



Management of Local Culture-Based Education Curriculum in Taman Indria-IPTs Kindergarten and Pedagogia Laboratory Kindergarten

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Abstract: This study analyzes the management of a local culture-based curriculum in TK Taman Indria-IPTs and TK Laboratorium Pedagogia, focusing on curriculum planning, organization, implementation, and evaluation. Using a qualitative research method with a case study approach, data were collected through interviews, observations, and documentation. Data validity was ensured using internal validity techniques, and analysis was conducted using Yin's (2018) model, which includes pattern matching and explanation building. The findings reveal that curriculum planning involves setting objectives, selecting learning media, and incorporating culturally relevant teaching methods. The organization stage includes developing programs, academic calendars, and lesson schedules. The implementation phase integrates cultural content into school-wide and classroom activities, emphasizing school culture, habituation, and cultural practices. Curriculum evaluation is conducted systematically, with TK Laboratorium Pedagogia applying large- and small-scale evaluations, while TK Taman Indria-IPTs employ internal and external evaluations. Supporting factors include effective communication between schools and parents, community involvement, and a supportive cultural environment, while challenges include diverse student backgrounds, teacher workload, and limited infrastructure. This study contributes to developing educational management theories by providing a framework for managing culture-based curricula, offering insights that can guide early childhood education institutions in implementing culturally responsive learning environments.

Keywords: curriculum management; kindergarten; local culture

Recommended citation: Azizah, I., Rahmawati, T., & Aisyahrani, A. I. B. (2025). Management of Local Culture-Based Education Curriculum in Taman Indria-IPTs Kindergarten and Pedagogia Laboratory Kindergarten. *Journal of Innovation in Educational and Cultural Research*, 6(1), 229-241.

INTRODUCTION

Education is one of the main aspects of life that plays a fundamental role in building a nation. The national development of a nation in the field of education is a manifestation of efforts to smarten the nation's life and improve the quality of Indonesia's human resources and is very important for forming the nation's next generation (Hidayat & Rozak, 2022; Ulandari & Rapita, 2023; Yusutria, 2017; Zakaria, 2018; Zurqoni et al., 2018). Susiani and Abadiyah (2021) state that nowadays, education is a benchmark for assessing the progress of a nation, and the human resources produced from education shape the next generation. One of the main aspects of education that can be a means of achieving educational goals itself is the curriculum. The curriculum serves as a foundation for guiding the learning process, shaping student's character, and equipping them with the necessary skills for the future. In this regard, a well-structured curriculum relevant to the needs of society and culture becomes essential in meeting the educational demands of the nation. Furthermore, curriculum development plays a significant role in ensuring that educational outcomes align with national development goals. Therefore, understanding how the curriculum is managed and implemented in educational institutions becomes crucial in improving the quality of education.

The curriculum in Indonesia itself often changes with each change of government period and will continue to change towards increasing more complex competencies and characters (Gumilar et al., 2023). In the history of the development of the education curriculum in Indonesia, it has been recorded that the education curriculum in Indonesia has changed 11 times. At the PAUD level itself, the curriculum currently used in Indonesia is the independent curriculum. The curriculum implemented at the PAUD level still uses the 2013 curriculum as a reference developed by applying various parts and principles of the independent curriculum adapted to the needs and characteristics of the PAUD unit. The aim of the PAUD program itself is to develop, maximize, and optimize all the potential that exists in children, which includes physical, motoric, cognitive, social, emotional, language, religious values, moral, and artistic development to prepare them to face the next level of education (Kemdikbud, 2017). On the other hand, many educational institutions, especially PAUD in Indonesia, are too busy turning their institutions into international schools, so quite a few forget to maintain local cultural values. Many schools in Indonesia adopt foreign curricula and forget the local cultural values that should still exist (Hindaryatiningsih, 2017; Juainah et al., 2022). This phenomenon encourages Indonesian education to focus on educating the nation's generation with cultural content. The view that national culture is the basis of

education is the basis for developing the 2013 PAUD Curriculum based on cultural diversity and the principle of Bhinneka Tunggal Ika in Indonesia. Local values and cultural aspects can be applied to learning to achieve the educational curriculum goals (H. Chen et al., 2024; Y. Chen et al., 2024). Many aspects of local culture are relevant to children's learning and play content (Annas et al., 2024; Mahartini, 2019). So, children's early education may often be linked to local culture. The curriculum itself is a manifestation of an organized framework that contains plans, content, and learning procedures as a means for students to improve the quality of education provided to students. A local culture-based curriculum is a typical curriculum that is a form of curriculum development based on local culture. Culture-based curriculum learning in early childhood education developments is based on humanitarian values that apply in society and are responsive to socio-cultural dynamics (Y. Chen et al., 2024; Danugroho & Fadilla, 2024). It is the teacher's role to guide students to maintain human dignity, character, noble morals, empathy, Indonesian insight, and respect for Indonesian customs and cultural heritage (Astuti & Suryana, 2022; Bayar & Karaduman, 2021; Widiastuti et al., 2024).

