Curriculum Development Model: The Prospect of Schools Cultivating Language Skills of Early Childhood Students

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Curriculum Development Model: The Prospect of Schools Cultivating Language Skills of Early Childhood Students

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Abstract

This study aims to determine the curriculum development model used to develop language skills in early childhood at Namira Kraksaan Kindergarten. This study uses a qualitative approach with a case study type of research. This research is located at Namira Kindergarten, Kraksaan, Probolinggo. The technique of data collection was through 2 instruments, namely observation and interview, which were conducted with 4 informants (the principal, Deputy Head of Curriculum, and homeroom teacher for grades A and B). The data analysis technique uses the Interactive Model with data reduction activities, data presentation, and drawing conclusions. Data validity with source and technique triangulation process. The results showed that the model used by Namira Kraksaan Kindergarten in developing language and literacy curriculum for early childhood students was a grassroots model or a bottom-up approach. This development model takes several steps, namely need assessment, review of the curriculum used, identification of problems, democratic problem solving, curriculum planning and formulation of a new curriculum. Competence and indicators of achieving competence in the new curriculum are aimed at stimulating aspects of children's language development in accordance with the characteristics and demands of the times. Therefore, with the curriculum development model presented by the school, it shapes the language and literacy development of preschool children, which begins with the development of listening and speaking and then gradually leads to the development of children's literacy.

Keywords : *Curriculum development model, language skills, early childhood*

Abstrak : Tujuan penelitian ini untuk mengetahui model pengembangan kurikulum dalam mengembangkan kemampuan berbahasa pada anak usia dini di TK Namira Kraksaan. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Penelitian ini berlokasi di TK Namira Patokan, Kraksaan, Probolinggo. Teknik pengumpulan data melalui 2 instrumen, yaitu observasi, dan wawancara yang dilakukan kepada 4 informan (kepala sekolah, Waka Kurikulum, wali kelas A dan B). Teknik analisis data menggunakan Model Interaktif dengan kegiatan reduksi data, penyajian data, dan penarikan kesimpulan. Keabsahan data dengan proses triangulasi sumber dan teknik. Hasil menunjukkan model yang digunakan TK Namira Kraksaan dalam mengembangkan kurikulum pada mata pelajaran bahasa dan literasi siswa early childhood yakni model *grass-roots* atau dengan pendekatan *buttom up*. Model pengembangan ini menempuh beberapa langkah yaitu need assessment, review kurikulum yang digunakan, identifikasi masalah, pemecahan masalah secara demokratis, perencanaan kurikulum dan perumusan kurikulum baru. Kompetensi dan indikator pencapaian kompetensi dalam kurikulum baru ditujukan untuk merangsang aspek perkembangan bahasa anak sesuai dengan karakteristik dan tuntutan zaman. Oleh karena itu, dengan model pengembangan kurikulum yang dihadirkan oleh pihak sekolah membentuk perkembangan bahasa dan literasi anak prasekolah yang

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diawali dengan perkembangan mendengar dan berbicara kemudian secara bertahap bermuara pada perkembangan literasi anak.

Kata kunci : Model pengembangan kurikulum, kemampuan berbahasa, anak usia dini

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INTRODUCTION

The curriculum holds a key position in education because it relates to the direction, content and process of education, which ultimately determines the types and qualifications of graduates of an educational institution (Junaidin et al., 2022). The teacher is one of the individuals who plays an important role in how the curriculum is implemented in a school. Teachers are actively involved in creating, managing, and evaluating curriculum to ensure that learning runs smoothly and meets predetermined goals. They are the cornerstone of educational success (Apsari, 2017). Even though science has advanced relatively quickly, it does not mean that the role of the teacher is reduced. In fact, the results of this technology will add to the workload that must be borne by the instructor. Therefore, in the midst of today's technological advances and globalization, teachers, a major player in education, must fulfil their responsibilities as professional educators and, of course, as curriculum developers (Lhorita Retno Ardhiyant & Kurniawan, 2020).

