

**The Readiness of Early Childhood Education Institutions in
Developing 2013 Curriculum Based on the Regulation of
Minister of Education and Culture No.146 of 2014
(Research on Early Childhood Education Institutions in Semarang)**

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Abstract

The development of 2013 curriculum for early childhood education which is in accordance with the Regulation of the Minister of Education and Culture No. 146 of 2014 is an obligatory requirement when an institution of early childhood education provider wants to be an institution that evolved and developed in anticipation of further developments.

Starting from the above problems and to respond to the readiness of early childhood institutions in implementing the 2013 early childhood curriculum based on the Regulation of the Minister of Education and Culture No. 146 of 2014, the study aimed to determine the extent of readiness of early childhood institutions in implementing the curriculum in early childhood institutions. The methodology used in this research was descriptive research with a study on early childhood education in the city of Semarang.

The research results showed that early childhood institutions have been designing activities for early childhood development based on 2013 curriculum aiming to form together a program concerning the children's development in accordance with the theme and the needs of early childhood on various aspects of development with the drafting of play activities in the form of an annual, semester, weekly, and daily programs, then implement them in the classroom. While the participation of parents and the community have also been instrumental in the development of early childhood curriculum.

Keywords: *early childhood education, curriculum, regulation*

Introduction

The curriculum has a central position in the implementation of educational activities to achieve specific educational objectives. The specific purpose includes national education goals as well as compliance with a specific, conditions and potential areas, the

education unit, competence of graduates in the educational unit, and learners. Therefore, educational unit level curriculum is drawn up by the education unit that allows adjustment of educational programs to the needs and the potential that exists in the area. The standards-based curriculum development is in accordance with

early childhood education. Hopefully this ensures the achievement of national education goals. National education standards consist of content standards, processes, competence of graduates, staff, facilities and infrastructure, management, financing, and evaluation of education. Of the eight national education standards, competency standards, content standards, standardized processes, and standard assessment are the primary reference for developing the educational unit level curriculum.

Early childhood is the golden period (golden age) in children development. Both based on the study of neuro-science, psychology and pedagogy concluded that the children at this age are experiencing rapid development. To meet the essential needs of children as a whole required services that include a systematic and planned microenvironment, meso, exo and macro. This is done so that children can grow and develop optimally according to the developmental stage of their age.

Facilitating the development of early childhood properly and optimally needs a container in the form of curriculum. The curriculum for early childhood education is characterized by giving full discretion on each institution to develop a curriculum with regard to the potential agencies and potential

of the region. This would encourage schools to be more creative and innovative. This is in accordance with the opinion of Nasution (2008: 132) " the curriculum in each school is different from other schools, despite being in the same city, let alone schools in different areas of geography and socio-economic nature". However, developing a curriculum for teachers is not an easy work. Schools need to plan a strategy to develop a curriculum that can focus on the curriculum development according to the needs of each school.

Given the ever-changing society, the curriculum will be constantly changing, undergoing refurbishment and renewal. For that advances in science and technology should be developed in accordance with the demands of the times and should be anticipated in the curriculum so in need of evaluation tools to measure the overall aspects learned during the training.

Early childhood education curriculum development is obligatory when the institutions of education providers want to be the institution that is developed and capable of adapting with the times and in anticipation of further developments. The curriculum here is a reference or base which is important in the development of quality education.

Often people perceive that the curriculum was limited to documents that are stored neatly in a cupboard or on a shelf at school, even the curriculum document into antiques, because teachers are afraid to touch it. This is what makes the curriculum static because it was never developed by teachers in accordance with what is required by students.

The factors supporting the success and the implementation of the curriculum in the field are influenced by the ability of teachers in developing, implementing and evaluating the curriculum. The demands of students and parents in the learning activities gave motivations for teachers in curriculum development. Frequently, there were disputes with the learning demands between parents and teachers, due to the lack of readiness of teachers to accept suggestions and criticisms from parents that should be followed to evaluate the curriculum. Thus the demands of students and parents can be accommodated in the development of the curriculum in all levels and types of education.

