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IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION PROGRAMS CURRICULUM MANAGEMENT UNILAK GOLDEN SCHOOL (UGS) UNDER THE AUSTRIAL AUTHORITY OF LANCANG KUNING UNIVERSITY: A CASE STUDY AT LANCANG KUNING UNIVERSITY

Soleh Sudrajat Nasution[1], Nurfaisal Nurfaisal[2], Marwa Marwa[3]

[1] Lancang Kuning University; solehsudrajatnasution@gmail.com
[2] Lancang Kuning University; nurfaisal@unilak.ac.id
[3] Lancang Kuning University; marwa@unilak.ac.id

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ABSTRACT

This study aims to describe the implementation of curriculum management at Unilak Golden School (UGS), an early childhood education institution under Universitas Lancang Kuning. The study focuses on curriculum planning, implementation, and evaluation. A qualitative case study design was employed, with data collected through in-depth interviews, observations, and documentation. The findings indicate that curriculum planning is conducted collaboratively among the principal, teachers, and early childhood education (PG-PAUD) lecturers. The implementation adopts a thematic, integrative, and play-based approach, aligned with early childhood learning principles. Curriculum evaluation is carried out regularly through reflective practices and academic supervision. Internal factors such as teacher competence and school leadership serve as key enablers, while external challenges include limited resources and alignment with the national curriculum. This study contributes to a deeper understanding of an academically driven model of curriculum management in early childhood education.

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Corresponding Author:
Soleh Sudrajat Nasution
[1] Lancang Kuning University; solehsudrajatnasution@gmail.com

1. INTRODUCTION

Curriculum management is a crucial aspect in ensuring the quality of education, including at the early childhood level. According to Terry (1972), management involves the functions of planning, organizing, directing, and controlling. In the context of early childhood education, the curriculum not only contains learning content but also reflects the holistic developmental needs of children (Sujiono, 2012). University-managed early childhood education institutions, such as UGS, play a strategic role as laboratories for education and community service (Sumaryati, 2020). However, such models face various

challenges, including misalignment between the national curriculum and the academic approach of universities (Rahmawati, 2021). Therefore, an in-depth examination of curriculum management tailored to the context of higher education institutions is necessary.

2. METHODS

This study employed a qualitative approach with a case study design. The research site was Unilak Golden School (UGS), located at Universitas Lancang Kuning. Data were collected through in-depth interviews with the school principal, teachers, and PG-PAUD lecturers, along with classroom observations and document analysis (Miles & Huberman, 1994). Data validation was conducted using source, technique, and time triangulation.

3. FINDINGS AND DISCUSSION

3.1. Curriculum Planning

Curriculum planning is conducted collaboratively, involving the principal, teachers, and PG-PAUD lecturers. Key documents such as the Daily Learning Plan (RPPH) and the School-Based Curriculum (KTSP) are prepared using an integrative thematic approach. Consistent with Bredekamp & Copple (2009), the planning process emphasizes a balance across all domains of child development.

3.2. Curriculum Implementation

Curriculum implementation is based on the principle of "learning through play" (Jackman, 2012), with fun and contextual activities. Teachers act as facilitators, and learning takes place in an inclusive atmosphere. Play facilities and the involvement of PG-PAUD students significantly support this process.

3.3. Curriculum Evaluation

Evaluation is carried out periodically through reflection, team discussions, and academic supervision. The evaluation model follows the CIPP framework (Stufflebeam & Shinkfield, 2003), focusing on context, input, process, and product. Evaluation results are used for continuous curriculum improvement.

3.4. Determinant Factors of Success

Internal factors such as principal leadership (Mulyasa, 2013) and teacher competence are key success drivers. External challenges include limited facilities and the integration of academic research into daily practice (Slamet, 2014). The involvement of lecturers as academic mentors adds value in enhancing curriculum management quality.

4. CONCLUSION

Curriculum management implementation at UGS demonstrates a collaborative, contextual, and academically supported practice. Planning is participatory, implementation emphasizes play-based learning, and evaluation functions as a reflective and improvement tool. This study contributes to the development of a curriculum management model relevant to higher education institutions that operate early childhood education laboratories.

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