



Forging Egypt's Golden Generation: Crafting Curriculum Excellence for ABA Kindergarten in Cairo, Egypt

Mahasri Shobahiya, Nurul Latifatul Inayati, Alfiyatul Azizah, Junita Dwi Wardhani, Muhtadi

Universitas Muhammadiyah Surakarta

ms208@ums.ac.id, nl122@ums.ac.id, aa650@ums.ac.id, jdwl26@ums.ac.id, mi103@ums.ac.id

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Abstract: *The management and development of Aisyiyah Bustanul Athfal Kindergarten (TK ABA) Cairo still needs improvement. Meanwhile, currently, the ABA Cairo Kindergarten is the only Indonesian private kindergarten in Egypt and is a reference for early childhood education for the Indonesian people in Cairo. The fundamental problem faced by ABA Cairo Kindergarten is that it doesn't have a standard curriculum document that promotes the advantages and characteristics of the stakeholders in the education unit. The purpose of this International Collaborative Community Service (PkM-KI) activity is to assist in preparing curriculum documents adapted to the spirit of an independent curriculum. This PkM implementation method uses a Participatory Action Research (PAR) approach, by actively involving partners in the participation and action dimensions. The target for the implementation of this PkM is the compilation of the ABA Cairo Kindergarten curriculum document. The result of this PkM KI is the arrangement of curriculum document which was legalized by the competent authority.*

Introduction

TK 'Aisyiyah Bustanul Athfal (ABA) in Cairo, Egypt, is one of the charitable efforts established by the Special Branch Leadership of 'Aisyiyah (PCIA) under the Muhammadiyah Special Branch Leadership (PCIM) in Egypt in August 2007. The history of the establishment of this kindergarten stems from the empathy that arose from observing the phenomenon of the increasing number of children born to Indonesian couples who live and grow up in the city of Cairo, Egypt. This sense of empathy then gave rise to the idea of creating a school facility so that Indonesian children born in Cairo could receive education in line with the nature and character of Indonesian children.¹ At that

¹ "Sejak 2010, Aisyiyah Bangun TK ABA Kairo Di Mesir," *Muhammadiyah.or.Id*, last modified 2021, accessed November 30, 2022, <https://muhammadiyah.or.id/sejak-2010-aisyiyah-bangun-tk-aba-kairo-di->

time, PCIA took the initiative to make a new breakthrough among Masisir (Indonesian students in Egypt), namely the summer school for Masisir children, called the Summer School for Children (SSFC) in 2007. The following year, SSFC received even more warm welcome and high enthusiasm from various parties. Therefore, in 2009, PCIA dared to establish TK ABA Kairo, which was later inaugurated by the Central Leadership of 'Aisyiyah, namely Prof. Dr. Chamamah Suratno. After 12 years since its inauguration, in terms of teaching human resources (SDM), TK ABA Kairo currently has 40 students, consisting of 3 (three) study groups, namely Playgroup (KB), Kindergarten A, and Kindergarten B. The number of teachers is 2 (two) class teachers, 1 (one) assistant teacher, and several volunteer teachers from students studying at the undergraduate or postgraduate level in Egypt. None of the three teachers comes from the Early Childhood Education Teacher Education Program (PG-PAUD). In terms of facilities, TK ABA has a saqah (apartment) adapted into a school building with 3 (three) classrooms and adequate facilities. Although this apartment is not owned but rented. In addition to human resources and facilities, TK ABA has several advantages. Firstly, it is the only private early childhood education institution in Cairo, Egypt. Secondly, the school is located in the Hay 'Asyir area, which is densely populated by Indonesians. Thirdly, TK ABA parents are academics, making it easier to instill values in students. On the other hand, TK ABA also faces significant challenges in its development. One of these challenges is that TK ABA graduates are required to have good reading and writing skills and are also expected to be able to use international languages, namely Arabic and English. This demand arises because some TK ABA graduates will continue their elementary education at Al-Azhar Elementary School in Egypt, which uses Arabic as the language of instruction, or enroll in the Indonesian School in Cairo (SIC), which uses English as the language of instruction. In addition to the above problems, there is one obstacle faced by TK ABA Kairo, which is the lack of a standardized curriculum document that has been the operational standard for TK ABA educational units so far. The importance of early childhood education is increasingly felt by the public, leading to a massive increase in the establishment of early childhood education institutions (PAUD). However, the quantity of existing PAUD institutions is not accompanied by the quality of services provided. PAUD institutions often face various problems, ranging from accessibility of services, facilities, and infrastructure for PAUD, to potential funding shortages for the PAUD implementation process, curriculum administration used in PAUD institutions, and the availability of time to plan curriculum development.²