The practice of curriculum development in early childhood education is still not ideally well implemented. This is because the educators always follow the advice from superiors or from the leadership. So the early childhood

education curriculum should be capable of facilitating aspects of children development, it becomes less maximum because there is lack of educators role in the development of a broader curriculum and in accordance with their respective educational institutions.

Early childhood education services that exist among others are Early Childhood Education Post, an integration between BKB and early childhood agency (0-6 years old age group who are not served other early childhood programs), Playgroup, Kindergarten and Child Care. Looking at the reality in the field, the program for such services has not been systematically develop. There are some essential early childhood needs, such as, good variety of health, nutrition, parenting, protection, and educational stimulation.

In central Java Province, there are already about 25,968 early childhood institutions located throughout the province in both urban and rural area, with 64,444 early childhood educators, while in Semarang alone, the total is 3,105 early childhood educators. (Data of Central Java Provincial Education Office, 2012).

Seeing a large enough data associated with early childhood education, it is necessary to handle early childhood education by

providing early childhood education services that deliver programs over the maximum in early childhood services. Through the development of overall and integrated curriculum in order to develop the essential needs of early childhood. They are, among others, good variety of health, nutrition, parenting, protection, and stimulation of education which are interrelated simultaneously and systematically so that children can grow and develop optimally in accordance with the stages of development and potential they have to become the quality human resources.

The success of an educational institution is also determined by the management of the institution. Education management is a process of cooperation activities of a group of people to achieve a common goal. The process includes planning, organizing, controlling, and monitoring. Educators, learners, curriculum and learning environment managed in ways that ultimately produces an output corresponding to the learning objectives. Event management is the responsibility of the primary leaders of the institutions.

The curriculum is one part of the management of an educational institution, which is indirectly the success of the school in implementing the learning process, which is influenced by the

management of the institution's curriculum. Clear management and systematic curriculum will enhance effective quality and the achievement of good quality for graduates of an educational institution. It will need appropriate, effective and efficient management strategies. Therefore serves as a management tool to improve the quality of the institutions.

Preparation of curriculum management needs supports from the teachers, parents, and community. A good curriculum is prepared by the teachers who did understand about the curriculum, which is then communicated to all parties in the school environment. According to research published in an online international journal (Turja, 2009: 354), there are many curriculum analysis that reflect postmodernism, even more so, the transmodern thinking analysis is in accordance with the national curriculum that offers only general guidance, thus enabling education to account individual differences, local culture, and values in their implementation.

In line with the results of the study in the journal above, curriculum development need an understanding of the principals and teachers to understand the development of curricula that fit their needs, so that early childhood education institutions have the ability

to develop a curriculum to fit the needs of the students.

In this regard, the researchers were very interested to learn the development of early childhood 2013 curriculum based on Regulation of the Minister of Education and Culture No. 146 in 2014 and determine the extent of school principals and teachers roles in the development and evaluation of curriculum in early childhood institutions, so the results of this study can become one of the references in the development of the curriculum in Early Childhood Education (ECD) in Semarang.

Research Method

This study was conducted to determine the facts that occurred in the field, namely the practice of early childhood curriculum development. The approach used in this study was a descriptive study. This study intends to explore The Readiness of Early Childhood Education Institutions in Developing 2013 Curriculum Based on Regulation of the Minister of Education and Culture No.146 in 2014 (Research in Early Childhood Institutions in Semarang).

The subjects of this study were teachers, principals, parents and communities that have early childhood institutions in their area, in the city of Semarang. The methods

of data collection in this research is carried out by means of documentation, questionnaires and interviews. The collected data were then used to describe the 2013 curriculum development in early childhood institutions in Semarang.

Results and Discussion

1. The Practice of Developing 2013 Curriculum in Early Childhood Education

Early childhood education, which is hereinafter abbreviated as ECD, is a development effort aimed at children from birth to the age of 6 (six) years to be accomplished by providing stimulation of education to help the growth and development of their physical and spiritual being so that children have the readiness to enter further education. Some components that can be derived from the formula above, namely: early childhood development programs contain such educational activities, early childhood goal is children aged 0-6 years, early childhood program to develop the full potential of children which includes aspects of religion and moral values, physical, motor, cognitive, language, social, emotional, and art. The early childhood program's goal is also to have the child's readiness in pursuing further education.

