

Analysis of Curriculum Policy on the Performance of Early Childhood Education Teachers

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This research aims to analyze the impact of curriculum policies on teacher performance in the context of early childhood education. The research method used in this study is policy analysis. Data was collected through literature study, interviews with education stakeholders, and direct observation of teacher performance. The collected data was then analyzed qualitatively to identify the impact of curriculum policies on teacher performance. The research results show that curriculum policies have a significant influence on the performance of early childhood education teachers. Implementing a clear and comprehensive curriculum helps teachers develop learning plans that suit children's needs. Apart from that, a curriculum that is closely linked to teacher competency standards also encourages improvements in teachers' skills and knowledge in teaching. However, this research also identified several challenges faced by teachers in dealing with curriculum policies. This research concludes that curriculum policy plays an important role in improving the performance of early childhood education teachers. To maximize the positive impact, greater efforts need to be made to increase the support and resources available to teachers, as well as improve their training and understanding regarding the implementation of the new curriculum. Thus, it can be hoped that the quality of early childhood education will continue to improve.

INTRODUCTION

Early childhood education plays an important role in forming the foundation of children's development. At this stage, children experience critical growth and learning in various aspects, such as social, emotional, cognitive and motoric. Therefore, the quality of teaching provided by early childhood education teachers has a significant influence on children's development and learning outcomes. In an effort to improve the quality of early childhood education, curriculum policy plays a

very important role. The curriculum is the main guideline that regulates the structure, content and learning methods used in the educational process (Department of National Education, 2010) . A good and effective curriculum policy can provide a strong foundation for teachers in designing and implementing learning plans that suit children's needs (Beattie, RS, & Ovando, nd) .

However, implementing curriculum policies in the context of early childhood education also faces its own challenges and complexities. Early childhood education teachers are faced with a variety of different requirements and expectations, including understanding and adapting updated curricula. They also need to develop teaching strategies that suit the developmental characteristics of children at this stage. Therefore, it is important to analyze the impact of curriculum policies on the performance of early childhood education teachers. Through this analysis, factors can be identified that influence teacher performance and how curriculum policies can influence the teaching process and children's learning outcomes. With a better understanding of the interactions between curriculum policies and teacher performance, strategic steps can be taken to improve the overall quality of early childhood education (Marzano, R.J., Waters, T., & McNulty, 2005) .

In this context, this research aims to conduct a curriculum policy analysis of the performance of early childhood education teachers. Through a policy analysis approach, this research will analyze the implementation of curriculum policies, the challenges faced by teachers in dealing with them, as well as the impact of curriculum policies on teacher performance and children's learning outcomes. It is hoped that the results of this research can contribute to the development of more effective early childhood education policies and improve the quality of children's education in this important developmental stage (Stufflebeam, DL, & Shinkfield, 2007) .

THEORETICAL BASIS

A. Early Childhood Development

Early childhood development theory is a set of concepts and views about how children experience development in various aspects of their lives, including physical, cognitive, social, and emotional development, during the early period of their lives from birth to around 6 years of age (UNESCO, 2016). The following are several theories that are relevant in understanding early childhood development:

1. Theory of Cognitive Development by Jean Piaget:

This theory emphasizes the stages of cognitive development that children experience. Piaget identified four main stages: the sensorimotor stage (0-2 years), the preoperational stage (2-7 years), the concrete operational stage (7-11 years), and the formal operational stage (11 years and above). This theory describes how children gain knowledge, understand concepts, and think logically according to their stage of development.

2. Psychosocial Development Theory by Erik Erikson:

This theory emphasizes the social and emotional development of children. Erikson identified a series of stages of psychosocial development involving conflicts that children must overcome at each stage. An example of this is the trust vs. distrust (0-1 years), autonomy vs. shyness and embarrassment (1-3 years), initiative vs. guilt (3-6 years), and so on. This theory describes how children develop identities and relationships with other people in society.

3. Learning Theory by Lev Vygotsky:

This theory emphasizes the importance of social interactions and the environment in child development. Vygotsky highlighted the role of zones of actual development (currently possessed abilities) and zones of potential development (abilities that can be developed with the help of adults or peers) in building knowledge and skills. This theory emphasizes the importance of collaboration, support, and encouragement in children's learning.

