

Curriculum Development in the Thematic Learning Process Through Management Information Systems at TK Aisyiyah Bustanul Athfal Jatibarang

Wiwik Hidayati* Tri Joko Raharjo, Joko Sutarto, Titi Prihati

Program Studi Manajemen Kependidikan Universitas Negeri Semarang. Jl. Kelud Utara III Semarang 50237, Indonesia

*Corresponding Author : hidayatiwiwik93@students.unnes.ac.id

Abstract. Learning is an interactive process between students and educators and learning resources in a learning environment. Topic learning is a learning model that emphasizes the importance of developing students holistically. Educators are used to teaching models of certain subjects, but have not yet reached the optimal point. The need to improve the quality of teachers to implement subject-specific learning models that are in line with the applied curriculum. *This study aims to achieve how the development of the curriculum together with thematic learning efforts through management information systems in TK Aisyiyah Bustanul Athfal Jatibarang.* This study was conducted at TK Aisyiyah Bustanul Athfal Jatibarang. *This research is qualitative research. Research studies that are technical in nature and tend to be analysis-based. Early Childhood Education Development Information System Research in TK Aisyiyah Bustanul Athfal Jatibarang is an academic system for recording, processing, storing, reporting and informing data and information. This phase discusses learning approaches, learning strategies and tactical aspects, learning methods and technical aspects. Learning media used in the learning process are print media (books), photos, LCDs and computers. Third, there is the evaluation stage. In this phase, the acquired knowledge is evaluated, which is checked against a list of written, oral and exam questions. Learning ability is assessed through practical skills tests and task analysis that educators self-assess. And the exam format for students must still meet the standard requirements. The results of this study are expected to find out how the development of the curriculum in the thematic learning process through the management information system at TK Aisyiyah Bustanul Athfal Jatibarang.*

Keywords : Management; Learning; Educational Development

INTRODUCTION

Basically, children are born with natural conditions in which all human beings have the same potential for perfect development. Education is an important means of realizing their potential. Education in Indonesia is rooted in Indonesian culture and based on Pancasila and the 1945 Constitution (Mudzakir, 2016). The basic education curriculum is designed to achieve common educational goals while paying attention to the stage of development of learners. Children are considered as one of the sources of decisions for the use of educational materials to maximize the development of children's basic skills. We need to examine how children grow and develop and what their needs are (Agustina, 2022).

One way to instill strong foundational skills in children is through curriculum design and thematic learning. Thematic learning is a learning strategy that covers a variety of subjects in order to provide meaningful experiences for students. One of the learning problems faced is the inability to apply the theory learned to the environment and life. The knowledge learned in school cannot be applied in the real world. The World Bank

reports quantitative measurements of quality indicators in primary schools in various Asian countries. Indonesia has the lowest grade reading test scores among Asian countries, Hong Kong (75.5%), Singapore (74%), Thailand (65.1%), Philippines (52.6%), and Indonesia (51.7%). Delivered that the source of this study also said that Indonesian students only mastered 30% of the material they read. he read: Indonesian elementary school students complication answering descriptive questions that require proof (Husain, 2017). Teachers are also required to adopt more comprehensive learning methods. Related methods include thematic learning methods (Nasution, 2019). One of the most important tasks in maintaining and developing educational institutions is to maintain appropriate information systems. The success of science and technology has changed the views of Indonesian people towards activities and lifestyles. The development and role of information technology along with educational structures enter a new era, but not accompanied by increasing resources (Hayati, 2021).

Human resources use information technology alongside educational efforts. To

improve educational performance in the future, information systems and information technology must function not only as supporting tools but as the main weapon to drive success. The education system, for example, has sought radical change through three forms of government policy. First: increase compulsory education from 6 to 9 years. Second, it aims to make education more relevant and compatible with industrial developments with information technology. Third, encourage higher education to prepare an increasingly skilled workforce, as a result of which graduates do not see higher education as the only option for their future (Karli, 2015).

