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THE ROLE OF SCHOOL CURRICULUM AND FAMILY RESOURCES MANAGEMENT (PARENT PARTICIPATION) IN KINDERGARTEN CHILDREN'S EDUCATION

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Abstract

This paper aims to determine the role of the school curriculum and the role of parents in managing family resources for the education of kindergarten children. This paper is the result of a 2021 study in 32 kindergartens consisting of 6 (six) state kindergartens and 26 private kindergartens in a number of cities in Indonesia. Data was collected through questionnaires, interviews, focus group discussions, and relevant school document sources. The analysis was carried out using SEM technique to determine the fit of the model, the relationship between variables, and the contribution of indicators to each variable. The results of the processing also become the basis for conducting qualitative analysis to explore problems, draw conclusions, and make recommendations needed in the implementation of Kindergarten. From this study, it is known that the school curriculum factor with the support of guidance & counseling variables and learning facilities has a positive influence on kindergarten student learning. Likewise, the role of family resource management, especially parental participation, has a positive effect on kindergarten student learning. Furthermore, student learning has a positive impact on children's learning outcomes, both in developing religious behavior, social adjustment, integrity, moral behavior, emotional control, independence, responsibility, and cooperation. It is recommended in the implementation of education in kindergarten to give greater attention and emphasis to the indicators that have the strongest contribution to each variable.

Keywords: curriculum, kindergarten, family, resource, management, facilities, outcomes

Introduction

In Indonesia, the implementation of Early Childhood Education includes Kindergarten which is intended for children aged 4-6 years (Directorate of Early Childhood Education Development, 2015). Kindergarten is a formal educational institution organized by the government and the private sector which usually divides it into two groups, namely: Group A for children aged 4-5 years, and Group B for ages under 5-6 years. The data records that until 2020 there are 93,006 TK in Indonesia, consisting of 3,908 with state status and 89,098 with private status. In terms of kindergarten students more than 1.9 million are male and 1.8 million are female. The number of teaching staff (principals and teachers) is 356,779 people, consisting of 96.3% women and only 3.7% men. On average, kindergarten institutions have 3-4 educators (Listiawati, 2020).

From various expert opinions, it is concluded that there are at least 7 (seven) importance of kindergarten education, namely: optimizing children's potential, developing intelligence, developing emotions, preparing education at the next level, preparing for the formation of quality human resources, providing nutrition for children. overcome stunting, and develop children's motor-

cognitive-language-physical-and social development (Nash, 1997; Hidayat, 2002; Choi, 2005; Hastuti, 2010; McGregor, 2010). In essence, the organization of kindergarten is to help lay the foundation for the development of attitudes of knowledge, skills, and creativity needed by children, their further growth and development (Decree of the Minister of Education and Culture Republic of Indonesia Number 0486/U/92).

Explicitly, kindergarten is an effort to optimize children's potential according to their talents, even physically it can bring about solving the stunting problem (Nash, 1997). On the other hand, various studies show that children who attend kindergarten are much more prepared and able to adapt or make a smooth transition to a more structured learning process when entering primary school, compared to children who do not go through kindergarten. childhood (Rahmawati, 2018; Faqumala & Pranoto, 2020). through kindergarten education, children can be prepared for motor aspects, cognitive aspects, social emotional, and independence (Diftrianita, 2021). Children who undergo kindergarten also tend to show adequate learning achievement after entering primary school education (Hakim, 2011).

Achieving the goals of kindergarten education clearly requires the development of an adequate learning curriculum. In this context, there are at least 2 (two) curricula used in kindergarten education, namely: the national curriculum and the school curriculum. Currently, the national curriculum used is the 2013 curriculum, which consists of a core curriculum containing a description of the achievement of the Standards for Child Growth and Development at the age of 6 (six) years, and basic competencies that include learning content, learning themes, and learning experiences that refer to Core Competencies (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146/2014). The school curriculum is developed as an elaboration and school initiative to achieve core competencies and basic competencies, which can differ between kindergartens according to individual needs, for example: some focus on one lesson by providing an introduction to English and Mandarin, but many also Islamic kindergartens that teach children to perform worship and memorize verses of the Qur'an.

Various problems arise along with the implementation of the school curriculum, especially related to the nature of kindergarten children's learning which emphasizes the play aspect. In fact, many educational institutions provide language teaching, such as: English, Mandarin, Arabic, or others that are not in accordance with the nature of kindergarten education. Children's learning time is more focused on efforts to recognize language (including: holy verses in the Qur'an), not playing. Time for playing, socializing, carrying out recreational activities at school and at home is reduced. In this house, parents often require parents to participate in educating children to memorize, including sending children to take lessons at certain institutions, but also the burden of additional costs to meet certain learning facilities, such as the provision of books, play equipment, and even the provision of digital technology and internet networks that are connected to the internet adequate.

This paper aims to determine the role of the school curriculum in the implementation of kindergarten education. The question posed is how effective the role of the school curriculum is and its impact on student learning outcomes. There are at least 6 (six) aspects contained in the school curriculum, namely: religious, social, moral, emotional, environmental, and physical. The research wants to know the concept and operationalization of the school curriculum, as well as the role of guidance & counseling, learning facilities, and parental participation in supporting learning. We suspect that all of these have an impact on student learning and achievement of learning outcomes.

Theoretical Framework

The national curriculum was developed by the Ministry of Education and Culture in the provision of early childhood education, including formal kindergarten education. What is currently applicable is the 2013 curriculum, which includes programs for developing religious and moral values, physical motoric, cognitive, language, social emotional, and art. The program seeks to

create a learning atmosphere that can encourage children's learning interest through play activities (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146/2014). Based on the national curriculum, each kindergarten develops a school curriculum for the operationalization of its education called the Education Unit Level Curriculum (Indonesian: KTSP). The school curriculum is developed by adjusting to environmental conditions (physical and social). Field observations show that there are at least 6 (six) aspects in developing the school curriculum, namely: moral religion, social emotional, kinesthetic, language, environment, and art.

The religious-moral aspect is an effort to internalize religious and moral values with the aim of developing students' awareness, attitudes, and good behavior (Koentjaraningrat, 2018; Soekanto, 2019). Internalization of religious and moral values can be sourced from religious and cultural teachings supported by the community which are taught to students in various ways, such as: giving examples of polite behavior, honesty, hard work, discipline, storytelling, singing religious songs, visiting places of worship, commemorate religious holidays, and so on. In Islamic Kindergarten, students are often introduced and trained to memorize holy verses and how to carry out worship.

