

## EVALUATION OF THE ASWAJA ANNAHDLIYAH CURRICULUM IN EARLY CHILDHOOD EDUCATION OF NU MUSLIMAT

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### Abstract

This study aims to evaluate the effectiveness of the *Aswaja Annahdliyah* curriculum in Early Childhood Education (PAUD) institutions under Muslimat NU in Jakarta, as part of efforts to improve educational policy. The research adopts a qualitative approach with a program evaluation design based on the CIPP model (Context, Input, Process, Product). Data were collected through observations, in-depth interviews, and document studies involving two principals of "A" accredited Muslimat NU PAUD institutions. Data analysis was conducted thematically using Atlas.ti software and validated through triangulation of techniques and sources. The findings indicate that the *Aswaja Annahdliyah* curriculum is in accordance with the fundamental needs of early childhood and community expectations, supported by a strong legal foundation and Islamic values. The curriculum makes a significant contribution to strengthening children's character and religiosity. However, several weaknesses were identified, including limited innovation in learning, minimal technology integration, insufficient professional development for teachers, and suboptimal school-parent collaboration. In addition, the evaluation instruments for learning outcomes need to be strengthened to support more responsive program decision-making. This study recommends the development of a more adaptive curriculum, enhancement of teacher capacity through continuous training, and strengthening of cross-sector partnerships. The implications of this research are expected to serve as a reference for developing a more holistic and sustainable Islamic values-based PAUD curriculum policy.

### Keywords

*Aswaja Annahdliyah*, CIPP, Curriculum Evaluation, Early Childhood Education, Education Policy, Muslimat NU PAUD.



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## INTRODUCTION

Curriculum evaluation in early childhood education is a crucial issue because the quality of curriculum implementation greatly determines the effectiveness of holistic child development stimulation. Various studies confirm that a comprehensive curriculum evaluation needs to consider the institutional context, resource readiness, learning process, and developmental achievement in a balanced manner (Zhang et al., 2024); (Worthen et al., 2019). The CIPP model is seen as relevant in the context of early childhood education because it is able to accommodate the complexity of early childhood education goals that are multidimensional, covering cognitive, social-emotional, moral, and spiritual aspects (Ornstein & Hunkins, 2018).

In early childhood Islamic education, the integration of religious values requires a pedagogical approach that is appropriate to the child's developmental stage. Research shows that the internalization of religious values in early childhood is more effective when done through concrete learning experiences, habituation, example, and a supportive environment, not through a purely doctrinal approach (Suyadi & Ulfah, 2015); (Morrison, 2015). Value-based curriculum, including Islamic curriculum, requires teachers to have a strong conceptual understanding and adaptive pedagogic skills so that these values can be transformed into meaningful learning experiences (Mulyasa, 2018).

Furthermore, the urban context presents its own challenges for the implementation of a curriculum based on religious values. Urban environments that are plural, competitive, and full of the influence of digital media have the potential to influence the socialization patterns and character formation of children (UNESCO, 2020); (Siraj-Blatchford et al., 2016). Therefore, the evaluation of the Aswaja Annahdliyah curriculum at PAUD Muslimat NU is important to ensure that the values of faith, worship, morals, and NU-an are not only contained in the curriculum document, but are also implemented consistently and relevant to the needs of children's development and the social dynamics of urban communities (Hidayat, 2019); (Anwar, 2020).

In addition to issues of alignment and effectiveness, the implementation of the *Aswaja Annahdliyah* curriculum in PAUD Muslimat NU also faces structural and contextual challenges (Wu, X., Sahoo, D., & Hoi, 2022). Factors such as teacher competence, availability of curriculum guidelines, institutional support, parental involvement, and supervision mechanisms play a significant role in determining the success of curriculum implementation (Yusra, 2018). Research on PAUD curriculum management indicates that limited professional development opportunities

and inconsistent monitoring often hinder optimal curriculum execution, thereby affecting learning quality (Skene et al., 2022). In Jakarta, disparities in institutional resources among PAUD Muslimat NU units further contribute to uneven curriculum implementation. These conditions highlight the urgent need for a comprehensive curriculum evaluation that examines supporting and inhibiting factors, as well as their implications for improving instructional quality. Therefore, this study focuses on evaluating the *Aswaja Annahdliyah* curriculum at PAUD Muslimat NU in Jakarta by analyzing the compatibility between planning, implementation, and evaluation processes, assessing its effectiveness in instilling *Aswaja* values, and identifying key factors that influence curriculum success in early childhood education settings.

