# Management of Learning Needs and Potential of Kindergarten Students

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**ABSTRACT--**The purpose of the study was to analyze the learning needs and learning potential of Kindergarten students so that the curriculum that was compiled was relevant to their characteristics. This study used a qualitative method in kindergarten in Bandung City with purposive sampling consisting of teachers, organizers, and parents. The results showed that the characteristics of kindergarten-age students, so that teachers can determine learning needs and potential. To meet learning needs in an effort to instill good character in students, character education is included in the curriculum. The effort by the Kindergarten to develop the potential of students through extra-curricular activities, such as dancing, drum bands, and pencak silat, was still not optimal. Not all teachers understood the curriculum developed at Kindergarten. Teachers' understanding of student characteristics and curriculum was very supportive of curriculum implementation in an effort to meet the learning needs of students and develop potential. Curriculum improvement should be performed by including all aspects that support the learning needs and learning potential of students as a whole so that learning inclusiveness is achieved.

*Keywords--* child characters, kindergarten, learning needs, learning potentials

## I. INTRODUCTION

Studies on early childhood education programs continue to develop, some about the curriculum, as conducted by Rohita (2018) on Teacher's Understanding of the Scientific Approach in the 2013 Curriculum for Early Childhood Education; Jackman, Hilda L (2009) on Early Education Curriculum; Betty Yulia Wulansari (2017) on Gender Education Since Early Childhood Through Hypnoparenting; Muhibuddin Fadhli (2016) on Howard Gardner's Thoughts in Early Childhood Education Erograms; Amelia Vinayastri & Septi Handayani (2017) on Parents Perceptions of the Importance of Early Childhood Education.

Other studies focus on parenting as conducted by Meliala, Dianisa on Gyanina (2012) on Parental Self-Efficacy in Mothers with Middle Childhood Children In terms of Attachments in the Past; Monikasari, C (2013) on Implementation of Parenting Programs for Parents; Pasternak, R (2014) on Intergenerational Transmission of Parenting Style among Jewish and Arabic Mothers in Israel; Erlanti, M. S., & Mulyana, N (2016) on Implementation of Parenting Techniques; Ariyanti, Tatik (2016) on Parenting in ECE as an Effort to Support Growth, Annisa, Y. N (2016) on the Home-Start Parenting Program to Improve the Quality of Mother's Emotions; Mukti Amini (2017) on Implementation of the Parenting Education Program in Kindergarten; Mutiara Suci Erlanti,

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et al on Parenting and Childcare Techniques; Rahmatika Azhari, Irmawita, Wirdatul 'Aini (2018) on Benefits of Parenting Programs According to Parents; Rohinah, R (2017) on Parenting Education as a Family Based Early Childhood Character Education Model. All studies above aimed to develop early childhood.

Early childhood is often called the golden age, which is an important time to optimize the growth and development of children. Therefore, children at this age must be treated in an appropriate manner so that children grow and develop as expected. Based on the results of previous studies, this study has differences with previous studies. This study brings novelty that includes learning needs, learning potentials and inclusiveness as a comprehensive review.

## II.    LITERATURE REVIEW

### Early Childhood

Education needs to start from when humans are born. Education takes place naturally by paying attention to aspects of maturity and giving opportunities to children to use all the senses (Maria Montessori, 2008). John Locke who lived in 1632-1704, stated that a child is like white paper. At birth, a child is helpless and has nothing. A child lives in an environment that influences the process of self-formation. Some child development experts stated that from birth to 5 years old, a child develops linguistic, cognitive, social, emotional, and everyday life skills (Linda Bakken, Nola Brown & Barry Downing, 2017)

Early childhood is defined as a group of children who are in a unique process of growth and development. They have a pattern of growth and development that is in accordance with the level of growth and development (Mansur, 2005). Based on Piaget's cognitive theory, children's cognitive development is built on the understanding of the world and through four stages, namely: Children aged 4-6 years (kindergarten age) are included in the Preoperational Stage (2-7 years old) where children begin to explain the world with words and pictures. Bredekamp and Copple (1997) stated that early childhood education programs (ECE) include various programs that serve a child from birth to eight years old to improve the intellectual, social, emotional, linguistic, and physical development of a child. Based on the above definition, early childhood is a child in the age range of 0-8 years old who is experiencing intellectual, social, emotional, linguistic and physical growth and development that requires proper stimulation in order to grow and develop optimally. The stimulation is carried out in a family environment, non-formal ECE such as daycare or playgroups (KB) and formal ECE such as kindergarten and RA, and even 1st to 3rd grades of elementary schools (6-8 years old).