Several studies highlight the advantages of implementing a local culture-based curriculum, such as character development, instilling independence, and fostering behavior based on cultural values (Budiwibowo, 2016; Wulandari, 2020). Furthermore, Eden et al. (2024), Tomaszewski et al. (2024), and W and Pamungkas (2022) indicate that the implementation of a local culture-based curriculum serves to effectively explore children's abilities, allowing them to express themselves, play, and participate in preserving local cultural wisdom. However, previous studies have mainly focused on implementing local culture-based curricula at the primary and secondary education levels, with limited attention given to its application at the Early Childhood Education (ECE) level. Additionally, these studies have not explored the management aspects of local culture-based curricula, such as stakeholder involvement, sustained evaluation, and supporting and inhibiting factors in the management process. This creates a gap in the literature regarding managing local culture-based curricula at the ECE level that addresses these specific aspects. Therefore, this study aims to fill this gap by examining the management of local culture-based curricula at Taman Indria-IP Taman Siswa and TK Laboratorium Pedagogia and its contributions to developing local culture-based early childhood education.

METHODS

This study employs a qualitative research method with a case study approach and a multicase research design to analyze the management of a local culture-based education curriculum. The qualitative approach describes research data naturally based on the conditions at Pedagogia Laboratory Kindergarten and Taman Indria-IPTs Kindergarten. The case study was conducted at these schools to explore the implementation of local culture-based curriculum management, identify supporting and inhibiting factors, and understand its impact on early childhood education. This study's first data collection method is structured interviews, where the researcher designs the interview instruments based on the research focus. These interviews aim to collect data on local culture-based curriculum management in both schools, covering planning, organizing, implementation, and evaluation and the supporting and inhibiting factors encountered. The interview participants include two principals, three teachers, and one assistant teacher. Table 1 shows the 5W + 1H approach used to create the interview guideline.

Table 1. Interview Guidelines

Research Focus	Research Sub Focus	Interview Question
Curriculum Management	Planing	What are the steps to plan a local culture-based education curriculum?
		When is local culture-based education curriculum planning carried out?
		Who is involved in planning a local culture-based education curriculum?
		How do schools plan local culture-based education curricula according to the characteristics of early childhood?
	Organizing	How are the tasks and roles of teachers organized in the local culture-based education curriculum?
		How are the resources and facilities of the institution organized to support the local culture-based education curriculum?
		What are the obstacles encountered in implementing curriculum management?
		How are obstacles handled in implementing curriculum management?
	Actuating & Implementation	How effective is the local culture-based education curriculum?
	Controlling &	

Evaluation	Are there any evaluation strategies that can improve the quality of the local culture-based education curriculum?
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Both techniques in this study involve participatory observation, where researchers are directly involved in various school activities. These activities include the implementation of the local culture-based education curriculum, covering learning activities, habitual programs, extracurricular activities in both schools and other activities that reflect the curriculum management process. Researchers also identified supporting and inhibiting factors during curriculum implementation at Pedagogia Laboratory Kindergarten and Taman Indria-IPTs through observation techniques. The observation guidelines in this study are detailed in Table 2.

Table 2. Observation Guidelines

Research Focus	Research Sub Focus	Observation Objects
Curriculum Management	Intracurricular Activities	Opening Core Material Closing Teachers and students use Javanese greetings to greet students Teachers & students use simple Javanese such as <i>nyuwun tulung</i> , <i>maturnuwun</i> , <i>mboten</i> , <i>nggih</i> , etc., while talking to students
	Co-curricular Activities	Teachers teach behavior that reflects religious attitudes that uphold cultural values in interacting
	Extracurricular Activities	Extracurricular activities include dancing Javanese/local dance Extracurricular activities include singing Javanese/local song Extracurricular activities include playing Javanese/local game Students' religious behavior upholds cultural values in interactions.
	Culturally Based Education Competence	Students' factual knowledge about culture Students can appreciate, think, and act in concrete areas based on cultural values. Noble values: spiritual values, personal moral values, social values, Yogyakarta nationalism values
	Cultural Values Knowledge	Cultural products or artifacts: art literature, performing arts, painting, traditional crafts, traditional clothing, traditional architecture, traditional food, traditional sports/games Cultural activities: local cultural customs and events related to early childhood

The three documentation techniques involve collecting various supporting documents such as school curriculum documents (KOSP), lesson plans, photos, videos, and other materials that reinforce the research findings on the implementation of local culture-based education curriculum management at Pedagogia Laboratory Kindergarten and Taman Indria-IPTs. The documentation guidelines in this study are outlined in Table 3.