Socio-emotional aspects refer to the ability to manage social and emotional aspects, including self-awareness, appetite control, cooperation, caring for oneself and in interacting and communicating with others. Currently, Social-Emotional Learning (SEL) is one of the important aspects in children's learning. At least these aspects need to be in accordance with SAFE, namely: Sequentially interrelated and coordinated to encourage children's skills, Active in the form of active learning so that children are able to master new skills, focused which emphasizes the development of individual and social skills, and Explicit which targets social and emotional skills more specifically (Durlak et al, 2011; Weissberg et al. eds, 2015).

The kinesthetic aspect refers to the child's ability to use body functions to express ideas and feelings and to use hand skills to change or create something. Kinesthetic is one type of intelligence possessed by humans in the form of physical abilities such as: coordination, balance, skill, strength, flexibility, and speed (Gardner, 1993; Armstrong, 2003). Kinesthetic intelligence includes physical health in realizing body functions to carry out tasks and activities comfortably and safely.

The language aspect is related to the introduction of the symbol system produced by the human speech apparatus and used to communicate, relate to each other, adjust behavior to the environment, manners, and others. In kindergarten learning, it is not only delivered in the national language, but also certain foreign languages to be taught to students, such as: English, Mandarin, Arabic, and others. However, although many people view that giving a foreign language a negative impact, including the emergence of concerns that it will interfere with learning, it is not in accordance with children's education which emphasizes more on play, fun, and recreation, but many also support it. Opinions that support the reason that the best age for learning foreign languages is before 10 years because children catch up faster, can increase creativity and problem-solving abilities, help improve academic achievement, form social skills, improve mental health, and others (DeKeyser, 2003; Larson- Hall, 2008; Diniyah, 2017; Ertheo, 2018; LIA, 2020). It even raises the pride of parents about their children's foreign language abilities, marked by the ability to speak verbally, and the ability to memorize the letters in the Qur'an, pray, and perform worship. These various studies on the application of foreign languages generally do not criticize learning in kindergarten, but only focus on the learning process, such as: low teacher competence, inadequate use of learning methods, lack of parental support and participation, lack of study hours, lack of media and facilities. learning, as well as the lack of student motivation (Rahmat, 2010; Arumsar, Arifin, & Rusnalasar, 2017; Purwanti, 2020).

The environmental aspect refers to the introduction and cultivation of environmental knowledge and skills. There are at least 5 (five) objectives of environmental education, namely: knowledge of maintaining a sustainable environment, building awareness and sensitivity

to the environment as a whole, acquiring a set of environmental values and motivation to actively participate in environmental improvement and protection, acquiring skills to identify, anticipating, preventing, and solving environmental problems, as well as being actively involved in creating a sustainable environment (Fien, 1993; Daryanto & Suprihatin, 2013; Pramono & Santana, 2019). The provision of environmental education in kindergarten is expected to be able to instill awareness, attitudes and behavior towards the environment. In the 2013 curriculum, knowledge about environmental education is given about animals, plants, weather, water, rocks and others. In addition, children are also familiarized with the ability to solve various kinds of environmental problems around children, ranging from maintaining cleanliness, not littering, loving animals, caring for plants, and so on (Mulyana, 2009; Daryanto, 2013; Astriayulita, 2017).

Another aspect in the school curriculum in kindergarten is art which aims to develop children's potential, as well as express feelings and self-sensitivities through art, music, dance, and others. There are at least 4 (four) functions of art education in Kindergarten, namely: expression of freely channeling thoughts and feelings in the form of sound-form-motion-language-or a combination thereof, communication to convey messages through sound-visual-motion-language , talent development, and creativity in channeling children's exploration and improvisation (Arslan, 2014; Zupančič, 2017; Yazıcı, 2017; Tangsi, Salam, & Husain, 2020).

In addition to the school curriculum, it is suspected that the education of kindergarten children is also influenced by other factors, namely: guidance and counseling (G&C), learning facilities, and parental participation. The kindergartens studied provided G&C teachers with psychological educational backgrounds to help students with problems but also normal students. The purpose of providing services is to help students discover their potential, recognize their strengths and weaknesses, and become capital for further development. G&C teachers are expected to be able to carry out their function of optimally coaching and developing students (Willis, 2004, Safarudin et al, 2018). There are 5 (five) functions of guidance and counseling, namely: prevention, advocacy, distribution, repair, and adjustment (Theresa, 2016). The prevention function is in the form of guidance and counseling activities to overcome the learning pressures faced by students, learning difficulties, school absences, and dropouts. The function of advocacy is to provide advice to students in solving problems, making decisions, paying attention, and following up on suggestions. The distribution function is to provide guidance and advice in channeling talents and hobbies, and continuing the education process to a higher level. The repair function is related to politeness, sensitivity, and avoiding coercion, and aggression. The adjustment function is related to the ability to participate, cooperate, and refuse to conflict with the group (Tjalla, Siswantari, & Sudrajat, 2020).

Another factor that is thought to affect the education of kindergarten children is the learning facilities which consist of the availability of learning modules, play equipment, recreation/outbound, and the use of gadgets. The learning module contains teaching and learning study programs (Winkel, 2009). Kindergarten learning modules at least contain a program of activities to detect the characteristics of students and their development, theory and play activities, curriculum implementation, learning strategies, use of information technology, use of media, application of effective communication, classroom action research skills, and assessment. performance (Directorate of Teacher Education Personnel, 2021).

The play equipment in question is one that contains educational value or is called an Educational Game Tool (EGT) which can stimulate play activities and can stimulate and optimize children's growth and development. EGT is a game specially designed for educational purposes, aiming to motivate and stimulate children to do various activities in order to find new experiences for the growth and development of language, intelligence, physical, social and emotional intelligence; clarify the subject matter given to children; and provide fun for children in playing (Khasnudin, 2020).