### Early Childhood Characteristics and Learning

Bredecamp and Copple (1997) on the characteristics of early childhood thinking, namely symbolic thinking, egocentrism, reasoning, concept acquisition, classification of the ability to obtain information, social cognition and creativity. Symbolic thinking is defined as the ability of a child to present objects, actions, and events mentally or symbolically. Egocentrism consists of concentration and concreteness.

In early childhood learning, learning, playing, and singing are used. Suyanto (2005) stated that learning for early childhood is realized so that it can make children active, happy, and free to choose. A child learns through interaction with games and equipment and other humans. A child learns by playing in a pleasant atmosphere, where

learning outcomes become better if learning activities are carried out with peers. In learning, a child uses all the senses. Suyanto (2005) stated the purpose of ECE is to develop the full potential of children so that they can function as full human beings according to the philosophy of a nation. A child can be seen as an individual who is new to the world who does not know manners, rules, norms, ethics, and various things about the world. A child also learns to communicate with others and learn to understand others. A child needs to be guided to be able to understand various things about the world in order to understand various natural phenomena and be able to perform the skills needed to live in a society.

### *Early Childhood Education Management*

Etymologically, ECE management is a combination of two concepts that have different meanings, namely management and early childhood education programs, hereinafter abbreviated as ECE (Munastiwi Erny, 2019). The word 'management' comes from Latin which is 'Manus' which means hand and 'agre' which means to do. The word is then combined into the verb 'manager' which means 'manage'. The manager is translated in English in the form of the verb 'to manage' and in the form of the noun 'management' which is then translated in Indonesian into management (Usman, 2009).

Quality early childhood education shows a long-term influence on the development of learning readiness and learning styles in subsequent classes. Academic performance will improve for children who have high-quality early learning (Linda Bakken, Nola Brown & Barry Downing, 2017). So that effective and efficient ECE management is needed with a focus on ECE curriculum management. Curriculum management is defined as management activities carried out by the head of the ECE from planning, organizing, implementing, and evaluating various academic activities, both carried out in the classroom and outside the classroom. In implementing ECE management, the head of ECE who is assisted by educators and staff has the following tasks: 1) develop services; 2) develop an academic calendar; 3) develop an annual work program; 4) formulate job description ECE head, teacher and staff; 5) develop a schedule of service activities for students; 6) develop a learning planning program by the teacher at least in the form of Weekly Activity Plans and Daily Activity Plans; 7) develop an assessment of learning outcomes and the learning process of students continuously (Wiyani Novan Ardi, 2015).

The curriculum is a set of plans that are prepared, developed, and implemented to carry out early childhood education programs formally and informally to optimize growth and development of early childhood (Wiyani Novan Ardi, 2016). The ECE curriculum is a set of scientific, potential and actual activity plans, where the curriculum at the ECE level is different from other levels because it is developed and implemented to maximize early childhood growth and development (Wiyani, 2016; Jennifer J. Mueller, Nancy File, 2020). The ECE curriculum must provide guidance to teachers and provide learning experiences for early childhood (Fantuzzo, Gadsden, & McDermott, 2011).

The ECE curriculum integrates content for literacy, mathematics, science, and the social domain for 4 years old children who are vulnerable to development (Odom, SL, Butera, G., Diamond, KE, Hanson, MJ, Horn, E., Lieber, J. Marquis, J. (2019) The potential and actual curriculum is contained in four curriculum dimensions, namely: 1) the curriculum as an idea that is dynamic or changes based on the times, interests and needs of early childhood, the demands of society, the development of science and technology and art; 2) curriculum as a written plan; 3) curriculum as an activity; 4) curriculum as a learning outcome (Wiyani, 2016).

