Implementation Of Preschool Learning Management In The Independent Curriculum Of Kindergarten Dewi Masithoh 59 Jember Indonesia

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ARTICLE INFO	ABSTRACT
	The implementation of the independent curriculum has been implemented in early childhood education units which was motivated by the emergence of the Covid-19 outbreak in Indonesia. One of the main factors in the independent curriculum is the existence of systematic and structured learning management. This research was conducted with the aim of identifying the implementation of learning management in the independent curriculum in early childhood education. The research method used in this research is qualitative research. The research steps began with observations about learning management in the independent curriculum at the early childhood education level. The next step is to carry out data analysis in the form of implementing learning management which begins with planning, implementation and assessment of Preschool learning in the independent curriculum. Preschool learning management packaged in the independent curriculum has been implemented well and structured at Kindergarten Dewi Masithoh 59 Jombang Jember, both from planning, implementation and assessment of learning. The involvement of the Principal, Teachers and Parents is a supporting factor in the successful implementation of Preschool learning management in the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang Jember.

Keywords: Management, Learning, Preschool, Independent Curriculum. |

1. Introduction

Education is essentially an effort to civilize humans or humanize the younger generation to be more humane. In other words, education is the process of giving meaning to human existence to gain a deeper awareness of the nature of life(Efrida, 2018). In human life, education is a very important foundation of life for society(Witasari, 2020). Children who are the subject of education can use educational services from formal and non-formal educational institutions. Therefore, education in Indonesia plays a very important role in social life because education is a tool to change behavior for the better (Wiyani, 2020). From this it can be concluded that education is a means of education that allows people to have good learning experiences to improve society. The development of education in Indonesia cannot be separated from curriculum reform. Curriculum development goes through an evaluation process every time. Not one bit of the curriculum will change due to political changes. As a country that continues to innovate in education, especially curriculum development, Indonesia has experienced at least ten or more curriculum changes since its independence(Sugiri & Priatmiko, 2021). Education is an important factor in determining the success of a nation's development. This educational training will develop Indonesia's human resources (HR). skilled and ready to compete on the world stage(Siswadi & Wiyani, 2018).

Therefore, it can be said that educational development in Indonesia needs to adapt to current developments to improve the quality of education. Learning is a process or effort carried out by each individual to access knowledge, skills, attitudes, positive values, behavior and changes in experience which are translated into experience in the form of various learning materials. The definition of learning is the process where students interact with teachers and learning materials in a learning environment. Learning is the support provided by

educators in acquiring knowledge and skills, managing skills and habits, and building students' attitudes and self-confidence (Djamaluddin & Wardana, 2019). In other words, learning is a process where students actively learn well and gain knowledge. Learning management is the organization that regulates learning in order to create systematic and effective teaching and learning rules. To create a good learning process in accordance with educational goals, an institution must have good teaching capabilities, meet academic standards, and have professional qualifications to provide quality educational services. Teachers are required to achieve their students' educational goals according to specified standards with the help of learning management(Hadiati & Fidrayani, n.d.).

Therefore, the management of early childhood learning needs to pay attention to the existing framework conditions so that children's educational opportunities increase at an early age. The goal is for children to develop their potential optimally from an early age. Early childhood education is a period where children know little about formal education (Wiyani, 2018). The term Preschool has been used since 2003 when Law of the Republic of Indonesia No. 20 of 2003 which regulates the national education system. The aim of early childhood education is to improve and develop aspects of child development as well as develop the opportunities and skills that exist in early childhood. Therefore, early childhood education is an educational forum for children to learn through play, and the aim is to lay the foundation to develop children's potential and educate children to become human beings with noble character who believe and are devoted to God Almighty. It must be Knowledgeable, knowledgeable. Competent, creative, innovative, independent and confident.

As the world of education develops from day to day, the quality and quality of education itself must also increase. Quality or quality improvement is a dynamic and sustainable policy. Developments occur throughout the world in various fields of life, including economic, industrial, social, political, and of course the fields of science and technology (Arviansyah, 2022). Therefore, the development of the world of education must be based on qualified personnel.

Curriculum changes or modifications are a reality that teachers must face. In the past, teachers were often faced with such phenomena. Of course, curricula change due to various factors. One of them is developing educational goals to be achieved by the nation. The country's development goals are considered as a response to the development of the country's current situation. When faced with curriculum change, teachers must contend with several issues. First, curriculum changes. Curriculum changes are not only changes in administration, but also in the various instruments included. In this case, a truly in-depth understanding of the parts of the curriculum is very necessary for teachers.

The next challenge for teachers is the learning system. Lack of teacher references for independent curriculum is one of the main challenges. On the other hand, in its implementation, teachers must change the learning system. Currently, if there are still many teachers who implement a teacher-centered learning system, then at this time they must prioritize the interests of students. Currently, what is really required of teachers is the ability to carry out learning based on students' freedom of thinking. In practice, teachers must be able to make students think and then use their creativity to respond to various phenomena that occur around them. It continues with the evaluation system implemented by teachers. Assessment is no longer based on students' knowledge of learning outcomes, but must also be able to assess students' criticality and creativity, as well as their communication and cooperation.

Based on the first observation that the researcher made, data information was obtained through an interview with the head of Kindergarten Dewi Masithoh 59 Jombang III Jember, he explained that Preschool learning management is a human resource management process in preparing early childhood learning and education activities. An independent curriculum is a curriculum where teachers and students are free to carry out learning, depending on environmental conditions and student behavior. Implementation this independent curriculum follows instructions from Mr. Nadiem Makarim, Ministry of Education and Culture of the Republic of Indonesia.

In terms of management, he explained that the implementation of the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang III Jember is still in the early stages of the journey, because our school has not implemented this independent curriculum for long, so in its implementation, educators still do not understand the actual implementation system of the independent curriculum, because from the beginning the learning system at the early childhood education level has implemented freedom in learning and teaching.

2. Literature Review

Preschool Learning Management

Management comes from Latin, namely manus which refers to hand, and agere which means to do. These words were then combined to create managere, a verb meaning to handle. The term managere was then translated into English as management, which refers to the verb to manage which means to arrange or manage. Finally, in Indonesian, this term is translated as management, which means management(Wiyani, 2018). In a general sense, management refers to systematic and systematic activities carried out by a manager to direct a group of people in achieving organizational goals using the skills they possess(Wiyani, 2018).

According to Terry's view in his book, management is a special process consisting of four stages, namely planning, organizing, actuating and controlling. This process is carried out to determine and achieve predetermined goals by involving humans and other resources(Budi, 2018). From the definition explained above, it can be concluded that management is a process to achieve a goal in an organization by carrying out management functions, namely planning, organizing, implementing and assessing so that the effort achieves mutually agreed goals in order to improve the quality of an organizational institution.

Learning is the interaction between students and educators, involving learning materials, delivery methods, learning strategies, and learning resources in a learning environment. Success in the learning and learning process can be assessed based on the level of achievement of educational goals. If the learning objectives are achieved, it can be said that the teacher has been successful in teaching(Safitri, 2021). In the Big Indonesian Dictionary, learning is defined as a process, method, or action to make a person or living creature learn. By carrying out learning activities, a person can gain knowledge about the material being studied.

