Strategies for Increasing Teacher Competence through Structured Mentoring in Developing Local Wisdom-Based Curriculum in Az-Zahwa Playgroup

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Abstrak

Kurikulum adalah hal mutlak yang wajib dimiliki satuan, kurikulum merupakan jantung dari jalannya proses pembelajaran. KB Az-Zahwa Trenggalek memiliki lima orang pengajar dengan kualifikasi pendidikan SMA dan belum pernah mendapatkan diklat atau workshop sejenis, hal tersebut tentu berdampak terhadap jalannya proses pembelajaran. Pembelajaran berlangsung tanpa adanya perencanaan dan kegiatan yang tidak sesuai usia. Penelitian ini bertujuan untuk mendeskripsikan strategi dalam meningkatkan kompetensi guru khususnya pedagogik dan professional melalui pendampingan terstruktur. Pendampingan terstruktur di sini berupa pemberian materi dan praktik secara berselang-seling terstruktur dengan penyusunan perangkat pembelajaran yang sesuai kurikulum 2013. Jenis penelitian pada penelitian ini adalah kualitatif dengan desain studi kasus. Pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Faktor penghambat penelitian ini adalah guru-guru masih berijazah SMA dan pengalaman mengajar belum ada satu tahun sehingga minimnya pengetahuan maupun keterampilan. Faktor pendukungnya, guru sangat antusias dan kreatif mengangkat kebudayaan lokal dalam mengembangkan perangkat pembelajaran. Hasil yang diperoleh dari pendampingan terstruktur ini, guru mampu membuat perangkat pembelajaran dimulai dari PROTA, PROMES, RPPM, RPPH sesuai kurikulum 2013 yang berbasis kearifan lokal dengan diakhir membuat penilaian menggunakan teknik hasil karya, ceklis, portofolio, dan catatan anekdot.

Kata Kunci: *kompetensi guru; kurikulum; kearifan local.*

Abstract

The curriculum is an absolute thing that must be owned by a teaching unit. The curriculum is the core of the learning process. Az-Zahwa Playgroup Trenggalek has five teachers with high-school educational background and has never received training or workshops. This condition has an impact on the course during the learning process. The learning process runs without a plan, and the activities taken during the learning process was not appropriate to the children's age. This research aims to describe the strategies in increasing teacher competence, especially in pedagogic and professionalism based on structured-mentoring. In this research, the structured-mentoring was conducted by providing alternately structured materials and practice using prepared learning-tools appropriate to curriculum 2013. This type of research was qualitative with a case-study design. The data were collected using observations, interviews, and documentation. This research's inhibiting factor was that the teachers have a high-school educational background and have not had teaching experience,

resulting in a lack of knowledge and teaching skills. On the other hand, the supporting factor was that teachers were enthusiastic and creative in developing the learning tools based on local culture. The results achieved from this structured-monitoring research were the teachers were able to make the learning-tools start from PROTA, PROMES, RPPM, RPPH according to 2013 Curriculum based on local culture and ended by generating the score by using work-result oriented techniques, checklist, portfolio, and anecdotal notes.

Keywords: *teacher competence; curriculum; local culture.*

Introduction

Many factors influence the progress of an educational institution. Among these are the quality factors of human resources, infrastructure, vision, and mission of the institution, curriculum, and government policies. These factors determine the progress and even the sustainability of educational institutions. Another thing that also affects an educational institution's progress is the continuous support from school programs in optimizing the surrounding environment for learning (Elliot & Krusekopf, 2018).

One crucial factor in an institution's progress based on what has been described above is the curriculum. The Early Childhood Education Curriculum (PAUD) is a complete unit consisting of several components. Based on the 2018 PAUD Accreditation Assessment Rubric, the PAUD curriculum consists of an Annual Program (PROTA), a Semester Program (PROMES), a Weekly Learning Implementation Plan (RPPM), a Daily Learning Implementation Plan (RPPH), in the future referred to as a learning tool (Paud et al., n.d.). Another no less important component in learning in PAUD is assessment or evaluation.

The learning process for all PAUD services must use learning tools. The specific goal is that stimulation can be planned according to the criteria and age stages (*Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 137 Tahun 2014 Tentang Standard Nasional PAUD*, 2016; *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 146 Tahun 2014 Tentang Kurikulum 2013 Pendidikan Anak Usia Dini.*, 2015). At the end of a learning period, the teacher must also assess the activities carried out by the child. The basis for the assessment carried out by the teacher will later be used in planning the next activity, in which Basic Competencies that are not yet in line with the Level of Development Achievement will be repeated until they are appropriate. An institution that is ready with the learning tools will be able to produce quality learning and better children's learning achievement (Sum & Taran, 2020).