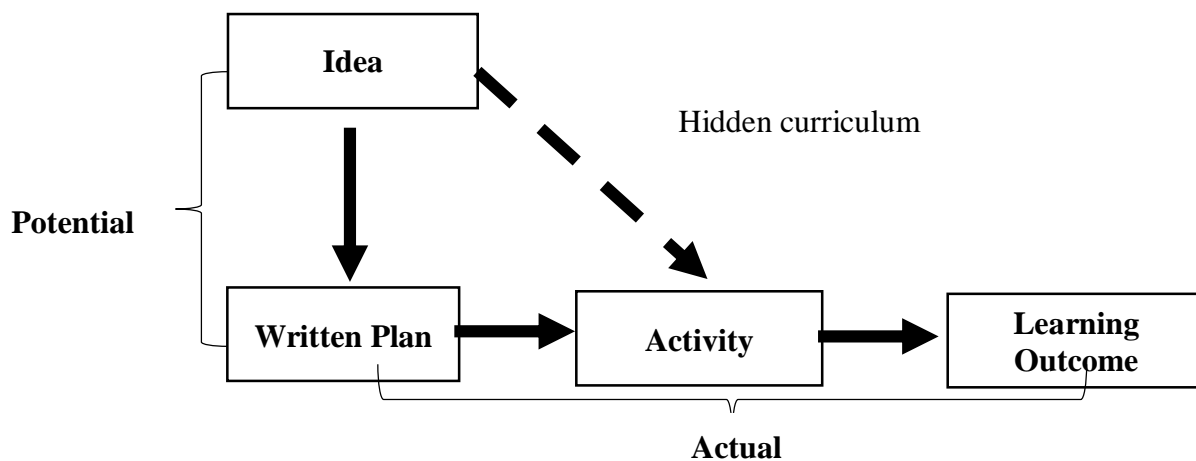Dimensi kurikulum jika digambarkan sebagai berikut.



**Figure 1:** Dimension of ECE Curriculum ( Wiyani Novan Ardi, 2016).

## III. METHODOLOGY

This study used a qualitative approach to obtain the reality of kindergarten and complex management of kindergarten, so that it can be seen the influence of quality kindergarten services and the role of kindergarten heads, teachers, parents, and residents around kindergarten in improving the quality of early childhood education programs. This study was conducted at three kindergartens in Bandung City. Participants in this study were ten teachers, three principals, three kindergarten organizers, three school committees and thirty parents of students from the three institutions studied.

Data is evidence as a result of data collection. Data is also a key part of explaining what is being studied. Yin (2011, p.130) stated that "data are the smallest or lowest entities or recorded elements resulting from some experience, observation, experiment, or other similar situation". Data can be documentary and phenomenal in the form of thoughts or opinions. Based on the scope of the data above, the form of data collected were words, actions, documents, situations, and events that can be observed. While the source of the data was the subject of the study in the data groups that were determined and developed continuously from the beginning to the end of this study.

***The data needed in this study were***:

a. Data to answer research questions on student characteristics, which include student data, parent data, theories about early childhood development, theories about early childhood characteristics, teacher and parent understanding of early childhood development and early childhood character. The data was obtained from interviews with parents and teachers, books and journals on the psychology of child development.

b. Curriculum data, such as curriculum content and its implementation in Kindergarten.

c. Teacher quality data from the understanding of the curriculum, whether teachers can describe curriculum content in learning activities.

In order for this study is in accordance with the expected goals, researchers used research instruments, namely document review guidelines, interview guidelines, and observation guidelines.

### a. Document Review Guideline

Document review guideline is an instrument used to collect documentative data, such as number of students, number of teachers, Weekly Learning Implementation Plan (RPPM), Daily Learning Implementation Plan (RPPH), curriculum, and others related to the implementation of management in kindergarten. The documents include written files and photographs.

