
TRAINING ON IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION CURRICULUM 2013 AND ASSESSMENT RECORD TO INCREASE TEACHERS COMPETENCE

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Abstract: Early childhood education (ECE) Curriculum 2013 has been socialized since 2014, and had been prior tested in some kindergarten Pembina. Other early childhood institutions must use the curriculum 2013 started in odd semester of 2015. Early childhood education Curriculum 2013 focuses on scientific approaches and authentic assessment, in order to give children more space and challenge to freely develop their potential. In the process of implementation, many early childhood education teachers face difficulties in interpreting the needs of the new curriculum, especially on how to conduct activities based on scientific approach, and assess children development authentically. This fact occurs might be because of the socialization and training of the Curriculum 2013 were only theoretical based, rather than provide more practices to the participants. To solve these problems, the Center for Japanese Studies of Sebelas Maret University organized training for ECE teachers in Sukoharjo and Klaten on how to implement the Curriculum 2013. This training provided an example of scientific approach based-activities and method to do recording of authentic assessment. It aimed to train teachers to be able immediately put it into practice in the classroom. Results from the training are teachers have increased their competences in the preparation of learning tools, scientific approach based-activities, and do authentic assessment process.

Keywords: Early Childhood Education, Curriculum 2013, scientific approach, authentic assessment

1. INTRODUCTION

Early childhood or aged 0-8 years is a golden period of human life. At this time the child's brain development up to 80%. During this period, the provision of appropriate stimulation that develops optimal growth is absolutely needed. One of efforts to provide a good stimulus is through activities of Early Childhood Education. ECE is an education from birth to the age of six years, which should be conducted through the provision of educational stimulus to assist the growth and development of child physically and spiritually, and to have readiness in entering further education (Ministry of Education and Culture, 2015b).

According to the regulation of the Minister of Education and Culture No. 137 Year 2014 on National Education Standards Early Childhood, the institutions categorized as ECE are Kindergarten or Raudatul Athfal/Bustanul Athfal (kindergarten controlled by the Minister of Religious Affairs), Playgroup, Daycare and similar ECE unit (Ministry of Education and Culture, 2015a)

The current curriculum used by ECE institutions is The Curriculum 2013 that has been socialized in 2014, and some Kindergarten Pembina (pioneer kindergarten) had been selected to try to apply the curriculum. Nationally, all ECE institutions have to apply the curriculum from the odd semester of 2015. ECE Curriculum 2013 is a competence-based curriculum. The learning process is directed to the achievement of competence of spiritual attitudes, social attitudes, knowledge and skills that involves six aspects of development in an integrated manner (Ministry of Education and Culture, 2014).

The new curriculum of ECE emphasizes learning with scientific approach, i.e. a learning process that is designed in order to nurture learners to actively build competencies attitudes, knowledge and skills through sort of scientific based-activities, i.e. observe, ask, collect information, reason, and communicate.

Scientific thinking differs from the learning of scientific facts in term that scientific thinking involves children in the process of finding out. Instead of learning what other

people have discovered, scientific thinking leads children to make their own discoveries. Scientific thinking is manifest as young children ask questions, conduct investigations, collect data, and search for answers (Wilson, 2013).

However, learning in form of reading, counting, and writing are not the main activities for early child. The most important and activities of ECE is to physically develop children gross and soft motoric, which are served in a sort of daily and meaningful playing. Therefore, it is need to distinguish between learning process at the ECE and school.

In that meaning, introducing the scientific approach as basic perspective of all learning process at the ECE should be distinctly defined. The approach is not similar with what is applied at school level, since children aged 0-8 have not used their knowledge more intensive than children at the higher age. Early children should be nurtured to train their senses by providing many experiences and activities concordance in their working condition. For that reason, the scientific approach activities at ECE level have to be delivered by giving children, for example, various goods or natural plants, or animals to be observed, sounds to be heard, many smells, tastes, and textures to be touched.

Some malpractices of learning at ECE are commonly found, such as asking students to coloring pictures with colors which decided by instructors, for example, picture of leaves have to be green colored. Flower have to be drawn in red or pink, stones should be colored black, and many instructions, which might be born from teachers' misconception of natural science facts.

Applying scientific approach based-activities is not easy for teachers of ECE in Indonesia, because they have already get accustomed for long time with traditional learning, which stresses on 3R (reading, writing, arithmetic) skills. Moreover, some religious based-schools independently integrate religious based-learning; such as practicing some worships activities. These activities are uneasy to be set scientifically.

