

**REPUBLIC OF TURKIYE
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL STUDIES
DEPARTMENT OF PRE-SCHOOL EDUCATION**

**EDUCATIONAL LANDSCAPES IN EARLY YEARS: A COMPARATIVE
STUDY OF TURKIYE AND INDONESIA'S APPROACHES TO EARLY
CHILDHOOD EDUCATION**

Winda Trimelia UTAMI

MASTER THESIS

ADANA/2023

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**Supervisor: Assoc. Prof. Dr. Şule ERDEN ÖZCAN
Assoc. Prof. Dr. Özkan ÖZGÜN
Assoc. Prof. Dr. Emine YILMAZ BOLAT**

MASTER THESIS

ADANA / 2023

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Winda Trimelia UTAMI

ABSTRACT**EDUCATIONAL LANDSCAPES IN EARLY YEARS: A COMPARATIVE
STUDY OF TURKIYE AND INDONESIA'S APPROACHES TO EARLY
CHILDHOOD EDUCATION****Winda Trimelia UTAMI****Master Thesis, Department of Pre-School Education****Supervisor: Assoc. Prof. Şule ERDEN ÖZCAN****December 2023, 155 pages**

The education system of a country has an important role in determining the country's progress and development, for this reason, countries in the world always innovate in their education systems in order to align their education with the needs of the times and globalization. One of the ways is by conducting education comparisons with other countries. This study discussed about the education system in Turkiye and Indonesia in term of education process and education environment. This study uses multiple case study research methodology, with a qualitative approach. The data sources in this study were interview results of 14 Kindergarten school teachers from 6 schools in Turkiye and Indonesia. The data were obtained through documents, Interview, observation, and the field note, Qualitative data were analyzed through descriptive analysis technique. Validity and reliability data gathered from source triangulation, reviewing data from different sources. The result of the study show that the education system in Turkiye and Indonesia has similarity and differences in some aspect. The differences showed on the learning planning, Turkish focus on activity, monthly and daily, while Indonesia focus on semester and weekly planning, otherwise they pay attention to the same thing when preparing the learning planning, such as need of children, age group, and development of student. They make the learning activity flexible due the situation and condition, and 3 kinds of evaluation conducted in both countrie (Children, Program, Teacher evaluation). Educational environment indoor and outdoor are similar, both country have centers in the class, and some centers outside, play area, and farming area. What make it different is Indonesia has religion center in the class, and one learning center one classes, and in Turkiye have all centers in one class.

Keyword: Educational system, comparative education, Turkiye, Indonesia

ÖZET

ERKEN ÇOCUKLUK EĞİTİMİNDE EĞİTİMSEL GÖRÜNÜMÜ: TÜRKİYE VE ENDONEZYA’NIN ERKEN ÇOCUKLUK EĞİTİMİ YAKLAŞIMLARININ KARŞILAŞTIRMALI BİR İNCELEMESİ

Winda Trimelia UTAMI

Yüksek lisans tezi, Okul Öncesi Eğitimi Ana Bilim Dalı

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Bir ülkenin eğitim sistemi, ülkesinin ilerlemesini ve gelişmesini belirlemede önemli bir role sahiptir; bu nedenle dünyadaki tüm ülkeler, her zaman eğitimlerini zamanın ihtiyaçlarına ve küreselleşmeye uyumlu hale getirmek için yenilik yaparlar. Bunun içinde diğer ülkelerin eğitimleri ile karşılaştırmaları yaparlar. Bu çalışmada Türkiye ve Endonezya'daki eğitim sistemi üzerine yapılan bir araştırma eğitim süreci ve eğitim ortamı açısından ele alınmaktadır. Bu çalışmada nitel araştırma yöntemlerinden çoklu durum çalışması kullanılmaktadır. Bu çalışmaya, Türkiye (3) ve Endonezya'daki (3) toplam 6 okuldan 14 anaokulu öğretmeni dahil olmuştur. Veriler, görüşme, döküman, gözlem ve alan notu yoluyla elde edilmiştir. Nitel veriler, betimsel analiz tekniği ile analiz edilmiştir. Geçerliliği ve güvenilirlik için very üçgenlemesi yapılmıştır. . Çalışmanın sonucu, Türkiye ve Endonezya'daki eğitim sisteminin bazı yönlerde benzerlik ve farklılıklar gösterdiğini göstermektedir. Farklılıklar, eğitimin planlamasında ortaya çıkmıştır; Türkiye'deki öğretmenler etkinlik odaklı olarak aylık ve günlük planlamaya odaklanırken, Endonezya ise dönemlik ve haftalık planlamaya odaklanmaktadır. Bununla birlikte, planlar hazırlarken her iki ülke de çocukların ihtiyaçları, yaş grupları ve öğrenci gelişimi gibi aynı konulara dikkat edilmektedir. Her iki ülkede de üç tür değerlendirme yapılmaktadır (Çocuk, Program, Öğretmen değerlendirmesi). Eğitim ortamı olarak iç ve dış mekanlar benzerdir; her iki ülke de sınıfların içerisinde merkezler yer almaktadır, dış mekanda ise bazı merkezler, oyun alanları ve ekim-dikim yapılacak tarım alanları bulunmaktadır. Farklı olarak Endonezya'da okul öncesi eğitim sınıfında bir din merkezine sahip olmasıdır.

Anahtar kelimeler :Eğitim Sistemi, Karşılaştırmalı Eğitim, Türkiye, Endonezya



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Adana / 2023

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CHAPTER I

INTRODUCTION

1.1. Background of the Problem

Each country develops an education system with the aim of improving the quality of life of the population. The belief in the importance of education, which can change human civilization in the formation of an education system, is felt as a means of efforts to reach educational goals (Ustun, 2018).

The issue of education systems in various countries is very important especially for developing countries to be more open and improve their education systems by learning from other countries. Developed countries have good education systems because the effect of a good education system is the birth of quality human resources (Hanushek, 2013). For example Finland is a developed country and also a country with the best education system. Finland has consistently been not only one of the most successful countries, but also one of those with exceptional educational equality (Malik, 2018). The next factor explaining Finnish success may be the integration of equity into the Finnish Education System (Niemi, 2016). It is so well integrated into the system that all teachers and administrators see equality as an indispensable part of Finnish Education (Lavonent, 2017). They willingly spend extra energy and money for students with special needs (Ustun, 2018). Because of their education system recognize as the best system in the world many country try to adapted their system in their country included Indonesia adopts the concept of independent learning from the Finnish education system and gives teachers the freedom to innovate, be independent, active, creative and innovative in their learning activities (Muryanti, 2021). As Turkish education system also influenced by some education philosopher whom invited to Turkiye after the republic of Turkiye Formed to advance the education system in Turkiye such as John dewey, Dr. Kuhne, Omer buyse, Albert Mache, Miss parker, And Kamerrer group (Büyükdüvenci, 1994).

Based on statement above It is quite interesting to see how the early childhood education system in Turkiye and Indonesia, as a very basic level of education in building character and foundation for human resources. Early childhood education is very important because it is the most vital period to build character so that the nation is born with dignity, virtue, intelligence and can meet the needs of the nation's quality human resources. In recent years, the Turkish government has undertaken policies targeted at

enhancing access to and quality of early childhood education. The government has poured their attention on early childhood education for a long time. In Türkiye Preschool education was included in the Elementary School and Education Law No. 222, which came into effect on January 5, 1961. In addition, kindergarten rules were established in 1962, then National Education Basic Law in 1973 no 1793 determine The basic principles of the Turkish national education (Choi, 2013). In Indonesia Law No. 4 of 1950 on the Fundamentals of Education and Teaching in Schools officially recognized the existence of early childhood education as part of the national education system, and officially for the first time ECE was explicitly regulated in a law for the first time in 2003 of the National Education System (Wijayanti, 2022; Syifaузakia, 2021).

The enrolment rate of early childhood education in Türkiye has grown from 33.2% in 2016 to 63% in 2022 (Gol-Guven, 2018). Then as a unique comparison, it is better to look at the early childhood education system in Indonesia, As a result, the rise in enrolment by age for early childhood education 3-6 years in Indonesia has been from 2016 34.62% and increased to 41.18% in 2022 (Statista, 2023). Government awareness of the importance of early childhood education in both countries showed significant results with enrollment increased in both countries. Enrollment growth correlates with improvements in the educational system. Increased enrolment can deliver more advantages to society and provide students with the opportunity to acquire a quality education by enhancing the education system as a whole (Narodowski, and Moschetti, 2015; Aziz, 2015).

Türkiye and Indonesia have made several updates to their curricula based on the needs of children and also the times. 2013 curriculum for early childhood education, In this curriculum, the government pays all their attention to early childhood education, starting from the principles of education, the achievements that children must achieve, examples of lesson plan, assessments, including how the school environment is arranged (MEB, 2013), In the same year in Indonesia the government also issued an early childhood curriculum on principles and developments that children can achieve according to the age of the child, lesson plan examples, as well as forms of assessment (KEMENDIKBUD, 2014), As a reference for educational implementers, the government specifies the form of constructing the learning environment in early childhood education for several sheets (KEMENDIKBUD, 2018). In 2022 Indonesian government issued the newest curriculum in Indonesia Although, in recent years, a few schools have continued to employ this curriculum since it is in a trial phase, and will be implemented entire

Indonesia in 2023-2024 (Rizka, 2023). This curriculum clearly aims to make it easier for teachers to organize learning program, because the curriculum is simpler in making learning designs (Anwar, 2022). Learning that is adapted to the school environment and to build nationalism in children based on Indonesia ideology (Retnaningsih, and Khairiyah, 2022).