From the understanding explained above, it can be concluded that learning management is a process of interaction between teachers and students to channel knowledge through the planning, implementation and assessment or evaluation stages to achieve a previously determined goa(Arifin, 2020). Early childhood refers to children aged 0 to 6 years(Wiyani, 2019). Early Childhood Education is a development effort aimed at children from birth to six years of age(Wiyani, 2016). In accordance with the Law on the National Education System, Early Childhood Education (PAUD) is a coaching effort provided to children from birth to the age of six through providing educational stimulation. The aim of this effort is to help children's physical and mental growth and development, so that they are ready to participate in further education (Law Number 20 of 2003, Chapter I Article 1 paragraph 14)(Ariyanti, 2016). Based on the definition above, researchers can conclude that the definition of early childhood learning management is a process of managing and regulating learning activities in the Preschool environment to achieve learning goals with good human resource management to improve the quality of education so as to help children's growth and development in the future.

a. Principles of Preschool Learning Management

According to Minister of National Education Regulation Number 19 of 2005, teaching in education must be carried out in a way that is interactive, fun, challenging and inspires students to participate actively. Apart from that, education must also provide opportunities for students to develop their initiative, creativity and independence in accordance with their talents, interests and physical and psychological development (Parapat, 2020).

According to Novan Ardy Wiyani, the principles of learning are explained as follows, namely:

Interactive: The interactive principle involves more than simply providing children with direct knowledge of good behavior. This principle also includes creating an environment that can encourage children to actively develop their abilities in various aspects, such as mental, intellectual, spiritual, emotional, physical and social intelligence, through appropriate habituation activities.

Inspirational: The inspirational principle means that habituation activities carried out in the school environment must be able to inspire parents to carry out similar activities in their family environment.

Pleasant: The fun principle means that habituation activities organized by educators for early childhood should not place an excessive burden on children. These activities must be adapted to the child's developmental stage and reflect the characteristics of early childhood children who enjoy playing.

Challenge: The challenge principle implies that habituation activities carried out by young children must be able to inspire them to engage in good and challenging behavior.

Motivation: The principle of motivation means that habitual activities must be able to develop a sense of love for goodness in children so that they are motivated to do good deeds.

b. Objectives of Preschool Learning Management

The aim of implementing Preschool learning management is to achieve the desired results in the learning process, with the aim of improving the quality of education services for early childhood as optimally, effectively and efficiently(Tedy & dkk., 2022). Meanwhile, in detail, the objectives of learning management for early childhood education are(Usman, n.d.):

1) Creating a learning atmosphere for young children that is active, creative, innovative and fun.
2) The creation of students who actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, skills needed by themselves, society, nation and state.
3) Achieving educational goals effectively and efficiently for early childhood.
4) Equipped with educational staff with theories about processes and tasks for the administration of education for early childhood.
5) Resolving the problem of the quality of early childhood education.

From the explanations above, it can be concluded that the purpose of Preschool learning is to develop students' personalities that are in accordance with national education goals, namely realizing an active, innovative, creative, effective and enjoyable learning process and being able to create students who actively develop their interests and talents in order to improve the quality. education.

From the explanation above, it can be concluded that the purpose of Preschool learning is to shape the character of students who are in line with the state's educational goals by carrying out active, innovative, creative, effective and fun learning, as well as developing students who actively develop their own interests and talents.

Independent Curriculum
a. Understanding the Independent Curriculum
Etymologically, the term "curriculum" comes from the Greek, namely "curir" which means "runner" and "curere" which means "place to race"(Triwiyanto, 2015). In the educational context, the traditional or classical meaning of curriculum is a path that must be taken by a "runner". In this case, the curriculum can be interpreted as the amount of material or learning materials that students must master during the learning process(Muflihin, 2020). The curriculum is a series of activities that are carefully arranged based on standards, where students can practice and develop special knowledge and skills in certain subjects (Sriandila & dkk., 2023).

There are two general approaches that people understand when interpreting the curriculum, namely the traditional and modern approaches. Traditionally, the curriculum is considered as a collection of subjects that must be taken by students to achieve educational goals (Wiyani, 2017).

The Independent Curriculum is a form of curriculum that has been developed by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) as an important part of efforts to recover learning from the crisis that has been going on for a long time. The Merdeka Curriculum is a concrete implementation of the independent learning policy, which is a strategic policy to change the educational paradigm in Indonesia (Tedy & dkk., 2022). The Merdeka Curriculum focuses on developing the individual profile of the child or student, with a goal so that they have a soul and values that are in accordance with the five principles of Pancasila and have a strong foundation for living their lives (Jannah, 2023). This curriculum aims to hone children's interests and talents from an early age, with an emphasis on essential material, character development and competency development of students (Hikmah, 2022).

Freedom to learn is a new policy introduced by the Minister of Education and Culture. The concept of independent learning emerged as a result of Nadiem Makarim's efforts to create a pleasant learning environment without putting pressure on achieving certain scores or grades (Prameswari, 2020). Freedom to learn is a philosophy applied in the independent curriculum. In essence, free learning recognizes that children have freedom to think and act when participating in learning activities (Wiyani, 2022b). From a philosophical perspective, free learning has similarities with the concept of the "among system" put forward by Ki Hajar Dewantara. The among system has two main principles, namely respecting children's natural nature and providing a basis for independence based on family relationships to support children's physical and psychological growth and development without orders or coercion, but with guidance. These two principles in the among system have given birth to the concept of independent learning (Wiyani, 2022a).

From the explanation above, it can be concluded that the independent learning curriculum is a system of learning plans structured by educational institutions to be free to act in carrying out learning carried out by educators and students as active individuals and increasing enthusiasm for learning.

b. Independent Curriculum Structure in PAUD
The structure of the independent curriculum in Preschool (TK/RA/BA, KB, SPS, TPA), consists of:
1) Intracurricular Learning Activities
Intracurricular learning activities are designed with the aim of helping children achieve the competencies set out in the curriculum. The essence of intracurricular learning activities is to integrate the concept of "Freedom to Learn, Freedom to Play". The choice of activities should ensure that children have enjoyable and meaningful experiences. Apart from that, this activity also needs to be supported by the use of real learning resources available in the child's environment.

2) Project to strengthen the profile of Pancasila students.
The project to strengthen the Pancasila student profile aims to increase the achievement of the Pancasila student profile in accordance with the Graduate Competency Standards at the developmental level of Preschool children. Strengthening the profile of Pancasila students in Preschool is carried out through activities related to celebrating local traditions, national and international holidays. The implementation of this project takes into account the allocation of learning time in Preschool. For ages 4-6 years, the allocation of learning time is at least 900 minutes per week, while for ages 3-4 years, the allocation of time is at least 360 minutes per week.
Pancasila students are the concept of Indonesian students who have the characteristics of being lifelong students, having global competence, and behaving in accordance with Pancasila values. This concept includes six main characteristics, namely having faith, being devoted to God Almighty, and having noble character, having global diversity, working together, independent, critical reasoning and creative. The Independent Learning Profile Strengthening Project aims to strengthen efforts to achieve a Pancasila learning profile that is in accordance with graduate competency standards at the level of child development in Preschool.

Strengthening the profile of Pancasila students in Preschool is carried out through activities related to local tradition celebrations (Retnaningsih & Khairiyah, 2022).