Meanwhile, considering that children are the nation's successors, it is felt that it is necessary to provide learning activities that always insert cultural values or local wisdom. The goal is that children do not lose their identity because culture forms identity through various histories and meaning-making (Kolbasov, 1992; Boyd, 2020). Also, utilizing local wisdom in traditional games and materials from the school environment can significantly develop 6 (six) aspects of development (religious and moral values, cognitive, social-emotional, language, physical motor, and art), including introducing cultural values. Indonesia (Suyadi & Selvi, 2019; Laely & Subiyanto, 2020; Ramadhani & Fauziah, 2020). Culture-based learning can also improve speech or communication skills with a good politeness level (Fika et al., 2019; Apriliani et al., 2020). Therefore, to produce learning that inserts cultural values or local wisdom, it can be started by preparing a lesson plan designed according to local conditions and culture. This includes preparing professional teachers in developing learning programs (Joo et al., 2020).

Amid globalization, local wisdom can also create a quality culture in each PAUD Unit (Wartanto, 2019). Besides, considering that currently there are no standards for environmentally friendly education that are sensitive to rapid environmental and social changes in society, the PAUD curriculum must be made attractive to create a conducive atmosphere for professional PAUD teachers so that in the future it can stimulate children since an early age (Waluyo & Kardoyo, 2020). Therefore, it is necessary to develop a curriculum that is in line with the institution's conditions so that environmental problems and challenges can be educated from an early age.

However, implied in the teacher's description of effective curriculum implementation is the teacher's perspective on effective classroom teaching. This perspective offers many insights into the challenges experienced in curriculum implementation for teachers in schools. The findings of a study by Madondo (2020) in ten provinces with 30 teachers as a theoretical framework revealed that the problem was that teachers did not have support for adequate infrastructure facilities, and schools lacked financial, material, and Human Resources (HR), so that curriculum implementation could not be successful. Their study recommends that as a basis for future policies, the concerns of teachers, parents, and students in complicated PAUD settings need to be prioritized by curriculum makers before planning and implementing a new curriculum. This can be done by looking at institutions' conditions in rural areas or underdeveloped ones and through training, socialization, and mentoring.

Some of the schools in the above research, including Az-Zahwa Playgroup, are educational institutions struggling to develop the institution's progress without strings. The tuition fee obtained is allocated for the development of the institution's facilities and infrastructure. Therefore, there is little opportunity to develop competencies through training, training, or the like. Az-Zahwa Playgroup has 5 (five) educators, all of whom have high school certificates and have never attended any training. The learning/teaching and learning process in Az-Zahwa Playgroup runs without any planning of learning tools and assessments that are carried out focusing on the final result and not process-based. This has an impact on the course of the learning activity process. The learning provided is not in line with the age stage or the characteristics of students.

Providing stimulation of activities in line with children and institutions' characteristics is necessary for PAUD classes since each child and institution has different characteristics and levels of needs (Rahayu, 2019; Lase, 2015). This strategy in mentoring research to improve the competence of Az-Zahwa Playgroup teachers starts with the provision of materials related to Early Childhood Development, and the 2013 curriculum after 2 (two) of these materials are understood by all Az-Zahwa Playgroup teachers, followed by providing materials from each component starting from PROTA, PROMES, RPPM, RPPH, and PAUD assessments which are carried out alternately. This means that each is completed with one material. For example, PROTA is based on local wisdom, followed by compiling through mentoring, and so on until all components are done. The practice of preparing learning tools is also carried out in a structured manner, meaning that this assistance starts from PROTA to the preparation of RPPH. Only then the preparation of assessments is in line with the activities that have been made with the daily and weekly preparation targets. Therefore, the preparation of learning tools in this assistance does not start from RPPH or compile content and activities in advance. This is intended so that the preparation of learning tools is in line with the implemented 2013 PAUD curriculum guidelines. A learning activity ready with a complete and appropriate learning device component will make learning run optimally (Qodriyati et al., 2018).

The learning tools arrangement in this mentoring research also optimizes local wisdom into each learning tool component. Local wisdom raised in this study is in the form of regional arts, regional excellence, local traditional food, regional livelihoods, and local human resources/potential by taking into account children and institutions' needs. Therefore, by arranging a structured learning device by utilizing local wisdom, it is hoped to improve learning quality with optimal results. Implied in the results of a study on how to improve the quality of a PAUD institution conducted by Joo et al. (2020), it shows that the master program, a curriculum that focuses on specific skills, and professional development of teachers are indispensable in improving the quality of an institution. Therefore, the implementation of this study aims to describe strategies in improving teacher pedagogical and professional competence through structured mentoring in the preparation of a local wisdom-based curriculum.

Methods

This research uses a qualitative approach, and the research design is a case study. The subjects in this study were educators/teachers at Az-Zahwa Playgroup Kab. Trenggalek. This study's data source is the teachers' ability to design and develop learning tools and assessments. This research lasted for 5 (five) months, starting from August to December 2019. Data collection methods were observation, interviews, and documentation. The observation method used is direct observation, which is to obtain data on general conditions, the environment, the institution's state, educators' teaching ability and the process of children's learning activities, and educators' evaluation.