Recreational learning is related to activities that refresh the body and mind, are interesting, fun, challenging, develop imagination, critical thinking and the ability to express ideas. Recreation is an activity in leisure time that can cause pleasure and restore physical and mental energy (Kraus, 1998; Rosdiani, 2015). Various types of recreational activities, ranging from sports (modern and traditional), arts (music, visuals, etc.), tourism (museums, beaches, mountains, etc.), and which is quite popular these days for early childhood is outbound as a game. which combines intelligence, physical, and mental, Some examples of outbound games are Woow, Samurai, People to People, Human Machines, Opposite, Spider Web, Tug of War, Water Tower, Scavenger Hunt, Human Knot, and others (Agung, 2004; Magetan, 2021; LinovHR, 2021).

The development of information and communication technology has an impact on the process of children's education. One of them is the ownership of gadgets as electronic devices or devices that are relatively small in size and have special and practical functions in their use. Gadgets are small portable electronic objects that can be carried anywhere that can help facilitate human activities, including learning. Types of gadgets include: Mobile, Laptop/Computer, Tablet and iPad. Digital Camera, and Headset/Headphone (Journalponsel, not year). The use of gadgets in children's learning can not only facilitate interaction and communication, access information, add insight, as entertainment, even lifestyle, but also instill responsibility in children, develop self-control, build socio-emotional, and others (Agung, Widiputera, Widodo, 2019; Ali et al, 2020; Utami, 2021; Rizki, Kustiono, & Utanto, 2021).

Another factor that is thought to influence children's education is the involvement of parents in children's education. Family involvement is the awareness, attitudes, behavior, and emotions of parents to support and be responsible for children's education (Huneryear, & Hecman, 2009; Davis, 2008; Bianchini & Verhangen eds., 2016). Involvement is related to the ability to manage family resources related to children's education (Gross & Crandall, 1963; Deacon & Firebaugh, 1981; More & Asay, 2017; Garg Neeru et. al, 2018; Sulistyowati & Krisnatuti, 2018; Clara & Wardani, 2022). Management is related to economic resources, educational aspirations, and future hopes for children, so as to realize roles for children's education concerns, provide books (pictures, coloring, stories, etc.), motivate and guide learning, and others. Even the role of parents is very large in guiding children to introduce and memorize hijaiyah letters, worship, pray, and others. (Retno, 2011; Dewasti, Chandra, and Pusari, 2019).

The description above is an assumption of the factors that influence the learning process of kindergarten children, including memorization, understanding, habituation, application, and creativity activities, which then have an impact on the achievement of learning outcomes. Memorizing activity is to instill a material into memory, so that later it can be recalled according to the original material. Comprehension is the ability to understand something and after that it is known and remembered. Habituation is an activity that is done repeatedly so that it becomes a good habit. Application is a behavior to carry out something with a specific purpose. And creativity is the ability to create new, innovative, unprecedented, and exciting results.

By using input, process and output models, a theoretical framework is built to approach the problem under study, as shown in Figure 1 (Charalambos, 2000; Nordenbo et al, 2010; Usman, 2019). Input is a source or material that will be input for the student learning process, so as to achieve results. The inputs here other than kindergarten students are school curriculum, guidance and counseling, learning facilities, and parental participation. Process refers to learning activities of memorizing, understanding, familiarizing, applying, and creativity. Output is the result of student learning activities related to religious behavior, social adjustment, self-integrity, moral behavior, emotional control, self-control, responsibility, and cooperation.

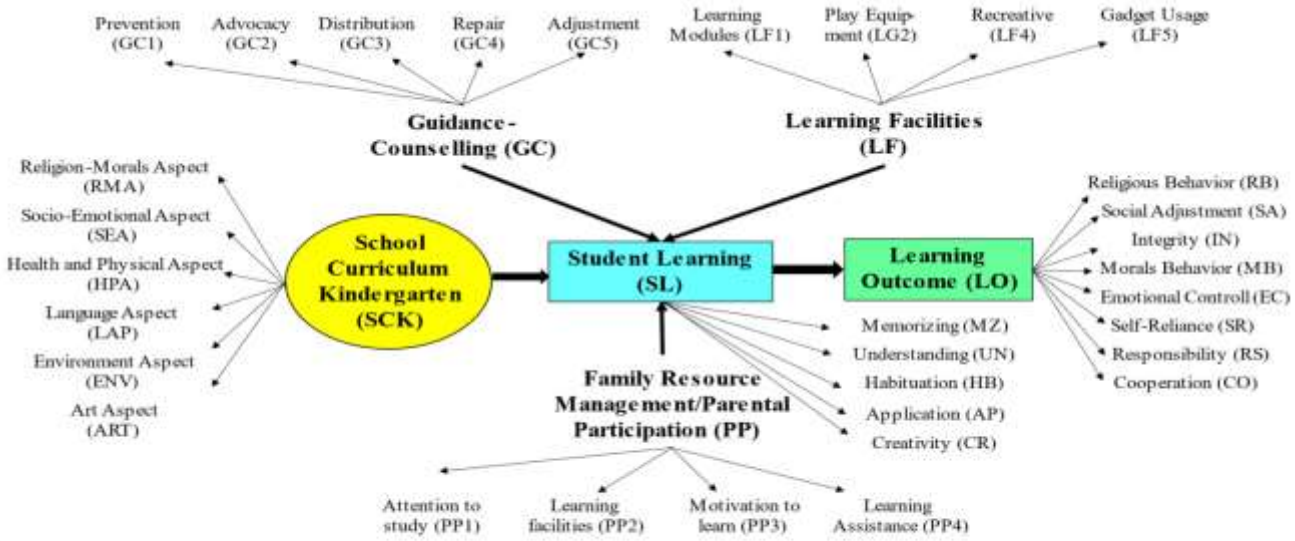

Figure 1. THE ROLE OF SCHOOL CURRICULUM AND FAMILY RESOURCES MANAGEMENT (PARENT PARTICIPATION) IN KINDERGARTEN CHILDREN'S EDUCATION

Methodology

Types of research

This paper is the result of a 2021 research on 32 TK consisting of 6 (six) State Kindergartens and 26 Private Kindergartens in six urban areas in 6 (six) provinces in Indonesia (DKI Jakarta, Banten, West Java, Special Region of Yogyakarta, Central Java , and East Java). In particular, kindergarten is part of the management of certain foundations that provide education starting from the kindergarten, elementary, and high school levels.