The most important requirement for developing an effective and quality education management information system is the availability of information technology for personnel who can run it. The internal and external environment continues to develop and dynamic, giving birth to opportunities and obstructions for the progress of educational institutions. The reason is the manager's assessment. Education managers have the task of making decisions, but this task is one aspect of the crisis and requires credibility in order to integrate and develop managers as factors related to the overall situation of educational institutions (Sari, 2015). To overcome environmental barriers, challenges and decision-making abilities, education management requires accurate strategies to achieve educational goals optimally (Armanila, 2019).

The existence of a management information system can support the success of an educational institution's activities, especially learning efforts between educators and students in order to achieve the desired educational goals. The use of information systems is intended to facilitate the management of data and news related to the school, such as new student admissions, academic grades, transcripts and counseling, as well as information exchange between the school and parents (Azimah, 2018). Similarly, TK Aisyiyah Bustanul Athfal Jatibarang carried out the focus of this study. Based on the first observation of Aishiya Bustanur Asfar Jativaran Kindergarten, TK Aisyiyah Bustanul Athfal Jativaran Kindergarten has a management information system that is able to respond to all changes and developments in the environment, especially in the field of education. It is a formal educational institution as well as environmental. The shared role of learning efforts. One of the reasons for introducing management information systems is

to accelerate teaching and learning efforts in schools. Due to the shortage of textbooks and textbooks, educators at TK Aisyiyah Bustanul Athfal Jatibarang Kindergarten utilize existing information technology to download and get textbooks from the internet to facilitate teaching and learning progress. financial support. From the discussion above, you can see how mandatory management information systems are for successful learning efforts. The purpose of this study is to examine how curriculum development is carried out together with the learning process of certain subjects through the management information system of TK Aisyiyah Bustanul Athfal Jatibarang.

METHODS

Based on the topic and results to be achieved, this research is classified as a descriptive study together utilizing qualitative methods. A descriptive study is a study conducted to determine the value of one or more variables without comparing and relating them with other variables. According to Sugiyono, descriptive research defines the study of a problem in terms of the latest facts of popularization (Sugiyono, 2019).

RESULTS AND DISCUSSION

Curriculum Development in Thematic Learning

Topic learning is blended learning where topics can be used to bring together various subjects to provide meaningful experiences for students. Thematic learning allows students, both as individuals and groups, to actively explore and establish scientific ideas and rules as holistic, meaningful, and factual (Hayati, 2021). Through direct professionalism, students are able to interpret the ideas learned and unite with other ideas already learned. This learning theory was embraced by Gestartian psychologists, including Piaget, who determined that learning is meaningful and must be centered on the needs and development of children. In fact, according to Imam Machari's research, the 2013 curriculum has several intellectual aspects and can be seen from three aspects. First, competency development consisting of four *core competencies* (AI) mental attitudes, social attitudes, understanding and credibility. Second, the approach used is the following scientific approach. Observation (observation),

investigation (question), experiment (experiment), conclusion (association), transference (communication). Third, the rating system is in the form of a comprehensive rating. Rusman explained, in this model are students. The group actively explores, explores, explores and discovers concepts and principles as comprehensive, authentic and sustainable. At preschool age, thematic learning can be applied to enable students to give greater meaning to learning efforts. In addition, there is a role to believe and classify different skills and intelligences (Agustina, 2022).

The success of thematic learning is influenced by the extent to which learning is arranged in harmony with student conditions and possibilities. As we already know, thematic learning is very common in elementary schools and elementary schools. Especially for use in grade I, II and III elementary schools. The SKS level curriculum or the 2013 Curriculum utilizes a thematic learning model. This model is considered suitable for exploring student capacity at the elementary school level. This means that thematic learning has been carried out in elementary schools. However, in its implementation, thematic learning is also applied to kindergarten education. The transformation of kindergarten learning into blended or thematic learning aligns all domains of curriculum development (both cognitive, language, artistic, physical/motor, moral and religious values) into one learning activity, which translates into core learning activities. will Topic selected. All of these learning activities must involve hands-on experience. Children can generalize their knowledge and skills from one experience to the next (Sari, 2015). Teachers must adapt to a creative, innovative and conducive environment. It should make us think critically and motivated to set new things. Therefore, it is very necessary to pay attention to the safety and comfort of the physical environment where children play. Furthermore, the floor plan of the waijb room is aligned with the room where children play, and should not interfere with their interaction with educators or friends. Learning themes is compulsory in kindergarten and elementary school I, II, and III, but not a few people find it difficult, especially in elementary schools (Hayati, 2021).

