Evaluation of Paud Learning in the Application of K13 with the Cipp Evaluation Model at Xaverius Kindergarten Ambon

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Abstract- The objectives of this study were 1) to determine the implementation of the eight national standard parameters of education at Xaverius Kindergarten Ambon based on the CIPP evaluation model and 2) how to evaluate the implementation of early childhood learning in the application of K13 at Xaverius Kindergarten Ambon. This research design is a descriptive research type, with a qualitative approach. This research variable is a single variable, namely the evaluation of PAUD learning in the application of K13 with the CIPP evaluation model. The research subjects were the principal and 6 teachers of Xaverius Kindergarten Ambon. The data collection techniques used was interviews, observation, and documentation study. The data analysis technique used in this study refers to the concept of Milles & Huberman, (1992: 20), which is an interactive model that classifies data analysis in four stages, namely data collection, data reduction, data presentation, and conclusion. The results showed: First, Xaverius Kindergarten Ambon already has an organizational structure and school work procedures that are described in job descriptions; Xaverius Kindergarten Ambon already has RENSTRA and RKT documents as well as a vision and mission that determines the school's policies and programs implemented with measurable performance criteria and standards; Xaverius Kindergarten Ambon already has a national curriculum document; RPPM and RPPH are references for teachers to carry out learning activities and Xaverius Kindergarten Ambon has achieved accreditation of an A rating. Second, Xaverius Kindergarten Ambon has a very ideal teacher to child ratio (1: 18.5). As many as 7 teachers (87%) qualify for S1 and only 1 person (12%) qualify for high school (while continuing studies at Terbuka University). Competence, the teachers are generally in the PAUD field; supported by work experience of most teachers 10 years and over. The trend of children's input and its population in the last 3 years has tended to decline, in line with the presence of 3 other superior kindergartens in Ambon City. Third, teachers at Xaverius Kindergarten Ambon in the learning process achieved a high Process score of 93%. Fourth, the output of Xaverius Kindergarten Ambon has good academic and non-academic achievements, for that Xaverius Kindergarten Ambon have high competitiveness to be accepted as one of the favourite schools in Ambon City. This has given a positive image to parents and even the general public. Fifth, several weaknesses were found in the Process dimension: 1) the teacher had not conducted regular evaluations at the end of each discussion unit, there was a mismatch between the RPPH document and the questions and the teacher did not have a good understanding of authentic assessment; 2) there is any inconsistency between RPPH and the learning material presented by the teacher; 3) Teachers have not been able to use the K13 learning approach (scientific approach); 4) The ability to use APE, sometimes not according to the potential/talent, age, and level of child development.

Index Terms- About four key words or phrases in alphabetical order, separated by commas. Keywords are used to retrieve documents in an information system such as an online journal or a search engine. (Mention 4-5 keywords)

I.   INTRODUCTION

The period of maturity of physical and psychic function in children is referred to as the sensitive period. In those days, the child had the ability to respond to the stimuli that occurred. The sensitivity of each child is certainly different, because the rapid development and growth is also different individually. This period is an important period as the basis for developing various abilities of children, among others; language, cognitive, motor and socio-emotional in children. In a child, there is a lot of potential to be developed. A child from an early age has certain characteristics that are distinctive and always passionate and passionate to explore his world (Riyati & Hasibuan, 2018). Children are individuals full of a million curiosity. Therefore, early childhood needs to be helped and accompanied in order to be able to grow optimally.

The government's efforts in supporting PAUD activities in Indonesia are very clear. One of them is, perfecting the curriculum. The Government of Indonesia has passed The Law of the Republic of Indonesia No. 20 of 2003 on the National Education system which states that the curriculum is a set of

plans and rules concerning the objectives, content and materials of lessons and how to use them to organize learning activities for educational purposes.

Suyadi means curriculum is a written text containing an explanation of every program in education in the school that should be done every year (Suyadi, 2011 p.78). For this reason, educational objectives are developed and prepared through the curriculum. To facilitate learning activities, the curriculum is used as a reference to organize it (Sukmadinata, 2015, p. 34). On the basis of some of the experts' opinions, it can be said that the curriculum is a plan device that contains rules or as a reference and guidelines for teachers in designing learning devices and implementing them in each learning activity.

Early childhood education (PAUD) is a basic education as a form of coaching effort stipulated for children, from the age of birth to the age of six that is carried out through the provision of educational stimuli so that the growth and physical and spiritual development of the child is more ready to enter further education formally, informally or informally. In line with this, it was further stated by Budiarti and Hasibuan (2016) that Early Childhood Education (PAUD) is the education of children aged zero to six years conducted by educators and parents in the process of care, parenting and education. Through the educational process, children can know and understand the learning experience gained from learning.

In line with this, Law No. 20 of 2003 on the National Education System Article 1 number 14 (in the Ministry of Education 2015, p.3) says that PAUD is a form of effort to nurture children from birth, until the child is six years old through the provision of educational stimuli in order to help the child grow, both physically and spiritually so that the child is really ready to enter the next level of education. Law in 2003 Section Seven of Early Childhood Education Article 28 (in Arifin 2014, p. 43), states that a) PAUD is an education carried out before the child enters the primary education level. b) Paud pathways are implemented through formal, informal or informal education pathways. c) Kindergarten (Kindergarten), Raudhatul Athfal (RA), or other equivalent forms are forms of PAUD on formal education pathways. d) PAUD located in the path of nonformal education, namely; Play Group (KB), Day Care Park (TPA), or other equivalent forms. e) PAUD in informal education pathways, such as family education or education organized by the environment.

The 2013 curriculum in PAUD based on Permendikbud No. 146 of 2014 is a curriculum implemented by the government to replace the PAUD Operational Curriculum that has been in effect for approximately 6 years. Fadillah (2014, p. 16) states that the 2013 curriculum is an improved curriculum to balance soft skills and hard skills in the form of attitude, skills and knowledge. With the 2013 PAUD Curriculum, it is expected that children can have improved attitude, skills and knowledge competencies and develop in accordance with the level of education that has been pursued, so that it will be able to influence and determine the success of the child. According to Sunardi and Sujadi (PLPG 2017, p. 10), K13 PAUD is a competency-based curriculum, because in its learning early childhood leads to the achievement of competencies of spiritual attitudes, social attitudes, knowledge, and skills involving six aspects of development in an integrated manner.

