



## Nationalist and Religious-Based Superior Kindergarten Curriculum Management

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### ABSTRACT

Curriculum management study as a milestone in curriculum success is important to be carried out as early as possible, considering that early age is a crucial period in shaping children's character so that it becomes a foundation when children grow up. This is the basis for conducting research on nationalist and religious-based kindergarten curriculum management. This paper uses the library research method. The Result of this study that nationalist and religious-based kindergarten are special education for children with an age range of 4 to 6 years which emphasizes the values of nationalist and religious in each program. There are four(4) nationalist and religious-based kindergarten curriculum management procedures, namely planning, organizing, implementing and evaluating.



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## INTRODUCTION

Religious and nationalist students are the hope of education, especially from an early age. That is, the output produced has not only nationalist values but also religious values. The values of nationalism expected by students include appreciation of the nation's own culture, safeguarding the nation's cultural wealth, willingness to sacrifice, excellence, achievement, love of the motherland, protecting the environment, law-abiding, disciplined behavior, and respecting cultural diversity. As for religious values, namely such as highlighting morals, faith (aqidah), and adab (daily ethics). The values of nationalism and religion must go hand in hand and be unanimously instilled in students from the age of kindergarten. And if it is implemented beginning in kindergarten, it will have an impact on the child's personality.

The aim of Kindergarten (TK) education is expected not only to equip students with mere knowledge of the values of nationalism and religion but also to make them understand and apply these values in everyday life. As the basis of nationalist education, as stated in Law Number 20 of 2003 concerning SISDIKNAS, national education functions to develop capabilities and form dignified national character and civilization within the framework of educating the nation's life. Second, based on Law Number 2 of 1989, nationalist education aims to educate the life of the nation and develop a complete Indonesian human being, namely human beings who have faith, are devoted to God Almighty, have noble character, have knowledge and skills, are physically and spiritually healthy, and have a good personality. steady and independent, as well as a sense of social and national responsibility. Third, the function of education in TAP MPRS Number XXVI/MPRS/1966 concerning religion, education, and culture is that the purpose of education is to form a true Pancasila man based on the opening of the 1945 Constitution. The basic education of religious values and nationalism begins at the age of kindergarten; namely, the age of kindergarten (4-6 years) is known as the "golden age," which refers to the period when children experience tremendous brain development. At this stage, if the best religious education is given, it will greatly influence the formation of a religious personality and soul. And if given education on the values of nationalism, it will greatly influence the formation of a spirit of nationalism in students.

The application of religious and nationalism education in kindergarten is carried out by carrying out habituation activities in an effort to internalize religious values and nationalism in students, which are integrated into KBM (Teaching and Learning Activities). The implementation of the nationalist and religious-based kindergarten curriculum in the field can be seen in state kindergartens, where the ratio of religious materials to nationalist materials is around 75 percent to 25 percent. 7 Meanwhile, the application of the curriculum in religious kindergartens is 50% to 50%. 8 As for the application of the curriculum in the Nationalist Kindergarten, that is 50% to 50%.

The application of the curriculum in three (3) different places certainly produces different outputs. The more balanced the values of religion and nationalism are applied in schools, the more nationalism and religion are embedded in students. The bad morals and manners that are commonly found in people of all ages, including children, adolescents, and adults, result from a lack of internalization of religious values at a young age. The lack of nationalism and excessive fanaticism are the foundations for the need for proper nationalism education in schools, particularly beginning in kindergarten, so that it can have an impact on children. Bad morals and manners can be seen from the lack of manners when talking to peers and older ones; that is, sometimes the word "zoo" appears in association with friends, such as refusing to share with friends who do not bring supplies or school equipment, hitting his friends, and so on. From here, the curriculum becomes an important point in the realization of religious and nationalist students, and supported by proper curriculum management, the resulting output will be in line with expectations. Therefore, this is what prompted the author to write a paper on nationalist and religious-based kindergarten curriculum management, which in this paper discusses two points, namely, the understanding of nationalist and religion-based superior kindergarten curriculum management and how nationalist and religion-based superior kindergarten curriculum management differ.

## **RESEARCH METHODS**

The data collection technique used in this research is library research, where library research is the activity of collecting materials from books, scientific journals, literature, and scientific publications. The approach in this study uses a qualitative approach, and it is hoped that it can provide comprehensive facts about the meaning and scope of nationalist and religious-based kindergarten curriculum management. The benefit of this writing is to enrich the reader's insight regarding the definition and scope/procedures of nationalist and religious-based kindergarten curriculum management.