Interviews are used to obtain information about lesson planning prepared before starting learning and considerations in learning planning by the teacher. This interview also relates to teachers' understanding and knowledge of the curriculum and development activities for Early Childhood Education (AUD). Documentation is used to obtain data on documents on the results of children's activities, the number of children, a list of teachers, documents for activity planning, and the results of evaluating children's learning. Data triangulation was also carried out by triangulating sources, techniques, and among researchers. Triangulation of sources is done by asking the same question through different sources. Triangulation of technique was done by asking the same thing with different techniques (interviews, observation, and documentation). Triangulation between researchers was conducted by more than 1 (one) person. This mentoring research was conducted by 3 (three) researchers, the head researcher, and 2 (two) members. The researcher carried out mentoring material while the structured mentoring until data collection and analysis were carried out by all researchers. This study uses analytical techniques based on Miles and Huberman's interactive analysis, consisting of three interacting activities that continuously occur until completion or until the data is saturated. Activities in data analysis include data reduction, data display, and conclusion drawing/verification.

Results

Improving Teacher Competence through Structured Mentoring in Developing Local Wisdom-Based Curriculum in Az-Zahwa Playgroup

Based on the results of interviews, observations, and documentation of learning in Az-Zahwa Playgroup, the reasons for the unavailability of learning planning in the learning process are due to (1) teachers do not know that teaching requires planning, (2) teachers do not have insight into making lesson plans, (3) skills in presenting learning are minimal due to the lack of teaching experience and insights, (4) qualifications of degree certificates for Az-Zahwa Playgroup teachers who only still have high school certificates.

The provision of daily activities or the learning process carried out by teachers is also without any preparation or assessment design on children's development progress. As a result, learning is not optimal, and teachers sometimes run out of ideas or activities when teaching children. Teachers also do not have teaching skills due to a lack of knowledge, and there is no preparation for learning designs. One of the skills that teachers must have is skills in teaching, including the skills to open learning needed to condition children's mental and attention to focus on what they are learning and positively influence the learning process (Djabidi, 2017). If the teacher still lacks these skills in the teaching process, it will impact less than optimal learning.

Education is a complex activity that involves several interacting educational components, i.e., teachers, children, material, or often referred to as curriculum and infrastructure (Siswoyo, 2011). The educational process will occur if all these components are functionally interconnected in an integrated unit. The form of mentoring in this research provides material related to the 2013 curriculum and explains 6 (six) aspects of early childhood development. After the two materials are understood, the provision of the next material is related to learning tools, starting from the Annual Program (PROTA), the Semester Program (PROMES), the Weekly Learning Implementation Plan (RPPM), the Daily Learning Implementation Plan (RPPH), and assessment techniques in early childhood education to management in the early childhood education class.

Providing material for PROTA includes selecting Basic Competencies, material development, visiting schedules according to the theme's peak, compiling an educational calendar, determining effective days, and compiling an integrative holistic program (HI) tailored to the conditions and needs of the Unit. PROMES contains the development of themes, sub-themes, sub-themes tailored to the Basic Competencies contained in PROTA. The theme in the PAUD learning tool serves as a container that contains activity materials to develop children's potential and unite all competencies in one more meaningful Unit, enriching children's insights and vocabulary so that learning becomes more meaningful. In the end, one or several themes can be carried out as the peak activity of the theme. The PROMES component itself includes a list of themes, sub-themes, and sub-themes in 1 (one) semester, including time allocation for each theme by adjusting the good days of a flexible educational calendar. Next, the RPPM contains the selection of Basic Competencies and material in 1 (one) week. Planning for weekly activities can be in the form of a theme network (webbing theme). The theme network contains material content to be developed in the form of learning activities. The last part of the RPPH covers the selection of Basic Competencies, material content, selection of materials and sources from both the environment and non-environment, assessment methods, and techniques. The RPPH components in detail are themes/sub-themes/sub-sub themes, total time allocation and time allocation for each division of activities, days/dates, opening activities, core activities containing 4 (four) types of play, recalling, and closing activities.

This mentoring research also emphasizes the preservation of local wisdom/local culture, so that in this mentoring, the researchers also provide materials related to local wisdom that can be adopted as activities in PAUD. The implementation mechanism is alternating. This means that every time the material is given, the teacher is immediately invited to practice making learning tools and is always accompanied by the researcher and the companion team. Therefore, each stage of making learning tools is monitored thoroughly by the researcher and the companion team. Besides, there is also a progress report on the making of learning devices. Every weekend, each teacher must have compiled a minimum of 2 learning activities according to the STPPA and according to age and selected learning sources to be used in the next week.

