

Content Analysis of Kindergarten Daily Learning Implementation Plans (RPPH) in Central Jakarta Region

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Abstract—Learning devices are a real form of learning activities. Learning tools include weekly implementation learning plans (RPPM), Daily Implementation Learning Plans (RPPH), and assessments. The lesson plan for daily implementation is a design made by the teacher to carry out one day of activities in the classroom. The purpose of this study was to analyze RPPH content in the Central Jakarta area. The research method used in this study is a qualitative method with a descriptive analysis approach. The research subjects were 5 kindergartens (TK) in Central Jakarta. As for the results of the research on the analysis of RPPH content in the Central Jakarta area, there are 2 models in making RPPH namely the narrative model and the table model. The content in the narrative model consists of the name of the PAUD unit, semester, month, week, group, theme / sub theme, basic competencies, material, tools and materials, opening activities, activities, core, closing activities, and assessment. Of course, there are differences with table models. The content contained in the table model is the name of the PAUD unit, semester, month, week, group, theme / sub theme, basic competence, material. In the table there are columns of basic competencies, indicators, activities, tools and materials, and assessments. Analysis of RPPH content on different narrative and table models in the presence of indicators. Indicator as one of the measuring tools for children's basic competencies in accordance with the stages of development.

Keywords—analysis; content; RPPH; model

I. INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and State as explained in Law No. 20 of 2003 concerning the National Education System, Article 1. In this case education is carried out on the efforts of all parties, including school buildings, teachers, facilities and infrastructure, and curriculum. The curriculum is the most important thing in the learning process. Along with the times and technology, the curriculum is developing. Developing curriculum, starting from 1984 curriculum, 1994 curriculum, 2004 curriculum, 2013 curriculum. Lawton [1] viewed curriculum as a selection from

the culture of society. The learner is therefore the central figure in the curriculum implementation process [2]. Implementation takes place as the learner acquires the planned or intended experiences, knowledge, skills, ideas and attitudes that are aimed at enabling the same learner to function effectively in a society [3].

According to Permen No. 146 of 2014 [4], learning is an interaction process between educators and children through playing activities in a safe and enjoyable learning environment by using various learning resources. Learning in the 2013 curriculum must pay attention to the principle of learning early childhood education. Where the main learning principle is learning through play. So that the designed learning plan must be meaningful and fun. Learning plans in kindergartens begin with annual programs, semester programs, weekly learning plans, daily learning plans.

According to Permen No. 146 of 2014 concerning the 2013 Early Childhood Education Curriculum, a plan for implementing daily planning unit planning that will guide activities in one day [4]. The teacher prepares one day activities in the form of media, facilities and infrastructure, and assessment. This is stated in the daily learning implementation plan. Phenomena that occur in the field, there are PAUD institutions that have not been able to make RPPH to be implemented in learning activities. So, the PAUD institution buys the finished learning device without being adjusted to the needs of the PAUD institution itself.

Looking at the phenomenon above, the researchers analyzed RPPH content in TK in Central Jakarta Region. This is done to see the content included in RPPH. RPPH content that is listed is a requirement in one day activities in the process of teaching and learning activities. So that the content contained in RPPH can reflect the principles of early childhood learning.

In reality, there are still many schools that do not have RPPH because teachers do not understand how to make the RPPH. So that many teachers and schools buy learning tools that have been published by various publishers.

Based on the background of the problem, the focus of this research is "What is the content of the daily implementation learning plan (RPPH) in Kindergarten in Central Jakarta?". The sub focus in the research on RPPH content analysts in TK in the Central Jakarta area are:

- What is the content contained in RPPH in TK in Central Jakarta area?
- What is the RPPH model contained in RPPH in TK in Central Jakarta?
- What is the design of making RPPH in TK in Central Jakarta?