The decision to compare Turkey and Indonesia in the educational process and environment derives from a convergence of distinct qualities and similar issues in their different education systems. Both countries face a shared set of complex challenges, the most pressing of which is the ongoing struggle to improve educational quality and inclusion (Öztekin Bayir, 2021). Navigating the intricacies inherent in their heterogeneous communities also provides a substantial challenge to their educational environments, affecting curricular frameworks and instructional techniques (Umar, 2017). Furthermore, the dynamic character of educational reforms in both Turkey and Indonesia, where systems undergo regular adjustments and adaptations, complicates the research. Furthermore, the various socioeconomic landscapes, regional variances, and historical factors influencing educational policies provide a rich backdrop for comparative analysis. A comparative study between Türkiye and Indonesia offers a compelling avenue to unearth valuable insights that can significantly contribute to the broader discourse on enhancing educational systems in multicultural and evolving societal contexts by delving into these common challenges and unique educational structures.

Based on the above background, there are some similarities background between Türkiye and Indonesia in terms of education purpose and also government awareness of the importance of early childhood education. There is existing literature that touches on various aspects of early childhood education in both countries, but still a lack of comprehensive comparative research that directly compares the two systems. For instance, Gulcicek (2019) Examining Turkish early childhood education curriculum in terms of mainstream curriculum models. Gol-guven (2009) examined the quality of early childhood education classroom in Türkiye. Similar with Ozturk (2022) had written about indoor and outdoor environment in early childhood education. Altun et al. (2011) provide insights into the national dissertation and thesis database in the field of early childhood education in Türkiye, which could serve as a foundation for understanding the existing research landscape in the country.

Brinkman et al. (2017) provide evidence on the role of preschool quality in promoting child development in rural Indonesia. The early environment education in Indonesia had examined by Siregar (2019). And Abdulkhaleq (2020) had investigated the quality of early childhood in Indonesia by its environment. From these research could support establishment for the available investigation in Indonesia about the educational process and educational environment.

Turkish preschool education system has been compared with countries such as Australia in terms of philosophy, of both the programme and structure of preschool education in each country (Ahi, 2013), had compared with the five permanent countries of the UN, the United States of America, Russia, China, the United Kingdom, and France (Bulut, 2020). Indonesian preschool education system was compared with countries such as Slovakia, This research conducts a thorough comparison and analysis of the independent components present within the national Early Childhood Education and Care (ECEC) systems. It also investigates the opposing force of standardization observed in Slovakia and Indonesia, two nations situated in distinct hemispheres, each with unique historical, cultural, and political contexts (Pupala 2022). Paananen (2023) has Compared Indonesia policies of access in early childhood education with Brazil, Finland, Hungary, Iran, Nepal, and Serbia. However, a direct comparative analysis of the two systems is yet to be undertaken.

The existing research landscape for early childhood education systems in both Turkey and Indonesia shows a striking lack of thorough inquiry into the complexities of educational processes and the subtle dynamics within school environments. While existing literature recognizes the importance of early childhood education, more in-depth research into the pedagogical methodologies used, the efficacy of curriculum implementation, and the adaptability of teaching approaches to diverse learning needs is conspicuously lacking. Furthermore, the unique cultural and socioeconomic forces creating these systems, as well as their impact on children's educational experiences, have gotten less consideration. Focusing on education programs and the whole education system is an important option that merits further investigation. The absence of substantial scholarly work in this domain creates an imperative need for in-depth investigation. Understanding the educational frameworks, curriculum designs, and systemic approaches in these two countries is crucial due to the pivotal role early childhood education plays in shaping a foundation for lifelong learning. Which is of great importance in terms of carrying out this research,

The adoption of the Comparative Education Theory, which acts as the guiding theoretical framework, is fundamental to this study (Powell, 2020). This technique provides for a systematic analysis of the educational systems of Indonesia and Turkey, with a focus on comparative elements across several dimensions such as curriculum design, pedagogical approaches, socioeconomic effects, and cultural settings. The Comparative Education Theory provides a systematic technique for analyzing, contrasting, and evaluating educational policies, practices, and outcomes in these two very different contexts. Using this theoretical lens, this research aims to uncover not only the differences and similarities between Indonesia and Turkey, but also the underlying factors shaping educational trajectories, paving the way for a comprehensive understanding of their early childhood education systems.

The general aim of this study;

- a. What are the similarities and differences in the education process of early childhood education programs in Turkiye and Indonesia?
- b. What are the similarities and differences in the environment of early childhood education institutions in Turkiye and Indonesia?

1.2. Significant of the study

The comparative research between Turkey and Indonesia is significant because of the unique educational difficulties and possibilities that both nations face in their early childhood education systems. Both countries confront several challenges, including the continual effort to improve educational quality, promote inclusion, and negotiate the complexity of varied cultural landscapes within their educational frameworks (Usakli, 2010; Hasan, 2012). The focus of this study on specific components of early childhood education, such as curriculum design, teaching approaches, school surroundings, and student engagement tactics, tackles these issues directly. This comparative research' findings are positioned to give practical insights that might guide policy formation in Turkey and Indonesia. The study's findings may lead to recommendations such as personalized curriculum improvements. By aligning policies with the study's results, policymakers in Turkey and Indonesia may proactively address identified obstacles, capitalize on possibilities, and build more strong and inclusive early childhood education systems.

This comparative study's findings have major significance for educators in Turkey and Indonesia, giving realistic solutions for classroom application. Educators can include culturally responsive teaching approaches developed from this study (Kelly, 2016), modifying courses to better fit their students' different cultural backgrounds. Educators that embrace these findings may build more inclusive and engaging learning environments, resulting in increased student involvement and academic achievement (Weissmann, 2019). Furthermore, the study adds to the larger subject of comparative education by providing a unique comparison of early childhood education systems in Turkey and Indonesia. The unique selection of these nations, with its rich cultural tapestry and vibrant educational environments, provides a thorough prism through which to evaluate not just structural components but also cultural subtleties and instructional approaches. The methodologies employed in this study enable a nuanced understanding, enriching the discourse on educational diversity and reform, while offering insights applicable to comparative education research globally (Danijela, 2020).

Cross-Cultural Understanding and Collaboration

This research acts as a bridge between Turkey and Indonesia to enhance cross-cultural understanding and collaboration in the field of education. This research highlights approaches that might assist both countries by analyzing and comparing the peculiarities of their early childhood education systems (Sugandi, 2014). Turkey's insights might inform Indonesia's strategy, and vice versa, leading to the adoption of best practices and creative ideas across borders. Furthermore, this comparative research promotes a deeper knowledge of cultural differences, paving the door for joint projects and cultural exchanges in education.

Benefit to Other Stakeholders

Aside from educators, stakeholders involved in early childhood education such as parents, community groups, and non-governmental organizations (NGOs) stand to profit considerably from the study's findings. Parents may learn about successful engagement tactics and culturally appropriate learning settings, allowing them to better support their children's education. Community groups and non-governmental organizations (NGOs) may use these results to create focused interventions and programs that address the cultural contexts and needs highlighted in the study, therefore increasing their influence on early childhood education in these areas.

Future Research Directions

This study lays the groundwork for future research paths in early childhood education in Turkey, Indonesia, and throughout the world. It opens up possibilities for additional in-depth research into specific characteristics highlighted, such as culturally adapted pedagogies, the influence of community participation, or the efficacy of inclusive practices. Furthermore, comparative research covering a larger variety of nations or focused on specific cultural or socioeconomic situations within Turkey and Indonesia might give more in-depth insights into regional educational difficulties and solutions.

Addressing Global Educational Challenges

The study's conclusions are relevant in solving worldwide educational concerns, particularly those related to educational fairness and inclusion. This study's insights into culturally responsive teaching, inclusive practices, and adaptable pedagogies might inspire methods for overcoming educational challenges, such as those caused by pandemics, wars, natural disasters, or socioeconomic inequality. Understanding and applying these approaches can help educators and policymakers throughout the world create more egalitarian and resilient education systems that respond to varied needs and situations, enabling inclusive learning environments.

CHAPTER II

LITERATURE REVIEW

2.1. Early childhood education system in Turkiye and Indonesia

2.1.1. Early childhood education curriculum in Turkiye and Indonesia

Turkiye has experienced six curriculum changes since the founding of the Republic of Turkiye, including in 1952, 1989, 1994, 2002, 2006, and 2013. In the history of early childhood education in Turkiye, the first official curriculum for early childhood education was published in 1994, although study guides existed as early as 1952 and 1989. However, the government did not issue an official curriculum until 1994, followed by a curriculum in 2002, 2006, 2013, and the last one Changes were made in Turkiye in 2022, a pilot application was made in 2022-2023, the new program will be implemented in the 2023-2024 academic year.