Early childhood education in Indonesia has its uniqueness

compared to those applied in other various countries. The distinctiveness are as follows: (1) age range. early childhood education in Indonesia start from age 0-6 years, whereas in other different countries it is until the age of 8 years. (2) early childhood services program in Indonesia comprises kindergarten (for children aged 4-6 years), Play Group (priority for children aged 2-4 years), Day Care (priority for children aged 0-6 years), and Play Group-like unit (for children aged 0-6 years). (3) education. Kindergarten is included in formal education, while Play Group, Child Care and Early Childhood Unit are included in the kind of non-formal education channels. The specification of early childhood in Indonesia is that it has specific administration because each program has a specific service respectively. However, all early childhood services program has the same goal of developing the full potential of the child which includes aspects of religion and moral values, physical, motor, cognitive, language, social, emotional, and art to achieve readiness to follow further education.

The curriculum guides teachers and education personnel to facilitate quality education programs that promote the goals of education. ECD curriculum should be able to contribute to the child to develop their full potential so as to have the valuable ability in achieving success

in the next education level. The curriculum functions as a guide in the preparation of qualified human resources in the future to fill the needs of educated and skilled workers in accordance with the development of science, technology, and development.

Curriculum 2013 is an open-ended national curriculum means giving opportunities to the region and education units to enrich the curriculum in accordance with the characteristics of the area or unit. Each province has the authority to develop local contents for the curriculum of secondary education. District/ city has the authority to develop local content for the curriculum of elementary and junior high schools, while early childhood education units, including units develop Unit Level Curriculum (SBC).

The curriculum specification at each level is presented in its content. ECD curriculum content was introduced to establish a learning experience, not focused on achieving academic skills that must be mastered by the children. The success of early childhood curriculum is marked by the achievement of the maturity stage of development according to the group.

The 2013 Curriculum for Early Childhood Education aims to encourage the development of

children's potential in order to have the readiness to pursue further education. Redefining readiness of studying further, including the capabilities needed to support the child's success in following the higher education level. It means that it consists of the ability of the attitude, the ability of knowledge, skills and abilities

Capabilities include the attitude of spiritual attitudes and social attitudes. Both attitudes are building the awareness that she/he was God's creatures, an individual who has the ability to do self-improvement, and part of a social group. Capacity-building attitude were carried out through habituation conducted continuously so that it creates the attitude of receiving, responding to, understand, and apply, until it became a behavior that shape strong character as a determinant of the future.

Capacity building of knowledge is done by introducing the concepts of self and the environment, micro environment, meso, and macro levels. Referring to the proposed Bloom cognitive stage, the process begins with the introduction of the concept of knowing or remembering concepts - understand - apply - analyze - evaluate - to create from a concept into meaningful work. The process of developing such capabilities tailored the developmental stage of

thinking in early childhood, which are still in the stage of pre-operational thinking.

The curriculum for early childhood education has different characteristics. The characteristics of 2013 Curriculum for Early Childhood Education are as follows:

a. Optimizing Children Development.

Children development includes aspects of religion and moral values, physical-motor, cognitive, language, social, emotional, and stimulated art balanced in order to achieve optimal development entirely. The development will be achieved when the child's needs are met in full. The curriculum should support the implementation of a holistic-integrative service by combining education, nutrition, health, care, protection, and welfare of the children. The implementation of ECD 2013 curriculum was initiated by Early Detection of Growth (DDTK). Early detection is needed to determine whether a child grows and develops according to age. The results of early detection of a child's growth are the basis for providing stimulation and interventions appropriate to their development. Stimulation and intervention is poured into programs and activities to support the advancement of children's development. Implementation is done in

collaboration with primary health care in IHC or other health services.

Another important thing for early childhood curriculum is inclusion in the sense of respecting children diversity both in terms of physical and mental abilities without having to compare one with the other. Related to the understanding of the curriculum implementation, it is tailored to the individual development level, although the preparation of his learning plan has been drawn up for the group.

