RAUDHATUL ATHFAL CURRICULUM DEVELOPMENT IN INDONESIA

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ABSTRACT

Currently the Raudhatul Athfal (RA) curriculum in Indonesia refers to the Decree of the Minister of Religion of the Republic of Indonesia Number 792 of 2018. The guidelines given are still general in nature so that teachers have difficulty implementing it in the field. It is necessary to conduct research that analyzes how the curriculum can be developed to a daily activity plan. This research was conducted during Februari-August 2020 using the qualitative approach of the Miles and Huberman model. The informans came from RA teachers academics and practitioners who were involved in compiling the curriculum. Data collection tecniques were carried out by observation, interviews, and documentation. Steps of data analysis by presenting, reducting, and verifying data. The results showed that the development of the RA curriculum could be carried out with the stages of making annual, semester, weekly, and daily programs with reference to the thematic framework and the Standards of Child Development Achievement Level (STPPA).

Keywords: Raudhatul Athfal, Curriculum, Child Development.

I. INTRODUCTION

The output of Indonesian education is a concern. This is said by Mulyasa as a big task for this nation to improve the quality of education in Indonesia in the future. Educational output is related to how the learning process takes place in educational units, starting from the early age level to tertiary institutions (Mulyasa, 2014). The learning process is guided by a guideline called the curriculum. The curriculum is shaped by a specific structure so that it can be reduced to operational and measurable actions. The structure includes programs designed for a one year period (annual program), six months period (semester program), one week term (Weekly Learning Implementation Plan (RPPM)) and one day period (Daily Learning Implementation Plan (RPPH)).

Lowering the curriculum requires expertise in seeing what opportunities will be included in the program; what material will be taught, how long it will take, the media required and the methods used. Teachers at Raudhatul Athfal (RA) in DKI Jakarta have not fulfilled this. Based on the results of the researcher interview with Nuraeni, Head of the Jakarta Raudhatul Athfal Teacher Association (IGRA), it was found that RA conditions were not optimal. The legality of RA is under the Ministry of Religion (Kemenag) while part of the implementation is regulated in a regulation issued by the Ministry of Education and Culture (Kemendikbud). The two institutions that govern the curriculum used are a combination of the two, namely the 2013 Revised Early Childhood Education (PAUD) Curriculum which is given the content of Al Islam (PAUDI).

The development of the curriculum is often a "stepchild" because RA is under the Ministry of Religion, while the Ministry of Religion is synonymous with religious management, not education. The budget issued by the Ministry of Religion for RA is also not specified for solving RA problems. On the other hand, the Ministry of Education and Culture is an institution that takes care of education and culture, not religion, so the budget spent is only for education units under its auspices.

The conditions of attraction of this policy have an impact on the application of the curriculum in the field. RA teachers as the main actors experience confusion, how to translate what is meant in the 2013 Revised PAUDI Curriculum into children's daily activities in RA. Teachers' interpretations vary, even teachers copying programs

implemented in other RAs. This copy paste occurs due to the inability of the teacher to turn what is meant in the curriculum into daily activities. As a result, the child's activity is the same from year to year; that's all, there is no teacher creativity in it and it is not in accordance with the needs of the times (Nuraeni, 2020).

This is the condition of RA in DKI Jakarta as the nation's capital, what about RA in other areas? This concern is the focus of the research problem, namely how to develop the 2013 Revised PAUDI Curriculum in RA DKI Jakarta. The research objective is to develop the 2013 Revised PAUDI Curriculum in RA into annual, semester, RPPM and RPPH programs that refer to the specificities of RA and its local content. This is urgent to do, considering that DKI Jakarta is a pilot area that becomes the reference for all regions in Indonesia. The successful implementation of the program in DKI Jakarta has become a model for other RAs throughout Indonesia. Another goal is to be able to break the chain of teacher ignorance about how to develop programs from the 2013 Revised PAUDI Curriculum.

2013 Revised Curriculum for Islamic Early Childhood Education in RA

The 2013 Revised PAUDI Curriculum in RA is defined as the curriculum that is now in effect after being revised from the 2013 curriculum, which is intended for early childhood in Islamic PAUD institutions. According to Imtihani, the current condition of RA requires a superior model so that it can be an example, especially in terms of implementing the 2013 Revised PAUDI Curriculum. As the supervisor of RA Kemenag Purworejo, he is very concerned about the condition of the teachers who have not been able to implement the curriculum optimally (Imtihani, 2018).

The term curriculum, described in Law Number 20 of 2003 concerning the National Education System, is a set of plans and arrangements regarding the objectives, content and learning materials as well as the methods used as guidelines for implementing learning activities to achieve certain educational goals. The revised 2013 PAUDI curriculum used in RA has the main characteristics of an integrative thematic basis (Suyadi and Dahlia, 2014). These themes are included in the Learning Implementation Plan (RPP) and arranged in terms; there are one year, one semester, one week and one day (Fadlillah, 2014). Suggestions given by Kurniasih, it is better if the plan is prepared at the beginning of the new school year so that the lesson plan is available, if you want it to be developed again along with the learning time. RPP preparation follows the principles; pay attention to individual differences in children, encourage active participation of children, integrated and apply information and communication technology (Kurniasih and Sani, 2014).