In the current era of development, children show a strong interest in applying the basic principles of religion and character, and feel proud of their basic abilities in literacy, mathematics, science, technology, engineering and the arts. This aims to form a positive attitude towards learning and prepare them to continue basic education. The three elements of learning outcomes are:

a) Religious Values and Character: Children can believe in God Almighty and begin to know and practice basic teachings according to their religion and beliefs. They play an active role in maintaining personal cleanliness, health and safety as an expression of self-compassion and gratitude to God.

b) Identity: Children recognize, express and regulate their emotions and develop healthy social relationships. They also recognize and show positive behavior towards themselves and the environment including family, school, community, country and the world, making them proud to be Indonesian children who are based on Pancasila and they use gross motor skills, fine motor skills and tactile skills to explore and manipulate different objects and environments.

c) Basics of Literacy, Mathematics, Science, Technology, Engineering, and Arts or STEAM: STEAM is an abbreviation for Science, Technology, Engineering, Art, and Mathematics. The STEAM approach combines these five disciplines to address various global problems facing the world. Thus, children can recognize and understand diverse information, communicate their thoughts and feelings verbally, in writing, or using various media, and participate in conversations. They show interest and enthusiasm and participate in pre-reading and pre-research activities. In addition, children recognize and use mathematical concepts in solving everyday problems (Irchamni, 2022).

From the explanation above, it can be concluded that this independent curriculum is in accordance with the concept of independent play in early childhood education. The curriculum provides opportunities for educators and students to develop their imagination and creativity through various choices of learning activities in order to realize the national ideal of "intelligent people's lives" as stated in the Preamble to the 1945 Constitution.

3. Research Methods

Research methods used in this study include

Collection methods: In collecting data, phenomenological research uses in-depth interviews and observations with informants to reveal the flow of consciousness and gain in-depth understanding. Researchers also asked questions directly and verbally to informants at the research location. In this research, researchers used participatory observation by going directly into the field and participating in learning activities at Kindergarten Dewi Masithoh 59 Jombang III Jember in order to obtain complete and detailed data. In this research, researchers used structured interview techniques as a data collection method. Structured interviews were carried out in a planned and systematic manner using a list of questions that had been previously prepared by the researcher. Data sources interviewed by researchers included the kindergarten principal and teachers at Dewi Masithoh 59 Jombang III Jember Kindergarten, who were the research subjects. Documentation is a record of events that have occurred. Documents can be in the form of writing, images, or other works. Examples of written documents are researchers' hand notes, history, and so on. Meanwhile, documentation in the form of images can include photos of activities, school data information boards, and so on.

Qualitative Phenomenological Method: In this research, a qualitative phenomenological research method was used with a qualitative approach. Phenomenological research is a type of research that focuses on visible or observed phenomena or events. In this type of research, researchers are given the freedom to apply and apply subjectivity and interpersonal skills in the research exploration process (Haelaluddin, 2018). This qualitative research method is based on postpositivism or interpretive philosophy, where research is carried out in natural object conditions and the researcher acts as the main instrument (Sugiyono, 2017). By conducting this research, it is hoped that researchers can get a more real picture of community social activities and can understand the subject and experience experiences in everyday life in society, especially in educational institutions. In this research, researchers used a qualitative approach to collect and describe data about all activities related to the learning management process in accordance with the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang III Jember. This independent curriculum has been launched by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia, as a response to changing times.

Data analysis method: Data analysis was carried out through three stages, namely data reduction, data presentation, and drawing conclusions or verification (Maulidah, 2022). Data reduction is carried out by summarizing main information, focusing on important elements, and identifying relevant themes and patterns. Then the data in the form of notes, pictures, etc. related to Dewi Masyithoh III Kindergarten is presented in text form so that researchers can more easily understand the events that occurred and plan next

steps based on the understanding obtained when presenting the data. The final step is to draw conclusions in order to answer the research problems at Dewi Masyithoh III Kindergarten.

3. Result and Discussion

Preschool Learning Management Steps
Learning management in the context of Early Childhood Education (Preschool) is a process of managing and regulating learning activities in the Preschool environment with the aim of achieving desired learning outcomes. Preschool learning management involves several important components, such as planning, implementation and assessment.
The following is an explanation of aspects of planning, implementation and assessment of learning in Preschool, namely as follows:

a   Preschool Learning Planning
Learning planning in Early Childhood Education (Preschool) is a process that aims to create effective and optimal learning plans for children.
This learning plan needs to be prepared carefully, taking into account the characteristics of the child, existing learning needs, and applicable curriculum standards (Majid, 2006). The following are several important things that need to be considered in the steps for planning Preschool learning, namely:
1) Analysis of learning needs: Before planning learning, teachers need to conduct an analysis of children's learning needs. This analysis includes understanding the child's talents, interests and abilities, as well as identifying learning needs that need to be met.
2) Determine learning objectives: After analyzing learning needs, teachers must choose learning methods and techniques that suit the needs and characteristics of children. Choosing the right methods and techniques can foster children's interest and motivation in learning, as well as help them understand learning material more easily.
3) Determine learning methods and techniques: The learning methods and techniques chosen must be adapted to the needs and characteristics of the child. Appropriate learning methods and techniques can arouse children's interest and motivation to learn and help them understand learning material more easily.
4) Determine learning materials: The learning materials chosen must be adjusted to the learning objectives and pay attention to applicable curriculum standards. The right learning materials will help children understand concepts more easily and quickly.
5) Determine learning time: The learning time chosen must be adjusted to the child's learning and development needs. Sufficient and appropriate learning time can help children understand concepts better and avoid fatigue.

As educators, teachers need to prepare the components of learning planning tools, including (Hasibuan, 2007):
1) Determine the time allocation and effective weeks: When determining time allocation, it is basically important to determine the effective number of weeks in each semester of the academic year. The purpose of time allocation planning is to find out how many hours are available for the learning process during one school year.
2) Prepare the Annual Program (Prota): The Annual Program (Prota) is a general program plan for each subject in each class. This program is organized by subject teachers to adjust the time allocation for each class to achieve the goals that have been set, namely the level of ability and basic abilities to be achieved.
3) Arrange a Semester Program (Promes): The semester program (Promes) is another structure of the annual program. While the annual program determines the number of hours needed to acquire basic skills, the semester program focuses on determining the number of weeks and hours of study to acquire these basic skills.
4) Prepare the Syllabus: Curriculum is a form of curriculum development and elaboration of structured learning plans for certain subjects in certain classes. The curriculum structure consists of several elements such as Subject or Subject Identity, Competency Standards (SK), Core Competencies (KD), Learning Materials, Learning Activities, Indicators, Competency Achievement, Assessment, Time Management, and learning resources.
5) Prepare a Learning Implementation Plan (RPP): A Learning Implementation Plan (RPP) is prepared for each Basic Competency (KD) and implemented in one or more meetings. The RPP includes various components such as subject identity, competency criteria, core competencies, learning outcome indicators, materials, learning methods, learning steps, learning opportunities and resources, assessment and follow-up.

From the discussion above it can be concluded that learning plans in Preschool play a very important role in ensuring quality and effective learning for children. Learning plans must be designed carefully, taking into account the needs and characteristics of children and following applicable curriculum standards. By

implementing good lesson plans, we hope that children will have positive learning experiences and develop a deeper understanding of the world around them.

b Implementation of Preschool Learning

Implementation of learning in Preschool is a process that includes a series of learning activities carried out by teachers or instructors, with the aim of providing quality learning experiences to children. As stated by Agus Wibowo, the implementation of learning is the moments where teachers and students interact directly in the teaching and learning process regarding the subject matter being taught (Wibowo, 2013).