- b. Using thematic learning with scientific approach in giving academic stimulus

Thematic learning model is recommended to accommodate the introduction of religious and moral content, nature, life, people, culture, and symbols through integrated and contextual activities to achieve maturity in line with the scope of the development. One theme could be developed into sub themes, or sub-themes with the depth, breadth, availability of resources, and the child's developmental level.

Thematic learning is delivered through a learning procedure with a scientific approach and habituation. Referring to the principle of diversification in education, the theme of the 2013 early childhood curriculum is not set centrally, but selected and assigned by the ECD unit adapted to the

conditions and availability of facilities and infrastructure in each ECD institution. The development themes have to consider the principles of children development themes (1) the attractiveness, (2) proximity, (3) simplicity, (4) incidental.

The learning process with a scientific approach and habituation is carried out in an atmosphere of fun. Playing time is carried out in an atmosphere of learning, where there is freedom of children to develop ideas and explore, without breaking the classroom learning rules.

- c. Using authentic assessment in monitoring children development

Ratings measure the progress of development reached by the children after the program is designed in the curriculum. The assessment was conducted on an ongoing basis to obtain data that raised the children development at the time of activism or through the work it produces. The results of the assessment are presented in the form of a progress report and written descriptions that describe the achievements of the children's development. Results of the assessment are used as material and reported to parents as a feedback for them to follow up on further activities.

d. Empowering Parents Role in Learning Process

ECD curriculum puts parents as partners in educating the children. The involvement of parents believed to be an important part in the learning process and encourage the child's success at the next education level. ECD institutions should facilitate the implementation of early childhood parenting program in various forms of activities. Designing parenting program becomes imperative when the ECD unit provides program services for children aged 4-6 years but the number of meeting hours was less than 900 minutes (15 hours) in one week. Parenting program is needed to fulfill the meeting shortage in one week study conducted by parents at home. Parenting programs prepared teachers with parents.

Besides the biological parents, early childhood curriculum also involves adults in a child's environment. Educators are not the only sources of learning who facilitate children's learning, and the classroom is not the only place where children learn. Kids can learn inside, outside, in the garden and in all places that allow them to recognize objects, plants, people, places, or events. Kids can learn from educators, parents, other sources, books, and so forth. Instructional materials and props are drawn from the environment. Such

learning process is more appreciated than on results alone. For the implementation of learning which is appropriate to the characteristics of early childhood curriculum is the foremost necessary change of mindset and work patterns for the educators.

e. The Curriculum is Developed by using Diversification Principles.

In the framework of education development, each region requires education which is appropriate to the characteristics of the area. The curriculum at the heart of education should be developed and implemented contextually to respond to regional needs and children, both in the present and the future. National curriculum set forth in Regulation of the Minister of Education and Culture No. 146 of 2014 reference should be developed to become operational by the education curriculum unit to suit the conditions and peculiarities of regional potential.

In accordance with the Regulation of the Minister of Education and Culture No. 60 of 2014 Article 7 on the Application of Curriculum 2006 and Curriculum 2013 stated that "The units of early childhood education have to implement 2013 Curriculum in accordance with the provisions of the legislation." In accordance with these provisions means the ECD unit is

required to implement 2013 Curriculum gradually.

The local government is expected to support the implementation of early childhood curriculum for all units in the area of early childhood education, with the following provision:

1. The ECD units that will carry out 2013 curriculum implementation are required to attend curriculum training implemented by either the government or at individual costs.
2. The ECD Units that have been trained are equipped with curriculum implementation guidelines to deepen the understanding of the Early Childhood 2013 Curriculum and its application.
3. Curriculum as the minimum reference that can be developed by early childhood units in accordance with the characteristics, advantages and potentials.
4. Set at least one unit of ECD that serve as a reference for curriculum implementation.
5. Optimizing the group for further discussion of the curriculum. The units of early childhood teachers who have been trained and have guidelines does not necessarily mean that they are already qualified, but still need

refinement through good practice to establish within each ECD unit and teaching in Cluster.

6. Do the monitoring and evaluation as well as guidance and assistance to the implementation of 2013 Curriculum for Early Childhood Education that is carried out by supervisors or overseers of early childhood education.
7. Officers monitoring and evaluation, coaching or mentoring program should be trained so that they can carry out their duties as a guarantor of the quality and impact evaluation.