The paradigm being pursued to ensure the success of 21st-century education in

mesir/.

² Puji Rahayu Eka Patria and Zulkarnaen Zulkarnaen, "Pengelolaan Manajemen Kurikulum Pendidikan Anak Usia Dini," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 4 (2023): 4199–4208. Upik Elok Endang Rasmani et al., "Implementasi Manajemen Kurikulum Pada Lembaga Pendidikan Anak Usia Dini," *International Journal of Community Service Learning* (2021); Rahmi Wardah Ningsih and Fauzi Fahmi, "Strategi Manajemen Pendidikan Anak Usia Dini Pada Era Disrupsi," *Hijri* (2022).

Indonesia is the 4C skills, namely critical thinking and problem-solving skills, collaboration skills, communication skills, and creativity and innovation skills.³ One of the essential skills needed in facing the 21st century is critical thinking skills. Critical thinking is a skill that individuals, not only adults but also early childhood individuals, need to possess.⁴

Therefore, this community service is urgently needed with the aim of providing assistance to TK ABA stakeholders in general and school administrators specifically to produce an outstanding generation as envisioned through the creation of a standardized curriculum document, which will then be approved by the Central Leadership of Aisyiyah as the legal umbrella for the implementation of TK ABA Kairo education. With this curriculum, it is expected to optimize the role of TK ABA Mesir as a learning place that shapes an outstanding generation (golden generation) for Indonesian children in Cairo, Egypt, in general, and especially for the cadres of Muhammadiyah. Through this training and mentoring program, it is expected to enhance the teachers' ability to develop the excellence of the TK ABA Kairo Mesir curriculum, accompanying students from various regions, ethnicities, cultures, and even nationalities. This is done to improve the quality of graduates who prepare the golden generation, which is outstanding and progressive in the future.

Method

The approach or method used in the Community Service (PkM) International Collaboration is the Participatory Action Research (PAR) approach. This participatory PkM activity involves the managers of TK Aisyiyah Bustanul Athfal (ABA) Cairo, Egypt, to carry out transformative actions (improving living conditions). The PAR approach has three main pillars: research/PkM methodology, action dimension, and participation dimension. PAR is implemented by referring to a specific research/PkM methodology, aiming to encourage transformative actions and involving several partners, residents, or other community members as the executors of PAR. Partners in this community service activity are PCIM Egypt, PCIA Egypt, and the Managers of TK ABA Cairo, Egypt. Based on the principles of PAR, the following activities have been carried out in this PkM:

1. **Participation:** PkM implementers involve partners, namely the Managers of TK ABA Cairo, Egypt, and stakeholders who can provide solutions and improvements, namely PCIA Cairo, Egypt, and PCIM Cairo, Egypt officials. The managers of TK ABA, especially the head of TK ABA and teaching staff, accompanied by the PkM

