

Different Perspectives on Early Childhood Education

Curriculum: A Comparison of Experts' Views

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ABSTRACT

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This study aims to explore in depth the diverse perspectives of education experts on the Early Childhood Education (ECE) curriculum through a literature review approach. The analysis focuses on variations in curriculum approaches shaped by the philosophical backgrounds and sociocultural contexts of each figure. This study employed a qualitative method, using documentation techniques as the primary tool for data collection. The findings indicate that each expert contributes differently to the development of the ECE curriculum. Montessori emphasizes children's freedom within a structured framework; Ashton-Warner prioritizes experience and local culture; Pratt foregrounds constructive play; Kamii and DeVries focus on constructivism-based exploration; Bereiter supports flexible, interest-based learning; while Engelmann proposes a systematic instructional approach. These findings suggest that the ECE curriculum should be designed contextually

and comprehensively by considering children's individual developmental needs. This study recommends integrating theory and practice as a foundation for developing an ECE curriculum that is relevant and adaptable to various educational contexts.

Introduction

Based on Law Number 20 of 2003 concerning the National Education System, Early Childhood Education (ECE) is a developmental process intended for children from birth to six years of age. This developmental process is carried out through educational stimulation aimed at supporting children's physical and mental growth so that they are ready to continue to the next level of education. ECE is an educational service that emphasizes the foundational stage of children's development and focuses on various aspects, such as physical development (including fine and gross motor coordination), intelligence (including thinking ability, creativity, and emotional and spiritual intelligence), emotional development (including attitudes, behavior, and understanding of religious values), as well as language and communication skills (Rachmi & Hidayah, 2022).

Early childhood education (ECE) is one form of preschool institution that serves as a facilitator in supporting the processes of children's growth and development. The main goal of implementing this education is to assist children's development holistically, considering that early childhood is a crucial stage that determines future development. At this age, children possess unique characteristics such

as being active, curious, eager to ask questions, and enthusiastic about exploring their surroundings; therefore, the learning process is designed to be enjoyable and aligned with their needs (Susanto & Fitria, 2018).

Thus, it is essential to provide accurate information to the public regarding the various components of ECE. These components include fundamental principles of ECE, the curriculum, the learning process, and evaluation. Examining these components is important to gain a comprehensive understanding of the essence of ECE, enabling early childhood educators to implement learning processes that align with the goals and educational standards that have been established (Fahmi & Wardah Ningsih, 2021).

The curriculum is the core of educational implementation and is one of the three main components of education management, alongside student management and guidance services. Among the three, the curriculum has the most direct and significant influence on children's developmental processes. Etymologically, the word curriculum originates from the Latin word *curriculae*, meaning a track or distance to be completed by a runner. Initially, the curriculum was interpreted as the period of education that students must complete to obtain a diploma. In another sense, the curriculum is viewed as an essential bridge that leads students to the ultimate goal of education, marked by graduation or diploma attainment (Yuliyanti et al., 2022).

The function of the ECE curriculum is to serve as the main guideline

in implementing educational processes aimed at stimulating all aspects of children's development, including cognitive, language, physical-motor, social-emotional, moral, and artistic domains. Conceptually, a curriculum can be understood as a set of systematically arranged learning plans designed to achieve specific educational objectives. In the context of ECE, the curriculum does not merely function as a teaching tool but also as a system that organizes children's learning experiences so they align with developmental stages and individual needs. The primary focus of the ECE curriculum is not solely academic achievement but also the development of character, moral values, and children's independence from an early age. Therefore, its design must consider principles of child development to ensure each learning activity provides enjoyable, meaningful, and holistic experiences that support children's growth (Atikah, 2023).

A curriculum can be understood as a series of learning activities designed for students to experience. As a container for learning experiences, the curriculum includes various forms of knowledge, skills, and competencies that children are expected to master. At the ECE level, learning experiences are emphasized through meaningful play activities. Each educational institution has the flexibility to design and develop curriculum components such as content standards, learning strategies, learning activity management, and assessment systems, while still referring to the National Education Standards as the primary basis for educational implementation at all levels and types of education

in Indonesia (Ndeot, 2019).