In addition to various advantages, there are various weaknesses of observational views, including: 1) Educators / teachers are required to have high creativity and innovation, this is still

found as a weakness, 2) Educators / teachers have not been able to integrate between aspects of development (kindergarten) and various subjects (SD). This drawback is especially noticeable when a student who is going to be a teacher in Kindergarten or Elementary School cannot be creative and innovative in developing new and interesting gadgets, small gadgets, colorless gadgets and always present examples resembling some teachers can also see this trend. Furthermore, thematic learning in kindergarten is unrelated and does not depend on individual aspects of development, while subjects in primary school are not related but equally independent. The teaching of subjects in ECCE should not be piecemeal. Teachers need to know and understand all aspects of development in order to teach child development and ensure optimal development. On the other hand, the learning model per topic has been considered not too deep in child development learning. Because the focus of knowledge transfer is diverse. More and more children are difficult to accept. Based on this, it cannot be separated from the role of educators who do not understand together to establish thematic learning models. The compulsory education of diverse teachers to obtain the ability to meet the standards and qualifications to become an educator. Because of their diverse backgrounds, there are still many ECCE professionals who do not meet professional standards. Realizing high ideals in the world of education requires several factors from both the government and society.

Management Information System

Management information system is an information system that stores a lot of news and processing support so that the management function in decision making, in addition to processing transactions that are very meaningful for the benefit of the organization (Mayasari, 2021). Ais Zakiyudin's view with his book, management information systems are management information systems that describe the readiness of data sets that are perfect enough to store news to motivate operations, management, and decision-making with an organization (Loilatu, (2020). Referring to our understanding of management information systems, it can be summarized, namely the concept of management information systems has various types: 1) There is a special area with the organization as the manager of the management information system. 2) Management information

system is a network of data and information traffic that occurs throughout the organization that focuses on the domain of management information systems. 3) Information systems are ties between parts of the organization through parts of the management information system. 4) Management information system is the entire effort that involves data collection, data processing, data presentation, data retrieval, and information expansion as fast and accurate. 5) Information systems are designed to enable actors to perform their tasks together correctly and accurately, and to enable managers to make decisions quickly and accurately (Adisel, 2020).

To use information systems effectively, you must have a solid understanding of the organization, management, and organizational skills that embody those systems. The elements of a management information system are described below. The first factor or organization includes people, operations, structure, politics as well as culture. The second element is management, monitoring opportunities, developing strategies to respond to needs, allocating personnel and funding sources to support the designed strategy, and coordinating work and activities with the organization. The third element, information technology, is a tool that allows managers to manage and create new activities. Technology consists of three main components, namely humans (*brainware*), hardware (*hardware*), and software (*software*), which supports the reception of input, processing, and generation of results (*output*). It can be utilized and can also be used to disseminate the results. (Hambali, 2021).

Management Information System Functions

The benefits / functions of information systems are: 1) Increase the accessibility of data presented as timely and exist for users without requiring information system intermediaries, 2) Ensure the availability of quality and credibility together utilizing information systems as critical, 3) Expand effective planning efforts, 4) Recognize the need to be able to credibility drivers information systems, 5) Finding investment can be directed at information systems, 6) Anticipating and understanding the economic consequences of information systems and new technologies, 7) Improving productivity with application expansion and system maintenance, 8) Organizations utilizing information systems to process transactions, shrinking funds and generating income as one of the products or services, 9) Banks Utilize

information systems to process customer checks and produce various current account statements and transactions that occur. 10) The Company utilizes information systems to maintain inventory at increasingly minimal levels to stay with the types of goods available, 11) Management information systems to support decision making, 11) Management information systems based on operations / management activities, 12) Information systems for operational control, 13) Information systems for management control, 14) Information systems for strategic planning, 15) Management information systems are based on the meaning of the organization.

