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IMPLEMENTATION OF THE SULAIMANIYAH CURRICULUM IN DEVELOPING CHILDREN'S COMPETENCIES AT ENDERUN ISLAMIC PRESCHOOL

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Abstract

The curriculum is a plan or framework that determines what will be taught in education. The curriculum serves as a guideline that establishes the direction, educational goals, and the materials that need to be learned. Enderun Islamic is a Kindergarten that not only implements the Merdeka Curriculum but also integrates the Turkish curriculum. This research aims to analyze the implementation of the Sulaimaniyah curriculum in developing children's competencies at Enderun Islamic Preschool. Using a qualitative approach, a case study research type was selected to explore the unique and specific implementation of the Sulaimaniyah curriculum in this institution. Data collection techniques were carried out through interviews, observations, and documentation. The subjects of this research were the principal and one of the teachers at Enderun Kindergarten. Data analysis was conducted using the Milles & Huberman technique, which includes three stages: data reduction, data presentation, and conclusion drawing. The results of the study indicate that the Sulaimaniyah curriculum implements religion-based and character education, the stages of the Sulaimaniyah curriculum, flagship programs of the Sulaimaniyah curriculum, learning media sourced directly from Turkey, and the evaluation of the Sulaimaniyah curriculum.

Keywords: Curriculum; Sulaimaniyah; Strategy; Teacher; Early childhood.

Abstract

A R - R A N I R Y

Penelitian ini bertujuan untuk menganalisis implementasi Kurikulum Sulaimaniyah dalam mengembangkan kompetensi anak di TK Enderun Islamic Preschool, yang mengintegrasikan Kurikulum Merdeka dengan kurikulum dari Turki. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif dengan jenis studi kasus, untuk memperoleh pemahaman mendalam tentang penerapan kurikulum yang unik di lembaga ini. Teknik pengumpulan data yang digunakan mencakup wawancara, observasi, dan dokumentasi, dengan subjek penelitian terdiri dari kepala sekolah dan salah satu guru di TK Enderun. Analisis data dilakukan menggunakan teknik Milles & Huberman, yang meliputi tiga tahap: reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa Kurikulum Sulaimaniyah di TK Enderun menerapkan pembelajaran berbasis agama dan karakter, dengan tahapan pembelajaran yang jelas dan program unggulan yang ditawarkan. Media pembelajaran yang digunakan diambil langsung dari Turki, dan evaluasi terhadap kurikulum ini dilakukan secara berkala untuk memastikan efektivitas implementasinya. Kesimpulannya, implementasi Kurikulum Sulaimaniyah di TK Enderun Islamic Preschool terbukti efektif dalam mengembangkan kompetensi anak, dengan pendekatan yang komprehensif dan relevansi internasional yang kuat.

Kata kunci: Kurikulum; Sulaimaniyah; Strategi; Guru; Pendidikan Anak Usia Dini.

Introduction

Article 28 of the National Education System Law No. 20 of 2008 defines early childhood as individuals aged 0-6 years (Ni'mah et al., 2020). Law No. 20 of 2003 on the National Education System states that early childhood education (ECE) supports the development of children from birth to age six. ECE provides educational stimulation to aid physical and mental growth, preparing them for further education (Karmila, 2024). The curriculum and learning in ECE are vital for improving the quality of children's education and support their social, emotional, and cognitive development (Hasanah et al., 2024).

The curriculum outlines what will be taught in education, ensuring that teaching meets societal needs (Salabi, 2020). It serves as a guideline for educational goals and content, while teaching involves the interaction between teachers and student (Sukmawati, 2021). The curriculum is essential for determining education quality, influenced by its structure and content. The term "curriculum" has been recognized in Indonesia since 1950, introduced by educators who studied in the United States, while "learning plan" was previously more common (Asri, 2017).

Bauchamp (1976), as cited in (Maulidiyah, 2024), defines the curriculum as a document that outlines all subjects for students. The curriculum is developed through five steps: determining the areas to be covered, identifying the involved parties, establishing procedures such as objectives and evaluations, implementing the curriculum with necessary support, and conducting evaluations of the design and student achievement (Fitriyah, 2020).