The samples of this study were school principals, foundation administrators, and teachers who were taken randomly. The data were obtained by distributing questionnaires to the three status of the research sample. Before the questionnaire was applied, the question items had been tested for validity and reliability using the Pearson and Alpha Cronbach correlation coefficient criteria (Sugiyono, 2018). Validity and reliability tests are also used to measure research indicators as a basis for determining the suitability of the model and the structural relationships of research variables. The results of the validity and reliability test showed that the indicators in the questionnaire were concluded to be valid and reliable with an average construct reliability value (CR) of 0.9515 > 0.70 and the extracted variance (VE) 0.8007 > 0.50 (see : Hair et al, 2010; Ghozali, 2014). In addition, data collection was also carried out through interview techniques, focus group discussions, and relevant sources of school documentation.

In processing and analyzing the data, the questionnaire did not differentiate the three statuses of the research sample (respondents), but rather the whole. This is in accordance with the research objective to find out the curriculum developed by each kindergarten institution. The analysis was carried out using the Structural Equation Modeling (SEM) technique with the help of the Lisrel 8.70 program. Lisrel's output is in the form of a good model fit test, a diagram of the coefficient of the influence of exogenous variables on endogenous variables, and the contribution of indicators to each variable (Joreskog & Sorborn, 1993; Joreskog & Sorborn, 1995; Hair et al, 2010, Haryono and Wardoyo, 2017). The SEM results become the basis for further qualitative analysis to discuss in more depth, draw conclusions, and make recommendations as needed.

Results

Respondents' Characteristics and Answers

Of the 252 respondents who gave answers to the questionnaire, most (90.5%) were women, and 9.5% were men. A total of 12.7% are principals/deputy principals, 10.3% are foundation administrators,

and 77.0% are teachers. Most of the respondents (88.1%) graduated from diploma-4/bachelor-1, 6.3% graduated from S-2/master, and 5.6% graduated from high school. In particular, respondents with diploma-4/bachelor and master's degrees have diverse educational backgrounds, ranging from psychology studies, religious education, early childhood education, guidance and counseling education, language education (English/Mandarin/Arabic), Elementary School Teacher Education, education sports, and arts education. Almost all teacher respondents are graduates of teacher-producing educational institutions from various state and private universities.

All respondents stated that kindergartens where children learn develop school curricula through the elaboration of the national curriculum and additions by the institution itself. The school curriculum development includes: moral-religious aspects, social emotional aspects, health and physical aspects, language aspects, environmental aspects, and artistic aspects (table 1).

Table 1. Percentage of Respondents' Answers (N=252)

No	Questions	Answer (%)					Total (%)
		Strongly disagree	Do not agree	Doubtful	Agree	Strongly agree	
	A. School Curriculum Aspect						
1.	There is the development of moral-religious education for children.	-	4.76	11.90	64.29	19.05	100.00
2.	The school compiles a moral-religious education school curriculum.	-	-	-	76.19	23.81	100.00
3.	Children are given memorizing prayers.	2.38	4.76	6.75	69.44	16.67	100.00
4.	There is a practice of worship at school.	-	3.17	4.76	79.37	12.70	100.00
5.	Children are taught to keep the school clean.	-	2.38	9.52	73.42	14.68	100.00
6.	Learning is done by playing.	4.76	9.92	11.11	49.60	24.61	100.00
7.	Pay attention to children who tend to be alone.	-	4.76	12.70	47.62	34.92	100.00
8.	Children are encouraged to share play equipment.	4.76	5.95	11.90	48.42	28.97	100.00
9.	There is provision of nutritious food at school	1.58	5.56	3.97	53.97	34.92	100.00
10.	Routine examination of children's nails and teeth.	-	5.95	-	65.08	28.97	100.00
11.	There is sports education every day.	1.98	4.76	11.90	48.42	32.94	100.00
12.	There are foreign language lessons at school.	4.76	6.35	9.92	55.56	23.41	100.00
13.	Foreign languages support the continuity of children's education.	7.14	16.67	9.92	49.60	16.67	100.00

14.	There are activities to identify plant anda animal species.	-	1.98	5.95	73.02	19.05	100.00
15.	There are activities around the neighborhood at certain times.	1.59	2.38	9.92	65.08	21.03	100.00
16.	There are drawing and coloring activities at school.	-	-	-	75.39	24.61	100.00
17.	There is a sound art activity at the school.	-	-	-	76.19	23.81	100.00
18.	Art lessons are tailored to children's interests.	5.95	8.73	16.67	57.94	10.71	100.00
	Average A	1.94	4.89	7.60	62.70	22.87	100.00
	B. Guidance & Counselling						
19.	The teacher will advise a child who likes to annoy his friend.	7.14	8.73	9.92	61.51	12.70	100.00
20.	There is guidance for problematic children.	8.73	11.11	8.73	57.54	13.89	100.00
21.	The teacher pays special attention to children who are difficult to socialize.	6.74	16.67	11.11	58.73	6.75	100.00
22.	The teacher directs the child's play according to his interests.	7.94	13.49	11.91	50.79	15.87	100.00
23.	Teachers raise children's self-confidence.	8.73	17.86	11.11	53.57	8.73	100.00
	Average B	7.86	13.57	10.56	56.42	11.59	100.00
	C, Learning Facilities						
24.	There is a child learning module.	8.73	9.52	11.90	57.54	12.31	100.00
25.	There are sufficient playing facilities.	8.73	17.86	16.67	43.66	13.08	100.00
26.	There are recreational activities outside of school	7.14	13.49	11.90	57.35	10.12	100.00
27.	The use of gadgets in learning.	13.89	17.46	7.94	47.62	13.09	100.00
	Average C	9.63	14.58	12.10	51.54	12.15	100.00
	D. Parental Participation						
28.	It is important to provide a picture book/story for children at home.	9.92	8.73	14.29	49.21	17.85	100.00
29.	Parents need to provide play facilities at home.	11.11	9.52	7.94	52.38	19.05	100.00
30.	Although the focus is on playing, parents need to motivate children to learn.	3.17	8.33	15.87	53.97	18.66	100.00
31.	Guidance for children studying at home is the key to success.	1.59	7.14	21.43	49.21	20.63	100.00
	Average D	6.45	8.43	14.8	51.19	19.05	100.00
	Average A, B, C, D	6.47	10.37	11.27	55.46	16.43	100.00

* Source: The role of school curriculum and family resources management (parent participation) in kindergarten children's education, 2022.