Table 3. Documentation Guidelines

Research Focus	Research Sub Focus	Documentation Form
Curriculum Management	Planing	Photo Files
	Organizing	Files Photo
	Actuating & Implementation	Videos Files
	Controlling & Evaluation	Photo Files

This study uses the data analysis model by Yin (2018), which is consistent with the case study approach. This model connects findings from each school with a concept that provides patterns for data analysis. The analysis techniques used include Pattern Matching and Explanation Building. In Pattern Matching, empirical data is compared with predicted patterns before data collection (Yin, 2018). The pattern-matching process involves several stages, including analyzing interview transcripts, reviewing field notes, and identifying recurring and relevant patterns. The research data, from planning, organizing, and implementation to curriculum evaluation, is categorized and compared with previously predicted patterns. The validity of the findings is strengthened if the patterns found in the field align with the predictions set. Explanation Building is carried out to analyze the data by developing a detailed explanation of the case being studied. This explanation aims to link the findings related to culture-based curriculum management with the theoretical framework used in the research. This process involves compiling written explanations of the data-matching results, which are then reviewed to deepen understanding and ensure consistency in the analysis. Finally, the explanation results in paragraphs, tables, or diagrams used to draw conclusions and report the research findings. To ensure data accuracy, this study applies credibility techniques to obtain data with a high level of trust from an external perspective of the research site. The credibility technique in this study uses two main approaches: source and technique triangulation. Source triangulation is carried out by comparing the research results obtained from various participants, according to Figure 1.

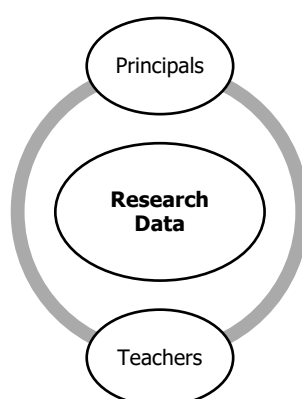


Figure 1. Triangulation of Research Sources

Meanwhile, technique triangulation is conducted by comparing data collected through various methods, such as interviews, observations, and documentation, as outlined in Figure 2.

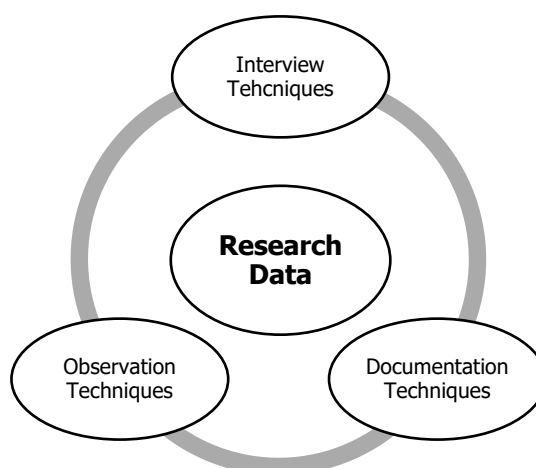
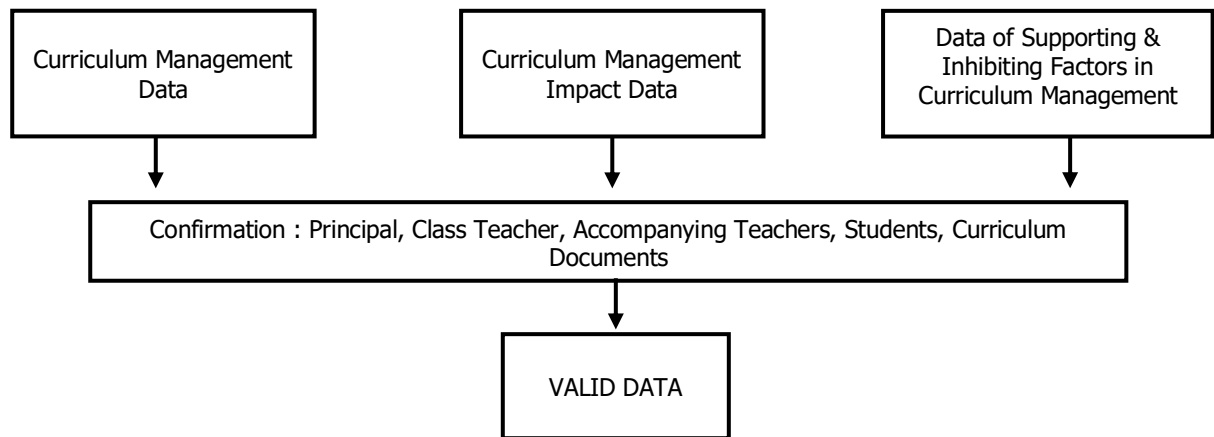


