

Understanding of Kindergarten Teachers of the 2013 Curriculum of Early Childhood Education

Rohita Rohita, Hesti Hapsari Sekarlawu
 Pendidikan Guru Pendidikan Anak Usia Dini
 Universitas Al Azhar Indonesia
 Jakarta, Indonesia
 rohita@uai.ac.id

Abstract—Curriculum 2013 Early Childhood Education (ECE) is a curriculum that applies in the world of child education in Indonesia today. In this regard, Kindergarten teachers must be able to understand the 2013 ECE Curriculum (K13) so that they can provide various activities and experiences that can optimize children's growth and development. The purpose of this study was to determine the level of understanding of kindergarten teachers regarding K13 ECE. The research method used is quantitative with a survey approach. Data collection is done by distributing questionnaires. Data analysis was performed with descriptive statistical analysis techniques. Data presentation is done in the form of diagrams and narratives. The level of kindergarten teacher's understanding was seen from two indicators, namely the ability to explain K13 correctly and the ability to describe K13 ECE in the form of Weekly Learning Plan, Daily Learning Implementation Plan, and Learning Assessment. The conclusions obtained were that kindergarten teachers spread in Pulo Gadung sub-district, East Jakarta had a low level of understanding of K13 ECE where only 28.57% of teachers were able to explain K13 ECE correctly and 38.09% of teachers had difficulty in describing K13 in the form of RPPM, RPPH and Learning Assessment.

Keywords—understanding; the 2013 curriculum for early childhood education; kindergarten teacher

I. INTRODUCTION

Education is a basic human right and a significant factor in the development of children, communities, and countries. Education is intrinsically linked to all development goals, such as supporting gender empowerment, improving child health and maternal health, reducing hunger, fighting the spread of HIV and diseases of poverty, spurring economic growth, and building peace [1]. Education is an essential human virtue, a necessity of society, basis of good life and sign of freedom. Education is important for integration of separate entities [2]. This can be realized if supported by quality educators, including early childhood educators (AUD), who must master 4 competencies. Ministerial Regulation No. 137 of 2013 article 25 paragraph 2 explains that Early Childhood Education Teacher Competence is fully developed including pedagogical, personality, social, and professional competencies [3]. The two competencies associated in this study are professional competence and pedagogical competence. Professional competence is competence related to the ability to master the

knowledge. Teachers' pedagogical competence is the ability to manage learning, which includes planning, implementation and evaluation of learning outcomes of learners. These competencies should be owned by every teacher in order to achieve success in learning and teaching [4].

In addition to having to master 4 competencies, educators must also understand the applicable curriculum. S.B. Khoza write that: Understanding the curriculum visions help the teachers to reflect on their teaching in order to improve their teaching practice. Understanding the visions, goals and reflections may help the teachers to overcome the temptations to do what they are not supposed to do in their teaching (by imitating others without understanding the visions and goals) [5]. The Law (UU) No. 20 of 2003 concerning the National Education System states that the curriculum is a set of plans and arrangements regarding the purpose, content and material of learning and the methods used to guide the implementation of learning activities to achieve certain educational goals [6].

Curriculum must be a living document that is in constant flux. It must be adaptable to changes in the educational community and in society in general. Only then will it be able to be an effective change agent in the educational process [7]. One of the things that needs to be considered by educators related to the 2013 curriculum is in making learning preparation that must be adapted to the conditions of the school, the characteristics and needs of the students, and adapted to the child's environment. Through good learning planning, educators can carry out learning easily and directed that can make students more easily absorb information that educators provide.

In addition to the need to understand the curriculum, educators must also continuously improve themselves, their knowledge, and skills. This is in accordance with what Selvi Kiyemet wrote, that the teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices [8].

But in reality, there are still teachers who find it difficult to make learning plans, both in the form of RPPM and RPPH. One study also found difficulties faced by teachers related to the curriculum. Simon Ntumi wrote that: The key findings of the study revealed that pre-school teachers are faced with a lot of challenges in implementing the early childhood curriculum.

A notable one among them are that most pre-school teachers do not understand the early childhood curriculum, pre-school teachers do not have enough teaching and learning materials to help them implement the Early childhood curriculum, parents do not involve themselves in their wards education therefore it makes it difficult for pre-school to do the work alone. It was also revealed that teachers, teaching and learning materials are the main factors that influence the implementation of the early childhood curriculum” [9].