People from various social backgrounds. To prepare children for life, the curriculum must be prepared to overcome these differences by identifying them and offering them various alternative choices (Khuntia & Barik, 2019). Curriculum development and design at various levels of education in Indonesia requires all parties involved in curriculum development to have an adequate understanding of the curriculum (Alawiyah, 2018). One form of the national education agreement is implementing *education for all,* where education practitioners need to organize education at every level of education, which includes *learning to know, learning to do, learning to be, and learning to live together*. Curriculum development is an idea, assumption, or principle that becomes the basis or starting point in developing the curriculum (Baharun & Adhimiy, 2018).

Curriculum development is a curriculum planning process in order to produce a broad and more specific curriculum plan. This process relates to the selection and organization of the various components of teaching and learning situations, including setting a schedule for organizing the curriculum and specifying suggested goals, subjects, activities, resources, and measuring devices. Curriculum development refers to the creation of unit resources, unit plans, and other curriculum lesson lines to facilitate teaching and learning (Marisa, 2021). If translated, there are at least four components of the curriculum, namely: objectives, content, learning materials (materials), learning activities and evaluation/assessment. The four components are one unit, each of which must have suitability or relevance, whether it is the suitability between the curriculum and the demands, needs, conditions and developments of society or the suitability between the components of the curriculum. Such as content according to goals, process according to content and goals so does evaluation/assessment according to process, content and goals (Aslan & Aybek, 2019).

Curriculum as an educational program that has been planned has an important role in education. Asmara et al. (2020) revealed that there are at least three main roles of the curriculum in education, namely: 1) Conservative role, namely transmitting and interpreting social heritage to the younger generation; 2) Critical or evaluative role, namely assessing, selecting cultural elements to be inherited. 3) The creative role, namely creating and compiling something new according to the needs of the present and the future in society.

From the description above, Mimin (2022) emphasized that the curriculum created in an educational institution must be able to understand the noble ideals that exist in society. This is important work to do. To prevent these grand ideals from being eroded by shifting eras and carefully selected foreign cultures. In order for these noble values to be easily accepted by students, the curriculum must be creative and not monotonous. So, Baharun et al. (2021) explained in their research that in a fast-paced life, thanks to the development of science and technology, the curriculum must be able to carry out its functions properly by being able to help students adapt and adapt themselves to the environment.

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One form of early childhood being able to adapt to their environment is by looking at their language skills (Permana et al., 2020). The purpose of pre-school education is a level of education that demands and trains children to have provisions in developing their language skills. The development of children's language skills includes the development of aspects of listening, speaking, writing and reading. So, the role of the curriculum for early childhood includes being a means to develop language (Shariq, 2020). The reason is in early childhood; language skills are used for thinking, a means for listening, a means for speaking and a means for children to be able to read and writing (Huda, 2017).

One of the needs to develop early childhood language skills is by developing a curriculum. Namira Kraksaan Kindergarten is a pre-school level of education which is expected to be a strong foundation for maximizing the abilities of early childhood so that they are able to live independently and benefit their environment. Guidance and education programs must be designed and planned to be implemented carefully according to the characteristics of the child. But in fact, the condition of language skills with the 3013 curriculum does not involve the teacher in making the curriculum. Not only that, the difficulties that teachers understand regarding the concepts and approaches proclaimed by the government in the curriculum make teachers mentally and cognitively unprepared and teachers less creative in preparing their lesson plans. This is what makes the teacher unable to see the needs and problems of language skills that arise in children, so that the teacher is also unable to overcome and improve learning conditions in accordance with learning objectives.

In addition, children's language skills are not good at recognizing letters, are not precise, and are not fluent in pronunciation, and children are less active in the ability to process words such as conjunctions, prepositions, and time. In conditions like this, children cannot convey ideas and opinions and lack confidence in writing what they hear. Supposedly, learning in early childhood is held in an interactive, fun and motivating way for children to interact actively with teachers. Therefore it is necessary to develop an appropriate curriculum to develop children's language skills. Having a model for developing curricula can lead to greater efficiency and productivity. By examining models for curriculum development, teachers can analyze the important phases of the development process. Of course, again, the curriculum development model designed by the teacher becomes a *bottom-up model;* that is, it is prepared by the institution/school to adapt the curriculum to the needs and language problems of children.