4. Theory of Multiple Intelligences by Howard Gardner:

This theory proposes the concept of multiple intelligences, which emphasizes variations in the types of intelligence possessed by each individual. Gardner identified several types of intelligence, including verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist intelligence. This theory recognizes the diversity of children in their strengths and weaknesses, and provides the basis for a diverse educational approach to meeting their developmental needs.

Several relevant aspects of Curriculum Policy Analysis theory are as follows (Stufflebeam, DL, & Shinkfield, 2007) :

a. Policy Context:

This theory emphasizes the importance of understanding the social, political and economic context in which curriculum policies are implemented. This context includes educational needs and challenges in society, national values and goals, broader educational policies, and ongoing social changes. Understanding this context helps in understanding the understanding, interests, and factors that influence curriculum policy making.

b. Policy Process:

This theory studies the stages and processes in curriculum policy making, including agenda-setting (determining the issues that need to be addressed in the curriculum), formulation (development of curriculum objectives, structure and content), implementation (implementing the curriculum at school and class levels), and evaluation (assessment of the impact and effectiveness of the curriculum). Understanding this process helps in analyzing the dynamics, actor roles, and factors that influence the implementation and success of curriculum policies.

c. Stakeholders and Participation:

This theory emphasizes the importance of involving stakeholders in the process of developing and implementing curriculum policies. Stakeholders include teachers, students, parents, government, educational institutions, and society. Their participation can help in designing more relevant, responsive and effective policies, as well as increasing the acceptability and sustainability of curriculum policies.

d. Evaluation and Monitoring:

This theory underlines the importance of evaluating and monitoring curriculum policies to assess the impact, success, and need for change. This evaluation involves data collection, performance analysis, measuring goal achievement, and understanding the impact of the curriculum on students, teachers, and the education system as a whole. The results of this evaluation can provide important information to improve curriculum policies and teacher performance in early childhood education.

1) Curriculum Development:

Curriculum Policy Analysis Theory can assist in developing curricula that suit the needs and characteristics of early childhood. This approach involves understanding the stages of early childhood development, the principles of effective learning, as well as the values and goals of early childhood education. By considering these factors, curricula can be designed to provide learning experiences that support children's optimal growth and development.

Early Childhood Education (PAUD) curriculum development is the process of designing and updating learning plans for early childhood children. The PAUD curriculum must consider aspects of the physical, cognitive, social and emotional development of children in that age range.

The following are several steps that can be taken in developing the PAUD curriculum:

- a) Identify goals and values: Determine the main goals of the PAUD curriculum and the values you want to promote. For example, developing social skills, cognitive skills, or instilling moral values.
- b) Needs analysis: Conduct a needs analysis to determine what should be taught to children at their stage of development. Consider factors such as early childhood physical, emotional, cognitive and social development.
- c) Selection of learning content: Select learning content that suits the goals and needs that have been identified. Learning content can include fine and gross motor skills, letter and number recognition, art, music, and social-emotional development.
- d) Organization of learning experiences: Determine the type of learning experiences that will be provided to children. For example, through games, role playing, environmental exploration, or through art activities.
- e) Determining teaching strategies and methods: Choose teaching strategies and methods that suit the characteristics of young children. For example, the use of games, stories, songs and demonstrations.
- f) Evaluation: Design evaluation methods to measure achievement of learning objectives. Evaluation in PAUD should be formative and focus on children's understanding and development, not on giving grades.
- g) Continuous update and development: The ECCE curriculum needs to be updated regularly to ensure its relevance and effectiveness. Continue to monitor developments in early childhood education and stay up to date with the latest research.

Apart from these steps, collaboration with educators, parents and experts in the PAUD field is also very important in curriculum development. Involving various stakeholders will help produce a diverse and balanced curriculum to meet the needs of young children (Yasa, Lasmawan, & Suharta, 2023).

