GOVERNANCE OF HINDU EARLY CHILDHOOD EDUCATION CURRICULUM AFTER COVID-19 PANDEMIC IN MATARAM CITY

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Abstract:

This study aims to explore the governance of Hindu early childhood education curriculum in Mataram City after the COVID-19 pandemic. This research focuses on understanding the challenges and opportunities that arise in designing and implementing curricula in the post-pandemic era. This type of research uses critical Qualitative Research methods that criticize and analyze the Governance of the Hindu ECCE Curriculum in Mataram City After the Covid-19 Pandemic. This research uses the type of operations research (action research). So that in this study research activities are attached to an ongoing activity without a direct goal at that time to change or create a new implementation system. As a result, there is a need to adapt the curriculum by coordinating new health and safety protocols to ensure the well-being of students and teachers. The role of a teacher in the world of education should not be replaced, therefore a teacher in carrying out duties and responsibilities must be based on a call so that along with the development of digital technology running so rapidly as it is today, the quality and quality of education has also increased and remains guaranteed and there is no term technology stuttering teacher because the welfare that has been given is used to support competency improvement, His professionalism, and His skill in teaching. Therefore, a teacher, especially an ECCE teacher, must have a "personal touch" that can evoke a mood and that is pleasant for their students, this will not be replaced by technological advances

Keywords: Governance; Curriculum; Hindu ECCE.

INTRODUCTION

Education is all activities that become a learning event that is carried out in all situations and environmental conditions that last throughout life. Education is an activity that must be undertaken by every human being in sailing the ark of life because education significantly affects the growth and development of individuals (Kusumawati, 2023). Linguistically, education comes from Greek, paedagogy which means a child who goes to and from school is escorted by a servant. Similarly, Hindu-nuanced Early Childhood Education, hereinafter abbreviated as PAUD Hindu, is a coaching effort aimed at children from birth to the age of 6 (six) years through providing educational stimulation of Hindu teaching values so that it can help encourage the formation of children's character with a strong basic understanding of Hinduism so that children have the readiness to enter further education both physically and spiritually (Sukrawati et al., 2022).

The importance of early childhood education makes many Hindu PAUD Education institutions have sprung up in the city of Mataram, so this can be used as an opportunity to instill the importance of Hindu values since childhood so that children have a strong religious foundation in the future (Kusumawati, 2022). And for the implementation of learning activities to run smoothly, systematically, and purposefully, the development of the Hindu ECCE Curriculum involves religious leaders, community leaders, academics, and experienced ECCE teachers.

The Hindu ECCE curriculum must continue to be developed through curriculum governance with learning methods that are in line with government policies that are in line with the same ECCE learning methods in general that still prioritize play while learning, and also praying. It's just that the game is also inserted into traditional games and songs that contain concepts of Hindu religious and cultural teachings.

However, currently, the world of education is being shaken by the positive and negative impacts of the Covid-19 pandemic, thus affecting Hindu ECCE institutions as well. Where Hindu ECCE demands to struggle and work extra to carry out learning activities following government policy and follow the flow of accelerating education transformation where the government has implemented a technology-based Distance Education (PJJ) system where the policy indirectly requires ECCE educational institutions, teachers, and students and even parents of students not to stutter technologya.

The proficiency of ECCE Educational Institutions, Teachers Students, and even parents in using technology can determine the smooth learning process because, during the accelerated transformation of educational technology during the Covid-19 pandemic, various platforms launched various applications that support online learning activities.

During the pandemic, students will certainly spend time studying at home. Where this requires innovative collaboration between parents and teachers so that students can still undergo online learning effectively by the policies provided by the government, especially the

Mataram city government following the scope of the research area to be implemented. Given the huge influence of the Covid-19 Pandemic period on government policies that can affect curriculum governance in the learning process, especially in Hindu-based early childhood education in the city of Mataram, the research related to "Governance of Hindu-Nuanced Early Childhood Education Curriculum After the Covid-19 Pandemic in Mataram City" is considered important to be examined as a consideration in determining further policies and for the continuity of development PAUD institutions with Hindu nuances, especially in the city of Mataram and generally the province of West Nusa Tenggara and improving the Quality of Education after the Covid 19 Pandemic.