It is hoped that the implementation of this 2013 curriculum will be able to give maximum results to produce a good quality of education that is able to compete in the era of globalization today. This is possible because K13 is a curriculum that has many conceptual advantages based on character and competence that are realized to be so important today. Children are expected to be able to behave, knowledge and have skills in competing in today's era of globalization. This is one of the advantages of K13 from internal factors.

According to Wahyudin (2014, p. 5) child activity, holistic assessment, enforced character education, competency and needs conformity, and good evaluation system are some of the important things for the change and improvement of the curriculum. In addition, k13 externally has the advantage of preparing children to compete on the International scene with various other countries. In reality, many teachers are still not able to understand the intent and how to implement K13. As a result, the planning and evaluation did not occur to the maximum. It is well realized that without the ability and quality of good teachers, efforts to improve in the field of education are unlikely to succeed.

The essence of education is the learning process. Teachers are required to creatively create activities in learning (Riyati & Hasibuan, 2018). This will only work in the hands of qualified teachers. Teachers by various circles become the deciding instrument of children's learning success because it is the teacher who will transfer science and cultural value to the child. Gagne (in Setyosari, 2010) asserts that the teacher's duties in the learning process include designer, executor, and evaluator (p. 34). At that level, the successful implementation of K13 requires a professional teacher.

Professional coaching of teachers has been carried out by the government through policies of improving qualifications, certification and competency improvement through seminar forums, trainings and so on. However, in fact the ability of teachers has not improved relatively. This is in line with what FSGI Secretary General Satriwan Salim told Republika Daily, Wednesday, March 14, 2018. Satriwan Salim stated that certification has not been able to make a professional teacher, but

rather just pursue financial additions. Not only that, many problems arise in the field related to teacher competency.

For a long time, the competence of teachers in terms of teaching skills has not developed to the maximum, as stated by Jailani (2014). Just imagine, as reported by Kompasiana Daily online on November 28, 2017 that of the 3.9 million teachers present, there are still 25% of teachers who do not qualify for academic qualifications, and 52% of teachers do not have a professional certificate (Kompasiana.com, 2017). Maluku Province is one of the provinces whose teacher quality is relatively low. The Ministry of Education (2016) reported that from the test results UKG Maluku ranked second from below, with a score of 47.81 after the key position of North Maluku with a score of 45.34 (p. 22).

According to Totok Suprayitno (in Kompas 14 September 2018), who is the Head of research and development agency of the Ministry of Education and Culture that as for ukg results, nationally the average score is 53.02. This is below the minimum competency standard stipulated, which is 55.0. A total of 27 provinces have an average UKG yield score below minimum competency standards. There are only seven provinces with ukg results above standard, namely West Java, Bangka Belitung Islands, Bali, East Java, DKI Jakarta, Central Java, and DI Yogyakarta. Furthermore, Totok stated that based on the interim results of teacher competency test (UKA), a number of regions in Eastern Indonesia showed very low scores. These areas include Central Sumba, Papua, Morotai, Barito, Mentawai and Maluku.

Xaverius Ambon Kindergarten is one of the kindergartens in Ambon city that has achieved accreditation A. The kindergarten has implemented K13. Based on initial observations made by researchers in the field, teachers are still having problems implementing K13-based learning. From a recording of the results of an interview with one of the teachers, it was explained that the teachers felt the need to further improve their abilities, especially about the design of K13-based learning, so that teachers no longer had difficulty implementing it in learning.

The teacher stated that many k13 socializations are followed by teachers only for a moment. Socialization is also done in large groups without being followed by workshops on the preparation of learning devices and peerteaching.

For this reason, the teacher felt the need to continue to add his skills and knowledge again, especially related to K13 PAUD learning

The information submitted by the informant is confirmed by the observation of the author in the class. When observing some teachers in the classroom while teaching, teachers are generally still the center of learning activities. Learning is done monotonously, namely lectures, singing, interspersed with play.

Rpph prepared by teachers, if observed does not include 6 basic abilities as mandated in Permendikbud No.137 of 2014 on the National Standard of Early Childhood Education which includes religious and moral values, physical-motor, cognitive, language, socio-emotional and art as a whole and holistically-integrative.

Teachers have not applied what is written in RPPH with activities in the classroom. Thus, RPPH appears to be a document prepared solely to meet formal-admistrative requirements and has not become a formal guide to be applied in classroom learning activities. The results of the authors' observations, in line with monev report conducted by BAN PAUD and PNF Maluku Province in 2019 on the performance of PAUD institutions after accreditation in 2018, as much as 60% of PAUD institutions in Maluku in an effort to improve teacher professionalism, accent is still on the compliance aspect and has not switched on performance aspect (p. 30).

The objective condition is inversely proportional to the spirit that the Government wants to develop through the K13 policy. Ideally the implementation of K13 in PAUD, implemented with a learning approach while playing, habituation and integrated thematic learning (in Mahmudah, 2016).

In that context, the authors will focus on the evaluation of PAUD learning in the implementation of K13 with cipp evaluation model at TK Xaverius Ambon. CIPP is the most widely known evaluation model applied by evaluators. The model was developed by Stufflebeam in 1967 at Ohio State University. This model emphasizes four things: Context evaluation; Input evaluation; Process evaluation; and Product evaluation (Arikunto.S., & Cepi. S.A., 2009, p. 27).

Experts have developed many models of evaluation of wearable programs. One of the most frequently used is the CIPP evaluation model. The CIPP model was developed by an expert named Stufflebeam who thought that evaluation had an important purpose not to prove but to improve (Stufflebeam, H.M., & McKee, B., 2003, p. 118). This evaluation model can be applied in all areas. Furthermore, according to Sudjana and Ibrahim (2009, p. 246) which translates each of these dimensions with the following meanings: a) Context (evaluation of context): planning of coaching programs influenced by situations or backgrounds. b) Input (evaluation of input): the achievement of the coaching program is supported by the quality of input. c) Process (evaluation of the process): what has been planned, starting from the implementation of the program and the use of customized facilities. d) Product (evaluation of results): the results achieved. The four words mentioned in the CIPP abbreviation are the target of evaluation, which is nothing but a component of the process of an activity program.