Depend on sub focus, research objectives in the research

The purpose of this study is:

- Analyze the content contained in RPPH in TK in Central Jakarta
- Analyzing RPPH models in TK in Central Jakarta
- Describe the design of making RPPH in TK in Central Jakarta

A. Definition of Learning

In candy No. 146 of 2014 concerning Early Childhood Education 2013 Curriculum, learning is an interaction process between educators and children through playing activities in a safe and enjoyable learning environment by using various learning resources [4]. The concept of early childhood learning is child-centered. The learning approach used is a scientific approach that includes a series of processes of observing, questioning, gathering information, reasoning, and communicating. The whole process is carried out using all senses and various sources and learning media. Principles of early childhood learning, namely:

- Learn through play. Through play can provide meaningful learning to children.
- Oriented on child development. Educators must be able to develop all aspects of child development in accordance with the stages of the child's age
- Oriented to the needs of children. Educators must be able to provide stimuli according to children's needs. Including children with special needs.
- Child-centered. Educators must create an atmosphere that can encourage the spirit of learning, interest, creativity, in accordance with the characteristics, development, and needs of children.
- Active learning. Educators must be able to create an atmosphere that encourages children to actively seek, find, make choices, express opinions, and do and experience themselves.
- Oriented to the development of character values. The provision of educational stimuli is directed at developing values that form a positive character in children.

- Oriented on the development of life skills. The provision of educational stimuli is directed at developing children's independence.
- Supported by a conducive environment. The learning environment is created in such a way as to be attractive, fun, safe and comfortable for children.
- Oriented on democratic learning. Democratic learning is needed to develop mutual respect between children and educators, and between children and other children.
- The use of learning media, learning resources, and resource persons using learning media, learning resources, and resource persons in the PAUD environment aims to make learning more contextual and meaningful.

The scope of learning includes all Basic Competencies that integrate all development programs namely religious and moral, physical motoric, cognitive, language, social-emotional, and art. Learning management consists of:

1) *Class management planning*: Class management plans are adapted to the learning model used. The learning models include:

- Group learning model based on the angle of activity
- Group learning models based on safeguard activities
- Learning model based on area (interest); and
- Center-based learning model

2) *Implementation of learning*: Implementation of learning is divided into daily learning implementation plan (RPPH) and weekly learning implementation plan (RPPM).

B. Daily Learning Implementation Plan (RPPH)

Daily Learning Implementation Plan (RPPH) is a planning unit that will guide activities in one day. RPPH is compiled based on Weekly RPP. The RPPH component includes program identities, materials, tools and materials, opening activities, core activities, advisory activities, assessment plans. Some things that need to be considered in developing RPPH include:

- RPPH is prepared by taking into account the learning model chosen by the education unit. The learning model includes group learning models with safeguards, group learning models with angles, center learning models, and area learning models
- The selection of learning models to be used is adjusted to the characteristics of PAUD units based on the results of context analysis
- The activities developed are activities that encourage children to actively do it.

The steps for preparing the daily learning plan are:

1) *RPPH Identity*: RPPH identity includes

- The name of the PAUD unit is the name of the PAUD unit that prepares RPPH

- How many semesters/months/weeks
- Day/date
- Themes/sub-themes/sub-subtitles are taken from themes/sub-themes/sub-sub-themes compiled in the semester program
- Child age groups are filled with target groups

2) *Material*

- Material taken from the material described in RPPM
- Material in line with the objectives written on it
- Material can be distinguished: (a) Material for attitude development can be written in RPP and then entered into SOP or entered directly into routine activities and applied through habituation and repeated every day of the year; (b) Material development of knowledge and skills is introduced in accordance with RPPH

3) *Materials included in habituation*

- Gratitude as God's creation
- Say greetings in the welcome and pick up SOPs
- Prayer before learning and knowing the rules into the opening SOP
- Wash hands and brush teeth into SOP before and after meals

4) *Tools and materials*

- Tools and materials are closely related to activities that will be managed by the teacher on that day
- Activities taken from several activity plans in the RPPM
- The activities determined depend on the management of the approach model used in the PAUD unit
- Tools and materials arranged to attract children's learning interest

5) *Opening activities*

- The opening activity is intended to help build children's interest so that children are ready to play in the core activities
- Opening activities are important to introduce learning material
- The opening activity is used by the teacher to introduce playing activities that have been prepared, rules of play, applying habituation, and so on

6) *Core activities*

- The learning process implements a scientific approach, that is, the child observes in accordance with the themes discussed, asks, gathers information, reasoning, and communicates
- The learning process with the scientific approach is applied more flexibly and broadly. This means that it can be applied indoors, outdoors, using existing

learning resources, or utilizing environmental learning resources

- Core Activities give children the opportunity to explore building meaningful playing experiences
- The stage of communicating is emphasized to the child to convey his ideas through sharing the prepared play activities
- Play activities are adjusted to the learning model center / area / angle / group with safeguard activities
- The number of activities provided every day is at least 4 different activities to facilitate the child to stay focused on playing. In certain activities such as cooking, playing roles, or introducing science teachers can provide only one activity.
- Recalling (recalling) is part of playing activities at the Core. Recalling to reinforce the playing experience and concepts learned by children