Tyler identifies four key elements in curriculum development: 1) setting clear and measurable educational objectives; 2) selecting suitable learning experiences that consider students' interests and backgrounds; 3) organizing these experiences based on continuity and content sequence to support student growth and match their abilities (Bachtiar & Harja, 2024). Oliva adds that the curriculum is a structured arrangement of complex ideas, involving planning methods for organizing objectives, content, and instructional materials, along with guidelines for conducting learning activities to reach specific educational goals (Usdarisman, 2024).

The function of the curriculum for students is to provide valuable learning experiences that can enrich their knowledge and skills. The curriculum is designed to enable students to develop their potential and prepare themselves to face challenges in the next level of education (Dhomiri & Nursikin, 2023). The curriculum helps students not only understand theories but also apply their knowledge in real-life situations. Since Indonesia's independence, curriculum development has focused on providing open access to education for all children (Indarta et al., 2022). The curriculum has changed significantly over the years, with revisions in 1947, 1952, 1964, 1975, 1984, 1994, 2004, 2006, 2013, and most recently with the Merdeka Belajar Curriculum in 2020 (Ervia et al., 2024). Updates are necessary to keep content and

teaching methods relevant and effective. Curriculum renewal employs four main strategies: a facilitative strategy for additional facilities, an educative strategy for teacher and student training, a persuasive strategy to gain support, and a coercive strategy to ensure acceptance of changes (Fatimah et al., 2021).

Students are the main focus in curriculum development, ensuring that teaching is relevant to their needs (Setiyorini & Setiawan, 2023). On February 11, 2022, Minister of Education Nadiem Anwar Makarim launched the Merdeka Belajar Curriculum, which improves upon the 2013 Curriculum to address setbacks from the COVID-19 pandemic. This new curriculum is designed to be simpler, more concise, and flexible (Darsela et al., 2024). Ki Hadjar Dewantara's ideas highlight that quality education should integrate intellectual, character, and skill development (Habsy et al., 2024). The Merdeka Belajar Curriculum aims to meet current educational needs by emphasizing independence, freedom, and character development for student.

The curriculum has five interconnected components: (1) objectives, (2) content or materials, (3) learning strategies, (4) organization, and (5) evaluation. These components are essential to the educational process, as each plays a role in supporting the others (Hamdi. Mohamad Mustafid, 2017). The objectives are the primary focus, guiding the educational process and informing the other components. In line with National Education Standards, these objectives are referred to as Graduate Competency Standards (Lestari et al., 2023).

The material component of the curriculum is designed to achieve the established educational objectives. This material includes various study materials, encompassing knowledge, values, experiences, and skills developed through the learning process (Muh Nasir et al., 2022). The curriculum strategy component includes the approaches, methods, and tools used in teaching. However, the strategy also involves ways to implement teaching, assessment, guidance, and activity organization (Wahyu Hidayat, 2020).

Curriculum organization is the overall framework that guides student learning. It helps in selecting and arranging learning experiences during curriculum development (Wahyu Aprilia, 2020). Evaluation measures student outcomes, including understanding of concepts, practical skills, and social-emotional development. This feedback is crucial for teachers and curriculum developers to refine teaching strategies and identify the most effective methods (Nazri et al., 2022).

At the Early Childhood Education (ECE) level, the curriculum is designed to optimize the development of children's potential through activities presented in a fun context. Early Childhood Education emphasizes the habituation of positive character traits, as well as the development of various skills, including physical, cognitive, verbal, artistic, social, emotional, spiritual, self-discipline, self-concept, independence, and optimization of the five senses (Shalehah, 2023). The Early Childhood Education (ECE) curriculum is a plan that outlines objectives, content, learning materials, and

methods for guiding learning activities for young children. Its purpose is to ensure that learning experiences meet children's developmental needs and support their overall growth (Mahyumi, 2023). The Merdeka Belajar concept can significantly improve education quality in Indonesia if implemented effectively. This approach encourages students to develop 21st-century skills, such as communication, creativity, collaboration, and critical thinking. In the Merdeka Belajar Curriculum, these skills are known as Learning Outcomes (Capaian Pembelajaran, CP) (Fitriani et al., 2023)