Those specific conditions have to be considered carefully by the curriculum makers. And in which part of ECE activities that have to be scientific based, should be clearly explained

first, then practice based-training or workshop have to follow next.

Unfortunately, trainings that conducted for implementing the Curriculum 2013 are mostly theoretical-based. Teachers, after the training, still confused on applying the concept of scientific approach based.

The second new thing that The Curriculum 2013 brings is the authentic assessment. This curriculum requires teacher to assess authentically and comprehensively. Authentic assessment is the assessment process and learning outcomes to measure the level of achievement of competence attitudes (spiritual and social), knowledge and skills on an ongoing basis. Assessment does not only measure what is known, but more emphasis to measure what can be done by children ((Ministry of Education and Culture, 2014).

Assessment for early children is totally different with the one for older children. Young children learn something by doing, and express their understandings by acting rather than writing or speaking. Therefore, measurement for early children has to meet the skills that children learned, and further changing their behavior into the expected skills or behavior.

Assessment for young children has general purpose, i.e. to note grow and development of children as reliable data for teacher to give specific treatments to the children (Neisworth & Bagnato, 2004). Assessment for early childhood is not just to measure what children know, and is not similar with paper and pencil test, which end with the total score gained by students.

Assessing children from birth to age 8 is uneasy because during this period, the level of young children's physical, motor, and linguistic development growth fastest. Growth at this period is significantly rapid, and occurring in irregular interval. It is also highly influenced by many factors, such as parents, quality of nurturing and caregiving, and the learning setting. Therefore, the development of children at this age is varied, and the realistic assessment for the children should be specific and authentic (Zaslow, Calkins, & Halle, 2000).

Torulf Palm (2008) had tracked the term of authentic assessment, and found that this kind

of assessment was born to counter the traditional test. Palm found Archbald and Newmann (1988) was the first acknowledge about the authentic assessment as to encounter traditional test. Traditional tests measure the competence that students need in the school, but ignore sort of competences that students need to deal with various situations beyond school. Assessment should not measure only students' achievements, but more meaningful and valuable forms of mastery

Authenticity means *the true, the real, or as person said or did*. It depicts individual's real abilities, real skills, and knowledge. Therefore, authentic assessment can be done based on some student's works, performances or tasks (Palm, 2008).

Observing children perform in their natural setting offers authentic information that much more descriptive for the child. Authentic assessment could be rating scales, direct observations, curriculum-based checklist, and caregiver interview inventories, are important for reach realistic appraisal of child (Bagnato, 2007)

ECE teachers as the responsible person in nurturing children age 0 to 8 in the school, are expected to implement The Curriculum 2013 in a learning process that consists of designing, implementing and evaluating activities that involve all aspects of development in order to reach the competence of attitudes, knowledge, and skills optimally. To practice the need of newest curriculum, many ECE teachers in Indonesia are facing difficulties, due to the lack of practical based-trainings they got.

For that reason, alternative trainings, which offer more exercises and workshops on how to design learning or activities based on scientific approach, and to do authentic assessment, had been done on July to end of September 2015 at three ECE institutions in Klaten and Sukoharjo, Central Java Province, Indonesia.

Teachers of those ECE institutions experienced the same problems in implementing The Curriculum 2013 in their respective classes. The main difficulty is in the application of scientific approach and authentic assessment for each learner.

The Center for Japanese Studies of Sebelas Maret University offered training for teachers of those ECE schools as a community services. This training aimed to give an understanding and examples of scientific approach based-learning, and how to perform authentic assessment.

2. METHOD OF IMPLEMENTATION

The trainings were done in July-August 2015, and divided into two main activities, seminars and workshops. Three ECE institutions were selected purposively, i.e. ECE *Rabbani Smart* located in Klaten District, ECE *Cinta Ananda* and ECE *Baitul Ilmi*, both located at Sukoharjo District.

The *Rabbani Smart* has more than 100 students and 26 teachers, and around 5 non-permanent caregivers. Meanwhile, *Baitul Ilmi* is a new school with around 10 teachers and 45 students. The last ECE institution is the smallest one among three, with less than 25 students, and only 5 teachers handle the students daily. Only 10% of participants teachers had been followed the trainings on Curriculum 2013, which were organized by The Ministry of Education and Culture.