## **RESULTS AND DISCUSSION**

### **Definition of Nationalist and Religious-Based Superior Kindergarten Curriculum Management**

Curriculum management is a curriculum management system that is cooperative, comprehensive, systemic, and systematic in order to realize the achievement of curriculum objectives. 11 Curriculum management here must meet four conditions, namely, that it must be comprehensive and interrelated from one component to another in order to achieve one goal. Superior or excellence school is synonymous with good school, effective school, improvement school, and so on. Dr. Fasli Jalal, Ph.D., said that excellent schools are the same as effective schools. 13 It can be said that excellent schools are schools that always strive to be better than other schools as seen from good management internally and externally.

Nationalism is characterized by a loyal attitude, love for the motherland, adherence to human values, and tolerance. Religion, on the other hand, is an attitude of upholding the rules and values that govern human life, both in relationships with other creatures and with their creator. The relationship between nationalism and religion and the Kindergarten (TK) Curriculum is that nationalist and religious characteristics or attitudes are used as the foundation or guideline in the formulation or preparation of the Kindergarten curriculum. It is hoped that the combination of these two characters will form the basis for the formation and realization of kindergarten students who, besides having nationalist values, also have religious values. Nationalist and religious-based superior kindergarten curriculum management, namely the activities of managing or structuring the kindergarten curriculum to realize the curriculum goals of instilling nationalist and religious values in students from the age of 4-6 years, In the management or arrangement of the Nationalist and Religious-Based Superior Kindergarten curriculum, it includes four (4) aspects, namely planning, organizing, implementing, and evaluating.

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## **Nationalist and religious-based superior kindergarten curriculum management Nationalist and religious-based kindergarten curriculum planning**

Nationalist and religious-based kindergarten curriculum planning is a type of curriculum planning that necessitates programs with nationalist or nationalist values, as well as religious values influenced by the foundations underlying the curriculum planning (philosophical foundations, religious foundations, psychological foundations, social culture, and scientific foundations).knowledge and technology). Based on the aspects above, they are then translated into the program structure (annual and semester programs), subject schedules, and academic calendars.

The following factors are taken into account when developing the superior nationalist and religious-based kindergarten curriculum :

### **1) Determine the basis for curriculum planning**

There are five basic principles that underlie the nationalist and religious-based Superior Kindergarten curriculum planning, namely:

#### a) Philosophical Foundation

In the curriculum planning process, it is based on philosophical principles, namely the philosophy of the Indonesian people and the basis of religion, namely Pancasila and God's Revelation (Al-Qur'an and Sunnah).

#### b) The Foundation of Religion

In the curriculum planning process, based on religious teachings and religious values so as to be able to equip students who are faithful and pious, have noble character, and are successful in the afterlife.

#### c) Foundations of Psychology

In the process of curriculum planning, educators must pay attention to the psychology of students, their talents, interests, and theories of learning psychology. In this case, the curriculum needs to pay attention to the growth, development, and maturity of kindergarten-aged children (4-6 years).

#### d) Socio-Cultural Foundation and Science and Technology Foundation

In the curriculum planning process, attention is paid to cultural diversity in society as well as developments in science and technology. In this case, the curriculum is structured in such a way that it always explores information in relation to developments and existing knowledge in order to adapt to its surroundings.

### **2) Formulate and determine curriculum objectives**

Nationalist and Religious-Based Superior Kindergarten Curriculum Objectives, namely:

a) Instill the basics of religion and faith in students.

b) Equipping students to have a nationalist character in their souls.

c) Equip students to live independently and be able to solve their own problems.

d) Preparing students to be able to become part of society in an effort to make changes for the better

e) e)Familiarize students with behaviors that are able to foster religious and nationalist values in them.

### **3) Formulate and determine the contents of the curriculum and the organization of the contents of the curriculum**

As in Permendiknas No. 58 of 2009, it regulates the Kindergarten (TK) Curriculum Structure, which includes the realm of developing behavior formation and the realm of developing basic abilities through play activities and habituation. The scope of curriculum development includes religious and moral values, physical, cognitive, language, and social-emotional skills. This development activity uses a thematic approach. This is related to the scope of nationalist and religious-based kindergarten curriculum development, in which it is necessary to add nationalist values to the scope of its development and there is a need for a deeper elaboration of religious values in order to be able to equip and shape students to become individuals who are faithful and pious and love the motherland. The development of religious and nationalist values is manifested in the form of habituation activities that reflect nationalist and religious values and are integrated into teaching and learning activities (KBM).