Indonesia underwent nine curriculum changes, including 1964, 1968, 1976, 1984, 1994, 2004, 2010, 2013, and 2022.

Table 1.
Turkiye and Indonesian Curriculum similarity and differences

		TR	IND
Similarity	first curriculum	1994	1994
	Age	36-72 ay	36-72
	Development areas	Cognitive, language, social-emotional, physical.	cognitive, language, social-emotional, and physical (Motor development),
	Current curriculum	2022-2023 pilot	2022 (Independent)
difference	Development areas	Self care development are Included in development aspect for children	Religion, moral, and art
	educational planning	Activity, monthly, daily	Semester, weekly
	lesson theme	there is no theme	there is theme
	Evaluation	daily plan Teacher Program Children (portfolio, observation, anecdotes, etc.)	weekly plan Teacher reflection children (anecdotes, portfolio, observation) semester program evaluation
	educational enciromental	Learning Center	corners areas, centers

Both Türkiye and Indonesia have implemented officially government-issued early childhood education curricula. In Türkiye, the 1994 curriculum marked the first complete educational program, including an evaluation form (Sapsağlam, 2013). Similarly, Indonesia established kindergarten in 1994 curriculum includes the evaluation method for the children through observation, anecdote, And the children's tasks. Kindergarten has been regulated as part of preschool education by Government Regulation No. 27 of 1990 covering preschool education, and especially by the Ministry of Education and Culture of the Republic of Indonesia No. 0486/zu/1992 concerning Kindergarten (Herlina, 2010).

The curriculum programs in Türkiye since 2002 have been tailored to children aged 36-72 months, encompassing distinct developmental stages and characteristics. Similarly, Indonesia's curriculum programs from 2004 to 2010 have delineated Competency Standards, Basic Competencies, Learning Outcomes, and Indicators aligned with the developmental needs of children aged 36-72 months. The Turkish curriculum of 1994 was structured into distinct programs catering to children within different age groups: 0-3, 4-5, and 5-6 years old, with the primary aim of accomplishing established goals and objectives (Düşeka, 2012; Sapsağlam, 2013). In contrast, the Indonesian curriculum of 2013 incorporated developmental performance indicators spanning the entire age spectrum of 0-6 years, encompassing a broader scope of early childhood education (Herlina, 2010).

Both Türkiye and Indonesia share a common approach in their curriculum by considering key areas of children's development. In Türkiye, the development stages encompass cognitive, language, social-emotional, and physical growth (Düşeka, 2012; Sapsağlam, 2013). Similarly, Indonesia's development fields include cognitive, language, social-emotional, and physical (motor development). This demonstrates a parallel emphasis on nurturing well-rounded growth in children across cognitive, linguistic, emotional, and physical domains in both countries' early childhood education frameworks (Herlina, 2010).

Diverging in their approach to children's development areas, Türkiye's recent curriculum (2013) includes cognitive, language, social, emotional, motor, and self-care domains, encompassing a comprehensive spectrum of growth (Düşeka, 2012; Sapsağlam, 2013). In contrast, Indonesia's curriculum (2022) has narrowed its focus to three elements: religious values and ethics, identity, and a multidisciplinary foundation comprising literacy, mathematics, science, technology, engineering, and the arts (Herlina, 2010).

The educational approaches in Türkiye and Indonesia differ in terms of lesson themes. While Türkiye's curriculum does not incorporate specific lesson themes, Indonesia's curriculum from 1994 to 2013 has integrated themes into its lesson plans within the curriculum structure.

The evaluation methodologies in Türkiye and Indonesia have evolved differently within their respective curriculum frameworks. In Türkiye, starting from the 2002 curriculum, the evaluation process encompasses three fundamental elements: child development evaluation, program evaluation, and teacher performance evaluation (MEB, 2013). In contrast, Indonesia, since the 1994 curriculum, has included evaluation techniques such as anecdotes, observational observations, and assignments to assess early childhood performance. Notably, Indonesia's recent curriculum introduces a more comprehensive approach, incorporating both formative and summative evaluation for children. This highlights Türkiye's focus on a broader range of evaluation components, while Indonesia's recent curriculum shift reflects a more refined approach with a balance between continuous and final assessments (Herlina, 2010)..

In terms of the educational environment, Türkiye's 2013 curriculum incorporates guidelines for setting up an effective learning environment. This involves arranging centers within both large and small classes, along with providing the necessary material equipment for each center (MEB, 2013). On the other hand, Indonesia has taken a distinct approach by creating separate guidelines for the school environment, which are not integrated into the curriculum itself. These guidelines in Indonesia consider a variety of learning models, corners, areas, and centers, potentially emphasizing adaptability and flexibility in creating conducive learning spaces (KEMENDIKBUD, 2013).

Türkiye and Indonesia have both established government-issued early childhood education curricula, tailored to developmental stages and encompassing evaluation methods. While Türkiye's recent curriculum emphasizes a comprehensive approach to development areas, Indonesia's curriculum focuses on core elements like ethics and multidisciplinary skills. Differing in lesson themes and evaluation techniques, the countries showcase distinct strategies in creating educational environments, reflecting their unique approaches to fostering holistic growth in early childhood education.

2.2. Historical of Education System in Türkiye and Indonesia

Here is a comparative table highlighting how historical influences have shaped current educational practices in Türkiye and Indonesia.

Table 2.

Education historical in Türkiye and Indonesia

Historical Influences	Türkiye	Indonesia
Ancient Nomadic Period	The Huns, known for military prowess, impacted educational values related to warriorship, management, and certain crafts (Servet, 2017; Ayküz, 1989).	Similar period influenced by Hindu-Buddhist teachings, Brahmins imparted education primarily to specific caste children (Nastiti, 2014; Worosetyaningsih, 2019).
Göktürk State Establishment	Introduction of a developed alphabet and a processed language (Servet, 2017).	Islamic teachings alongside Hindu-Buddhist influences; establishment of pesantren education system (Hanipudin, 2019; Rofi, 2016).
Ottoman Empire Period	Focus on religious-based education through institutions like madrasa and sıbyan mektepleri (Ozveren, 2008; Çelik, 2007). Introduction of early childhood education through Sıbyan School and Şehzadegan school (Turk, 2011; Çelik, 2007).	Influence of dutch and japan education alongside Islamic education; introduction of Froebel's kindergarten concepts (Syifauzakia, 2021; Worosetyaningsih, 2019).
Republic Era and Educational Reforms	Initiation of systematic educational policies by Atatürk during the Republican period (Kapluhan, 2014).	Post-independence regulations based on the 1945 Constitution aimed at creating true citizens contributing to society (Affandi, 2017). Introduction of official recognition and laws regarding early childhood education (Fadli, 2019; Syifauzakia, 2021).
Recent Developments and Reforms	Modernization efforts, including the establishment of kindergartens and formalizing early childhood education (Gurbetoglu, 2014; Choi, 2013).	Introduction of laws and regulations explicitly regulating ECE in 2003 (Syifauzakia, 2021). modernisation and maintaining religious values based on state principles (Tan, 2015)

2.2.1. Historical of Education System in Türkiye

The earliest Turkic peoples known in history were the Huns, the Huns were a nomadic people of Central Asian origin who lived in 1000 years BC, and they were known for their military prowess and fierce fighting skills (Servet, 2017). The Huns were reputed for their distinct military strategy, heavily emphasizing cavalry and archery. They were adept horsemen who moved swiftly across the battlefield and struck their adversaries with lethal precision. As a natural consequence, professions such as warriorship, management, some crafts, religious beliefs, and values related to child rearing left

their mark on education. (Ayküz, 1989, ac cited in Choi, 2013). In 552 AD, the Göktürk state was established under the leadership of Bumin Han. Was a Turkic khaganate founded by the Ashina clan. The difference between the göktürks and the Huns was that they left written works with a developed alphabet of 38 letters and a processed language (Servet, 2017). In 745 AD Uyghur took over after the fall of Göktürk people's literacy and knowledge increased, formal and planned education could be considered as they lived a settled life (Ayküz, 1989, ac cited in Choi, 2013).

In the Ottoman Empire, various educational institutions were established in all areas. The most important ones are *madrasa*, *sıbyan mektepleri* and *enderun*. In the Ottoman Empire, religiously based education was essential (Ozveren, 2008). Early childhood education has received attention since the time of the Ottoman Empire. Before the kindergarten was officially opened, there was already a *sıbyan mektepleri*. The *Sıbyan School* is a neighborhood school for girls and boys aged 5-6 (Turk, 2011: Çelik, 2007). There is a *Şehzadegan* school in the palace, which is similar to an elementary school. The age for school enrollment is 4 years, 4 months and 4 days according to Islamic tradition (Turk, 2011). Nonetheless, kindergartens were formally established and spread following the Balkan wars of 1912-1923. Sati Bey founded the first private school in Istanbul, Beyazıt, in 1913. It had become a destination for rich families to send their children at the time, and Türkiye first kindergarten that affiliated to the Ministry education was in İzmit by Ali Şükrü Bey, the Minister of Education at the time, In January 1914, with 50 students. (Gurbetoglu, 2014; Çelik, 2007). Again with the contributions of the Minister of Education, Ahmed Şükrü Bey, the Main Teaching School was opened in the 1914-1915 academic year. The ages of the students who wanted to attend the Main Teaching School had to be between the ages of 17-24 and the education period was one year (Altın 2014).