In both theory and practice, the curriculum is regarded as a systematic, systemic, and well-planned program, consisting of a series of actions designed and organized through thoughtful processes (Pugach et al., 2019) (Yasar & Aslan, 2021). The main components of the curriculum objectives, content, methods, media, learning resources, evaluation, student development, environment, and teacher competence interact dynamically and influence one another (Bahadir & Tuncer, 2020); (Sapri et al., 2022). Planning, implementation, and evaluation form an inseparable cycle in curriculum development. Curriculum evaluation is an essential step to determine the extent of alignment between plans and implementation, as well as to identify the strengths and weaknesses of the applied curriculum.

A comprehensive and validated evaluation model is essential for assessing the PAUD curriculum, especially the *Aswaja Annahdliyah* curriculum. The CIPP model (Context, Input, Process, Product), developed by Stufflebeam et al. since 1966, has been widely recognized as a systematic and comprehensive program evaluation approach (Stufflebeam, 2003); (Stufflebeam & Coryn, 2014); (Al-shanawani, 2019). This model is designed to help evaluators assess various aspects of educational programs, from the needs of target populations (context), strategies and resources (input), implementation (process), to outcomes or impacts (product). The CIPP model is not only intended to prove the effectiveness of a program, but rather emphasizes ongoing improvement through systematic feedback (Kurniawati, 2020). Context evaluation serves to define educational objectives and assess their relevance to the needs of students, while input, process, and product evaluations sequentially help assess resource readiness, implementation quality, and achievement of learning outcomes (Al-shanawani, 2019); (Rejina & Baral, 2023).

The strengths of the CIPP model in evaluating educational programs have been demonstrated by various studies. The study by Aneza et al. (2023) shows that the CIPP model can provide a comprehensive overview of the effectiveness of PAUD programs and help stakeholders identify strengths and weaknesses in a structured manner (Aneza et al., 2023). Research by Hasibuan (2020) also affirms the effectiveness of the CIPP model in assessing curriculum implementation in various contexts (Hasibuan et al., 2020), while Antariksa et al. (2022) prove that CIPP can guide the educational evaluation process systematically (Antariksa et al., 2022), from needs assessment to outcome measurement. Additionally, the contextual evaluation perspective of Stake (1967) enriches evaluation practice by emphasizing the importance of broad, context-oriented descriptions and the need to understand the local characteristics and uniqueness of each educational program (Stake, 1967). Stake asserts that the quality of evaluation is highly determined by the completeness and breadth of contextual data collected by the evaluator so that evaluation results can reflect the real situation and produce recommendations relevant to the needs in the field.

Meanwhile, the development of the *Aswaja Annahdliyah* curriculum for PAUD *Muslimat* NU has been ongoing since 2017, with various revisions and developments until its official national implementation in 2019. This curriculum book serves as a guideline for thousands of PAUD *Muslimat* NU institutions throughout Indonesia and abroad, instilling the values of *aqidah*, *syari'ah*, *akhlak*, and *ubudiyah* in accordance with the principles of *Ahlussunnah wal Jama'ah Annahdliyah*. However, along with the dynamic development of science, technology, and societal needs, this curriculum faces challenges in terms of its alignment with the needs of students, teacher competencies, and available resources. Commonly found issues include teachers' lack of understanding regarding the importance of curriculum program evaluation, limited resources, and suboptimal professional development of teachers in supporting the effective implementation of the curriculum.