### b. Interview Guideline

Interview guidelin is an instrument used to facilitate researchers in conducting interviews so that they can collect data in the form of thoughts and opinions of respondents accurately. The data collected in this study used a structured interview in a descriptive form. The interview was conducted through direct questioning the trusted sources. In this study, researchers conducted interviews with Kindergarten Organizers, principal of Kindergarten, teachers, and parents.

### c. Observation Guideline

Observation guideline is an instrument used to collect data about physical phenomena that can be observed directly. Observation can be interpreted as paying attention, watching, observing, or checking. In this observation, researchers conducted direct observations about teaching and learning activities carried out in kindergarten.

The observation was performed by using an observation sheet and a camera to take photos and record the activity. The purpose of this observation was to provide accurate comments and no part of the learning was skipped until the activity ends. In addition to observing the teacher, the researcher also performed an observation of other objects according to the guidelines of the research instrument. For example, observations of student responses when learning activities take place and observation of the kindergarten environment.

## IV.   RESULTS

In kindergarten, the cultural background of parents was very diverse, some from Java, Medan, Palembang, Papua, Sunda, Kalimantan, Bali, Sulawesi, and Aceh. Besides different ethnicities and different languages, there are also different religions, although, for this school year, there are only Islam, Catholicism and Protestantism, in previous years there were Hindus and Buddhists too.

Cultural background and occupation of parents influence the behavior of a child. Most boys whose parents are soldiers have a rather hard attitude, are difficult to manage, have no fear and dare to express wishes, for male students from the general public to have a more relaxed and shy personality. When viewed from a cultural background, some female students from the Batak tribe spoke loudly, while those from the Sundanese and Javanese spoke softly.

Kindergarten students at the beginning of the school year did not want to be left by the mother, were not independent, did not know the rules and still did not want to follow the rules, were selfish, did not want to wait/could not wait, there was no sense of responsibility, such as when they finished drawing, students did not immediately put back the drawing tool, did not want to share, could not sit still for a long time. This is in line with

the opinion of some parents, that children at home became spoiled, like to sing, like to repeat, did not want to be quiet, like to imitate, like to play roles, like to tell stories especially about their friends, curious about new things, cheerful, difficult to socialize because there are no friends at home, not yet independent, super active, like to dance, sometimes brave but sometimes shy, like to act, prefer to play outside, did not understand the rules, selfish, difficult to adapt, indifferent, happy imagined, lazy, happy to ask, did not want to follow the rules, happy to do than to see. Some students still have difficulty in communicating with friends due to late talking, often shouting, irritability, fierce, sometimes active at home but quiet at school, like to run around and do not want to be quiet, and play roles using puppet media.

Attitudes of students who often appear are called characteristics. From these characteristics, teachers can find out the advantages and disadvantages of students. Student shortages are something that must be corrected and are learning needs. While the advantages possessed by students are learning potentials which can be in the form of talents and interests because by understanding this, the teacher can direct students in developing their potential. To meet the learning needs and learning potential, a curriculum is needed that includes both.

### *Curriculum*

To address learning needs and develop learning potential, a supportive curriculum is needed. The efforts made by Kindergarten to meet learning needs are through character education. To fulfill the potential of students in terms of students' talents and interests, activities such as singing, dancing, sports, playing music and so on are needed. There are 11 educational characters instilled in kindergarten, namely religious, moral values, honesty, discipline, responsibility, independence, love to read, peace-loving, friendly, communicative, creative, curiosity, cooperation.

The curriculum used at Kindergarten is a combination of the national curriculum (2013 curriculum) with local content combined into the Education Unit Level Curriculum (KTSP). Local content in the form of "Rebo Nyunda" activities. On Wednesday, they introduced Sundanese culture, starting from the traditional clothing, namely kebaya and pangsi clothing, singing in Sundanese, speaking in Sundanese to traditional Sundanese games.