2) Curriculum Implementation:

Curriculum Policy Analysis Theory helps in understanding the challenges and factors that influence curriculum implementation at the early childhood education level. For example, clear curriculum policies and adequate support for teachers can increase the effectiveness of curriculum implementation. In addition, understanding

local needs and preferences in the context of early childhood education is also important to ensure the suitability and acceptance of the curriculum by stakeholders. Implementation of the Early Childhood Education (PAUD) curriculum involves a series of steps to implement the curriculum that has been designed. The following are several steps that can be taken in implementing the PAUD curriculum:

- a) Teacher training: PAUD teachers must receive adequate training regarding the PAUD curriculum that will be implemented. This training should include an understanding of the objectives, learning content, teaching strategies, and evaluation methods related to the PAUD curriculum.
- b) Learning planning: Teachers need to plan learning in accordance with the PAUD curriculum. This includes determining learning objectives, selecting relevant content, and designing activities and learning materials that are interesting and appropriate to the development of young children.
- c) Organizing space and time: Classrooms and learning time must be well organized to support the implementation of the PAUD curriculum. Ensure that the learning environment provides a variety of resources and materials that are appropriate to the curriculum, such as toys, books, teaching aids and learning media.
- d) Implementation of teaching strategies and methods: Teachers need to apply teaching strategies and methods that are in accordance with the PAUD curriculum. This includes the use of games, stories, songs and other interactive activities that actively involve children in the learning process.
- e) Collaborative support: Collaboration with parents and other stakeholders, such as school staff, education experts, and local communities, is essential in the implementation of the PAUD curriculum. Involve parents in learning activities, hold regular meetings, and share information about the curriculum and child development.
- f) Evaluation and monitoring: Conduct regular evaluations of the implementation of the PAUD curriculum to evaluate the success and suitability of the curriculum. Use a variety of evaluation methods, such as classroom observations, formative assessments, and feedback from students, parents, and colleagues, to refine and enhance curriculum implementation.
- g) Continuous update and development: The PAUD curriculum needs to be updated and developed regularly to accommodate changes in needs and trends in early childhood education. Continue to monitor and follow developments in the PAUD field, and always be ready to make necessary changes and adjustments.

Implementing the PAUD curriculum requires commitment and dedication from all stakeholders involved, including teachers, parents and other related parties. Collaboration and good communication will help create an effective and enjoyable learning environment for young children (Yasa, Lasmawan, & Suharta, 2023).

3) Evaluation and Monitoring of Teacher Performance:

Curriculum Policy Analysis Theory helps in developing a system for evaluating and monitoring teacher performance in early childhood education. By identifying

relevant performance indicators, such as teaching competency, interactions with children, and use of appropriate learning methods, teacher performance evaluations can provide valuable feedback to improve their teaching practices. This monitoring can also help in supporting teacher professional development and identification of additional training needs.

Evaluation and monitoring of teacher performance in the context of Early Childhood Education (PAUD) is important to ensure the quality of teaching and children's progress. The following are several steps that can be taken in evaluating and monitoring teacher performance:

- a) Determining performance indicators: Determine performance indicators that are relevant to the PAUD curriculum and learning objectives. These indicators should include aspects such as teaching skills, interaction with children, use of appropriate learning methods, ability to manage the classroom, and cooperative relationships with parents.
- b) Classroom observations: Conducting direct observations of PAUD teachers in learning situations is an effective method for evaluating their performance. Class observations can be carried out by the school principal, PAUD coordinator, or school supervisor who has knowledge of PAUD. These observations must be carried out on a scheduled and unplanned basis to obtain an accurate picture of teacher performance.
- c) Use of evaluation instruments: Use evaluation instruments that have been specifically designed to assess the performance of PAUD teachers. This instrument can take the form of a checklist, assessment scale, or rubric that covers aspects relevant to teacher performance. This instrument must be clear, objective, and provide useful feedback to teachers.
- d) Observation by fellow teachers: Conducting mutual observation between early childhood education teachers can allow them to learn from each other and provide constructive feedback to each other. This process can also build a collaborative culture among teachers and improve the quality of teaching.
- e) Continuous performance assessment: Performance evaluation of PAUD teachers should not only occur at a certain point in the year, but should be ongoing. Engaging teachers in independent reflection and follow-up planning for their professional development is an important part of the ongoing evaluation process.
- f) Feedback and mentoring: After observations and evaluations, provide constructive feedback to preschool teachers about strengths and areas for improvement. In addition, provide support and opportunities for professional development through training, workshops, or mentoring by more experienced teachers.
- g) Collaboration with parents: Involve parents in the process of evaluating and monitoring PAUD teacher performance. They can provide valuable feedback about children's experiences in the classroom and provide additional perspective on teacher performance.

