DEVELOPMENT OF ONLINE-BASED CURRICULUM MODEL DURING THE COVID-19 PANDEMIC AT KINDERGARTEN BULANGO SELATAN DISTRICT BONE BOLANGO INDONESIA

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This study aims to (1) determine the objective conditions of learning in the era of the covid 19 pandemic in Kindergarten in South Bulango District, Bone Bolango Regency. (2) Knowing the conceptual model of the online-based PAUD curriculum in Kindergarten, South Bulango District, Bone Bolango Regency. (3) Knowing the implementation of the online-based PAUD curriculum model in Kindergarten in South Bulango District, Bone Bolango Regency. The results showed that (1) the factual conditions that became the research findings could be stated that during the current covid 19 pandemic the quality of learning in kindergarten children decreased due to the lack of face-to-face learning activities. Parents become substitutes for teachers in providing learning through existing online media. Children feel bored if only parents are always the teachers for children. (2) The general components that support the ongoing learning activities by implementing an online-based PAUD curriculum include; first input, namely students, educators, and curriculum; both processes, namely planning, implementation, and evaluation; the three outputs, namely the expected outcomes, (3) the results of the implementation can be stated on the effectiveness test results from the development of an online-based PAUD curriculum model in this case valid and effective. According to the results of the research at the implementation stage of the online-based PAUD curriculum model, it can be described that the percentage of small and large-scale trials has increased significantly, but supervision needs to be carried out as a strengthening of online learning methods for PAUD teachers.

Keywords: PAUD Curriculum Model, Online Learning.

INTRODUCTION

The COVID-19 pandemic is a tragedy that grieves the entire population of the earth. Coronavirus (Covid-19) itself is a large family of viruses that cause illness ranging from mild to severe symptoms. There are at least two types of coronaviruses that are known to cause illness that can cause severe symptoms. The term Corona virus Diseases 2019 (COVID-19) is a new type of disease that has never been previously identified in humans. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress such as fever, cough, and shortness of breath. The average incubation period is 5-6 days with the longest incubation period being 14 days. On January 30, 2020 WHO has declared it a public health emergency of concern to the world. Starting from March 2, 2020, Indonesia reported 2 confirmed cases of COVID-19. As of March 16, 2020, 10 people have tested positive for the corona virus. (Wibowo, 2020)

The current COVID-19 virus in Indonesia has an impact on the entire community. All segments of human life on earth are said to be disturbed, without exception the scope of education. Many countries have decided to close schools, colleges and universities, including Indonesia. The crisis really came suddenly, governments in any part of the world including Indonesia had to make a bitter decision to close schools to reduce people's contact massively and to save lives or still have to open schools in order to survive for workers in maintaining economic sustainability. There are two impacts on the continuity of education caused by the Covid-19 pandemic.

In an article written by J. Williams (2000) explains that teenagers in Sweden have a different number of days to prepare for an important test. These differences are conditionally random which the authors try to assume the same conditions in Indonesia. The teenagers in Sweden added ten days of schooling and the result they got was an increase in their score on a knowledge test. Likewise when we refer to Jonsson, that attending school will increase the memory capacity of students. If on the use of knowledge test and it is assumed that every 10 days of missing school is 1 percent

of the standard deviation, then school students will lose 6% of the standard deviation in 12 weeks or 60 days of school. This condition is not a trivial matter. Students will be distracted for future knowledge with more complex knowledge problems.

Therefore, it requires the Minister of Education and Culture of the Republic of Indonesia to invite all teachers of formal and non-formal education to provide online-based learning. With online learning, students learn from home, because it prevents the spread of Covid19 from large clusters, namely in schools. Based on the ministry's circular, teachers and school curricula must adapt to online learning. Schools need to force themselves to use online media. However, the use of technology is not without problems, there are many problem variances that hinder the effectiveness of online learning methods including: (a) Limited Mastery of Information Technology by Teachers and Students, (b) Inadequate Facilities and Infrastructure, (c) Internet Access which is limited, (d) Lack of preparation of the budget. Based on the real conditions of learning at this time during the Covid 19 pandemic, teachers as educators experienced various obstacles, namely the limited facilities for conducting online learning, as well as minimal knowledge of applying learning during the pandemic. It can be stated based on initial observations of factors that influence the online learning process, including, (a) The curriculum used is not optimal in implementing learning during the Covid 19 pandemic, (b) limited ICT Mastery of teachers and students in Kindergarten, South Bulango District, Bone Regency. Bolango is one of the problems in the application of online learning, (c) inadequate facilities and infrastructure in conducting online learning, (d) Internet access in the South Bulango sub-district, Bone Bolango district, is still limited and (e) budget provision in the procurement of supporting facilities. online learning is still lacking.