There are a variety of learning methods suitable for PAUD, including:

- Storytelling is a way of telling and delivering oral stories.
- Demonstrations are used to show or demonstrate ways to make or do something
- Conversation can be done in the form of question and answer
- The assignment is carried out by educators to give a real experience to children both individually and in groups
- Sociodrama/role playing is done to develop the imagination/imagination, the ability of expression and creativity of children towards the characters played or objects that are around
- Field trips are direct visits to objects that are in accordance with the themes and materials of activities that are being discussed in the child's life environment
- The project is a task consisting of a series of activities provided by educators to children, both individually and in groups by using natural objects and daily activities as material for discussion
- Experimentation is the giving of experience to the child by conducting a direct experiment and observing the results

7) *Closing Activities*

- The closing activity is carried out at the end of the day's activities
- The closing activity is a transition from school to home. Filled with sharing activities that make children relax
- In the closing activity, you can repeat what was done during the opening activity

- The closing activity can also be filled with routine activities to strengthen the expected attitude
- The closing activity is carried out to attract the interest of the learning children the next day

8) *Assessment plan:* The assessment plan contains development indicators and data collection techniques that will be used

- Development indicators refer to indicators contained in the attachment of Permendikbud no. 146 th of 2014 concerning PAUD 2013 Curriculum and can be enriched by PAUD units according to the vision, mission, goals and characteristics of the institution [4]
- Assessment indicators are adjusted to the learning and material objectives of the learning
- Assessment indicators have been grouped into development programs. 137 of 2013 concerning the National Standard for Early Childhood Education in Article 15 paragraph: (a) the implementation of learning is carried out based on the daily learning plan; (b) the implementation of learning includes opening activities, core activities, and closing activities; (c) the activity of opening learning as referred to in paragraph (2) letter a is an effort to prepare students psychologically and physically to conduct various learning activities; (c) core activities as referred to in (2) letter b are learning efforts carried out through various activities which provide direct learning experiences to children as the basis for attitude formation, acquisition of knowledge and skills; (d) The closing activity as referred to in paragraph (2) letter c is an effort to re-explore the child's playing experience that has been done in one day, and encourage them to follow the next learning activities [5].

C. Kindergarten

PAUD units or programs are PAUD services carried out in an educational institution in the form of kindergarten (RG) / Raudlatul Athfal (RA) / Bustanul Athfal (BA), Playgroup (KB), Child Care Park (TPA), and Unit Similar PAUD (SPS). Kindergarten is a form of early childhood education unit on the formal pathway that organizes educational programs for children aged four to six years [6].

In Permen No. 137 of 2013 concerning the National Standard for Early Childhood Education article 35 concerning Facilities and Infrastructure in Kindergarten [5]:

Infrastructure requirements consist of:

1) TK / RA / BA and the like with requirements

- Has a minimum land area of 300 m² (for buildings and courtyards);
- Having a safe and healthy children's activity room with a minimum of 3 m² per child and available hand washing facilities with clean water;
- Have a teacher's room;

- Have a headroom;
- Have a place for UKS (School Health Business) with complete first aid (Accident First Aid);
- Have latrines with clean water that is easily accessible to children with teacher care;
- Have other spaces that are relevant to the needs of children's activities;
- Have a safe and healthy educational game tool for children in accordance with SNI (Indonesian National Standard);
- Have safe and healthy indoor and outdoor play facilities; and
- Having a closed and unpolluted trash can, is managed every day.

Kindergarten is an educational institution intended for children aged 4-6 years in order to provide coaching, education, and stimulation to prepare for further education

D. Teacher

Quoting the opinions of Hazkew and Lenon [7], regulation of The Minister of Education and Culture Republic of Indonesia Number 137 of 2014 about the National Standard of Educational Children in The Competency of Educators (Teacher Teachers, Teachers, Educational Teachers) there are 4 teacher competencies, namely pedagogic competence, social competence, professional competence, and personality competence [5].

Pre-school teachers as key players in young children education have a crucial role to play in early childhood curriculum implementation [2]. This may include child guidance and discipline, respecting cultural diversity, adopting the appropriate methods of teaching and learning, encouraging self-dependence and many. Creating a caring community of learners, teaching to enhance development and learning in the classroom [8].