It is important to create a culture that supports and helps PAUD teachers to grow and develop. Evaluation and monitoring of teacher performance must be carried out fairly, objectively and constructively, with a focus on improving the quality of teaching and learning in early childhood education.

4) Collaboration with Parents and Community:

Curriculum Policy Analysis Theory highlights the importance of collaboration between early childhood educators, parents, and the community in curriculum development and implementation. Involving parents in the educational process and providing space for their participation in decision making can increase the effectiveness of the curriculum. By involving the community, the curriculum can better reflect local values and needs, as well as ensure wider support in implementing curriculum policies (Ekaningtyas & Yasa, 2022).

The following are several theories that are relevant in understanding teacher performance (Stufflebeam, DL, & Shinkfield, 2007) :

a) Teacher Competency Theory:

This theory emphasizes the importance of the competence possessed by a teacher in carrying out teaching tasks. This competency includes academic knowledge, teaching skills, understanding students, classroom management, and the ability to apply effective learning methods and strategies. This theory emphasizes the importance of continuous professional development and appropriate support in improving teacher performance.

b) Intrinsic and Extrinsic Motivation Theory:

This theory examines the factors that influence teacher motivation and job satisfaction. Intrinsic motivation involves personal satisfaction derived from the work itself, such as the satisfaction of providing meaningful instruction or seeing student progress. Meanwhile, extrinsic motivation involves external factors, such as rewards, recognition, or financial incentives. This theory highlights the importance of creating a work environment that supports and motivates teachers to improve their performance.

c) Professional Development Theory:

This theory emphasizes the importance of professional development for teachers in improving their performance. Professional development includes activities such as training, collaboration with fellow teachers, self-reflection, and the search for new knowledge in the field of education. This theory recognizes the importance of lifelong learning and opportunities to develop skills and knowledge relevant to the contextual demands of education.

d) Social Interaction Theory and Work Environment:

This theory highlights the role of social interactions and the work environment in influencing teacher performance. Factors such as support from colleagues, effective leadership, an inclusive school culture, and adequate resources can influence teacher motivation and effectiveness. This theory emphasizes the importance of creating a positive and collaborative work climate to improve teacher performance (Yasa & Wiguna, 2022).

METHODS

The research design used in this study is policy analysis. Policy analysis is an approach used to study and understand policy implementation and its impact on various aspects in a particular context (Sugiyono, 2017) . In this case, this research will analyze the implementation of curriculum policies in early childhood education and how these policies influence teacher performance.

The following are the steps that will be carried out in this research method (Arikunto, 2017) :

1. Literature Study:

The initial stage of this research involved a literature study involving a review of relevant literature, including journals, books, and other theoretical sources. Literature study will provide a better understanding of curriculum policies that apply in the context of early childhood education and how these policies relate to teacher performance.

2. Interview:

This research will also involve interviews with educational stakeholders, including teachers, principals, supervisors, and educational administrators. This interview will be conducted to gain direct insight into the implementation of curriculum policies, the challenges faced by teachers in dealing with them, as well as their perceptions of the impact of policies on teacher performance (Yasa, Kartika, & Cahyani, 2022).

3. Observation:

Direct observations will be carried out to observe teacher performance in the context of early childhood teaching. This observation will be carried out by visiting classes and observing the learning process that occurs. Observations will help in understanding the teaching practices carried out by teachers, as well as seeing how the implementation of curriculum policies is reflected in their performance.

Data Analysis: Data collected from literature studies, interviews and observations will be analyzed qualitatively. Qualitative analysis will involve organizing data, identifying thematic patterns, and drawing conclusions based on the findings that emerge. This analysis will help in understanding the impact of curriculum policies on teacher performance and provide deeper insight into the challenges faced by teachers in implementing these policies.

Through this research method, it is hoped that a better understanding of the interaction between curriculum policy and the performance of early childhood education teachers can be obtained. The results of this research can provide valuable input for the development of more effective education policies and strategies for improving the quality of teaching in the context of early childhood education (Johnson, B., & Christensen, 2014) .