One of the popular curriculum approaches in ECE is the Montessori Curriculum, which is based on the philosophy of Maria Montessori. In this approach, children are treated as the central focus of learning activities. The method encourages children to be independent and actively explore their learning environment, while educators act as facilitators who gently guide without excessive direct intervention. The freedom provided to children remains under supervision, allowing them to develop their potential through sensory stimulation and concrete experiences. A key characteristic of the Montessori approach is its foundation on children's natural curiosity, in which teachers provide learning materials and a supportive environment while remaining ready to assist children according to their needs (Arifudin, 2021).

The Direct Instruction learning approach, developed by Siegfried Engelmann in 1968, emphasizes the active role of teachers in directing learning through systematic and planned processes. The main feature of this approach is the intensive and dynamic interaction between teachers and students in understanding the subject matter. Teachers provide clear instructions, present concrete examples, guide collaborative practice, and give immediate feedback before students proceed to independent tasks. Through a structured learning sequence and positive reinforcement, Direct Instruction has proven effective in helping young children master basic skills such as reading, writing, and arithmetic more quickly and thoroughly (Yusuf, 2015).

Methods

This study employed a qualitative approach using a library research design. This approach was chosen because the primary focus of the study is to explore, understand, and analyze the ideas of various figures regarding the Early Childhood Education (ECE) curriculum through a range of written sources. Qualitative research enables the researcher to gain an in-depth and interpretive understanding of the concepts presented in the reviewed literature.

The subjects of this study were documents or scientific literature relevant to the topic of the ECE curriculum. As this research falls into the category of library research, the subjects were not individuals or groups, but rather academic works such as books, journal articles, research reports, and policy documents discussing the ECE curriculum, particularly the ideas of influential figures in the field.

Data for this study were collected using documentation techniques, namely by searching, gathering, and reviewing credible and relevant literature sources. The selected literature consisted of academic works published within the last ten years to ensure the data's currency. Data sources were obtained from physical and digital libraries as well as online academic databases such as Google Scholar, ResearchGate, and the Garuda Portal. The research was conducted from April to May 2025.

The main instrument in this research was the researcher, who acted as the key instrument. In qualitative research, the researcher is actively involved in the processes of data collection, processing, and analysis. To

support the workflow, the researcher used a systematically structured literature analysis worksheet. This worksheet served to record source identity, the core ideas of each figure, the approaches used, and the researcher's interpretation of the examined concepts.

Data analysis was carried out through the stages of data reduction, data presentation, and conclusion drawing. Data reduction involved selecting and filtering relevant information. Data presentation was carried out in the form of narrative summaries and thematic tables to facilitate comparison among the figures. Subsequently, the researcher drew conclusions based on similarities and differences in the figures' ideas and connected them to the context of implementing the ECE curriculum in Indonesia. To maintain data validity, the researcher conducted source triangulation and consulted with academic supervisors and experts in the field of ECE.

Result and Discussions

Definition and Objectives of Early Childhood Education (ECE)

Early Childhood Education (ECE) is an educational level intended for children from birth to six years of age and is implemented before they enter primary education. ECE serves as a developmental stage by providing educational stimulation that supports children's physical and mental development so that they are ready to advance to the next level of education. Its implementation may occur through formal, nonformal, or informal pathways, as stated in Law No. 20 of 2003 Article 1 paragraph 14. ECE focuses on building the foundational aspects of

children's development, including physical development (such as fine and gross motor coordination), cognitive abilities involving thinking and creativity, emotional and spiritual intelligence, as well as social-emotional aspects including attitudes, behavior, and religious values, and communication and language skills. Its learning process takes into account the unique characteristics and developmental stages of each child (Adi Walujo & Listyowati, 2017).

Early childhood education is a comprehensive developmental effort designed to support children's growth from birth to six years of age, encompassing both physical and non-physical aspects. This process involves the development of spiritual and moral values, motor skills, intellectual abilities, emotional competence, and children's social skills through appropriate stimulation to support both physical growth and moral-spiritual development. Cognitive stimulation, health care, nutrition, and opportunities for active learning are integral components of this effort. Another perspective emphasizes that early childhood education is a crucial stage in shaping children's developmental direction and future, as the education provided at this age has a significant impact when delivered in a positive, harmonious, and enjoyable environment (Diana & Mesiono, 2016).

Based on the two explanations, it can be concluded that Early Childhood Education (ECE) represents the foundational phase of education that plays a crucial role in building children's overall development. ECE is not merely a preparatory stage for formal

schooling but also a developmental process aimed at supporting optimal growth in various aspects, including physical, cognitive, social-emotional, moral, and spiritual development. This is achieved by providing age-appropriate and developmentally aligned stimulation through formal, nonformal, and informal education pathways.

