

## Analysis of Curriculum Management in Early Childhood

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**Abstract:** *This study aimed to determine the application and benefit of curriculum management in TK 'Aisyiyah Bustanul Athfal 42 Ciputat. The method used is descriptive qualitative research; primary and secondary data sources are used; Data collection techniques used interview, observation, and documentation techniques. The results of this study indicate that the curriculum at TK 'Aisyiyah Bustanul Athfal 42 Ciputat uses the 2013 curriculum specifically for TK 'Aisyiyah, which is integrated between Islamic education, Muhammadiyah, and Aisyiyahan education. There are four steps in implementing curriculum management in this school: 1) Planning, 2) Organizing and Coordinating, 3) Implementation and 4) Control/Evaluation. The benefits of implementing curriculum management in this school include: 1) with curriculum management, the use of existing resources in schools can be utilized to the fullest; 2) with planning for extracurricular and extracurricular activities programs that are adapted to the curriculum, kindergarten children get the opportunity to achieve maximum results in the learning process; 3) increase the level of effectiveness of teachers' teaching performance and kindergarten children's activities so that they are expected to be able to achieve the desired learning objectives; 4) increase efficiency and effectiveness in the teaching and learning process because it has been planned.*

**Keywords:** Curriculum Management, Early Childhood, Children's Education.

### Introduction

Children are a gift entrusted by Allah SWT to humans so that those blessed with children are obliged to love, guide, provide the best education, and strive for their welfare according to their parents' abilities because children are considered a hope for the family's future. Every parent wants their child to be a better, bigger, and more successful human being than them in the future. No parents want their children to be lower in social status, fail in life, and not have a bright future.

Currently, Indonesia has entered the era of globalization, which indirectly will have a tremendous impact on the quality of human resources. The state makes various efforts to improve the quality of human resources so that they can continue to develop with the times, one of which is through the education system. Education is something that every human being must take. Islam recommends that every human being is obliged to try to get an education, be it formal, informal, or non-formal education (Ikhwan, 2021b). This educational path can be taken from the PAUD, SD, and SMP levels to tertiary institutions. Each education group has a curriculum that covers the entire cultural structure of the nation conceptually and philosophically, both in the fields of science and technology, technology, language, and religious values (Hidayati, Eliza, & Anwar, 2022). All these aspects and facilities must be maintained and developed through a quality and superior education system (Zulwisli, Setiawan, Herayono, Jalinus, & Abdullah, 2022).

Early Childhood Education is a comprehensive development process for the growth and development of kindergarten children from birth to the age of six years, which includes physical and non-physical aspects, by providing physical, spiritual (moral-spiritual), motor, intellectual, emotional, and spiritual stimulation social development. So that kindergarten children can grow and develop optimally (Huliyah, 2016). The fundamental development that occurs in early childhood is known as the Golden Age. The golden age is a golden period in children at the beginning of their life, namely at the age of 0-6. At this time, the formation of intelligence in the brain occurs reaches about 80%. While at the age of 6 years and over to old age, only about 20% (Rahelly, 2018).

Learning activities in early childhood are not the same as adult learning carried out with full awareness or according to their needs. Early childhood learns by exploring the environment, voluntarily building knowledge, or playing. As stated in the 2013 PAUD curriculum, PAUD materials and activities have the concept of playing while learning, meaning that all activities are carried out with pleasure and without coercion. Thus, the exercises can optimize children's development to create or build knowledge spiritually, linguistically, cognitively, physically, motor, socio-emotional and artistic.

PAUD is education that is held before the basic education level. As stated in the Government Regulation of the Republic of Indonesia Number 27 of 1990 Chapter 1 Article 1 says that preschool education (TK) is education to assist the physical and spiritual growth and

development of students outside the family environment before entering primary education, which is held in the school education pathway or in the way of out-of-school teaching. PAUD can be organized through formal, non-formal, and informal education channels. PAUD in formal education consists of Kindergarten (TK), Raudatul Athfal (RA), or other equivalent forms. At the same time, PAUD in non-formal education consists of Play Groups (KB), Child Care Parks (TPA), or other comparable forms (Tahir, Ismawati, Rismayani, Nurhikmah, & Syaroh, 2018).