There is also a similar study conducted by Handayani (2021), in his research entitled "Adaptation of Early Childhood Education Curriculum During the Covid-19 Pandemic" in his research resulted in curriculum implementation in special conditions can run optimally with good cooperation between parties involved in implementation, including school managers, teachers, students, and parents who accompany children to learn at home.

This study aims to explore the governance of Hindu early childhood education curriculum in Mataram City after the COVID-19 pandemic. The benefits of this research are; (a) Development of a responsive curriculum. (b) Improving the quality of Education. (c) Health and safety protection.

METHOD

This type of research uses critical Qualitative Research methods that criticize and analyze the Governance of the Hindu PAUD Curriculum in Mataram City After the Covid-19 Pandemic. This research uses the type of operation research (action research). So in this study research activities attach to an ongoing activity without a direct goal at that time to change or create a new implementation system.

The location of this research is in the city of Mataram, West Nusa Tenggara province with the object of research of Hindu-based ECD institutions domiciled in the city of Mataram. The reason the researcher chose this location is that the Hindu-Based ECD Institute in the city of Mataram is following the consideration problems related to the governance of the Hindu ECCE curriculum in the city of Mataram After the Covid 19 Pandemic which has been described in the background of the problem.

Researchers use Interview Guidelines and Observation Guidelines in data collection, thus data sources are called informants. The type of data used in this study is a type of random sample data because this type of research is a type of sample research. After all, only part of the population is represented by the population of the research object where later the conclusions of the research results apply to the population represented. A random sampling of each subject enrolled in the population because not always the more samples, the better the

results, although such results are depending on the homogeneity of the properties and characteristics of the research subjects (Hennink & Kaiser, 2022).

Data in this study was also obtained from respondents through direct measurement, Observation Guidelines, Interview Guidelines, or data from interviews with resource persons. The data obtained from the primary data is reprocessed. While the squander data obtained from this study comes from records, government reports, books, and so on, where the data is no longer processed.

The instruments used in this study are observation guidelines and interview guidelines, where informants will be interviewed with several oral questions contained in these interview guidelines in the form of open-ended questions, which provide opportunities for informants to answer in their sentences.

The informant determination technique used in this study is purposive. According to asnake Ayalew (2020) The purposive sampling technique is that the researcher has determined the informant by his own presumption or judgment opinion as the informant. In the process of collecting data, this study uses Non-Participant Observation techniques, which is an observation where the researcher is not directly involved and only an independent observer. The interview used in this study is a structured interview so that researchers compile written questions systematically that will be asked during the data collection process to informants as resource persons in this study.

The approach includes observing, questioning, and analyzing the implementation of Hindu-based ECCE Curriculum governance policies in Mataram City after the Covid-19 pandemic. Based on observations at Hindu PAUD schools in Mataram City, a policy analysis was held related to the governance of Hindu-based ECCE curriculum in Mataram City in the post-Covid 19 pandemic periods so that it can be seen whether there is a change in the curriculum governance system in the learning process or whether there is no change in the education curriculum governance system in the learning process in early childhood education in the city of Mataram from before the Pandemic period, during the Pandemic and In the post-Pandemic period.

So that changes can be seen both in terms of the ideality of the learning implementation process, the duration of the delivery time of the learning process, the techniques of the learning delivery process, the supporting infrastructure of the learning process, the hours and time of the implementation of the learning process, the level of student attendance, the level of parental participation in the learning activity process so that it will affect the efficiency and optimization of the learning process.

RESULTS AND DISCUSSION

A. Governance

Governance is a series of stages of an activity that becomes a habit, to determine a policy based on applicable regulations, rules, and procedures that can provide direction, management, and control in a system (McGrath & Whitty, 2015). Strengthening the role and authority of the Mataram city government in managing the education system in the city of Mataram optimally is very urgent for the success, smoothness, and improvement of the quality of education. Similarly, the management of the ECCE curriculum needs to determine the main dimensions that are the main basis for implementing optimal education services so that it becomes a fulcrum in providing solutions to existing shortcomings to become a strength in supporting educational performance (Simanjuntak et al., 2023).