After completing 1 (one) component, for example, PROTA, which was made and developed according to the local wisdom of Trenggalek Regency, such as the addition of the traditional Trenggalek Turonggo Yakso jaranan dance activity and making SOPs by inserting Javanese dolanan songs every morning and playing traditional games every break, then then the activity switched to giving the next material, i.e., PROMES, and continued my practice. The activities continue so that mentoring can be structured and sustainable according to the PROTA made at the start. This means that this learning tool's making does not start from making RPPH/activities that often occur in the field but departs from the selected Basic Competencies to activities based on local wisdom and assessments. Researchers and invited resource persons provided this mentoring research material who were experts in early childhood education, especially in learning tools. The implementation of this research was carried out with 5 (five) major mentoring activities, i.e., assistance in developing PROTA, PROMES, RPPM, RPPH, and PAUD assessment techniques. The flow in the structured mentoring research process is described in the following chart:
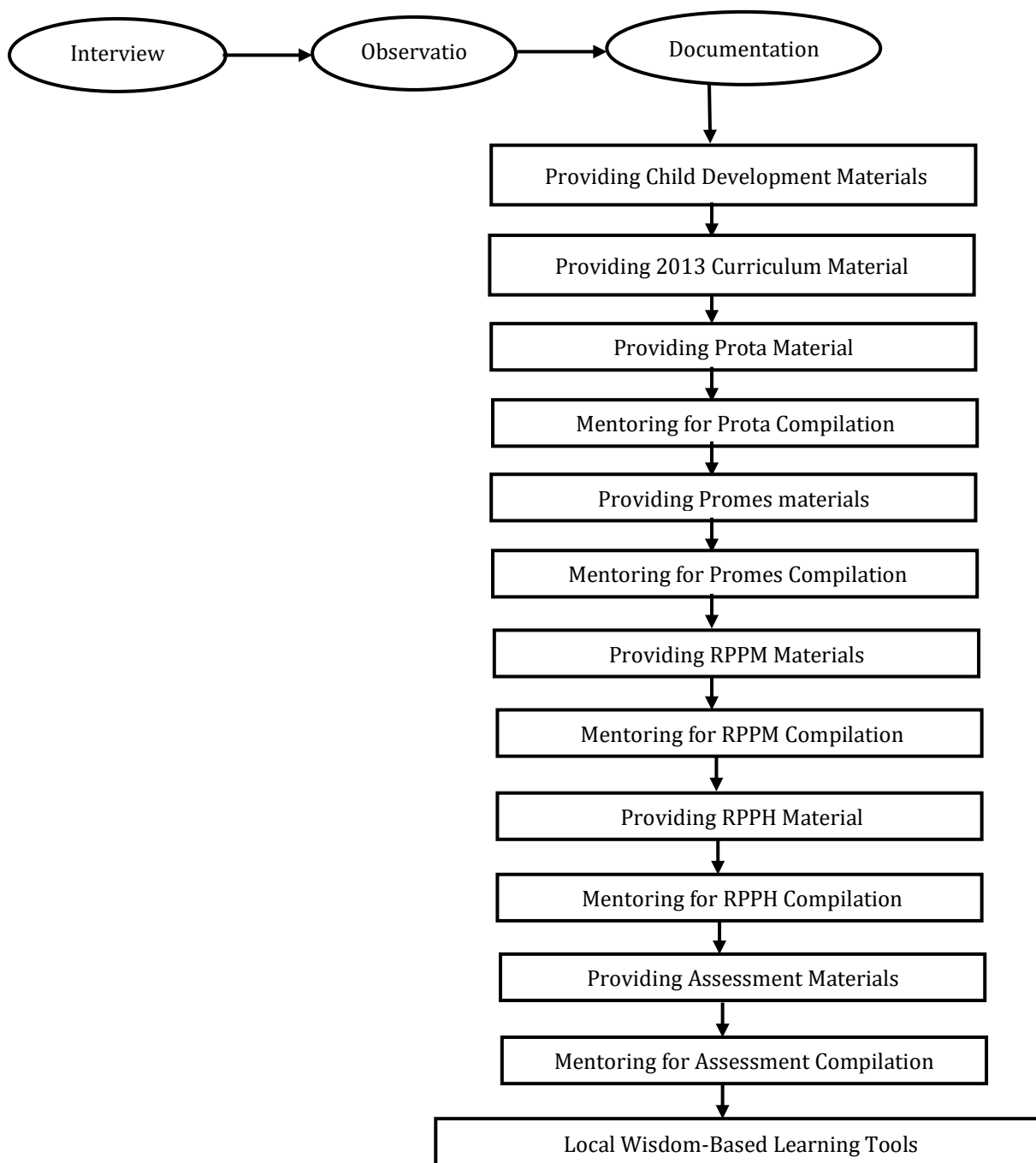
Figure 1. Flowchart of the Mentoring Research Process