Figure 2. Triangulation of Research Techniques

Both techniques ensure that the data are verified with confirmability. Researchers employ this technique to reaffirm the accuracy and reliability of the collected and compiled data. The confirmability of the data in this research can be described in Figure 3.

**Figure 3.** Confirmability Process

Confirmability is conducted to determine the truthfulness of the data from the internal perspective of the research site. The data regarding the curriculum management process, its impact on the quality of education, and the supporting and inhibiting factors encountered by Taman Indria-IP Taman Siswa and TK Laboratorium Pedagogia in implementing the curriculum have been validated and approved by all relevant school stakeholders (research informants). Therefore, the data the researchers obtained can be considered valid and reliable.

RESULT AND DISCUSSION

The research results on the management of local culture-based education curricula in Taman Indria-IPTs Kindergarten and Pedagogia Laboratory Kindergarten are described in Table 4.

Table 4. Research Results

Research Focus	Research Sub Focus	Research Result
Curriculum Management	Planning	Steps: designing programs, activities, media, learning methods, and assessments Curriculum planning is done before the start of the new school year Involving principals, teachers, supervisors, committees, laboratory heads, and foundation representatives Integrating culture in the curriculum to support the holistic development of early childhood
	Organizing	Organizing the schedule of learning materials: Intracurricular, co-curricular, extracurricular Organizing the division of tasks and responsibilities of teachers Intracurricular: opening, core, and closing activities show that implementing a local culture-based curriculum has introduced culture as a cultural artifact and instilled noble values.
	Actuating & Implementation	Co-curricular: lining up, queuing culture, as well as saying hello, commemorating and participating in traditional ceremonies, wearing regional clothing, and singing Javanese songs every morning Extracurricular: dancing traditional dances, singing traditional songs, playing traditional games
	Controlling & Evaluation	Principals: Evaluation is done through work meetings before the new school year. Teachers: evaluation of learning between teachers and students is carried out every day Communication between the school and parents
	Supporting & Inhibiting Factors	Role of environment Student conditions Teacher administrative burden Availability of facilities and infrastructure

Based on Table 4, the results of research on the management of local culture-based education curriculum in Taman Indria-IPTs Kindergarten and Pedagogia Laboratory Kindergarten can be discussed in the following. According to [Wahyudin \(2014\)](#), curriculum planning determines educational goals, methods, policies, budgets, and standards to achieve goals in curriculum management. [Sudjana \(2015\)](#) explains that needs analysis, setting goals, preparing learning plans, implementing the curriculum, and evaluating the curriculum are important steps in creating a curriculum. Curriculum planning begins with creating guidelines or implementing school curriculum materials, including setting goals, finding appropriate materials, and choosing learning and teaching strategies ([Fauzan, 2017](#); [Muslim, 2021](#)). In addition, [Rusman \(2009\)](#) states that the basic curriculum is an additional element that must be considered when planning the curriculum.