A curriculum that is suitable for kindergarten children is a child-centered curriculum, so learning varies by using a central system. Children are active in 4 centers every day, training gross motor skills, fine motor skills, and cognitive. So the curriculum in the kindergarten was in accordance with the needs of students, but the ratio of teachers and students was still not appropriate. Ideally 1: 15, but currently still 1: 20. The obstacle in implementing curriculum in kindergarten is due to the high ratio of students and teachers, so there are difficulties in evaluating learning activities. There are two categories of local content, namely mandatory and optional local content. Mandatory local content consists of Environmental Education, Sundanese, and English; while optional local content consists of dance, marching band and reading and writing of the Qur'an.

Indicators of social and emotional development aspects to be achieved by students in the 4-5 years age group are: adhere to eating etiquette and schedule, do not disturb friends intentionally, get used to using the toilet, dare to go to school without parents, can choose their own activities, show fair expressions when angry, sad, and afraid, become a good listener and speaker, return tools to their places, patiently wait their turn and get used to queuing, start to understand the rules of the game, understand the consequences of making mistakes/breaking rules, have regular habits, maintain neatness, can lead small groups (2-5 children); can solve simple problems, do not disturb

friends who are worshiping, ask for help well and always greet, always be friendly, carry out the code of conduct at school, want to budge, speak politely, sociable, like to help friends, help each other friends, do work independently, show pride in the work, use other people's belongings carefully, want to share things, for example, food, toys, lend with pleasure, throw trash in its place, clean the environment, want to separate from mother without crying, can be persuaded, not whiny, ready to accept assignments.

All indicators are achieved through the habituation strategy during learning and teaching activities. The level of success of these indicators varies for each student depending on the condition of mental readiness and parenting at home. These indicators are in accordance with the development of kindergarten children. Parents who apply the same habituation as in school really help their children achieve these indicators.

The three institutions have the same standards and competencies because they all use the 2013 curriculum. In the 2013 curriculum which contains standards for the level of child development achievement, content standards, process standards, and educational assessment standards, as for basic competencies and core competencies.

Each difference is only in the concept of local content as a characteristic of each institution. For the first kindergarten it is more prominent in terms of introduction to Sundanese culture, from language, dance to singing performed regularly, while for the second kindergarten and third kindergarten are more prominent in the introduction of religious knowledge and daily worship practices, such as daily prayer, ablution, and prayer which are included into routine activities at both kindergarten.

The concept of a comprehensive curriculum, centered on children and adjusts to the characteristics of students and according to student learning needs will make all students well served and can develop students' potential optimally, all students are served without exception so as to create services through inclusiveness.

The curriculum structure of the three Kindergarten consists of development fields, core competencies, basic competencies, learning outcomes, performance indicators, and time allocation in weeks. Habituation development encompasses moral and religious values, social-emotional and independence. Whereas basic skills development includes language, cognitive and physical motor. The time allocation is 15 hours of study (900 minutes) per week for habituation and basic skills, and 3 hours (180 minutes) per week for local content.

Core Competencies (KI) consist of core competencies 1 to 4. KI-1, accepting the teachings; KI-2, healthy living, curiosity, creative and aesthetic, confident, disciplined, independent, caring, willing to work together, able to adjust, honest and polite in interacting with family, fund educators or caregivers, and friends; KI-3, identify oneself, family, friends, teachers and/or caregivers, the environment, arts and culture at home, playgrounds and ECE units by observing with the senses (seeing, hearing, touching, feeling); asking; gathering information; processing information, and communicating through play activities; KI-4, shows what is known, felt, needed and thought through language, music, movements and works productively and creatively, and reflects the behavior of noble children.

Basic Competence (KD) consists of Basic Competence in spiritual attitude (KD-1) in order to describe KI-1, Basic Competence in social attitude (KD-2) in order to describe KI-2, Basic Competency in Knowledge (KD-3) in order describe KI-3, Basic Competency in Skills (KD-4) in order to describe KI-4.

At this time, in the 2013 Curriculum book in the Guidelines for Curriculum Development at the Early Childhood Education Unit, the term syllabus is not found, but there is a semester program which is then compiled into a Weekly Learning Implementation Plan (RPPM) and a Daily Learning Implementation Plan (RPPH).

