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Emergent Curriculum in The Form of Creative Class in Kindergarten in Bali

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ABSTRAK

Masih banyak anak-anak usia Taman Kanak-Kanak di Bali yang belum mendapatkan layanan lembaga PAUD secara maksimal. Hal tersebut dapat menyebabkan berbagai hal, salah satunya yaitu kurikulum dan pengelolaan pendidikan yang diberlakukan di TK membebani anak sehingga para orang tua enggan menyekolahkan anak mereka dan lebih memilih mengasuh di rumah saja. Tujuan penelitian ini adalah menganalisis potensi pelaksanaan emergent curriculum berbasis kelas kreatif pada taman kanak-kanak. Jenis penelitian yaitu kualitatif berpendekatan studi kasus dengan sumber data yang berasal dari pengamatan, wawancara dan dokumentasi. Unit analisis dalam penelitian ini yaitu guru, kepala sekolah, dan anak pada tiga taman kanak-kanak di Bali pada tahun 2017 dengan total jumlah 210 orang. Analisis data yang digunakan mengadopsi model analisis Miles dan Huberman yang dilakukan dalam empat langkah yaitu pengumpulan data, reduksi data, penyajian data dan verifikasi atau penarikan kesimpulan. Hasil penelitian menunjukkan bahwa emergent curriculum berbasis kelas kreatif yang ditinjau dari kelas indoor ditemukan belum dinamis, kondusif dan ideal untuk dapat meningkatkan kreativitas anak, namun lembaga sudah menggunakan model pembelajaran area hanya tidak maksimal dalam realisasinya. Sedangkan pada kelas outdoor sudah dilakukan secara rapi dan indah, namun anak-anak belum diorganisasikan secara baik ketika bermain di halaman sekolah, padahal pengembangan anak di luar ruangan merupakan stimulasi yang baik untuk anak agar mereka bisa distimulasi pada berbagai kondisi ketika berada di lembaga taman kanak-kanak. Selain itu, suasana kelas belum dikembangkan secara kreatif imajinatif padahal banyak bagian kelas yang bisa dimaksimal seperti dinding dipakai memajang karya-karya anak.

ABSTRACT

Many children of kindergarten age in Bali have not received the complete Early childhood agency services. This can cause various things, one of which was the curriculum and management of education enforced in kindergarten burdening children. Parents were reluctant to send their children to school and prefer to care at home only. This study aimed to analyze the potential implementation of a creative class-based emergent curriculum in kindergarten. This type of research is qualitatively shortening case studies with data sources derived from observations, interviews, and documentation. The analysis unit in this study was teachers, principals, and children at three kindergartens in Bali in 2017, with 210 people. Data analysis adopted Miles and Huberman analysis models that were carried out in four steps: data collection, data reduction, data presentation, and verification or withdrawal of conclusions. The results showed that the emergent curriculum based on creative classes reviewed from the indoor class was not yet dynamic, conducive, and ideal for increasing children's creativity. Still, institutions already use area learning models only, not maximal in their realization. In comparison, the outdoor class has been done neatly and beautifully. Yet, children have not been appropriately organized when playing in the schoolyard, even though the development of children in the outdoor class was good stimulation for children to be stimulated in various conditions when in kindergarten institutions. In addition, the class atmosphere has not been developed creatively imaginatively even though many parts of the class that can be maximized, such as walls, were used to display children's works.

1. INTRODUCTION

The existence of teachers is a central figure and has an essential responsibility in the successful learning activities of children (Boesdorfer, 2019; Butler & Shibaz, 2014; Karaca & Uysal, 2021). The

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implementation of learning carried out by teachers must undoubtedly be prepared clearly in the form of a curriculum so that teachers can determine the quality materials that will be given in learning in children (Mullis et al., 2012; I. G. A. A. Wulandari, 2020). The teacher implements the curriculum in the classroom due to two main activities, namely teaching activities and activities to manage the classroom. All components of teaching that include objectives, subject matter, teaching-learning activities, methods, tools and resources, and evaluation are played optimally to achieve the teaching goals set before the teaching is carried out (Mullis et al., 2012; Thoyyibah et al., 2019; Wiranto & Slameto, 2021). Class management is not just a classroom setting, physical facilities, and routines. Classroom management activities are intended to create and maintain the atmosphere and conditions of the classroom. This causes the teaching and learning process to occur effectively and efficiently (Antara, 2018; Bahari et al., 2018; Thoyyibah et al., 2019). For example, strengthening, developing teacher relationships with children, and making productive group rules.