The following will be discussed the components or dimensions of the CIPP model which include; context, input,

process, product. a) Context Evaluation according to Stufflebeam (in Hamid, 2009) mentions, the main purpose of context evaluation is to know the cuts and weaknesses that evaluan has. By knowing these strengths and weaknesses, evaluators will be able to provide the necessary direction of improvement. According to Arikunto, S., & Cepi. S, (2009) that context evaluation is an attempt to describe and detail the environment of unmet needs, populations and samples served, and project objectives. b) Input Evaluation, which is the second stage of the CIPP model which widoyoko (2009) thinks that input evaluation helps to manage decisions, determines the sources that exist, what alternatives are taken, what plans and strategies to achieve the goals, and how procedures work to achieve them. Input evaluation components include: 1) Human resources, 2) Supporting facilities and equipment, 3) Funds or budgets, and 4) Various necessary procedures and rules.

According to Stufflebeam (in Arikunto., S., & Cepi, 2009) that questions related to input, leading to a problem solving that encouraged the program in question. c) Process Evaluation, according to Worthen & Sanders (in Widoyoko, 2009) that the evaluation process emphasizes on three objectives namely; 1) do detect or predict in procedural design or its implementation during implementation stage; 2) to provide information for programmed decision, and 3) to maintain a record of the procedure as it occurs. Evaluation processes are used to detect or predict the design of procedures or implementation designs during the implementation stage, providing information for program decisions and as records or archives of procedures that have occurred. The evaluation process includes a collection of assessment data that has been determined and applied in the practice of implementing the program. Basically, evaluate the process to find out to what extent the plan has been implemented and what components need to be improved. While according to Arikunto., S., & Cepi (2009), the evaluation of the process in the CIPP model refers to "what" (what) activities are carried out in the program, "who" (who) the person appointed in charge of the program, "when" (when) the activity will be completed.

In the CIPP model, the evaluation of the process is directed at how far the activities implemented in the program have been carried out according to the plan. d) Product Evaluation according to Sax (in Widoyoko, 2009), giving the understanding of product evaluation /results is "to allow to project director (or techer) to make decision of program". From the evaluation process is expected to help project leaders or teachers to make decisions related to the continuation, end, or modification of the program. While according to Tayibnapis (in Widoyoko, 2009) that the evaluation of the product to help make the next decision, both about the results that have been achieved and what is done after the program runs. From the above opinion, it can be concluded that the evaluation of the product is an assessment carried out in order to see the ateability /success of a program in achieving the previously determined goals. It is at this evaluation stage that an evaluator can determine or recommend to evaluan whether a program can be continued, developed/modified, or even discontinued.

To assess needs, issues, assets and opportunities, to help policymakers set goals and priorities, and to help other groups of users know the goals, opportunities and outcomes are context evaluations. Input evaluation is carried out to assess alternative approaches, action plans, staff plans and financing for the continuity of the program in meeting the needs of the target group as well as achieving the goals set. For this type of evaluation is very useful for those who make policies in selecting the design, form of financing, allocation of resources, executors and schedule of activities that best suit the needs. To assess the implementation of the plan that has been set up to assist the implementers in carrying out activities and then will be able to help other groups of users to know the performance of the program and estimate the results, then use process evaluation.

To identify and assess the results obtained, expected and unexpected, short-term and long-term, both for the implementers of the activities in order to focus on achieving the program goals and for other users in putting together efforts to meet the needs of the target group is the goal of the evaluation of the results (products). As for the division of this evaluation in an assessment of several related things; effectiveness, sustainability and transportability (Stufflebeam, D.L, 2003). Cipp (Context, Input, Process, and Product) models are one form of evaluation model performed in its entirety (all are one intact system).

This model is unique and has advantages located in decision-making devices related to the planning and operation of a program. The CIPP model will be explained in more detail as follows: 1) Context evaluation, including analysis of issues related to the program environment or objective conditions to be implemented. This evaluation provides an overview of the analysis of the strengths and weaknesses of a particular object. According to Stufflebeam that context evaluation is something important in identifying opportunities and assessing needs. A discrepancy view of reality with expected conditions (ideality) is a form of formulation of something that is actually expected or needed.

It can also be said that this evaluation relates to the analysis of what are the strengths and weaknesses of an object that is temporarily implemented. Context evaluation contributes in the form of information, especially for evaluators in planning a program to be done. Another point is to give a reasonable picture of a program. 2) Evaluation of inputs, including conducting personal analysis of how to use existing literature and the absence of alternative strategies that can also be used to achieve a program. See if, the system used is able to achieve the goal,

alternative strategies that can be used, how it costs and the right time for a program to be implemented.

In addition, input evaluation has the benefit of being a guide in choosing what program strategy is suitable in designing something as well as its procedures and rules. Through existing data and information, it can be determined what strategies are used within limitations. 3) Evaluation of the process is an evaluation that is designed and applied in the practice of activities directly, including how to identify problems that exist in all facets, both the planning, the process and the implementation of it. In each activity carried out, will be monitored honestly and thoroughly, any changes that occur. The various processes that occur will be recorded and recorded in detail, which is useful for future decision-making to determine the next best strategy.

Evaluation as a process of assessing something based on objective standards that have been set, then a decision is taken on the evaluated object (Djaali & Muljono, 2008, p. 45). According to Worthen & Sanders (in Sawitri, S., 2007, p. 24), the evaluation of the process aims to : a) Can be known what are the weaknesses during the implementation of this process, including anything good to maintain; b) Obtaining information about what the decision is; and c) Properly store defective recordings in the field concerning important matters during implementation; 4) A collection of descriptions and "judgment outcomes" in relation to context, input, and process, then interpreted the price and services provided is the evaluation of the product.

Product evaluation is an evaluation that measures the extent of the success of the goals achieved by containing various records about the achievement of the results and what is done for the improvement. Measuring and interpreting the results that have been achieved is a product evaluation activity. Measurements are developed and administered regularly and thoroughly. Accurate analysis will have an impact on the withdrawal of conclusions and submission of means in accordance with eligibility standards.

Broadly, product evaluation activities include setting the program's operational objectives, measuring criteria that have been achieved, comparing them between the field reality of the objective formulation, and compiling

rational interpretation. Analysis of this product is required comparison between the objectives set out in the design and the results of the program achieved. The results of this assessment can be test scores, percentages, observation data, data charts, sociometry and so on that can be spelled out with more detailed objectives. The rest will be qualitative analysis of how it can produce such a thing. What are the decisions taken from the implementation assessment at each stage of the evaluation of the program divided into 3 categories namely low, moderate, and high. The CIPP model is a decision-making-oriented model.