The habituation of religious values includes:

a. Habituation to discipline

- b. Familiarity with common manners in everyday life
  - 1. The habit of eating and drinking with the right hand
  - 2. The habit of reciting "Basmallah" when eating and drinking
  - 3. The custom of saying assalamualaikum on the way to class.
  - 4. The habit of using good and polite language towards peers and teachers
  - 5. The habit of disposing of garbage in its place
  - 6. The practice of apologizing and thanking others. Sorry when making mistakes, and thank you if given something by peers.
  - 7. The practice of not eating while talking and of not eating too quickly.
- c. The habit of worship
  - 1) Habituation of ablution procedures
  - 2) The habit of praying in an orderly mannerHabituation of nationalist values, accomplished by instilling nationalist sub-values such as:
  - a) Appreciation of the nation's own culture
  - b) Maintaining the nation's cultural wealth
  - c) Willing to sacrifice
  - d) Excellent
  - f) Achievement
  - g) Love of the motherland
  - h) Protect the environment
  - i) Obey the law
  - j) Discipline
  - k) Respect cultural diversity

#### 4) Develop a theme

Nationalist and religious-based kindergarten management creates learning themes based on religious and nationalist values, including:

a. Semester 1, with the theme:

- 1) Ramadan is the month of blessings for worship and becoming an entrepreneur. The goal of the learning theme is to know the meaning of Ramadan and activities in the month of Ramadan.
- 2) My school is a place to learn and play in God's grace. The goals of the learning theme are to introduce the meaning of school, introduce school functions, and introduce people in school.
- 3) I am a pious and independent servant of Allah's creation. The goals of the learning theme are to introduce human identity and human characteristics.
- 4) Farm animals have many benefits from God's creation. The goal of the learning theme is to introduce various kinds of animals.
- 5) My family is polite and helps each other because of God's grace. The learning theme's goal is to introduce family members and family member tasks.
- 6) Recreation is a blessing for God's gifts of entertainment and entrepreneurship. The goals of the learning theme are to introduce the meaning of recreation, introduce the benefits of recreation, introduce recreational places, and introduce equipment that is brought during recreation.

b. Semester 2, with the theme:

- 1) Water, air, and fire are blessings for the life of Allah's creation. The goals of the learning theme are to introduce the benefits of air, the dangers of air, and the various seasons.
- 2) Vegetable plants are a blessing for the body of Allah's creation. The goal of the learning theme is to introduce the parts of plants.
- 3) Good and halal food is a blessing for the body; it is sustenance from Allah. The learning theme is to introduce different types of food.
- 4) Television is one of the communication media that can damage my intelligence. The goal of the learning theme is to introduce various kinds of communication tools and introduce the use of communication tools.
- 5) The market, where buying and selling occur, signifies the arrival of sustenance from Allah. The goals of the learning theme are to introduce the meaning of the market (people in the

- market), introduce the use of the market, introduce the types of markets, introduce goods sold in the market, and introduce buying and selling tools.
- 6) My dream is to become an entrepreneur, with guidance from Allah. The goals of the learning theme are to introduce the meaning of work and profession, introduce the benefits of work, introduce various jobs and professions, introduce tasks from various jobs and professions, introduce places for various jobs and professions, and introduce vehicles for work.
  - 7) The earth where I live is a gift from God. The goal of the learning theme is to introduce facial forms.earth and introducing the various settlements.
  - 8) Indonesia is the most beautiful heaven on earth, created by Allah. The goals of the learning theme are to introduce the regions of Indonesia from Sabang to Merauke through songs, Indonesia's abundant natural resources (SDA) because of Indonesia's fertile soil and friendly climate, and by singing the Indonesia Raya song.

In all of the above themes, there is always a nationalist and religious concept. This is done to ensure that there is a process of internalizing religious values and nationalism in the learning process in kindergarten. Religion and nationalism are core values that are to be internalized in children in order to achieve the goal of giving birth to a generation that is nationalist and religious. Internalization takes the form of carrying out explanations as well as habits concerning religion and nationalist character in each planned theme. The form of internalization is carried out by carrying out explanations, as well as habits regarding religion and nationalist character in each planned theme

#### **5) Develop a Semester Activity Plan**

The learning themes that have been prepared are then taken into consideration in preparing semester activity plans. That is:

- a. OutingsAn outing is a learning activity that each child completes after completing one learning theme.The destination of this outing activity is to adjust the themes that have been studied by children so that they can enrich their understanding of the themes being studied.
- b. ParentingParenting is a learning activity organized by the kindergarten for parents of students to discuss child development and problems that arise in children and how to handle them. This parenting also aims to understand the differences and differences between individuals or students.
- c. Annual activitiesIn this activity, children carry out activities based on religious holidays, national holidays, and certain moments. The following is a sample activity plan for the first semester in kindergarten:

- 1) Parenting, carried out at the beginning of the new school year
- 2) An outing to the dentist
- 3) Commemoration of the independence of the Republic of Indonesia, held on August 16
- 4) Hajj rituals
- 5) Parenting
- 6) Outing to the farm
- 7) Islamic New Year Carnival
- 8) Parenting
- 9) Visits to historical sites or nearby museums such as the Ronggowarsito Museum, Kota Lama, etc. To introduce the struggle of the heroes
- 10) Visits to orphanages,
- 11) Cleaning days
- 12) Parenting
- 13) Happy swimming, which took place on November 8, 2017.
- 14) Happy Father's Day (children study with their parents, profession theme)
- 15) Study tour, recreation, and family gathering
- 16) Birthday of the Prophet Muhammad SAW
- 17) Happy Mother's Day and student development consultation, held on December 21.