In his journal Musyarofah, Hurlock revealed that children who attend kindergarten education would be able to make better social adjustments compared to children who do not (Musyarofah, 2017). This is reinforced by Law Number 20 of 2003, where Kindergarten (TK), part of the Indonesian National Education System, is considered a place of learning meaningful for the primary attachment of kindergarten children's education. Kindergarten education is a time to help children prepare for physical and spiritual development and growth before entering further education.

However, in reality, the assumption that education can only start at elementary school age (7 years) or kindergarten (4-6 years) is not valid because children's education can begin from when the child is born, even while in the womb. Therefore, efforts should be made to direct children to be good and right since the baby is still in the womb. The existence of Kindergarten education aims to shape children into quality individuals and help prepare children to achieve learning readiness in school.

An educational institution is said to be successful if it can well realize its educational and learning objectives. One effort that can be made to make it happen is through the preparation of curriculum management. According to G.R Terry (Damayanti, Rahayu, & Juita, 2022), management is a unique process consisting of planning, organizing, implementing, and monitoring carried out to determine and achieve predetermined targets through the use of human resources and others. Meanwhile, the curriculum is a guideline for planning a comprehensive learning program that contains all learning experiences and learning materials adapted to the stages of child development that will be provided through the learning process inside or outside school, which is still under the supervision of the school (Rahmi & Chairul, 2021). The curriculum plays a role in achieving educational goals, namely having a conservative, creative, critical, and

evaluative role. Each curriculum reflects society's wishes, ideals, demands, and needs (Triwiyanto, 2021).

Curriculum management is a cooperative, comprehensive, and systematic curriculum management system to realize the achievement of curriculum goals (Nasbi, 2017). Curriculum management must be implemented and developed in the context of school-based leadership and the curriculum used. Therefore, educational institutions or schools are expected to manage the curriculum independently by prioritizing the needs and achievement of targets according to the school's vision and mission without ignoring the national policies that have been set. Utami added that with curriculum management, curriculum results would be more effective, efficient, and optimal in empowering various sources and curriculum components, as well as cooperative, comprehensive, systemic, and systematic management to realize the achievement of curriculum objectives (Utami, 2018).

Haudi reveals that good school management, maximum use of learning resources, and fulfilment of learning media are resources that can support the success of curriculum implementation (Haudi, 2021). The principle of curriculum management is to improve the quality of learning so that it runs smoothly in achieving student goals and to encourage teachers to improve learning strategies with students optimally (Ikhwan, 2019).

Educational institutions, in implementing the curriculum, must carry out four stages. These stages include (Septiani, 2018): 1) Planning stage. At this stage, the curriculum needs to be translated into lesson plans. 2) The stage of organizing and coordinating. At this stage, the principal arranges the division of teaching tasks, the preparation of lesson schedules, and the program of extracurricular activities. 3) Implementation phase. At this stage, the principal supervises to help teachers find and overcome their difficulties. 4) Control stage. At this stage, at least two aspects need to be considered, namely the type of evaluation associated with its objectives and the use of the evaluation results. At this stage, the principal needs to remind the teacher that assessment has a dual purpose: knowing the achievement of specific learning objectives and the difficulties students face.

Applying the curriculum in Kindergarten Education can help kindergarten children reach their stages of development. Therefore, this stage must be carefully planned to effectively and efficiently achieve educational goals. In Permendiknas Number 58 of 2009, the government sets standards for early childhood education, including

standards for the level of achievement of kindergarten children aged 0-6 years. In this regulation, Kindergarten educational institutions are given the freedom to develop their learning programs. According to the Regulation of the Minister of Education and Culture Number 146 of 2014, the structure of the formal PAUD curriculum includes child development programs. This regulation explains that the standard Early Childhood Education Curriculum Structure (PAUD) contains programs to develop religious and moral values, physical-motor, cognitive, language, socio-emotional, and artistic.

