

The Role Of Alumni In Curriculum Development In Early Childhood Islamic Education Program (PIAUD) UIN Sumatra Utara Medan

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ABSTRACT

This study aims to analyze the role of alumni in developing the curriculum for the PIAUD FITK study program, at the State Islamic University of North Sumatra, Medan. This research uses a qualitative approach with a descriptive-analytical study method. Obtaining research data using observation techniques, interviews, and documentation studies. Analysis of research data using reduction techniques, data presentation, and drawing conclusions. Furthermore, researchers tested the validity of the research data using data triangulation techniques. The results of this study concluded that the role of PIAUD alumni in the development of the PIAUD curriculum, was found that 1) there were several courses that were needed that could boost the knowledge and skills of PIAUD alumni including practical science courses, computers, and multimedia, as well as STEAM-based learning which became learning early childhood at this time, 2) the portion of learning in class with learning in the field is not yet appropriate. 3) the qualifications of the lecturers who teach the course are not in accordance, and 4) there needs to be an additional duration in the implementation of field experience practice (PPL).

Keywords: *Early Childhood Education, Curriculum Development, Role of Alumni.*

ABSTRAK

Penelitian ini bertujuan untuk menganalisa peran alumni terhadap pengembangan kurikulum program studi PIAUD FITK Universitas Islam Negeri Sumatera Utara Medan. Adapun penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif analitis. Pemerolehan data penelitian menggunakan teknik observasi, wawancara dan studi dokumentasi. Analisis data penelitian menggunakan teknik reduksi, penyajian data, dan penarikan kesimpulan. Selanjutnya, peneliti menguji keabsahan data penelitian menggunakan teknik triangulasi data. Hasil penelitian ini menyimpulkan bahwa peran alumni PIAUD terhadap pengembangan kurikulum PIAUD, ditemukan bahwa 1) terdapat beberapa mata kuliah yang sangat dibutuhkan yang dapat mendongkrak pengetahuan dan keterampilan alumni PIAUD diantaranya mata kuliah sains berpraktik, komputer dan multimedia, serta pembelajaran berbasis STEAM yang menjadi tuntutan pembelajaran anak usia dini saat ini, 2) porsi pembelajaran di kelas dengan pembelajaran di lapangan belum sesuai. 3) belum sesuainya kualifikasi dosen yang mengampu mata kuliah, dan 4) perlu ada penambahan durasi dalam pelaksanaannya praktik pengalaman lapangan (PPL).

Kata Kunci: *Pendidikan Anak Usia Dini, Pengembangan Kurikulum, Peran Alumni.*

A. INTRODUCTION

One of the predictors and determinants of the quality of higher education is alumni satisfaction with educational activities and curricula held in certain study programs (Anasy, *et.al.*, 2019: 239-250). Apart from being a determinant of the quality of education, alumni can also maximize their role as marketing in certain educational institutions (Kisworo, *et.al.*, 2018). The best marketing is where the alumni have qualities to be proud of so that the public can judge the quality of the institution that issued them (Fajaryati, *et.al.*, 2015: 44-45).

The output and outcome of an educational activity in tertiary institutions must be evident in the competencies and soft skills of the graduates. Moral integrity, expertise, skills, good cooperation and communication skills are very much needed in every agency, especially in a situation that is full of competition like today (Safi'i & Nuriadin, 2020: 1-6).

In terms of curriculum development as an effort to respond to the demands and needs of the community, the role of alumni as input providers is very important (Ikrawan, *et.al.*, 2015: 48). This is the reason why satisfaction surveys from alumni need to be conducted regularly.

In relation to curriculum development in study programs, alumni make a major contribution in providing accurate and applicable information to the needs and demands of society (Sudirtha, 2013). The competitiveness of graduates will be reflected in the information provided by alumni, as well as alumni who will directly meet and be assessed by graduate users by a study program (Fahrunnisah, 2019).

In addition, alumni will also act as connectors for cooperation between universities and industry or the government (Hafiz, 2021: 43-52). This is a highly beneficial move for the university as it seeks to enforce lectures based on practice or apprenticeships (Kardoyo & Nurkhin, 2016).