In terms of implementing learning practices, all aspects of teaching education meet and process in the classroom. Teacher with all his abilities, a child with all his background and traits (Aina & Tuti, 2020; Butler & Shibaz, 2014; Karaca & Uysal, 2021). The curriculum, with all its components, materials, and sources of lessons with all the subjects, meet and blends and interacts in the classroom (Febriyanti, 2013; Mega et al., 2015; Sanjiwana et al., 2015). Even the outcome of education and teaching is primarily determined by what happens in the classroom. Therefore it is appropriate that the class is well managed, professional, and continuous (Lin et al., 2021; Ristanti & Arianto, 2019). Based on data from the Ministry of Education, it can be seen that the Gross Participation Rate (APK) children in Kindergarten in Bali has only reached 74.41%, which is still far when compared to the APK of neighboring provinces, namely East Java, which reached 91.53% (Antara, 2015a). This indicates that there are still many children of kindergarten age in Bali who have not received the services of Early Childhood Education institutions (especially kindergarten) to the maximum. This can cause various things, one of which is the curriculum and management of education implemented in kindergarten burdening children so that parents are reluctant to send their children to school and prefer to care at home only. This condition is so reasonable that it can create poor classroom management. Teachers are still fixated on standard game tools and develop learning by "forcing" the national curriculum to be implemented (Antara, 2018; Swastrini et al., 2016). In fact, on the other hand, teachers in Bali look for potential to do the learning process by using an exciting curriculum with creative classroom management strategies. This becomes interesting and potential because the existing culture in Bali has a distinctive nuance of creativity development.

In terms of the implementation of learning practices, all aspects of teaching education meet and process in the classroom. A teacher with all his abilities and a child with all his background and traits (Aina & Tuti, 2020; Butler & Shibaz, 2014; Karaca & Uysal, 2021). The curriculum, with all its components, materials, and sources of lessons with all the subjects, meet and blends and interacts in the classroom (Febriyanti, 2013; Mega et al., 2015; Sanjiwana et al., 2015). Even the outcome of education and teaching is primarily determined by what happens in the classroom. Therefore it is appropriate that the class is well managed, professional, and continuous (Lin et al., 2021; Ristanti & Arianto, 2019). Based on data from the Ministry of Education, it can be seen that the Gross participation rate (APK) children in Kindergarten in Bali has only reached 74.41%, which is still far when compared to the APK of neighboring provinces, namely East Java, which reached 91.53% (Antara, 2015a). This indicates that there are still many children of kindergarten age in Bali who have not received the services of Early Childhood Education institutions (especially kindergarten) to the maximum. It can cause various things, one of which is the curriculum and management of education implemented in kindergarten burdening children so that parents are reluctant to send their children to school and prefer to care at home only. This condition is so reasonable that it can create poor classroom management. Teachers are still fixated on standard game tools and develop learning by "forcing" the national curriculum to be implemented (Antara, 2018; Swastrini et al., 2016). In fact, on the other hand, teachers in Bali look for potential to do the learning process by using an exciting curriculum with creative classroom management strategies. It becomes exciting and potential because the existing culture in Bali has a distinctive nuance of creativity development.

The urgency of learning planning with emergent design, as described above, can be said that innovative learning planning provides opportunities to maximize the potential of children (Daunic et al., 2021; S.-C. (Angel) Wu & Chang, 2015). Proactive learning planning called emergent curriculum has historically been developed from a long time ago in developed countries like Australia and America. The curriculum focuses on children with various characteristics and suits the child's interests (Fisher &Fiese, 2014; Sverdlov et al., 2014). Learning activities that focus on children have been done for a long time by kindergarten teachers in Indonesia but have not been done according to the interests of children and following trending topics during the learning process. This is the fundamental reason that emergent curriculum will be able to create creative classroom management in kindergarten because the learning planning is implemented concerning the interests of children. Trending topics in the classroom as well as learning focus based on child characteristics. By studying this phenomenon, it is urgent to conduct a study on the use of emergent curriculum in the implementation of creative

classes at kindergartens in Bali. It will give a complete and complete picture of the potential use of emergent curriculum as a complement to the national curriculum that has been implemented in Indonesia.