Pedagogical Laboratory Kindergarten and Taman Indria-IPTs Kindergarten started planning a culture-based curriculum by setting specific goals for local culture. The Pedagogia Laboratory Kindergarten aims to create learning based on local cultural wisdom, while the Taman Indria-IPTs Kindergarten focuses on producing a generation that loves and preserves Indonesian arts and culture. This aligns with [Ghufron \(2004\)](#), who states that a culture-based curriculum aims to educate students to appreciate the cultural values that apply in society. Curriculum planning at the Pedagogia Laboratory Kindergarten and Taman Indria-IPTs Kindergarten involves the principal, teachers, supervisors, committees, and representatives from foundations or pedagogical laboratories. This ensures that all parties' educational needs are met, per the needs analysis stages proposed by [Sudjana \(2015\)](#). [Haudi \(2021\)](#) emphasizes combining community needs, learning methods, and appropriate knowledge content in curriculum planning. The curriculum in both schools is designed to meet early childhood development based on six aspects: religion and morality, Pancasila values, physical motor, cognitive, language, and social-emotional (Permendikbudristek Number 5 of 2022). A learning-by-play approach emphasizing culture-based education is also applied, including understanding religion and Pancasila, the local environment, life skills, disaster rescue training, and preparation for further education (DIY Regulation No. 5 of 2011). Culture-based learning materials, techniques, and practices are arranged in curriculum planning. The Pedagogia Laboratory Kindergarten generally emphasizes culture with traditional songs, dances, and stories, while the Taman Indria-IPTs Kindergarten focuses on local Javanese culture with songs and children's plays. Pannen ([Suprayekti et al., 2009](#)) divides culture-based learning into three types: learning about culture, utilizing culture, and through culture. The [Ladson-Billings \(1995\)](#) theory of critical cultural pedagogy uses the cultural approach as a learning method and medium.

Learning media at both schools are designed to reflect student's cultural backgrounds, supporting the goals of culture-based education with accurate and diverse representation of various cultural groups ([Marvi, 2023](#)). Learning through culture is found in ongoing, habitual activities, such as saying hello, straightening sandals, and saying please, thank you, and sorry. Culture-based education policies in Yogyakarta, including in the Pedagogia Laboratory Kindergarten and the Taman Indria-IPTs Kindergarten, refer to the Regulation of the Governor of the Special Region of Yogyakarta Number 66 of 2013. Both schools have successfully instilled cultural values through an independent curriculum and a typical culture-based curriculum, with activities that include familiarization, learning, media, and extracurriculars. According to Luther Gulick, the organizing stage in management theory is related to arranging resources and tasks to achieve predetermined goals, including the formation of an organizational structure, allocation of roles and responsibilities, and division of work so that all elements in the organization run according to plan (John, 1996). In organizing the curriculum at the Pedagogia Laboratory Kindergarten and the Taman Indria-IPTs Kindergarten, arranging schedules and learning materials and dividing teacher duties is the main focus. Organized learning programs include intracurricular and extracurricular activities, supporting/special activities, and the Pancasila Student Profile Strengthening Program.

According to Pannen ([Suprayekti et al., 2009](#)), learning through culture allows students to express their understanding of specific topics through various cultural expressions. Extracurricular and supporting/special programs at both schools separate arts and culture learning from the core curriculum. The curriculum organization at the Pedagogia Laboratory Kindergarten and the Taman Indria-IPTs Kindergarten also includes education about culture through acculturation and in a cultural environment. According to [Ladson-Billings \(1995\)](#), it is important to adjust learning schedules to accommodate student's cultural knowledge needs, including flexibility in the timing of classes and time arrangements that respect cultural traditions. At the Pedagogical Laboratory Kindergarten and the Taman Indria-IPTs Kindergarten, the learning schedule includes weekly learning activities and setting the daily routine from when students arrive until they leave school. According to ([Banks, 2008](#)), in culture-based education, teachers must develop a curriculum that reflects cultural diversity and helps students understand and appreciate cultural differences. In the Pedagogia Laboratory Kindergarten, teacher duties are shared collaboratively by the principal. In contrast, in the Taman Indria-IPTs Kindergarten, many new teachers who have not yet mastered PAUD competencies face challenges in carrying out their duties by the established curriculum ([Suprayekti et al., 2009](#)). Overall, the organization of the curriculum at the Pedagogia Laboratory Kindergarten and the Taman Indria-IPTs Kindergarten is explained in Table 5.

Table 5. Curriculum Structure

Pedagogia Laboratory Kindergarten		
Structure	Topic	Programs
Intracurricular	Educational Tourism Places in Yogyakarta Health Facilities Public Transportation Facilities My Indonesia	Daily learning activities
P5	I Can Create Ecoprint Batik	Ecoprint Batik
Extracurricular	Indonesian art and culture	Spiritual Development Dance Art Vocal Art Painting Art Drum Band Swimming English
Supporting Activities	school characteristics/advantages/culture education on traffic ethics inclusive/diversity education	Education about culture Education through acculturation Education in a cultural environment Traffic Ethics Introduction program Individual Learning Program (IEP)
Taman Indria-IPTs Kindergarten		
Structure	Topic	Programs
Intracurricular	Culture My Homeland My Environment	Daily learning activities
P5	Indonesian Independence Day Celebration Agriculture in narrow urban areas	Independence Parade Planting in limited school land
Extracurricular	Javanese art and culture	Javanese songs Children's games Dancing Singing Painting
Supporting Activities	integrated between cultural education, traffic ethics education, and inclusive/diversity education	Religious Education (Islam, Christian, Catholic, Hindu, Buddhist) Management of used materials and entrepreneurship Using Javanese every Friday