From an initial exploratory study conducted on February 20, 2021 at a Kindergarten School in the South Bulango sub-district, information was found that online learning by utilizing existing technology still has shortcomings from various aspects, such as, parents' knowledge of online media, namely zoom or google meeting, is still lacking. Furthermore, if children study at home it is not effective because children aged 5-6 years are more interested in playing. Based on various obstacles experienced by teachers and parents, the Directorate of Early Childhood Education in order to facilitate learning from home policies has compiled a set of teaching materials, one of which is entitled Media Daring (Webex Tutorials, Zoom and Google Drive). Through these teaching materials, it is hoped that teachers and parents will have guidelines in implementing learning with children at home. The online-based curriculum refers to the face-to-face curriculum that uses Permendikbud 146 of 2014. The curriculum structure has 6 aspects of child development, namely (1) religious and moral values (2) physical motoric (3) language, (4) cognitive, (5) art , and (6) Social emotional. And Permendikbud 137 of 2014 concerning National Standards for Early Childhood Education.

The emergency curriculum for learning from home during the Covid-19 pandemic is something that is a problem among teachers. Teachers need to provide an independent curriculum based on online learning to make students more comfortable with the implementation of learning. This means that it is necessary to design an online-based curriculum for the fulfillment of effective and efficient learning. With the problem of learning that is done online or learning from home, teachers need to design an online-based curriculum by assessing the needs of students studying during the Covid 19 pandemic. It is hoped that the online-based school curriculum management can be a guide in the implementation of learning in kindergarten. With the above problems, there is a need for new breakthroughs and innovations to apply online learning-based curricula. For this reason, research can provide input on the design of learning-based curriculum management during the Covid-19 pandemic. The need for the development of the PAUD curriculum is an important tool for the needs of teachers in implementing online learning for students. Thus, researchers seek to develop and design an emergency curriculum during the COVID-19 pandemic, which is called an online-based PAUD curriculum.

THEORETICAL STUDY
Curriculum Concept Models

In John D. Neil's curriculum, four concepts are proposed, namely: academic curriculum, humanistic, social and technological reconstruction, A Zubaidi (2015).
a. Academic Curriculum Concept

This academic curriculum is the first and oldest model, since the school was founded the curriculum is like this, even until now, although other types have developed, generally schools cannot give up this type. Because it is very practical, easy to arrange and easy to combine with other types. The academic curriculum is sourced from classical education (perennialism and essentialism) which is oriented to the past. All knowledge and values have been discovered by past thinkers. The function of education is to maintain and pass on the results of the past culture. This curriculum prioritizes educational content. Learning is trying to master as much knowledge as possible. People who are successful in learning are people who master all or most of the educational content provided or prepared by the teacher.

Educational content is drawn from each discipline. In accordance with the disciplines of the experts, each of them has developed knowledge systematically, logically and solidly. Teachers and curriculum developers do not have to painstakingly compile and develop their own materials. They just need to choose scientific materials that have been developed by experts in the disciplines, then reorganize them systematically, according to the educational goals and developmental stages of the students who will study them. The teacher as a transmitter of teaching materials plays an important role. They must master all the knowledge contained in the curriculum. He must be an expert in the fields of study being taught. Furthermore, teachers are required not only to master educational material, but also to be a model for their students. What is conveyed and how it is delivered must be part of the teacher's personality.