Other difficulties faced by teachers were also found by Mustafa Metina. He wrote that: “teachers do not determine appropriate topics for students’ level and appropriate criteria for topics and have insufficient knowledge about how prepared rubrics. Besides, it is seen that teachers encounter some difficulties such as crowded classroom, insufficient time for assessment, insufficient learning environment and technological opportunity and they do not do objective assessment. One of the most issues encountered teachers is not determinate topic of appropriate performance task to students’ levels. In consequence of investigating performance task developed by teachers, it was seen that teachers were not specify to content of performance task. Similar result was seen observation activities in the classroom” [10].

The importance of understanding the 2013 curriculum and its relevance to the ability of teachers in preparing weekly learning planning and daily learning planning, it is necessary to conduct research that aims to determine the level of understanding of kindergarten teachers about the 2013 ECE curriculum.

A. *The 2013 ECE Curriculum*

The curriculum is a set of plans and arrangements regarding the purpose, content, and material of learning and the methods used as guidelines for the implementation of learning activities to achieve certain educational goals (Law No. 20 of 2003). While The National Association of Early Young Childhood (NAEYC and NAECS/SDE 2003) formulate that: The word curriculum refers to a collection of ideas including such concepts as learning program, plans, school subjects, materials and topics of study. Not just a grab bag of fun activities to keep the children busy [11]. Furthermore, Fred and Ackerman write that: “Curriculum involves both planned and unplanned experiences designed to help children develop skills and knowledge. The curriculum is what you teach and how you will teach it” [12].

Regarding early childhood education, the curriculum used is the 2013 ECE curriculum, as stated in the Indonesian Minister of Education and Culture Regulation No. 146 of 2014 concerning the 2013 ECE Curriculum [13]. The aim of the 2013 ECE curriculum is to encourage the development of children's potential to have readiness to take further education. The reforms have given rise to a range of emergent curriculum trends which have significant implications on how teachers should teach. Nations must continuously develop curriculum to meet the demands of an ever-changing society, the needs of the children, and the criteria for what students need to learn and do to attain successful outcomes. In other words, the curriculum should meet the demands of some emergent issues [14].

In the 2013 ECE curriculum, there are characteristics that distinguish it from the previous curriculum. Characteristics of 2013 Curriculum Early Childhood Education is as:

1) *Optimizing children's development which includes:* Aspects of religious and moral values, physical-motoric, cognitive, language, social emotional, and art which are reflected in the balance of competence in attitude, knowledge, and skills.

2) *Using thematic learning with a scientific approach to providing educational stimuli:* In Appendix IV General Guidelines for Learning Law No. 81A 2013 is written that: The plan for implementing learning (RPP) is a learning plan that is developed in detail from a subject matter or a particular theme that refers to the syllabus. RPP includes: (1) school data, subjects, and classes / semesters; (2) subject matter; (3) time allocation; (4) learning objectives, KD and competency achievement indicators; (5) learning material; learning methods; (6) media, tools and learning resources; (7) steps of learning activities; and (8) assessment [15].

RPP which must be routinely made in the short term is a weekly learning implementation plan (RPPM), which is a translation of the semester program that contains activities in order to achieve the planned indicators in one week in accordance with the scope and sequence of themes and sub-themes; and plans for implementing daily learning (RPPH). RPPM which is a description of the weekly activity plan that will be carried out in each learning activity in stages. RPPH includes a variety of learning activities, both carried out individually, in groups and classically in one day.

In appendix IV General Guidelines for Learning Law No. 81A of 2013, it is also written that one of the things that must be considered in developing learning activities is organizing learning activities into the activities of Introduction, Core, and Closing. Core activities are translated into observing, asking, gathering information, associating, and communicating or what is called the scientific approach. The five things are basic learning experiences contained in the learning process.

3) *Use authentic assessment in monitoring a child's development:* Assessment is the process of gathering and processing information to measure the achievement of children's learning activities in competency in attitudes, knowledge, and skills. Authentic assessment is the assessment of process and learning outcomes to measure attainment of attitudinal competencies (spiritual and social), knowledge and skills that are carried out continuously. The assessment does not only measure what is known by the child, but rather emphasizes what the child can do.