Intracurricular, extracurricular, supporting activities and emphasis on cultural learning are potential media for character building and improving the academic quality of students (Lestari, 2016; Ma'rifataini, 2017). Both schools provide cultural and character content through various programs. However, the differences in the organization of teacher tasks between the two schools indicate the need for further training and guidance for new teachers at Taman Indria-IPTs Kindergarten to improve the quality of learning. Curriculum implementation turns written documents into actual learning practices (Rifai, 2014; Rusman, 2012). In management, according to Luther Gulick's theory, the implementation stage is when planning and organizing are realized in real action. Haudi (2021) explains that in curriculum management, the implementation stage aims to implement curriculum objectives and policies in teaching practice, enabling students to acquire the necessary skills through interaction with the environment. Wahyudin (2014) adds that this includes student interactions with teachers inside and outside the classroom. Implementation of the curriculum in the learning and habituation process at the school and class level is in Table 6.

Table 6. Level of Implementation Curriculum

Pedagogia Laboratory Kindergarten	
Level	Activities
School	Welcome and greet students/teachers with Javanese greetings
	Museum visit activities
	"Kumpul Bocah" program (activities of playing traditional games and traditional songs and using Javanese as the language of instruction)
	Traditional ceremonies and wearing regional clothing
Class	Introducing cultural artifacts through school architectural design
	Playing traditional games as a physical motor activity
	Singing the song <i>Indonesia Raya</i> , reading <i>Pancasila</i> , and singing regional songs
Taman Indria-IPTs Kindergarten	
Level	Activities
School	Welcome and greet students/teachers with Javanese greetings
	Cultured and polite habits
	Participating in cultural activities, big days, regional anniversary celebrations, Independence Day, and carnival activities
	Traditional ceremonies and wearing regional clothing
Class	Introducing cultural artifacts through school architectural design
	Singing the Indonesian national anthem and Javanese songs during the opening
	Singing various Javanese songs or children's songs.
	Playing Javanese songs or dancing

The implementation of a culture-based curriculum at the school level, such as in the Pedagogia Laboratory Kindergarten and Taman Indria Kindergarten, emphasizes the formation of school culture through daily habits. Djohar (2006) and Lee (2005) underline the importance of culture-based education, internalizing cultural norms and practices through habituation activities. For example, museum visits, the "Kumpul Bocah" program at the Pedagogia Laboratory Kindergarten, traditional ceremonies, and wearing regional clothing at the Taman Indria Kindergarten show cultural integration in the learning process. Budiyanto (2005) emphasized that using Javanese in both schools reflects cultural values, with Pedagogia Kindergarten using Javanese every Friday and Taman Indria Kindergarten almost daily. At the class level, learning activities include initial, core, and closing activities. Montessori (1967) emphasized the importance of early activities to prepare children to learn, such as opening with Javanese and regional songs. Kolb (1984) emphasized that core activities should allow students to experience and reflect on their experiences, such as playing traditional musical instruments and making eco-print batik. Schön (1983) stated that closing activities, such as sharing cultural stories and singing traditional songs, are important for reflection. Both schools use various learning methods designed in curriculum documents and by Minister of Education and Culture Regulation Number 146 of 2014 concerning the 2013 PAUD Curriculum, such as storytelling methods, demonstrations, conversations, giving assignments, socio-dramas, field trips, projects, and experiments. Pedagogia Laboratory Kindergarten and Taman Indria-IPTs Kindergarten use all these learning methods to carry out culture-based learning, which is integrated into daily learning activities. The use of each learning method is also adjusted to the type of material that will be provided each day.