RESULTS AND DISCUSSION

A. Curriculum Policy Implementation:

The results of this research indicate that the implementation of curriculum policies in early childhood education has an important role in determining teacher performance. Clear and comprehensive implementation of curriculum policies provides a strong foundation for teachers in designing learning plans that suit the needs and characteristics of children at their stage of development. In the context of early childhood education, a well-integrated curriculum provides a clear framework for teachers in developing effective learning programs. A structured and organized curriculum helps teachers understand and identify relevant learning objectives, as well

as choose methods, strategies and materials that suit children's needs (Haryanti, T., & Setiawan, 2018) .

With the right curriculum policy in place, teachers can develop learning plans that focus on children's holistic development, including cognitive, physical, emotional and social aspects. Teachers can choose activities and learning experiences that are interesting and relevant to children's development, thereby helping them develop the skills, knowledge and attitudes needed at their stage of development.

Apart from that, an integrated curriculum also allows teachers to integrate various areas of learning, such as language, mathematics, arts and social science, in daily learning activities. This helps children develop a more holistic understanding of the world around them and broadens the scope of their learning (Yasa, Kartika, & Cahyani, 2022).

In other words, the implementation of good curriculum policies in early childhood education provides clear guidance for teachers in designing learning experiences that suit the needs and characteristics of children. An integrated and structured curriculum helps teachers in developing effective learning programs, which focus on the holistic development of children. Thus, curriculum policy plays an important role in improving teacher performance in the context of early childhood education.

B. Impact of Curriculum Policy on Teacher Performance:

This research identifies several impacts of curriculum policy on the performance of early childhood education teachers. One of the important impacts identified is curriculum policies that are relevant to teacher competency standards. A curriculum developed taking into account the competency standards that teachers must possess helps improve their skills and knowledge in teaching.

In the context of early childhood education, each stage of development has different characteristics and needs. Curriculum policies that pay particular attention to the needs of children at particular developmental stages provide teachers with better guidance in designing appropriate learning experiences. A curriculum that considers the cognitive, physical, emotional and social development of children at this stage provides clear direction for teachers in developing appropriate learning programs.

By having curriculum policies that are relevant to teacher competency standards and pay attention to the needs of children at certain stages of development, teachers can develop better teaching skills. They can use teaching approaches and strategies that suit children's characteristics, as well as choose effective learning methods to facilitate the learning process.

In this research, it was found that teachers who are involved in implementing curriculum policies that are relevant to competency standards and pay attention to the needs of children at certain stages of development, tend to have better performance. They have a better understanding of the curriculum, are able to design engaging learning experiences, and can provide a more developmentally appropriate approach to children.

Thus, this research shows that curriculum policies that are relevant to teacher competency standards and pay attention to the needs of children at certain stages of development have a positive impact on the performance of early childhood education teachers. Implementation of good curriculum policies provides a strong foundation for teachers in designing learning experiences that suit children's needs and improve their teaching skills. In addition, curriculum policies that encourage active, creative and fun learning approaches also have a positive impact

on teacher performance. By encouraging teachers to use innovative and interactive learning methods, curriculum policies motivate teachers to develop better teaching skills and create engaging learning environments for children.

C. Challenges in Implementing Curriculum Policy:

Although curriculum policies have a positive impact on the performance of early childhood education teachers, this research also identifies several challenges faced by teachers in dealing with these policies. One of the main challenges is the lack of adequate resources and support. Limited resources such as textbooks, teaching materials and relevant training can limit teachers' ability to implement curriculum policies well. Apart from that, the gap between the established curriculum and real conditions in the field is also a challenge. Teachers need to deal with complex situations, such as differences in children's levels of readiness and needs, as well as the physical and environmental constraints of the places where they teach. Strong support is needed from schools, supervisors and other stakeholders to overcome this challenge.

D. Recommendations for Improving Teacher Performance:

Based on the results of this research, several recommendations can be proposed to improve the performance of early childhood education teachers in the context of curriculum policy. First, it is necessary to increase the support and resources available to teachers, including continuing training and professional development related to the implementation of curriculum policies. Teachers need to be provided with relevant and quality training to improve their understanding of the new curriculum and teaching strategies in line with the approach proposed by the policy. This training can involve collaborative sessions between teachers, training by education experts, and the development of innovative learning resources (Ekaningtyas, Yasa, Swari, Utari, & Putri, 2023).