Based on the Permendiknas above, TK 'Aisyiyah Bustanul Athfal 42 Ciputat has developed a learning program tailored to the school's needs. The curriculum applied in this school does not only contain elements of six aspects of development but also includes elements of Muhammadiyah and 'Aisyiyahan in every lesson because this institution is under the auspices of Muhammadiyah and 'Aisyiyah organizations. This is reflected in the syllabus of subjects presented as an inseparable unit with issues that support other aspects of development.

## **Method**

The type of research used in this study is descriptive with a qualitative approach. Sources of data used are primary and secondary. The primary data source was obtained from the source directly, namely information from the Principal of the Kindergarten 'Aisyiyah Bustanul Athfal 42 Ciputat. While secondary data sources are obtained from existing data and are related to the problems studied, such as the 2013 Curriculum document and other complementary documents related to the Curriculum.

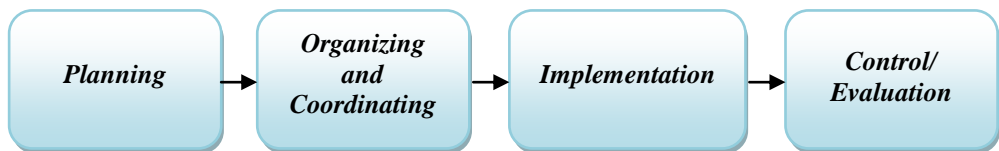
Data collection techniques used in this study were interviews, observation, and documentation. Word is done by observing the implementation of curriculum management directly. The interview technique was carried out through a question and answer process with the principal of the TK 'Aisyiyah Bustanul Athfal 42 Ciputat. Then the documentation technique is carried out to perpetuate curriculum management activities. At the same time, the data analysis techniques used in this research are Data Reduction, Data Presentation, and Conclusion Drawing/Verification. The location chosen in this study is TK 'Aisyiyah Bustanul Athfal 42 Ciputat, located at Jalan Pemuda Blok Bola Number 13 Ciputat. This study aimed to determine how

curriculum management is implemented in this school (Ikhwan, 2021a).

## Result and Discussion

### *Curriculum Management at 'Aisyiyah Bustanul Athfal 42 Kindergarten, Ciputat*

Based on the results of interviews conducted by researchers with Mrs Latifah, she revealed that the implementation of curriculum management at 'Aisyiyah Bustanul Athfal 42 Kindergarten Ciputat went through several stages, namely as follows:



*Chart 1. Implementation of curriculum management in 'Aisyiyah Bustanul Athfal 42 Kindergarten Ciputat*

First, the Planning stage consists of (1) curriculum development, where school development activities must pay attention to the educational objectives of Kindergarten and 2013 Curriculum; and (2) the preparation of learning programs, which consist of the preparation of daily activity programs, weekly activity programs, semester activity programs, and annual activity programs. Second, the Organizing and Coordination stage consists of (1) the division of teaching tasks and the preparation of a schedule consisting of a learning activity schedule, a teaching schedule, and a school program implementation schedule; and (2) the determination of the duration of the learning load that is adjusted to the standard time of learning for kindergarten children for one week. Third, the Implementation stage consists of (1) teaching and learning activities, which consist of opening activities, core activities, and closing activities; and (2) the highlight of the theme, which is held when each theme is finished and this activity also involves parents to provide support. Fourth, the Control/Evaluation stage, which consists of (1) the implementation of observations, where this activity is carried out periodically and on a scheduled basis; (2) follow-up on the results of individual and group observations through meeting activities; and (3) evaluation of student learning outcomes is an assessment of student learning outcomes and is carried out by teachers.

### *1. Planning*

The planning stage is preparing a series of decisions to take future actions directed at achieving goals optimally (Rusdiana & Ratnawulan, 2022). Meanwhile, Huda revealed that curriculum planning is a complex social process and requires various types of decision-making, so there is a need for discussion and coordination regarding the process of using models related to aspects of curriculum presentation (Huda, 2017). The planning is expected to motivate the implementation of the education system to achieve optimal results.