Based on the explanation above, it appears that alumni have a strategic role in the development of universities in general and study programs in particular. Curriculum reconstruction that is routinely carried out by study programs must obtain information from alumni who have already practiced their knowledge in society. Input from alumni related to the demands and needs of the community for the study program will be well absorbed by alumni, which may not be well recorded by the study program (Imron & Farda, 2019).

Early Childhood Islamic Education Study Program (PIAUD) FITK UIN North Sumatra Medan, in an effort to develop a PIAUD curriculum that is relevant to needs and can produce graduates who have good competence and soft skills needs to bring alumni in the development process (Afriyeni & Gadeng, 2022: 145-156).

The very strategic role of alumni must be a meaningful input in the development of the PIAUD FITK Study Program curriculum at UIN SU Medan so that it can produce a reliable curriculum to produce strong graduates. Therefore, this research raises the title "*The Role of Alumni in Curriculum Development for the Early Childhood Islamic Education Study Program at UIN North Sumatra Medan*", as an effort to trace, gather information and develop the curriculum of the PIAUD FITK Study Program UIN SU Medan.

B. METHOD

This study used a qualitative approach aimed at analyzing the role of alumni in developing the curriculum for the PIAUD FITK UIN Medan North Sumatra study program. Obtaining data using interview techniques and data clarification through Forum Group Discussion (FGD). Furthermore, the data is analyzed through the stages of (1) preparation of relevant data; (2) data presentation; and (3) drawing conclusions. Then, the data is declared to have validity by fulfilling 4 (four) criteria, namely credibility, transferability, dependability, and confirmability (Assingkily, 2021).

Furthermore, the researcher detailed that this research was an effort to adjust the needs of students, the curriculum of the PIAUD FITK UIN North Sumatra Medan study program, and the needs of the world of work. The relevance of the three is a benchmark for the PIAUD study program for the profile of future graduates. The research background is the PAUD institution where alumni work, especially in Medan City, Serdang Bedagai Regency, and Deli Serdang Regency.

The alumni who were used as research informants graduated from 2017 to 2021, because they were seen as representative and competent in explaining the impact of learning when students were in the PAUD teaching profession they are currently working on. Thus, research results will be obtained that describe the needs of students during their studies, the curriculum used, as well as the demand for the world of work for alumni of the PIAUD study program.

C. RESULTS AND DISCUSSION

The alumni of the PIAUD FITK Study Program at UIN North Sumatra Medan who were gathered as an effort to see alumni profiles consisted of 30 alumni who teach in Medan City, Deli Serdang Regency, and Serdang Bedagai Regency. Based on the results of interviews and focus group discussions about the alumni profiles of the PIAUD FITK Study Program, UIN North Sumatra Medan, it was obtained that 30 alumni were recorded from 167 alumni of the PIAUD FITK Study Program, UIN North Sumatra Medan from 2021-2022. It was also conveyed that the 30 alumni who were used as informants, represented the distribution of

PIAUD alumni who were generally in the province of North Sumatra. From the information above, it can be seen that the length of teaching for each alumni is different, but what is the emphasis point in this research is the views and feedback they provide for the improvement of the curriculum of the PIAUD FITK Study Program, UIN North Sumatra Medan.

1. *Compatibility of PIAUD Study Program Curriculum with the Competency Needs of PIAUD Study Program Alumni FITK UIN SU Medan*

The curriculum developed by the study program should produce a profile of graduates who have the expected competencies (Anugerah, *et.al.*, 2022: 52-64). As is well known, the main profile of graduates of the PIAUD FITK study program at UIN North Sumatra is as RA/TK teachers and other PAUD units who are professional, knowledgeable, in-depth and up-to-date. In addition, graduates of the PIAUD FITK UIN North Sumatra study program must have a noble, responsible personality based on Islamic ethics, wahdatul ulum and transdisciplinarity.

All the knowledge and skills needed should be accepted by students so that graduates can become graduates outlined by the PIAUD FITK study program at UIN North Sumatra Medan. However, along the way, there may be knowledge, skills or courses that are needed when teaching, but have not been taught during lectures, so one of the alumni who teaches at RA Yusriyah, namely Hafidzatuz Zahro stated:

Yes, while I was in college, I didn't find a way to make APE game tools, in college I focused more on theory and should have focused more on the practice of making creative and educational game tools, especially when I was in college during Covid so I didn't get enough knowledge on how to make interesting game tools for children.