The teacher is the one who is admired and imitated (followed and imitated). Because the academic curriculum prioritizes knowledge, the education is more intellectual. The curriculum does not only emphasize the material presented, in its development it gradually pays attention to the learning process carried out by students. The learning process chosen is very dependent on what aspects are important in the subject matter. Nasution suggested that curriculum design should be based on the structure of disciplines. Furthermore, he emphasized that the curriculum of a subject must be based on a basic understanding that can be obtained from the underlying principles and which gives structure to a scientific discipline. There are at least three approaches in the development of the academic curriculum: First, is to continue the knowledge structure approach. Students learn how to acquire and test facts rather than simply memorizing them. Second, is an integrative study. This approach is a response to the development of society which demands more comprehensive integrated knowledge models. Lessons are composed of learning units, in these learning units the boundaries of knowledge are lost. The organization of teaching themes is based on natural phenomena, scientific work processes and existing problems. Third, the approach implemented in fundamentalist schools. They continue to teach based on subjects by emphasizing reading, writing and solving the problems they face.

b. Humanistic Curriculum

Setiyadi (2016) in the view of humanism, the curriculum is something that can support the development of children in aspects of their personality. The curriculum can be seen as a process that is able to meet individual needs to achieve developmental integration towards self-actualization (embodiment). Followers in this school include Confluent education, Radical Criticism, New Mystics. Confluent education is education that views the child as a whole. Radical criticism is education that comes from the flow of Naturalism or Romanticism, which emphasizes education on efforts to help children determine and develop all their own potential, and create situations that allow children to develop optimally. Modem mysticism is a school that emphasizes the practice of sensitivity, feeling, and noble character, or finding value in sensitivity practice, meditation, or other transpersonal techniques. The humanistic curriculum starts from the assumption that children are the first and foremost in education. Children are subjects who are central to educational activities. Children have a number of potentials, abilities, and strengths to develop on their own. Humanist educators also adhere to the Gestalt concept. That is, the child is a comprehensive unit. Education is directed at complete development, not only on physical or intellectual aspects, but also on affective aspects (emotions, feelings, values, and the like). Starting from the above assumptions, the Humanism curriculum emphasizes an integrative education (comprehensive) between the affective aspects (emotions, attitudes, and values) with the cognitive aspects (knowledge and intellectual skills). Or in other words, this curriculum adds an emotional aspect to the subject matter-oriented curriculum.

c. Social Reconstruction Curriculum

The Social Reconstruction Curriculum emphasizes the problems faced by students in community life. This curriculum conception suggests that education is not an effort alone, but a joint activity, interaction, and cooperation. Interaction and cooperation can occur in students with teachers, students with students, students with people in their environment. With this kind of cooperation, students try to solve the problems faced in society in order to become a better society. Education, according to the conception of the social reconstruction curriculum, has an influence, changes, and gives a new style to society and culture.

d. Technology Curriculum

In the view of technology, the curriculum is a technological process to produce demands for the needs of personnel who are able to make decisions. The application of technology in education, especially the curriculum includes two forms, namely; form of software and hardware. The application of hardware technology in education is known as tool technology, while the application of software technology is also called system technology. Educational technology in the sense of tool technology, emphasizes the use of technological tools to support the efficiency and effectiveness of education. The curriculum contains plans for the use of various tools and media, as well as teaching models that involve the use of tools. Examples of such teaching models are programmatic teaching, machine teaching, module teaching, computer-assisted teaching, and systems approach teaching.

Forms of Online Learning

Online media is one of the solutions for the ministry of education as a tool to keep an eye on the world of education during the COVID-19 pandemic. Some of the online media used in learning are as follows:

a. Zoom App

Zoom senidri is an application in the field of communication that uses video media and the support of the internet network. This application can be used on popular platforms, namely smartphones and computers. According to the official website, the Zoom application received many awards in 2019.
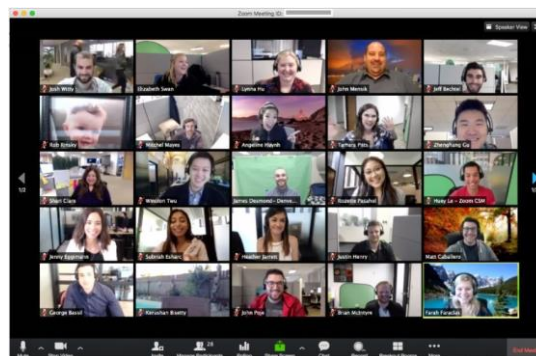
b. Google Meet