Questions number 1-18 relate to the development of the school curriculum starting from the moral-religious, socio-emotional, health and physical aspects, language, environment, and arts. The average respondent's answers reached 85.57% for the choices "agree" and "strongly agree", and reflect the tendency of a progressive attitude towards the development of the school curriculum. However, some items still show respondents' dissatisfaction, especially on the principle of playing for children not to learn certain materials (14.68%), foreign language learning and is considered not to support the continuity of children's education in the next level of school (11.11% and 23.81%) , as well as the provision of art lessons which were judged not to be in accordance with the children's interests (14.68%).

The implementation of the school curriculum is supported by the provision of teacher guidance and counseling/G&C (items 19-23), learning facilities (items 24-27), and parental participation (items 28-31). All of the kindergartens studied had G&C teachers with educational backgrounds in child psychology, general psychology, guidance and counseling, or religious education. Specifically for the presence of G&C teachers, respondents tend to show a progressive attitude towards the role of guidance and counseling teachers in prevention, advocacy, distribution of games and interests, correction of children's attitudes and behavior errors, and adjustment of children who are difficult to get along with their peers. The average score of 68.01% was obtained from respondents who answered "agree" and "strongly agree".

However, there are still relatively large number of respondents who gave “strongly disagree” and “disagree” answers to G&C teachers in carrying out their roles, both in prevention, advocacy, improvement, and adjustment. Some respondents think that the teacher's role is still minimal, especially in detecting children who tend to behave hyperactively, are difficult to get along with, and tend to be aloof. On the other hand, there are still many educators in kindergarten who are relatively young, have just finished their studies, and still lack mastery of pedagogical approaches, both in the use of methodologies, communication with children, use of play equipment, and others. Respondents expect the role of G&C teachers to bridge the education of children in kindergarten to overcome these weaknesses.

The same situation is shown in the support of learning facilities for the implementation of the school curriculum. As many as 63.69% gave answers "agree" and "strongly agree" which leads to a progressive attitude tendency, and only a small proportion gave answers "strongly disagree" and "disagree". However, it is necessary to pay special attention to the availability of play facilities and the use of gadgets in children's education, relatively large number of respondents gave the answers "strongly disagree" and "disagree". First, there is an assumption by some respondents that kindergarten play facilities are still considered inadequate, general in nature, and do not support the application of the school curriculum. The second is related to gadgets that are considered less suitable for children's education, are less communicative, and seem to be used only to access and memorize prayers (especially children from Muslim families).

Parents' participation in the implementation of the school curriculum was also responded positively and tended to be progressive with an average of 71.89% of respondents choosing the answers "agree" and "strongly agree". According to most respondents, the education of kindergarten children will not be successful if it is not supported by parents at home in guiding, motivating, supervising, setting examples of behavior, and others.

However, there is a small percentage that gives a dissatisfied attitude towards the role of this family's participation, especially if they are asked to help provide the necessary books, such as picture books, story books, and others (18.65%) and provide playing facilities at home (20.63 %). This is not because they do not want to support their children's education, but are influenced by the socio-economic background of poor families. For some families, meeting the needs of children's learning facilities at home becomes a burden in itself. Even in the Covid-19 Pandemic situation

when this research was carried out, many parents were unable to provide gadgets to support children studying at home and communicating with teachers.

Structural Relationship Analysis

Assumptions in the SEM technique that must be met before analyzing the structural relationship between the variables studied are normality, linearity, and multicollinearity tests (Hair et al, 2010; Ghozali, 2014). Normality test is an assumption to determine the shape of the distribution of data in producing a normal distribution, said to be normally distributed if P-value > 0.05 or not normally distributed if P-value < 0.05. The linearity test was conducted to find the equation of the regression line of the independent variable x to the dependent variable y with a significance level of 0.05. The multicollinearity test is to find out whether the regression model finds a correlation between the independent variables or independent variables by looking at the tolerance and variance inflation factor (VIF) values with a cut off tolerance value of 0.10 or a VIF value above 10 (Ghozali, 2014).

From the processing of the data collected in the research, it is known that the indicators used are normally distributed with P-value > 0.05, the lowest is 0.0606 and the highest is 0.1643. Linearity test also shows that the variables x and y have a linear relationship with a value > 0.05. However, the relationship in this study does not experience multicollinearity, because it has a tolerance value which shows a value > 0.10 and a VIF value <10. Below are the results of the linearity test (table 2).

Table 2. Linearity Test Results

Linear Relationship	F	Sig.	Conclusion
Scholl Curriculum Kindergarten (SCK)*Student Learning (SL)	1.06623	0.27531	Linear
Guidance-Counselling (GC)*Student Learning (SL)	1.68468	0.14493	Linear
Learning Facilities (LF)*Student Learning (SL)	1.77600	0.10458	Linear
Parental Participation (PP)*Student Learning (SL)	1.41666	0.13144	Linear
Student Learning (SL)*Learning Outcome (LO)	1.45132	0.17594	Linear

* Source: The role of school curriculum and family resources management (parent participation) in kindergarten children's education, 2022.

Another important element is knowing whether the built model is fit or not? The evaluation of the fit model is carried out based on several criteria, namely the overall or most of the assessment and the significance of the parameter estimates for each item (Byrne, 1998). Model assessment can be obtained based on the model fit index (goodness of fit statistics) generated by LISREL. The model accuracy index that is commonly used is the Chi-Square value to assess whether the model is fit or not, as well as looking at the parameters RMR, RMSEA, GFI, AGFI, CFI, and so on (Byrne, 1998, Hair et al, 2010; Haryono & Wardoyo, 2003). In this study, the model suitability criteria showed a Chi-Square value of 35.71, RMR 0.001 ≤0.05 or ≤0.1, RMSEA 0.001 ≤0.08, GFI 0.95 ≥ 0.90, AGFI 0.94 ≥ 0.90, CFI 0.96 ≥ 0.90, CFI 0.96 ≥ 0.90, NFI 0.95 ≥ 0.90, NNFI 0.95 ≥ 0.90, IFI 0.94 ≥ 0.90, and RFI 0.94 ≥ 0.90. These results indicate that the research model built is declared good or fit (Source: The Role of School Curriculum in Kindergarten Education, 2022).