#### **6) Make Templates for Themes**

After determining the learning theme and semester activities, a reference is made for each theme. The reference for each theme contains the following:

- a. An explanation of the theme and material
- b. Memorize prayer readings, short letters, daily prayers, and hadiths.
- c. Material concept

- d. Acquired abilities
- e. Formulation of kindergarten curriculum themes (from the Ministry of National Education in 2010).
- f. Support activities.
- g. Song was introduced.
- h. Recommendations to parents for habituation and evaluation of students at home

The following is an example of a learning theme reference for the theme "water, air, and fire are blessings for the life of God's creation," based on the results of research documentation:

- a) Explanation of the material, which contains the following sub-materials:
  - 1) Water sources, water benefits, and water hazards
  - 2) The benefits of air, the dangers of air, and the types of air
  - 3) Source of fire, benefits of fire, and danger of fire
- b) Memorize prayer readings, short letters, daily prayers, and hadiths.
  - 1) Prayer readings: movements and intentions for ablution, prayer after ablution, dhuha prayer, and dhikr after prayer
  - 2) Short letters: an-Nash, al-Ma'un, al-Fiil, and al-Humazah
  - 3) Daily prayer: prayer to enter the restroom, prayer to exit the restroom, prayer to respond to someone sneezing.
  - 4) Hadith: keeping clean.
- c) Material concepts: shapes (circles and tubes), sizes (hot and cold), colors (brown, green, white), and numbers (1–30).
- d) Acquired abilities include attempting to wash one's own hands after urinating and defecating, washing hands with soap without assistance, covering one's mouth and nose when sneezing or coughing, and cleaning one's own nose with a tissue and handkerchief.
- e) Formulation of kindergarten curriculum themes (from the Ministry of National Education in 2010): water, air, and fire; my needs.
- f) Supporting activities: experiment to make a waterfall, experiment of dark and light, story of Prophet Ayyub AS, story of Prophet Idris US, story of Prophet Abraham US, and moral story.
- g) Introduced songs: the sound of rain, light rain, water created by Allah, air balloons, air bubbles from soapy water, and air and fire created by Allah.
- h) Recommendations to parents for the habituation of nationalist and religious characters and for the evaluation of students at home:
  - 1) Mention some of Allah's creations.
  - 2) Mention the sentence of monotheism, "Laailaha illallah."
  - 3) Provide skills. information about a thing
  - 4) Mention the letter symbols.
  - 5) Singing at home the songs taught at school
  - 6) Listen to other people talk.
  - 7) Read the prayer before and after doing the activity.
  - 8) Get used to saying alhamdulillah.
  - 9) Content to maintain an environment of Allah's guidance.
  - 10) Use water sparingly.
  - 11) Accustomed to following the rules or rules of guidance from Allah
  - 12) Cover your mouth and nose when sneezing or coughing.
  - 13) Use a tissue and a handkerchief to clean your own nose.
  - 14) Wash hands with soap without assistance.
  - 15) Daily interactive in English
  - 16) English Vocabulary
  - 17) Get up and go to bed on time so that you are not late for school.
  - 18) Tidying up toys after playing

## 7) Formulate method

In the process of familiarizing kindergarteners with religious values and nationalism, appropriate methods are needed that are appropriate to the level of growth and development at the age of 4-6 years. The following are the learning methods in nationalist and religious-based superior kindergartens, namely:

a) Storytelling Method

This storytelling method is a method for instilling religious values and nationalism through stories so that they are easy to understand because they are in accordance with the growth and development of children aged 4-6 years. The stories conveyed can be in the form of stories of the prophets and apostles, stories of the heroes of the Republic of Indonesia's independence, and other stories where religious values and nationalism can be found.

b) Question-and-answer method

This method is carried out by conducting question-and-answer sessions or direct interaction with students to train children's language and courage. The questions and answers were designed to assess students' knowledge and understanding of understanding and applying nationalist and religious values. Questions and answers can be made around themes related to worship, such as the habit of praying, ablution, and so on. as for questions and answers related to nationalist values, namely by conducting questions and answers around the theme of the motherland and habituating attitudes that reflect love for the motherland, such as being willing to sacrifice and so on

c) The sociodrama method or role play

This role-playing method is carried out by playing the role of the Prophet's stories or exemplary stories that can be learned from, namely those that aim to form a nationalist and religious character in children.

d) Field trip method

This method is carried out by visiting historical objects around the school environment. And this method is in accordance with the growth and development of children aged 4-6 years so as to increase students' interest in learning so that they are able to understand and interpret the goals of the curriculum, namely to equip students with nationalist and religious values. This field trip can be done at places such as the nearest museum or historical building.