Early Childhood Education primarily aims to facilitate children's optimal development according to their developmental stages, enabling them to develop their full potential across cognitive, physical, social, emotional, and spiritual domains. Through enjoyable learning environments and creatively designed activities, ECE is expected to foster children's early interest in learning and equip them with the foundational skills necessary for progressing to the next level of education and for navigating future life challenges (Dista, 2020).

In general, ECE aims to develop children's full potential from an early age so they can live optimally and adapt to social, cultural, and environmental contexts. More specifically, the objectives of ECE include (Istiana, 2014):

- (1) building children's faith and devotion to God Almighty, and habituating them to worship and love others,
- (2) developing gross and fine motor skills and increasing sensitivity to sensory stimuli,
- (3) encouraging language abilities, including receptive understanding and effective communication to support thinking and learning processes,

- (4) developing logical and critical thinking skills, problem-solving abilities, reasoning, and understanding cause–effect relationships,
- (5) helping children understand their natural environment and their roles in society while fostering positive self-concept and self-regulation,
- (6) increasing sensitivity to artistic elements, especially rhythm, tone, and sounds, as a medium for self-expression and artistic appreciation.

Definition of Curriculum and the Functions of the ECE Curriculum

The success of an educational process is highly dependent on the existence of an effective and appropriate curriculum, as educational goals and targets become difficult to achieve without a proper curriculum. The term *curriculum* originates from the ancient Greek words *curir* (runner) and *curere* (the track on which one runs), describing the distance a runner must complete. This term was later adopted in the field of education. In the educational context, curriculum is defined as the set of subjects that must be studied or completed by students to earn an academic degree (Siti Fujiawati, 2016).

In Arabic, the term for curriculum is *Manhaj*, referring to the path taken by people in various aspects of life. In the context of education, *Manhaj al-Dirasah* refers to structured plans and media used by educational institutions as guides to achieve learning objectives (Khasanah, 2022).

The concept of curriculum can be viewed from three perspectives:

1. **as a branch of knowledge,**
2. **as a structured system,** and
3. **as a plan or design.**

As a field of study, curriculum examines various concepts, assumptions, theories, and its connections with other systems, including curriculum components, educational pathways and levels, and curriculum management. As a plan, curriculum focuses on designs formulated based on concepts, objectives, materials, learning processes, issues, and learners' needs (Suparman, 2020).

Thus, the curriculum is a collection of plans and arrangements regarding competencies that have been standardized but remain adaptable to regional contexts. Its implementation requires comprehensive participation from all stakeholders. The ECE curriculum aims to develop children's mental and physical potential, including religious and social aspects, emotional development, cognitive ability, language, independence, and arts, so they are well-prepared for primary education.

The ECE curriculum has seven key functions:

1. **As a tool for achieving educational objectives.** It serves as the primary guideline for organizing learning activities in alignment with national values and educational goals.
2. **As a reference for organizing learning activities.** All programs, methods, and activities in ECE institutions are structured based on the curriculum to ensure direction and consistency, as well as

continuity between educational levels.

3. **As a guide for teachers.** Teachers use the curriculum to plan and implement learning while adjusting it to children's characteristics and needs.
4. **As a benchmark for school principals and supervisors.** Principals ensure all activities align with the curriculum, while supervisors use it to evaluate and improve educational quality.
5. **As a reference for society.** Communities can understand the values and competencies instilled in children through the curriculum and assess its relevance to societal and cultural needs.
6. **As an adaptive, integrative, differentiative, selective, and diagnostic tool.** It helps children adapt to environmental changes, recognizes individual differences, supports talent development, and identifies strengths and weaknesses.

The ECE curriculum is therefore not only a learning guide but also a foundational tool for shaping the quality of future generations from an early age. Structured holistically, the curriculum ensures balanced development across spiritual, social-emotional, intellectual, and physical domains. It is also flexible and contextual, adapted to local needs and children's characteristics. Understanding these principles requires examining the ideas of education experts who have contributed to shaping philosophical foundations and approaches to the ECE curriculum.