The period in which positive and systematic steps were taken to pursue a systematic policy of creating a system of education and training that would meet the needs of the country was the Republican period. The Educational Congress was held in Ankara at the height of the war on July 15, 1921. Atatürk was the chairman of the society. He explicitly demanded and even ordered that in the field of education, considered the most important driving force for the restructuring of the country (Kaplukan, 2014). Planned development began in 1961, and with the establishment of the State Planning Organization, an institution emerged that had a say in regulating education (Ayküz, 1989, as cited in Choi, 2013). Around 1925-1930 a Kindergarten was opened for the mothers

who work in agricultural and in factories, this kind of kindergarten to take care of their children while they are working. In 1932 a daycare that give the children food and taking care of them from the morning to the afternoon was held by the Istanbul government, this school addressed for 3-7 years old children of the poor family (Çelik, 2007). in 1961 kindergartens became a state responsibility. Preschool education was included in the Elementary School and Education Law No. 222, which came into effect on January 5, 1961. In addition, kindergarten rules were established in 1962. (Choi, 2013). The National Education Basic Law No. 1739 established the goals of pre-school education as well. Pre-school education was debated in government programs, development plans, education commissions, and National Education Councils in the years that followed (Gul, 2008).

In conclusion the educational trajectory in Turkey underwent a fundamental transformation following the Republic's inception. The Ottoman Empire had a strong religious focus in education through institutions like madrasas and sıbyan mektepleri. However, the Republic, guided by Atatürk's vision, catalyzed a significant shift, acknowledging education as pivotal for national progress. This era witnessed the emergence of a more secular, standardized, and inclusive educational system. State initiatives formalized kindergartens, integrated preschool education into legal structures, and advocated for a nationally unified educational approach. While Islamic education persisted, its prominence waned compared to earlier periods. The post-revolution evolution of Turkey's educational landscape signifies a purposeful stride towards a modern, universally applicable educational framework, diverging markedly from its historically entrenched religious orientation.

2.2.2. Historical of Education System in Indonesia

Before Indonesia became a republic, there were at least 112 kingdoms and sultanates in Indonesia. Kingdoms and sultanates do not differ in government structure, but kingdoms tend to be Hindu and Buddhist, while sultanates are Islamic, although there are Islamic kingdoms as well. To date, there are 6 kingdoms that still exist and have kings, although they do not have political power because they have officially declared to be part of the Republic of Indonesia (Permana, 2015; Fauzi, 2017).

Hindu-Buddhist influence occurred in the 4th to 14th centuries through kingdoms. Classes are informally conducted by Brahmins and held in monasteries/hermitages with religious teaching materials. At that time, the caste system prevailed, only children from

the Brahmin and Kshatriya castes could receive education in skills, knowledge, fighting and ruling (Nastiti, 2014; Worosetyaningsih, 2019). Islam came to Indonesia in the 7th century through traders from Gujarat, and in the land of Java itself Islam was spread by *Wali Songo*. The type of education at that time was more or less the same as Hindu-Buddhist education, namely religious learning. The education system of that time in the form of a *pesantren* has survived until this day (Hanipudin, 2019; Rofi, 2016). In the 16th century, the Portuguese and Roman Catholics came to Indonesia to spread the Catholic religion in the Ternate region, but this lasted only half a century, as the Spanish expelled them. They were then replaced by the Dutch, who substituted Protestantism for the teachings of Catholicism. The Dutch also established Dutch-language schools to compete with Islamic schools, which began to spread widely at that time (Sultani, 2020; Nasution, 2016). During the Japanese colonial period (1942-1945), Japan's goal is also to instill a national mentality in Indonesian society by introducing traditions into Japanese society, such as the tradition of raising the flag, singing the national anthem, doing gymnastics together (*taiso*), and respecting the emperor (Sugiyono, 2020; Muslimin, 2021). During Indonesia's independence, the government regulated Indonesian education based on the 1945 Constitution, namely; Paragraph 1, every citizen has the right to receive education and teaching Paragraph 2* the government is trying to organize a national education that is regulated by law. Education during the independence era was aimed at educating Indonesian people to become true citizens who are willing to contribute their minds and energy to Indonesian society (Affandi, 2017).

Froebel's idea of kindergarten was brought to Indonesia by the government of Dutch East Indies, called "*Kinder Voorscholen*" to educate their children, European children and Indonesian nobles (Syifaузakia, 2021). Awareness of the importance of early childhood education was first raised with the establishment of the Aisyiyah Bustanul Athfal Kindergarten in 1919 in Yogyakarta by the Aisyiyah Women's Association from Muhammadiyah. This early childhood education is called Froebel Aisyiyah Kindergarten, which has the same modern thought as Froebel's ideas in child education, but has the characteristics of monotheism or based on Islamic School (Suswandari, 2019). Until now, there are 5,722 *Aisyiyah Bustanul Athfal* Kindergartens in 34 Provinces in Indonesia (Kemendikbud). In 1922, Kihajar Dewantara, after returning from his 2-year exile from the Netherlands, founded a children's park called *Taman Indriya*. In 1950, Law No. 4 of 1950 on the Fundamentals of Education and Teaching in Schools officially recognized the existence of early childhood education as part of the national education system, and

on May 22, 1950, Indonesian Kindergarten Teachers Association (IGTKI) was established (Fadli, 2019; Nasution, 2019; Saudah, 2015). Indonesia also began working with UNICEF by providing consultants and funding for in-service training of teachers and education administrators at the kindergarten level. From 1974 to 1993, several curricula were introduced (Purnama, 2018; Saudah, 2015). The World Bank also participated with the government in 1998-2004 to introduce early childhood development programs in four provinces, namely West Java, Banten, Bali, and South Sulawesi (Tedjawati, 2013). This period was marked by the passage of Law No. 20 of 2003 on the National Education System, which was the response to the demands for reforms in all areas of life. Through this law, ECE was explicitly regulated in a law for the first time in 2003 (Syifauzakia, 2021). formal and non-formal ECE development under the General Directorate of Early Childhood Education (*PAUDNI*) through government regulations No. 24 of 2010 regarding the position, duties, functions, and working procedures of the ministries of the Republic of Indonesia, as amended by government regulations No. 67 of 2010. In the course of the history of ECE development in Indonesia, the following characteristics eventually emerged: kindergarten, *Raudhatul Athfal* (early childhood Islamic educational institutions), Playgroup, daycare, and family or environment-based ECE (Syifauzakia, 2021; latif, 2014).

In conclusion Indonesia's educational journey intertwines religious, colonial, and modern influences. While modern education thrives, religious education persists since its inception. Hindu-Buddhist and Islamic influences shaped early learning. Islamic education endured alongside Dutch and Japanese colonial introductions. Post-independence, early childhood education (ECE) bloomed, blending Froebel's ideas with Islamic principles in *Aisyiyah Bustanul Athfal* Kindergartens. Reforms and collaborations with global bodies like UNICEF and the World Bank bolstered ECE. Amidst modernization, religious education evolved but remained integral, visible in various forms like *Raudhatul Athfal* and family-based ECE. Indonesia's educational mosaic reflects a balance—modern systems flourishing while religious education, although changing, stands resilient. The country's educational landscape thrives on a diverse tapestry, honoring its roots while embracing modern advancements.

2.3. The objectives and Principles of Early Childhood Education

2.3.1. Early Childhood Education Objectivities and principles in Turkiye

Preschool education in Turkiye aims to enable children to develop body, minds, and emotions, acquire good habits, prepare them for elementary school, create an educational environment for children from unfavorable backgrounds, and ensure they speak Turkish correctly (MEB, 2013). There are at least 18 principles of early childhood education in the 2013 early childhood curriculum issued by the ministry of education in Turkiye which can be summarized as follows. Preschool education is based on the principles of adapting to the needs and individual differences of the child, supporting the child's motor, social, emotional, language, and cognitive development, teaching self-care skills, and preparing the child for elementary school. To meet the needs of children in preschool institutions, learning environments suitable for democratic education should be created. Play is the most appropriate method of learning for children in this age group, encouraging their imagination, creative and critical thinking, communication, and expression of feelings. The specifics of the family and the environment should be taken into account when designing the programs, and counseling services should be integrated into the processes of preschool education. The results of the evaluation should be used effectively for the development of the children, the teachers, and the program (MEB, 2013).

2.3.2. Early Childhood Education Objectivities and principles in Indonesia

The main objective is to educate quality Indonesian children, i.e. children who grow and develop according to their developmental level so that they are optimally prepared to enter basic education and start life after adulthood. Complementary goal: To prepare children to achieve (academic) readiness for learning in school (Huliyah, 2016; Istiana, 2017). Therefore The principles of early childhood education in regulation of the Minister of Education and Culture no 146 of 2014 include the use of play, oriented to child development, centered on the child, active learning, devoted to the development of character values, devoted to the advancement of life skills, supported by a conducive environment, oriented to democratic learning, and using learning media, learning resources, and resource people. Play is a great way to learn, and educators must be able to develop all aspects of development in accordance with the child's age stages. Educators must be able to provide an atmosphere that encourages enthusiasm for learning,

motivation, interest, creativity, initiative, inspiration, innovation, and independence based on children's characteristics, interests, potential, level of development, and needs. Educators must be able to establish an environment that enables children to actively seek, find, make choices, express opinions, and do and experience for themselves.