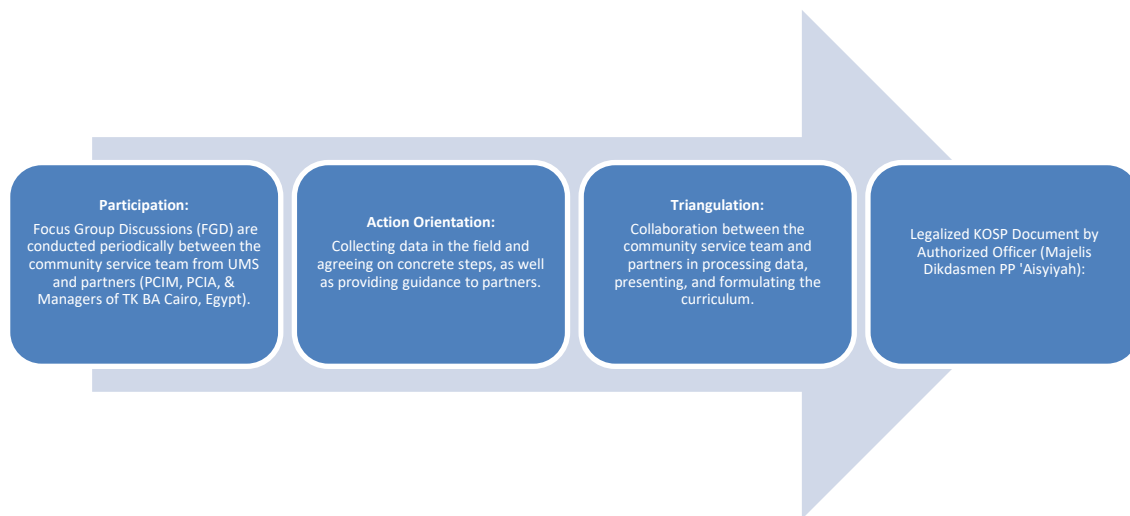
³ Rasmani et al., "Implementasi Manajemen Kurikulum Pada Lembaga Pendidikan Anak Usia Dini"; Ningsih and Fahmi, "Strategi Manajemen Pendidikan Anak Usia Dini Pada Era Disrupsi."

⁴ Qonitah Faizatul Fitriyah, Anindya Desy Pinastika Putri Utama, and Nur Rakhma Ardhiani, "Pengembangan Media Critical Smart Bounding Pada Perilaku Online Anak Di TK Aisyiyah Kartasura," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 7, no. 1 (2023): 455-466.

Team from the Muhammadiyah University of Surakarta, have convincingly identified the core problems faced by TK ABA Cairo. In Focus Group Discussion (FGD) I, the main problem faced by TK ABA was found to be the lack of adequate curriculum documents demonstrating the excellence of the curriculum and the competency standards of graduates ready to enter Madrasah Ibtidaiyah Al-Azhar and SIC using the Arabic and English languages. Thus, this activity was carried out through periodic Focus Group Discussions (FGD).

2. **Action Orientation:** PkM implementers guide partners to take transformative actions by improving curriculum documents that can change their teaching and learning conditions for the better. In this PkM activity, in addition to directing transformative actions to improve curriculum documents that can change teaching and learning conditions, it also highlights the excellence of TK ABA Cairo, Egypt. This is done to provide the best solution for the education of students in general and, specifically, for Indonesian children in Cairo, Egypt. During the implementation period of this PkM, which is 6 months, improvements have been made to the competence of the managers and teachers of TK ABA Cairo, Egypt, resulting in the formulation of the curriculum's excellence and competency standards of graduates ready to pursue further studies in Madrasah Ibtidaiyah Al-Azhar and SIC, which use Arabic and English as the languages of instruction, as stated in the curriculum documents.
3. **Triangulation:** PAR demands and relies on primary data collected collaboratively by implementers and partners in the field. Meanwhile, secondary data (other research/PkM, literature, formal statistics) is utilized as a comparison.
4. **Flexible Approach:** PAR is carried out with careful planning, and its implementation follows a well-thought-out and careful plan. However, in the execution of the PkM research/design, it adapts to changes in situations and conditions, especially those related to the spread of COVID-19 at the beginning of this activity and other unforeseen factors.

