sekolah Dalam Pengembangan Kurikulum Merdeka Belajar. *Mozaic: Islam Nusantara*, 7(2), 131–142. <https://doi.org/10.47776/mozaic.v7i2.252>
- Rohhani, I., & Istikomah, I. (2021). Implementasi Perencanaan Pembelajaran Di Kursus Bahasa Arab Al-Iman Surabaya. *Idaarah: Jurnal Manajemen Pendidikan*, 5(2), 266. <https://doi.org/10.24252/idaarah.v5i2.20884>
- Sari, L. M. (2019). Evaluasi dalam Pendidikan Islam. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 9(2), 211. <https://doi.org/10.24042/atjpi.v9i2.3624>

- Susanti, S. (2014). Meningkatkan Efektivitas Pendidikan Nonformal Dalam Pengembangan Kualitas Sumber Daya Manusia. *Jurnal Handayani*, 1(2). <https://doi.org/10.24114/jh.v1i2.1255>
- Tanu, I. K. (2019). Pentingnya Pendidikan Anak Usia Dini Agar Dapat Tumbuh Dan Berkembang Sebagai Generasi Bangsa Harapan Di Masa Depan. *Adi Widya: Jurnal Pendidikan Dasar*, 2(2), 19. <https://doi.org/10.25078/aw.v2i2.960>
- Wahid, A. H., Muali, C., & Mutmainnah, M. (2018). Manajemen Kelas Dalam Menciptakan Suasana Belajar Yang Kondusif; Upaya Peningkatan Prestasi Belajar Siswa. *al-fikrah: Jurnal Manajemen Pendidikan*, 5(2), 179. <https://doi.org/10.31958/jaf.v5i2.1106>
- Yani, A., & Jazariyah, J. (2020). Penyelenggaraan PAUD Berbasis Karakter Kebhinekaan sebagai Upaya Pencegahan Radikalisme Sejak Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 1. <https://doi.org/10.31004/obsesi.v5i1.503>
- Yuniarni, D. (2016). Peran Paud Dalam Mengoptimalkan Tumbuh Kembang Anak Usia Dini Demi Membangun Masa Depan Bangsa. *Jurnal Visi Ilmu Pendidikan*, 8(1). <https://doi.org/10.26418/jvip.v8i1.27370>
- Yuslam, Y., Setiani, R. E., & Sari, A. K. (2017). Studi Tentang Kompetensi Guru PAUD Berkualifikasi Akademik Sarjana PG-PAUD Dan NonPG-PAUD di PAUD Istiqomah Sambas Purbalingga. *Al-Athfal: Jurnal Pendidikan Anak*, 3(2), 151–168. <https://doi.org/10.14421/al-athfal.2017.32-04>
- Zendrato, J. (2016). Tingkat Penerapan Rencana Pelaksanaan Pembelajaran Dalam Pelaksanaan Pembelajaran Di Kelas Suatu Studi Kasus Di Sma Dian Harapan Jakarta. *Scholaria : Jurnal Pendidikan dan Kebudayaan*, 6(2), 58. <https://doi.org/10.24246/j.scholaria.2016.v6.i2.p58-73>