Purpose of Education Management Information System

The objectives of building an educational information system are: 1) Realizing all parts that play a role in the world of education together to submit comprehensive information about education from the elementary school level to public high school or its equivalent. 2) Public accountability, namely by submitting information reporting as transparent regarding policies and the use of resources allocated to the world of education. 3) Provide facilities so that all aspects that play a role together with the world of education in the province / district city are able to play an active role together with efforts to realize education efforts. 4) Increase the understanding of educators and students related to the world of informatics and the benefits that can be taken through several trainings. 5) Provide easy and perfect access to information for educators and students related to comprehension and other educational information. The purpose of implementing an education management information system is to support the activities of administrative functions that support the achievement of goals and operational functions with educational organizations (Shodiq, 2021). The mandatory values of an education management information system are: 1) A computer-based information system allows delegation of routine activities. 2) Information technology allows data processing to be more accurate and reliable. 3) Decision making can be supported by alternative options that are increasingly objective with perfect supporting data, 4) Monitoring and consideration require fast and efficient absorption of information.

Field of Management Information Systems

A management information system is an entity that contains some that perform related tasks. The parts are data collection, data storage, data processing and data programming. Each section has a coordinator who is responsible for coordinating all sections as well as reporting directly to the *Chief Executive Officer* or Principal (Zamroni, 2020).

1. Data Collection Section. Responsible for internal as well as external data collection. Internal data is data from the joint organization (top management) and external data is data sourced from outside the organization because it is relevant to the development of the organization.
2. Data Storage Section. The data storage area is responsible for storing data. Amateur data preparation is important because its main purpose is data security.
3. Data Processing Section. The data processing area is responsible for processing data according to a series of related steps or patterns to transform data into increasingly meaningful forms of news.
4. Data Programs section. If the management information system increasingly has computer devices, the domain of data programmers is conveyed by programmers.

Management information system security is a mandatory point in order to ensure data integrity and quality of information obtained. A number of procedures are in place to protect data and information from technical and ethical problems, as well as intentional factors that could damage, eliminate, or impede the dissemination of data and news. Efforts are underway to address this problem technologically by developing a shared vision to protect and protect data and information (Hayati, 2021). It is believed that when properly designed and implemented, these three control procedures are able to provide optimal security for data and news contained with information systems and reduce the risk of security vulnerabilities throughout information systems.

- a) Information systems control: This control is the method and action to ensure that information system activities are accurate and effective when and where they occur.
- b) Procedural controls governing operations for effective and efficient human resource management.
- c) Facility Management and Security Commitment to protect physical facilities, IT-based news structures and supporting equipment from

damage or theft.

Your learning efforts are learned as a combination of two activities. educational and learning activities. Learning is the totality of teaching and learning activities, starting with preparation and ending with assessment. Learning means putting the curriculum into practice. The goal is to understand and establish the principles you have learned (Zamroni, 2020). National Education System Law No. 20 of 2003 states that learning is an effort to interact between students, educators, and learning resources in a learning environment. With understanding, educators need to believe in the nature of the subjects they teach and believe in various learning models that can increase the credibility of student learning through careful learning planning by educators. according to the expert's definition. Can be summarized, namely learning is the interaction between students and teachers and learning resources together with a learning environment, in such a way that teachers and students share news with each other to achieve learning objectives (Nasution, 2019).

- 1) Educators: Educators are professionals who compile and carry out the learning process, assess learning outcomes, provide assistance and teaching, carry out stuid and serve the community, especially for educators in universities.
- 2) Students: Students are members of the community who seek to expand the potential of learning in educational pathways, both formal and informal, at the level and type of related education.