In addition, it is important to strengthen collaboration between teachers, principals, supervisors and other stakeholders in supporting the implementation of curriculum policies. Ongoing support, including effective supervision and guidance, can help teachers overcome challenges and optimize curriculum implementation. The development of a good evaluation framework is also important for measuring and monitoring teacher performance in the context of curriculum policy. Evaluation can be done through classroom observations, formative assessments, and structured feedback. The results of this evaluation can be used as a basis for providing additional guidance and support to teachers who need it.

Furthermore, it is important to continue conducting research and studies on the implementation of curriculum policies in early childhood education. This research can provide deeper insight into the factors that influence teacher performance and children's learning outcomes. The results of this research can be used as a basis for improving curriculum policies that are more effective and have a positive impact on teacher performance

By adopting these recommendations, it is hoped that the performance of early childhood education teachers can continue to improve and that the education of children at this stage of development can provide a strong foundation for further development. Implementation of good curriculum policies will provide a solid foundation for teachers in providing effective and relevant learning for young children.

CONCLUSION

This research highlights the importance of curriculum policy analysis on the performance of early childhood education teachers. Good and effective implementation of curriculum policies has a significant impact on teacher performance and children's learning outcomes. In this context, this research identifies several key findings.

First, the implementation of a clear and comprehensive curriculum policy provides a strong foundation for teachers in designing learning experiences that suit the needs and characteristics of children at their stage of development. A curriculum that is relevant to teacher competency standards and considers the needs of children at certain stages of development can improve teachers' skills and knowledge in teaching.

Second, curriculum policies that encourage active, creative and fun learning approaches have a positive impact on teacher performance. By encouraging the use of innovative and interactive learning methods, curriculum policies motivate teachers to develop better teaching skills and create engaging learning environments for children

Third, there are several elements that need to be paid attention to by the government, teachers and parents of students, namely; Linkage of curriculum objectives to policy: It is important to ensure that PAUD curriculum policies clearly and consistently support the objectives of early childhood education. If there are inconsistencies or a lack of clear direction, it can cause obstacles in achieving optimal teacher performance. Availability of resources: The availability of adequate physical and human resources is very important to support the performance of PAUD teachers. If there is a lack of resources, such as inadequate training or lack of access to relevant teaching materials, it can affect the quality of teaching and teacher performance? Clarity and appropriateness of guidelines: Clear and adequate guidelines in planning and implementing learning are important to support teacher performance. If guidelines are unclear or inadequate, teachers may have difficulty implementing the curriculum well. Assessment and evaluation process: A fair and objective assessment and evaluation process is key to monitoring and improving teacher performance. If curriculum policies do not provide adequate evaluation mechanisms or provide constructive feedback, teachers may struggle to improve their teaching practices. Flexibility and adaptability: Flexibility in the curriculum can help teachers adapt learning to the needs and context of young children. If curriculum policies are too rigid or do not take into account the uniqueness of children and learning environments, teacher performance can be hampered. Collaboration and participation: Collaboration with other stakeholders, such as parents and local communities, can enrich teaching and support teacher performance. If curriculum policies encourage collaboration and participation, they can create a more holistic and empowering learning environment. Based on the results of this analysis, steps can be taken to improve and develop PAUD curriculum policies that are more effective and support teacher performance. Good implementation of this policy can improve the quality of early childhood education and ensure optimal development of children in a good learning environment.

However, this research also identified several challenges in implementing curriculum policies. Limited resources, gaps between the established curriculum and real conditions in the field, as well as the complexity of dealing with children's diverse needs are challenges that need to be overcome. Adequate support and resources are needed as well as close collaboration between teachers, school principals, supervisors and other stakeholders to optimize the implementation of curriculum policies. To improve the performance of early childhood education teachers, it is recommended that there be relevant training and professional development, strong collaboration between stakeholders, the

development of a good evaluation framework, as well as ongoing research and studies on the implementation of curriculum policies. By adopting these recommendations, it is hoped that the quality of early childhood education can continue to improve, and teachers can provide optimal learning experiences for children's development.

Overall, this research provides a better understanding of the interactions between curriculum policies and the performance of early childhood education teachers. Through careful policy analysis and appropriate action, effective solutions can be found to improve the quality of early childhood education and provide a strong foundation for their future development.

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