Previous studies related to curriculum evaluation, *Aswaja Annahdliyah*, and early childhood education demonstrate important findings, yet they also reveal significant limitations. Research conducted by Thohir et al. (2021) examined the implementation of the *Aswaja Annahdliyah* curriculum in Islamic educational institutions and found that the curriculum effectively strengthens students' religious identity and organizational values (Thohir et al., 2021). However, the study focused primarily on curriculum documentation and institutional ideology without

employing a structured program evaluation model, particularly in the context of early childhood education. Similarly, a study by Elyana (2021) analyzed curriculum management in Islamic-based PAUD institutions and concluded that curriculum success is highly dependent on teacher competence and institutional leadership. Nevertheless, this research did not specifically evaluate *Aswaja Annahdliyah's* content nor assess the alignment between curriculum planning, implementation, and evaluation stages (Elyana, 2021).

Further, studies have examined the internalization of *Aswaja* values and curriculum implementation in Islamic early childhood education. Research on Muslimat NU educational settings indicates that the transmission of *Aswaja* values is influenced by teaching strategies and the use of learning media, although the study did not employ a comprehensive evaluation framework such as the CIPP model and did not specifically focus on PAUD institutions as the primary unit of analysis (Umam et al., 2023). Other research on PAUD curriculum implementation based on child development standards reports inconsistencies between lesson plans and classroom practices, while studies on character education programs in Islamic early childhood education reveal that the integration of religious values is not always developmentally appropriate for young learners (Istratati et al., 2022). However, these studies generally emphasize general PAUD standards or broader character education and do not specifically analyze the implementation of an *Aswaja*-based curriculum using a structured evaluation framework (Halimah et al., 2024). Despite its relevance, the study did not examine *Aswaja Annahdliyah* as a distinct curriculum nor involve key stakeholders comprehensively (Aslan & Uygun, 2019); (Aziz & Mahmood, 2018).

Based on these five studies, it is evident that previous research has largely focused on partial aspects, such as curriculum documents, value internalization, or general PAUD curriculum management. None of the studies conducted a comprehensive evaluation of the *Aswaja Annahdliyah* curriculum using the CIPP (Context, Input, Process, Product) model, nor did they systematically relate curriculum effectiveness to early childhood developmental needs while incorporating the perspectives of principals and teachers as primary curriculum implementers. Therefore, the research gap lies in the absence of an integrative, stakeholder-based, and program-oriented evaluation of the *Aswaja Annahdliyah* curriculum in PAUD Muslimat NU institutions.

The novelty of this study lies in its use of the CIPP evaluation model to assess the *Aswaja Annahdliyah* curriculum comprehensively, encompassing curriculum context, resource input, instructional processes, and learning outcomes. Additionally, this research uniquely situates the

evaluation within PAUD Muslimat NU in Jakarta, an urban Islamic educational context characterized by diverse socio-cultural influences. By directly involving principals and teachers, this study provides empirical insights that contribute both theoretically to curriculum evaluation literature and practically to the improvement of Islamic-based PAUD policy and sustainable curriculum development.