In carrying out learning it is based on the following approaches:

1) Oriented to children's needs: In learning from an early age, learning activities must always aim at meeting children's needs for education, health and nutrition services. This enrichment is carried out in an integrated and holistic manner by paying attention to all aspects relevant to the child's holistic development.
2) Learn through playing: The play approach is used as a way to carry out early childhood education activities using strategies, methods, materials and materials, as well as interesting media so that children can easily understand and follow them.
3) Creativity and innovation: Creativity and innovation can be achieved through interesting activities that can stimulate children's curiosity, encourage them to think critically and encourage them to discover new things.
4) Conducive environment: The environment must be designed to be interesting and fun while maintaining children's safety and comfort while playing to support children's learning.
5) Use various media and learning resources: Learning media and resources can be obtained from the surrounding natural environment or through the use of materials provided specifically for learning purposes (Aqib, 2010).

Apart from that, there are also steps for implementing early childhood learning, including:
1) Before entering class: Every day, when children arrive at school, the teachers greet them with kindness and compassion. The kids shook hands with my teachers and friends and greeted them. Then they put the bag in the designated place.
2) Introduction: Preliminary activities are carried out collectively and involve all children in one class, carried out at the same time and with the same activities. Initial activities function as a warm-up, such as telling stories, talking and dialogue about themes, sub-themes or children's experiences. If there is boredom during storytelling activities, the teacher can divert attention by providing a variety of other activities.
3) Core activities: Core activities are activities that stimulate children's attention, social, mental and emotional skills. This can be achieved by providing opportunities for questioning and experimenting, encouraging activities that encourage initiative, creativity, understanding and concentration, and developing good work habits.
4) Eat and rest: Activities designed to develop children's eating skills include introducing healthy, nutritious foods and eating habits, starting with washing hands before and after eating and praying before and after eating. After eating, children play with toys outside classes to develop gross motor skills and social interaction.
5) Closing: Closing activities are group activities carried out to calm children after learning activities. This activity functions as a final activity that involves all children in the class. Some closing activities that can be done are reading stories, discussing activities that have been carried out throughout the day, providing information about tomorrow's activities, singing, and praying (Mulyasa, 2012).

From the explanation above, it can be concluded that in implementing Preschool learning there are stages of the learning process consisting of initial activities, core activities and closing activities. A teacher has an important role in directing, motivating and involving students in the learning process in the school environment according to the learning plan that has been prepared previously.

c Preschool Learning Assessment

Learning assessment in Early Childhood Education (Preschool) is an evaluation process carried out to measure children's progress and achievements in learning and the development of their skills while at Preschool. The aim of Preschool learning assessment is to evaluate the extent to which children achieve established competencies, monitor their overall development, and provide valuable feedback for next learning development (Efrida, 2018). The following are several steps that teachers need to take in assessing Preschool learning, including (Jaya, 2019):
1) Observation: Observations are made by paying attention to the child's actions and behavior during the learning process. Preschool teachers can observe how children interact when playing or doing other learning activities. The results of these observations can be recorded in the form of a checklist or observation notes to provide a clearer picture of the child's progress and responses in learning.
2) Test or Evaluation: Tests or evaluations can be carried out to measure a child's academic abilities. The evaluation used must be in accordance with the learning material that has been delivered and pay attention to the characteristics of early childhood development. The evaluation used must have clear assessment criteria to ensure accurate and objective results.

3) Portfolio: A portfolio is a collection of children's works produced during the learning process. Teachers can direct children to create works such as drawings, writing or other works of art. These children's works can be used as an assessment tool and as a means to monitor children's development during the learning process.

4) Interview: Direct interviews with children can be conducted through interviews to understand their understanding of the material learning. Interviews can be conducted by asking open questions or providing problems that the child needs to solve. Through this interview, teachers can gain deeper insight into children's knowledge and understanding of the material being taught.

5) Self-evaluation: Children can be asked to carry out self-evaluation of the learning outcomes they have achieved. This self-evaluation can be done using a questionnaire or assessment rubric that is adapted to the child's abilities.

After the assessment is carried out, the results of the assessment need to be conveyed to the student's parents or guardians. Parents or guardians of students can provide input and suggestions regarding the results of the assessment. The results of the assessment must also be used as material for evaluating the learning process and planning better learning in the future. The assessment results report is generally prepared in writing, covers the child's development in the learning process at school, and is carried out every semester. This report is an important consideration in future learning activities.

From the explanation above it can be concluded that learning assessment includes observations, tests, portfolios, interviews and self-evaluation. Learning assessments must pay attention to the characteristics of early childhood development, and the results must be used as material for evaluating the learning and development process better learning plans in the future.

The Concept of the Independent Learning Curriculum in the Learning Perspective of Early Childhood Education
a. Preschool Learning Planning in the Independent Curriculum
When planning learning in an independent curriculum, teachers have the freedom to create, select and modify their own learning modules according to students' circumstances, characteristics and needs. Syllabus and lesson plans are prepared according to educational standards (Purnawanto, 2022).

In planning Preschool learning that follows the Independent Curriculum, there are several things that need to be considered, including (Kemendikbud Ristek, 2021b):

1) Preparation of Learning Outcomes: The preparation of learning outcomes is designed to enrich the environment and children's interactions with the environment so that teachers can determine appropriate learning themes.

2) Identifying student needs and characteristics: Teachers need to understand students' characteristics and needs, such as age, level of development, interests and talents, to design learning that suits them.

3) Determine learning objectives: Teachers must set clear and measurable learning objectives, which are in accordance with the curriculum and student needs.

4) Choose a learning strategy: Teachers must choose learning strategies that suit student characteristics and learning objectives. Learning strategies can include the use of media, learning methods, and technology.

5) Determine indicators of success: Teachers must determine success indicators that can be used to evaluate the achievement of learning objectives.

6) Prepare a learning plan: Teachers must prepare learning plans that include learning objectives, learning strategies, success indicators, and learning materials.

7) Integrate values and culture: Teachers need to integrate values and culture in learning, so that students can understand the values and culture that exist in their environment.

8) Pay attention to technological developments: Teachers must pay attention to technological developments to support more creative and innovative learning. In planning Preschool learning that follows the Independent Curriculum, teachers have the freedom to develop more creative and innovative learning according to student needs. This can increase student's motivation in learning and prepare them to face future challenges

b. Implementation of Preschool Learning in the Independent Curriculum
The implementation of Preschool (Early Childhood Education) learning in the Independent Curriculum has several characteristics that are different from the traditional curriculum. The following is an explanation regarding the implementation of Preschool learning in the Independent Curriculum:

1) Using Teaching Modules in learning: The Teaching Module is an application of the Learning Objectives Flow (ATP) which was developed from Learning Outcomes. The definition of Learning Objectives Flow (ATP) itself is a series of learning objectives that are arranged linearly and logically according to the sequence of learning activities.

2) Using an active and creative learning approach: Preschool learning in the Merdeka Curriculum is more prioritizes an active and creative approach, which encourages students to participate more actively in the

learning process. Learning methods such as play, exploration and collaboration are used to facilitate more effective and enjoyable learning.