**8) Formulate and determine the curriculum planning and design model to be implemented.**

The planning model used in nationalist and religious-based kindergartens is the Humanistic Curriculum Design Model. The humanistic curriculum aims to help students discover themselves rather than just shape them to have intellectual abilities alone, and to value innovation and creativity.<sup>14</sup> In terms of subject matter and personality formation, the humanistic curriculum provides an alternative so that the material can be easily internalized by students. Thus, students are not only superior in the cognitive field but also have good character and ethics.

### **Organization of Nationalist and Religious-Based Kindergarten Curriculum**

Nationalist and Religious-Based Kindergarten Curriculum Organization is a curriculum organization that requires programs that have nationalism and religious values. Based on the above aspects, it is then described in the form of dividing teacher assignments, arranging and placing students in classes, and organizing the curriculum, which is used separately, in correlation, or in integration. The following are included in the process of organizing the nationalist and religious-based kindergarten curriculum:

**1) Determine the form of curriculum organization.**

The organizational form of the curriculum applied is the integrated curriculum organizational form. This curriculum tends to perceive that a subject must be integrated or integrated as a whole. This integration can be achieved by focusing lessons on a curriculum that combines the various disciplines or subjects required so that the boundaries between subjects can be eliminated. The learning materials in the organization are always current and in accordance with the development and needs of the community, so the learning materials studied are always in accordance with the talents, interests, and potential of students. In implementing this curriculum, it uses a thematic approach that is carried out in group learning as well as individually. The development of learning programs needs to be carried out jointly between students and teachers, but before that, the teacher must prepare a draft learning program as a reference that needs to be developed together with students or maybe with the community.

**2) Dividing the steps of organizing activities/activities into three stages, namely:**

- a. Organizing in curriculum planning Organizing in curriculum planning held at the beginning of each new school year. Where Waka curriculum and managers lead the

- implementation of curriculum planning meetings. In which there are teachers, teacher assistants, educational staff, and representatives of student guardians in order to provide input. In this case it is determined who is in charge of implementation and who is the party implementing the activity program. The Kindergarten head is the party responsible for implementing the Kindergarten activity program, who is assisted by the deputy head of the Kindergarten. Then the homeroom teacher acts as an implementer (implementator of the activity program) of the activity program, who is assisted by the accompanying teacher in implementing the Nationalist and Religious-based Superior Kindergarten activity program.
- b. Organizing in the implementation of the curriculum Organizing in the implementation of the curriculum carried out by the manager and deputy head of the curriculum. The duties of the Deputy Head of Curriculum are: to determine the homeroom teacher based on the term of office and the manager's approval and to make a center schedule and then post it on the notice board. In terms of implementation, it is necessary to determine what infrastructure supports the habituation of religious values and nationalism, namely:
- 1) Multipurpose play ground that is safe and comfortable for children when playing and resting.
  - 2) A reading garden that provides reading books for children and parents, the Koran and Iqro which are used to carry out muroja'ah activities and memorize short letters and hadiths.
  - 3) A representative prayer room to carry out congregational prayers for school members.
  - 4) A comfortable and safe study room equipped with air conditioning.
  - 5) APE as a supporter in the implementation of thematic learning activities made by teachers and children and by purchasing.
  - 6) Hygiene facilities.
  - 7) Shuttle vehicles, especially for activities outing.
  - 8) A place for ablution, a place to wash hands and a bathroom.
  - 9) ICT equipment (Information and Communication Technology) and internet networks that can be utilized and accessed by school members.
  - 10) Bookshelf and bag rack per child.
  - 11) Helmet rack.
  - 12) Place for children's toys.
- c. Organizing in curriculum evaluation Organizing curriculum evaluation is carried out by management of teachers and teachers of students. The organization in curriculum evaluation includes when the curriculum evaluation is carried out and how the curriculum evaluation forms. Here it is determined what methods and techniques are appropriate for the growth and development of children aged 4-6 years. One of the forms of curriculum evaluation can be known through the media 'connection book' to report on children's activities in the family environment and in the school environment. Or the Whatsapp group media for teachers and guardians of students to report on children's progress.

### **Implementation of Nationalist and Religious-Based Kindergarten Curriculum**

Implementation of the nationalist and religious-based kindergarten curriculum is an implementation that requires programs that have nationalist and religious values that are embodied in the child's overall experience. The RPPM and RPPH outline how to implement a nationalist and religious-based kindergarten curriculum. In the process of implementing the Nationalist and Religious-Based Kindergarten Curriculum :

#### **1) Determine the approach used in curriculum implementation.**

The approach used in curriculum implementation is the BCCT (Beyond Centers and Circle Time) approach. The BCCT approach process is outlined as follows:

##### **a. Setting the playing environment**

After preparing the lesson plans (RPPM and RPPH), the teacher prepares materials and play tools according to the schedule, then arranges the play equipment.