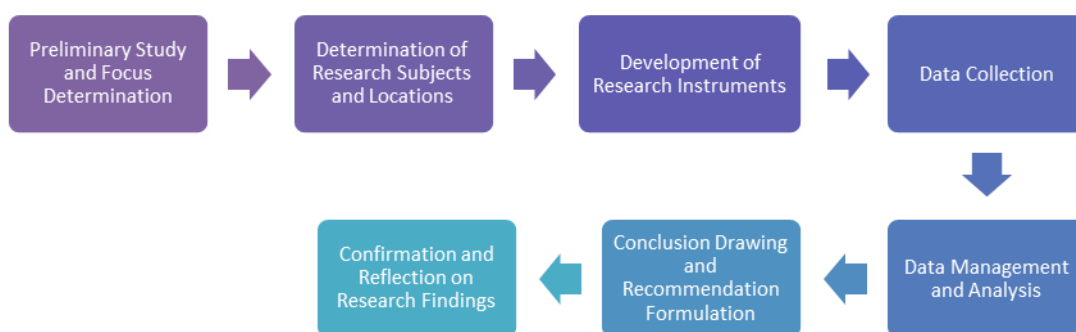
This study aims to conduct a comprehensive evaluation of the *Aswaja Annahdliyah* curriculum of PAUD Muslimat NU using the CIPP model. Specifically, this research seeks to assess the relevance of curriculum objectives to the institutional and community context, evaluate the quality of curriculum inputs, identify the dynamics of the implementation process, and measure the quality of products resulting from curriculum implementation. By involving principals of PAUD Muslimat NU in Jakarta as the primary data sources, this study is expected to reveal the strengths and weaknesses of the curriculum and to provide concrete recommendations for curriculum development and educational policies that are more responsive to the needs of early childhood learners and educators. From a theoretical perspective, this study contributes to the development of curriculum evaluation literature by extending the application of the CIPP model within Islamic-based early childhood education, particularly in evaluating value-oriented curricula such as *Aswaja Annahdliyah*. From a pragmatic perspective, the findings of this study are expected to serve as an evidence-based reference for PAUD Muslimat NU administrators, teachers, and policymakers in improving curriculum design, implementation strategies, and professional development programs to enhance the quality and sustainability of early childhood education.

## **METHOD**

This study employs a qualitative approach with a program evaluation design based on the CIPP model (Context, Input, Process, Product) developed by (Stufflebeam, 2003). The CIPP model is selected as it provides a comprehensive evaluation framework to assess the relevance, effectiveness, efficiency, and impact (Istratati et al., 2022) (Stufflebeam & Zhang, 2017) The research subjects of the implementation of the *Aswaja Annahdliyah* curriculum at PAUD Muslimat NU Jakarta are two principals from PAUD *Muslimat* NU institutions with "A" accreditation, namely PAUD *Muslimat* NU Pondok Cabe and PAUD *Muslimat* NU Tanah Abang, selected purposively based on their authority, experience, and in-depth understanding of curriculum implementation.

Data were collected using three main techniques: structured observation, in-depth interviews, and document study. Observations were conducted within the school environment using guidelines based on the CIPP components to systematically identify aspects of context, input, process, and product. The observation activities were carried out from 15 January to 15 February 2026 at PAUD Muslimat NU Pondok Cabe and PAUD Muslimat NU Tanah Abang. During this period, several observation sessions were conducted in learning and school management activities related to the implementation of the Aswaja Annahdliyah curriculum. The reliability of the observations was maintained through cross-checking of observation guidelines and multiple observation sessions. In-depth interviews were carried out using semi-structured interview guidelines that covered questions for each CIPP component, conducted with the school principals as key informants. All interviews were recorded, transcribed verbatim, and analyzed using Atlas.ti software to generate main themes related to curriculum implementation. Document study was conducted on the Aswaja Annahdliyah curriculum books and other supporting documents, which were analyzed using content analysis techniques based on the CIPP framework.

Data analysis was performed in stages, beginning with data organization, open coding according to the CIPP components, identification of thematic categories, and drawing inductive conclusions. Data validity and reliability were ensured through triangulation of techniques and sources, member checking with informants, and a documented audit trail. Ethical aspects were maintained by obtaining participant consent, ensuring confidentiality, and managing data professionally in accordance with the standards of early childhood education research.