The three institutions carry out teaching and learning activities by doing the same activities, namely opening activities, core, and closing activities, although there are those who have a written and unwritten Daily Learning Implementation Plan document.

In the first kindergarten, besides the playing method while learning but they also used the method of singing and giving assignments. While the teaching methods used in the second kindergarten were playing, singing, telling stories and giving assignments. The method used in the third kindergarten was not only playing but also by telling stories, demonstrating, conversing, giving assignments, socio drama, field trips, and experiments.

### *Role of Teachers and Principals of Kindergarten*

The implementation of the curriculum that covers student learning needs and student learning potential cannot be separated from the teacher's role as curriculum implementer and principal of kindergarten as a supervisor.

In the first and second kindergarten, the teacher described the curriculum content in the teaching and learning process according to the stages that should be. This shows that teachers tried to understand and apply the curriculum according to the standard rules of early childhood education programs. The teacher developed an Activity Unit per theme, a Weekly Learning Implementation Plan and a Daily Learning Implementation Plan. While the Principal controlled the work of the teacher from the planning, implementation to the evaluation of learning by the teacher. In the third kindergarten, the teacher performed learning activities without a learning implementation plan.

Teacher mentoring is carried out by the principal through class supervision 3 times per month, the principal of kindergarten assesses, gives advice, and conducts evaluation meetings once a week. The Principal of kindergarten also sends teachers to take part in seminars on kindergarten in turn. According to the teacher, there is an effort by the principal of kindergarten towards the teacher through class supervision and weekly evaluation as well as seminars and training on early childhood education programs.

## V. DISCUSSIONS

Attitudes of children who are easily angry, shy, fierce, active at home but quiet at school, impatient, some students are difficult to adapt are negative attitudes that require treatment by both teachers and parents. Cooperation between teachers and parents will facilitate the process of improving student behavior. For students who are easily emotional or easily angry then it can be traced what is the cause, whether the treatment of parents who are also easily angry at home so that children imitate or other factors such as from the media or gadgets. After the teacher knows the cause, the teacher can take the next step so that the bad attitude can change through the habituation learning process.

Naive egocentric children view the outside world with their own views in accordance with their own knowledge and understanding and are limited by feelings and narrow-minded. The egocentric attitude in children is temporary and experienced by all children in the development process (Syaodih E., 2008).

Likewise, children who like to do rough things like pinching or hitting their friends can be caused that they are often treated roughly by people around them so that children remember and imitate. Awareness of parents for self-introspection and the desire for cooperation with teachers is very helpful in instilling good habits in students. This

is in accordance with the theory of interaction or development by Piaget. He believed that the children built their knowledge through interactions with the environment. Children are not a passive object, but they actively organize their experiences into complex mental structures (in Sujiono, 2019).

In meeting learning needs, it can be performed through habituation during activities at school, such as learning to be responsible by getting used to cleaning toys after using them, learning to be thankful after getting things, apologizing for making mistakes, learning to forgive, learning to recognize rules and obeying rules, and so on. One of the abilities that children must have is social skills because children will interact with other people. The social problems that are often found in children are wanting to win, pretending to be in power, not wanting to wait while playing together, always picking out friends, being aggressive, attacking other children, damaging and not being able to adjust to new environments (Syaodih, E ., 2008). To implement character-based learning, curriculum, mindset, and performance implementation are needed that not only stimulate cognitive thinking ability, so that the strategy is adjusted to the characteristics and basis of complete human life. (Faisal Amir, Zulfanah, 2012, p. 58).

Teachers' understanding of the characteristics of students is the main capital to find out the weaknesses and strengths of students that vary greatly, which differ from one another. This can assist teachers in determining learning needs and steps in developing potential, providing services inclusively through good collaboration with parents.

In the first and second kindergarten, the teacher described the curriculum content in the teaching and learning process according to the stages that should be. This shows that teachers tried to understand and apply the curriculum according to the standard rules of early childhood education programs. So, the teacher described the curriculum content in the teaching and learning process according to stages. In the third kindergarten, the teacher still had not developed the Weekly Learning Implementation Plan and the Daily Learning Implementation Plan because the teacher did not understand the curriculum. This means that the quality of the first and second kindergarten teachers was good in terms of understanding the curriculum, whereas the third kindergarten teacher was still not as expected.