Furthermore, Nur Afni, teacher of RA Fathurrahman Benhill also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

There is, namely courses on science learning for early childhood. This is because currently learning for early childhood is based on Steam, so the quality of teachers is very decisive in the learning process. If the teacher has sufficient provisions, he will have no difficulty in teaching science to early childhood.

In line with the explanation above, Halimah, S.Pd, a kindergarten teacher at Zahra Islamic School also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

Yes, science and thematic courses or better known as Steam, now with this course student PIAUD teacher candidates have more control over their knowledge. To be taught to children. Teachers are no longer confused in learning what is taught to children.

Furthermore, Lily Sardani Daulay, S.Pd, RA Al-Barkah Tembung teacher also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

Computers in making AUD game applications, because in the era of the industrial revolution 4.0, parents of children spent more time with gadgets, so teachers really needed to be able to make applications that were suitable for developing aspects of early childhood development.

Furthermore, Purnama Sari Dongoran, S.Pd, Al-Fakhri PAUD teacher also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

There is, namely adding about science learning, based on the Qur'an more practice is the release of reading the Koran, communication between parents and teachers.

Furthermore, Nur Atiqah Khairi, a teacher at Pratiwi Kindergarten also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

Courses on Steam, so that teachers can be more creative in making learning media at school when they are already teaching. Learning Parenting Course, so that teachers can feel better when they want to communicate to parents about their children's development while in the school environment.

Furthermore, Viska Audiva, RA Ar Rasyid teacher also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

Parenting for prospective teachers and parents of students, because every student will definitely want to teach after graduating from college. Therefore, the importance of this course is to equip students in the world of teaching in schools. The course implementation of memorizing the Qur'an in early childhood, the importance of instilling a child's love for the Qur'an from an early age, I would like to suggest that this course is for the provision of students in educating students to love the Al-Qur'an.

Furthermore, Raisa Nur Salim, RA Al-Hikmah teacher also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

There are, such as making media and procedures for practicing learning models, then how to evaluate students and evaluate learning in the learning process is less effective in courses.

Furthermore, Nurul Liza Nasution, teacher of RA Al-Amar also stated regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

There is, especially in technology, science, and mathematics-based courses, creativity. Lack of implementation that will be applied in the teaching and learning process directly in TK/RA.

Furthermore, Oktasa Dwi Sartika, Generasi Amanah PAUD teacher also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

Creativity courses for teachers and lack of practice, media, songs, parenting and child development.

Furthermore, Nurul Hasanah, Hidayatus Shibyaan's teacher also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

Yes, maybe including parenting, then with more specialized science courses.

Furthermore, Suci Khairani, S.Pd, teacher of TK Plus Ulul Ilmi Islamic School also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

Knowledge needed when teaching but not yet obtained during lectures such as: Detailed training/application of learning models so that when teaching is not just theory, introductory materials in the operation of technological tools such as computers to AUD, direct introduction/practice regarding learning models to every kindergarten school according to the learning model used in the school.

Furthermore, Mawaddatul Husna, RA Hidayatus Shibyaan's teacher also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

In my opinion, maybe it is better to add courses related to parenting science. Because, as teachers we are not only grateful to the children, but also the parents, so that there is a balance in the achievement of children's growth and development.

Furthermore, Siti Maimunah, RA Darussalam Ardagusema teacher also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

In my opinion, what is needed when teaching is a lack of practice in teaching. And more Tahsin and Tahfidz activities appear.

Furthermore, Husni Nur Sakinah, S.Pd, RA teacher Nurul Ikhwan also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

In my opinion, the knowledge gained in college is good enough, it's just that the time or to study a subject is lacking, so that students only know a little, such as exploring the problems of making RPPH, RPPM, Prosem, and Protota.

Furthermore, Fadillah Ramadani, Fawwaz Fitri Jauhari Kindergarten teacher also stated that regarding the knowledge, skills or courses needed when teaching, but have not been taught during lectures:

In my opinion, what I got in college is enough, but in learning media courses, it is more focused on theory, not practice, because as prospective teachers, we need more hands-on practice in making media so we can practice it directly with children.