Based on the observations made by researchers, 'Aisyiyah Kindergarten Bustanul Athfal 42 Ciputat implemented a particular 2013 curriculum for Kindergarten 'Aisyiyah, which was integrated with Islamic education, Muhammadiyah, and Aisyiyah education. The 2013 curriculum is a curriculum oriented toward improving and balancing attitudes, skills, and knowledge (Fussalam & Elmiati, 2018). The 2013 curriculum, as regulated in SISDIKNAS, emphasises thinking competencies that focus on attitudes, skills, and learning (Kusyairi, Sartika, Hidayah, Hartati, & Nurhidayat, 2018).

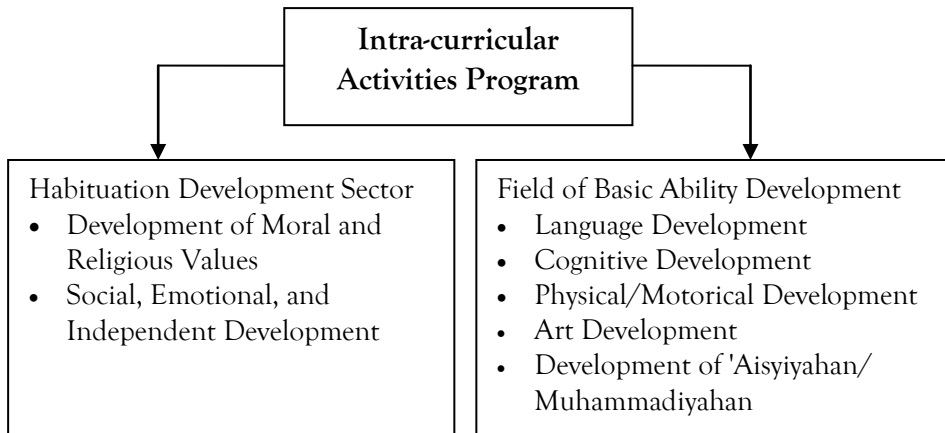
The implementation of the 2013 curriculum and the program of activities carried out at this school are determined based on the conclusions of the meeting at the beginning of each new academic year which is attended by the Branch Manager of 'Aisyiyah Ciputat Timur, the Principal, and all teachers of Aisyiyah Bustanul Athfal 42 Ciputat Kindergarten, where this decision is adjusted to school needs.

The curriculum in Kindergarten education has another name, namely the Learning Activity Program (PKB). The program of activities carried out at TK 'Aisyiyah Bustanul Athfal 42 Ciputat refers to the Regulation of the Minister of National Education (Permendiknas) RI Number 58 of 2009 concerning Standards for Early Childhood Education (PAUD). Based on the results of interviews conducted by researchers with Mrs Latifah as the Principal, it was revealed that the learning activity program at 'Aisyiyah 42 Kindergarten Ciputat includes two activity programs, namely the intra-curricular activity program and the extracurricular activity program. The scope of the two programs includes:

a. Intra-curricular Activities Program

Intra-curricular is the process of teaching and learning activities carried out by schools by following the curriculum program structure contained in the syllabus (Rahmawati, 2021). In other words, the intra-curricular program is the main program that is carried out using

the time allocation that has been determined in the structure of the learning program carried out by a level of education. The program of intra-curricular activities in this school is structured based on the target level of achievement of children's growth and development. It is adjusted to the characteristics of 'Aisyiyah Bustanul Athfal 42 Ciputat Kindergarten.



**Chart 2.** *Intra-curricular Activities Program at TK 'Aisyiyah Bustanul Athfal 42 Ciputat*

This activity program consists of 6 scopes of development plus the development of 'Aisyiyahan/Muhammadiyah':

- 1) Habituation Development Sector
  - a) Development of Moral and Religious Values. From the aspect of moral development and religious values, it is expected to increase children's faith and devotion to God Almighty and foster basic attitudes to becoming good citizens. Activities that cover aspects of this development include actions of Dhuha prayer, memorizing short letters, memorizing short hadiths, memorizing daily prayers, religious poetry, religious knowledge, and planting Islamic characters.
  - b) Social, Emotional, and Independent Development. From the aspect of social development and independence, it is expected to be able to foster children so that they can control their emotions well and can interact with each other well and can hone their abilities to be more capable and skilled. Activities covering this development aspect include marching, group play activities, planting and strengthening a sense of responsibility, and queuing culture.