2013 Revised Curriculum Standards for Islamic Early Childhood Education in RA

Standard curriculum content is presented in the form of themes and sub-themes which are arranged according to children's characteristics, needs, child development, current issues and local culture. The implementation is done in a fun and playing way. The scope of development in question includes aspects of religious and moral values, physical motor skills, cognitive, language, social emotional and art. The themes chosen are close to the children, not necessarily the same between RA with one another. Meanwhile, the standard process can be reached by planning, implementing, evaluating and monitoring learning (Ministerial Regulation Number 137 of 2014).

Curriculum Development Steps for 2013 Revision of Islamic Early Childhood Education in RA

The steps that teachers can take in developing the 2013 Revised PAUDI Curriculum in RA are: reviewing the syllabus, identifying learning materials, determining learning objectives, developing learning activities, determining learning models, methods and strategies, designing assessments, determining learning resources, media and tools display (Kurniasih and Sani, 2014). The competencies expected in the 2013 Revised PAUDI Curriculum are in accordance with Permendikbud Number 146 of 2014, namely Core Competencies (KI) and Basic Competencies (KD). Core competencies are descriptions of the Child Development Achievement Level Standards (STPPA) which include aspects of spiritual, social, knowledge and skills attitudes (Rahelly, 2018). These elements will later be developed in the preparation of the 2013 Revised PAUDI Curriculum in RA DKI Jakarta.

II. METHOD

This study uses a qualitative approach model of Miles and Huberman (Rijali, 2018). Data collection techniques were carried out by observation, interviews, and documentation. The data analysis step began with data

presentation, data reduction and data verification (Creswell, 2014, Nauman, 2014). Technique for data validity was carried out by extension of participation, sharing of experts, triangulating data and publication.

The qualitative research paradigm focuses on describing events and interpreting meanings and emphasizes the participation of researchers in research situations as participants. This is more useful for researchers because it can solve the problems it faces and can contribute directly (Schunk, 2012).

III.   RESULT AND DISCUSSION

The competencies expected in the 2013 Revised PAUDI Curriculum are in accordance with Permendikbud Number 146 of 2014, namely Core Competencies (KI) and Basic Competencies (KD). Core competencies are descriptions of the Child Development Achievement Level Standards (STPPA) which include aspects of spiritual, social, knowledge and skills attitudes (Rahelly, 2018). These elements were developed in the preparation of the 2013 Revised PAUDI Curriculum in RA DKI Jakarta by following the steps as follows:

Review the Syllabus

The syllabus comes from the development of the curriculum contained in the Guidelines for Implementing the Raudhatul Athfal Curriculum Number 792 of 2018 (Decree of the Minister of Religion). The curriculum is structured as a planning tool about various things such as objectives, content and learning materials as a reference in carrying out learning activities. Especially for children aged 4 to 6 years of Raudhatul Athfal, the development includes physical, intelligence, social emotional, religion, language and communication aspects.

Identifying Learning Materials

RA learning materials focus on aspects of child development, transformation and internalization of Islamic values inherent in all RA elements, such as educators, children, parents and the environment around the child. The scope of the learning content includes Islamic religious education, mathematics, language and literacy, science, art, social and technology. Islamic religious education contains about faith, morals, the Qur'an, hadith, worship and Islamic stories.

Determining Learning Objectives

Determination of learning objectives is carried out so that the activities to be carried out are directed and focused on the design made. If there is a change in the child's learning activities, it is not too significant but it is adjusted to the child's condition.

Develop Learning Activities

Learning activities developed refer to the principles of motivation, repetition, attention, active participation, time sharing, gradual change in behavior and learning through play.

Determine Learning Approaches, Models and Methods

Determining the learning method or approach used refers to three references, namely the Islamic, scientific and contextual approach. Meanwhile, the model includes group, center and area models. The method can use conversations, stories, parables, practice, memorization, wisdom, advice, targhib and tarhib methods.

Designing the Assessment

The assessment describes the success of educators in providing educational services to children. The assessment is carried out continuously by paying attention to the development indicators of each child. Assessment techniques that can be selected are performance, work results, observations, portfolios, assignments, anecdotal notes and conversations.

Determining Learning Media

The selected media is adjusted to the material and learning objectives to be achieved. The use of effective media, such as the use of surrounding and simple media, can be done so that children can still learn and play creatively.