Research by Sitorus et al. (2023) explains that the curriculum development model comes from the bottom up usually because it is driven by the results of experience felt by the school and the teacher. This is due to the fact that the current curriculum is perceived as having some problems or incompatibility with the needs and potential available in the field. The principal, as the leader of the administration team, can also assist teachers in assisting the development of this model curriculum. It can be seen that the development of this model is highly dependent on cooperation between educators, school principals, even between schools. Meanwhile, Juanda (2018) emphasizes that the curriculum must be dynamic so that the actual curriculum is able to develop students' talents by integrating natural sciences and religious sciences. The curriculum must also be adaptive to the development of science and technology; education practitioners must re-actualize curriculum development in a visionary manner.

Apparently, studies on curriculum development have been carried out before. However, studies on curriculum development models that are adapted to the demands of developing children's abilities have not been found before. This is a difference and a new side of this research. This study reached a differentiation which suggests that the curriculum development model used is a function of adjustment to the needs of children's language skills. Furthermore, this research also has an interesting side which suggests the *bottom-up role* (the school side), such as the principal, teacher, and stakeholders as the movers and

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directors in formulating curriculum development for early childhood. This is certainly a novelty in curriculum development that prioritizes educational concepts and goals that are able to lead to children's language skills that make it easier for them to adapt and socialize with the environment from an early age.

Identification of the problems and phenomena above has made the research focus to examine the form of the model used by Namira Patokan Kindergarten in developing the curriculum as an effort to develop children's language skills. So, the purpose of this study was to find out the form of the curriculum development model in developing early childhood language skills at Namira Kraksaan Kindergarten.

RESEARCH METHODS

This study uses a qualitative approach with a case study type of research. This research is limited to efforts to reveal a problem and facts of the situation so that it is only a disclosure of facts by analyzing data in the form of written or oral words from people from the observed behaviour. Namira Kindergarten is located on Jl. Psnglima Sudirman No. 170, Patokan, Kraksaan, Probolinggo. The data collection technique for this study used 2 instruments, namely observation guidelines and interview guidelines. The sources in this study amounted to 4 informants consisting of school principals, Waka Curriculum, and homeroom teachers for grades A and B Namira Kindergarten. The data analysis technique uses the Miles and Huberman Interactive Model with activities of data reduction, *display* (data presentation), and conclusion drawing/verification. Data reduction was a continuous stage as the research implementation progressed. Intended to further sharpen, classify, direct, discard data not needed and organize it. *Data Presentation* is a set of structured information that gives the possibility of existence, drawing conclusions, and taking action. By looking closely at the presentation of the data, researchers easier to understand what happened and what to do. data form presented can be in the form of charts, brief descriptions, graphs, charts or tables. *Drawing Conclusions/Verification*, based on the data that has been reduced and presented, the researcher draws the following conclusions supported by strong evidence at the data collection stage. The conclusion is the answer to the formulation of problems and questions that have been expressed by researchers since the beginning.Data validity with source and technique triangulation process.

RESULTS AND DISCUSSION

Language can be interpreted as a system of signs, both spoken and written. Language is a communication system between humans. Language includes verbal communication and nonverbal communication (Nurlaeni & Juniarti, 2019). Languages can be learned regularly depending on the maturity and learning opportunities one has. Language is a tool for learning other knowledge. Before he learns other knowledge, he needs to use language in order to get a good understanding (Mulqiah et al., 2017). With language, children can develop skills in the fields of sound pronunciation, writing, and reading which strongly supports literacy skills at a higher level. At the age of 6 years, a child usually speaks 2600 words and understands more than 20,000 words. Language is the ability to communicate by conveying a series of symbols to think and interact with others (Oktaviani et al., 2021).

Language development in children occurs from birth and is continuous. In its development, language has five types of knowledge and skills that need to be mastered by children. The five knowledges are oral/verbal language, *print awareness* (sensitivity to pictures and writing), knowledge of books, knowledge of letters, and sensitivity to sound (*phonological awareness*). (Nofita Anggraini, 2020) .