This mentoring research lasts for 5 (five) months, starting from August to December 2019. The results of the structured mentoring research for learning tools are as follows:

Structured Mentoring in Preparing Local Wisdom-based PROTA

The structured mentoring process in the preparation of PROTA began with interviews with 5 (five) Az-Zahwa Playgroup teachers. Of all the interview questions, the teachers were only able to answer 2 question items, i.e., about the educational calendar and the theme's peak, with limited knowledge. The observations and documentation results also show no curriculum document or planning of learning tools from PROTA to RPPH and Assessment. Learning planning is carried out in the morning before the activity occurs by discussing with all educators, which results in an activity plan without TPP, KI, KD, themes, learning methods, or assessment techniques. Therefore,

learning is not directed or is not in line with STPPA PAUD age-appropriate. Also, there is a loss of local wisdom in learning activities and playing during breaks. Children tend to use modern games, playing blocks, plasticine, assembling pairs, balls, or dolls. The same thing goes with folk songs. Children are not even familiar with Javanese play songs and are more familiar with adult songs.

Based on these considerations, the first thing the researchers did was to provide PROTA material, i.e., in the form of material about the 2013 Curriculum and its components, the material on making KTSP (Education Unit Level Curriculum) at playgroup level based on local wisdom, providing material about 6 (aspects) of development in PAUD. These included the stimulation and achievements that must be achieved by children at every age stage, to examples of formulating integrated, holistic activities in playgroup, preparation of effective educational calendar days, and SOPs based on local wisdom. While providing material, researchers also provide knowledge and explore the local area's local wisdom, which will later become the institution's flagship program while preserving Regional Culture. The environment's potential or local wisdom includes regional superiority, traditional arts, food, regional livelihoods, and local human resources/potential. All of these things, if packaged in suitable planning activities and appropriately implemented, will produce future generations of the nation who have a full understanding of their local wisdom, have a love for their culture, and make future generations of nations who do not lose their identity or identity in the globalization era. Besides, the development of learning models using traditional games has also been proven effective in stimulating development for early childhood (Munawaroh, 2017).

The next step, after the research subject has got their understanding of these subjects, the process continues with the practice of compiling with structured mentoring on each item. The results of the mentoring for Az-Zahwa playgroup teachers were able to make PROTA according to components. However, in the development of material content, the research subject experienced difficulties. This was due to the lack of knowledge and experience so that the development of material content seemed more monotonous and based on LKA (Student's Worksheets). What can be done is to provide several examples of material content development based on local wisdom to provoke teacher creativity. Of course, this is not an easy thing. There is a need for repetition, additional knowledge, and preparation several times so that local wisdom-based PROTA can be considered appropriate and suitable for Playgroup students' age. The teachers included coconut shell stilts, the Turonggo Yakso jaranan dance, which became a Trenggalek specialty, used the Javanese language every morning (when the lines were lined up), and used Javanese dolanan songs every day in their PROTA designs, mainly as contained in the SOP. Also, teachers have compiled HI programs, including health, protection, care, and education programs.

Structured Mentoring in Preparing Local Wisdom-Based PROMES

The process of structured mentoring in the preparation of PROMES began as was the case with PROTA, i.e., by interviewing 5 (five) Az-Zahwa Playgroup teachers. Of all the questions, the subjects could only answer the PAUD themes but did not give full answers. Playgroup teacher only understands the themes of myself, plants, animals, work, recreation, and my country. Even though the teachers know it, they have not yet translated the themes into sub-themes and sub-sub-themes in line with the 2013 PAUD Curriculum provisions. Likewise, the timing for the theme in semester 1 (one) and 2 (two) and the relationship between PROTA and PROMES.

Based on the interview results, the researcher started mentoring by providing material in line with the PROMES coverage of the interview instrument. The provision of this material includes providing knowledge about PROMES components and exploring local wisdom, which will later become the institution's flagship program while preserving Regional Culture, which is included in elaborating themes, sub-themes, and sub-sub-themes. Besides, it provides knowledge about the selection of KI, KD, and material content tailored to the semester and theme.

In determining the theme of the PAUD curriculum in this mentoring research, the researcher recommends using themes that start with the student's self, needs, the environment, and their country for the first semester. This is intended so that before children get to know other people, other environments, or cultures of other countries, they are expected to understand themselves, their needs, their surroundings, and their country. Education by emphasizing cultural

learning for every citizen is an important thing. It aims to make children have knowledge and traditions from childhood/early age (Boyd, 2020). When the child has possessed all these understandings, they will move outside the child's environment and other countries.

The next thing, after the research subject has sufficient understanding, then the practice of composing with structured mentoring for each component begins. As a result of the mentoring, teachers were able to make PROMES according to the components. However, in developing themes into sub-themes and sub-sub-themes, they require more insight, knowledge, and more experience so that theme development can be more creative by maximizing natural resources, potential, and existing local wisdom.