Governance cannot be separated from the role of government and community participation in achieving a goal in organizational management. Parties who play an important role in managing the administration of the organization are managers or administrators of an organization. In the school environment that implements governance are the main stakeholders, namely: The principal while other stakeholders include employees, teachers, administration, school committee board as well as the general public. School governance is a subject that consists of various aspects. One of the main topics in school governance or other organizations is related to issues of integrity, accessibility, accountability, and commitment in carrying out mandates, especially in implementing guidelines and regulations to monitor the behavior of policyholders to protect the interests of school users, another focal point is related to economic efficiency where it is stated that school governance systems should be aimed at achieving learning outcomes that effective and efficient, with a strong emphasis on the quality and quality of human resources owned to produce graduates of superior quality and competitiveness. Another subject of school governance is the paradigm of stakeholders, which demands accessibility, attention, and accountability from parties other than school facility users, such as students and parents and the environment in the implementation of the learning process during the COVID-19 pandemic which may be dominated online (Yasa et al., 2022).

Attention to early childhood education curriculum governance practices has increased recently because curriculum governance can affect the quality of the learning process in early childhood, namely children aged 0-6 years where the learning process of children aged 0-6 years is different from the learning process in children at the Junior High School or High School levels. After all, children aged 0-6 years are golden for the cultivation of moral values, ethics, and ethics that are following the values of religious teachings because this will be a determining factor in readiness both in terms of attitude and mentality of early childhood when moving to the next level of education (Yasa, 2021).

The principles that must be implemented in curriculum governance to achieve good results are:

1. **Openness**

The principle of openness aspect is carried out by providing relevant information material following the development of the updated early childhood education curriculum. availability of timely, adequate, clear, accurate, and easily accessible information. Submission of various reports either periodically or routinely as a quality commitment for the school to school users, including satisfaction survey reports, achievement reports on the implementation of activities outside the school, and reports on the results of the learning process to students as one of the means that can be accessed by parents or the general public.

2. **Accountability**

Schools as public organizations should apply the principle of accountability pillar as a form of accountability from the school to school facility users and stakeholders to show that school management is carried out correctly, measurably, and following the interests of achieving the goals of the school's vision and mission, without compromising the interests of school users (students, parents) and stakeholders.

3. **Accountability**

As a public organization, schools have the responsibility to carry out the learning process following the curriculum based on applicable laws and regulations. School compliance with these laws and regulations ensures the comfort of school service users and entrusts their children to be educated at the school. On the other hand, schools can run socialization activities smoothly and achieve maximum student acquisition targets.

4. **Independence**

To realize independence, schools should appoint several independent parties with a high reputation to sit on the school committee board and give a maximum role for the Committee to conduct school governance audits to supervise the supporting infrastructure for the course of learning process activities. The school's steps are to ensure that the Pillar of Independence is applied in the management of the school curriculum and school infrastructure so that the implementation of education remains following laws and regulations so that it does not dominate each other, is not influenced by certain interests, and is free from various interests, in decision making will always be objective and produce optimal output for the interests of school users, stakeholders, and stakeholders Educators and education staff. Of course, this principle of independence takes into account the input of opinions or advice from legal consultants, human resources, and other independent consultants.

5. **Equality and Fairness**

The fifth pillar of Good Governance is to always provide reasonable opportunities for each party to access information following the principle of transparency within the scope of each

party's position, following the benefits and contributions provided by stakeholders. The principle of equality is also applied by the school to every individual who is competent and willing and highly dedicated to work for the progress of the school. The career development of each educator and education staff is not differentiated based on ethnicity, religion, race, class, gender, and physical condition. The school always maintains and pays attention to the balance between the rights and obligations of educators and education fairly and reasonably.