A simple definition of emergent curriculum is a flexible and responsive curriculum with a focus on implementing active learning, the process of investigative activities, and constructing an understanding of the material by children collaboratively (Collins & Clarke, 2018; Sutrisno et al., 2021). Emergent curriculum based on children's character development, interests, and talents (Flores, 2021; Hasanah, 2018). The emergent curriculum approach focuses on the idea of competent and resourceful children rather than a developmental process that focuses on weaknesses that need to be developed (Gonzalves, 2021; Piasta et al., 2021). Characteristics of the emergent curriculum itself, namely the emergent curriculum, are formed based on ideas and interests that arise from children, based on responding to parents' concerns about what is happening in the environment and teacher decisions as to the direction of the implementation of the curriculum (Allan et al., 2018; O'Brien et al., 2020). When children have a vast curiosity, then that's where children can be given learning. Many early childhood professionals believe that children learn as they play both alone and with other children and their teachers (Paul &Singh, 2020; Wong & Russak, 2020). Creativeelas is a class built on constructive values in the learning process, including collaboration, individual autonomy, reflection, personal relevance, and pluralism.

Constructive classroom management will provide active learning opportunities (Polat & Aydın, 2020; Swanson et al., 2019). Refer to a holistic approach to education; creative classroom management reflects the assumption that the process of knowledge and understanding of acquisition is utterly inherent in the social-emotional context of learning. Characteristics of managing creative classes for learning are general learning, instruction, and learning together. Five essential methods for designing innovative classroom management are: 1) protecting learners and control from the breakdown of instructional practice by developing autonomy and control of learners, encouraging self-regulation and making instructions personally relevant to learners, 2) creating a learning context encouraging the development of personal autonomy, 3) conditioning learners on learning grounds in learning activities, 4) encouraging self-regulation with the development of skills and behaviors that allow learners to increase responsibility in their learning, 5) encouraging learning awareness and error testing (Awalia et al., 2019; Shofiah et al., 2018; Soyadı & Birgili, 2015). The previous research findings also stated that an emergent curriculum could create active learning (Kidd et al., 2020). Other research also stated that an emergent curriculum could improve students' learning spirit (Collins &Clarke, 2018). It can be concluded that emergent curriculum can help students in learning. The purpose of this study is to analyze emergent curriculum in the form of creative classes at kindergartens in Bali. It is hoped that emergent curriculum can create a pleasant learning atmosphere for students so as to improve student learning outcomes.

2. METHOD

This type of research was qualitative research. This research used case study methods. Research with the case study approach applied to look at the object of the study in more depth by restricting both the focus of the problem and the system used in the research (Setyosari, 2015). The research was conducted at 3 State Kindergartens in Bali, namely TK Negeri Pembina Denpasar, TK Negeri Pembina Gianyar, and TK Negeri Pembina Buleleng, found some information related to the ability to build creative classes based on Emergent Curriculum. The case study research method used can reveal naturally or following the reality regarding the implementation of the emergent curriculum in the form of creative classes at kindergarten in Bali. The data were obtained by snowball techniques and observation techniques, interviews, and documentation, with data sourced from teachers, children, parents of students, and the community around kindergarten. The study was conducted in Bali in 2017. Data analysis was used by adopting the Miles and Huberman analysis model that was carried out in four steps: data collection, data reduction, data presentation, and verification or withdrawal of conclusions (Miles & Huberman, 2007).

3. RESULT AND DISCUSSION

The phenomenon of the existence of emergent curriculum with creative class-based is studied based on two forms of class arrangement, namely the management of indoor and outdoor classes. The management of classes divided into two is based on the concept that learning occurs in two conditions, namely indoor and outdoor classes (Kidd et al., 2020; W. H. Wu et al., 2019). Based on the analysis of emergent curriculum implementation data reviewed from class management, the management of indoor classes has not been dynamic, conducive, and ideal to increase the creativity of kindergarten children. In addition, there has not been a complete and comprehensive portfolio assessment system in children, so that not all potential children can be analyzed. One of the teachers in Buleleng State Kindergarten confirmed this in an interview as follows;

"Portfolio assessment has been done in learning in all classes, but we have not routinely held the form of anecdotal records because recording and analysis is rather difficult." (CW.05). Looking at the above phenomenon, it can be explained that not all essential components of the portfolio in early childhood were implemented. Though the use of anecdotal notes is necessary considering the various learning conditions of children occur spontaneously and incidentally (Restyani, 2018; Susanti, 2014; P. Wulandari et al., 2018). Suppose this condition was seen from the perspective of an emergent curriculum. In that case, the school was not supposed to do incidental and spontaneous learning. Even though the ability to do spontaneous learning can change the curriculum's design that follows the trending topic of children when learning took place becomes very important in the implementation of emergent curriculum.