Google Meet is a product of Google which is a video communication service developed by Google. This application is one of 2 applications that are new versions of the previous version, namely Google Hangouts and Google Chat. Google itself has discontinued the classic version of Google Hangouts in October 2019. After only inviting and secretly without being smelled by the public, Google Meet was released for iOS users only but in February 2017 yesterday Google officially launched Google Meet in the following month. This service was launched as a video conferencing application that can be watched by up to 30 participants. Meet is a more powerful version than its predecessor Hangouts because Meet can be displayed on web applications, Android and iOS applications.
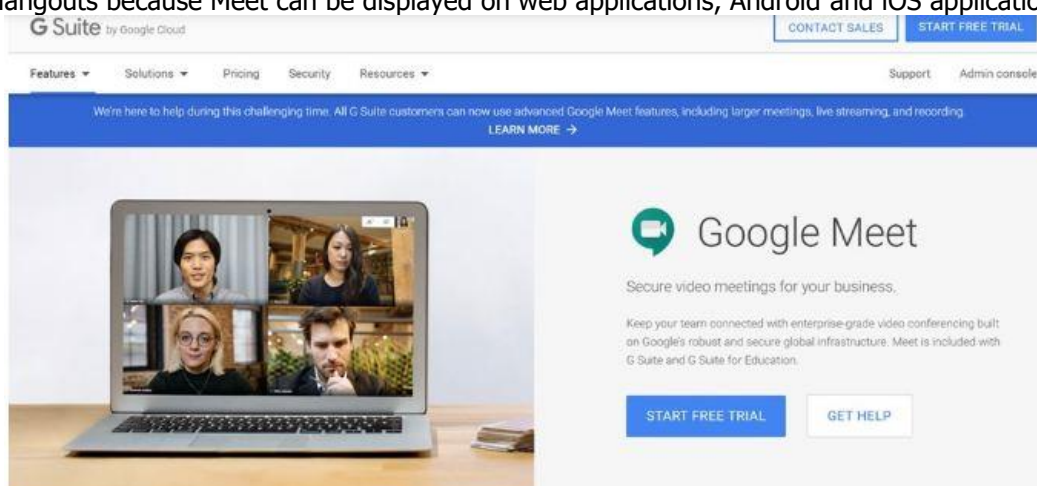
RESEARCH METHODS

This research was conducted in Kindergarten in South Bulango District, Bone Bolango Regency. Determination of this location is based on geographical, economical considerations and especially the location is easy and can be reached by researchers in conducting the research process to collect data analysis and reporting needed in accordance with the problems studied. The location of this research was affected by the Covid 19 pandemic so that learning was carried out online with a background problem in the use of Technology, Information and Communication (ICT).

The method used in this research is Research and Development R & D. The R & D method is a research method used to produce certain products, and to test the effectiveness of these products (Sugiyono, 2010: 407). In this study, a Gorontalo language learning model based on local culture was developed in Early Childhood Education. In relation to the development of this model, the researcher uses guided discussions with various parties related to the development of the model. Furthermore, for the sake of validation of the model development, the researcher asked for the help of academics (lecturers) and practitioners in the field so that a conceptual model was obtained. The conceptual model obtained was then tested through trials with a limited scale and trials with a wider scale. The method used at the trial stage is an experimental method with a one-group design method with an initial test and a final test (One Group Design pretest – post test).

The development of the learning model in this study uses the four-D model by Thiagarajan, Semmel, and Semmel in 1974 (in Rahayu (2009), with the stages: (i) Define, (ii) Design, (iii) Development, and (iv) disseminate.