In this model, evaluation is divided into 4 kinds, namely: a) Context evaluation helps decision-making planning, formulates goals, determines the needs that will be achieved later; b) Evaluate input or input i.e., help, decision making, determine available resources, what alternatives are used, plans and strategies for achieving needs, and how to work to achieve those goals; c) Evaluation of the process, that is, helps to make decisions to the extent that the program has been implemented; d) Evaluate the product to re-evaluate the decision.

The CIPP model has the advantage of having a dynamic working system. Sukardi (2012, p. 63) states that the evaluation of cipp model outlines four kinds of decisions, namely: 1) The selection of general objectives and specific objectives is influenced by decision planning; 2) The decision or structuring is made, which is the optimal strategy used and the design of the process in order to achieve the objectives derived from the planning decided; 3) Implementation decisions that evaluators seek infrastructure to produce and improve decision-making, plans, methods, strategies to choose; and 4) Recycling decisions that determine, if a program is to be continued, then proceeded with modification, and or dismissed in total on the basis of existing terms.

According to Worthen (2001) that evaluators will not make strategic planning, because it is considered quite detrimental. The evaluation focuses on implementing four kinds of decisions divided into 4 sections, namely: 1) evaluation of context, information about what is needed to take precedence in order for the goal to be achieved; 2) input evaluation, the availability of information on what to do, where the advantages and weaknesses are, the strategy, and how to achieve the objectives; 3) evaluation of the process, the availability of information for the person tasked to evaluate in performing the monitoring procedure so that what is the excess can be utilized and its weaknesses can be eliminated; and 4) product evaluation, the availability of information that can be assured when a situation that makes a goal can be achieved and determine strategies related to the procedures and methods used to achieve the goal or vice versa (Sukardi, 2012, p. 64). The approach in the evaluation that is often used is an experimental approach, a goal-oriented approach, which

focusing on decisions, user-oriented and responsive approaches oriented towards success targets in evaluation.

The components in this education are interconnected with each other. PAUD in Indonesia is the same. In its current development, PAUD is quite important in children's education. According to an expert named Jalal (in Santoso, 2011, p. 218) that optimizing the development of children's brains is the goal of PAUD. Early childhood education covers the entire psychosocial

stimulus process of the child, so in designing his learning must be based on the ability, level of development, interest and needs of the child individually. The three core components of paud implementation are the determinants in the success of PAUD institutions according to Suyadi (2011, p. 224). The three components are input, process, and output. The input is child; a learning process that can run smoothly, effectively, and efficiently.

It takes many useful tools to support the implementation of the learning process according to the objectives that want to be achieved in the implementation of the learning process itself. The latter is, the output. Output is the impact of a process. The main input is the child. A human individual who consciously desires to develop his or her potential (physical and spiritual) through the process of teaching learning activities available at a certain level or level and type of education is the child himself. In education, children are the main object (central object), which is closely related to all activities in the educational process. Second, that is educators. An educator should be able to understand about the roles and tasks a child must accomplish in his or her growth as well as his learning. Educators are tasked with preparing learning resources in an effort to support the learning process.

According to Masitoh (2011, p. 43) planning is the beginning of a movement for a person to want to do something. There is an idea of what to do and how to do it for the purpose of achieving a planning goal. There is a concrete development of the curriculum in the form of a set of plans containing a number of learning experiences through play given to early childhood based on the potential and developmental tasks that must be mastered in order to achieve competencies that must be possessed by the child is basically paud learning activities (in Sujiono 2009, p.138). Previously the government has issued Permendikbud No.137 Year 2014 on PAUD standards, in order to answer this. PAUD is usually organized by drawing up a learning curriculum that is based on the regulation, to conform to the national standards that apply generally. The implementation of learning is a component of the process in question. Learning activities in order for children to be interested are considerations that must be considered, so an educator must establish a variety of learning methods. Various learning methods are applied to achieve goals or also referred to as learning strategies.

Application of a wide range of appropriate methods in learning with appropriate objective characteristics. There are several learning methods that can be applied in PAUD according to Isjoni (2009, p. 86), such as play methods, travel methods, conversation methods, storytelling methods, demonstration methods, and project methods. The last component is, the output and developmental aspect stipulated here in the form of learning objectives in the form of learning activities that children will do in one learning. Permendikbud No. 58 of 2009 states clearly about the standard of child developmental attainment level consisting of nam development, motor, cognitive, language, and socio-emotional.

In this study, the analysis was conducted using context, input, process, product (CIPP) models by taking into account all the learning components in PAUD. Based on Rogers' humanistic theory, behavior in PAUD refers to the development and awareness of his actualization needs. Man is a form of self concept and an experience that interprets it. Children also experience developments that include NAM development, cognitive, motor physique, emotional socio, and language in building their own perceptions. The final goal in PAUD is to achieve competency development according to their age through various stimuli. Stimuli can come from the environment and learning experience at this level as well as the positive influence on the child's own development.

This model was chosen by the author because it can direct its evaluation goal object to the process and input to the results. This model is rated very precise and suitable for use of course. The advantages of the CIPP model provide a comprehensive and in-depth evaluation format at each stage of the evaluation. The evaluation of this model is seen by the author as more effective, as it will dissect everything in detail. CIPP is an evaluation model that not only assesses but is also oriented towards improving the program. The results of the study, are expected to provide input to the PAUD institution for improvement in teacher performance in the future.

II. MATERIAL AND METHODS

Research Design

This research is a type of descriptive research with a qualitative approach. Descriptive research does not provide treatment, manipulation or alteration of free variables, but describes a condition as it is (Sukmadinata 2015, p. 73).

According to Bogdan & Taylor (in Moleong, 2014, p. 4) that qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observed behaviors of the phenomenon. In addition, Moleong added (2014, p. 11) that descriptive research emphasizes data in the form of words, images, and not numbers. Focus and locus in this study: Evaluation of PAUD Learning in the Implementation of Curriculum 2013 with CIPP evaluation model in TK Xaverius Ambon.

Research Variables

This research variable is a single variable, namely the evaluation of PAUD learning in the implementation of K13 with cipp evaluation model. What is meant by the evaluation of

PAUD learning in the implementation of K13 in this study is a thorough assessment of the implementation of PAUD K13 learning using cipp evaluation model (Context, Input, Process and Output), then comparing it to the national standard of education. The next four dimensions of CIPP and its measurements are described as follows:

1. What is Context; namely the general evaluation of TK Xaverius Ambon related to the organization and work system and commitment to improve its quality and competitiveness. This dimension is measured by parameters/indicators: a) organization and work system; b) the vision and mission of the school; c) the process of drafting vision and mission; d) involvement of internal and external stakeholders; e) School planning; f) Curriculum K13; g) The level of teacher's understanding of K13; h) School accreditation rating and i) tips on maintaining and improving accreditation ratings.