After the analysis requirements test is met, then the relationship between variables is tested to determine the magnitude of the effect of the

exogenous variables on the endogenous variables, as well as the contribution of indicators in each variable. The results of the research data processing resulted in the value of the influence relationship between variables, as well as the magnitude of the contribution of the indicators of each variable as follows (Figures 2, 3, and table 3).

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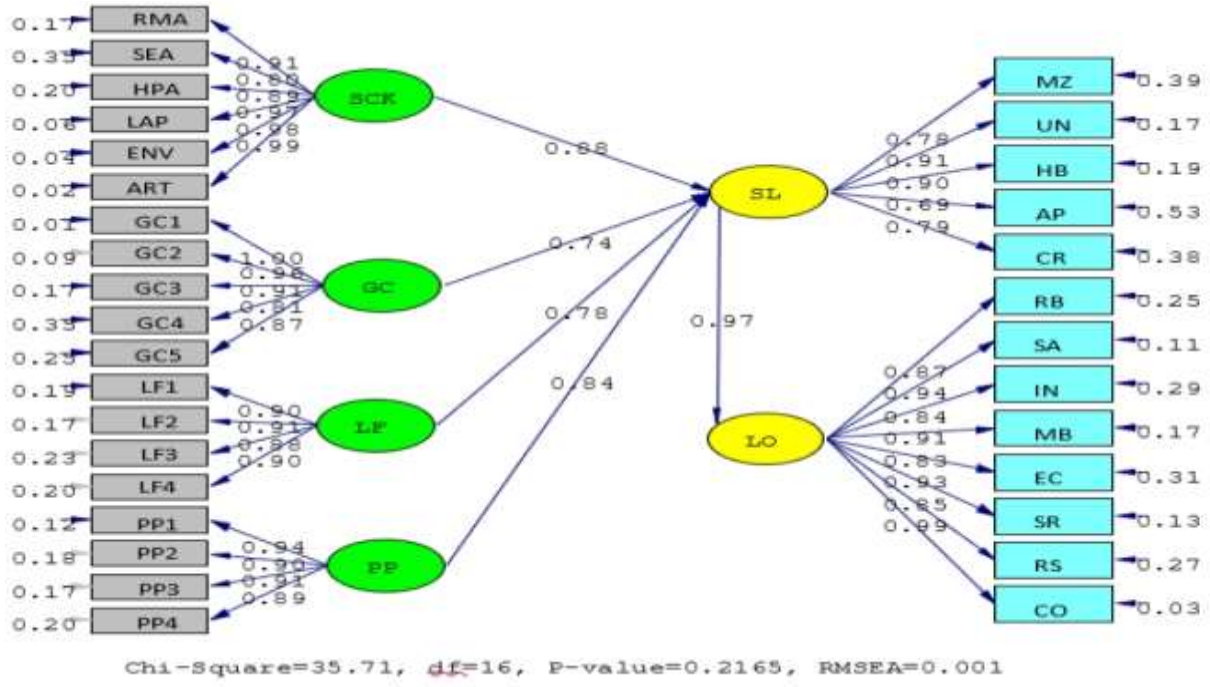

Figure 2. Standardized Loading Factor

* Source: The role of school curriculum and family resources management (parent participation) in kindergarten children's education, 2022.

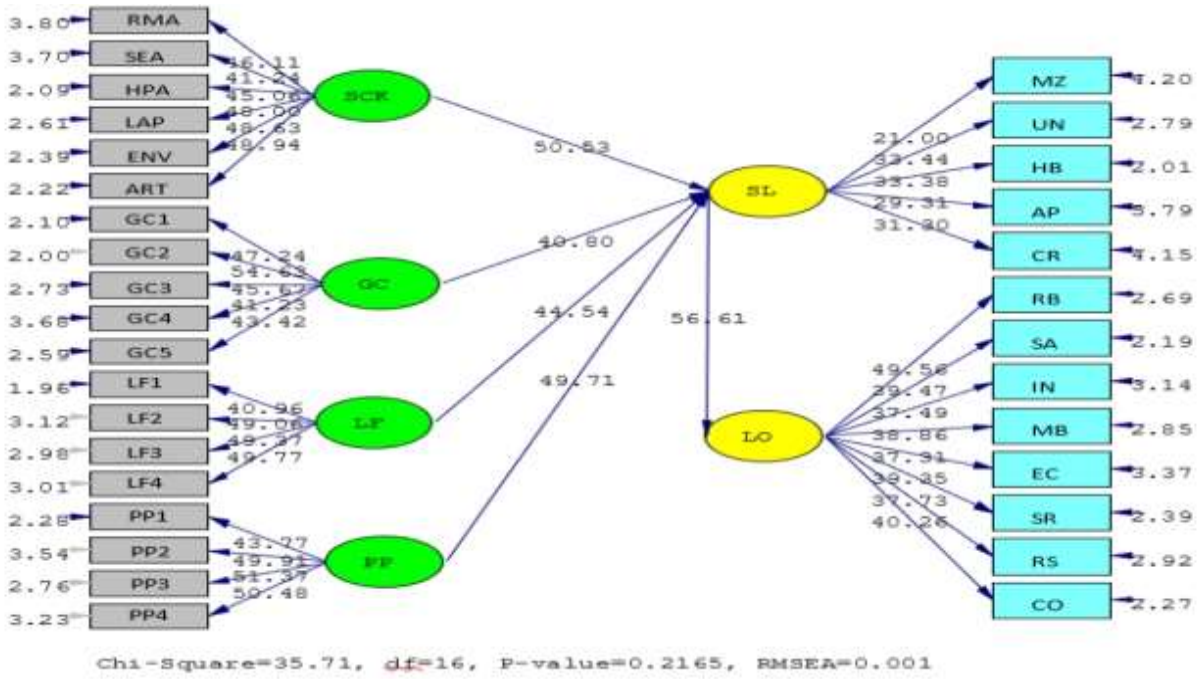

Figure 3. T- Count

* Source: The role of school curriculum and family resources management (parent participation) in kindergarten children's education, 2022.