Preschool education in Türkiye focuses on holistic child development, including physical, cognitive, and emotional aspects. The curriculum emphasizes adaptability, play-based learning, and language skills, preparing children for elementary school. In Indonesia, early childhood education aims to nurture well-rounded children ready for academic learning, emphasizing play, character development, and life skills. Both countries prioritize individualized learning in conducive environments.

2.3.2. Levels and Types of early childhood education in Türkiye and Indonesia

2.3.2.1. Levels and Types of early childhood education in Türkiye

In Türkiye, there are several types of early childhood education programs that are available for children before they enter primary school. These programs can be categorized as Public Preschool Education under Ministry of Education (Millî Eğitim Bakanlığı/MEB): Public preschool education is available for children aged 36 to 72 months in Türkiye. It is free of charge and provided by the Ministry of National Education, Private early childhood education are also available in Türkiye. They operate similarly to public ECE, but they are run by private companies or individuals under the Ministry of Family and Social Policies (ASPB).

Kreş and *Gündüz Bakımevleri*: playgroup for children ages 0-3, and *Gündüz bakım evleri*/Daycare for 0-6 years old children are service that provides care during the day while their parents or caregivers are at work or otherwise occupied, and they are run by private companies or individuals under the Ministry of Family and Social Policies (ASPB). While feeding, sleeping routines, and basic care for newborns and young children are given, games and activities are used to assist their mental, social, and emotional development.

Anaokul/Kindergarten for children 36-68 month Kindergartens are either public under Ministry of Education (*Millî Eğitim Bakanlığı/MEB*) or private, and they aim to provide a structured and age-appropriate educational environment for children, Kindergartens provide pupils a game-based education to help them develop their social,

emotional, and cognitive abilities, as well as basic skills like literacy, arithmetic, and science.

Anasimfi/Kindergarten (preparing for primary school) 57-68, public education under Ministry of Education (*Millî Eğitim Bakanlığı/MEB*), some primary schools include a kindergarten for new pupils to help them adjust to school. Students are taught basic skills as well as school regulations, discipline, and social interaction guidelines in these programs.

2.3.2.1. Levels and Types of early childhood education in Indonesia

In Indonesia, there are two types of ECE: private and public. Private ECE is handled freely by educational institutions or individuals, while local governments manage public ECE. Both types of early childhood education are overseen by the Ministry of Education and Culture.

Furthermore, in the early childhood education category, it can be divided into 3 categories, namely formal, informal and non-formal early childhood education. In all categories of education below, only Kindergartens can have public status.

ECE formal, formal ECE is an early childhood education program conducted by formally established systems such as schools or kindergartens. It is divided into two types:

- a. *Taman kanak-kanak* (kindergarten): This program is for children aged 4-6 years who have had the opportunity to attend formal school. Kindergarten B has two age groups: Kindergarten B for 4-5 year olds and Kindergarten B for 5-6 year olds.
- b. *Raudatul athfal*: is an early childhood education facility run by the Republic of Indonesia's Ministry of Religion. "Raudhatul Athfal" is an Arabic phrase that translates as "Kids Park." In Indonesia, the term "Raudhatul Athfal" refers to Islamic-based pre-schools or kindergarten educational institutions. As a result, "Raudhatul Athfal" can be described as a religious Kindergarten.

Non-Formal ECE: An early childhood education program organized by non-formal institutions

- a. A daycare center is a place that provides child care services for a few hours or days for parents who are busy working or doing other activities that require full attention.

- b. *PAUD*/Early childhood education: is an abbreviation for Early Childhood Education, which is a non-formal education program for children aged 0 to 6 years.
- c. *Kelompok bermain*/Play Group: This program is intended for children aged 2-3 years who have not been able to attend formal education.

Informal ECE: An early childhood education program that is carried out at home by parents or families and does not have a defined curriculum or educational standard. Except for religion-based schools, which are overseen by the ministry of religion, other types of ECE are overseen by the minister of education and culture.

2.3.3. Preschool environment in Turkiye and Indonesia

2.3.3.1. Preschool environment in Turkiye

Classroom management in Turkiye is regulated in the 2013 learning program by the minister of education. The arrangement of educational environments, especially in preschool education institutions, is crucial for supporting children's active learning and fostering their creativity and problem-solving skills. In this program, they designed the "interest corners" that can be considered learning centers within the preschool educational environment. These learning centers are designed to meet children's free play needs and provide them with opportunities for exploration and learning. Teachers should consider the physical characteristics of the classroom and the number of children when setting up learning centers. There is disagreement regarding the number of children in a specific learning center can be an effective strategy. Setting up a system where children take turns in using certain centers ensures that everyone has a fair opportunity to engage with the materials and promotes sharing and cooperation among the children. Using an alarm clock or a timer to signal the end of playtime in a particular center is a practical way to establish a routine and communicate the time limit clearly to the children.

The teacher can also create new centers for a while in accordance with the selected themes. This allows for meaningful and engaging learning experiences that align with current events, children's individual experiences, or the chosen curriculum themes. The teacher prepares the learning centers before the children come to the classroom, and allows children to choose their preferred centers, the approach of this are to promote autonomy, self-directed learning, and social interactions among the children.

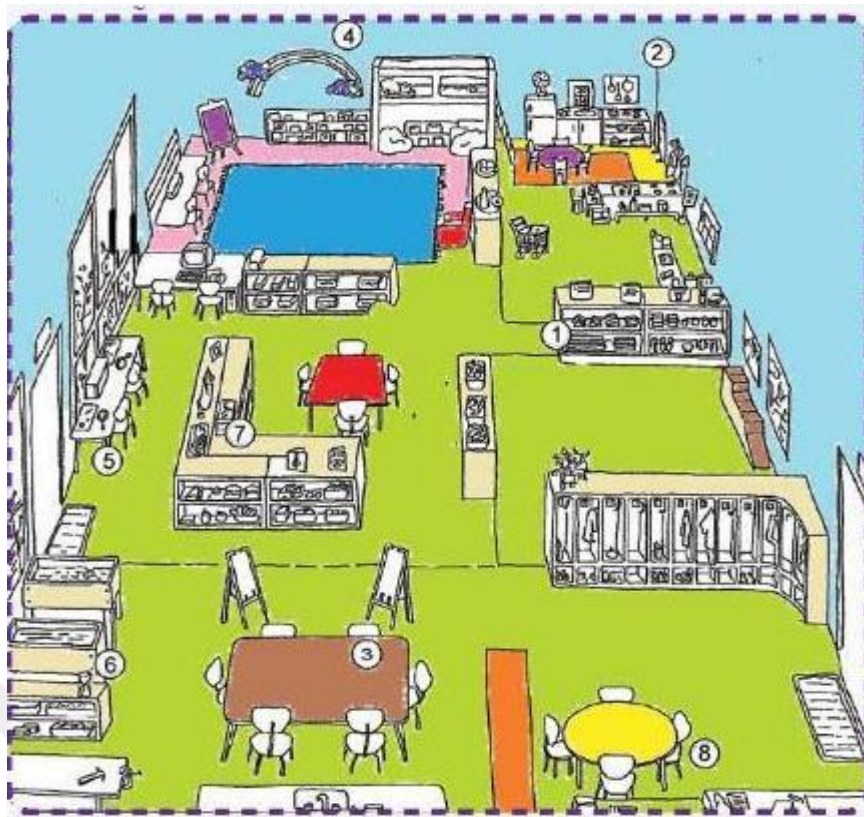


Figure 1. Ideal class design

Resources: Okul öncesi program

1. **Block Center:** The block center provides a space for children to engage in construction and imaginative play with blocks of various shapes and sizes. It promotes spatial awareness, problem-solving, and social interaction.
2. **Dramatic Play Center:** This center features props, costumes, and playsets to stimulate imaginative and role-playing activities. It allows children to explore different roles, practice social skills, and engage in pretend play.
3. **Art Center:** The art center is equipped with various art materials, such as paints, crayons, markers, and craft supplies. It encourages creativity, self-expression, and fine motor skills development through art activities and projects.
4. **Reading Center:** This center provides a cozy and inviting space with a variety of books, comfortable seating, and reading materials. It encourages children to develop a love for reading, promotes literacy skills, and fosters independent reading habits.
5. **Science Center:** The science center offers hands-on exploration and experimentation with materials related to science concepts. It may include

magnifying glasses, magnets, plants, and simple science tools to foster curiosity and scientific thinking.

6. Sand and water table to provide children with opportunities for sensory exploration, fine motor skill development, imaginative play, and scientific discovery.
7. Music center is valuable space for children to engage in various musical activities and explore their creativity.
8. Entrance and waiting area of a preschool classroom are important spaces that set the tone for a welcoming and organized environment.



Figure 2. Small class design.

Resources. Okul öncesi program 2013.