Based on the results of the interviews and focus group discussions above, it was explained that related to knowledge, skills, courses or improvement of courses required by PIAUD FITK UIN Medan North Sumatra alumni when teaching is generally accepted in college but there needs to be additional weight of lectures and activities lectures, such as learning media courses which are expected to have media-making practices, science courses are expected to be based on the Koran and have science practices, more up-to-date computer courses, parenting courses, tahsin and tahfiz courses as well as learning planning courses that are directly practical making plans from annual, semester and daily planning (Abdillah, 2014).

Paying attention to the results of interviews and focus group discussions regarding the suitability of the PIAUD FITK UIN Medan Medan North Sumatra curriculum with the competency needs of PIAUD study program alumni as seen from the knowledge, skills or courses required when becoming a teacher but not yet obtained in college, the structure of the courses followed by competencies needed, teacher figures needed by the community or school as well as alumni's views regarding the PIAUD curriculum followed during college (Sarifudin & Maya, 2019: 133-151).

Furthermore, it was found that first, it is necessary to add the weight of lectures and lecture activities, such as learning media courses which are expected to have media making practices, science courses are expected to be based on the Qur'an and there are scientific practices, more up-to-date computer courses, parenting courses , tahsin and tahfiz courses as well as learning planning courses that directly practice planning from annual, semester and daily planning.

Second, the structure of the courses followed are appropriate, or the distribution of courses is sufficient to be able to produce graduates of the PIAUD FITK UIN North Sumatra as RA/TK teachers and other PAUD units who are professional, knowledgeable, in-depth and up-to-date, have a noble personality , responsibility based on Islamic ethics, wahdatul ulum and transdisciplinarity. However, from each subject received during college, it is necessary to

add practical and hands-on field experience so that it can increase understanding and qualified skills for graduates of the PIAUD study program.

Third, the community or school needs teachers who are professional, have compassion, are friendly, speak soft words and can build good relationships with children's parents. Fourth, the curriculum for the PIAUD FITK UIN Medan North Sumatra study program, which was obtained by the alumni, is appropriate and in line with the competencies required by PAUD teachers. But there needs to be refinement and additions, namely practice and deepening of the material, not just theory, because the experience gained directly will be easier to understand.

2. Feedback from PIAUD Study Program Alumni on PIAUD Study Program Curriculum Development

The role of PIAUD alumni in developing the curriculum of the PIAUD FITK Study Program at UIN North Sumatra Medan, was obtained from the suggestions and input given by alumni as feedback in future curriculum improvements. The purpose of alumni feedback on the development of the PIAUD study program curriculum is to provide input regarding the knowledge, skills that must be possessed and the courses needed so that alumni have good knowledge. (Istiningtyas, 2015: 79-93).

With regard to courses that are really needed, but have not been obtained in college, Hafidzatuz Zahro, RA Yusriyah's teacher stated:

Interactive multimedia and science learning for Aud, is really needed when using the Steam learning method.

Furthermore, Nur Afni, teacher of RA Fathurrahman Benhil, also stated about the courses that are really needed, but have not been obtained in college, namely:

Science learning for AUD and interactive multimedia for AUD, this is because these two courses are needed especially now using the STEAM learning method.

Furthermore, Halimah, S.Pd, Zahra Islamic School Kindergarten teacher, also stated about the courses that are really needed, but have not been obtained in college, namely:

Steam courses (science, technology, art, mathematics) now, with this PIAUD teacher candidate can develop any learning objectives that can achieve a successful learning process and also in IT (interactive multimedia courses)

Furthermore, Lily Sardani Daulay, S.Pd, teacher of RA Al-Barkah Tembung, also stated about the courses that are really needed, but have not been obtained in college, namely:

Parenting teachers and parents because in order to build a good relationship between teachers and parents, there is a lot to learn so that misunderstandings do not occur Information and technology, because to follow modern areas children must understand

and understand existing information and technology, even if it is only basic -Just the basics.

Furthermore, Purnama Sari Dongoran, S.Pd, Al-Fakhri PAUD teacher, also stated about the courses that are urgently needed, but have not been obtained during college, namely:

It is based on the Qur'an, that is, in lectures it is still in the category that it should be put into practice so that it will be easier if you go straight into the field. APE (educational props), in my opinion, in lectures, the focus is more on explanation, it should be more on practice.