After the steps above are understood, a real learning plan can be made including annual, semester, weekly and daily programs:

Annual Program

The annual program is prepared to contain relevant themes and sub-themes for children aged RA. The theme development can follow the webbing or networking model as follows:
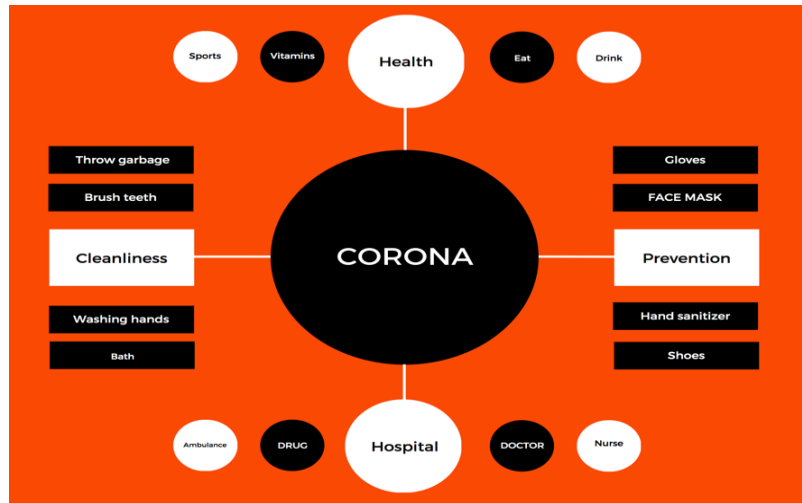

Figure 1. Themes and Sub-themes for One Year of The Program

Semester Program

The list of themes created for one year is detailed in specific sub-themes and sub-themes. Also determined are the expected competencies, time allocation, and learning strategies.
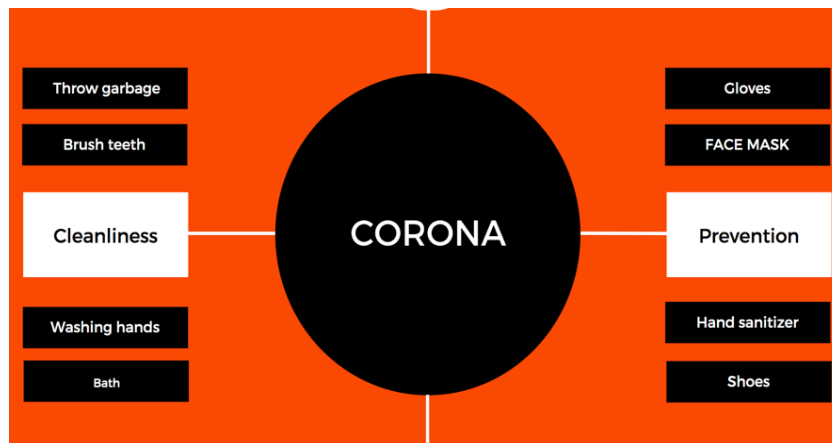

Figure 2. Themes and Sub-themes for Semesters 1 and 2

Weekly Program

The weekly program is prepared for children's activities for one week which are translated from the semester program. The Weekly Learning Implementation Plan (RPPM) is made in a format containing the identity of the service program, selected KD, learning materials, learning objectives and activity plans.
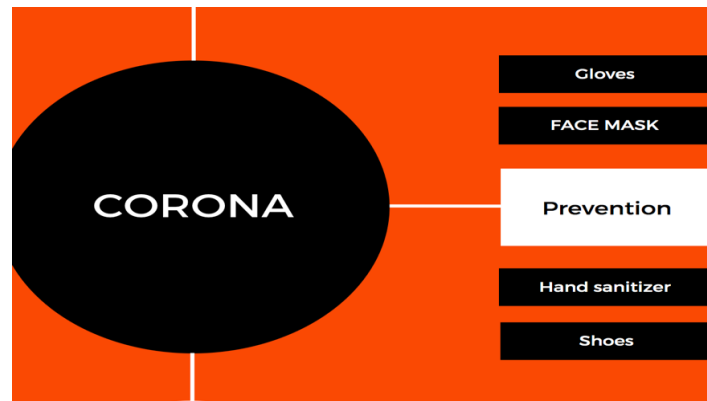
Figure 3. Themes and Sub-themes for the Week

Daily Program

The Daily Learning Implementation Plan (RPPH) refers to the RPPM which is made with the format of the opening, core and closing activities. It is necessary to pay attention to the following so that the preparation of RPPH can be made properly: determine the types of skills to be developed, linking KD, formulate types of play with theme development and 6 aspects of developmental achievement, formulate learning objectives, develop progress indicators, develop a theme, develop material, and arrange appropriate learning activities. In the structured learning program, it must contain elements of inviting children to think critically; asking questions, point of view, being rational, finding out, analysis (Leicester, 2010).

IV.   CONCLUSION

The preparation of learning programs for RA children can be done by following the stages, namely making annual, semester, weekly and daily programs. This arrangement takes into account the basic things contained in the guidelines for implementing the RA curriculum in Indonesia. Specific steps taken are reviewing the syllabus, identifying learning materials, determining learning objectives, developing learning activities, determining learning approaches, models and methods, designing assessments and determining learning media.

Further research can be carried out by carrying out action research to try out how the RA curriculum has been developed based on the uniqueness of RA and strengthening Islam and then see the results. In fact, a comparison can also be made between RAs that use their own design curriculum with RAs that use conventional curricula.

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