2) Field of Basic Ability Development

- a) Language Development. This aspect of development aims to make children brave and able to express their thoughts through simple language that is conveyed appropriately, ability to communicate effectively, and arouse interest in being able to speak good and correct Indonesian. Activities that cover this developmental aspect include learning activities that emphasize children to be more active and dare to talk about their experiences in public, communicate with others using good and correct language and express what they feel to others.
- b) Cognitive Development. This aspect of development aims to improve children's thinking skills so that they can understand and process learning outcomes, can find various alternative problem-solving, help children develop mathematical logic skills and knowledge of space and time, and can sort, classify and prepare themselves to develop thinking skills with care. Activities that cover this developmental aspect include the introduction of geometric shapes and numbers, simple addition, experimental activities, exploration activities, and others.
- c) Physical/Motorical Development. This development aspect aims to introduce and train good gross motion and coordination in kindergarten children and improve body skills through a healthy lifestyle to support strong, healthy, and skilled physical growth. Activities that cover this developmental aspect include crocheting, folding, cutting, jumping, running, tiptoeing, rhythmic gymnastics, and others.
- d) Art Development. This aspect of development aims so that children can create something based on the results of their imagination, develop sensitivity and be able to appreciate creative works of art. Activities that cover this developmental aspect include dancing, singing, drawing, colouring, creating shapes using used goods, and others.
- e) Development of 'Aisiyahan/Muhammadiyah. This aspect of development aims so that children can know the meaning of 'Aisiyah and Muhammadiyah, their history, recognize their symbols, flags, founders and origins of their emergence, their charities, education levels in 'Aisiyah and Muhammadiyah, and others.

Each of the above development programs consists of several indicators of the essential abilities that children want to achieve. In implementing learning activities, every basic knowledge taught in class is adjusted to the theme that took place at that time. This theme is then elaborated into several sub-themes to be more specific or specific. The sub-themes are selected and determined based on an agreement with the teacher team by taking into account the child's environment, learning preferences, and interests and adjusting to the availability of learning facilities and infrastructure. The use of themes can be a place that can integrate all content or early childhood learning materials. The learning materials in question are mathematics, science, social studies, language, literacy, and art for early childhood. Using themes in learning can create teaching and learning conditions that are more meaningful (meaning complete), engaging, and fun. It can enrich the experience and improve the development of children's vocabulary.

b. Extracurricular Activities Program

Extracurricular activities are educational activities outside of subjects and counselling services to assist the development of students according to their needs, potential talents, and interests through activities specifically organized by capable and authorized educators and education personnel in schools/madrasahs (Nuryanto, 2017). Mrs Latifah as the Principal of the TK 'Aisyiyah Bustanul Athfal 42 Ciputat, said that the extracurricular activities carried out at this school include 1) Drum Band, 2) Painting, 3) Swimming, 4) Bilingual classes, and 5) Dancing. The following is the schedule for the implementation of extracurricular activities:

**Table 1. Schedule of extracurricular activities**

No	Extracurricular Activities	Date and Time
1	English Class	Tuesday (08.30 - 09.30)
2	Drum Band	Wednesday (08.00 - 09.00)
3	Painting	Thursday (08.30 - 09.30)
4	Swimming	Last Friday of Every Month
5	Dancing	Even Semester

Especially for extracurricular activities, the implementation involves teachers from outside the school who are experts in their fields. This extracurricular activity was attended by all kindergarten children of 'Aisyiyah 42 Kindergarten in Ciputat, accompanied by their respective homeroom teachers.

At this planning stage, teachers and school principals also prepare a Learning Implementation Plan (RPP), a semester program, and an annual program that will be implemented next year. Mrs Latifah added that the annual activity program at 'Aisyiyah Bustanul Athfal 42 Ciputat Kindergarten carried out various activities, which included: 1) Professional Visits, 2) Field Trips, 3) Parenting activities with parents, 4) Health Check-ups and Child Development, 5) Donations for Orphans, 6) Hajj rituals, 7) Porcelain activities, 8) August 17th Contest, 9) Ramadan Prayers, 10) Sacrificial Animal Slaughter Activities, 11) Market Day, etc. The program is extensive, so it requires careful preparation. Preparation is carried out in the form of annual activity planning involving all school personnel such as principals, teachers, students, school committees, and all parents).