RESEARCH RESULTS AND DISCUSSION

Research result

The results of the study which contain 3 (three) research objectives to become findings in the study of which can be described in the following research results:

1. The objective conditions of learning in the era of the covid 19 pandemic in Kindergarten in South Bulango District, Bone Bolango Regency

The selection of this research location is because the Kindergarten Institution in South Bulango District, Bone Bolango Regency, still needs attention in terms of the learning system and curriculum. With this research that develops an online-based curriculum, it is hoped that teachers can have guidelines in implementing online learning. The pre-field can be defined through this description of the development of an online-based PAUD curriculum model. At this stage the determination and definition of development is carried out through interviews and documentation methods. The interview method was conducted with teachers in Kindergarten schools, South Bulango District, Bone Bolango Regency with a persuasive approach carried out by researchers so as to obtain information that became data supporting research. Documentation as physical evidence in this stage is obtained that:

1. Teachers do not yet have the ability to apply online learning effectively to students
2. Teachers have not received maximum training on online learning techniques
3. Students tend to play with their parents' smartphones
4. Parents have not played an active role in online learning conducted by the teacher.

At the time of starting the initial test in this case as a consideration in developing an online-based PAUD curriculum model, in this case the researcher gave an explanation to the teacher in the content contained in the developed curriculum such as the weekly learning implementation plan (RPPM) and also the daily learning implementation plan. (RPPH) which is done online but with parental assistance. So it is the teacher who has to explain to parents so that they can work together in the application of learning that can be said to be flexible. In the current state of the Covid 19 pandemic, learning at the Kindergarten in Bulango Selatan District is still outside the network with the teacher visiting the homes of students through parental communication, then with a learning circular from home the teacher tries to adapt online learning by using social media such as WhatsApp and messenger as an application for communication with students and also for sending materials and assignments that students do at home. Based on the facts above, the researcher concludes that it is necessary to develop an online-based PAUD curriculum model at Kindergarten Institutions as a teacher guide in implementing learning during the COVID-19 pandemic. This condition forces teachers to adapt to technology, so the online-based PAUD curriculum is expected to help teachers in providing knowledge to students through online applications that have been outlined in the online-based PAUD curriculum guide carried out in kindergartens in Bone Bolango Regency.

2. Conceptual model of online-based PAUD curriculum in Kindergarten in South Bulango District, Bone Bolango Regency

In essence, the curriculum is a guideline that contains learning outcomes as well as materials and evaluations for use in educational units. In this case, the Kindergarten Institution in South Bulango Sub-district, Bone Bolango Regency, became an institution that became an online-based curriculum trial.

Education that is not in line with culture is like food that looks delicious but tastes bland. Education exists to provide direction and a better view on changing the paradigm of knowledge of students in achieving their goals. Without education, children will lose their way, in this case the values and norms that become one of the indicators in conceptual input must be implemented through education, which begins with early childhood education. During the current pandemic, many assume that the quality of education is declining, due to several factors, including the curriculum that is not in line with the Minister's circular which recommends studying at home and working from home so that teachers do not have the ability to carry out the education process properly. With the conceptual model that will be developed into an online-based PAUD curriculum, it becomes one of the reference materials for teachers in implementing online learning by utilizing existing media. Therefore, this becomes a big challenge for the world of education, namely how to make education for early childhood who sit in kindergarten through this online-based PAUD curriculum, teachers can be optimal in providing effective and efficient learning. The online-based PAUD curriculum contains an introduction, objectives, materials, strategies and evaluations that can be applied to online learning.

Based on the results of exploration in the field, online-based learning has not become a priority due to the lack of available online learning media facilities. With the curriculum that will be designed to become an online-based PAUD curriculum at the Kindergarten institution, South Bulango District, Gorontalo Regency, this is one solution in responding to the challenges of the COVID-19 pandemic. The conceptual model design of the online learning-based PAUD curriculum for improving the quality of early childhood students is structured as a concept designed as a general paradigm of online learning-based curriculum model design with various methods and applications that are attractive to early childhood students. This paradigm provides an initial description of the development of an online-based curriculum model with three components, namely (1) Input, as raw input materials are students, educators, and curriculum. (2) Process, namely the implementation of activities consisting of steps, namely planning, implementation, and evaluation. (3) Output is an output that is expected to have a maximum impact on the design of the online learning-based curriculum model. In connection with the steps of developing an online learning-based curriculum, the input components, students, teachers, learning resources, values and norms and the environment. Teachers are currently not maximal in implementing online learning. Furthermore, it is necessary to know the things that need to be considered in developing an online learning-based curriculum, including identification of needs, social conditions of students, learning materials, tools or applications used, and learning environment.