**Figure 1.** Research Process Flow

Systematically, the research process flow is illustrated in Figure 1, which comprises seven main stages: (1) Preliminary Study and Focus Determination, involving literature review and identification of curriculum evaluation needs; (2) Determination of Research Subjects and Locations, namely the selection of two “A”-accredited PAUD *Muslimat* NU institutions in Jakarta

and the principals as informants; (3) Development of Research Instruments, including the preparation of observation guidelines, interview guidelines, and document analysis sheets based on CIPP; (4) Data Collection through observation, interviews, and document study; (5) Data Management and Analysis, including transcription, coding with Atlas.ti, thematic analysis, and triangulation; (6) Conclusion Drawing and Recommendation Formulation based on synthesis of findings and preparation of research reports; and (7) Confirmation and Reflection on Research Findings, involving confirmation with informants and reflection on the implications of the research for curriculum development at PAUD *Muslimat* NU. Each stage is designed to be systematic, transparent, and replicable, thus ensuring the accountability and credibility of qualitative research based on the CIPP curriculum evaluation model. All stages are structured to ensure systematic replication and meet methodological standards for program evaluation research in education.

## FINDINGS AND DISCUSSION

### Findings

#### Data Analysis and Research Findings

The author conducted data triangulation using three different research instruments: observation, interviews, and documentation. These instruments aimed to obtain valid and comprehensive results. All data were analyzed using Atlas.ti software, with the results organized according to the main research questions for each component based on the CIPP model (Context, Input, Process, Product). The relationship between each component and the observed aspects is detailed below. **Context (C) Component**

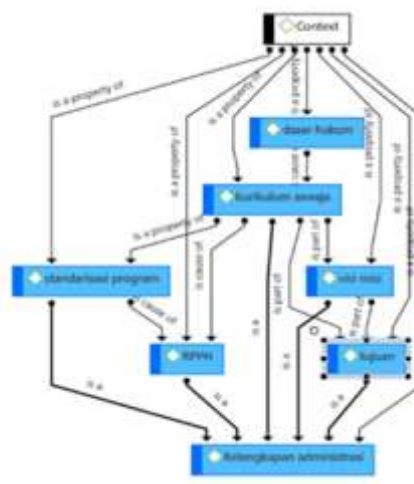
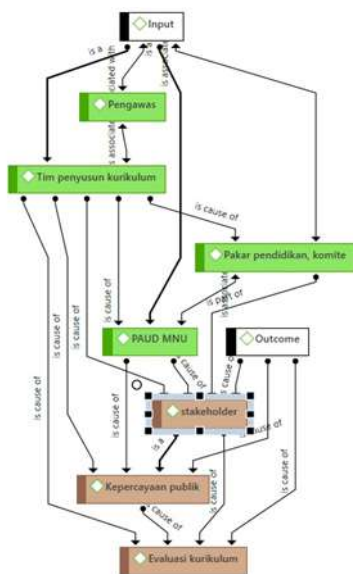


Figure 2. Observed Context Component

In the context component, the aspects observed included: legal foundation, *Aswaja* curriculum, vision-mission, objectives, program standardization, RPPH, and administrative completeness. Each aspect is interrelated, either as part of the context, the cause of administrative completeness, or as supporting tools for the implementation of the *Aswaja* curriculum at PAUD *Muslimat* NU.

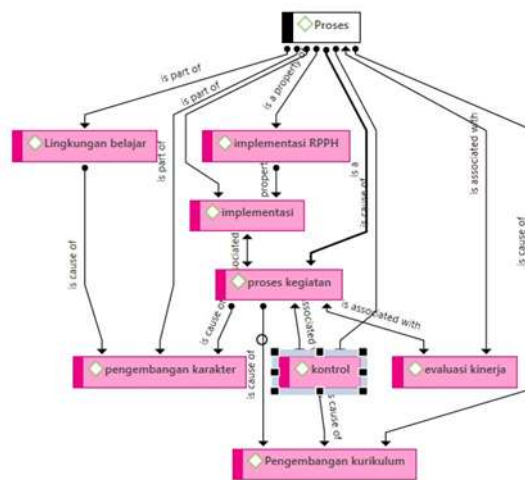
### Input (I) Component



**Figure 3.** Observed Input Component

In the input component, the aspects observed were: supervisors, curriculum development team (teachers, principals, education staff), education experts, committee (parents of students), and the PAUD *Muslimat* NU students themselves. All these inputs contribute to outcomes in the form of stakeholder expectations, public trust, and curriculum program evaluation.