The 2013 curriculum development practice in Early Childhood Institutions develop a variety of characteristics of learners from the physical aspects, moral, social, cultural, emotional, and intellectual. Teachers in 2013 curriculum early childhood learning have to master the learning theory and principles of learning that educates the children. Teachers are also required to master the curriculum related to the development of teaching.

This study obtained data, that not all early childhood institutions are ready to implement the 2013 curriculum, this needs to be supported by many factors, from the department concerned, leadership in

institutions of early childhood education, and teachers are ready for change and the institution's of progressive culture in each development.

2. The Involvement of headmaster, teachers, parents and community in developing 2013 curriculum in early childhood institutions

- a. The involvement of headmaster and teachers in developing the 2013 curriculum for early childhood education

The readiness of early childhood institutions in implementing the 2013 early childhood curriculum has to be done in order to prepare the institution to implement the curriculum in early childhood institutions

The curriculum requires graduates to master a wide range of knowledge, experience, deep understanding, and able to be implement those in life. For the role of curriculum developers in designing the curriculum is not just a document that is ready and quick to implement, but the documents were actually planned carefully with regard to all the components involved in curriculum development.

Curriculum is a written document that requires a deep study. Bases are used for curriculum

development among other philosophical foundation, sociological, organizational and psychological, which will give birth to a curriculum design that is thoroughly tested both conceptually and in practical level.

Curriculum developers are education experts from various disciplines, so in developing the curriculum, they will give birth to a design that facilitates curriculum implementers in the field in examining the materials delivered to the students.

Given the ever-changing society, the development of the curriculum will be constantly changing, undergoing refurbishment and renewal (curriculum innovation). For that advances in science and technology should be developed in accordance with the demands of the times and should be anticipated in the educational curriculum

Primary education curriculum is to develop students' potentials to eventually become citizens who are responsible and ready to work or open up their own jobs. A good curriculum will be offered to students in accordance with the standards of the progress of time, continuity with the world of work and is not left with the progress of other countries. Because students learning purpose is to acquire the knowledge, skills and understanding

that will be necessary for a decent living and working in accordance with their fields and passions. Therefore the curriculum should provide assurance to learners with what is offered.

Often with the advent of the new curriculum in educational institutions, it would change the existing structure, management has been applied and creates new responsibilities. In the most important thing of the emergence of new curriculum is how schools are responding with independence, so as to avoid internal polemics which eventually became regional and national debate.

If you look at the current educational curriculum or 2006 curriculum issued by the government requires each institution to develop its curriculum, because the government only issued standards that must be achieved with national coverage. While educational institutions are allowed to plan the curriculum that they will use, with reference to the existing standards. So that every school is given the freedom to develop curricula, according to the needs and abilities of each school.

Who developed the curriculum at school? Of course teachers together with all the components of both the school committee, community and students.

Teachers are required to be able to express the curriculum in the classroom to develop skills and competencies that must be mastered. Headmaster as well as administrator manager must also be able to develop the curriculum, for that he is required to understand the institution's internal problems, the needs of students and the broader community needs.

Basically all children are in need of education. A good curriculum planning will give you the meaning of life for children. After all, education is very important, especially to preserve the cultural or multicultural society and it is here emphasized as "comprehensive planning" in the education curriculum.

Implementation of the field is not only supported by teachers but needed the support of all parties, including parents, the community, bureaucracy and education administrators. The community here is also directly involved as a supervisor of the good and bad curriculum.

Therefore, the curriculum development activity should be handled by a professional person who have a strong foundation in the field of education. Therefore, the question will be, has Semarang State University as an institution that produce educators already prepared

its graduates as professional curriculum developers? because the curriculum is a vehicle for learning dynamic that needs to be planned, implemented and evaluated continuously and sustainably in accordance with the development.

If I may say some of very strategic roles of teachers, that they are planners, implementers and evaluators for the curriculum. If the three roles are not learned, of course after graduating from the educational program it will be hard for them to become good teachers and curriculum developers.