For the process component where an activity is held that has a major influence on the implementation of the learning process with an online-based curriculum, the main one is an approach with three stages, namely: (1) the

persuasive approach stage; (2) the pedagogic approach stage; Initial activities, core activities, and final activities. and (3) a collaborative approach; One of them requires collaboration between teachers and parents. Curriculum components can be the main indicators that can be poured into online-based curricula so that effective curriculum development occurs during the pandemic.

Third, the output component is the expected output so that students and teachers can conduct online learning effectively and optimally.

3. Implementation of an online-based PAUD curriculum model in Kindergarten in South Bulango District, Bone Bolango Regency

At this stage, the determination and definition of development is carried out through the methods of observation, interviews, and documentation. In an emergency, learning activities cannot run normally as usual, however, students must still receive education and learning services. During the Covid-19 emergency, PAUD has carried out learning activities in the midst of an emergency in accordance with the conditions and creativity of each PAUD where students Learn From Home (BDR) with guidance from teachers and parents.

The design of the game media design was validated by 1 validator of conceptual design expert and 1 validator of material and language. Based on suggestions from the validator, the design was revised again to improve the online-based PAUD curriculum model. then revised with the help of a supervisor so as to produce a valid curriculum model development. The results of this validation are in the form of comments and suggestions from the validator which is equipped with an assessment score for each aspect of the item being assessed. The following is a description of the results of the validation of the development of an online-based PAUD curriculum model which includes a conceptual and material model. The development test was conducted to determine the effectiveness of the online-based PAUD curriculum model that had been validated and revised. At this stage, the researcher conducted a trial on a group of teachers with 6 institutions in Kindergarten in South Bulango District with a capacity of 28 people. The next activity at this stage is to analyze the data from the trial results to ensure that the PAUD curriculum model that has been developed has effective criteria. These data are: a) Observation data on children's activities in learning, b) observation data c) teacher response data.

For quantitative analysis of the pretest and posttest in the limited test the researcher used a nonparametric statistical test, namely the Wilcoxon test. The statistical testing procedure begins with changing the research hypothesis into a statistical hypothesis as follows:

H0: There is no significant difference between the pretest score and the posttest score

H1: There is a significant difference between the pretest score and the posttest score

Using = 0.05 (two-sided test), the critical value for z appears in the column "Asymp. Sig"

DISCUSSION

The problem that occurs is that learning which initially uses the face-to-face-based KTSP curriculum with the covid 19 pandemic forces teachers to adapt to the circular of the Minister of Education and Culture of the Republic of Indonesia to provide online-based education. Departing from this, in the discussion chapter on the objective conditions of learning in the era of the COVID-19 pandemic, Kindergarten in South Bulango District, Gorontalo Regency, still lacks the ability of teachers and also lacks adequate internet facilities. So we need an online-based PAUD curriculum model as a teacher guide in implementing online learning.

From the results of previous studies the teacher has implemented online learning, however, this has not been effective and efficient because the content of the material applied has not been explained in detail by the teacher by learning through Whaatsaap and also messenger as the most used online media application by parents. Thus this has attracted researchers in developing an online-based PAUD curriculum in Kindergarten, South Bulango District, Bone Bolango Regency.