In summary, the principles of PAR above can be seen in the diagram below:



Result

The initial stage of this community service was carried out through mentoring for the management of TK ABA Kairo, Egypt, in strengthening the identification of fundamental problems experienced by the TK management. This mentoring took place via Zoom meetings attended by the PkM-KI team consisting of 4 members and partners from three entities: the TK ABA Kairo Foundation represented by 1 person, representing both PCIM and PCIA Kairo, and 3 teachers from TK ABA Kairo, as well as 2 volunteer teachers.



Figure 1. Focus Group Discussion (FGD) on Strengthening Issues in Inclusive Early Childhood Education in Cairo, Egypt.

Mentoring through FGD I on Monday, November 28, 2022, conducted online via Zoom meetings, found that (1) TK ABA Kairo, Egypt, did not yet have a complete curriculum document; (2) The curriculum developed was the 2013 Curriculum, not the Independent Curriculum; and (3) The education provided covered Playgroup, referred to as Early Childhood Education (PAUD), TK A, and TK B. Meanwhile, in FGD 2 on Friday, December 23, 2022, which was still conducted online via Google Meet, mentoring was conducted to prepare a curriculum document tailored to the Independent Curriculum.

From February 2 to 12, 2023, more intensive mentoring was carried out on-site at TK BA Kairo, Egypt, to compile a curriculum document that demonstrates the excellence of TK ABA Kairo and serves as a distinguishing feature of the 'Aisiyiah Charity in the field of education.

Taking into account the uniqueness of children as students according to their personality development stages, as seen by Meriyati;⁵ and the views of Slamet Suyanto⁶ that learning theories in early childhood are needed for various purposes, such as organizing learning activities, diagnosing problems that arise in class, and evaluating learning outcomes; while Nana Sudjana⁷ view mentions three main things that are the foundation in the implementation, development, and curriculum development, namely philosophical foundations, socio-cultural foundations, and psychological foundations; and the views of Loeloek Endah Purwati and Sofan Amri⁸, that the components that need attention in curriculum development include goals, materials, learning strategies, curriculum organization, and assessment; supported by Hamalik,⁹ stating that curriculum development should cover curriculum goals, curriculum materials, curriculum methods, curriculum organization, and curriculum evaluation; thus, the curriculum formulated at TK ABA Kairo, Egypt, attempts to combine the Independent Curriculum and the excellence curriculum while becoming a characteristic of TK ABA..

Therefore, since the inception, the purpose of establishing TK ABA Kairo, Egypt, was (1) to accommodate pre-school-age children in the Hay Asyir area and its surroundings in an environment with Islamic and Indonesian nuances; (2) to prepare children during the Playgroup or TK age for the school period; and (3) with the presence of Playgroup or TK, it is hoped that children will have the mental readiness to continue their education to the next level, especially for children who will move and study in Indonesia, as Egypt is significantly different from Indonesia both psychologically and geographically. Therefore, the vision and mission formulated in the curriculum document of TK ABA Kairo, Egypt, are aimed at preparing a golden generation.

⁵ Hj Meriyati, "Memahami Karakteristik Anak Didik" (UIN RADEN INTAN LAMPUNG, 2023).

⁶ Slamet Suyanto, "Dasar-Dasar Pendidikan Anak Usia Dini" (Yogyakarta: Hikayat Publishing, 2005).

⁷ Nana Sudjana, "Pembinaan Dan Pengembangan Kurikulum Di Sekolah," (*No Title*) (1989).

⁸ Loekloek Endah Purwati and Sofan Amri, *Panduan Memahami Kurikulum 2013* (Jakarta: PT Prestasi Pustakarya, 2013).

⁹ Hamalik Oemar, "Manajemen Pengembangan Kurikulum" (2006).



Figure 2. Curriculum Development Assistance at ABA Kindergarten in Cairo.