3) Pay attention to the uniqueness of children: In Independent Curriculum Preschool learning, the uniqueness and needs of children are the main focus in the learning process. Teacher need to understand and appreciate the uniqueness of each child, so that they can develop their child's potential better.

4) Pay attention to cultural diversity: In the Independent Curriculum, cultural diversity is a very important thing to pay attention to. Teachers need to pay attention to students' cultural diversity and ensure that learning includes the cultural values around students.

5) Using media and technology: The Merdeka Curriculum encourages the use of media and technology in learning. This allows students to learn in a more varied and interesting way, so that they can more easily understand the material presented.

6) Encourages the development of social and emotional skills: Apart from academic skills, the Merdeka Curriculum also emphasizes the development of social and emotional skills. Teachers need to help students develop social and emotional skills, such as interacting with peers, empathy, and controlling emotions.

7) Facilitate inclusive learning: The Merdeka Curriculum encourages inclusive learning, ensuring that all students are involved in the learning process. Teachers need to facilitate inclusive learning by paying attention to students' needs and uniqueness (Kemendikbud Ristek, n.d.). In implementing Preschool learning in the Independent Curriculum, teachers have flexibility in designing and implementing more creative and innovative learning according to students' needs and characteristics. This can increase students' motivation and interest in learning, so that they can achieve better results in the learning process.

c. Assessment of Preschool Learning in the Independent Curriculum

Assess and evaluate learning outcomes by looking at children's development holistically and well in physical, moral, social, emotional and cognitive aspects (Kemendikbud Ristek, 2021a). Preschool learning assessment in the Merdeka Curriculum places more emphasis on formative assessment or process evaluation. Formative assessment is carried out continuously during the learning process, with the aim of improving and enhancing the learning process.

The following are several ways to assess Preschool learning in the Independent Curriculum (Retnaningsih & Khairiyah, 2022):

1) Observation: Observation is one of the most effective assessment methods for early childhood. The teacher observes students' activities and abilities during the learning process. Observations are carried out in a structured and unstructured manner, so that teachers can obtain more complete information about students' abilities and needs.

2) Portfolio: A portfolio is a collection of various products created by students during the learning process. The product can be an image, video, written work, or other work of art. Portfolios help teachers to assess students' abilities holistically, because they involve various aspects such as creativity, fine motor skills and social skills.

3) Interview: Interviews were conducted to obtain information regarding students' understanding of the material being taught and student's understanding of learning activities. Interviews can be conducted individually or in groups.

4) Short-term test: Short-term tests are carried out to determine students' understanding of the material being taught. The test is carried out briefly and is carried out at the end of the learning meeting.

5) Consultation with parents: Consultations with parents are carried out to obtain information regarding children's development outside of school. Parents can also provide useful information about their child's habits and needs. From the explanation above, it can be concluded that Preschool learning management in the independent learning curriculum also pays attention to the importance of cooperation and participation of parents, teachers and the community in early childhood learning. In its implementation, Preschool learning management in the independent learning curriculum requires teachers who are trained and have special knowledge about the characteristics of early childhood and the learning strategies that can be applied.

Results of research on Preschool Learning Management in the Independent Curriculum at Kindergarten Dewi Masithoh 59 Jombang III Jember

The research results show that the Preschool learning management process in the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang III Jember consists of planning, implementation and assessment activities in learning activities carried out by kindergarten teachers and students. This research shows that in the learning planning of Kindergarten Dewi Masithoh 59 Jombang III Jember, learning outcomes (CP) are prepared, identifying children's needs and characteristics, determining the flow of learning objectives, choosing learning strategies, determining learning indicators, preparing learning plans, integrating values and culture, paying attention to technological developments. Learning is carried out based on lesson plans in the form of teaching modules created by each teacher based on the learning plans that have been prepared at the beginning of the new school year. Then, to ensure that the implementation of learning was carried out in accordance with the independent curriculum, an assessment activity was carried out by the head of

Kindergarten Dewi Masithoh 59 Jombang III Jember and followed up by the school principal and committee to convey it to the students' parents.

Related research shows that the concept of independent learning which is the basis of the independent curriculum of the State Secretariat of Education and Culture is philosophically based on the philosophical concept of John Dewey's progressivism. The two most important issues in the philosophy of independent learning are skill development and character building. Skills are developed to form a critical and creative personality. Meanwhile, character is developed to give birth to individuals with noble character, and the development of the soul and personality is improved (Muslim, 2022). In the context of this research, it is shown that Preschool learning mastery can be implemented in an independent curriculum if Teachers also have the freedom to direct learning activities. When learning becomes independent, the teacher's role becomes very eclectic and innovative. Teachers can design lesson plans for students. Therefore, teachers must be able to carry out learning according to the characteristics of the child and the environmental conditions around the child.

The description above shows that there is a connection between Preschool learning management and the independent curriculum. In this study, researchers used learning analysis with the application of an independent curriculum to analyze the three learning management activities. From search results on Google Scholar, there are not many studies discussing the independent curriculum. Thus the researcher discusses the concept of application in the implementation of Preschool learning management in the independent curriculum at Dewi Masithoh 59 Kindergarten Jombang III Jember as follows:

a. Preschool Learning Planning in the Merdeka Curriculum at Dewi Masithoh Kindergarten 59 Jombang III Jember

The researcher will explain the learning planning in the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang III Jember, which was founded on the basis of combining general education with Islamic religious education which was designed into a unified curriculum. Kindergarten Dewi Masithoh 59 Jombang III Jember emphasizes skills in the social, language and religious fields in emphasizing independent learning methods so that they can enter the cognitive, affective and psychomotor domains. In its implementation, it combines involvement and active participation in the learning and teaching environment so that children are able to understand what is conveyed by the teacher. Kindergarten Dewi Masithoh 59 Jombang III Jember is based on religion to eliminate ignorance in society and wants Islamic values in its learning system which aims to realize ideals national education, especially the aspirations of parents who want their children to be able to experience the world of good education.

Learning management at Kindergarten Dewi Masithoh 59 Jombang III Jember is adjusted to a learning process that is free to suit the needs of the children. In other words, in accordance with the curriculum that has been created based on current developments, namely teachers create learning methods that are free to suit the needs and environment of the school. Learning management that is appropriate to the needs and environment has the aim of improving learning outcomes in an educational institution and helping develop children's intelligence in the social, linguistic and religious fields. So steps are needed in its implementation which include planning, implementation and assessment of learning. In the first point we will discuss learning planning in the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang III Jember.

Based on the results of interviews with Eli Didi Triyani S.Pd. AUD. as the head of Kindergarten Dewi Masithoh 59 Jombang III Jember, every institution or foundation must have a plan in managing an educational institution that accommodates one area, namely the curriculum, where before entering a new teaching the teachers and principals prepare a learning plan for two semesters (Eli Didi Triyani, Interview: 2023). For teachers or educators, learning planning must be in place, because it has an important role in implementing educational goals. Therefore, it can be understood that Preschool learning planning in the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang III Jember includes:

1) Arranging Learning Outcomes
Learning outcomes or commonly abbreviated (CP) are learning competencies that must be achieved by students during the learning period at school. Learning outcomes for early childhood education (PAUD) consist of one phase, namely, the Foundation phase where children must be able to achieve learning at school. References that can be used to support the implementation of learning outcomes can be in the form of textbooks, guidebooks and teaching modules that have been published by the Ministry of Education and Culture.