2. Input, i.e. evaluation of various inputs that support processes and products. This dimension is measured by parameters/indicators: a) Teacher input, b) Teacher qualifications and competencies, c) certification, d) teacher's ability to prepare, PROSEM, RPPM and RPPH, e) Number of children, f) How the child population has been in the last 3 years.

3. What is process, namely evaluation of k13 learning implementation. This dimension is measured by parameters/indicators: a) Teacher's ability to open learning activities, b) Teacher's ability to use APE, c) The ability of teachers to use the K13 learning approach (Learning is carried out by learning while playing, integrative thematic learning process using scientific approach, habituation process implemented in learning); d) Teacher's ability to ask questions, e) Teacher's ability to master learning materials, f) Teacher's ability to motivate/strengthen and g) Teacher's ability to conduct authentic assessments in learning.

4. Product, namely evaluation of the implementation of learning results. This dimension is measured by parameters/indicators: a) Children's learning outcomes, b) the absorption of graduates in flagship schools, and c) parents' responses to children's learning outcomes.

Research Subjects

The subject of the study is basically the one that will be subject to the conclusion of the results of the study. The subject of the study is a source or informant who can provide information about the problems related to the research to be conducted. In qualitative research, research subjects are often also referred to as informants. Informants are people who are trusted as sources or sources of information by researchers who will provide accurate information to complete the research data. In line with this, Sugiyono (2016, p.216) states that informants are a reference for samples from qualitative research. The sample in the qualitative study was not named by the respondent,

but as a source, or participant, informant, friend and teacher in the study. The informant provides the data or information required by the researcher. Without an informant, researchers would not have gotten the results or the core of a study. In this study, the subjects of the study were the Principal and 6 teachers of Xaverius Ambon Kindergarten.

Data Source

According to Riduwan (2013, p. 69) the data source is described into 2 sections namely, 1) how to capture data collected directly by researchers (directly to the Subject) referred to as the primary data source, 2) if the way data is retrieved through the second hand (through reports, or files and documentation studies) or also called secondary data sources. Based on this opinion, the authors will collect two types of data, namely primary and secondary data.

Data Collection Techniques
The data collection techniques used include:

1. Interview
   Interviews are used to collect data related to the 4 dimensions of this research, namely Contex, Input, Process and Product. The informants to be interviewed are the Head of Xaverius Ambon Kindergarten and 6 teachers of Xaverius Ambon Kindergarten. Interview guidelines are designed based on the issues reviewed and the theories that in this case are based on the opinions of the experts who have been reviewed and then developed in the statement items.

2. Observation Techniques
   The observation implementation aims to observe the implementation of learning in accordance with K13 in the classroom, at Xaverius Ambon Kindergarten. The observation will use an observation sheet. The observation sheet is equipped with 5 scores. Scores that move from numbers 1 to 5. The dimensions and indicators that will be revealed using observation guidelines, namely the dimensions of the process. The number of subjects to be observed is 3 people.

3. Study Documentation
   Study documentation is used to obtain supporting data from participants. Documents to be obtained from the study documentation include: school organizational structure, vision and mission, planning documents, teacher qualifications and competencies, K13 document data (PROSEM, RPPM, RPPH), authentic assessment documents, absorption data/study results, data on the absorption of graduates in superior/favorite elementary schools and parental satisfaction levels.

Validity of Data
To test the validity of the data obtained so that it is completely in accordance with the purpose and intent of the

study, the researchers used triangulation techniques. Data triangulation according to Moleong (2012, p. 330) is a data checking technique by utilizing something else outside of the data, for the purposes of checking or as a comparison of the data. The triangulation used in this study is triangulation with sources and methods, which means comparing and checking the degree of trust of an information obtained through different times and tools in qualitative methods. Triangulation is performed by the author in the following ways:

1. Compare the observation data with the interview results data.
2. Compare what people say in public with what they say in private.
3. Compare one's circumstances and perspectives with the various opinions and views of others, such as someone higher educated or an expert in the field being researched.

Data Analysis Techniques

The data analysis technique used in this study refers to the concept of Miles & Huberman (in Ilyas, 2016, p.94) which is an interactive model that classifies data analysis in four stages, namely:

1. Data Collection

   Data obtained from interviews, observations, participatory observations and documentation studies are recorded in field records consisting of two parts namely, descriptive and reflective. 1) Descriptive notes are natural records in which they contain what researchers see, hear, witness and experience without the researcher's opinion and interpretation of the phenomenon. 2) Reflective notes are records that contain the impressions, comments, opinions, and interpretations of researchers about the findings encountered and are the material of the data collection plan for the next stage.

2. Data Reduction

   Once the data is collected, further reducing the data, in order to select relevant and meaningful data, focus the data that leads to solving problems, discoveries, meanings or to answer research questions. It then simplifies and systematically organizes and describes the important things about the findings and their meanings. In the data reduction process, only data findings or findings related to research issues are reduced.

   Meanwhile, data unrelated to research problems will be discarded. In other words, data reduction is used for sharpening, classifying, directing and discarding insane, as well as organizing data, making it easier for researchers to draw conclusions.

3. Data Presentation

   Presentation of data can be in the form of writings or words, images, charts and tables. The purpose of the data feed is to combine the information, so that it can describe the circumstances that occurred. In this case, in order for researchers to have no difficulty in mastering information either overall or certain parts of the study results, then researchers must create narratives, matrics or graphs to facilitate the mastery of such information or data.

Thus, researchers can still master the data and not draw monotonous information conclusions. This is because scattered and poorly composed data can influence researchers in acting unwisely and drawing impartial, concised and unscinged conclusions. For data display to be realized as part of data analysis.

Withdrawal of Conclusions

The withdrawal of conclusions is carried out during the research process, as is the process of reducing the data, after the data is collected sufficiently adequately, then a temporary conclusion is drawn, and once the data is completely complete, the final conclusion is drawn.