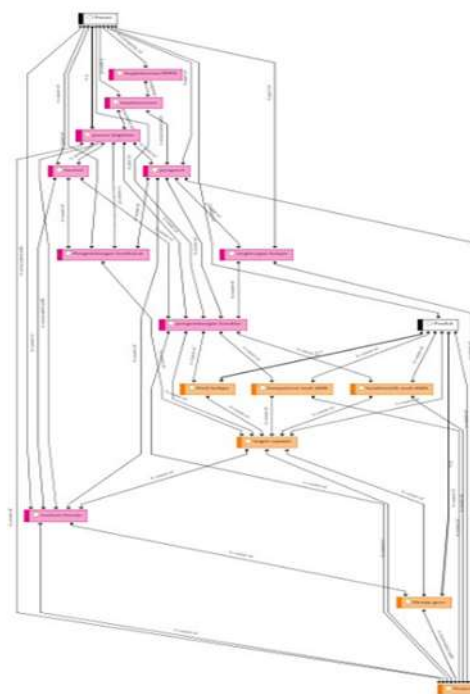
## Process (P) Component



**Figure 4.** Observed Process Component

Process aspects consist of: RPPH implementation as technical guidance, implementation of teaching and learning activities (KBM), observation of the KBM process, implementation control, learning environment, character development as a result of the KBM process, performance evaluation, and further curriculum development.

## Product (P) Component



**Figure 5.** Observed Product Component

The product component includes: student characteristics, student competencies based on learning outcomes, achievement of learning targets through play, and teacher performance, as well as their professionalism. The product component is closely related to the process, as effective





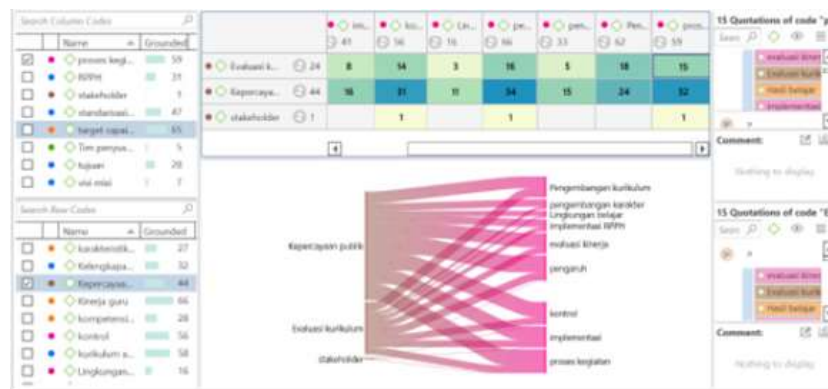
**Figure 8.** Relationship between Process and Input Components

Teacher teaching competence tends to stagnate in routine duties; only a portion of teachers (58%) display creativity and innovation. Limited training and professional development are the main obstacles. Additionally, curriculum input is still lacking in aspects such as child development standards, technology integration, national strategic goals, and specific guidelines for teachers and classes. The curriculum has provided pragmatic solutions for behavioral issues, but does not yet offer comprehensive guidance for addressing children’s psychological and behavioral problems.



**Figure 9.** Relationship between Process Components in Learning Activities

Respondents agreed that the curriculum emphasizes the teaching of *akhlaq al-karimah* and religiosity, motor skills, social-emotional abilities, language, and arts. However, learning strategies and methods have not yet been described in detail. Play remains central to the learning process, and student assessment is conducted using assessment cards at the end of each module. Relationships with parents remain mostly administrative, even though the curriculum contains practical steps for collaboration that are not yet optimally implemented.



**Figure 10.** Relationship between Process Component and Outcome

The average respondent's answer indicates that the curriculum contributes 71% to fulfilling the needs for character development in children and societal expectations. The curriculum supports children's socialization in the family, school, and community, as well as achievement in moral, physical-motor, cognitive, social-emotional, language, and arts aspects. The curriculum's limitations in fully meeting all children's needs are linked to the suboptimal program evaluation, while social intelligence and independence remain the main focus in PAUD development.