The following are the steps taken by teachers in compiling learning outcomes at Kindergarten Dewi Masithoh 59 Jombang III Jember as follows (Yolanda, Interview: 2023):
a) Observe children's interactions in the school environment to determine themes and sub-themes that are suitable for children
b) Understand the appropriate learning flow for children in order to achieve learning goals
c) Determine learning outcomes that have been prepared based on the results of joint decisions with the teachers
d) Carry out learning in accordance with the learning outcomes that have been made.

In compiling learning outcomes at Kindergarten Dewi Masithoh 59 Jombang Jember there are also supporting factors experienced by teachers, namely as follows:

a) The parents who always support the teachers in learning at Kindergarten Dewi Masithoh 59 Jombang Jember

b) The principal always supports and provides input to the teachers at Dewi Masithoh 59 Jombang III Jember Kindergarten

c) The foundation and committee always support and provide input to the principal and teachers at TK Dewi Masithoh 59 Jombang Jember

In compiling learning outcomes at Kindergarten Dewi Masithoh 59 Jombang Jember there are also inhibiting factors experienced by teachers, namely as follows:

a) It is difficult to understand children according to their characteristics in terms of learning, so there are children who have not achieved the desired learning goals

b) Teachers lack experience in compiling learning outcomes, because they have only just implemented an independent curriculum system so it is made based on their knowledge.

From the explanation of the inhibiting factors above, teachers must be able to overcome factors that become obstacles in developing learning outcomes at Kindergarten Dewi Masithoh 59 Jombang Jember, namely by communicating with each other and always consulting with fellow teachers and school principals to provide criticism and suggestions to improve things that are still ongoing. becomes an obstacle in developing learning outcomes.

The preparation of learning outcomes that have been implemented by teachers at Kindergarten Dewi Masithoh 59 Jombang Jember is in accordance with the guidelines and policies of the Ministry of Education and Culture in implementing the independent curriculum. This is the same as the results of research by Anita Fatimatul Laeli and friends in a journal entitled training in preparing Learning Objectives (TP) and Learning Achievements (CP) in the independent curriculum for Madrasah Aliyah teachers, the results are the same, namely teachers must be able to compile and analyze achievements learning for children so that it becomes a goal learning as a basis for designing learning in the classroom (Laeli, 2022).

2) Identifying Children's Needs and Characteristics

Identifying children's needs and characteristics is a way for teachers to understand the needs that children must have in order to develop the characteristic traits that children have at Kindergarten Dewi Masithoh 59 Jombang III Jember. The needs and characteristics that need to be present in children are readiness to learn, children's interests, and children's learning styles that are needed in implementing Preschool learning in the independent curriculum.

The following are the steps taken by teachers in identifying the needs and characteristics of children at Kindergarten Dewi Masithoh 59 Jombang III Jember as follows:

a) Observe children's interactions in the school environment to understand the nature of children

b) Understand the nature of children to find out the characteristics of children

c) Determine the needs and characteristics of children that have been observed based on the child's behavior in learning

d) Carry out learning according to the needs and characteristics of children

In identifying the needs and characteristics of children at Kindergarten Dewi Masithoh 59 Jombang III Jember there are also supporting factors experienced by teachers, namely as follows:

a) The parents who always support and motivate teachers in understanding the characteristics of children at Kindergarten Dewi Masithoh 59 Jombang Jember

b) The principal always supports and provides input to the teachers at Dewi Masithoh 59 Jombang III Jember Kindergarten

c) The foundation and committee always support all activities and provide input to the principal and teachers at Kindergarten Dewi Masithoh 59 Jombang Jember.

In integrating the characteristics and needs of children at Kindergarten Dewi Masithoh 59 Jombang III Jember there are also inhibiting factors experienced by teachers, namely as follows:

1) It is difficult to understand children according to their characteristics, so there are children whose needs and characteristics are not yet known.

2) Teachers lack experience in integrating children's needs and characteristics so that they understand based on their knowledge.

From the explanation of the inhibiting factors above, teachers must be able to overcome the factors that become obstacles to integrating the needs and characteristics of children at Kindergarten Dewi Masithoh 59 Jombang III Jember, namely by communicating with each other and always consulting with fellow teachers and school principals so that criticism and suggestions are given to improve things. is still an obstacle in preparing to integrate children's needs and characteristics.

The activity of identifying children's needs and characteristics which has been implemented by teachers at Kindergarten Dewi Masithoh 59 Jombang Jember is in accordance with the guidelines and policies of the Ministry of Education and Culture in implementing the independent curriculum. This is the same as the results of research by Ricca Anggreini Munthe and friends in a journal entitled training on identifying children with special needs for early childhood teachers through the constructivism model, the result is the same, namely that teachers must be able to pay attention to or identify the needs and characteristics of children so that teachers can determine the objectives of learning materials that are suitable for children in the school environment (Munthe & dkk., 2021).

3)   Determining the Flow of Learning Objectives
The flow of learning objectives is a series of learning objectives arranged by the teacher systematically in one phase from the beginning to the end of a lesson. The flow of learning objectives at Aisyiyah Kindergarten follows the vision, mission and objectives of Aisyiyah Kindergarten itself (Yolanda, Interview: 2023).
The following are the steps taken by the teacher in determining the flow of learning objectives at Kindergarten Dewi Masithoh 59 Jombang III Jember, as follows:
a) First read and understand the policies and modules from the Ministry of Education and Culture regarding the implementation of the independent curriculum
b) Understand the learning outcomes that have been made by the teacher
c) Formulate learning goals for children
d) Develop a flow of learning objectives from the learning objectives that have been prepared previously
e) Carry out learning in accordance with the results of the learning objective flow

In preparing the flow of learning objectives at Kindergarten Dewi Masithoh 59 Jombang III Jember there are also supporting factors experienced by the teacher, namely as follows:
a) There is clear direction from the Government, especially the Ministry of Education and Culture regarding curriculum implementation guidelines independence, especially in guidelines for preparing the flow of learning objectives
b) There is direction and input from the school principal in preparing the flow of learning objectives
c) There is a discussion between teachers to discuss the flow of learning objectives in accordance with the independent curriculum.

In preparing the flow of learning objectives at Kindergarten Dewi Masithoh 59 Jombang III Jember there are also inhibiting factors experienced by teachers, namely as follows:
a) There are so many guidelines on the internet that it makes teachers confused in finding the right reference
b) Lack of knowledge and experience related to the independent curriculum so that teachers design the flow of learning objectives as best they can (Yolanda, Interview: 2023).

From the explanation of the inhibiting factors above, teachers must be able to overcome factors that become obstacles in preparing the flow of learning objectives at Kindergarten Dewi Masithoh 59 Jombang III Jember, namely by communicating with each other and always discussing with fellow teachers and school principals in order to improve things that are still obstacles in preparing flow of learning objectives (Yolanda, Interview: 2023).

Determining the flow of learning objectives that have been carried out by teachers at TK Dewi Masithoh 59 Jombang III Jember is in accordance with the guidelines and policies of the Ministry of Education and Culture in implementing the independent curriculum. This is the same as the results of research by Anita Fatimatul Laeli and friends in a journal entitled training in preparing Learning Objectives (TP) and Learning Achievements (CP) in the independent curriculum for Madrasah Aliyah teachers, the results are the same, namely teachers must be able to prepare and analyze children's learning achievements so that they become learning objectives as a basis for designing learning in the classroom (Laeli, 2022).