B. Hindu-Based Early Childhood Education

Education is a process of a conscious effort to explore and develop one's potential so that it is ready to develop in various situations. Thus, many things can be conveyed when talking about matters related to education because education in addition to being a process of delivering information in the form of knowledge from educators to students there are also aspects that usually must be considered in the implementation of activities of an educational process, including; Awareness, Enlightenment, empowerment, behavior change (Soyomukti & Kusumanigrati, 2013).

According to Wibowo (2012), Early childhood education is the level of education before basic education, which is an effort in coaching shown for children from the age of 0 years to the age of 6 years, which is carried out through the provision of educational stimuli to help growth and development both mentally / mentally and physically, so that children have mental readiness in stepping into the basic education level which is held both through formal channels, non-formal and informal.

Law of the Republic of Indonesia Number 20 of 2003 Article 1 concerning the national education system states that: "*Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state.*"

The statement above emphasizes that education not only improves, explores the potential of students in the field of academic knowledge but also improves skills in establishing social relationships, and cultural values, and the value of piety towards God Almighty and forming responsible, independent personalities so that they can work thoroughly and disciplined based on the teachings of their respective religions.

Before discussing Hindu-Based Early Childhood Education, we should first discuss the understanding of education in general. The term education is etymologically derived from the syllable "educate" which is given the prefix and the suffix "pe-an" which turns into the verb "educate" which means to help children to master various knowledge, skills, attitudes, and values inherited from their families and communities.

Based on the understanding of education mentioned above, it can be concluded that Hindu-Based Early Childhood Education is a coaching effort shown for children who have not

entered the basic education level, which is carried out through providing educational stimuli accompanied by the cultivation of basic values of Hindu teachings to help physical and spiritual growth and development following Hindu character So that children have sraddha and devotion to God so that they have the strength or mental maturity and readiness to enter further education which is held both through formal, non-formal and informal channels.

According to Soyomukti (2013), The diversity of theories and concepts that discuss education provides different nuances about the concept of education. In this concept, it is discussed how the most effective and efficient steps in changing human character so that they can be empowered, enlightened, and awakened to make humans as human beings should be. At the last point, various paradigms will be found rooted in human nature. During the Covid 19 Pandemic, not only the health sector is experiencing problems but also the education sector is experiencing negative impacts from the situation caused by the Covid 19 pandemic, so it is necessary to be known by the entire community, that during this pandemic the world of education is required to move forward both in the field of science and technology.

C. Implementation Management of the Hindu Early Childhood Education Curriculum in the City of Mataram

Currently, all educational institutions are preparing an independent curriculum where in the Implementation of the Independent Curriculum each institution adjusts the curriculum to school conditions, as well as Hindu nuanced schools The management of the Early Childhood education curriculum in the ECCE learning process is outlined in the form of semester programs, weekly learning programs, and daily learning programs which are then applied by teachers in the learning process after this Supervision is carried out by the principal to find out and evaluate the achievement of the learning process which can later be communicated with the parents of students. The implementation of the Hindu early childhood education curriculum is carried out through the development of moral and religious values as well as social-emotional students by habituation. The implementation of this is certainly very difficult to do during the Covid-19 pandemic because the limitations of face-to-face in class and even face-to-face in class are eliminated and carried out online.

Curriculum governance is part of the Education administration process as a commitment to carrying out leadership in the form of planning, organizing, implementing, directing, supervising, and assessing Education and is contained in the curriculum by referring to the interest and talent approach (Bush, 2020). Implementation of the Management of the Hindu Early Childhood Education Curriculum in the city of Mataram after the Covid-9 pandemic. Since then changes in learning strategies and lectures in the environment of early childhood education to higher education began to adapt to the new curriculum, namely MBKM. It should be understood that the process of adjusting to situations and conditions that are experienced for the first time such as curriculum changes, disease outbreaks that require us not to carry out

face-to-face in class, and need media facilities for online face-to-face such as virtual face-to-face applications is not easy, this will certainly have challenges and obstacles, however, it must still be implemented optimally without reducing the value of the substance of the objectives through the stages of evaluation, monitoring, and improvement in all sectors that support the implementation of the governance of the Hindu ECCE curriculum with good.