IV. DISCUSSION

Research Site Description

Xaverius Ambon Kindergarten is an early childhood education institution established on September 1, 1952, led by donesia sisters from the Netherlands. This educational institution is located under the auspices of Asti Dharma Foundation located at Jalan Pattimura No. 15 Ambon. Xaverius kindergarten was established to contribute to the world of early childhood education in ambon city which was still very minimal. The existence of TK Xaverius at that time, answering the needs of the people in Ambon City who are eager to have education for early childhood. Its strategic location in ambon city center, so that the community flocks to send their children to Xaverius Ambon Kindergarten. First opened, TK Xaverius has about 300 students. Furthermore, TK Xaverius Ambon experienced considerable development, both quantity and quality as evidenced by the proud achievements of its children, both academic and non-academic and became one of the favorite kindergartens in Ambon city.

In the next development to date, TK Xaverius has undergone five changes of Principal, and currently TK Xaverius is led by Klara Lamere's mother, SPd. Yayasan Asti Dharma continues to strive to improve the quality and quality of education services for early childhood in Xaverius Kindergarten by adding service programs that are playing groups for children aged three to four years, as well as providing extracurricular lessons for kindergarten students such as religious lessons , English, computer and music arts. TK Xaverius is also believed to be the core school for kindergarten schools in Sirimau sub-district as well as the IGTKI secretariat of Maluku Province, so although there are currently many PAUD schools in Ambon city, TK Xaverius is still the choice of ambon city community.

Description of Contex (Context)

Context description, covering the organizational structure and working system of the school, the vision and mission following the drafting process, stakeholder engagement, school planning, applicable curriculum, availability of K13 documents, teacher level of understanding of K13, accreditation rating and school tips maintain the school accreditation rating. These parameters will be further described.

TK Xaverius has a clear school organizational structure. According to K.A.'s recognition that the structure and working system of TK Xaverius as a whole is governed by the Foundation and cooperates with principals and teachers (Results of The Interview with K.A. Dated September 23, 2019). Based on observations and document studies, the authors found that the school's organizational structure was equipped with job descriptions, ranging from principals, teachers and education personnel. The author's interview with several informants, obtained information that the Principal has implemented a description of the task according to the structure of the school organization so that all personnel play an optimum role. Based on the study documentation, the authors found that TK Xaverius already has school planning documents, namely strategic plans or medium-term planning documents and operational planning documents (RENOP) or annual work plans (CTR).

According to the teachers in the kindergarten, there is an annual plan made in the medium and short term programs drawn up by the teachers in the school. The planning is done, some are not; everything is adjusted according to the conditions. For example, some time ago there was a tour program for children to visit funword in the mall, but everything was constrained by the prolonged earthquake of the past few months". The work program in this school is organized every year and everything is run according to the plan, except because of the natural conditions (earthquakes) a few months ago even to date so there are some programs that can not be implemented.

TK Xaverius has implemented the 2013 curriculum. Based on the speech of several teachers who suggested that the School has permendikbud document 137 Year 2014 on National Standards of Early Childhood Education and Permendikbud 146 year 2014 on Curriculum 2013 Early Childhood Education. The level of understanding of the teacher is tapped K13, generally not good. This is acknowledged by one of the teachers as follows: So far everything is going well. However, teachers are a bit troubled by the guidebooks brought to school. So, most children have not been able to complete the tasks that teachers give through the teaching book. Broadly, this kindergarten teacher's understanding of K13 has not been so masterful because teachers have a bit of difficulty with the curriculum that is constantly changing without giving us the opportunity to learn well, so still need to continue to learn and get mentoring specifically related to this K13.

TK Xaverius Ambon has reached accreditation rating A. Therefore, the school has tips for maintaining the school accreditation rating. The results of interviews with teachers suggest that teachers learn more of course to develop themselves. Further to improve the professional skills of teachers, supervision of the Principal and also supervision. The Foundation is implemented separately. The schedule is 2 months, once every 3 months or at most 4 months.

All the average teachers often participate in training, especially those carried out by IGTKI. IGTKI always regularly conducts joint learning activities between kindergarten teachers. Further confirmation with the Principal on tips on maintaining the principal's recognized accreditation rating is carried out through increased teacher capacity and supervision activities. Furthermore, the principal's description is as follows: As the Principal, I feel that the a accreditation homework is both a pride and a challenge. Get an A rating, through a hard struggle. So, I am committed to maintaining it with 2 focuses. Strengthening teacher capacity; I did through teacher delivery to participate in various trainings both local and national, seminars and improving teacher qualifications to S1 PAUD. The second focus is through classroom supervision activities. Supervision of my class is done regularly in the hope of observing the teacher in the implementation of learning using K13. Teacher deficiencies and weaknesses in learning, I note for correction and coaching actions" (Principal, September 25, 2019).

The results of the interview with the principal when confirmed with the study documentation, accordingly. For example, the author found several local HIGH SCHOOL certificates followed by teachers. However, training conducted by the school and the Foundation does not exist. The principal's supervision is done because it is recorded in the supervising book. However, the book that records the principal's supervision activities is not fully filled. In a review of the supervision book, the authors found that the existing records were only the date of the visit while the observed and reverse issues given at the end of the visit were not written.

According to one of the teachers suggested that in order to maintain the accreditation of the school, all returned to the teacher. Teachers need to work harder and develop schools in terms of learning and there needs to be good cooperation between teachers, with children and also with parents and foundations. Not to forget, the school in this case teachers need a lot of experience from other schools that get good accreditation as well.

Constatation is really reasoned because of the good or bad of an education system that is supported by good policy supported by the provision of the following infrastructure, funds, community support and good governance, ultimately returned to

teachers. Teachers become the deciding act of a successful education policy or not in a practical state because it is the teacher operational cast that translates various education policies in concrete form to students in the classroom.

Input Description

Input description, includes: number of teachers, qualifications and competencies, number of certifications, ability to compile PROSEM, RPPM and RPPH, number of children and population trends in the last 3 years. These parameters will be further described. The number of teachers working at TK Xaverius is 8 people. Of these, 8 teachers have s1 PAUD qualifications. Of the 8 teachers, only one (Principal) is civil servant and has been certified while the other 7 teachers have not been certified. The seven teachers are appointed by the Foundation. In addition to 8 teachers, based on documentation studies, TK Xaverius also has 1 education personnel (computer personnel).