4) *Empowering the role of parents in the learning process:* Friedman wrote that parents are older people or older people, consisting of a father and mother who are teachers and a prime example for their children because parents interpret the world and society in their children [16]. Related to the role of parents in the learning process, it is very clear that as the first teacher to introduce children to various things in the surrounding environment. It certainly has a very important role. Parents are

required to be able to provide various stimulations and stimuli that are in accordance with the needs and abilities of their children.

B. Concept of Understanding

The curriculum as a guide in learning needs to be well understood by every educator. Al-Hafizh wrote that understanding in learning is a level of ability that expects someone to be able to understand the meaning or concept, situation and facts he knows. In this case he does not only memorize verbally, but understands the concept of the problem or fact being asked [17]. There are verbs that can indicate the level of ability, Hussein, write down the 2016 Revised curriculum (KKO) operational verbs (cognitive) in the cognitive domain which includes: understanding (C2), consisting of: estimating; explain; categorize; characterize; detailing; associate; compare; calculate; contract; change; maintain; braid; distinguish; discuss; dig; exemplify; explain; put forward; pattern; expand; conclude; predict; summarize; and, describe [18].

Related to the research that will be carried out regarding understanding, the operational verbs used are explained and explained. So that the indicator of Kindergarten teachers' understanding of the 2013 ECE Curriculum is being able to explain the 2013 ECE Curriculum and be able to describe the 2013 curriculum in learning that can be seen from the readiness of learning devices.

II. RESEARCH METHODS

The research method used is a quantitative method with a survey approach. Sampling is done by simple random sampling technique. Data collection uses instruments with quantitative and qualitative answers, data analysis uses descriptive statistical analysis techniques.

The indicators of understanding kindergarten teachers in this study were able to explain and be able to describe the 2013 ECE Curriculum into learning tools in the form of RPPM, RPPH, and assessment of learning. The results of data analysis were then categorized into 3 categories, namely low, medium and high. These categories are presented in the following table.

TABLE I. TEACHER UNDERSTANDING LEVEL CATEGORIES

Low Category	Low %	Medium %	High %
Able to explain K13 ECE	< 59	59 – 79	80 – 100
Able to describe K13 ECE in RPPM, RPPH, and assessmen	80 – 100	59 – 79	< 59

This research was conducted in March to August 2018 with a sample of 42 kindergarten teachers spread across the Pulo Gadung District, East Jakarta.

III. RESULTS AND DISCUSSION

Based on the data obtained related to the ability to explain the teacher about the 2013 ECE Curriculum, presented in the graph below.

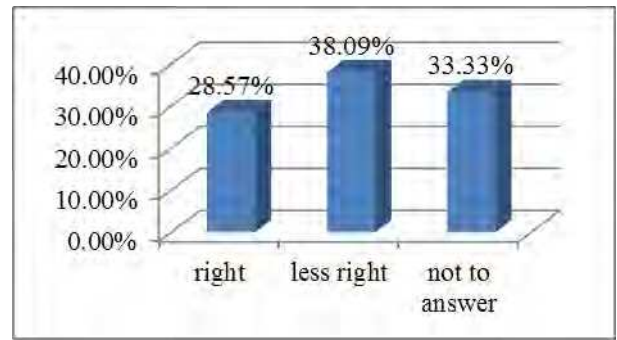


Fig. 1. Graph of ability to explain 2013 ECE curriculum.

Making learning devices is important and must be done by educators in order to meet educator standards. Educators must be able to make learning plans, implement learning plans and conduct an assessment of the implementation of learning. Based on the graphic images presented above, it appears that only 28.57% of respondents were able to explain the 2013 ECE Curriculum appropriately. While 38.09% still cannot provide an accurate explanation. Meanwhile, there were also 33.33% of respondents who did not provide answers. This can be interpreted as two things, namely the respondents did not really know about the 2013 ECE Curriculum or the respondents were missed to fill out the questionnaire. By ignoring respondents who did not provide answers, it is still clear that the majority of respondents, namely 38.09% of kindergarten teachers in Pulo Gadung Subdistrict, East Jakarta, still did not have sufficient knowledge about the ECE 2013 Curriculum so that it had an impact on their level of understanding.