Experts' Perspectives on the Early Childhood Education Curriculum

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Maria Montessori

Maria Montessori was an Italian physician and educator born in 1870. She was the first woman in Italy to earn a medical degree and became widely known for developing an educational method that emphasizes children's independence (Tri Wahyuningsih et al., 2022). The educational approach applied at *Casa dei Bambini* centers on the concept of "sensitive periods," which are critical developmental stages during which children are highly receptive to learning. During these periods, Montessori emphasized sensory training, motor skills, language development, and social skills as essential foundations of child growth. She provided instructional materials and didactic tools that allowed children to choose their own activities and correct their own mistakes.

The curriculum is divided into three main aspects:

1. Practical Life Skills

Montessori believed that everyday life skills are essential for children. Activities such as washing hands and face, tying shoelaces, buttoning clothes, and serving food are taught as part of the learning experience. A unique method she used was giving each child a small flowerpot to plant seeds. This allows them to learn how to care for their own plants while developing responsibility and self-confidence.

2. Sensorial and Motor Training

Sensorial and motor training are key components of the

Montessori method. She developed various activities to enhance children's ability to recognize colors, differentiate smells and sounds, and understand concepts such as comparison and contrast. One example is the set of ten brown and red prisms arranged to form a staircase. Through this activity, children train both motor coordination and body balance while sharpening sensory perception and awareness of their surroundings.

3. **Language Development**

Montessori emphasized that language is vital for children to understand the world. She believed children should be given opportunities for observation, memorization, and early language learning. At around age four, children unconsciously absorb language, making this an ideal time to introduce letters, reading, and writing. This approach supports high enthusiasm for language learning as children enter more conscious cognitive stages. Every component of the curriculum is designed to help children grow into independent, confident individuals capable of facing life's challenges (Nur Afifah & Kuswanto, 2020).

A key principle in the Montessori approach is children's freedom within a structured environment. This "freedom" does not mean children can do anything without limitations but that they are given room to explore, work independently, and interact with their environment. Montessori emphasized that education should not focus solely on cognitive aspects, but also on developing life skills that

support children's independence and readiness for real-world challenges (Halimah, 2016).

Sylvia Constance Ashton-Warner

Sylvia Constance Ashton-Warner was born in 1908 in Stratford, Taranaki, on the western coast of New Zealand's North Island. She began writing her own textbooks tailored to the lives and cultures of Māori children, believing that learning materials must be relevant to students' experiences so that learning becomes meaningful. Her most well-known work, *Teacher*, published in 1963, explains her unique method of teaching writing, where children were encouraged to draw and add their own descriptions, enabling emotional involvement in the learning process (Purnama et al., 2022).

In 1947, alongside Keith Henderson, Sylvia taught in the "Native School" or "Māori School," where she developed her teaching and writing abilities, especially during World War II. She formulated the idea that education is not merely teaching subjects in a formal institution but is a dynamic process reflected in a more comprehensive curriculum.

Her educational concepts include (Purnama et al., 2022):

1. The Role of Teachers and Curriculum

Teachers hold a central role in the success of education. A well-designed curriculum provides a strong foundation for effective learning.

2. Flexible Learning Resources

Teachers need to develop instructional materials as performative

scripts—materials that can be adjusted to students' needs and characteristics so learning becomes meaningful.

3. Structured Classroom Environment

Classroom arrangement, routines, rules, and learning habits are essential components of effective teaching practice.

4. Child-Centered Approach

Teaching methods should align with children's needs and potential, helping them grow into strong, independent, and well-rounded individuals.

Her ideas gained attention not only in New Zealand but also internationally. After World War II, Ashton-Warner's educational approach provided new perspectives in teaching practice by emphasizing creativity and children's freedom of expression. Her approach also aligns with behaviorist theory, which views learning as a change in behavior resulting from responses to specific stimuli.

Caroline Pratt

Caroline Pratt was a significant figure in the history of American education and the founder of the City and Country School in New York City. Born in 1867, she lived in the same era as Maria Montessori, and both were revolutionary figures in education who promoted child-centered approaches. Pratt devoted her life to developing an educational system that empowers children as active, independent, competent individuals. Her philosophical foundation places imagination and creativity at the core of learning. She believed these

elements not only stimulate intellectual development but also cultivate children's social abilities holistically. Her ideas became foundational for creating learning environments that value each child's voice and potential (Hasanah et al., 2024).

Pratt is also associated with **reconstructionism**, a philosophy that views education as a key driver of social change. This approach emphasizes critical thinking and problem-solving as essential for creating a just and democratic society.