1. Entrance-Corridor/Block Center
2. Dramatic Center

The point to be noted in these environments is that the learning centers are clearly separated from each other. Creating clear separation between learning centers while still maintaining visibility and accessibility is beneficial for effective group work and overall classroom organization. Ensure that the learning centers are physically separated from each other, allowing children to focus on their activities in small groups, use child-sized cabinets or shelves to separate the learning centers, design the layout of the classroom in

a way that allows for easy movement and transition between the learning centers, Select furniture with rounded or oval edges to minimize the risk of collisions or injuries, By implementing these guidelines, safe and conducive learning environment that supports children's independent exploration, collaboration, and engagement in the various learning centers can be created.

2.3.3.2. Preschool Environment in Indonesia

The Ministry of Education and Culture issued guidelines for managing early childhood education classes (2018) mentioned that when designing a preschool classroom, it's important to consider various learning models, corners, areas, centers.

- 1) Corner learning model provides an opportunity for students to learn close to everyday life. This model is based on Montessori educational and developmental theory. In this model the learning program is focused on five things, namely:
 - Practical Life Skills: The corner learning model emphasizes practical life skills that are relevant to children's daily lives. Students engage in activities such as pouring, spooning, buttoning, and sweeping, which develop their fine motor skills, concentration, and independence.
 - Sensorial Development: The model incorporates sensorial activities that stimulate children's senses and help them explore and understand the world around them. Students work with materials that focus on sensory experiences like touch, sight, sound, taste, and smell, fostering their cognitive and perceptual development.
 - Language Development: The corner learning model promotes language development through various activities. Students engage in vocabulary-building exercises, storytelling, language games, and language-rich environments, encouraging them to express themselves, develop communication skills, and expand their language abilities.
 - Math Concepts: The model introduces math concepts through hands-on materials and activities. Students manipulate objects, work with counting, sorting, and sequencing, and explore concepts such as numbers, shapes,

sizes, and patterns. This helps them develop a solid foundation in mathematical thinking and problem-solving skills.

- Cultural and Environmental Awareness: The corner learning model encourages students to explore and appreciate different cultures and the natural environment. They learn about diverse cultures, traditions, geography, plants, animals, and ecological concepts through materials, books, and activities that promote cultural understanding and environmental consciousness.

2) The Area Model, developed by High Scope in the United States and introduced in Indonesia by Children Resources International Inc., is designed to facilitate individual and group activities for holistic development. In this model, the learning environment is divided into different areas, each offering a variety of activities with diverse tools and materials. Children have the freedom to choose the area that aligns with their interests and preferences.

- Block and Construction Area: This area is dedicated to block play and building. It includes a variety of blocks, building materials, and tools for construction. Children can explore concepts of balance, stability, spatial awareness, and problem-solving through building and engineering activities.
- Dramatic Play Area: This area provides opportunities for pretend play and role-playing. It may include a play kitchen, dress-up costumes, props, and pretend play materials. Children can engage in imaginative play, social interaction, and storytelling.
- Art and Creativity Area: This area is dedicated to artistic expression and creativity. It includes a variety of art materials such as paints, crayons, markers, clay, and collage materials. Children can engage in open-ended art activities, creative projects, and self-expression.
- Language and Literacy Area: This area focuses on developing language skills, reading, and writing. It includes a variety of books, storytelling props, writing materials, and language-based activities to promote communication, vocabulary development, and early literacy skills.
- Sand and water areas: The sand area typically consists of a designated space filled with clean and safe sand. Children are provided with various tools and toys such as shovels, buckets, molds, sifters, and small vehicles

to manipulate the sand. They can dig, build sandcastles, create shapes, and explore cause-and-effect relationships. Sand play helps develop fine motor skills, hand-eye coordination, spatial awareness, and creativity. The water area is designed for children to engage in water play and experiments. It usually includes a water table or basin filled with water at an appropriate depth. Children can pour, splash, float objects, and observe water movement. They can experiment with different water containers, measuring cups, funnels, and waterwheels. Water play promotes sensory development, scientific thinking, problem-solving, and cooperation as children engage in shared play experiences.

- Motion and Music Area in a preschool classroom is a dedicated space where children can engage in movement activities, dance, and explore music. This area is designed to promote physical development, coordination, rhythm, and creativity.
 - Science Area: In this area, children explore scientific concepts through experimentation, observation, and investigation. It includes materials for exploring natural phenomena, magnifying glasses, sensory materials, and tools for the exploration of the natural world.
 - Math and Manipulative Area: This area provides hands-on materials such as counting objects, number puzzles, shape blocks, and measuring tools. Children engage in activities that promote mathematical thinking, problem-solving, and understanding of basic math concepts.
 - The *Imtaq (Iman, Taqwa)* area is an additional area in Indonesian preschool classrooms that is designed to support children's spiritual and moral development in accordance with their religious beliefs. It provides a dedicated space for children to engage in activities related to worship and moral values based on their respective religions.
- 3) Center Model, developed by Creative Curriculum and introduced in Indonesia by Dr. Pamela Phelp of CCCRT Florida, focuses on providing a balanced approach to learning activities in preschool classrooms. This model recognizes the importance of both teacher guidance and children's initiatives in the learning process. The Center Model provides a flexible and child-centered approach to preschool education. Groups of children move to play from one center to another every day.

- Block center provides children with opportunities to engage in open-ended and constructive play using blocks of different shapes, sizes, and materials
- Small Role Play Center (Micro): The Small Role Play Center is a designated area where children can engage in imaginative play with smaller props and materials. It may include miniaturized versions of real-life scenarios, such as a miniature kitchen, dollhouse, or doctor's clinic. This center allows children to explore different roles, develop their social skills, and enhance their creativity and storytelling abilities.
- Major Role Play Center: The Major Role Play Center is a larger area where children can immerse themselves in more extensive pretend play experiences. It often represents a specific theme or setting, such as a grocery store, post office, restaurant, or fire station. This center provides children with opportunities to engage in cooperative play, problem-solving, decision-making, and language development as they take on various roles and interact with their peers.
- Imtaq Center is a designated area in preschool classrooms that focuses on introducing religious aspects and fostering skills related to the child's religion. It aims to promote religious awareness, understanding, and respect among children. The Imtaq Center may include activities and materials that help children learn about the principles, values, and practices of their respective religions.
- Art Center: This center provides opportunities for children to engage in various art activities such as painting, drawing, sculpting, collage, and other forms of artistic expression. It promotes creativity, fine motor skills, self-expression, and aesthetic appreciation.
- Preparation Center: in a preschool classroom is specifically designed to focus on early literacy development. It provides an enriched environment that encourages children's engagement with books, writing instruments, and various literacy-related activities. While literacy experiences are integrated throughout the classroom, the Preparation Center offers a dedicated space for more focused and intentional literacy exploration.
- The Center for Natural Materials: in a preschool classroom provides children with a rich learning environment that focuses on science,

mathematics, and art using materials found in nature. This center is designed to spark children's curiosity, exploration, and creativity through hands-on experiences with natural elements.

- Cooking Center in a preschool classroom provides children with a rich and engaging experience to explore various food ingredients and engage in the process of cooking. Children have the chance to engage in hands-on activities related to food preparation and cooking

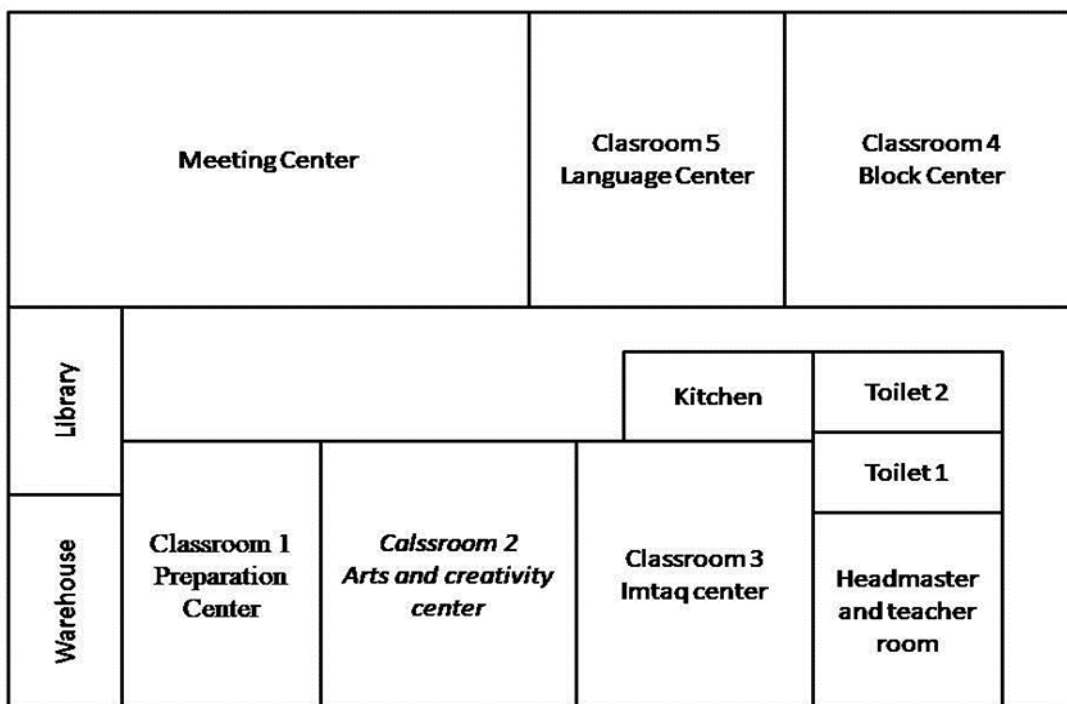


Figure 3. School sketch of a kindergarten in Indonesia as an example.