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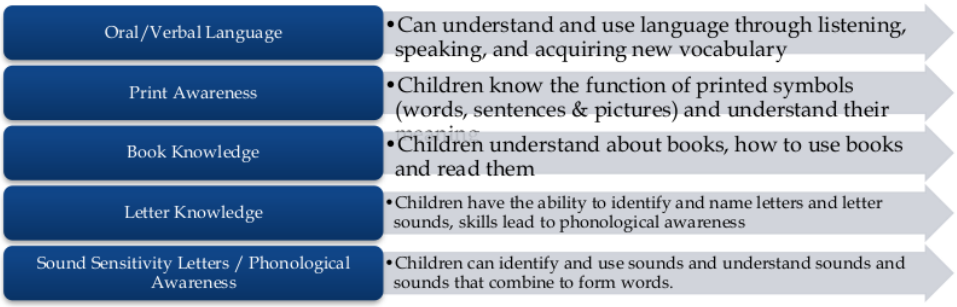

Figure 1. Knowledge and Skills that Children Need to Master

The desire to develop children's knowledge and skills is driven by the results of the experiences felt by the school or Namira Kindergarten teachers, where it is felt that the ongoing curriculum has several problems or is not in accordance with the needs and potential of the child. Thus, efforts to change the concept of teacher learning are then implemented in the form of curriculum development in language subjects and children's literacy. Because curriculum development departs from schools or teachers, the curriculum development model used is the *grass-roots model* or the *bottom-up approach.*

Grassroots model curriculum can be carried out in the overall curriculum development (whole curriculum), as well as the development of only certain aspects (Hill et al., 2020). For example, development for a particular subject or group of subjects, development of learning methods and strategies, development of vision and mission and goals, and so on (Juanda, 2018). Curriculum development using both the *top-down approach* and the *grassroots approach* can technically be carried out on the curriculum as a whole (whole curriculum) or only with respect to certain parts or aspects according to needs (Sitorus et al., 2023).

In accordance with its urgency relevance, this curriculum development model is only prepared for language and literacy subjects. Of course, the presence of the teacher is a driver of change and development of this curriculum. This means that the curriculum is prepared or made by teachers, educational professionals, and school principals according to the context of the needs of schools or students who are based on a democratic spirit (working in an intimate, harmonious and responsible way) in making curriculum decisions. To see the preparation of the curriculum development model carried out by Namira Kindergarten teachers in language and literacy subjects, the following 5 stages are presented in its preparation.

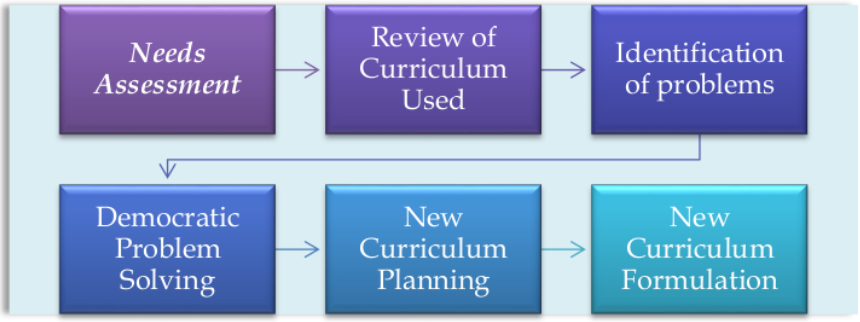

Figure 2. Curriculum Development Compilation Process

Needs Assessment

Needs assessment, namely the step of curriculum planners (teachers) conducting a needs analysis (tracking) of the various needs needed by students as subjects and objects of

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education (Fajri, 2019). One of the essential needs of students is mastery of standard knowledge and language skills (oral/verbal language, *print awareness*, knowledge of books, knowledge of letters, and *phonological awareness*) (Supriyoko et al., 2022). As stated by Waka Kruikulum (Nurul Aini's mother) that this needs analysis is a material consideration for improving students' language skills in the future. For example, the needs of students at the next level of education (elementary schools) who must be able to prioritize thinking and critical analysis of learning.