Based on the results of interviews with teachers, information obtained that: all teachers are PAUD scholars, only 1 person in A2 class is still in high school, but while continuing his undergraduate studies paud at UT. All teachers have not been certified, except the Principal. There have been many activities that teachers participate in, for example some time ago there were paud learning activities based on Mother Language by the Provincial Government and so on. Not only teachers but also the Foundation even that often participates in activities, especially activities outside the area. Furthermore, he explained that in this School, for the creation of RPPM, teachers work together in schools and RPPH is composed by each class teacher".

The teacher's description corresponds to the study documentation that the author did. Based on the document study, the authors found that paud learning training activities based on The Mother Language conducted by the Maluku Provincial Government, followed by 2 teachers were proven by certificate of participation. The author did not find the PROMES document while the RPPM and RPPH documents were indeed available, but they were incomplete. According to the teacher's confession, the school, RPPM and RPPH are made by the teachers themselves together. The mechanism is divided, so the total number of teachers is 8 people, divided into 4 teachers who are semester 1 and 4 other teachers do semester 2 for us to use together later. It is similarly recognized by other teachers as follows: In this school, for the manufacture of RPPM and RPPH made by the teachers themselves together in the teacher's room. The mechanism is divided, so the total number of teachers is 8 people, divided into 4 teachers who are semester 1 and 4 other teachers do semester 2 for us to use together later. In preparing APE also always work together.

The results of interviews with other teachers on the reasons why the school does not yet have promes documents, it is acknowledged that the school does not yet have them. The school does not yet have a complete curriculum document. Curriculum documents both KTSP and K13 we download documents issued by the Ministry of Education. The Curriculum of the Institute is not yet ours. PROMES we haven't had time to arrange. Rppm and RPPH we have but not yet complete. The problem is because of the time constraints that we have so that the documents are not fully arranged. One of the requirements to be able to teach is that teachers must show RPPM and RPPH at the Principal's desk to be examined and signed, only then can teachers start with learning activities in the classroom. This means that teachers have been able to compose rppm and rpph independently.

This data provides accurate information that TK Xaverius only has curriculum documents obtained online; does not have PROMES; and does not have complete RPPM and RPPH documents. This is due to time constraints, so teachers are more focused on pursuing curriculum achievement targets.

The last input parameters are student input and population trends. According to teachers in kindergarten, the number of children who are kindergarten Xaverius is currently 148 children divided into 7 classes and so far the population of children entering this kindergarten is decreasing. Usually the number of children who enter this kindergarten is on average 100 closer to 200 children per year, where 1 class is placed in the 30s with 1 teacher alone because if made 2 shifts also teachers can not afford because of course teachers tend to be more energy for it.

The description of the teacher corresponds to the results of the study documentation that the authors did. According to the document study, the trend of the child population in Xaverius kindergarten from year to year continues to decline. The downward trend if digested is not on the problem of losing competition but rather due to the presence of Ciputra Kindergarten, Lentera Kindergarten and Caritas Kindergarten. With the presence of the three new schools, some children, especially those who live close to the location of the school, chose to study at the three schools.

the number of children and population trends in Xaverius Kindergarten over the past three years (period, 2017-2019), tend to decrease. In aggregate, over the last 3 years the number of inputs of 507 children. Of these, 250 boys and girls had 256 children. In 2019, there were 148 children with details: 84 men and 64 women. According to the principal's description, the number of children as many as 148 people is divided into 7 classes. Thus, the average child in each class is 21 children.

Based on the number of children in 7 classes, when associated with the ratio of teachers is still considered ideal (1:18,5).

Process Description

The description of the process includes: the teacher's ability to open learning activities, the ability of teachers to use APE, the ability of teachers to use the K13 learning approach, the teacher's ability to ask questions, the teacher's ability to master learning materials, the ability of teachers to motivate/strengthen and the ability of teachers to evaluate learning using authentic assessment techniques.

According to the teacher in the kindergarten, the teachers always try to ask fellow teachers one school friend or another friend who is from another school or also through the organization IGTKI. So they can share with each other in every regular meeting. The teacher used the APE based on the RKH that day. So, everything is tailored to the availability of existing APE. If it is not available, then the teacher provides other alternatives that are roughly similar to those needed to learn, for example learning about turtles because there is nothing original, then we use the image that the teacher himself prepared to use to learn. Teachers also always try to ask fellow school teachers and other friends who are from other schools or also through IGTKI organizations, so they can share with each other in every regular meeting. On average, all teachers have been able to master the learning materials well. Usually the Teacher gives invitation, hug, spirit, praise to the child who finally convinces the child that the child is able to work and so on. Usually the teacher will make a learning evaluation every day. From what happens in the classroom to the child, so through it, the teacher will get an idea, which child can already and which child still needs mentoring and guidance again and of course the teacher will always try to help the child be able to with good development.

It is similarly acknowledged by other teachers that, overall, all teachers have been able to open lessons well because teachers here have been trained for how to open lessons. So the way all teachers open lessons is uniform (the same). The ability of teachers to use APE is good, because usually for teachers in this kindergarten, the day before learning, the teachers always together prepare all the needs for learning the next day. The teacher always tries to ask his fellow school teacher friends in the teacher's room when he finishes learning and usually the teacher searching on the internet. On average, all teachers have been able to master the learning materials well. The ability of teachers in this case is undoubtedly because the experience of teaching teachers in kindergarten is not 1-2 years, but it has been a dozen even decades. The motivation and reinforcement is usually done by the teacher at the beginning, the core of the learning, can even at the time of closing the learning. Usually the teacher will assess through the package book used for the child every day after the child completes the task given by the teacher. This assessment in kindergarten uses anecdotal notes, diaries and observations.

Overall, all teachers have been able to open lessons well because teachers here have teaching time that is not 1 or 2 years but 10 years and above, so that is enough if only to open one lesson. Teachers have been able to use APE, because it is already the daily food of a teacher in kindergarten. Talking about K13 is still quite difficult and quite dizzying for teachers because K13 is so complex and so many aspects. However, however it is the demands of the curriculum today, so whatever happens, teachers should understand it well. For this, it takes time for teachers to constantly learn it again. Teachers always try to ask fellow school teachers and fellow paud groupmates. On average, all teachers have been able to master the learning materials well, because in this kindergarten a week before the teacher has to prepare everything first in the control of the Principal. This is very important for the child. The teacher will see based on the child's condition. However, the average teacher has been able to even always motivate her children in learning. Usually in this school, once a week we have an evaluation between the Principal and the teachers of the class even we engage IGTKI to be with us to solve the problem that exists or just to share the knowledge only.