In the curriculum, it is formulated that the vision of TK ABA Kairo, Egypt, is to produce a noble, intelligent, skillful, creative, and independent generation of Muslims. Meanwhile, the mission of the TK ABA educational unit in Cairo is (1) to optimize the growth and development of children according to their age; (2) to provide affordable and high-quality education services with an Islamic and Indonesian nuance; (3) to develop the communication and socialization abilities of children with their environment; (4) to develop the skills and potential of children, both physically and psychologically, covering moral and religious values, socio-emotional aspects, cognitive abilities, language, physical/motor skills, independence, and the arts to be ready to enter primary education, especially for children who will continue their education in elementary school in Indonesia, as Egypt is psychologically and geographically very different from Indonesia.

Programs and school activities, as part of the curriculum, are developed by referring to the vision and mission set above based on an analysis of the context of TK ABA Kairo, Egypt, which will begin in the 2023/2024 academic year. The vision is not just a piece of writing without understanding its meaning. To internalize the vision for every school member, the vision and mission are periodically socialized. Without an understanding of the vision and mission, the activities carried out become aimless.



Figure 3. Post Curriculum Discussion with Teachers and Committee.

Based on these visions, missions, and goals, TK ABA Kairo, Egypt, developed the superior curriculum of TK ABA, including memorizing the Qur'an juz 30; memorizing short hadiths and daily prayers; mastering the recitation and movements of prayers by fostering a life of worship according to the Tarjih Decision Compilation (HPT) of Muhammadiyah; memorizing dhikr recitations; recognizing, writing, and reading Hijaiyah letters and alphabets, numbers in Arabic and English; and getting to know the Muhammadiyah organization through play activities.

Therefore, the teaching and learning activities at TK ABA Kairo, which take place every day except Friday and Saturday as weekends in Egypt, starting from 10:00 to 15:00 CLT (Cairo Local Time), are developed to produce a golden generation through an integrated curriculum between the Independent Curriculum and the Excellence Curriculum as well as the Distinguishing Feature of TK ABA.

Table 1. Differences in Conditions Before and After Guidance Implementation

No	Element	Before Guidance	After Guidance
1	Curriculum Document	Exists but not well-formatted and poorly documented	Well-structured according to standard curriculum format for educational units

2	Availability of Document Files	Soft file with incomplete content	Soft file and hard file with complete content
3	Legality of Documents as Standard Operational Procedures for Educational Units	None	Has been ratified by authorized officials (Chairman of Majelis Dikdasmen PP Aisyiyah)

Discussion

In response to the urgent need to improve the quality of education in ABA Kindergarten Cairo Egypt, in-depth curriculum mentoring and transformation was conducted. Initial problem identification included incomplete curriculum documents, the use of the 2013 Curriculum, and Playgroup education.

Intensive assistance was provided to develop a curriculum according to the Merdeka Curriculum. The PkM-KI team worked closely with foundation administrators, teachers, and volunteers. As a result, there was a compilation of curriculum documents that reflected the excellence of the institution, combining the principles of Merdeka Curriculum with the distinctive advantages of ABA Kindergarten.

In developing Merdeka curriculum for PAUD, it is necessary to consider various perspectives, including sociological, psychological, and cultural aspects, as well as the integration of scientific and multicultural approaches. In addition, strategic management analysis, alignment with broader educational goals, and responsiveness to technological advances are also very important in developing a comprehensive and effective curriculum.¹⁰

Nana Sudjana¹¹ mentioned there are 3 (three) main things that become the foundation in the implementation, coaching and curriculum development, namely: (1) The philosophical foundation, which is meant is a way of thinking radically and thoroughly and deeply about the nature of man, what exactly man is, what is the nature of human life, what is the purpose of his life and so on which includes logic, ethics and aesthetics. Relating to the curriculum of the three views is indispensable, especially in implementing the direction and purpose of education; (2) Socio-cultural foundations, where the educational curriculum should and should also be able to adjust, can even

¹⁰ Sri Marwiyati and Istiningsih Istiningsih, "Pembelajaran Saintifik Pada Anak Usia Dini Dalam Pengembangan Kreativitas Di Taman Kanak-Kanak," *Jurnal Obsesi Jurnal Pendidikan Anak Usia Dini* (2020). Rizal Kailani, "Model Pengembangan Kurikulum Pendidikan Agama Islam," *Inovasi Kurikulum* (2021).