The purpose of this needs analysis is to determine the profiles and competencies of graduates. Students with good language skills will easily adapt and adjust to a new learning environment with confidence and courage in carrying out any learning activity. This philosophical question becomes material for teachers' thoughts as curriculum developers before determining the *actual curriculum that will be implemented for* students.

Curriculum currently in use

One of the teacher's obligations in curriculum development at Namira Kindergarten is to carry out a "Curriculum Review" of the current curriculum. This study resulted in issues such as whether the implied curriculum structure has good language knowledge and literacy values for students, what obstacles the teacher feels in implementing the curriculum in terms of teaching language to students, whether students experience an increase in language knowledge and skills with curriculum implementation this, and whether there is effectiveness in managing students' language learning culture based on the curriculum used.

Identification of problems

The review that has been carried out resulted in several problem formulations that occurred and were found. For example, the emphasis on learning language and literacy is limited to tasks that are monotonous and do not innovate students' creativity, the development of language skills of students who are only able to read words without being able to process words, as well as more individualistic learning conditions among students. Thus, the curriculum used has not been adapted to the problems that were happening at that time to meet the needs of students.

Mrs. Juma'iyyah as the homeroom teacher of class B, explained that based on the problems that have been identified to determine the competencies that must be possessed by children, it can be done by solving problems actively and more productively. This is the basis for teachers to develop language curricula for students. Existing problems are used as material for formulating policies in the implementation of curriculum development.

Democratic problem solving

Various curriculum problems have emerged, and one of the many curriculum problems is the problem of " *relevance* ". The relevance (fit) between the planned or taught curriculum with the demands and needs of students is said to be incompatible. This means that the learning materials taught by teachers to students are far from related to the needs of teachers, students, and current developments in science and technology. Irrelevance between expectations and reality can lead to "gaps" (contradictions). One indicator of this gap can cause various problems in students' language skills; for example, there is a low level of students' linguistic intelligence.

This phenomenon requires the development of a curriculum that is compiled or created by teachers, education professionals, and school principals in accordance with the context of the needs of schools or students who are based on a democratic spirit (working in an intimate, harmonious and responsible way). Based on this fact, various school elements, especially teachers as curriculum implementers and education policymakers, "must" really think about or formulate curriculum design decisions in a comprehensive manner according to students' needs.

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Curriculum planning

The work of planning curriculum development is not an easy thing, but a very difficult job. Because the wrong curriculum can damage the nation's children and can destroy the nation's future (Alnaji, 2022). Before *curriculum planners* determine a curriculum, it is necessary to understand cultural developments: philosophical, sociological, anthropological, science and technology, religion, and so on. This cultural development is able to provide a strong foundation for curriculum developers so that the resulting curriculum is not only concerned with "*what*" is learned but "who" studies the curriculum. (Afif et al., 2022).

The principal of the Namira Kindergarten (Mrs. Fauziyah) stated that the authorities who plan the curriculum are discipline specialists in determining the most valuable knowledge. The best approach in planning the curriculum is to form a team . The curriculum development team is in charge of language and literacy disciplines for early childhood consisting of all homeroom teachers, Deputy Head of Curriculum, and Principals. Planning for a new curriculum is usually done at the end of the semester, which is also an evaluation of the previously used curriculum.

Formulation of the new curriculum

The new curriculum is in the form of language and literacy subjects that have been selected for their benefits and relevance and are actual in nature, which will be taught to students. The new curriculum needs to be based on the educational pillars outlined by UNESCO, such as: *Learning to know*, *Learning to do*, *Learning to be*, and *Learning to live together* (Wati et al., 2022). Not only that, in developing a curriculum, the new curriculum must have a function. Alexander Inglis states that the curriculum has the following functions: 1) Adjustment function, 2) Integration function, 3) Differentiation function, 4) Preparatory function, 5) Selection function, 6) Diagnostic function (Hunaefi, 2018). So Mrs. Nur Lathifah (homeroom teacher for class A) revealed that the facts in the context of the conditions that occurred in Namira Kindergarten made this curriculum function as an adjustment to the needs and demands of students' knowledge and language skills. The new curriculum in language and student literacy subjects is formulated in the following table:

Table 1. Competency and Competency Achievement Indicators

Aspect	Component
Competence	1. Reconstructing early childhood learning materials from various materials and advance content material meaningfully in the form of themes that stimulate aspects of child development 2. Designing lessons for early childhood based on play theory and games in order to realize appropriate learning Characteristics of 21st-century children 3. Implement appropriate learning for early childhood with the demands of the 21st century
Indicators of Competence Achievement	Able to review early childhood study material based on the concept of language and literacy in a learning in PAUD

According to the table above, it explains that competencies and indicators of achieving competence in the form of curriculum development are intended to stimulate aspects of children's language development according to the characteristics and demands of current developments. In more detail, below is a description of material and language and literacy learning activities for early childhood students.

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Listening and Speaking

The ability to speak will develop if the child has the opportunity to listen. After that, the child also needs to get the opportunity to use language by interacting with other people, both adults and friends (Mceneaney & Morsink, 2022). When a child plays with his friends, he learns to use language contextually or according to the situation and with whom he is speaking (Pistav & Kanmaz, 2021). In this process, the child learns to listen to others and then takes turns speaking. This will also help children to learn to respect other people's ideas (Janicki & Cummings, 2022).

The following are the stages of children's involvement in speaking, namely (1) Observing with children paying attention to the situations that occur around them. (2) Participate with children starting to participate in conversational interactions. (3) Practicing with children practising using language in play situations or being given the opportunity to tell stories or speak. (4) Confidence with children being able to use language according to context independently, for example, showing wishes, and so on.

Read

The stages of developing children's language skills are: *Pre-reading*, namely, the child begins to be sensitive that pictures have messages, and begins to enjoy reading writing; at the same time, the child learns to understand the meaning of writing. *Initial reading*, was children begin to learn the names and sounds of letters. *Reading fluently*, was children begin to recognize words faster and start to enjoy reading writing; at the same time, children learn to understand the meaning of writing. *Sensitivity to books and print awareness*, was children begin to be sensitive to reading, opening books, and reading flow. *Knowledge of alphabet letters* and *reading comprehension.*

Write

The ability to write in children appears along with the development of reading skills. Therefore these two activities are carried out concurrently (Taş & Minaz, 2022). When children write, children try to combine several strokes that have meaning (Sutherland, 2022). The stages of writing in children are: the drawing stage, the scribbling stage, the scribbling stage in the form of letter symbols, the writing stage in random letters, the writing stage based on the sound or spelling heard, and the writing stage based on speech (Suyanto, 2017).

In developing language and literacy activities, class teachers at Namira Kindergarten can use one of the 3 existing approaches. These approaches are (1) Traditional Approach *which* means language learning which places more emphasis on the aspect of repeated training (drilling). (2) Whole *Language*, which means that children learn language through their active role in an environment designed by the teacher and with the help of the teacher as a dynamist and facilitator in language activities. Language activities are designed to be one unit with other daily activities so that children can easily gain an understanding of the language used. This approach is not taught phonics (sounds of letters), but children find the sounds of letters in words themselves. (3) Integration of Balanced Literacy Integrated Skills, which means that children's language experience is obtained by combining the traditional approaches and the whole language.

The development of language and literacy of preschoolers begins with the development of listening and speaking and then gradually leads to the development of children's reading and writing. Therefore this curriculum development formulates activities to stimulate the development of language and literacy in children, with the teacher needing to provide activities that facilitate the four developments, which cannot be separated from one another.

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CONCLUSION

In accordance with the description of the results and discussion above, the model used by Namira Kraksaan Kindergarten in developing the curriculum in language and literacy subjects for early childhood students is the *grass-roots* model or the *bottom-up approach*. This development model takes several steps, namely needs assessment, review of the curriculum used, problem identification, democratic problem solving, curriculum planning and the formulation of a new curriculum. Competence and indicators of competency achievement in the new curriculum are aimed at stimulating aspects of children's language development according to the characteristics and demands of current developments. The development of language and literacy of preschoolers begins with the development of listening and speaking and then gradually leads to the development of children's reading and writing. Therefore this study formulates activities to stimulate language and literacy development in children, with teachers needing to provide activities that facilitate these four developments, which cannot be separated from one another.

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