### Main Research Findings

Based on data triangulation through observation, interviews, and documentation analyzed using Atlas.ti, this study found that the Aswaja Annahdliyah curriculum at PAUD Muslimat NU generally possesses a strong institutional foundation and is relevant to the needs of early childhood education and community expectations. In the context component, the curriculum meets the aspects of legal foundation, vision-mission, and clear objectives, supported by adequate program standards and administration. However, technology integration within the curriculum is still very limited and has not become a primary focus, even though current needs demand adaptation in this direction.

In the input component, stakeholder participation, such as teachers, principals, education staff, education experts, and parents, is well-facilitated, but the quality of input still needs to be improved. While the curriculum provides guidance for teachers, it does not yet provide detailed practical strategies for addressing children's psychological and behavioral issues. Furthermore, the lack of training and professional development results in teachers' creativity and innovation tending to stagnate, as only 58% of teachers are considered innovative in their teaching.

The curriculum implementation process runs according to procedures, emphasizing play activities as the core of learning, character development, and child achievement assessment through simple instruments. However, more innovative learning strategies and comprehensive

assessment methods have not yet been explicitly described. The relationship between school and parents tends to be administrative, while real collaboration to support child development has not yet been optimal.

In the product component, the curriculum is able to produce children with religious and moral character as well as good cognitive, social-emotional, language, and artistic skills. The curriculum's contribution to fulfilling children's character needs and community expectations is recorded at 71%. Nevertheless, limitations in program evaluation and strengthening assessment instruments remain challenges in achieving holistic and sustainable child development.

Overall, the main findings of this study affirm that the Aswaja Annahdliyah curriculum is fairly adaptive to the basic needs of faith-based and social PAUD, but there remains a need for strengthening technology integration, professional teacher development, school-parent collaboration, and the development of a more comprehensive and responsive program evaluation system to the dynamics of early childhood development today.

## **Discussion**

### **Context Component: Relevance of Objectives, Needs, and Legal Basis**

This study demonstrates that the Aswaja Annahdliyah curriculum at PAUD Muslimat NU is designed based on national policies such as Permendikbud No. 137/2015, Permendikbud No. 146/2014, and Islamic values that are relevant to the institution's local needs. This finding is consistent with the results of (Aneza et al., 2023) and (Radja et al., 2024), who emphasize that context evaluation must begin with the real needs of students, an understanding of the institution's vision and mission, and the support of a strong legal foundation, for example, Presidential Regulation No. 60 of 2013 for Holistic Integrative Early Childhood Education (PAUD HI).

The importance of shared understanding among teachers, parents, and stakeholders regarding the objectives of early childhood education, which should not only focus on cognitive aspects but also on affective, psychomotor, and character development (Radja et al., 2024). This perspective aligns with research by (Siraj-Blatchford et al., 2016) and (UNESCO, 2020), which emphasizes that early childhood curriculum planning must integrate contextual needs, institutional values, and policy frameworks to ensure program relevance and sustainability. However, both the findings of this study and other research (Aneza et al., 2023); (Netriwinda et al., 2022) show that curriculum development in practice often does not yet rely on systematic evaluation and comprehensive needs analysis. Similar concerns are also highlighted by OECD

(2020), which notes that the absence of structured evaluation may weaken the alignment between curriculum design and actual learning needs in early childhood education institutions.

### **Input Component: Human Resources, Facilities, Curriculum, and Collaboration**

PAUD Muslimat NU already has a clear organizational structure and adequate human resources, although job overlap still occurs due to personnel limitations, as also found in other PAUD institutions (Aneza et al., 2023); (Radja et al., 2024). Most teachers meet the minimum S1 qualification and receive periodic training, although nationally there is still a need to strengthen capacity and teacher professionalism.