In the context of curriculum, her reconstructionist ideas emerged as a response to educational approaches that merely highlighted social problems without offering real solutions. Therefore, reconstructionism positions the curriculum as an active agent of change. According to this approach, the curriculum should (Purnama et al., 2022):

1. serve as a means of transferring values, knowledge, and habits across generations,
2. provide concrete solutions to social issues intimately connected to education,
3. act as a strategic guide for building a better future through a plan aligned with societal goals.

Constance Kamii & Rheta DeVries

Constance Kamii and Rheta DeVries are early childhood education experts who adapted Jean Piaget's constructivist theory into learning practice. Kamii, a graduate of the University of Michigan, focused on children's intellectual autonomy and social-moral development

through constructivist-based curricula and authored works such as *Young Children Reinvent Arithmetic*. DeVries, with a doctorate from the University of Chicago, researched children's moral development and identity, and contributed to hands-on, experience-based curriculum models (Purnama et al., 2022).

Together, they proposed an ECE curriculum grounded in Piagetian constructivism. They argued that an ECE curriculum should be child-centered with the primary goal of developing critical thinking, intellectual independence, and social-moral growth. This approach emphasizes active exploration, social interaction, and hands-on experiences (Kamii & DeVries, 1973).

According to their perspective, children learn most effectively through meaningful activities relevant to their daily lives. Learning processes should encourage children to independently solve problems to develop deep conceptual understanding rather than rote memorization. Teachers act as facilitators who provide abundant opportunities for exploration without dominating learning.

They also highlighted the importance of **group games** as tools for developing social-moral competencies. Such games enable children to collaborate, understand rules, develop empathy, and strengthen social skills. Additionally, they emphasized the need for a supportive socio-moral classroom atmosphere where children feel valued and are encouraged to think independently (Kamii & DeVries, 1975).

Their approach offers an alternative to traditional teacher-centered

and direct-instruction models by creating more enjoyable, meaningful, and effective learning environments for young children.

Carl Bereiter

Carl Bereiter was born and raised in Wisconsin, United States, and showed interest in education from a young age. He studied at the University of Wisconsin, completing his bachelor's degree in 1951, his master's in 1952, and his doctorate in 1959. His academic career progressed rapidly, and in 1961, he became an assistant professor at the University of Illinois. He later continued his career in Canada, joining the Ontario Institute for Studies in Education (OISE), a world-renowned educational research institution. Since 1996, he has served as Director of Program and Educational Research, establishing himself as a leading figure in modern educational theory and practice (Hasanah et al., 2024).

Bereiter introduced **postmodernism** as a new perspective in education, highlighting the importance of active, child-focused learning. He believed education must adapt to changing times and move beyond conventional, rote-based learning models. His concept of **active learning** encourages learners to gain knowledge through hands-on experiences aligned with their interests. In this view, learners actively construct their own knowledge and skills rather than receiving information passively.

Bereiter emphasized that educational success depends on teachers' ability to understand the cultural context and interests of each child. Therefore, teachers must be creative, reflective, and open to designing

learning methods that are relevant and meaningful. In the postmodern paradigm, teachers act not only as information providers but also as facilitators who guide children's thinking processes and exploration (Purnama et al., 2022).

Postmodernism, according to Bereiter, challenges absolute truths and opens space for diverse learning paths. This perspective encourages educators to continuously evaluate and refine educational practices—from planning to implementation and assessment. When applied to early childhood education, this approach promotes contextual, enjoyable, and expressive learning environments that encourage creativity and self-expression.

Siegfried Engelmann

Siegfried Engelmann was born in Chicago, Illinois, on November 26, 1931. After completing his degree in 1955, he studied philosophy at the University of Illinois while working various jobs, including in oil factories and academic writing. Engelmann is widely recognized as the creator of the **Direct Instruction (DI)** method—a systematic instructional approach characterized by structured, explicit teaching (Purnama et al., 2022).

He developed Direct Instruction in the 1960s at the University of Illinois, and the approach was widely introduced in 1968. DI emphasizes repeated practice, clear directions, and systematic learning sequences so students can understand concepts quickly and accurately. This method has been shown to effectively improve children's reading,

writing, and math skills regardless of socioeconomic background (Yusuf, 2015).

Through DI, teachers can enhance children's confidence rapidly. This model improves instructional quality through direct teacher–student interaction and deeper understanding of subject matter.