Structured Mentoring in the Preparation of RPPM

Structured mentoring research in the preparation of RPPM is the same as PROTA and PROMES, which begins by interviewing 5 (five) Az-Zahwa Playgroup teachers. Of all the questions, the research subject has not been able to answer all questions. What researchers can do is to start by providing materials such as PROTA and PROMES, i.e., providing material on RPPM which includes material/knowledge about KD selection, material content, themes to be used in 1 (one) week, and re-exploring local wisdom location which will later be taken into consideration in making weekly activities.

After the research subject has sufficient understanding, the preparation practice can start with structured mentoring according to the RPPM component. Although at the time of the initial interview, the teachers did not have any understanding at all, the results are shown by the teachers after the provision of materials and mentoring began were very different, i.e., the Az-Zahwa Playgroup teachers did not seem to have any difficulties in making RPPM. Teachers can choose essential competencies, material content, and development activities according to themes that utilize local wisdom.

Structured Mentoring in Preparing Local Wisdom-Based RPPH

Based on the interviews' results, the research subject could not answer all the question items. The steps taken by researchers in assisting the preparation of RPPH are the same as the previous mentoring, i.e., by providing material based on the results of interviews, which include selecting learning resources, methods, using appropriate assessment techniques, and providing material about RPPH components, which include the date, time of the month, year; themes, sub-themes, sub-sub-themes; KI; KD; material load; environmental and non-environmental learning resources; learning model, allocation of total time and each part of the activities both core, opening, closing; learning methods and assessment techniques and how to determine them.

After the research subjects have sufficient understanding of the RPPH components and the reduction of RPPM to RPPH, the next step is the preparation practice with structured mentoring according to the RPPH component. In preparing this RPPH, teachers experienced many difficulties, i.e., related to choosing the form of activities, methods, and assessment techniques. There were even several repeated activities or copy and paste from other RPPHs. Besides, as selecting learning sources, tools, or materials, the teachers still think too far. For example, in college, we do not always have to use paper or banana leaves, but we can use dry leaves, straw, used pencil marks, used plastic, or natural materials around us. Likewise, drawing does not have to use pencils and crayons but can use dry leaves around them, considering that Az-Zahwa's Playgroup is in a rural area with many fields, so much local potential is used in learning. This limitation was made possible because this RPPH was the first time it was done by teachers and minimal teaching knowledge and experience. For this problem, what researchers can do is to repeat the material and provide several examples of developing local wisdom-based activities, providing examples of simple learning resources from the school environment that can be used in activities, and providing direct examples of selecting activities that are in line with the methods and assessment techniques. This is meant to provoke teachers' creativity and maximize local potential around the school to be used as activity material.

Structured Mentoring for Assessment

Based on the interview results regarding the Az-Zahwa playgroup teachers' assessment, the teachers could not correctly answer all the questions given. Az-Zahwa playgroup teachers understand assessment for the higher education level, which only focuses on results and not processes. The teachers provide an assessment in the form of 1 (one) to 4 (four) stars from the child's results and do not make a grade recap or daily, weekly, monthly, semester, or yearly report. Given that early childhood assessment is process-based, it is vital to assess each child's progress with an easy to understand design and not burden the teacher.

A study conducted by Mundia Sari and Setiawan (2020) shows that teachers who do not have useful pedagogic competence will find it difficult to make assessments in the PAUD class. Researchers' first step in mentoring the design of assessment techniques is to provide material on assessment, including assessment techniques in early childhood education and when to use them to improve pedagogical competence. After the research subjects have sufficient understanding of assessment, the next step is structured practice and mentoring in designing an assessment technique format that is easy to understand and does not burden the teacher. Teachers had no difficulty designing the assessment format, but teachers had several difficulties determining their activities' appropriate assessment techniques. Researchers in this mentoring research only provides 4 (four) types of assessment techniques, i.e., work, checklists, portfolios, and anecdotes. This is considering that this is the first time Az-Zahwa Playgroup teachers have gained knowledge of PAUD assessment techniques, and each assessment is deemed sufficient to represent several other assessment techniques and is easy enough for novice teachers to apply. The checklist assessment technique can be used simultaneously as a recap result from daily, weekly, monthly, to semester assessments. Portfolio appraisal techniques can be used as a track record of performance appraisal and evidence of the results of children's activities from daily to monthly assessments. The portfolio assessment technique here also includes basic competence with indicators and activities to analyze the child's development progress. If the teachers have been able to implement the four assessment techniques well, then the continuity of this mentoring research provides knowledge about comprehensive assessment techniques at the early childhood education level for Az-Zahwa Playgroup teachers.