Al Hafizh wrote that understanding is a level of ability that expects a person to be able to understand the meaning or concept, situation and facts he knows. Understanding itself is known from the ability of educators to explain and describe K13 ECE. Regarding the 2013 ECE Curriculum, a kindergarten teacher will be said to understand the curriculum if he is able to explain the meaning or concept of the 2013 ECE Curriculum, the situation and facts underlying the emergence of the 2013 ECE Curriculum. Based on this and seeing the reality of the answers given by the respondents, it can be said that the level of understanding of kindergarten teachers about the 2013 ECE Curriculum is still low. This is also supported by data regarding the difficulties experienced by teachers in understanding the 2013 ECE Curriculum. There are 64.28% of respondents said they had difficulty understanding the curriculum.

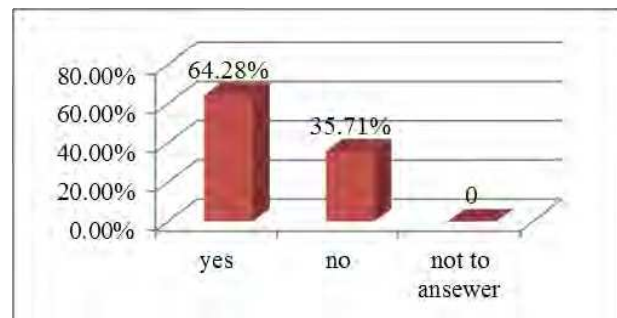


Fig. 2. Graph of difficulties in understanding 2013 ECE curriculum.

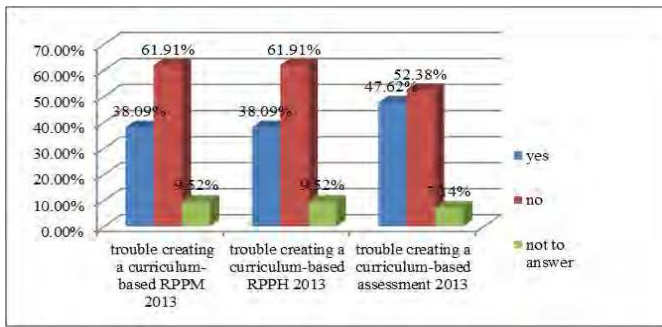


Fig. 3. Difficulties in preparing RPPM, RPPH and learning assessment

Then, when viewed from the teacher's answers regarding the presence or absence of difficulties in preparing RPPM, RPPH, and carrying out assessments, it turns out that there are still quite a lot of teachers who have difficulty in preparing RPPM and RPPH, which is 38.09% and 45.23% difficulty in conducting 2013 ECE Curriculum assessment. This is directly or indirectly an impact of the existence of kindergarten teachers who have difficulty in understanding the 2013 ECE Curriculum.

The curriculum should be fully understood by all teachers at various levels of education, including preschool education teachers or kindergarten teachers. Frede and Ackerman wrote if: Understand the curriculum which is a set of plans and arrangements regarding the objectives, content, and material of learning and the methods used to achieve certain educational goals, which also contains planned and unplanned experiences, which is designed to help children develop their skills and knowledge, giving the teacher the ability to be able to design learning to the fullest to help children develop optimally.

The lack of educator's understanding of the learning guidelines used will affect the quality of learning devices. Educators who feel difficulties in making plans will make the teaching and learning process not optimal because learning is done improperly without guidance. In fact, the curriculum was formed with the aim of improving the quality of the nation in order to compete with other countries in the future. Curricula that are in accordance with the guidelines must contain activities that stimulate children's development so that they are ready to continue their education to a higher level of education. It is not only a fun set of activities that make children busy (NAEYC and NAECs / SDE 2003), but it is an activity that has the purpose of helping children develop their skills and knowledge.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of the research and discussion presented, it can be stated that the kindergarten teacher's understanding of the ECE 2013 Curriculum is seen from the indicators: the ability to explain the 2013 ECE Curriculum and the difficulties in preparing RPPM and RPPH based on the 2013 ECE Curriculum. Pulo Gadung Subdistrict, East Jakarta is in the low category.