Table 3. Hypothesis Test

Hypothesis		SLF	T-Count	Conclusion
H1	SCK → SL	0.88	50.53	Significantly Positive
H2	G&C → SL	0.74	40.80	Significantly Positive
H3	LF → SL	0.78	44.54	Significantly Positive
H4	PP → SL	0.84	49.71	Significantly Positive
H5	SL → LO	0.97	56.61	Significantly Positive

* Source: The role of school curriculum and family resources management (parent participation) in kindergarten children's education, 2022.

Hypothesis testing shows that there is a significant positive relationship between the exogenous variables of the Kindergarten School Curriculum (SCK), Guidance & Counseling (G&C), Learning Facilities (LF), and Parental Participation (PP) on the endogenous variable Student Learning (SL). Furthermore, Student Learning (SL) becomes an exogenous variable which has a high enough influence on the endogenous Learning Outcomes (LO) variable. That is, the curriculum developed by the kindergarten institution, supported by the provision of guidance and counseling, learning facilities (including play equipment), and adequate parental participation, determines the learning activities and learning outcomes of

kindergarten children. Furthermore, table 4 below shows the indicators that contribute to the strongest and weakest values of each variable (Kusnendi, 2009; Haryono & Wardoyo, 2013; Ghozali, 2014).

Table 4. Contribution of Indicators to Variables

Variables	Indicators	Loading value	Construct Coefficient	Contribution
School Curriculum Kindergarten (SCK)	Religion-morals aspect (RMA)	0.17	0.91	0.1547
	Socio-emotional aspect (SEA)	0.35	0.80	0.2800
	Health and physical aspect (HPA)	0.20	0.89	0.1780
	Language aspect (LAP)	0.06	0.97	0.0582
	Environment aspect (ENV)	0.04	0.98	0.0392
	Art aspect (ART)	0.02	0.99	0.0198
Guidance & Conselling (G&C)	Prevention (GC1)	0.01	1.00	0.0100
	Advocacy (GC2)	0.09	0.96	0.0864
	Distribution (GC3)	0.17	0.91	0.1547
	Repair (GC4)	0.33	0.81	0.2673
	Ajustment (GC5(	0.25	0.87	0.2175
Learning Facilities (LF)	Learning modules (LF1)	0.19	0.90	0.1710
	Play equipment (LF2)	0.17	0.91	0.1547
	Recreative (LF3)	0.23	0.88	0.2024
	Gadget usage (LF4)	0.20	0.90	0.1800
Family Resource Management/ Parental Participation (PP)	Attention to study (PP1)	0.12	0.94	0.1128
	Learning facilities (PP2)	0.18	0.90	0.1620
	Motivation to learn (PP3)	0.17	0.91	0.1547
	Learning assistance (PP4)	0.20	0.89	0.1780
Student Learning	Memorizing (MZ)	0.39	0.78	0.3042
	Understanding (UN)	0.17	0.91	0.1548
	Habituation (HB)	0.19	0.90	0.1710

(SL)	Application (AP)	0.53	0.69	0.3657
	Creativity (CR)	0.38	0.79	0.3002
	Religious behavior (RB)	0.25	0.87	0.2175
	Social adjustment (SA)	0.11	0.94	0.1034
Learning	Integrity (IN)	0.29	0.84	0.2436
Outcome	Morals behavior (MB)	0.17	0.91	0.1547
(LO)	Emotional controll (EC)	0.31	0.83	0.2573
	Self-reliance (SR)	0.13	0.93	0.1209
	Responsibility (RS)	0.27	0.85	0.2295
	Cooperation (CO)	0.03	0.99	0.0297

* Source: The role of school curriculum and family resources management (parent participation) in kindergarten children's education, 2022.

Discussion

Explicitly the above results indicate that the development and implementation of the school curriculum determines the process and learning outcomes of kindergarten children. The better the school curriculum, the better the results will be achieved. Table 4 shows that the strongest aspect or indicator that contributes the strongest value in this SCK variable is socio-emotional education (0.2800), followed by health and physical (0.1780), and moral-religious (0.1547). The lowest value contribution was seen in the aspects of language learning (0.0582) and the environment (0.0392).

Interviews with a number of kindergarten principals and field observations found that there is an emphasis on materials and play activities for the education of values, attitudes, and socio-emotional behavior, health and physical children, as well as moral-religious. Language learning and the environment in the implementation of the school curriculum are considered as additional. The provision of foreign languages (English/Mandarin/Arabic) is said to be only in the form of introductions, moreover there are more parents who do not know and can help at home. Except for Arabic, generally parents from Muslim families can help with the introduction of hijaiyah letters and memorizing short prayers for children. Environmental education is only carried out at certain times, for example: recreation to the botanical garden to introduce children to plant species or to the zoo to introduce animal species. This recreational activity is usually carried out once a year at the end of the school year.

The existence of G&C teachers in implementing the school curriculum (SCK) also has a significant positive effect on children's learning (SL). Data processing found that the indicator that contributed the strongest value of this G&C variable was repair(GC4) of 0.2673, followed by adjustment (GC5) of 0.2175, and distribution (GC3) of 0.1547. Advocacy (GC2) and prevention (GC1) are indicators that give the weakest value to this guidance and counseling variable. These results indicate that the role of the G&C teacher focuses more on efforts to direct the behavior of children who are considered deviant, such as: disturbing other children, controlling playing tools, seizing other people's property, lack of attention, and so on. Another role is to direct children's social behavior, such as: giving advice to children who like to be alone, persuading children to have difficulty getting along with peers, and directing children to play according to their interests. On the

other hand, the role of advocacy has not been carried out, for example asking children's future aspirations or children's difficulties in learning. Likewise with the role of preventing G&C teachers, because this action is carried out by educators/instructors directly in the classroom or in the field.

Another supporting variable is learning facilities (LF) which also has a significant positive effect on student learning (SL). Data processing found that the recreation indicator (LF3) contributed the strongest value to the LF variable of 0.2024, followed by the gadget use indicator (LF4) of 0.1800, learning module (LF1) of 0.1710, and play equipment (LF2) of 0.1547. According to respondents, recreational activities are more emphasized in the learning of kindergarten children. What is interesting is the use of gadgets which occupies the second position, perhaps because many children already have these tools and when this research was conducted they were in a situation of the Covid-19 pandemic and children were learning more from home. The pandemic situation was also assessed by respondents as an obstacle in implementing school curriculum modules, as well as using play equipment in schools.