Based on participatory observations, the authors found that teachers use tools or materials to play while learning by utilizing the wealth that exists around the child. Teachers have set a good example or not of doing something bad to the children in the classroom. The teacher was friendly and had a cheap smile. Teachers have been trying to find solutions when dealing with problems (e.g. limited APE, limited playing field). The teacher has been fair to his students despite the differences in gender, ethnic, religious, physical condition, and socioeconomic status of his family. Teachers have utilized/empowered local wisdom to support their learning process (e.g. utilizing local arts, local traditional games, people's livelihoods, local natural conditions in the learning process).

Based on the results of data analysis and interview results with informants, against 7 dimensions of the process studied overall, teachers 93%, have had good skills. Some drawbacks that need attention:

1. Evaluation of learning, i.e. teachers have not evaluated regularly at the end of each unit of language, the discrepancy of RPPH documents with the problem and the teacher has not had a good understanding of the authentic assessment;
2. The ability to master learning materials, there is still a weakness that there are inconsistencies between RPPH and learning materials reviewed by teachers;

3. The ability of teachers to use the K13 learning approach still found weaknesses that the use of learning approaches sometimes does not correspond to RPPH documents and teachers sometimes still find it difficult to apply scientific approaches;
4. The ability to use APE, it is still found that APE sometimes does not match the potential/ talent, age and level of development of the child.

Product

Analysis of product dimensions, namely children's learning outcomes in school, the absorption of graduates in favorite schools and parents' responses to children's abilities; it was found that Xaverius Ambon kindergarten graduates have good academic and non-academic achievements so they have high competitiveness to be accepted at favorite schools in Ambon City. It gives a positive image to parents even the community. As many as 60% of Xaverius kindergarten graduates, received at SD Xaverius C (superior grade elementary school), another 40% are accepted at Lentera Elementary School, Kalam Kudus Christian Elementary School, SD Teladan and other favorite elementary schools in Ambon City.

Through the documentation study, the authors found that holistic integrative services have been performed such as: weight weighing, height, head circumference measurement, dental and gum care (in partnership with PUSKESMAS). However, parenting services such as consultations, parent engagement in the classroom and home visits have not been implemented. In addition, schools and parents have not used connecting books to report on children's development. The results of this study are in line with the research of BAN PAUD and PNF Maluku Province.

Integrative holistic services at PAUD Institutions, still supported. All stakeholders are involved in child services. Based on the results of accreditation in 2019, for education services: some teachers have not been able to use learning models that stimulate children to play; teachers do not yet have a good understanding of the scientific approach; six aspects of child development have not been able to be implemented by teachers simultaneously in learning; there is still a strong tendency that teachers are more active than students; lectures became a very dominant method used by teachers.

Character culture, still instructive for example do not do this, do so and so and teachers have not been able to build through habituation and firsthand experience. Nutrition and care health services: conducted regularly in partnership with PUSKESMAS. The service still focuses on head circumference measurement, weight weighing, height and dental and gum care; health care information to parents is less than once done.

However, the administration is not well organized. Parenting services: Consultation, Parent engagement in the classroom and home visits have not been implemented. In addition, schools and parents have not used connecting books to report on children's development. Protection services: has been implemented properly with safe infrastructure, facilities and toys (BAN PAUD AND PNF Maluku Province 2019).

Therefore, integrative holistic services include: Education services, nutrition and care services, parenting services, and protection services need to be considered seius by Xaverius Ambon Kindergarten. Integrative holistic services enable agencies to establish partnerships with external stakeholders such as: Parents, PUSKESMAS, Police and other agencies.

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IV. CONCLUSION

Based on the results of data analysis and discussion can be drawn some conclusions as follows:

1. First, kindergarten has an organizational structure and school work system described in the description of duties and manifested in the granting of authority and responsibility so that all personnel move in support of the achievement of the organization's goals; TK Xaverius already has RENSTRA and CTR documents and a vision and mission that determines school policies and programs implemented with measurable performance criteria and standards; already has a national curriculum document; RPPM and RPPH, which are referenced by teachers, have achieved the accreditation rating of A. Tips by the school to maintain the school accreditation rating, namely through strengthening teacher capacity and academic supervision (classroom visits).
2. Secondly, TK Xaverius Ambon has an ideal teacher-to-child ratio (1:18.5). Teacher 7 (87%) qualified S1 and only 1

person (12%) high school qualifications (while studying further at UT). Competence, teachers are generally paud; supported by the work experience of most teachers 10 years and older; The trend of child input and population in the last 3 years, tends to decrease, along with the presence of 3 superior kindergartens, namely Lentera Kindergarten, Ciputra Kindergarten and Caritas Kindergarten in Ambon; so that some children, especially those who whose residence is adjacent to the location of the school that recently chose to study in the 3 schools.

3. Third, teachers at TK Xaverius in the learning process achieved a high Process score of 93%; Teachers use tools or materials to play while learning by utilizing the wealth that exists around the child, providing a good example to the children in the classroom, being friendly, trying to find solutions when facing problems, being fair to the children, regardless of gender, tribe, religion, physical condition, and socioeconomic status of the family. Teachers have leveraged/empowered local wisdom to support their learning process.

4. Fourth, Xaverius Ambon kindergarten output has good academic and non-academic performance so they have high competitiveness to be accepted at favorite schools in Ambon City. This has given a positive image to parents and even the general public.

5. Fifth, some of the weaknesses found in the Process dimension: 1) the teacher has not evaluated regularly at the end of each unit of the language, there is a discrepancy in rpph documents with the problem and the teacher does not yet have a good understanding of the authentic assessment; 2) there are inconsistencies between RPPH and learning materials reviewed by teachers; 3) Teachers have not been able to use the K13 learning approach (scientific approach); 4) Ability to use APE, sometimes not as appropriate as the potential/ talent, age and level of development of the child.

The increase in teacher capacity related to K13 with the focus of learning strategies and models, the use of age-appropriate APE and child development and outenthic assessments need to be considered by the school in the form of traning and improving the frequency and intensity of academic supervision; To improve quality and competitiveness especially facing new competitors TK Xaverius needs to establish partnerships with external stakeholders, in program design, implementation and evaluation together so that there is a good sense of trust and image that has implications for input support, assistance personnel, infrastructure facilities and fund support. TK Xaverius is expected to immediately complete all curriculum documents (PROMES, RPPM and RPPH) and apply them consistently according to the age and level of development of the child.

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