Discussion

The arrangement of local wisdom-based learning tools made by Az-Zahwa Playgroup teachers is good enough, i.e., by maximizing local wisdom. However, in designing activities for each institution, they must decide and find their path. This is because each location has a unique history, knowledge, narratives, and different experiences (Elliot & Krusekopf, 2018). Unfortunately, the teachers are still unable to consider the needs and the expected development outcomes. The teachers still think that whatever is real/original is the best. For example, when introducing fruit types, they do not need real fruit but only miniature fruit. It is different when the teachers need to teach about taste. They have to present real fruit. Effective learning is the teacher's readiness in planning learning and exemplary attitude towards children, community awareness, forms of cooperation, and establishing communication and involvement in school activities (Rohmawati, 2015).

A study conducted by Joo et al. (2020) shows that some factors make a Kindergarten successful, i.e., by adding a type of improvement program that includes children's cognitive abilities, pre-academic skills, behavior, health, and socio-emotional outcome dimensions. Besides, a skills-based curriculum and additional professional development for teachers are also beneficial. Their research findings also show that adding a skills-based curriculum positively impacts children's school readiness. These findings suggest that early childhood educators and policymakers prioritize moves to implement curricula that focus on skills, not skills relying on "global" curricula to support children's early learning and development. The curriculum for PAUD must also make students gain experience and not only information, memorized facts and behaviors that must be imitated through planning which includes STPPA, children's age groups, core competencies, and essential competencies with implementation starting from the

preparation of PROMES, RPPM, and RPPH through scientific learning (Lase, 2015; Rahelly, 2018; Fitri et al., 2017). Through mentoring research in the preparation of PROTA, it contains and develops various programs that are in line with the characteristics of the child, the conditions of the institution, and the selection of the top theme by utilizing the surrounding environment as well as composing an integrated, holistic program as a forum for care, protection, education, and health. Compilation of routine learning programs by inserting local wisdom, which includes Javanese dolanan songs, traditional games, and regional arts with curriculum planning that includes the preparation of KTSP by considering the needs of institutions and students, which include STPPA, KI, KD, material content, educational calendar, HI program, schedule of outside visits and SOP with its implementation starting from the preparation of PROTA, PROMES, RPPM, RPPH, and assessment.

The Early Childhood Education Curriculum is also not sufficient if it is in the form of material alone, but it must reach further. The examples are children's experiences as a result of the learning process through PROMES, which includes themes, sub-themes, time allocation, KD, subject matter, aspects of child development, and field visits such as excursions or going around in the neighborhood, pool, beach, or office yard that can improve children's naturalistic intelligence (Lase, 2015; Juniarti, 2015; Fitri et al., 2017). The same goes with the assistance in the preparation of semester programs that have been carried out by researchers, i.e., by compiling PROMES, which contains components of themes, sub-themes, sub-sub-themes, time allocation, peak themes. The peak theme is utilizing the school environment and projects with natural materials from the school environment to select themes in semester one from those closest to the children, such as themes of themselves, their needs, and their country. The same goes for RPPM by adding several components, including the identity of the program/age group, KD, time allocation, themes, sub-themes, and material content in one week.

Furthermore, RPPH is designed with components of all components in the 2018 accreditation assessment rubric with added learning resources for the environment. Selection of activities/material content and materials is close to the child's world/familiar to children using methods, learning resources, and assessment techniques tailored to the activity. The activities may include Javanese play songs, speak the local language every day before class, play traditional games during recess, and play traditional folk songs and children's songs during recess. RPPH for early childhood must also be made using interesting methods and media that suit the child's needs. The teacher also must prepare a lesson plan before learning begins to make learning take place effectively (Rohmawati, 2015; Sum & Taran, 2020). Indoor and outdoor learning becomes more fun and in line with the child's developmental stages.

Another thing that is also inseparable from learning in PAUD is assessment; assessment in early childhood is always synonymous with authentic assessment. This mentoring also provides material and direct practice in the preparation and application of authentic PAUD assessments. The authentic assessment itself is an assessment that is carried out right away. This means that the assessment carried out on early childhood is process-based and not results-focused. The early childhood assessment focuses on observations that will provide more accurate and sustainable results (Zaragas & Pliogou, 2020).

Given that early childhood is a unique Individual, the assessment should still consider all the circumstances of their needs (Alqurashi et al., 2020). The assessment in the mentoring research conducted by Az-Zahwa Playgroup teachers is in the form of authentic assessment. This means that the assessment is carried out right away so that the assessment carried out on the child is aimed at the end and the child's process.