The implementation of the school curriculum is supported by the participation of parents (PP) which also has a significant positive effect on children's learning (SL). Parental participation is related to the management of resources owned by the family to support the smooth and successful education of children, manifested in at least 4 (four) indicators, namely: attention to children's education (PP1), provision of learning facilities (PP2), motivation to learn (PP3) , and study assistance (PP4).

Data processing shows that there is no significant difference to this PP variable. However, it can be seen that learning assistance contributed the highest value of 0.1780, followed by the provision of learning facilities at home with a value contribution of 0.1620, providing learning motivation of 0.1547, and the lowest is attention to learning of 0.1128. The results of interviews with several school principals and teachers who teach in kindergartens stated that parental assistance in learning for children at home is indeed needed, especially in introducing foreign languages and memorizing short prayers for children from Muslim families. Assistance at home requires the provision of learning facilities (eg hijaiyah alphabet books, story books, etc.), but also the ability of parents to motivate and direct children to learn/play, especially to arouse children's attention to know something.

The implementation of the school curriculum with the above supporting variables has a significant positive effect on student learning (SL). In the SL variable, the indicator that contributed the strongest value to student learning was application activity (AP) of 0.3657, followed by recognizing/memorizing (MZ) activity of 0.3042, and creativity generation (CR) of 0.3002. The weakest indicator is the implementation of understanding activities (UN) of 0.1548.

The results of this study indicate that the learning that is emphasized for children in kindergarten is applied activities, for example: exemplifying the behavior that may and may not be, guiding in doing something, exemplifying good prayer procedures, practicing clean living behaviors (eg washing hands before eating, putting shoes in the cupboard provided, keeping the classroom clean, etc.). Furthermore, learning for children focuses on recognizing/memorizing things (for example: common words in a foreign language, the hijaiyah alphabet in Arabic, prayers, children's and national songs, types of fauna and flora, and others). Habituation activities even though occupying a low position are also quite important, for example: greeting each other in class, behaving respectfully to elders, praying before starting and ending learning/playing activities, speaking politely, and so on. Learning activities that require children's understanding which are considered difficult tend to be avoided, except for something general and simple.

Furthermore, student learning (SL) has a significant positive effect on the achievement of learning outcomes (LO). Even the coefficient of influence of the SL variable on LO is quite large, namely 0.97. The strongest influence on learning outcomes was shown in indicators of instilling emotional control (EC), followed by forming integrity (IN) such as; discipline, self-confidence, honesty, etc., sense of responsibility (RS),

religious behavior (RB), and so on (see: table 4). The influence of mutual cooperation attitudes and behavior ranks at the bottom, perhaps because since last year has implemented children's learning methods to prevent transmission of the COVID-19 pandemic.

The description above shows that the implementation of the school curriculum in kindergarten which is supported by other variables has a positive effect on the achievement of children's learning outcomes. The contribution of aspects in the school curriculum (SCK) is not much different, although arts education, environmental education, and foreign language education provide the highest value coefficients. One thing that needs to be emphasized, often all aspects of the school curriculum are actually included in the learning of religious values. In other words, religious values dominate children's learning through education that is included in the school curriculum.

On this basis, the implementation of the school curriculum in kindergarten also requires periodic monitoring and evaluation by the authorities. Why? Various cases in the field often show that learning in kindergarten is not in accordance with its objectives as a basis for the development of knowledge, skills, and creativity needed by children, and their growth. Children's education intentionally and hidden is often a place to internalize fundamental and radical values. The process of children's education is infiltrated by inculcating the value of fanaticism towards certain teachings or ideologies which tend to conflict with the values of pluralism, tolerance, democracy, respect for human rights, and mutual respect for each other.

In some cases, education in kindergarten is used as a forum to spread fundamental and radical values. Children are instilled with fundamentalism-radicalism values from an early age so that when they grow up they can change the life system of society as a whole, even by means of violence (Griffin, 1989; Garaudy, 1993; Armstrong, 2000; Moskalenko and McCauley, 2009; Agung, 2019).). There are indications that a number of experts who observe the issue of terrorism often find that the provision of education in kindergartens has been infiltrated by radical fundamental values wrapped in religion, and is an effort to regenerate certain groups. The goal is that later they are expected to be able to make changes in political life based on the understanding they hold (Liani, 2016; Fiardini, 2016; Dharma, 2019; Tempo.com 2022). Even findings in the field show that a kindergarten principal spreads this intolerance and radicalism (Imron, 2018; Yani & Yazariyah, 2019).

The situation targeting education, especially children under the age of five, cannot be ignored. The interests of this group are often managed by certain Islamic boarding schools under the pretext of fostering memorizing (tahfizd) of the Koran for children. The goal is clear to create adherents of fundamentalism-radicalism who believe in returning to basic religion by adopting a caliphate system of government, if necessary to make changes by means of violence. The government really needs to take firm action against such kindergartens. Parents also need to be aware of their children's education in kindergarten which leads to efforts to instill fundamental values-radicalism in their children, and immediately report to the police for immediate action.

Conclusion

Each kindergarten develops and implements a school curriculum, as a basis for learning for its students. The school curriculum covers aspects of moral-religious, socio-emotional, health and physical, language, environment, and art. In its implementation the school curriculum requires the support of G&C teachers, learning facilities, and parental participation. The four variables have a significant positive effect on student learning outcomes, and ultimately affect student learning outcomes. The better the curriculum is designed and developed, the better the children's learning outcomes, especially in developing the personality and helping to lay the foundation for knowledge, attitudes, and behavior, as well as the child's growth and development.

However, the development and implementation of school curricula for kindergarten children need to be monitored and evaluated closely by the competent authorities. This is considering its potential in instilling values and shaping the

child's identity. Various cases show that the vulnerability of kindergarten education has also been infiltrated by certain groups, so that kindergarten children are more directed to become fundamentalist-radicalist individuals who are far from living a life that supports harmonization, pluralism, tolerance, democracy, upholds human rights, and respects one another. By manipulating religious values and history, infiltration in kindergarten is to shape students into fundamental-radicals, so that later they are expected to be able to make changes to the order of people's lives in accordance with their ideology.

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