The curriculum governance implementation strategy that has been carried out by Hindu-nuanced ECCE in the city of Mataram has had an impact on the process of adaptation and fundamental changes, especially in aspects of learning in the Hindu-nuanced ECCE environment domiciled in Mataram City. Students and lecturers certainly have strategies for developing and improving learning models to adjust from the K13 curriculum to the MBKM curriculum. The fundamental changes in the nomenclature of KKNI 2013 into the MBKM curriculum have changed many learning patterns and mechanisms that were previously still centered on offline in the classroom environment to online as well as a combination of synchronous and asynchronous. Cooperation with stakeholders and other partners in improving the quality of human resources and infrastructure supporting the learning process needs to be encouraged more intensively and widely in line with the MBKM scheme but combined with inserting the values of Hindu religious education into the learning process activities.

Governance of the Hindu ECCE curriculum is very necessary because good governance can help the performance or readiness of principals, teachers, and all stakeholders in implementing the Hindu curriculum optimally. Because each Hindu PAUD institution certainly has a different understanding of the experience of its educators for togetherness, guidance is needed from the competent superiors so that children are more directed and get a lot of knowledge related to religious morals in education because with Hindu nuanced education children will be taught in fertilizer with good teachings and religious teachings produce children who in the future have good morals and morals which become a foundation in children so that they are ready to enter a higher level, namely the basic education level.

In addition, the implementation of Hindu-nuanced ECCE curriculum governance requires the role of lecturers of the PAUD S1 PG Study Program in terms of preparing implementation planning, which of course is also supported by several lecturers from outside the study program who play a passive or active role involved in workshops and FGDs for planning the implementation of Hindu-nuanced ECCE curriculum governance after the COVID-19 pandemic.

The effectiveness and efficiency of development and improvement of ECCE quality economically and socially can be mapped well through the implementation strategy of a Hindu-based ECCE curriculum which remains based on the MBKM curriculum by analyzing the potential of Hindu students in Mataram City certainly have competitiveness and following the needs of developing basic human abilities that have superior potential from an early age based on the character and potential of each individual to then be followed up with the development of appropriate educational institutions.

The follow-up step begins with collecting information and data on the results of monitoring and evaluation regularly and comprehensively. After that, analysis and assessment of the information and data that has been obtained diagnostically is carried out to formulate in detail and systematically the right strategy to complement the shortcomings and strengthen the potential already possessed by lecturers, students, and stakeholders who contribute to the implementation of Hindu-nuanced ECCE curriculum governance in Mataram City (Anggraini et al., 2022).

D. Government Policy Contribution to Post-Covid-19 Pandemic Curriculum Governance for Hindu ECCE in Mataram City

The government authorizes each institution to develop a curriculum following the capabilities of the institution while still referring to the curriculum standards that have been set. Policies provided by the government assist educators in providing appropriate guidance or teaching and facilitate communication with students.

Various problems that occur in Early Childhood Education in Indonesia are still uneven and still concentrated in urban areas opportunities obtaining early childhood education because in villages or villages are still It is very difficult to find PAUD or kindergarten, but since 2020 there has begun to be an active Pasraman with Hindu nuances which play a very important role in fostering early childhood through the application and fostering the values of Hindu teachings, in addition to the lack of quantity and quality of educators and educational staff, thus creating the impression that learning activities are only oriented to the demands of parents not to the needs of children. Based on the phenomenon experienced in the world of early childhood education, to realize the education system as a strong and authoritative social institution, the government has formulated policies in the form of three pillars of government policy in early childhood education which have been refined in the Strategic Framework of the Ministry of Education and Culture 2014-2019 (Istiqomah, 2016).