- b. Welcoming children  
When students arrive at school, the teacher greets them while shaking hands and inviting students to dialogue.
- c. Open play  
The teacher forms a circle and instructs the students on the opening activity. For example, gymnastics, traditional games, and musical movements can be completed within 15 minutes.
- d. Transition  
The relaxation process begins before the main activities begin or before the teacher invites them to the centers that have been prepared. These activities include singing, washing hands, washing faces, drinking, defecating, and so on.
- e. Core activities in each group
  - 1) Experience before playing (15 minutes) Teacher activities before playing are :
    - a. The teacher and students sit in a circle, and the teacher asks how the students are doing and then takes attendance.
    - b. Selected students lead the prayer together.
    - c. The teacher reads a book related to the theme and relates the story to the main activity that will be carried out.
    - d. The teacher introduces the place and tools to play.
    - e. The teacher determines the rules of the game and when the game starts and ends. f) The teacher invites students to play
  - 2) The foundation of each student's playing experience (60 minutes) teacher activities during play activities, namely :
    - a) The teacher goes around monitoring students who are playing and gives examples of how to play for students who can't yet.
    - b) Provide support in the form of positive statements.
    - c) Noting each type of student development
    - d) Collect the results of the children's work.
    - e) Five (5) minutes before the playing time is up, remind students that the time will soon end.
  - 3) Steps from experience after 30 minutes of play. The teacher's activities on this step are :
    - a) Remember to tidy up the play equipment.
    - b) Lure students to tidy up toys through game media.
    - c) Return to form a circled) Asking questions and getting answers about experiences after playing
  - 4) Eating lunch together (15 minutes) teacher activities at this time, namely :
    - a) Checking students who brought food and did not bring food, and encouraging those who brought food to share with friends who brought food.
    - b) Get used to good eating habits.
    - c) Distinguish between good and bad food.
    - d) Remind people to clean up after themselves.
  - 5) Closing activity (15 minutes) :
    - a) Invite students to sing in a circle and convey the theme and activities of the next week.
    - b) Pray together.
    - c) Go home in color order, or in some other way to avoid scrambling.
  - 6) Evaluation  
Record student development and progress using checklist sheets, collect work, and report progress to parents and guardians of students. These six activities form the basis for the development of nationalist and religious-based kindergarten curriculum management. In each activity, it is further developed by internalizing nationalist and religious values through habituation and explanations.

## 2) Thematic Learning Activities

There are six (6) stages in the implementation of thematic learning, namely:

- a. OpeningThe opening activities carried out habituation activities (reciting lines and faith pledges and prayers before studying), gymnastics to the rhythm of music, brain gym, dhuha prayer games, telling stories, memorizing and understanding asmaul husna, and singing Indonesia Raya songs.
- b. Morning material activities :
  - 1) Reading short hadiths about commendable morals, for example, hadiths about prohibiting anger, hadiths about honesty, hadiths about working instead of begging, hadiths about respecting mothers, and others.
  - 2) Play and sing. Playing and singing activities are intended to break children's "freeze" in learning (ice breaking). The songs sung by children are also used as a medium to internalize religious values.
- c. Rest

In rest activities, children are given the opportunity to eat (snack time) and play. During snack time activities, children are accustomed to patiently waiting for their turn when washing hands and eating without being scattered. Then, in playing activities, children are given the understanding that the power they have when playing comes solely from Allah SWT.
- d. Center activitiesThere are three activities carried out in the three centers, namely :
  - 1) Steps before playingThe footwork before playing is carried out for 10 minutes. The activities carried out in the pre-play step include:
    - a) Read books related to the theme of learning.
    - b) Giving ideas using play materials
    - c) Introducing the rules of the game
  - 2) Footage of the play

The game is carried out for 40 minutes. In this activity, children are facilitated by the teacher to play by utilizing the play materials that have been given by the teacher and playing according to the rules of the game that have been conveyed by the teacher. In this activity, children are given wide opportunities to be creative and innovative. The effort is given to stimulate the development of the child's brain. Children are taught to think complexly rather than linearly in order for creations and innovations to emerge. The freedom granted to children by the teacher is controlled freedom, in which children's playing activities are limited by the teacher's game rules. The goal is not only for children's activities to take place in an orderly manner but also to form an obedient or obedient character in children.
  - 3) Steps after playing

After playing, the footing is carried out for 25 minutes. Activities carried out by children after playing include: All play equipment was cleaned up and returned to its proper place. In this activity, the children clean up again. This is done to form a responsible and independent character in children. The characteristics of responsibility and independence are two characteristics of a nationalist. Specifically, the child recalls an experience he had while playing. This activity is carried out to form a confident and courageous character in children. Confident and courageous characters in children are two characteristics of a nationalist.
- e. Midday prayer

This activity consists of preparatory activities and implementation activities. Preparatory activities include performing ablutions, reading Iqro, memorizing short letters, and memorizing asmaul husna. Meanwhile, during the implementation of the activity, the midday prayer is carried out in congregation. These activities are carried out to internalize the value of monotheism.
- f. Closing circles

In this activity, questions and answers about the child's feelings today were exchanged. This is done to bring up the courage of children in acting and expression. Other activities carried out were reading short letters and praying.