4) Selecting Learning Strategies
Choosing learning strategies in early childhood is a method used by teachers to help students understand the material presented by the teacher. The appropriate learning strategy for children at Kindergarten Dewi Masithoh 59 Jombang Jember is cooperative learning where children form small groups to discuss and work together to achieve learning goals so that children can understand the material presented.
The following are the steps taken by teachers in choosing learning strategies at Kindergarten Dewi Masithoh 59 Jombang III Jember, as follows:
a) The teacher understands the child's nature and characteristics so he can know which strategy to choose
b) The teacher designs learning activities that will be carried out in the classroom
c) Teachers can use learning media to make it interesting and not boring
d) The teacher implements the learning strategies that have been prepared.

In choosing learning strategies at Kindergarten Dewi Masithoh 59 Jombang III Jember there are also supporting factors experienced by teachers, namely as follows:
a) Availability of resources needed to choose learning strategies such as books, teaching materials, teaching aids, learning media.
b) A supportive environment starting from the school principal and parents who help in choosing learning strategies
c) Children's enthusiastic learning enthusiasm motivates teachers in choosing learning strategies for children.

In choosing learning strategies at Kindergarten Dewi Masithoh 59 Jombang Jember there are also inhibiting factors experienced by teachers, namely as follows:
a) Limited resources are lacking in implementing learning so that there are children who are less than optimal in achieving learning goals
b) Differences in children's characteristics in learning influence the effectiveness of learning strategies in the classroom.
From the explanation of the inhibiting factors above, teachers must be able to overcome factors that become obstacles in choosing learning strategies at Kindergarten Dewi Masithoh 59 Jombang Jember, namely by communicating with each other and always consulting with fellow teachers and principals, better understanding the approach to all children in order to improve things that are still an obstacle in developing learning outcomes.

Choosing learning strategies that have been carried out by teachers at Kindergarten Dewi Masithoh 59 Jombang III Jember is in accordance with the guidelines and policies of the Ministry of Education and Culture in implementing the independent curriculum. This is the same as the results of research by Yossi Srianita and Dwiyani Anggreini in a journal entitled "Analysis of the Relationship between Games and Learning Strategies on the Implementation of the Independent Learning Preschool Curriculum". The results are the same, namely that teachers must be able to develop and choose learning strategies for children to be able to determine learning objectives as a basis for carrying out learning in the classroom (Srianita & Anggreini, 2022).

5) Determining Learning Indicators
Determining learning indicators is determining clear criteria or instructions that describe what students must achieve in learning. The indicators function as a guide for teachers to plan the results of evaluating student learning outcomes at Kindergarten Dewi Masithoh 59 Jombang Jember (Yolanda, Interview: 2023).
The following are the steps taken by teachers in determining learning indicators at Kindergarten Dewi Masithoh 59 Jombang Jember, as follows:
a) Understand clearly the learning objectives that have been set in the learning plan
b) Identify the abilities possessed by children in accordance with the learning objectives
c) Develop learning indicators that will be based on learning objectives
d) Determine learning indicators for children's learning evaluation results.

In determining learning indicators at Kindergarten Dewi Masithoh 59 Jombang Jember, there are also supporting factors experienced by teachers, namely as follows:
a)   There are clear and measurable learning objectives, making it easier to determine appropriate learning indicators
b)   There are curriculum guidelines which are the basis for determining learning indicators.
c)   There is clear direction from the school principal to determine learning indicators

In determining learning indicators at Kindergarten Dewi Masithoh 59 Jombang Jember there are also inhibiting factors experienced by teachers, namely as follows:
a) Lack of understanding and experience in determining learning indicators, resulting in less than optimal results
b) Time limitations which can influence the process of determining learning indicators carefully (Yolanda, Interview: 2023).
From the explanation of the inhibiting factors above, teachers must be able to overcome factors that become obstacles in determining learning indicators at Kindergarten Dewi Masithoh 59 Jombang Jember, namely by communicating with each other and always consulting with fellow teachers and school principals to improve things that are still obstacles in developing learning outcomes. and pay more attention to managing time to understand children's development.
Determining the learning indicators that have been carried out by teachers at Kindergarten Dewi Masithoh 59 Jombang Jember is in accordance with the guidelines and policies of the Ministry of Education and Culture in implementing the independent curriculum. This is the same as the results of research by Bambang Sugiyanto and Yurita Erviana in a journal entitled "Preparation of Learning Tools for Independent Learning Models Oriented to Local Wisdom for Prospective Preschool Teacher Students". The results are the same, namely

teachers must be able to prepare and determine learning strategies for children in order to determine goals. learning as a basis for implementing learning in the classroom (Sugiyanto & Erviana, 2022).

6) Develop a Learning Plan
Preparing a learning plan means the teacher determines a plan that describes in detail the learning activities that will be carried out by the teacher. Things that need to be prepared include learning objectives, learning strategies, learning materials, methods and evaluation as well as steps that will be used in the learning process. The following are the steps taken by the teacher in preparing a learning plan at Kindergarten Dewi Masithoh 59 Jombang Jember, as follows:
a) Determine learning goals that are specific, measurable, and in accordance with the competencies the children want to achieve
b) Analyze the child's needs and characteristics, including the child's abilities, interests, learning style and background
c) Select and organize learning materials that are relevant to the learning objectives and needs of children
d) Arrange a structured sequence of learning activities from opening to closing activities
e) Determine the appropriate evaluation method to measure the achievement of learning objectives.

In preparing learning plans at Kindergarten Dewi Masithoh 59 Jombang Jember there are also supporting factors experienced by teachers, namely as follows:
a) Availability of supporting resources, such as textbooks, learning materials, teaching aids and learning media for children
b) Collaborate with teachers to share ideas and experiences in preparing learning plans.

In preparing learning plans at Kindergarten Dewi Masithoh 59 Jombang Jember there are also inhibiting factors experienced by teachers, namely as follows:
a)   Limited teacher time can influence the preparation of detailed learning plans
b)   Limited number of resources that support learning so that learning is less than optimal.
From the explanation of the inhibiting factors above, teachers must be able to overcome factors that become obstacles in preparing learning plans at Kindergarten Dewi Masithoh 59 Jombang Jember, namely by communicating with each other and always consulting with fellow teachers and the principal so that they can provide input to improve things that are still obstacles. in preparing learning plans.
The preparation of the Learning Plan which has been carried out by the teacher at Kindergarten Dewi Masithoh 59 Jombang Jember is in accordance with the guidelines and policies of the Ministry of Education and Culture in implementing the independent curriculum. This is the same as the results of research by Ahmad Teguh Purnawanto in a journal entitled "Meaningful Learning Planning and Independent Curriculum Assessment". The results are the same, namely that teachers must be able to organize and plan learning for children in order to determine learning objectives as a basis for planning learning in the classroom.