The assessment methods used in implementing the culture-based curriculum in both schools use fair, objective, and educational principles by the Minister of Education, Culture, Research and Technology Regulation Number 21 of 2022. Various assessment methods include checklists, work results, anecdotes, and photo series. Pedagogia Laboratory Kindergarten and Taman Indria Kindergarten firmly commit to integrating local cultural values in early childhood education, although with different approaches. The Pedagogia Laboratory Kindergarten interprets culture as good habits and general cultural values, while the Taman Indria Kindergarten highlights regional characteristics or local culture, reflecting a different emphasis on understanding and enriching cultural heritage. According to Luther Gulick, evaluation is part of management supervision that ensures everything goes according to plan. Meanwhile, in curriculum management, according to Haudi (2021), evaluation refers to the implementation of a series of steps and procedures that have been scientifically designed to assess the design, implementation, and effectiveness of certain activities or activities. In line with this theory, Taman Indria-IPTs and TK Laboratory Pedagogia carry out evaluations and assessments of curriculum implementation for one year of education. According to the research results, the local culture-based education curriculum at the Kindergarten Pedagogical Laboratory was evaluated both on a small and large scale. Small-scale curriculum evaluation is carried out by evaluating learning between teachers and students daily at the closing activity. Meanwhile, teacher-to-teacher learning evaluations are carried out after learning is complete. Teachers in one class will evaluate each other every day. Continuous evaluation and focusing on constructive feedback are important to improve student learning. To conduct this ongoing evaluation, formative evaluation is used consistently to track

student progress and adjust instruction as needed. According to Fullan (2007), large-scale curriculum evaluation must consider the relationships between various parts of the education system, such as policies, organizational structures, and teaching practices. According to this theory, curriculum evaluation at the kindergarten and Taman Indria-IPT Pedagogical Laboratory is carried out at the end of the school year or before the new school year begins. The curriculum evaluation can take the form of criticism, suggestions, and input from students' parents, as well as the results of daily evaluations from each teacher, which are accumulated into several evaluation topics. The evaluation will then be discussed at a work meeting before planning the curriculum again for the next school year.

Meanwhile, the local culture-based education curriculum at Taman Indria-IPTs Kindergarten was evaluated internally and externally based on field results. Internally, curriculum evaluation is carried out through working or coordination meetings before the new academic year, involving all stakeholders, including the Ibu Pawaiyatan Tamansiswa Council Foundation. This aligns with Spillane (2012), who emphasizes the importance of evaluation and improvement in improving the quality of teaching and learning. In addition, actively involving all stakeholders in internal curriculum evaluation can help ensure that the curriculum is relevant and meaningful (Pellini, 2011). Meanwhile, according to Patton (2011), external curriculum evaluation emphasizes the importance of open dialogue and collaboration between independent evaluators and stakeholders such as parents to ensure that curriculum evaluation is holistic and inclusive. Stake (2010) also believes that external evaluation is important, considering the perspectives and needs of all stakeholders in the evaluation process. According to the theory above, external curriculum evaluation at Taman Indria-IPTs Kindergarten is carried out by providing a comments column on the report card, usually filled with criticism and suggestions from the student's parents and guardians. Apart from the comments column, parents and guardians of Taman Indria-IPTs Kindergarten students also orally conveyed criticism and suggestions as material for school evaluation to teachers and school principals. The internal and external evaluation results will be discussed at the annual work meeting and followed up to improve the curriculum for the next school year.

Musfah (2015) states that management involves three main aspects: planning, implementation, and assessment. Meanwhile, according to Usman (2013), management, such as school management, includes the leadership of the school principal, supervision and evaluation, school information systems, and school planning and implementation. In line with the theory above, one of the things that support the success of curriculum management at Taman Indria IPTs Kindergarten is good communication between the school and parents. Taman Indria IPTs Kindergarten has an open communication pattern and continuous communication between the school and the students' parents. This allows people to talk about the cultural values they want to prioritize at home and school. Teachers provide time and facilitate conversations between parents to share their experiences and cultural knowledge, which can be incorporated into lessons. In contrast to the Taman Indria-IPTs Kindergarten, communication between the school and the parents of students in the Pedagogia Laboratory Kindergarten hinders the curriculum management process. In the Pedagogia Laboratory Kindergarten, poor communication between the school and the student's parents hampers mutual understanding and parental support for the local culture-based curriculum approach. Quality communication between families and schools is important in increasing parental involvement, student academic success, and children's behavioral development (Loudová et al., 2015; Lyubitskaya & Shakarova, 2018; Wilder, 2014).