The suggestions that can be submitted are as follows:

- There needs to be clearer and more detailed guidance on the 2013 ECE curriculum as well as examples of the use of Core Competencies and Basic Competencies in learning devices, both RPPM and RPPH.
- Kindergarten teachers need to do a lot of discussion with various parties either by calling on speakers or competent parties to get more detailed explanations and with colleagues who are members of forums or teacher organizations.

ACKNOWLEDGMENT

Thank's conveyed to:

- Directorate of Research and Community Service, Directorate General of Strengthening Research and Development of the Republic of Indonesia Ministry of Research, Technology and Higher Education.
- Institute for Research and Community Service Al Azhar Indonesia University.

REFERENCES

- [1] "Why is Education for All So Important?," [Online]. Results Educational Fund Washington DC. Retrived from www.results.org. Accessed on September 2018.
- [2] A. Bhardwaj, "Importance of Education in Human Life: a Holistic Approach".
- [3] Permendikbud, "Standar Nasional Pendidikan Anak Usia Dini", no.137, 2013.
- [4] M. H. Rahman, "Professional Competence, Pedagogical Competence and the Performance of Junior High School of Science Teachers," *Journal of Education and Practice*, ISSN 2222-1735, vol. 5, no. 9, p. 75, 2014.
- [5] S. B. Khoza, "Is Teaching Without Understanding Curriculum Visions and Goals a High Risk? *South African Journal of Higher Education*," eISSN 1753-5913, vol. 30, no. 5, pp. 104-119, 2016.
- [6] Undang-Undang, "Sistem Pendidikan Nasional", no. 20, 2003.
- [7] M. A. Alsubaie, "Curriculum Development: Teacher Involvement in Curriculum Development. *Journal of Education and Practice*," ISSN 2222-1735, ISSN 2222-288X, vol. 7, no.9, 2016, p. 107.
- [8] Selvi, "Kiymet. Teachers' Competencies," Turkey: Faculty of Education, Anadolu University.
- [9] S. Ntumi, "Challenges Pre-School Teachers Face in the Implementation of the Early Childhood Curriculum in the Cape Coast Metropolis," *Journal of Education and Practice*, ISSN 2222-1735, ISSN 2222-288X, vol. 7, no. 1, 2016, p. 54.
- [10] M. Metina, "Teachers' Difficulties in Preparation and Implementation of Performance Task. *Educational Sciences: Theory & Practice - 13(3)*," Educational Consultancy and Research Center, DOI: 10.12738/estp.2013.3.1452, pp. 1667-1670, 2013.
- [11] National Association for the Education of Young Children (NAEYC) & National Association of Early Childhood Specialist in State of Departement of Education (NAECS/SDE), "Early childhood curriculum, child assessment, and program evaluation," 2003, [Online]. Retrived from www.naeyc.org/about/position/cape.asp. Accessed on September 2018.
- [12] E. Frede, and D. J. Ackerman, "Preschool Curriculum Decision-Making: Dimention to Consider," 2007, [Online]. Retrived from <https://www.researchgate.net/publication/253353430>. Accessed on Oktober 2018.

- [13] Permendikbud, "Kurikulum 2013 Pendidikan Anak Usia Dini," no. 146, 2014.
- [14] Olibie, "Eyiuche Emergent Global Curriculum Trends: Implications for Teachers as Facilitators of Curriculum Change," *Journal of Education and Practice*, "ISSN 2222-1735, vol. 4, no.5, 2013, p. 161.
- [15] Permendikbud, "Implementasi Kurikulum," no. 81A, 2013.
- [16] G. Friedman, "The Next 100 Years: A Forecast for the 21st Century," United States: Doubleday, 2010.
- [17] M. Al-Hafizh, "Pengertian Pemahaman dalam Pembelajaran," 2013, [Online]. Retrived from <http://www.referensimakalah.com/2013/05/pengertian-pemahaman-dalam-pembelajaran.html>. Accessed on Oktober 2018.
- [18] M. A. Hussein, "Kata Kerja Operasional (KKO) Kurikulum 2013 Revisi 2016," 2016, [Online]. Retrived from <https://www.gurumotivator.com/2016/12/kata-kerja-operasional-kko-kurikulum-2013-revisi-2016.html>. Accessed on September 2018.