According to Ministerial Regulation Number 10 of 2025, Article 2, Paragraph (2), Graduate Competency Standards measure the developmental achievements of young children across various aspects, including religious values, Pancasila values, physical skills, cognitive abilities, language, and social-emotional growth (Ministerial Regulation Number 10 of 2025 on Graduate Competency Standards for Early Childhood Education, Basic Education, and Secondary Education). Deep Learning (PM) emphasizes student-centered learning, aiming to create a conscious, meaningful, and enjoyable learning environment (Abdul Mu'ti et al., 2025).

Ministerial Regulation No. 31 of 2014 defines a Cooperative Education Unit (Satuan Pendidikan Kerja Sama, SPK) as an educational institution formed through collaboration between an accredited Foreign Educational Institution (Lembaga Pendidikan Asing, LPA) and an Indonesian Educational Institution (Lembaga Pendidikan Indonesia, LPI) (Widodo, 2017). This cooperation can take place in formal settings like primary and secondary schools, as well as in non-formal settings like courses or training. The regulation ensures that foreign schools in Indonesia meet established educational standards and positively contribute to the national education system.

Sulaimaniyah is a non-profit organization that has spread to various countries around the world, including Indonesia. The Sulaimaniyah Tahfidz Foundation introduced the Sulaimaniyah-based curriculum in 2021 through the Kindergarten level. Research on this Sulaimaniyah curriculum is still very limited, conducted by other researchers. However, given that this curriculum was developed by the Sulaimaniyah Tahfidz Foundation from Turkey and has more than 50 branches throughout Indonesia, the researcher is very interested in examining how the Sulaimaniyah curriculum is implemented in conjunction with the Merdeka Curriculum, particularly in Aceh.

Method

The researcher employs a qualitative approach with a case study research type that is descriptive in nature. This qualitative approach with a case study design is chosen to deeply explore the implementation of the unique and specific Sulaimaniyah Curriculum at Enderun Kindergarten. The Sulaimaniyah Curriculum is a combination of the Merdeka Curriculum and elements from the curriculum in Turkey, aligning with the school's vision and mission to "Create a Generation of Noble-Moraled and Knowledgeable Muslims Capable of Changing the World." The subjects of this research are the principal and teachers of Enderun Islamic Preschool. The research is conducted during the Odd Semester of the 2025/2026 Academic Year.

Data collection methods include interviews, observations, and documentation. Interviews will be conducted with the principal and a teacher at Enderun Islamic Preschool. Observations will focus on the learning stages to understand the implementation of the Sulaimaniyah Curriculum. Additionally, documentation will include official curriculum documents, teaching modules, and photos and videos from the learning process.

The data from interviews, observations, and documentation show significant complexity. The researcher uses the Miles & Huberman model for data analysis, which includes three main components: data reduction, data presentation, and conclusion drawing (Qomaruddin & Sa'diyah, 2024). Data reduction involves selecting and simplifying information to focus on the implementation of the Sulaimaniyah Curriculum at Enderun. Data presentation is organized for clarity, using both narrative and tables to detail curriculum components. Throughout the research, conclusions are continuously drawn to ensure the accuracy of interpretations, maintaining the validity of the results and supporting further analysis of the Sulaimaniyah Curriculum's impact on children's competencies at Enderun.

Results and Discussion

1.1. Islamic-Based Learning and Character Education

The curriculum in education serves as a fundamental element that helps achieve the expected learning objectives (Sri Rahayu et al., 2023). The curriculum not only establishes the content that must be taught but also details the teaching methods used and ways to effectively assess student progress and understanding. The Sulaimaniyah curriculum integrates academic education with moral and spiritual values, ensuring that children not only learn basic skills but also understand the importance of character and ethics in everyday life.