According to John Locke, children's development is greatly influenced by their educational environment (Kurniawan, 2016). In line with this theory, the educational environment can support or hinder the success of local culture-based curriculum management at Taman Indria-IPTs and the Kindergarten Pedagogical Laboratory. The two schools are located in the center of Yogyakarta and have a culturally diverse community environment. City environments are often rich in cultural diversity. The cultural diversity around the city can be a valuable resource for optimizing local culture-based curricula in both schools. Apart from that, the situation and conditions of students also influence the implementation of local culture-based curriculum management, especially at the curriculum implementation stage. According to Rosyada (2013), the curriculum consists of not only written lesson material but also hidden lesson material. These factors include the educational unit environment, classroom atmosphere, interactions between educators and students, school policies, school management, and the actions of all parts of the school in vertical and horizontal interactions. At the Pedagogia Laboratory Kindergarten, the situation and conditions of students in the classroom play an important role in successfully implementing a local culture-based curriculum. Environmental exploration in learning increases students' curiosity, creativity, and concern and strengthens interest, motivation, and balance in learning activities (Arianti, 2019; Sutardi & Sugiharsono, 2016). According to Minister of Education and Culture Regulation number 22 of 2016, the role of teachers in the teaching and learning process is very significant, including in preliminary, core, and closing activities. Teachers are responsible for forming students in various aspects, such as social intelligence, attitudes, knowledge, and skills. For this reason, teachers are required to be creative and innovative in developing learning, using creative media, improving mastery of the material, and designing effective learning models and media (Putri et al., 2018; Pramana et al., 2020; Umbara et al., 2020; Handayani & Abadi, 2020;

Siregar et al., 2017; Lestari et al., 2018; Wulandari et al., 2020). From the findings, Taman Indria-IPTs Kindergarten experienced a change of class teacher last semester. Teacher turnover hampers the implementation of local culture-based curriculum management at Taman Indria-IPTs. New teachers need time to adjust to the school's values, culture, rules, standards, and teaching competencies. This results in a decline in teaching patterns, methods, and quality of learning management. Besides that, excessive administrative burdens on teachers can also hinder the implementation of a local culture-based curriculum.

One of the factors that can cause differences between curriculum planners and curriculum implementers, especially educators, is the condition of facilities or infrastructure. According to Van Mater and Van Horn in Widodo (2007), the success of policy implementation is influenced by the existence of facilities and infrastructure. The Pedagogia Laboratory Kindergarten and Taman Indria-IPTs Kindergarten have cultural facilities and infrastructure, such as a library with books that reflect various cultures, classrooms that support cultural activities, or technological facilities that allow access to cultural information. Complete facilities and infrastructure optimize the presentation of material in a higher quality and in-depth manner and provide a rich and varied learning experience for students. Complete learning facilities that are optimally utilized without waiting for teacher instructions play an important role in improving the quality of education, smooth learning, and achieving maximum performance (Fadiyah et al., 2023; Fiqih et al., 2023; Hermansyah et al., 2023; Liam et al., 2023; Mustafiyanti et al., 2023; Saskia et al., 2023; Wanti et al., 2023). Schools can improve curriculum management based on local culture by understanding and addressing these elements to create varied and appropriate student learning experiences. Based on the differences and similarities with previous research journals, the novelty of this study lies in the aspect of curriculum management based on local culture in early childhood education, which has not been specifically examined in other journals. This study presents new findings on managing the education curriculum at the early childhood level by using local culture as its approach. This study contributes new insights into managing a local culture-based curriculum in early childhood education, which has not been widely explored in previous research. The findings support the theories of culturally responsive pedagogy and experiential learning while providing valuable insights for schools in developing curricula that integrate local culture. In the future, further research can explore the long-term impact of curriculum development on various aspects of child development and conduct comparative studies across regions to enrich the understanding of best practices in culture-based education.

CONCLUSION

This study concludes that managing a local culture-based curriculum at TK Laboratorium Pedagogia and TK Taman Indria-IPTs involves various stakeholders to meet the educational needs, with the primary goal of introducing and preserving national culture through education. Both schools implement an independent and culture-based curriculum, including well-planned schedules, learning materials, and teacher duties for intracurricular, extracurricular, and culture-based activities. Implementing this curriculum is realized through various school activities emphasizing school culture formation and cultural habituation. Evaluation is conducted comprehensively and continuously for future improvement and refinement of the curriculum, with different evaluation approaches in each school, including large-scale and small-scale evaluations and internal and external evaluations. Supporting factors in managing the culture-based curriculum at both schools include effective communication between the school and parents, a supportive local cultural environment, and adequate educational facilities. Inhibiting factors include ineffective communication, students' diverse cultural backgrounds, teacher turnover, and high administrative burdens. Applying the research results has a positive impact by creating a more relevant and culturally rich learning environment for students. It contributes to developing a more effective and efficient local culture-based curriculum at the early childhood education level.

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