This finding is consistent with studies by (Darling-Hammond et al., 2020) and (OECD, 2019), which explains that teacher quality, professional development, and institutional support systems are key determinants of successful curriculum implementation in early childhood education. The curriculum used, whether the 2013 National Curriculum or locally modified versions, has sought to integrate character education and contextual learning, as suggested by (Radja et al., 2024) and (Anindita et al., 2023).

However, (Radja et al., 2024) also highlight that strengthening input cannot be separated from cross-sector partnerships, such as collaboration with health centers for health services, the PKK for nutrition and welfare, and the police for child protection. This perspective is supported by (Britto et al., 2017), who argue that holistic early childhood programs require integrated collaboration among education, health, and social protection sectors. Such cross-sector collaboration is a strength of PAUD HI in various regions and should be a model for PAUD Muslimat NU.

### **Process Component: Planning, Implementation, and Continuous Evaluation**

The process of curriculum implementation at PAUD Muslimat NU, as also seen at PAUD Eunike Lobalain (Radja et al., 2024). It has been running well, but still requires improvement in terms of methodological innovation, adaptation to the real needs of children, and active parental involvement. Learning activities at PAUD Muslimat NU are dominated by play, character building, and the cultivation of positive behavior, in line with the six aspects of child development. These findings are consistent with the concept of play-based learning emphasized by (Woodward, 2010) and (Berk, 2018), who state that early childhood learning processes should prioritize exploratory, experiential, and socially interactive activities to support holistic development.

The implementation of the PAUD HI program at PAUD Eunike Lobalain shows that collaboration with various parties, parental involvement in parenting programs, and strengthening home-based parenting can improve the quality of holistic services. Monitoring and evaluation of processes must be carried out reflectively and participatively, so that program adjustments are truly based on data on children's needs and input from all stakeholders. (Netriwinda et al., 2022).

### **Product Component: Results, Outcomes, and Service Impact**

The achievements at PAUD Muslimat NU are similar to those of other PAUDs that have implemented PAUD HI, namely, optimal child development in cognitive, socio-emotional, spiritual, and motor domains (Heckman, 2011). Product evaluation also highlights the importance of outcomes in the form of tangible impacts from cross-sectoral collaboration—such as regular health check-ups, nutrition education, strengthened parenting, and child protection from violence, which have proven effective at PAUD Eunike Lobalain (Radja et al., 2024).

Similar results are also reported by (Lewis & Heckman, 2006), who emphasizes that quality early childhood programs provide long-term benefits for cognitive and socio-emotional development. In addition, (Yoshikawa et al., 2018) highlight that integrated early childhood services contribute significantly to children's developmental outcomes and long-term educational success.

Learning outcome assessment using descriptive narratives and categories (BB, MB, BSH, BSB) can provide a comprehensive picture of child development, although the instruments and reporting still need to be strengthened (Aneza et al., 2023). Furthermore, stakeholder involvement and external monitoring are key to accountability and the continuous improvement of PAUD service quality (Anindita et al., 2023); (Radja et al., 2024).

## **CONCLUSION**

This study demonstrates that the *Aswaja Annahdliyah* Curriculum at Muslimat NU Early Childhood Education (PAUD) institutions in Jakarta is built upon a strong institutional and legal foundation and is relevant to the needs of young children and the community. Through the CIPP evaluation model, it was found that the curriculum is effective in fostering character, religiosity, and basic skills in children. However, there are still weaknesses, such as limited learning innovation, minimal technology integration, the need to enhance teachers' professional capacity, and the optimization of collaboration with parents and external parties. The evaluation

instruments and learning outcome reports also need to be strengthened to provide a comprehensive picture of children's development. Based on these findings, this study underscores the importance of strengthening teacher training, developing a curriculum that is adaptive and responsive to contemporary changes, and optimizing cross-sector partnerships in PAUD services. It is recommended that future research involve more institutions, broaden the geographic scope, and develop more comprehensive learning outcome evaluation instruments. Thus, the development of Islamic value-based PAUD curricula can become more responsive, innovative, and able to holistically meet the developmental needs of early childhood.

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