Furthermore, Nur Atiqah Khairi, a teacher at Pratiwi Kindergarten, also stated about the courses that are urgently needed, but have not been obtained during college, namely:

Steam: science, technology, engineering, art, mathematics, because it can also develop children's creativity. Interactive Multimedia: so that children can better understand and respond quickly when told by their teacher.

Based on the results of the interviews and focus group discussions above, it was explained that the much-needed courses that can boost the knowledge and skills of PIAUD alumni include practical science courses, computers and multimedia, as well as STEAM-based learning which is a demand for early childhood learning today.

In order to provide maximum knowledge and skills to students, lectures are given in class and also in the field (Noferdiman, *et.al.*, 2022: 1344-1349; Simamora & Mukhtaruddin, 2019). Field lectures provide the goal for students to receive direct experience through learning observations, learning practices and input from teachers and stakeholders which leads to increased student knowledge and skills (Rauf, 2020).

The experience of alumni regarding the implementation of PPL while studying at the PIAUD FITK study program at UIN North Sumatra Medan, is considered important to know. This is part of efforts to improve the PIAUD FITK study program curriculum at UIN North Sumatra Medan in the future, so that the PIAUD FITK study program at UIN North Sumatra Medan can produce quality and proud graduates when alumni enter the community. Regarding this, Hafidzatuz Zahro, RA Yusriyah's teacher stated:

The implementation of PPL was appropriate and encouraging, but the lack of time for PPL was only made for a week, even though it took one month to find out whether the development of children in RA was appropriate and achieved or not achieved.

Furthermore, Nur Afni, RA Fathurrahman Benhil's teacher, also stated about the form of practical field experience lectures that were followed during college in relation to teaching experience after graduation, namely:

I think it has encouraged the teaching experience, it's just that the time required is still lacking. At least the time to carry it out is made longer so that a lot of knowledge and experience can be obtained.

Furthermore, Halimah, S.Pd, Zahra Islamic School Kindergarten teacher, also stated about the form of practical field experience lectures followed during college in relation to teaching experience after graduation, namely:

It has been encouraging but not yet effective because the time needed is not optimal, therefore it needs sufficient time for PPL, for example 2 months so that it is optimal and better at the end of the semester.

Furthermore, Lily Sardani Daulay, S.Pd, teacher of RA Al-Barkah Tembung, also stated about the form of practical field experience lectures that were followed during college in relation to teaching experience after graduation, namely:

The PPL that we have participated in has enhanced my teaching experience, but it is better if the PPL is only done once with an extended period of time.

Furthermore, Nur Atiqah Khairi, a teacher at Pratiwi Kindergarten, also stated about the form of practical field experience lectures that were attended during college in relation to teaching experience after graduation, namely:

Yes, but it's better to make one with a minimum period of 2 months, so that the learning and experience can be maximized.

Furthermore, Viska Audiva, RA Ar Rasyid teacher, also stated about the form of practical field experience lectures that were attended during lectures in relation to teaching experience after graduation, namely:

Based on experience, it was felt that PPL 1 was not optimal because it was in groups and only asked questions, PPL 2, only made videos and sent videos (covid period), and PPL 3, during the covid period, only made videos and their children were also relatives, not early childhood.

Furthermore, Raisa Nur Salim, RA Al-Hikmah teacher, also stated about the form of practical field experience lectures that were attended during college in relation to teaching experience after graduation, namely:

The qualifications of the lecturers in charge of the course are appropriate, but in the learning process some lecturers are not optimal in delivering / explaining teaching materials so that what is captured / received by students is not deep enough.

Furthermore, Nurul Liza Nasution, teacher of RA Al-Amar, also stated about the form of practical field experience lectures that were attended during lectures in relation to teaching experience after graduation, namely:

In implementation: PPL 1, 2-3 days PPL 2 and 3 are enough, it must be longer than the current schedule (for high semesters because it is hoped that in the morning the DPL results will carry out PPL 2 and 3 activities in the afternoon/afternoon of lectures). It would be better if the departments assigned them to cooperating schools with the hope that the monitoring process would be easy and practical.

Furthermore, Oktasa Dwi Sartika, a Generasi Amanah PAUD teacher, also stated about the form of practical field experience lectures that were attended during college in relation to teaching experience after graduation, namely:

Because when I carried out PPL 1, 2, and 3 online, in my opinion, it was not satisfying and deep.