Teachers are professional educators, which implicitly he had volunteered himself to assume partial responsibility for education. The function of the curriculum for teachers or educators are: (1) guidelines in compiling and organizing learning experiences to the children, (2) guidelines on evaluation of the progress of the students in order to absorb the amount of experience granted for them.

With the curriculum of course the task of teachers as learners will be more focused. Educators are also one of the factors that determine and very important in the educational process, and is one component that interacts actively in education.

It can be seen from the above description that the presence of educators (teachers) is very important in the education process. The curriculum is a tool in achieving the goal of education that is expected to alleviate some of the tasks of educators in the learning process, effectively and efficiently.

The headmaster is an administrator and supervisors who has responsibility for the curriculum. The function of the curriculum for headmaster and other supervisors, are:

1. As a guideline in conducting supervision that improve the learning situation
2. As a guideline in carrying out the functions to create a situation to support children's better learning situation
3. As a guideline in carrying out the functions of supervision in providing assistance to teachers and educators in order to improve the situation of teaching
4. As an administrator, the curriculum can be used as guidelines for curriculum development in the future
5. As a guideline to conduct an evaluation of the learning progress (Soemanto, 1993:19).

- b. The involvement of parents and community in the development of 2013 curriculum for early childhood education

Curriculum is a structured educational program developed and aimed to achieve national education goals. The completion of the curriculum needs to be done continuously along with the development of science and technology as well as challenges. The introduction of 2013 Curriculum is a provision for early childhood educators to understand what, why, and how early childhood 2013 curriculum and what was supposed to be implemented within the framework of implementing the curriculum in early childhood unit. The important thing is, that must be recognized and applied by the executor component of early childhood education who have broad-mindedness, breadth of mind in addressing the changes. Because 2013 Curriculum for early childhood education is part of the change.

Based on the opinion of parents, quality early childhood institutions can also be seen from the results of learning. Learning outcomes can be seen from its output, i.e the ability of graduates or students. Some of the demands and expectations of the parents of the graduates produced by the institution is that the graduates produced must be able to pass the test to be

admitted in elementary school. Another achievement that can be achieved by children are: children can achieve all the indicators that have been determined by the institution, not only cognitive, but other aspects, such as the moral and religious aspects. In addition, all the people also hope that after the institution of early childhood education, children can be more creative, interactive, have good sense of morality, discipline, being responsible, able to understand the culture of the region itself, and most importantly, that children can master basic reading and math, as well as can follow any child learning to be gained in further education. Therefore, to meet all the demands of parents, educators also need to be creative in developing the child's ability, so that children can achieve results that are targeted by the school, and also can achieve the desired result from their parents. In addition, parents also hope that teachers can be more active in communicating and coordinating well with parents about their children's development at school that will create a harmonious relationship between the parents and the institution of early childhood education in order to optimize the growth and development of children. With the creation of qualified graduates, it can be said that the early childhood institution that creates high quality graduates will

create a quality early childhood institution as well.

Sociological principle has an important role in developing the educational curriculum in the community and the nation. A curriculum, in principle reflects the wishes, aspirations and needs of the community. It's only natural that the aspirations and education must give an answer or the pressures that come from the pressure of dominant political socio-economic at a given time.

The curriculum for parents has the business function so that parents can participate to help promoting the schools. The aid in question can be either direct consultation with the school / teachers on issues concerning their children. By reading and understanding the school curriculum, parents can find out the necessary learning experiences of their children, thus a participatory parents are not less important in the success of learning activities in early childhood institutions.

Conclusion

From such research results and the discussion above, it can be concluded as follows:

1. The practice of 2013 curriculum development in early childhood institutions in the city of

Semarang is already running, starting from the design of curriculum development in the form of an annual program, the semester program, weekly program and daily programs. But in the implementation, there are still barriers of headmaster leadership, the teacher and the infrastructure that supports it.

2. The involvement of principals, teachers, parents, and the community in the development of 2013 curriculum, for early childhood institutions in Semarang is already running. It is seen from the role of principals and teachers who have been working to develop the curriculum. Meanwhile, the participation of parents and communities in the development of early childhood curriculum showed that they have been actively involved.

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