Method of trainings that were offered in this community services have characteristics as follows: more practices than theories; asking more participations of the participants, promoted scientific approach, and authentic assessment. The curriculum of the trainings was described in Table 1.

Table 1. Curriculum of the trainings for implementing The Curriculum 2013 of ECE

Level of Training	Content/Topic	Period (minutes)
First	1. Introduction to The Curriculum 2013 for ECE (Theory)	60
	2. Children Development and Motoric Training (Theory)	60
Second	3. Scientific approach based activities (Theory)	60
	4. Naturalistic Intelligence	60
	5. Workshop for Scientific based lesson design	180

Third	6. Authentic Assessment (Theory)	60
	7. Workshop for Authentic Assessment	180
	8. Workshop for Developing A Motoric Training For Children	180
Subtotal	Theory	300
	Practices/Workshop	540

Activities in ECE Rabbani Smart School Klaten held every Friday, and activities in ECE Cinta Ananda and ECE Baitul Ilmi Sukoharjo held every Tuesday. Participants of the trainings were about 60 teachers, which was not limited to teachers of three ECE, but several teachers from other ECE also joined the trainings.

These activities shared knowledge to ECE partner- teachers on theories of child development and The Curriculum 2013. Common practices on how to make learning tools, learning media and assessment instrument were also done, which were all based on The Curriculum 2013.

3. RESULTS

3.1 The First Training

The training was held on July 30, 2015 at ECE Rabbani Smart School Klaten with 30 participants and on August 4 2015 at ECE Cinta Ananda and ECE Baitul Ilmi Sukoharjo with 30 participants. Participants consisted of ECE partners' teachers and teachers of some ECE around. The event begins with questionnaire about teachers understanding for child's intelligence, motor movement and assessment of child development.

Activities at the first meeting were: 1) General Explanation of service activities to all participants, which contains a description of the introduction of the organizers, the community service team of the Center for Japanese Studies UNS, the rights and obligations of participants and organizers and the implementation schedule of training; 2) Focus Group Discussion to obtain information about constraints in the implementation of Curriculum 2013 in each ECE; 3) Introduction to The Curriculum 2013 for ECE; 4) Theory about Children Development and Motoric Training.

From the first meeting is known that the greatest difficulty the teachers in the implementation of Curriculum 2013 is the preparation of scientific based learning and authentic assessment. Results of the first meeting is used as reference content for the second meeting.



Figure 1. First Training: Teachers noted learning materials

3.2 The Second Training

The training was held on August 11, 2015 in ECE Cinta Ananda and ECE Baitul Ilmi Sukoharjo, and August 14, 2015 at ECE Rabbani Smart School Klaten with participants are the same teachers who followed the first Training.

List of the activities carried out are: 1) Scientific approach based activities (Theory); 2) Naturalistic Intelligence; 3) Workshop for Scientific based lesson design such as RPPM and RPPH in discussion group with adaptation model of Learning Community, the teachers in the group share ideas on sticky note color papers and stick them on manila paper, then they discuss to choose the sub-theme, determining indicators, a series of learning, determine the activities at each center and assessment

Results of this meeting are learning devices (RPPH) outcome of the discussion groups that have been implemented. This RPPH will be presented and discussed at the next meeting.



Figure 2. Second Training: Discussing lesson design

3.3 The Third Training

The training was held on August 18, 2015 in ECE Cinta Ananda and ECE Baitul Ilmi Sukoharjo, and August 21, 2015 at ECE Rabbani Smart School Klaten with same participants with the previous meeting.

Activities at the first meeting were: 1) Authentic Assessment; 2) Workshop for Authentic Assessment; 3) Workshop for Developing a Motoric Training for Children.

At this meeting the results of focus group discussions at the previous meeting are presented in the presence of other participants, discussed by a team of community service and discussed together. Results of this meeting are learning tools (RPPH) which ready to use by teachers in each ECE.

At the end of the meeting the participants were asked to fill out questionnaires about this trainings. Based on the results of questionnaires, participants felt community service activities is very useful because the participants can immediately practice and direct discussions with community service teams so that participants can understand more about the curriculum 2013.



Figure 3. Third Training: Teachers presented the results of discussions

4. CONCLUSION

Community service activities such as training curriculum implementation in 2013 has been executed, any material which is prepared by a team of community service has been presented to the participants.

The response from participants was very positive as seen from questionnaires given at the end of the training. Some feedback from participants about the materials and training, such as practice activities that need to be extended in particular to the practice of preparing learning tools.

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