## ***2. Organizing and Coordinating***

Organizing the curriculum is how the curriculum is implemented in an organized and professional manner with a clear organizational structure so that the implementation of the curriculum is what has been planned and can run as expected (Ya'coub & Afif, 2021). Curriculum organization is closely related to the arrangement of subject matter in the curriculum, while the sources of learning materials in the curriculum are: Development of Moral and Religious Values; Social, Emotional, and Independent Development; Language Development; Cognitive Development; Physical/Motorical Development; Art Development; and Development of 'Aisyiyahan/Muhammadiyah.

At this stage, the Principal coordinates the planning results with all teachers of 'Aisyiyah 42 Ciputat Kindergarten through an internal meeting before implementing teaching and learning activities for the new school year. Teachers are given prior direction regarding the implementation of the curriculum used in the next year, what approach to use, what programs will be implemented (semester program schedule and annual activity program), teaching and learning activity schedule, and teacher work schedule (picket schedule and teaching schedule).

Learning activity schedules at TK 'Aisyiyah Bustanul Athfal 42 Ciputat are held every Monday - Friday. Learning activities from Monday to Thursday are carried out from 07.30-11.00; on Fridays, lessons are held from 07.30 to 10.00. While the teaching schedule is every Monday-Friday from 07.00-13.00.

Then, Mrs Latifah added that the school program implementation schedule Professional Visits, Field Trips, Parenting activities with parents, Health Check-ups and Child Development, Donations for Orphans, Hajj rituals, Porseni activities, August 17th Contest, etc., to be carried out during the certain months. This program is carried out on an ongoing basis and adapted to the previously determined learning materials or themes. In comparison, the schedule for the implementation of the semester program is adjusted to the theme/material being studied by kindergarten children. The form of activities also changed to the creativity of each class teacher and the interests and talents of the kindergarten children in each class.

### ***3. Implementation***

Hamalik, of his journal Lazwardi, states that curriculum implementation is the application or implementation of curriculum programs that have been developed in the previous stage, then tested with implementation and management by constantly making adjustments to the field situation and the characteristics of students, both intellectual, emotional, and physical development (Lazwardi, 2017).

At this stage, the principal and teachers carry out what has been planned and prepared. Before the teaching and learning activities begin, the teacher welcomes the kindergarten children TK 'Aisyiyah Bustanul Athfal 42 Ciputat at the gate from 07.00-07.30. Then the bell rang to signal the start of the lesson. Before going to class, the kindergarten children first lined up in the schoolyard to sing and follow the ice-breaking led by the teacher, intending to make the kindergarten children more disciplined and more orderly and create a pleasant atmosphere before they started learning. Then the kindergarten children carry out the Duha prayer and read and pray together, followed by memorizing short letters, short hadiths, daily devotions, songs, and religious verses.

Furthermore, after the Duha prayer, the kindergarten children went to their respective classes to carry out the first hour of Teaching and Learning Activities (KBM) for approximately 60 minutes. After the first hour of the teaching and learning process, the children were given a break to eat and play for about 30 minutes. And then continued with the second hour of the KBM process, which lasted for about 60 minutes. After the teaching and learning activities, the children are ready to pray together and go home. The learning carried out in the first and second hours is adjusted to the themes and sub-

themes taught by the curriculum at TK 'Aisyiyah Bustanul Athfal 42 Ciputat.

Teaching and learning activities carried out in this school use the Student-Centered Approach learning model, which includes various child-centred learning activities. While the learning approach chosen is the Student-Centered Approach, a learning concept that uses early childhood as the subject of learning. The Student-Centered Learning approach is a learning model that places students at the centre of the learning process (Millah, 2015). Using the Student-Centered Approach, kindergarten children will be actively involved in every learning process both physically and mentally because they get various learning experiences by seeing, hearing, and working directly/direct practice (learning by doing).