2.3.4. Outdoor environment

When establishing a playground, it is essential to adhere to minimum requirements, encompassing a minimum area of 150 m², a secure placement away from potential hazards, inclusion of comprehensive elements including both inert and active fencing, implementation of secure surfaces such as natural grass, sand, or substantial synthetic materials for the play area. Furthermore, the inclusion of shading trees, shrubbery, and ornamental grass as aesthetic enhancements and child-friendly ground surfaces are imperative. These stipulations collectively ensure the safety and holistic growth of children within an optimally designed play environment. (KEMENDIKBUD, 2021).

Playing outdoors in early childhood has great benefits in stimulating gross motor development, including balance, agility, and body flexibility. In addition, this activity also helps develop various other abilities and improves social and emotional intelligence. Several types of outdoor play equipment include permanent play equipment such as swings, slides, tunnels, seesaws, boardwalks, and others. Climbing equipment, such as arch climbers and nets, help train body strength, balance, and coordination. Slides and swings support sensory development and coordination. Sandboxes and tubs encourage sensory exploration. Mobile equipment such as tricycles and trampolines support play and movement activities. The catwalk stimulates balance and coordination. Overall, a wide variety of outdoor play equipment supports holistic development in early childhood (KEMENDIKBUD,2021)

2.4. Activities applied in pre-school education.

The types of activities are Turkish, Art, Drama, Music, Movement, Game, Science, Mathematics, and Reading, and they include Pre-Writing and Field Trips. These activities can be teacher-guided, semi-structured, or unstructured, and they can be conducted both indoors and outdoors. Teachers are encouraged to carry out these activities in outdoor settings whenever possible. Activities can be planned and implemented individually or combined to create integrated activities involving multiple types. They can be designed for individual, small group, or large group participation (MEB,2013).

Individual activity: When a child learns by doing things on their own, focusing on their interests and abilities.

Small group activity: Children work in small groups based on their age and interests, doing various tasks. Sometimes, all groups do the same thing in smaller teams. Each group plans and does its own activities, which can be different from other groups.

Large group activity: All kids in the class do the same activity together, using the same methods and materials.

Integrated activity: Mixing different activities together in a smooth way. It's not just putting activities one after the other, but making them work well together to help learning (MEB, 2013).

2.5. Regulatory and requirements guidelines to start early childhood education in Turkiye and Indonesia

Turkiye has ministry of education (MEB) and Ministry of Family and Social Policies (ASPB) in charge of early childhood schools in Turkiye. MEB oversees public schools at the kindergarten level, the kindergarten private school and the within range of Daycare, playgroup under responsibility of ASPB. In Indonesia All early childhood schools, whether public or private, of all types and age levels, stand under the auspices of the minister of education and culture (KEMENDIKBUD). Unless religion-based schools are under the auspices of the ministry of religion (KEMENAG). in the table below we will study about the regulatory and requirements guidelines to start early childhood education in Turkiye in Indonesia.

Table 3.

The regulatory and requirements guidelines to start early childhood education in Turkiye in Indonesia

Turkiye		Indonesia	
MEB (Minister of education)	ASPB (Ministry of Family and Social Policies)	KEMENDIKBUD (Ministry of education and culture)	KEMENAG (Ministry of religion)
planned by the governorship	- a citizen of the Republic of Turkiye, -At least primary school graduates. -never committed a crime.	<u>Kindergarten</u> Founder : Regency/city government, Village government, corporation <u>Playgroup/Daycare</u> Founder: Regency/city government, Village government, corporation, Individual, group of people	<u>Religion based Kindergarten/ECE</u> Founder : Regency/city government, Village government, corporation
At least 2.40 m ² per student. at least 20 students		-At least 3m ² per student in the activity room. -Have a minimum land area of 300 m2 (for buildings and yards).	
Room equipment		Room equipment	
Equipment building		Building environment	
	Document equipment to start a building	Administrative requirements	
	Building documents required	Establishment technical requirements:	
		expansion plan:	
		Document plan	
	Requirement to the founder	Kindergarten founders submit applications	
Institution Closure		The permit to establish a ECE	
Resume: MEB, ASPB, 2012; KEMENDIKBUD, 2015			

Pre-school and primary education institutions in Türkiye are planned by the provincial government with the recommendation of the provincial national education directorate. Pre-school educational institutions may be opened as independent kindergartens or as practical classes in secondary vocational and technical educational institutions with majors in child development and education, as well as kindergartens within other educational institutions, with the approval of the local authorities.(MEB 2017) Pre-school and primary education institutions, under the jurisdiction of the Ministry of Family and Social Policies, can be established by Turkish citizens who have completed at least primary school education, have no criminal record, and meet the required criteria.(ASPB,2015). In Indonesia, the Ministry of Education and Culture oversees kindergartens. Kindergartens can be established by district/city level local governments, village governments, or companies. For playgroups and childcare centers, they can be established by district/city level local governments, village governments, companies, as well as by individuals or groups of people.. In Indonesia, the Ministry of Religious Affairs oversees religion-based kindergartens and early childhood education. These religion-based institutions can be established by local government authorities at the regency or city level, village governments, or corporations (Permendikbud 84, 2014).

In Türkiye, to open a kindergarten, there should be a minimum of 2.40 square meters of space per student in the activity/game room. The kindergarten should have a minimum of 20 students, and it must include an activity/game room.(MEB, 2017). In Indonesia, to establish a kindergarten, there should be a minimum of 3 square meters of space per student in the activity room. Additionally, the kindergarten should have a minimum land area of 300 square meters, which includes both the building and the surrounding yard (Permendikbud 84, 2014)..

In Türkiye, every educational institution needs to fulfill a number of requirements. This includes having a sufficient number of deputy director rooms, administrative rooms, ablution rooms, and separate mosques for men and women, positioned in suitable areas with natural lighting. In addition, kitchen, dining, canteen or cafeteria facilities, as well as heating facilities, heating centers, water tanks, system rooms and emergency shelters are all compliant with applicable legislation. A storage room for tools and equipment, as well as an archive room, are also required. Adequate toilets and washbasins must be provided according to the type of institution, and each institution, except dormitories, must have an institution head room. (MEB, 2017). To establish a kindergarten in Indonesia, certain requirements must be met. Hand washing facilities with clean water

must be available. There should be a room for the headmaster and teachers, along with a school health clinic equipped for first aid and comprehensive health administration. Accessible, clean water toilets supervised by teachers are necessary for the children. Additional rooms relevant to children's activities should be present. Educational game tools conforming to Indonesian National Standards that are safe and healthy for children are required. Safe and healthy indoor and outdoor play facilities are essential. A covered, non-polluting trash bin that can be managed daily is also mandatory (Permendikbud 84, 2014).

In Turkiye, certain conditions apply for establishing educational institutions, including kindergartens. The building, appropriate for the institution's purpose, needs to be obtained from the local area, and the right to use it must be allocated to the Ministry of Education. The buildings must adhere to relevant regulations for accessibility by students with disabilities. They should not be located in areas prone to natural disasters or high health and safety risks. Additionally, the necessary infrastructure services like roads, electricity, drinking water, rainwater drainage, sewage systems, natural gas, and telephone and internet lines need to be available. (MEB, 2017). In Indonesia, the establishment of educational early childhood education (ECE) centers takes into consideration the equilibrium between the existing and planned ECE facilities and the target age population in the area. Additionally, the distance between the proposed ECE center and the nearest existing ECE facilities is taken into account. These factors ensure a well-distributed network of ECE centers to effectively serve the educational needs of the target age group while minimizing transportation challenges for children and families (Permendikbud 84, 2014)..

To open a kindergarten under the Ministry of Family and Social Policies (ASPB) in Turkiye, potential applicants must meet several documentation requirements. This includes submitting personal identification, legal clearances, educational qualifications, and, for organizations, official incorporation documents indicating their ability to establish such an institution. The chosen building must also adhere to certain standards, including appropriate room dimensions, ownership or lease documentation, fire protection measures, compliance with moral and safety regulations, health assessments, and architectural plans. Reports confirming the building's structural integrity and numbering documentation are necessary. However, buildings with permits issued after 6/3/2007 are exempt from needing additional structural assessments. These measures ensure the establishment of kindergartens in safe and suitable environments for children's

well-being.(ASPB, 2015). In Indonesia, to establish a legal kindergarten, certain technical requirements must be met. These include providing documentation that demonstrates ownership rights, leases, or permission to use the land and buildings intended for the kindergarten. A photocopy of the notarial deed and a letter indicating the legal entity's status, such as a foundation, is also necessary. Additionally, information about the estimated funding for at least one year of the kindergarten's operation must be provided, ensuring the financial sustainability of the institution over the course of one academic year. These requirements ensure that the kindergarten is established with proper legal documentation and financial planning. In Indonesia, an expansion plan for early childhood education (ECE) institutions must encompass several key elements. These include articulating the institution's vision and mission, developing a comprehensive curriculum, defining the targeted student population, detailing the educator staff, outlining facilities and infrastructure, establishing an organizational structure, and securing financing. Additionally, the plan should cover management strategies, community engagement, and a phased development implementation plan spanning five years. The plan should also align with the standards set forth in Regulation No. 137 of 2014 by the Ministry of Education and Culture, focusing on achieving and maintaining high-quality ECE standards over a maximum of five years. This holistic approach ensures the institution's viability and its commitment to meeting national ECE standards while fostering effective learning and development for young children (Permendikbud 84, 2014).