The Sulaimaniyah curriculum is implemented only at Enderun Kindergarten, which was founded by the Sulaimaniyah Foundation. During the curriculum planning stage, the Sulaimaniyah Foundation conducts surveys to identify relevant needs within the context of the Merdeka Curriculum. The results of these surveys are then

used to tailor the curriculum to meet student needs. Based on interviews with the Head of Enderun School, it was revealed that the Education Office has conducted evaluations and stated that this curriculum meets the established standards, ensuring that the education provided at Enderun Kindergarten aligns with applicable educational policies.

The Sulaimaniyah curriculum in the academic field is supplemented with a guidebook called Koza, which includes materials for reading, writing, and arithmetic (calistung) adjusted to the Merdeka Curriculum. One of the most prominent programs within the Sulaimaniyah Curriculum is the English Sequoia program, designed to enhance students' English language skills. In addition to this program, there are several other flagship programs aimed at supporting cognitive, social, and emotional development in children, providing a comprehensive and quality learning experience.

1.2. *Stages of Learning in the Sulaimaniyah Curriculum*

Enderun Kindergarten demonstrates the implementation of structured learning stages in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 146 of 2014 regarding the 2013 Curriculum for Early Childhood Education, particularly in Article 3, Paragraph (3), which explains the stages of learning. Early childhood education, especially in kindergartens, is fundamentally play-oriented learning, where children learn through enjoyable play experiences (Syafmaini et al., 2024). The learning stages in accordance with the Ministry of Education and Culture (Kemendikbud) include the introduction, core activities, and conclusion.

1.2.1. *Opening Stage*

At Enderun Kindergarten, the learning process starts with a 30-minute recovery time from 08:00 to 08:30, allowing children to adapt before learning activities begin. After this, the teacher reads the Fazilet calendar, which features hadiths, daily words, vocabulary in four languages, and puzzles for interactive learning. The teacher then reads Islamic religious books and an etiquette book titled *Yemekte Görgü Kuralları*, imported from Turkey, which provides religious knowledge and teaches good ethics and manners.

After the reading session, the children prepare to perform the Dhuha prayer, guided by the classroom teacher, with boys taking turns as imam. This helps them experience leading worship and build self-confidence. Instilling the practice of Dhuha prayer from an early age significantly impacts children's religious values and character (Rose Juwa Abdul & Muallifatul Khorida Filasofa, 2024). For example, before the prayer, the children quickly perform ablution and prepare their prayer mats and hijabs for the girls, following the teacher's recitations and movements.

After the prayer, the children head to the Yemek Hane (dining room) for snack time, lasting 20 minutes. It begins with a prayer before eating together, led by the classroom teacher. The activity of instilling religious values can start with habituating good

behavior in everyday life. For instance, encouraging children to eat with their right hand, in accordance with Islamic teachings, as well as praying before and after meals, can instill a sense of gratitude towards Allah in the children (Ahmad et al., 2021).

At Enderun, children are not allowed to bring snacks from home; food and drinks are provided by the school. This policy aims to ensure proper nutritional intake for the children and prevent feelings of jealousy among them, as all children can enjoy the same meals. During early childhood, children go through developmental stages that require special attention to the food they consume. Children's bodies need healthy and nutritious food to support their physical growth, mental development, and cognitive abilities (Fitri et al., 2025).

1.2.2. *Core Stage*

After snack time, the children return to the classroom to memorize short Surahs, which is an important part of their daily religious learning. They then proceed to the English Sequoia session, where the focus is on vocabulary and simple conversations. This session is designed to build a strong foundation in English at an early age. Teaching English to children should ideally begin with vocabulary mastery, as vocabulary is a crucial aspect of language learning. The more understanding they possess, the greater their ability to use English (Heryani & Sumitra, 2021).

Next, learning continues with the use of the Koza book. Here, children learn to read and count while participating in play sessions that follow the directions and puzzles from the book. The context of CALISTUNG (reading, writing, and arithmetic) in kindergarten should be conducted to develop six aspects of children's growth through a play-based approach. Therefore, direct teaching of CALISTUNG as a daily learning activity is not permitted, as it can hinder children's creativity and interest in learning and reduce their desire to explore knowledge in enjoyable ways (Apriyanti & Aprianti, 2023).