### 3) **Implementation of habituation activities**

There are two types of habituation activities in kindergarten, including:

#### a) **Routine habituation activities**

Routine habituation activities are activities that teach children to maintain positive behavior on a daily basis. Routine habituation activities carried out include:

##### 1) Rows

Marching activities are held every morning in the kindergarten yard. The purpose of carrying out marching activities is to condition children to be ready to take part in learning activities that day. During marches, the values of nationalism were internalized, namely courage and self-confidence. The courage and confidence of children can be seen when they give commands and instructions to other children.

##### 2) Pledge and pray before studying

In the pledge activity, the child recites two sentences of the creed. The pledge is called the pledge of faith. After finishing the pledge of faith, the children then pray together before studying. The teacher appoints a child to lead the vows and prayers before studying. The aim is to introduce the two shahada sentences to children and get them used to praying before learning. Religious values are internalized through pledges and prayers before studying. Religious values are actualized in children's appreciation of reciting the faith pledge. While the value of nationalism is actualized by children through their courageous and self-directed behavior in leading the implementation of faith pledges and prayers before learning.

##### 3) Brain workout

Brain gym exercises are designed to help brain function develop optimally. Brain gym is based on the idea that physical exercises simply help blood flow to the brain and can help enhance the learning process by ensuring brain alertness while learning. Children are accustomed to doing brain gym before studying at the center. Brain gym is also carried out on the sidelines of learning activities. The goal is not only to prepare children for learning but also to maintain their concentration while learning. Early childhood brain gym movements are similar to cross movements (opposite movements performed simultaneously). This movement is done while singing. The brain gym exercise internalizes entrepreneurial values, namely creativity. Children's creativity can be seen in their ability to harmonize between body movements and songs. These body movements and songs can be used as a medium to stimulate the development of a child's brain.

##### 4) Duha prayer

The habit of duha prayer is carried out in congregation. The aim is to improve children's reading of the Qur'an, smooth reading, and prayer movements, and to instill confidence in children that the Duha prayer is a prayer to open the door of sustenance. Before carrying out the duha prayer, children are invited to take turns doing ablution. Then the teacher appoints a child to be the priest for the duha prayer. During Duha prayer activities, religious values and nationalism are internalized. Religious values are shown by the child's willingness and ability to perform ablution and by the child's willingness and ability to practice Duha prayer. The value of nationalism is shown by the child's understanding and opinion that the duha prayer is a prayer to open the door to sustenance, as well as by the courage and trust shown by the child when leading the prayer.

##### 5) Snack time

In snack time activities, the teacher gives time for children to eat snacks. The snacks have been brought by the children from home. Children eat together and exchange food. In this activity, religious values are internalized, which are then actualized by the attitudes of children who want to share with other children. Children's ability to share food with other children arises from their empathy. The attitude of empathy that is fostered in children is a form of stimulation of the child's right brain.

##### 6) Free play

Free play activities are carried out both indoors and outdoors. The world of children is the world of play. That is what makes free play one of the activities that children look forward to. By playing, children not only get pleasure but also gain knowledge, skills, and

experience. In playing activities, religious values and nationalism are internalized. Religious values are shown by the attitude of children who start playing activities with prayer. The value of nationalism is also internalized in free-play activities. The value of nationalism is shown by the behavior of children who dare to take risks, want to socialize and work together, and are creative when playing. Creativity in children can stimulate optimal development of the child's right brain. stunted development of the right brain of the child.

7) Prayer at midday

Dhuhur prayer activities are carried out in congregation. Children are also taught to ablution before the midday prayer during this Dhuhur prayer activity. This dhuhur prayer is carried out with the aim of introducing the five daily prayers as well as facilitating prayer readings and their movements. In the Dhuhur prayer activities, religious values and nationalism are internalized. The actualization of religious values is shown by the child's willingness and ability to pray midday prayers and by the child's calm attitude when praying midday prayers. Meanwhile, the value of nationalism is shown by the courage of the child to lead the midday prayer.

8) Read and write Iqro

Iqro reading and writing activities are carried out in a personal and classical manner. The goal is to equip children with the ability to read and write the Koran. In this activity, the religious values of nationalism are internalized. Religious values are actualized in the attitude of children who want to read Iqro and are humble when reading Iqro. This solemnity arises because the child has the belief that God is watching over the activity. Then the value of nationalism is shown by the attitude of the child, who is calm, tenacious, patient, and animated when reading and writing Iqro.