In this case, the teacher does not only act as a teacher, but the teacher is also required to be a motivator, facilitator, and innovator. So far, the student-centred learning approach has been well implemented in this school, where teachers are not only good at teaching kindergarten children in front of the class but are also actively involved in helping them solve every problem they face by continuously providing motivation and innovation in the learning process.

The best learning process in kindergarten is actively involving kindergarten children in understanding the material. The ultimate goal to be achieved from the development based on the Student-Centered Approach is all aspects of kindergarten children's story, thus learning success is measured in various ways, for example, by evaluating the process, the work of kindergarten children, performances, recordings, observations, interviews, and others. Then encourage them to be actively involved in building knowledge, attitudes, and behaviour (Trinova, 2013).

#### **4. Control/Evaluation**

After the three stages of curriculum management are implementation, the next stage is control/evaluation. According to Halimah (Rasmani et al., 2021), supervision is the process of maintaining a job, whether the work runs smoothly and the results are to the plans and expectations, or there are obstacles in the implementation of the work that must be corrected. In comparison, the curriculum evaluation is carried out to determine the curriculum's success. This evaluation is carried out if there are errors and

deficiencies in the curriculum implementation (Parozak & Rosita, 2019).

At the control stage, the principal supervises each class to control the teaching and learning process implementation. Curriculum supervision is collecting information based on precise, accurate, and complete data about the curriculum implementation within a certain period by expert observers to address problems in the curriculum (Ma'arif, 2020). This is done so that the learning objectives are by the educational goals that have been planned. This supervision activity is carried out every three months. At the same time, evaluation is carried out once a week on Fridays after teaching and learning activities are completed. This evaluation activity aims to analyze the problems encountered during the curriculum implementation process so that solutions can be found together for the following procedure.

At this evaluation stage, the principal openly accepts criticism and suggestions from all teachers that lead to improvements in the implementation of learning that has been carried out for one week. The principal also does not close himself to accepting solutions from teachers who are more experienced in dealing with the diversity of characteristics of kindergarten children if there are problems during the learning process. During the evaluation, it is hoped that the learning activities in the following week will be better than before. Teachers also expected to be able to learn from the problems they faced previously to become better individuals.

### ***Benefits of Curriculum Management***

The implementation of curriculum management has a good impact on the planning of educational goals. Based on the research that has been done on curriculum management conducted at TK 'Aisyiyah Bustanul Athfal 42 Ciputat, the researchers can conclude the perceived benefits of implementing curriculum management, which include: 1) with curriculum management, the use of existing resources in schools can be utilized to the fullest, 2) with planning for intra-curricular and extracurricular activities programs that are adapted to the curriculum, kindergarten children get the opportunity to achieve maximum results in the learning process, 3 ) increase the level of effectiveness of teachers' teaching performance and kindergarten children's activities so that they are expected to be able to achieve the desired learning objectives, and 4) increase efficiency and effectiveness in the teaching and learning process because it has been planned.

## Conclusion

Based on the research results, it can be concluded that TK 'Aisyiyah Bustanul Athfal 42 Ciputat applies the 2013 curriculum in its learning by using a student-centred approach. While in curriculum management, there are several steps taken by the principal of TK 'Aisyiyah Bustanul Athfal 42 Ciputat, namely: 1) Planning in learning, which consists of curriculum development and preparation of learning programs; 2) Organizing and Coordinating, which consists of ; 3) Implementation of learning, consists of teaching and learning activities and the highlight of the theme; and 4) Control/Evaluation, consists of the implementation of observations, follow-up on the results of individual and group observations, and evaluation of student learning outcomes.

The benefits of implementing curriculum management in this school include: 1) with curriculum management, the use of existing resources in schools can be utilised to the fullest, 2) with planning for intra-curricular and extracurricular activities programs that are adapted to the curriculum, kindergarten children get the opportunity to achieve maximum results in the learning process, 3 ) increase the level of effectiveness of teachers' teaching performance and kindergarten children's activities so that they are expected to be able to achieve the desired learning objectives, and 4) increase efficiency and effectiveness in the teaching and learning process because it has been planned.

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