1.2.3. *Closing Stage*

In this stage, the teacher reflects on the children's understanding of the learning process. The children listen to a themed story while seated, which is important for teaching moral values in an understandable way. Storytelling develops empathy, shows how to face problems, and introduces values like honesty and obedience to parents. It also creates an emotional connection between the children and the teacher, increasing their interest and eagerness to attend school (Nurjanah & Anggraini, 2020).

Before going home, the children perform the Dhuhr prayer to help them get used to worship and Islamic etiquette. Teaching religious values through consistent practices like prayer fosters a love and understanding of Islamic teachings (Wiyani & Purwokerto, 2020). This activity adds spiritual aspects to their daily routines, enhancing both their academic learning and their religious and moral values.

At Enderun Kindergarten, the learning stages are consistent until Friday, but core activities vary. Mondays focus on visual arts and reading; Tuesdays on coding

and writing; Wednesdays on parkour and counting; Thursdays on specific topics and reading; and Fridays on tuzder activities and writing. This variety keeps children engaged and supports their overall academic, social, and spiritual development, creating a fun and educational environment.

1.3. *Flagship Programs of the Sulaimaniyah Curriculum*

According to Charlles (Umayah & Suyadi, 2020), a learning program is a planned set of activities designed to achieve specific learning objectives. Good planning makes the learning process focused and effective, helping to meet educational goals. Research shows that Enderun Kindergarten uses innovative strategies to enhance early childhood development and prepares children for future challenges by equipping them with essential skills, attitudes, and strong character. This holistic approach greatly benefits children's development.

1.3.1. *One By One Learning Program*

Teachers provide individual attention to each child's abilities at Enderun Kindergarten. They use special media, like the Elif Juzu' book, to teach the Quran. Mirrors are used to help children understand the position and pronunciation of letters (mahkrijul huruf) correctly. Introducing Quranic learning early is very beneficial for education. According to Kertamuda (2015:101) as cited in (Amrindono, 2022) memorizing and reciting the Quran can reduce fear and promote tranquility, while also enhancing concentration and thinking skills. Linguistically, this approach helps children learn to speak well.

The One By One Learning method is applied in all educational areas, including the English Sequoia program and CALISTUNG (reading, writing, and arithmetic). Teaching foreign language vocabulary should not just involve memorization, as this can overwhelm children. According to French Allen (Pertiwi et al., 2021), teachers should create a suitable classroom atmosphere, which can be achieved by making a vocabulary list from the environment, like animals, plants, and objects. Introducing CALISTUNG should also be gradual, focusing on recognizing letters and numbers simply rather than forcing it (Nur Firmawati et al., 2023).

If there are children who experience delays in understanding the material, this focused approach allows teachers to provide more intensive attention and explanations tailored to individual needs. By offering constructive feedback and emotional support, teachers can boost children's confidence, encourage active engagement, and facilitate a deeper understanding.

1.3.2. *Islamic Character Building Program*

This program covers etiquette, morals, and faith. Children study various materials, including hadith and the life of the Prophet (sirah nabawiyah). Each morning, they read a calendar called Fazilet Kids, which includes hadiths, daily words, vocabulary in four languages, and puzzles for interactive learning. Learning hadith

helps children understand and practice its teachings through various activities from an early age (Afifiah et al., 2024). In early childhood education (ECE), learning multiple languages is essential due to globalization and the need to understand other cultures (Andari et al., 2025). Additionally, puzzle games increase children's enthusiasm for learning by making the process enjoyable and interactive (Lestari Ayu, 2023).

Enderun Kindergarten emphasizes the importance of mahramiyat (non-marriageable kin relationships). To ensure privacy and modesty, boys' and girls' restrooms are separate, and girls must wear hijabs as part of etiquette and moral values. Encouraging children to wear hijabs is beneficial, as they can easily absorb information from their surroundings. Seeing parents and siblings in hijabs helps them recognize its significance. Attending a kindergarten based on Islamic values makes it easier for children to adapt to wearing hijabs (Juliana, 2024).