Furthermore, Nurul Hasanah, Hidayatus Shibyaan's teacher, also stated about the form of practical field experience lectures that were followed during college in relation to teaching experience after graduation, namely:

For PPL 1 I was lacking because at that time we were still doing it online. For PPL 2, in my opinion, additional time is needed and for PPL 3, in my opinion, the time is still lacking.

Furthermore, Suci Khairani, S.Pd, teacher of Kindergarten Plus Ulul Ilmi Islamic School, also stated about the form of practical field experience lectures followed during college in relation to teaching experience after graduation, namely:

It is very encouraging, from practical lectures that can prove that intelligent people are not always only focused on theory (academy), the jump from the theory studied is more dominant whether they succeed or not. With practical lectures can make self-experience to prepare for the world of work.

Furthermore, Mawaddatul Husna, teacher of RA Hidayatus Shibyaan Islamic School, also stated about the form of practical field experience lectures followed during college in relation to teaching experience after graduation, namely:

My experience is that PPL 1 is still lacking because it only takes school data, PPL 2, (covid), PPL 3, the duration is too short, it would be better if the duration was added longer, but condensed into one (no PPL 1/2) /3, PPL only)

Furthermore, Siti Maimunah, teacher of RA Darussalam Ardagusema, also stated about the form of practical field experience lectures that were followed during college in relation to teaching experience after graduation, namely:

In my opinion, it needs a lot of improvement, because if PPL 1, 2, and 3 in a week students don't focus on what they want to observe at school when teaching PPL so it takes too long.

Furthermore, Husni Nur Sakinah, S.Pd, teacher of RA Nurul Ikhwan, also stated about the form of practical field experience lectures that were attended during college in relation to teaching experience after graduation, namely:

Implementation of PPL 1, only taking physical evidence, PPL 2: Covid, and PPL 3 teaching practice in video form (already encouraging teaching experience because here we are required to pour all the knowledge that has been learned during college)

Furthermore, Fadillah Ramadani, Fawwaz Fitri Jauhari Kindergarten teacher, also stated about the form of practical field experience lectures that were followed during college in relation to teaching experience after graduation, namely:

In my opinion it is not encouraging because it only takes 1 week, I expect 1, 2, 3 PPL if possible there is only 1 PPL but the time is extended for 1-3 months.

Furthermore, Ananda Dwi Puspita Sari, S.Pd, IT Nurul Ilmi Kindergarten teacher, also stated about the form of practical field experience lectures that were attended during college in relation to teaching experience after graduation, namely:

It needs to be repaired, because during the PPL there were still many student activities, only teaching practice for a while, not teaching full time like the teacher.

Based on the results of the interviews and focus group discussions above, it was explained that the implementation of field experience practice (PPL) was good, but there needed to be an additional duration in its implementation. As an activity that will add experience and teaching skills to prospective PAUD teachers, the presence of PPL must be strengthened. The duration of PPL is not only 2 months, but also a more comprehensive content, especially for PPL 1 and PPL 2. In addition, PPL 3 is expected to have full teaching activities, not just for a short time. (Ilham, *et.al.*, 2022: 21-32).

Taking into account the results of interviews and focus group discussions regarding feedback from PIAUD Study Program alumni on PIAUD curriculum development, it was found that 1) there are several courses that are urgently needed that can boost the knowledge and skills of PIAUD alumni including practical science courses, computers and multimedia, and learning-based STEAM which is the demand for early childhood learning at this time, 2) the portion of learning in class with learning in the field is not yet appropriate. 3) the qualifications of the lecturers who teach the course are not in accordance, and 4) there needs to be an additional duration in the implementation of field experience practice (PPL).

D. CONCLUSION

Based on the results of the study, it was concluded that 1) there are a number of much-needed courses that can boost the knowledge and skills of PIAUD alumni including practical science courses, computers and multimedia, as well as STEAM-based learning which is a demand for early childhood learning currently, 2) the portion of learning in class with learning in the field is not yet appropriate. 3) the qualifications of the lecturers who teach the course are not in accordance, and 4) there needs to be an additional duration in the implementation of field experience practice (PPL).

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