The abilities must be posed by teacher [9]. Competencies are the requirements of a "competency-based" teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education program. Pedagogical competency gives effect on performance, so to improve the performance of teachers, teacher needs to improve his or her pedagogic competency. Achievement motivation must be supported by the principal to provide the opportunity for teachers to conduct research and perform a variety of activities aimed at improving teacher activity [10].

II. RESEARCH METHODS

A. Type of Research

This research method is a qualitative research, according to Strauss and Corbin [11] intended as a type of research whose findings are not obtained through statistical procedures or the form of numerical calculations. The approach of this research

is field research Moleong [12], which is research that data collection is carried out in the field. Data collection was taken directly in kindergartens in Central Jakarta in collaboration with the Association of Indonesian Kindergarten Teachers in Central Jakarta.

The source of research data is tailored to the purpose of the research. The data source referred to in this study is a data source where researchers get data which consists of [13]:

1) *Primary data*: Primary data is a source of data that directly provides data to data collectors [14], researchers want to collect primary data obtained through direct interviews from teachers who are the subject of the analysis of content of plans for implementing daily learning (RPPH). The research subjects were 5 teachers or kindergarten heads. With the object of research is Content Analysis Daily Learning Implementation Plan (RPPH) in the Central Jakarta Region.

2) *Secondary data*: Secondary data according to Sugiyono [14] is a data source that is not directly obtained by data collectors, such as recording devices and documents. The recording device used is in the form of a cellphone to obtain data that will be obtained by the researcher. Data collected in the form of photographs during FGDs and interviews.

B. Data and Data Sources

This research was conducted in kindergartens in the Central Jakarta area with speakers of 5 teachers with 1 teacher from each kindergarten. This research was carried out from the beginning of August 2018 until the beginning of October 2018. The reason for choosing 5 kindergartens in the Central Jakarta area was because this kindergarten had a variety of RPPH models. The stages in this study include preparatory activities, namely licensing to kindergartens that are used as research sites.

Continued with the implementation and data collection phase, this stage the researcher conducted interviews with the teacher or head of the TK and collected the documentation relating to RPPH that had been made in their respective kindergartens. This final stage is data analysis, namely by analyzing the findings in the form of RPPH data that has been made by 5 kindergartens so that it forms a pattern or category that will be used for analysis.

C. Data Retrieval Techniques

1) *Observation*: Observation is a method of collecting data to obtain information through direct observation. The observations used in this study are participant observations that are carried out in a structured manner, that is, it has been designed for what is observed, when, and where it is [14]. This of RPPH content in Central Jakarta.

2) *Interview*: The interview is a process of interaction and communication, which is getting information by asking the respondent directly. Interviews conducted with 5 TK heads in Central Jakarta. This was done in order to obtain actual data about the drafting of a plan for implementing daily learning (RPPH).

3) *Documentation*: Documentation is one of the data collection to be analyzed. Documentation is a data collection technique by analyzing collecting documents [15]. In this case the document in this study includes the plan for implementing the daily learning of each kindergarten.

D. Data Analysis Techniques

Bogdan and Biken interpret qualitative data analysis as an effort carried out by working with data, organizing qualitative data is an effort carried out by working with data, organizing data, sorting it into manageable units, finding and finding patterns, finding what is important, and what is learned, and decide what is told to others [16]. Reducing data means summarizing data that has been collected and selected by researchers.

III. RESULTS AND DISCUSSIONS

A. Results

The results of interviews and documentation carried out by the teacher or head of the TK can be known:

1) *Model of Daily Learning Implementation Plans (RPPH)*: RPPH models in each kindergarten certainly have diversity. There are 5 kindergartens, 3 kindergartens making RPPH in narrative form. RPPH in the form of narrative is a form that is exemplified in the 2013 manual for management of early childhood education curriculum. While 2 kindergartens make RPPH in the table model. The table model is based on the learning unit level curriculum (KTSP). Based on the results of interviews conducted with the teacher, this table model is still done because the table form is simple and the teacher is easier to make RPPH.

2) *Content contained in the Daily Learning Implementation Plan (RPPH)*: The content contained in the RPPH table model and narrative model has differences. In the RPPH table model, there is content that includes the name of the PAUD unit, semester, month, week, group, theme / sub theme, basic competence, material. In the table there are columns of basic competencies, indicators, activities, tools and materials, and assessments. Whereas RPPH narrative model content contains the name PAUD unit, semester, month, week, group, theme / sub theme, basic competencies, material, tools and materials, opening activities, activities, core, closing activities, and assessment. Analysis of RPPH content on different narrative and table models in the presence of indicators. Indicator as one of the measuring tools for children's basic competencies in accordance with the stages of development.