The learning media included in the compiled curriculum are still only the old curriculum, namely face-to-face-based KTSP. Meanwhile, the use of zoom meetings, google meetings, SPADA, SIP, Kahoot, Quizy, and the like is a natural thing to use in offline and online learning with blended learning in the digital era. However, this type of media was only found in 8 syllabus for junior, senior and college level. However, it is necessary to design an online-based PAUD curriculum for early childhood education. A clear difference can be seen in the allocation of online learning time compared to offline learning. In offline learning, almost 100% face-to-face, but in online learning, it cannot be 100% designed face-to-face even though using online media such as zoom meetings or google meetings, but it is necessary to allocate time for independent study such as 10 minutes of browsing companion study materials. This is done to avoid boredom due to monotonous learning factors. Especially for students who in fact only like to play, the teacher must be more creative and fun in the application of online-based learning. Not only that, the most basic is that the format or systematics used by the teacher in the preparation of the learning implementation plan is not in accordance with the format or systematics applied. In addition, different formats or systematics is a discrepancy or can even be said to be a very glaring error. Thus, a revision is needed so that the RPPM and RRPM in the PAUD curriculum can be a guide for a better early childhood learning process. At this stage, it can be stated that the conceptual model of the online-based PAUD curriculum is one solution in creating learning innovations through a valid curriculum to be a reference for teachers in the application of online-based learning. The stages are input, process and output that are mutually sustainable so that they can create outcomes from the developed model.

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With the online-based PAUD curriculum method, children feel happy to see the teacher using learning videos or using zoom, which is accompanied by parents when showing the teacher's video when explaining learning. The network is not an obstacle for online learning, because the teacher seeks to innovate to make interesting learning videos to be sent to the child's parents and can be seen by the child after the parents download it using a smartphone. According to the results of the research at the implementation stage of the online-based PAUD curriculum model, it can be described that the percentage of small and large-scale trials has increased significantly but needs to be added with supervision. From the implementation of the trial, the researchers chose a persuasive and collaborative approach with teachers in Kindergarten, South Bulango District, Bone Bolango Regency so that they could find valid facts.

CONLUSION

Based on the results of the study, researchers can conclude in developing an online-based PAUD curriculum model as a guide in implementing learning during the COVID-19 pandemic at Kindergarten Institutions in South Bulango District, Bone Bolango Regency.

1. Initial conditions before the online-based PAUD curriculum model was developed. Kindergarten institutions still used the face-to-face-based KTSP curriculum. This underlies researchers to develop an online-based PAUD curriculum. In the end, the online-based PAUD curriculum in Special Conditions during the Covid-19 Pandemic is a document that will become a reality if implemented in a good learning process. Online and offline BDR learning should take place effectively and be able to arouse children's activities and creativity, in this case the teacher who will ground the BDR curriculum in the learning process.

   The factual conditions that became the research findings could be stated that during the current covid 19 pandemic the quality of learning in kindergarten children decreased due to the lack of face-to-face learning activities. So parents become substitutes for teachers in providing learning through existing online media. However, children feel bored if only parents are always the teachers for children.

2. The conceptual model design of the online learning-based PAUD curriculum for improving the quality of early childhood students is structured as a concept designed as a general paradigm of online learning-based curriculum model design with various methods and applications that are attractive to early childhood students. (1) Input components, as raw input materials are students, teachers, learning resources, values and norms as well as the environment and curriculum. (2) Process Component, namely the implementation of activities consisting of steps, namely planning, implementation, and evaluation. (3) An output component is an output that is expected to have a maximum impact on online-based early childhood learning.

   The online-based PAUD curriculum method, children feel happy to see the teacher using learning videos or using zoom, which is accompanied by parents when showing the teacher's video when explaining learning.

3. Research results from the implementation of online-based PAUD curriculum development in Kindergarten, South Bulango District, Bone Bolango Regency. The trials carried out consisted of small group trials and large group trials, which gave significant results in the assessment process carried out on teachers at Kindergarten Institutions. Based on the results of the study, it can be stated that the results of the effectiveness test of developing an online-based PAUD curriculum model in this case are valid and effective. According to the results of the research at the implementation stage of the online-based PAUD curriculum model, it can be described that the percentage of small and large-scale trials has increased significantly but needs to be added with supervision. From the implementation of the trial, the researchers chose a persuasive and collaborative approach with teachers in Kindergarten, South Bulango District, Bone Bolango Regency so that they could find valid facts.

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