7) Integrating Values and Culture
Integrating values and culture is the process of including relevant values and culture in the educational process. Mark culture that is suitable for children, such as the values of togetherness, cooperation, mutual respect, responsibility, discipline, honesty, creativity, and concern for the environment.
The following are the steps taken by teachers in integrating values and culture at Kindergarten Dewi Masithoh 59 Jombang III Jember, as follows:
a)   Identify cultural values that are important and relevant to children in society
b)   Linking cultural values with the learning objectives set in the curriculum
c)   Develop learning materials based on the results of observing values and culture on children's learning
d)   Implement learning materials on values and culture to children by providing opportunities for children to share experiences

In integrating values and culture at Kindergarten Dewi Masithoh 59 Jombang Jember there are also supporting factors experienced by teachers, namely as follows:
a)   Involvement of the child's parents who always help and support the child's learning of values and culture
b)   There is an independent curriculum that advises children to learn about arts and culture in learning.

In integrating values and culture at Kindergarten Dewi Masithoh 59 Jombang Jember there are also inhibiting factors experienced by teachers, namely as follows:
a)   Lack of understanding and indifference on the part of educators towards values and culture in society can hinder the integration of values and culture in learning
b)   Teacher's limited time in implementing values and culture in children's learning results in the material being taught not being optimal.
From the explanation of the inhibiting factors above, teachers must be able to overcome factors that become obstacles in integrating values and culture at Kindergarten Dewi Masithoh 59 Jombang III Jember, namely by

communicating with each other and always consulting with fellow teachers and the principal so that criticism and suggestions are given to improve things. is still an obstacle in integrating values and culture.

Integrating values and culture has been carried out by teachers at TK Dewi Masithoh 59 Jombang Jember in accordance with the guidelines and policies of the Ministry of Education and Culture in implementing the independent curriculum. This is the same as the results of research by Roni Pasaleron and friends in a journal entitled "Integration Problems - Interconnection of Islamic Religious Education in Efforts to Strengthen the Independent Learning Innovation Policy in Pesisir Selatan". The results are the same, namely that teachers must be able to compile and integrate values and culture in apply learning to children as a basis for planning learning in the classroom.

8) Pay attention to technological developments

Paying attention to technological developments is the teacher's process of understanding appropriate technological advances in supporting early childhood learning in order to improve children's learning experiences. Technology that can support the learning process is the sound system used in art learning and devices LCD to provide children with learning experiences by watching educational films for children.

The following are the steps taken by teachers in paying attention to technological developments at Kindergarten Dewi Masithoh 59 Jombang Jember, as follows:

a) Determine the learning objectives to be achieved using technological media
b) Identifying the right technology for the learning process for children
c) Develop learning materials to increase children's enthusiasm for learning
d) Carry out learning that has been prepared in accordance with technology-based learning.

In paying attention to technological developments at Kindergarten Dewi Masithoh 59 Jombang Jember there are also supporting factors experienced by teachers, namely as follows:

a) Availability of access to technological devices, internet and adequate infrastructure to support the use of technology in learning at Kindergarten Dewi Masithoh 59 Jombang Jember.
b) Support from the Foundation, school principals and parents in providing the resources needed to implement technology in learning at Kindergarten Dewi Masithoh 59 Jombang Jember.

In paying attention to technological developments at Kindergarten Dewi Masithoh 59 Jombang Jember there are also inhibiting factors experienced by teachers, namely as follows:

a) Lack of required technological resources so that their use is limited and less than optimal in implementing learning
b) Teachers' limited time in implementing technology-based learning for children results in the material being taught being less than optimal.

From the explanation of the inhibiting factors above, teachers must be able to overcome factors that become obstacles in paying attention to technological developments at Kindergarten Dewi Masithoh 59 Jombang Jember, namely by communicating with each other and always consulting with fellow teachers and school principals to provide criticism and suggestions to improve things that are still ongoing. become an obstacle in paying attention to technological developments.

Paying attention to the technological developments that have been carried out by teachers at Kindergarten Dewi Masithoh 59 Jombang Jember are in accordance with the guidelines and policies of the Ministry of Education and Culture in implementing the independent curriculum, namely being free to search for learning references. This is the same as the results of research by Lovandri Dwanda Putra and Ishartiwi in a research journal entitled "Development of Interactive Multimedia Learning to Recognize Numbers and Letters for Early Childhood". The results are the same, namely teachers must be able to pay attention to technological developments in learning as a basis for planning technology-based learning which are suitable for use in teaching and learning.

b. Implementation of Preschool Learning in the Merdeka Curriculum at Kindergarten Dewi Masithoh 59 Jombang III Jember

The implementation of learning is as important as learning planning which is the task of educational institutions. The implementation of learning must also be aligned with the Learning Implementation Plan (RPP) that has been prepared previously by the teacher. In terms of this learning is carried out. The central learning model is used to manage the implementation of learning at Kindergarten Dewi Masithoh 59 Jombang Jember. The learning center model is a learning model that focuses on play centers during the learning process. Play centers are activities that involve planned activities inside the classroom and outside the classroom. This includes various play equipment and learning materials that require children's skills according to the topics and sub-topics developed in the learning process.

4. Conclusion

Based on the results of the study on the management of Preschool learning in the independent curriculum at Dewi Masithoh 59 Kindergarten Jombang Jember, it can be concluded that the implementation of Preschool learning at the Kindergarten Dewi Masithoh 59 Jombang Jember has been successfully implemented with the implementation of the independent curriculum. Effective and efficient procedural policies as well as contributions from the government and the private sector support the successful implementation of the independent curriculum effectively and efficiently. In this case, the competence of teachers and school principals as well as foundation administrators is trying to implement the independent curriculum at the Kindergarten Dewi Masithoh 59 Jombang Jember.

Preschool learning planning in the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang Jember, the planning is in accordance with the independent curriculum implementation standards, because the planning has been adjusted to the guidelines for implementing the independent curriculum by the Ministry of Education and Culture, including: compiling learning outcomes, identifying children's needs and characteristics, determining the flow of learning objectives, choosing learning strategies, determining learning indicators, preparing learning plans, integrating values and culture, paying attention to technological developments. In planning Preschool learning, there are also obstacles experienced by teachers, but they can be controlled by the existence of supporting factors that encourage planning Preschool learning in the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang Jember. The implementation of Preschool learning in the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang Jember, in its implementation is in accordance with the implementation standards of the independent curriculum, because in its implementation it has been adapted to the guidelines for implementing the independent curriculum by the Ministry of Education and Culture, including: opening activities, core activities, and closing activities with teachers use teaching modules in learning, use active and creative learning approaches, pay attention to children's uniqueness, pay attention to cultural diversity, use media and technology, encourage the development of social and emotional skills, facilitate inclusive learning through children learning while playing. In implementing Preschool learning, there are also obstacles experienced by teachers, but they can be controlled by the existence of supporting factors that encourage the implementation of Preschool learning in the independent curriculum at Dewi Masithoh 59 Kindergarten Jombang Jember.

The assessment of Preschool learning in the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang Jember is in accordance with the implementation standards of the independent curriculum, because the assessment has been adjusted to the guidelines for implementing the independent curriculum by the Ministry of Education and Culture, including: conducting assessment observations, carrying out portfolios on children, conducting interviews with children, carry out short-term tests, carry out consultations with parents. The assessment process is carried out directly by the class teacher. In assessing Preschool learning, there are also obstacles experienced by teachers, but these can be controlled by the existence of supporting factors that encourage the implementation of Preschool learning in the independent curriculum at Kindergarten Dewi Masithoh 59 Jombang Jember.

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