¹¹ Sudjana, "Pembinaan Dan Pengembangan Kurikulum Di Sekolah.";

anticipate the conditions that will occur in addition to the need for adjustment to the conditions of society; and (3) Psychological foundations, where educating means changing the behavior of children towards maturity.

Meanwhile, Hamalik suggested that the curriculum development should include: (1) Curriculum objectives; (2) Curriculum materials; (3) Curriculum methods; (4) Curriculum organization; and (5) Curriculum evaluation.¹²

By considering the above aspects, the curriculum document preparation team included the vision and mission of ABA Cairo Egypt Kindergarten, with the main emphasis on preparing the golden generation. This vision and mission summarizes the purpose of establishing the kindergarten, including the Islamic and Indonesian environment, preparation for school entry, and mental readiness of children, especially for those who will continue their education in Indonesia. In addition, the school's program and activities are developed with consideration for producing an Islamic generation with special skills, such as memorizing the Qur'an, hadith, prayers, prayer recitations and movements, as well as an introduction to the Muhammadiyah organization, being the main focus, as the study results that Islamic education through the curriculum will be able to realize character education ¹³ n addition, through a good curriculum, it will lead educators to pay attention to the uniqueness of children and be adapted to the stage of development of children's personalities,¹⁴ and help unleash potential with active and fun learning so that children are motivated to learn,¹⁵ On the other hand, the lack of teacher attention and the lack of facilities and infrastructure can also trigger the development of children's potential that is less than optimal.¹⁶

Conclusion

The Collaborative International Community Empowerment has successfully assisted partners PCIM, PCIA, and TK ABA Kairo Mesir in developing a curriculum document that reflects the excellence and distinctive features of TK ABA in efforts to nurture a golden generation. The curriculum has been approved by the Education

¹² Oemar, "Manajemen Pengembangan Kurikulum."

¹³ Kailani, "Model Pengembangan Kurikulum Pendidikan Agama Islam"; Misbahul Munir and Maulidatul Jannah, "Pengembangan Kurikulum PAI Sebagai Solusi Dalam Implementasi Pendidikan Karakter Di Sekolah," *Ambarsa* (2022); Junaedi Junaedi, Abdul Wahab, and Muh. A Sudarmono, "Proses Dan Prinsip Pengembangan Kurikulum Pendidikan Guru Madrasah Ibtidaiyah," *Edukatif Jurnal Ilmu Pendidikan* (2021).

¹⁴ Meriyati, "Memahami Karakteristik Anak Didik."

¹⁵ Junita Dwi Wardhani and Sri Katoningsih, "Persepsi Mahasiswa Program Studi PGPAUD Terhadap Implementasi Life Skills Dalam Program MBKM," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 6, no. 5 (2022): 5318-5330.

¹⁶ Fauzi Fahmi and Rahmi Wardah Ningsih, "Eksistensi Model Kurikulum Pendidikan Anak Usia Dini," *Mitra Ash-Shibyan: Jurnal Pendidikan Dan Konseling* 4, no. 01 (2021): 1-16.; Asmariyani Asmariyani, "Prinsip-Prinsip Pengembangan Kurikulum Dalam Perspektif Islam," *Al-Afkar: Jurnal Keislaman & Peradaban* 2, no. 2 (2014).

Council of the Central Leadership of Aisyiyah as the granting authority for the operational permit of TK ABA Kairo Mesir. Throughout the mentoring process, an integrated curriculum has been developed, incorporating both the Merdeka Curriculum and the Excellence and Distinctive Curriculum as the identity of TK ABA. This transformation has significant potential to enhance the quality of early childhood education in TK ABA Kairo Mesir, fostering a generation ready to face future challenges.

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