Assessment in Kindergarten will also be better if it uses a variety of techniques appropriate to the activities, which include portfolios, work, observation, performance, anecdotal notes, assignments, and compilations (Rahelly, 2018; Sari & Setiawan, 2020; Fitri et al., 2017; Dwi Kinasih et al., 2017). Given that this mentoring is the first time teachers have gained knowledge about PAUD assessment, the mentoring in the preparation of assessments introduced and used by teachers is the technique of assessing work results, checklists, portfolios, and anecdotal notes. In general, the four assessments can represent several other assessment techniques. Policy

mandates worldwide urge educators in Kindergarten to make integrated assessments throughout the continuous learning process (Danniels et al., 2020). Therefore, using these four assessments, especially the checklist assessment technique, can recap the three other assessments that can be used weekly, monthly, and semester assessments, even without using compilation assessments. Self-assessment is an integral part of the educational process. In PAUD, the assessment process is carried out to see children's learning outcomes that impact their development progress. The use of these four assessment techniques has been able to recap the processes and results of children's development progress on an ongoing basis. Furthermore, if the research subjects have been able to master the four assessments well, the next research will provide material and practice for preparing early childhood assessments with complete components in line with PAUD assessment techniques.

In addition to teachers' pedagogical abilities that can still develop, Az-Zahwa Playgroup teachers' professional abilities, especially in the management of learning activities, are also well developed. This structured mentoring can make Az-Zahwa Playgroup teachers have knowledge and understanding in classroom management. This starts from the initial activity, containing the selection of material perceptions, which begin from the one closest to the child's environment and only moving away from the child's environment. For example, choosing the type of fruit closest to the child's environment is far from its environment. It is intended that children have an understanding from simple to complex. The teacher is also more creative in relating the material through the songs they make and creating activities from materials taken from the Unit's environment. Besides, Az-Zahwa Playgroup teachers have also been able to compile and implement the holistic, integrative program they have made. Teachers who consistently receive professional training will manage learning properly and effectively (Maiza & Nurhafizah, 2019; Zubaidi, 2020). Teachers who have professional competence can also design and implement child protection programs (Roza et al., 2019). In KTSP, this is often referred to as an integrative holistic program (HI).

Furthermore, through structured mentoring by providing material and carrying out direct structured practice, teachers' pedagogical, and professional competence in Az-Zahwa Playgroup can be increased. This can be seen from the mentoring results, i.e., teachers can compile local wisdom-based curricula containing PROTA, PROMES, RPPM, RPPH, and assessments.

The process of this mentoring research, of course, also has several inhibiting and supporting factors. This mentoring research's inhibiting factor is that Az-Zahwa Playgroup teachers still only have high school certificates and teaching experience under 1 (one) year. Therefore, due to the lack of knowledge and skills about the curriculum and its application in preparing learning tools, teachers cannot teach and make an exciting learning process in line with Developmentally Appropriate Practice (DAP). This study focused on improving teachers' pedagogic and professional competence, including assistance in preparing learning tools, PAUD material, or child development to improve their ability to nurture and educate children in learning activities. Professional teachers will also make learning more varied, innovative, and creative in line with the times' demands (Zubaidi, 2020; Ciptaningtyas et al., 2020; Sari & Setiawan, 2020).

This study's supporting factors were the managers who welcomed the mentoring research process and the Az-Zahwa Playgroup teachers who were very enthusiastic about the training process. Az-Zahwa Playgroup teachers have high motivation and curiosity in the practice of curriculum preparation. The teachers actively ask questions and make an effort to develop a curriculum based on local wisdom in the local area to be used as an activity. Making traditional handicrafts such as wayang can effectively stimulate early childhood motor skills (Tanto & Sufyana, 2020). Likewise, creating a unique or not mainstream framework for PAUD can improve PAUD quality (Auld & Morris, 2019).

Early childhood development that is biological and social with a cultural perspective recognizes different human communities and historical changes in the community (Parker, 2017). Therefore, learning tools based on local wisdom and implementing games and traditional arts become routine SOP activities, making children know their area, especially Trenggalek Regency.

Furthermore, culture is an essential aspect of both the environment and the people in it, woven together to stimulate childhood development from an early age.

Conclusion

Based on the results of this mentoring research, it can be concluded that the curriculum is mandatory as a guide and design in the implementation of the learning process. The absence of designed guidelines or incomplete lesson plans reduces teacher performance in the learning process. This research through structured mentoring can improve the ability of Az-Zahwa Playgroup teachers in developing learning tools based on local wisdom in the form of making learning tools by including traditional games, Javanese play songs, and regional arts with curriculum planning that includes the preparation of KTSP that takes into account the needs of the institution and students, with components that include STPPA, KI, KD, material content, educational calendar, external visit schedules, holistic, integrated programs, and SOPs whose implementation starts from the preparation of PROTA, PROMES, RPPM, RPPH, and assessment techniques that include work, checklists, portfolios, and anecdotal notes. Therefore, it can be concluded that the pedagogical and professional competencies of the Az-Zahwa Playgroup teachers are getting better, as well as the understanding of the Az-Zahwa Playgroup teachers about how to manage the curriculum in the Playgroup class according to the DAP concept.

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