3) *Design in making RPPH*: Based on the results of interviews conducted at 5 TK heads, RPPH design was made by TK as much as 4 kindergartens and 1 kindergarten was created in addition to the kindergarten. Other parties outside of kindergarten make learning tools as needed and adapted to the 2013 curriculum standards without the school having to understand and understand the flow of the learning tools made. So the kindergarten teacher as the executor only runs

the design of the finished activities. Seeing this, the head of TK wanted the need for training in making RPPH, making RPPH expected in the form of applications (IT-based) so as to facilitate teachers, and teachers need assistance from related parties in making RPPH.

B. Discussion

Based on the results of the study, it is necessary to analyze to answer the sub focus, namely the analysis of the content of the daily learning plan (RPPH) in the kindergarten in Central Jakarta.

1) *Model of Daily Learning Implementation Plans (RPPH)*: The Model of Daily Learning Implementation Plans (RPPH) characterizes each curriculum applied in PAUD institutions. In Permen No. 146 of 2014 concerning the 2013 PAUD Curriculum, the RPPH model exemplified in the 2013 curriculum is a narrative model. Where opening activities, core activities, and closing activities are written in narrative form [4]. The results of the study obtained 3 kindergartens using RPPH in accordance with the 2013 curriculum, namely the narrative model. Whereas the 2 TKs that were studied used the table model in making RPPH. The table model previously exemplified in Minister of National Education Regulation No. 58 of 2009 concerning PAUD Standards. Both kindergartens choose the table model used in making RPPH because this model is easier to understand by the teacher. Based on observation, the kindergartens a lot used narrative form because the narrative form is one of example in 2013 Early Childhood Education Curriculum.

2) *Content contained in the Daily Learning Implementation Plan (RPPH)*: The content contained in RPPH with the narrative model and table model must include: theme / sub-theme, age group, time allocation, learning activities (opening activities, core activities, and closing activities), indicators of developmental achievement, child development assessment, and media and learning resources as stated in Permen No. 146 of 2014 concerning 2013 Early Childhood Education Curriculum [4]. *In both RPPH models all content contained in the ministerial regulation is included. But indicators of developmental achievements are more clearly stated in the table model.*

3) *Design in making RPPH*: The plan for implementing daily learning is the design of activities for one day. RPPH designs were made by kindergartens, both the head of the kindergarten and the teacher. The results of the study illustrate that there are kindergartens that do not make RPPH because they do not understand the 2013 curriculum so training in the 2013 curriculum is needed, especially the preparation of learning tools.

IV. CONCLUSIONS

A. Conclusion

Based on the results of the analysis and discussion, it can be concluded as follows:

- Model of Daily Learning Implementation Plan (RPPH) 2013 Early Childhood Education (PAUD) curriculum in the Central Jakarta area has made RPPH in accordance with the 2013 curriculum. In its application there are 3 Kindergarten-Children making RPPH with a narrative model as exemplified in the 2013 curriculum but there are also 2 kindergartens (TK) that make the table model because it is easy to understand by the teacher.
- Analysis of content contained in the Daily Learning Plan (RPPH) in Kindergarten in Central Jakarta is in accordance with the content contained in in Permen No. 146 of 2014 [4] concerning 2013 PAUD curriculum includes themes / sub themes, age groups, time allocation, learning activities (opening activities, core activities, and closing activities), indicators of developmental achievements, assessment of child development, and media and learning resources. In the RPPH table model, progress achievement indicators are taken in the table column. Whereas the narrative model of basic competency codes and material is displayed in narrative form.
- The drafting of RPPH from 5 Kindergartens, 4 Kindergartens makes RPPH with all Childhood Parties who are directly involved with children. Whereas there is one kindergarten that has RPPH from outside *Taman Kanak-kanak* without being directly involved in its preparation.

B. Suggestions

1) *Education*: The education office, especially those handling Early Childhood Education, facilitates teachers through training and workshops regarding the 2013 curriculum to facilitate teachers in learning learning tools.

2) *TK supervisor*: Can monitor each kindergarten who does not have KTSP related to Document 1 and Document 2 for completeness in the learning device

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