1.3.3. *Gastronomy Program*

The gastronomy program at Enderun includes a monthly cooking class led by a chef. For example, if the theme is kebabs, the chef provides all the ingredients and introduces the materials and tools to the children. They participate in food preparation and learn about healthy eating. The cooking class enhances children's cognitive abilities as they observe and follow the chef's instructions. It also helps them become familiar with food ingredients, their nutritional content, and fosters creativity.

Enderun Kindergarten also has a Gıda Anketi team responsible for conducting food nutrition surveys. This team compiles a list of permitted and prohibited food ingredients to ensure children's health. Furthermore, the team evaluates the cleanliness of food presentation, ensuring that the meals served are not only nutritious but also safe and hygienic for children to consume. With this approach, Enderun Kindergarten is committed to providing healthy and quality nutrition for its students.

1.3.4. *Practical Life Program*

This program trains children in daily habits that align with Islamic teachings, such as learning to pray before and after meals, as well as performing the Dhuha and Zuhur prayers. Religious habituation in children is crucial for helping them become ethical individuals who behave well according to the teachings of Islam. Teaching children to perform the Dhuha prayer in congregation at school can provide positive energy, boost self-confidence, and increase their interest in worship (Hamdani et al., 2022).

Furthermore, this program aims to develop a sense of responsibility in children toward themselves. Responsibility is an essential character trait that should be instilled from an early age. For young children, understanding responsibility is not an easy task. A comfortable and safe learning environment, along with support and perseverance from parents and educators, is necessary (Anggraeni & Mulyadi, 2021).

At Enderun Kindergarten, activities include putting shoes in their proper place, organizing books on shelves, and training in planting. Putting shoes away helps

children learn to maintain cleanliness and order, while organizing books teaches them about taking care of their belongings. Additionally, the planting training is designed to instill responsibility, where children are taught to water the plants every morning, helping them understand the importance of consistency and attention in caring for something.

1.3.5. Multilingual Program

The language program at Enderun Kindergarten teaches over 65% in English, but the principal emphasizes choosing a language that suits the children's abilities to ensure understanding and enthusiasm. Multilingualism in early childhood means children learn and use two or more languages before formal schooling, focusing on vocabulary, sentence construction, and appropriate language use in different contexts. In Indonesia, children commonly use their mother tongue (local languages), the national language (Indonesian), and foreign languages (like English) in daily life. The teaching methods are interactive and enjoyable, using games, songs, and stories to keep children motivated (Jannah & Depalina, 2025).

1.3.6. Tuzder Brain Games Program

This program consists of brain games designed to enhance children's intelligence and thinking abilities. Play is an effective pedagogical strategy for increasing children's engagement in the learning process, as it is not only enjoyable but also contributes to language acquisition and understanding of new concepts (Zulfiyanti et al., 2025).

Games implemented in kindergarten should be educational, engaging, and appropriate for the characteristics and cognitive development stages of children. One example of a game that meets these criteria is puzzles. Puzzles not only develop children's fine motor skills but also enhance their logical thinking, problem-solving abilities, and concentration (Amini et al., 2023). The Tuzder Brain space at Enderun also features puzzles imported from Turkey for all Enderun locations in Indonesia. The play equipment provided at Enderun is specially imported from Turkey, creating uniformity of facilities across all Enderun Kindergartens in Indonesia. Through these games, children can stimulate creativity, solve problems, and develop logical thinking skills while having fun.

1.3.7. Psychological Services Program

The psychological services program is a key initiative at Enderun Kindergarten. It uses an emotional approach by psychology experts to help children express their feelings. The guidance and counseling services aim to assist children in understanding themselves, including their abilities, traits, habits, and interests. This service also focuses on developing potential, overcoming challenges, and preparing children for their mental and social development as they transition to primary education (Amanah et al., 2023).