Many internal and external factors are obstacles to the implementation of the curriculum in Hindu ECCE, sometimes teachers have difficulty understanding the new curriculum. There are several differences in how to teach or how teachers make RPPH and RPPM when carrying out the learning process because children spend more time at home than at school during the COVID-19 pandemic situation. Because the situation and conditions of the pandemic require students to learn not accompanied by a teacher so that the learning process or direct practice becomes hampered in the implementation of learning in early childhood, the application of activities will be more meaningful if accompanied by the direct practice of daily application. Meanwhile, with COVID-19, there will be limited space and time in the delivery and implementation of activities. When Covid-19 greatly affects the implementation of the learning process, this is because educational institutions must prepare teaching materials through applications that will be used for online learning, and collaboration between teachers, students,

and parents is needed to be able to achieve learning achievements as expected. Because during the pandemic students cannot interact directly, therefore educators guiding HRUS students can determine the most appropriate learning method with the right media and learning resources during the pandemic (Ekaningtyas & Yasa, 2022).

E. Implications of Curriculum Policy Implementation on the Readiness of Hindu ECCE Facilities and infrastructure in Mataram City

The curriculum is one element in education that becomes a guideline in carrying out the learning process in each educational unit (Motola et al., 2013). During the COVID-19 pandemic, the early childhood curriculum that applies in Hindu kindergartens or PAUD in Mataram City is the 2013 curriculum, where the development of this curriculum is to perfect creative ideas and explore academic mindsets, strengthen governance, deepen material, strengthen the learning process and adjust learning load. The key to the success of a curriculum cannot be separated from the role of education unit leaders and educators and education personnel (Sari et al., 2020)

When preparing the curriculum should be adjusted to school conditions including existing facilities and infrastructure so that the curriculum prepared can run well and that the expected goals can be achieved optimally but it is undeniable that sometimes teachers also have difficulty understanding the new curriculum. There are several differences in how to teach or how teachers make RPPH and RPPM when carrying out the learning process, but in Education, the role of a teacher may not be replaced despite the rapid development of digital technology today. Therefore, an educator must have a "personal touch" that can create a pleasant mood for his students, this is what will not be able to be replaced by any technological advancement. Before Covid-19 used K13, when Covid used the curriculum, after implementing the Independent Curriculum before the pandemic the curriculum was a little solid. When the pandemic is limited by time and space. After the pandemic began the transition. There are limited learning times that were previously carried out face-to-face must be carried out through the network so that teachers are required to be more active, creative, and innovative in preparing various teaching media. Curriculum management during the pandemic was slightly simplified because it was limited to conditions that reduced direct interaction between educators and students (Budiarti et al., 2023).

The implication of the implementation of curriculum policies on the readiness of ECCE facilities and infrastructure in Mataram City is that institutions must be able to prepare and utilize adequate facilities and infrastructure and be more creative in creating a comfortable and pleasant learning atmosphere for participants.

CONCLUSION

The role of a teacher in the world of education may not be replaced, therefore a teacher in carrying out duties and responsibilities must be based on a vocation so that along with the development of digital technology runs so rapidly as it is today, the quality and quality of education has also increased and remains guaranteed and no term teacher stutters technology because the welfare that has been given is used to support the improvement of competence, His professionalism, and skills in teaching. Therefore, a teacher, especially ECCE teachers, should have a "personal touch" that can evoke a mood and that is pleasant for their students, this will not be able to be replaced by any technological advancement.

Based on the results of surveys and research conducted, it is known that PAUD or kindergarten teachers in Mataram City who are Hindus feel the need to receive socialization, workshops, or training related to strengthening the Hindu-based curriculum to be able to develop a Hindu-based curriculum well.

Dulton in his theory says that the curriculum should be understood as an experience of events experienced by learners under the auspices of the school. So that this curriculum should be a guideline in the implementation of early childhood learning activities. This also seems to be an obstacle for Hindu PAUD teachers in Mataram City. Where in learning practice, the material used in the Hindu-based ECCE curriculum in Mataram City is still special so teachers need to have special skills to be able to correlate with the values of Hindu religious education. So from this explanation, it can be concluded that early childhood education teachers still need to get counseling and assistance related to the development of a Hindu-based curriculum.

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