9) Memorizing short letters, hadiths, and daily prayers

Memorization of short letters, hadiths, and daily prayers is carried out personally. This is done as one of the steps to giving birth to a golden generation that has faith and a spirit of nationalism. In this activity, religious values are internalized. The actualization of religious values is shown by the child's calm attitude when memorizing short letters, hadiths, and daily prayers. This calm arises because the child believes that what he memorizes is something sacred or holy that comes from Allah and His Messenger.

10) Ask and answer the ideals of the child

The question and answer activity on children's aspirations is carried out by asking a child what his goals are. Then there's the uninvited child. This activity is led by the teacher. The teacher inquired about the aspirations of the other students. Everyone asked each other in turn. Some aspire to become sausage entrepreneurs, hijab entrepreneurs, swimming pool entrepreneurs, truck entrepreneurs, and others. In the question and answer activity, the ideals were instilled through the values of nationalism and religion. The actualization of the value of nationalism is shown by the child's visionary attitude, in which any aspirations for the future must have both nationalism and religious values.

b) Spontaneous habituation activities

According to the findings of the observations, spontaneous habituation is an activity of reinforcing the behaviors displayed by children at any time in the kindergarten environment. Strengthening is given orally using seven magic words, namely:

1) Sorry

The word "sorry" is given by the teacher when he finds that the child's behavior is not as expected.

2) Please

The word "please" is given by the teacher when ordering or giving orders to children to carry out positive behavior.

3) Yes

The word "may" is given by the teacher to the child to ask something of the child and borrow something from the child.

4) Excuse me

The word "excuse me" is given to the child when the teacher is about to walk past the children who are on the move.

5) Please

The word "please" is given by the teacher to children who ask for something or ask permission from the teacher.

6) Thank you very much

The word "shukran" (thank you) is given by the teacher to the child for the positive behavior he displays and for the gifts given to him by the teacher.

7) Thank God

The word "thank you" is given by the teacher to the child when he gets something positive from the child and after receiving the results of the child's work.

### **Nationalist and religious-based kindergarten curriculum evaluation**

Nationalist and Religious-Based Kindergarten Curriculum Evaluation is a series of activities comparing inputs, processes, outputs, and results of programs that require nationalist and religious values, which aim to measure curriculum achievements, namely the extent to which the curriculum can be implemented. Curriculum evaluation includes when the curriculum evaluation is carried out and what form the curriculum evaluation takes :

1) Curriculum Evaluation Model The curriculum evaluation model used is Educational System Evaluation. A variety of approaches and methods are commonly used in evaluation activities, including :

- a) Comparing the performance of each program dimension with internal criteria
- b) Comparing program performance using external criteria, namely the performance of other programs.
- c) Evaluation techniques include observation, interviews, and document analysis.

This concept suggests the need for evaluation to be carried out on various dimensions of the program, not only the results achieved but also the inputs and processes carried out step by step. Overall, the concept of educational system evaluation is relevant to the role of evaluation in the curriculum development process and can overcome the weaknesses contained in the previous concepts.

2) Curriculum Evaluation Techniques Curriculum evaluation is carried out in the form of meetings and discussions. The assessment techniques include :

a) Observation or observation

Observations are made to evaluate the extent to which students have implemented nationalist and religious values, namely the habit of eating with the right hand, reciting the basmallah, praying before eating, and so on. Daily, weekly, midterm, and semester observations are conducted. The teacher in this case makes an observation sheet containing indicators of religious and nationalist character and then makes a checklist of which ones are rarely done, sometimes done, and often done.

b) Interview/conversation

Interviews and conversations regarding the extent to which religious values and nationalism are applied in students

c) Portfolio

The portfolio is designed to assess the extent to which students apply religious and nationalist values. The form is also written.

### **CONCLUSION**

Based on the discussion above, it can be concluded that the management of the Nationalist-Based Superior Kindergarten Curriculum is an activity of managing or structuring the Kindergarten curriculum to realize the curriculum objectives of instilling nationalist and religious values in students. Nationalist and religious-based superior kindergarten curriculum management includes four aspects: planning, organizing, implementing, and evaluating. planning, which includes determining the basis for curriculum planning, formulating and determining curriculum objectives, formulating and determining curriculum content and organization of curriculum content, compiling themes, compiling semester programs, making references to themes, and formulating methods. Organizing includes

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determining the form of curriculum organization and dividing the steps of organizing activities/activities into three stages, namely: organizing in curriculum planning, organizing in curriculum implementation, and organizing in curriculum evaluation. Implementation includes determining the approach used in curriculum implementation, thematic learning activities, and implementing habituation activities. The evaluation includes determining the curriculum evaluation model and curriculum evaluation techniques.

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