In developing curriculum there are things that must be considered, namely early childhood curriculum must be relevant to the needs and development of students individually, adapt to changes in knowledge, arranged in a sustainable manner, must be understood, used and developed and can be accounted for (Maspupah Ulfah, 2019)

Teachers play a role in creating a conducive environment because every child can develop their potential if placed in a suitable environment and their development will be slow or even left behind if it is not suitable for the environment (maturity theory by Catron and Allen in Sujiono, 2019).

One learning method used in kindergarten was the playing method. Play is an effort to make students happy, feel comfortable, excited and cheerful. There are two categories of play, namely, active play and passive play. Active play is a playing activity where pleasure arises from what individuals do, whereas passive play is a playing activity where the child feels happy by seeing other people's activities. Examples of active play such as running, making things, playing colors, and other activities.

The learning methods used were playing, storytelling, demonstration, conversation, assignment, socio drama, field trips, and experiments. The method most loved by children was playing method. Play is a very important activity for children because it has many benefits, such as developing motor skills, developing cognitive abilities, affective abilities, language skills, and social abilities (Slamet Suyanto, 2005).

## VI.  CONCLUSION

Character education is a learning need in educating early childhood. In this study the early childhood that was discussed was kindergarten. Kindergarten students have several characters, namely unique, selfish, not yet independent, have a high curiosity, do not know the rules, high imagination, do not want to stay silent for a long time, are easily angry, shy, fierce, inconsistent, impatient, some students are difficult to adapt, moody, active, critical, happy to tell stories, happy to scribble.

By understanding the characteristics of early childhood mentioned above, teachers and parents know what the learning needs of students. So that character education is needed for children. The character education that becomes a learning need for students in Kindergarten is sharing to overcome selfish attitudes, self-reliance training, introducing rules and training to obey the rules, learning to socialize and being friendly to bring about mutual affection, not easily angry and not fierce, queuing to wash hands to practice patience, appear in front of the class to overcome the shy attitude of children. From the characteristics of students, in addition to being able to determine student learning needs, teachers can also find out the learning potential of students.

To meet the learning needs of students, there is character education in the curriculum, while the instilled characteristics consist of moral values, honesty, discipline, responsibility, independence, fond of reading, peace, friendly, communicative, creative, curiosity, cooperation.

Kindergarten tries to fulfill the learning potential of children, although it is still not maximized by dancing, playing angklung and drum.

All institutions use the 2013 curriculum with local content based on kindergarten characteristics. There are those who have religious characteristics, there are also those who have a single diversity.

The concept of a comprehensive curriculum, centered on children and adjusts to the characteristics of students of course according to student learning needs so that all students are well served and can develop students' potential optimally, all students are served without exception so as to create services through inclusiveness.

The semester program, the Weekly Learning Implementation Plan and the Daily Learning Implementation Plan are created as a guide for teachers in carrying out teaching and learning activities so that the learning activities run well and in accordance with the expected goals.

Some teachers were not ready to face curriculum changes, so they felt it was difficult when there were curriculum changes. To deal with changing times and curriculum, it takes high motivation from teachers to continue learning. This is inseparable from the role of the principal of kindergarten as a motivator and educator for teachers.

In kindergarten, teaching and learning activities were carried out with opening activities, core, and closing activities. The learning methods used were playing, storytelling, demonstration, conversation, assignment, socio drama, field trips, and experiments.

## VII.  IMPLICATION FOR THE PRACTICE

The results of this study can be input for the Principal of Kindergarten in order to improve the quality of education with management based on learning needs and learning potential as a whole.

## VIII.   RECOMMENDATION

1.  Curriculum improvement should be performed by including all aspects that support the learning needs and learning potential of students as a whole so that learning inclusiveness is achieved.

2.  Teacher's understanding of the curriculum as a whole is very helpful in the implementation of the curriculum itself so that the planned targets can be achieved.

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