This program encourages children to share their feelings, helping them understand and manage their emotions better. It supports their emotional and social development, allowing them to express themselves and build communication skills. Through discussions and interactions, children learn to recognize their own emotions and those of others. This approach creates a safe environment where children feel valued and heard, enabling them to grow into emotionally balanced individuals with strong social skills that will benefit them in the future.

1.4. Learning Media from Turkey

Media is a crucial part of planning and managing Early Childhood Education (ECE) as it facilitates communication between teachers and students. Proper use of media makes learning more interactive and enjoyable, boosting children's interest and engagement (Rupnidah & Suryana, 2022). At Enderun Kindergarten, learning media is imported directly from Turkey to ensure quality and consistency. All media used in the learning process is produced under Sulaimaniyah's copyright to meet established educational standards.

The academic learning media includes various books specifically designed to teach reading, writing, and arithmetic (CALISTUNG), as well as to instill values of etiquette and life skills necessary for everyday life. Some of the book titles used at Enderun Kindergarten include *Koza*, which focuses on language and literacy development; *Kalender Fazilet*, which teaches moral values and positive attitudes; *Sequoia*, serving as a medium for teaching English to children; and *Yemekte Görgü Kurallari*, which educates children about etiquette and manners in social situations.

In addition to these books, the educational toys found in the Tuzder Brain space are also imported from Turkey. These toys are specifically designed to support children's cognitive, motor, and social development, providing an interactive and enjoyable learning experience. Enderun Kindergarten strives to create a holistic and effective learning environment that focuses not only on academic aspects but also on character development and life skills for children.

1.5. Evaluation of the Sulaimaniyah Curriculum

Evaluation can be defined as the process of gathering information useful for making decisions regarding improvements to the learning system (Rusmani, 2023). The purpose of curriculum evaluation is to demonstrate how the curriculum is implemented comprehensively from various perspectives. In this evaluation, the relevance and feasibility of programs are assessed as performance indicators (Ropidianti Sianturi et al., 2022).

In terms of curriculum evaluation, the Sulaimaniyah curriculum at Enderun Kindergarten does not have a fixed schedule for updates. Instead, this curriculum is continuously updated to meet the needs of the children. Although the guidebooks used remain the same, their content is reprinted and adjusted to stay relevant to the

development and needs of the students. This aims to ensure that the material taught is always aligned with what children require in their learning process.

The updating process is carried out comprehensively, following directives from the central office and involving all parties at Enderun. This includes the principal, vice principal, and all teaching staff. Every week, teachers across Indonesia hold meetings via Zoom to discuss the children's development in their respective schools. During these meetings, they also share ideas and solutions to enhance the effectiveness of learning.

Conclusion

The implementation of the Sulaimaniyah Curriculum at Enderun Kindergarten, established by the Sulaimaniyah Foundation, brings innovation to the world of education. This curriculum integrates two approaches: the Turkish curriculum and the Merdeka Curriculum. Globally, Enderun Kindergarten is registered with Dapodik, and the Education Office has evaluated and stated that this curriculum meets the standards set by national education policies.

The structured learning stages at Enderun Kindergarten follow the Regulation of the Minister of Education and Culture, beginning with recovery time and ending with prayer activities. Each day focuses on different aspects, keeping students engaged and supporting their overall development. Programs include One By One Learning Quran, English Sequoia, Islamic Character Building, Gastronomy, Practical Life, Tuzder Brain Games, and Psychological Services, all aimed at enhancing children's cognitive, social, and emotional growth. Learning materials are imported from Turkey to ensure consistency across all Enderun Kindergartens in Indonesia. Evaluations of the Sulaimaniyah Curriculum show that updates are made continuously with input from all parties, but the main challenge is the lack of support from parents.

Suggestions for research on the implementation of the Sulaimaniyah Curriculum at Enderun Kindergarten include increasing parental involvement in the educational process by conducting surveys to understand their obstacles and expectations. Additionally, in-depth evaluations of flagship programs such as One By One Learning Quran and English Sequoia should be conducted to measure student progress. Research should also include an analysis of training needs for teachers and comparisons with other curricula in Indonesia.

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