The stimulus aspect of the development of children's basic abilities was already done well but in the process of stimulation carried out individually in children in the classroom looks not yet maximal done on daily activities in each age group. The use of media and learning resources has not varied. The use of media also depended on media in the form of grants from the government alone without creating other innovative learning media. This learning media can facilitate students in understanding learning materials easily (Budiarto et al., 2020; Hosen et al., 2021; Khamparia & Pandey, 2017). But on the other hand, all three kindergartens have developed learning in the child's interest-based classroom because classes have been arranged with the area learning model. This area learning model is a form of learning based on children's interests and talents. Also, it is developed through facilities and infrastructure separated by special classrooms based on the child's favorite area at the time of play (Antara, 2015b; Churchill et al., 2013; Jaedun & Nuryadin, 2017; Manurung & Panggabean, 2020).

Outdoor classroom management and arrangement have been made neatly and beautifully, but children have not been well organized when playing in the schoolyard. Padahal outdoor child development is suitable for stimulating children in various conditions while in kindergarten institutions (Aulia & Budiningsih, 2021; Darmiatun & Mayar, 2020; Utomo et al., 2018). Specifically, learning needs must be considered and appropriately developed even though children play freely outdoors (Lukitasari et al., 2019; Mills et al., 2021; Nkhoma et al., 2017). This becomes important because children who play outdoors are also in a learning condition, so it must be considered to the maximum (Sirait & Apriyani, 2020; Triana et al., 2016). Observations on parenting show that schools do not have a complete SOP, especially when children are outside the classroom. Based on the results of an interview with a principal stated as follows:"... When children play in the yard, we usually free children to play at will but still remain under the supervision of teachers.". (CW.10). The interview results showed that parenting was carried out based on learning planning in the classroom only. In contrast, every Early Childhood Education institution must use Standard Operating Procedures (SOP)according to the 2013 Early Childhood Education Curriculum. Which stated that learning conducted in kindergarten starts welcoming, children rest, children activities in the classroom until children go home. This confirms again that parenting should also be given when the child is in a state of health in the schoolyard to do learning holistically and integratively (Antara, 2015a). Judging from the emergent curriculum concept, learning and nurturing activities should be arranged in such a way that occurs in various classroom atmospheres (Kidd et al., 2020; W. H. Wu et al., 2019). So that learning in the form of creative classes based on emergent curriculum will be possible to happen.

The development of basic children's abilities in the classroom should be more varied and should be based on the child's interests. Children's interests can be realized by creating more varied areas for learning activities (Fauziah, 2017; Putrayasa et al., 2014). This area was a background for learning activities in developing certain basic abilities such as divinity, science, and art. In addition to where to put tools and learning resources, the area also serves as a vehicle to motivate and develop children's creativity. This can be easily done by all kindergarten institutions but based on direct observations as in the above research results. It appeared that the three kindergarten institutions had implemented an area learning model. However, the implementation of learning still used a group system because teachers were easier to prepare for learning even though learning in the classroom cannot be managed more creatively. Judging from the classroom atmosphere, the teachers did not maximally use the walls and props as learning and playroom for children. In creating a more creative class, the wall can be used to paste the results of children's work. The child's work was taped to the wall to the maximum and carried out alternately so that it was not dull and does not interfere with the child's attention. The laying and storage of play tools/learning resources were arranged in such a way as to function, making it easier for children to use and restore them to their place after completion of use (Hardiyanti et al., 2019; Nasution et al., 2020; Solihati, 2015). The arrangement of classrooms, furniture, accessories on the walls, and various display materials should be changed periodically permanently to create a new and not dull classroom atmosphere (Lau & Li, 2019; Muhonen et al., 2020). The necessary learning tools and resources in learning with areas of activity based on interests are arranged so that the activity's nature and purpose were arranged in the room/classroom. Learning tools and resources provided in this area are various tools/resources that can stimulate children to play by hand. The activity area can also function as a place of learning according to the child's interests to promote children's

creativity. The teacher was expected to increase self-competence in developing creative classes based on the child's emergent curriculum to get used to and handle various characteristics of children. The teacher must always communicate with the child's parents so that children's talents are more holistic and sustainable (Awalia et al., 2019; Mardliyah et al., 2021). Kindergarten managers support teachers to build creative classes based on emergent curriculum, especially providing teachers with the opportunity to participate in training and special education about creative classes based on children's interests.

4. CONCLUSION

The management of creative classes based on emergent curriculum reviewed from indoor spaces has not been dynamic, conducive, and ideal to increase the creativity of kindergarten children. In addition, there has not been a complete portfolio assessment system in children. Not all children's potential can be analyzed, and emergent curriculum can not be fulfilled in terms of basic concepts. The development of learning in the classroom was already based on children's interests because classes have been arranged with the area learning model. The arrangement based on the emergent curriculum reviewed from outdoor classrooms has been made neatly and beautifully, but children have not been well organized when playing in the schoolyard.

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