Engelmann's curriculum characteristics include (Purnama et al., 2022):

1. **High speed** – Children may be required to provide hundreds of responses within 20 minutes through multiple structured tasks.
2. **Reduction of unrelated actions** – Teachers maintain full control of sessions, focusing both teacher and child attention solely on learning tasks.
3. **Strong emphasis on oral responses** – Children maximize their potential through frequent verbal practice.
4. **Direct, corrective instruction** – Teachers adjust and refine instructions immediately based on children's responses.
5. **Use of reward and punishment** – Reinforcement is integral to shaping children's learning behavior.

Table 1. Comparison of ECE Curriculum Ideas According to Experts and Contemporary Approaches

No	Expert	Main Approach	Role of Teacher	Curriculum Characteristics	Main Focus of Learning
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1	Maria Montessori	Guided freedom, sensitive periods	Facilitator / director	Structured environment, sensory learning materials	Independence, sensory skills, motor skills, language
2	Sylvia Ashton-Warner	Organic, contextual, lived experience	Central, developer of learning materials	Flexible scripts suited to children's culture	Self-expression, creativity, freedom
3	Caroline Pratt	Constructive play, reconstructionism	Guide, social facilitator	Block play, solving social problems	Imagination, critical thinking, social justice
4	Kamii & DeVries	Piagetian constructivism	Facilitator of exploration and discussion	Active exploration, group games	Intellectual, social, and moral autonomy
5	Carl Bereiter	Postmodern, active	Reflective	Adjusted to	Flexibility, creativity,

	r	learning	facilitator	children's interests and culture	contextual learning
6	Siegfried Engelmann	Direct Instruction (DI)	Direct, structured instructor	Planned and intensive instruction	Basic academics, quick responses, reward/punishment
7	Loris Malaguzzi (Reggio Emilia)	Social constructivism, environment as third teacher	Collaborator, listener	Project-based on children's interests, learning documentation	Collaboration, self-expression, creativity

Table 2. Comparison of Recent Scientific Articles Using Classical Theorists

N	Classical Expert	Main Ideas	Modern Expert Aligned	Recent Scientific Article	Relevance
1	Maria Montessori	Guided freedom,	Loris Malaguzzi	<i>Transformation of the</i>	The Montessori

	ori	sensitive periods	zzi (Reggio Emilia Approach)	<i>Montessori Approach in Early Childhood Education in the Digital Era: A Theoretical Literature Review (2024)</i>	approach remains relevant in the digital era through technological adaptation emphasizing independence, concrete experiences, and character development.
2	Caroline Pratt	Constructive play, reconstructionism	Jean Lave & Etienne Wenger (Situated	<i>Improving Visual-Spatial Intelligence Through Block Play</i>	Block play effectively improves children's visual-spatial

			Learnin g Theory)	<i>in Group B at Anggrek Mekar Haya-Haya Kindergarte n, West Limboto District, Gorontalo Regency (2020)</i>	intelligence , aligning with Caroline Pratt’s theory of constructiv e learning through play.
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Conclusion

From the explanations presented, it can be concluded that the ideal ECE curriculum should be holistic and responsive to the diversity of learners. A curriculum cannot be standardized but must be designed flexibly while considering children’s holistic developmental needs—cognitive, emotional, social, physical, and spiritual. Furthermore, it is important to create a balance between children’s freedom to learn through experience and structured learning that is guided and meaningful. Teachers must also take an active role as facilitators who guide learning processes reflectively and adaptively according to children’s developmental dynamics.

Each expert offers a unique approach to designing the ECE curriculum. Maria Montessori developed a structured freedom-based

learning model emphasizing sensory stimulation to foster independence. Sylvia Ashton-Warner encouraged a curriculum rooted in children's real-life experiences and cultural backgrounds. Caroline Pratt highlighted constructive play as a means to build critical thinking and social awareness through reconstructionism. Kamii and DeVries adopted Piaget's constructivist theory, emphasizing social interaction and exploration as the core of learning. Carl Bereiter introduced a postmodern approach, emphasizing flexibility and the need to tailor curriculum to children's interests and contexts. Siegfried Engelmann introduced the Direct Instruction model, focusing on systematic, rapid, and reinforcement-based teaching. By understanding these diverse expert perspectives on the ECE curriculum, this study is expected to serve as a foundation for designing more inclusive and contextually appropriate educational policies while supporting the optimal development of young children.

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