In educational courses, students are the central human component. In all the transformative processes we call education, the learner is the center and focus of attention. Educators must understand the characteristics of students, namely: (Shodiq, 2021):

- a) Individuals who have distinctive physical and psychological potential, should be unique human beings.
- b) Individuals on the rise.
- c) Individuals who require individual support and humane treatment.
- c) Individuals who have a need to be independent.

The various characteristics of these students need to be known and understood thoroughly by educators in order to be able to adjust situations and strategies according to student needs. Learning resources can be interpreted as all educational tools that store educational messages both as visual and audio-visual, such as books and other printed materials. Learning resources through AECT are categorized alongside six types (Hambali, 2021): Message (massage), That

is, news delivered or conveyed by other components in the form of facts, ideas, values, teachings, meanings, data. For example, the content of study aspects that are included with the formal education curriculum and informal and non-formal education. Person, that is, people who act as explorers, depositors, managers, and presenters of messages. Material (material), That is, a definite format that contains messages and teachings conveyed together utilizing the tools and materials themselves without supporting tools. This material is occasionally a medium or software or software. Books, modules, magazines, programmed teaching materials, films, video cassettes, audio cassettes (audio cassettes), etc. Device (device), that is, a device that is used to send messages stored in the body. This tool is called hardware or hardware. Technology is defined as a consistent procedure or reference that is stored and utilizing equipment materials, people, and learning environments in a combined and coordinated manner in order to deliver educational materials or equipment. Environment (setting), that is, situations arise regarding the progress of teaching and learning. There are two kinds of background or environment, namely the physical environment and the non-physical environment. Physical environments such as buildings, libraries, schools, homes, conference rooms, museums, studios, laboratories, and parks. Non-physical environments such as the layout of the study room or the weather.

The classification of learning resources is (Hambali, 2021): Printed learning resources. For example: dictionaries, magazines, newspapers, books, floor plans, encyclopedias, posters, booklets, and others. Non-print learning resources. Learning resources are formed facilities. Learning resources are activities. Learning resources are the environment in the community. The function of learning resources is (Hambali, 2021): Increased Productivity, help educators use their time more efficiently. Improve learning fluency. Relieve educators from the burden of providing information and provide opportunities to encourage and develop the spirit of learning. It cedes to more individualized educational opportunities alongside shrinking the rigorous traditional managerial roles of educators and provides opportunities for students to grow according to their abilities. Members have chosen the method they need to complete their work: they can use the program only when they need a new system. Increase teaching reinforcement through:

improving human skills with various communication media, storing news and data as increasingly simple, clear, and concrete.

The ethics of choosing learning resources that must be considered are: (Hambali, 2021): Many goals can be achieved with learning resources that are used for educational, research, or problem-solving purposes to generate motivation. Economical and selected learning resources must be affordable. The battle here is obliged to take into account the total users, age of use, stage of occurrence of events, and accuracy of the message conveyed. Learning resources that are practical, simple and easy, do not require special equipment, not expensive, do not require special competent personnel. Easy to use, excellent learning resources familiar and easy to use Good learning resources that are flexible and flexible are learning resources that can be used with various conditions and situations.

CONCLUSION

Based on the description above, the author concludes that the kindergarten development information system in Aisyiyah Bustanul Athfal Jatibarang Kindergarten is able to handle the process of recording, processing, storing, reporting and presenting academic information. We conclude that this is to be expected. Data and information in the form of information systems. What needs to be carried out at this stage is aspects of learning approaches, aspects of learning strategies and steps, as well as aspects of learning methods and techniques. Learning media used with learning efforts are print media (books), photos, liquid crystal displays, computers, etc. The third stage is the evaluation stage. At this stage, an assessment of study skills is carried out which is tested in the form of written, oral and a list of test questions. Assessment of study skills through practice tests and analysis of assignments through self-assessment by educators The test format for students must still meet the requirements of the standard. The results of this study are expected to reveal how the curriculum is developed in the learning process of certain subjects through the management information system of TK Aisyiyah Bustanul Athfal Jatibarang.

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