In Turkiye, individuals seeking to establish an educational institution submit an application to the provincial directorate, including the building's address and a building occupancy permit. As per Article 15, the building is inspected on-site by at least two social workers within fifteen days to determine if it meets the required criteria. Within ten working days of the founder submitting building paperwork, social workers review the documents' suitability. If found suitable, the founder must respond within a month. An official letter mandates furnishing the institution according to Article 17 and implementing security measures as outlined in the Safety Information Form (Annex-1). Once furnishing is completed, the provincial directorate conducts an on-site inspection, assessing the building's physical conditions, equipment conformity, room locations, and capacity calculation. An evaluation report is generated based on the inspection, all contributing to ensuring the establishment meets necessary standards and regulations (ASPB,2015). In Indonesia, individuals seeking to establish kindergartens submit their

permit applications to the head of the district/city education office or the relevant authority, attaching required documents. The application's completeness is reviewed by the designated authority, and based on their evaluation, a decision to grant a permit is issued by either the head of the district/city education office or the head of the SKPD for licensing, ensuring that the process is completed within 60 days from the application's receipt. This procedure streamlines the establishment of kindergartens while adhering to regulatory standards (Permendikbud, 2012)

In Türkiye, the closure of an institution can occur under certain circumstances. Firstly, if the buildings and facilities where the institution operates are severely damaged and cannot be used, this condition is established through a technical report. Secondly, closure can result from a decrease in the efficiency of the services provided by the institution, which is determined by an inspection report conducted either by the Ministry or the local governorship on-site. These conditions ensure that institutions maintain a suitable and efficient environment for their operations and the well-being of those they serve.(MEB, 2012). In Indonesia, the permit to establish an Early Childhood Education (ECE) institution remains valid until it is revoked by the head of the district/city education office or the relevant department head. Closure of an ECE institution can occur if it no longer conducts ECE service activities or if it is deemed infeasible based on the results of an evaluation. These regulations ensure that ECE institutions adhere to their intended purpose and maintain their quality and relevance in providing educational services to young children (Permendikbud 84, 2014).

2.6. Learning Planning in Türkiye and Indonesia

2.6.1. Learning Planning in Türkiye

In the following discourse, we will undertake an analysis of instructional planning in kindergarten settings in both Indonesia and Türkiye. This analysis is rooted in the documented outcomes of instructional planning. Firstly, in Türkiye, the Curriculum 2013, implemented from 2013 to 2023, employs a tripartite planning approach consisting of monthly, daily, and activity planning (MEB, 2013).

MİLLÎ EĞİTİM BAKANLIĞI OKUL ÖNCESİ EĞİTİMİ PROGRAMI
AYLIK EĞİTİM PLANI FORMATI

Okul Adı :
Öğretmenin Adı ve Soyadı :
Tarih :/...../20.....
Yaş Grubu (Ay) :

AYLAR	KAZANIMLAR VE GÖSTERGELERİ		
.....	Çocukların gelişimsel özellikleri göz önünde bulundurularak o ay içinde ulaşılması beklenen kazanım ve göstergeler seçilir. Seçilen kazanım ve göstergeler gelişim alanları belirtilerek açık olarak yazılır.		
	KAVRAMLAR		
	Kavramlar o ay için belirlenen kazanımlarla ilişkilendirilerek seçilir ve kategorileriyle birlikte yazılır. Genekli durumlarda kavram listesine yeni kavramlar eklenebilir.		
	BELİRLİ GÜN VE HAFTALAR	ALAN GEZİLERİ	AİLE KATILIMI
	O ay için uygun olan belirli gün ve haftalar belirlenerek yazılır.	O ay için belirlenen kazanımlara uygun olarak yapılacak alan gezileri yazılır.	O ay için belirlenen kazanımlara göre evde ve okulda ailelerle birlikte yapılacak etkinlikler yazılır.
DEĞERLENDİRME Ay sonunda yapılacak değerlendirmeler günlük değerlendirmeler göz önüne alınarak çocuk, program ve öğretmen boyutlarında genel olarak yapılır. Çocuklar: "Gelişim Gözlem Formu"na kaydedilen gözlemler dikkate alınarak değerlendirilir. Program: kazanım ve göstergeler, kavramlar, alan gezileri, aile katılımı, materyaller ve uyarlama boyutları dikkate alınarak değerlendirilir. Öğretmen: o ay planladığı programın bütün boyutlarını dikkate alarak kendini değerlendirir. Bu değerlendirmeler sonucunda bir sonraki ayda alınacak kazanım ve göstergeler belirlenir. Her ay kullanılması gereken formlar bu bölümde belirtilir*.			

*Eylül ayında "Okul Tanıtım ve Aile Tanıma Dosyası"nda bulunan formlar ile "Aile Eğitimi İhtiyaç Belirleme Formu" ve "Aile Katılımı Tercih Formu" uygulanır. Eğitim yılı boyunca her çocuk için "Gelişim Gözlem Formu" doldurulur. Her dönemin sonunda her çocuk için "Gelişim Raporu" hazırlanır.

Figure 4. Monthly planning in 2013 curriculum Türkiye

In Turkish kindergartens, monthly planning is a detailed approach that covers important aspects. It includes the children's age groups, learning goals, and concepts. Specific days and weeks are marked for celebrations or special events. The plan also notes outdoor activities and family involvement. Additionally, evaluations for children, the program, and teachers are conducted. This comprehensive approach ensures a well-rounded and engaging learning experience for kindergarten children in Türkiye.

MİLLÎ EĞİTİM BAKANLIĞI OKUL ÖNCESİ EĞİTİMİ PROGRAMI
ÖRNEK YARIM GÜNLÜK EĞİTİM AKIŞI

Okul Adı :
 Öğretmenin Adı ve Soyadı:
 Tarih :/...../20.....
 Yaş Grubu (Ay) :

Güne Başlama Zamanı

Oyun Zamanı
 Açık havada oyun.

Kahvaltı, Temizlik

Etkinlik Zamanı
 "Bil bakalım Hangi Top" isimli bütünleştirilmiş hareket ve matematik etkinliği,
 "Kar Taneleri" isimli Türkçe etkinliği

Günü Değerlendirme Zamanı

Eve Gidiş

Genel Değerlendirme:

Figure 5. Daily planning in 2013 curriculum Türkiye

The provided daily plan outlines the half-day routine in a Turkish kindergarten. The schedule starts with playtime, followed by outdoor activities and breakfast. Then, there are focused learning activities like a movement and math game and a Turkish language session. The day ends with a reflection period before heading home. This well-structured plan combines play, learning, and reflection for a balanced kindergarten experience that nurtures children's development.,

MİLLÎ EĞİTİM BAKANLIĞI OKUL ÖNCESİ EĞİTİMİ PROGRAMI
ETKİNLİK PLANI FORMATI
 (Etkinlik Adı)

Etkinlik Çeşidi : (Uygulama Şekli)
 Yaş Grubu : Ay

KAZANIMLAR VE GÖSTERGELERİ

Çocukların gelişimsel özellikleri göz önünde bulundurularak o ay için belirlenen kazanım ve göstergeler arasından o gün için ulaşılmış beklentilerin gelişim alanları belirtilerek açık olarak yazılır.

MATERYALLER

Öğrenme sürecinde kullanılacak olan materyaller yazılır.

SÖZCÜKLER

Öğrenme sürecinde sözcük dağarcığını zenginleştirecek yeni sözcükler yazılır.

KAVRAMLAR

Öğrenme sürecinde ele alınacak yeni kavramlar kategorileri ile birlikte yazılır.

ÖĞRENME SÜRECİ

Öğrenme süreci belirlenen kazanımlara yönelik olarak açıklanır;

- Eğitim ortamının nasıl düzenleneceği yazılır.
- Çocukların nasıl yönlendirileceği açıklanır.
- Materyallerin nasıl kullanılacağı yazılır.
- Öğretmenin ve çocuğun süreçteki rolü belirtilir.

DEĞERLENDİRME

Etkinlik sonunda çocuklara aşağıdaki türlerde sorular yöneltilir:

- Etkinliğin süreci olarak gözden geçirilmesini sağlayıcı sorular sorulur (betimleyici sorular).
- Çocuğun etkinlikle ilgili yaptığı ve duyularını paylaşmasına fırsat verilir (duygusal sorular).
- O gün için alınan kazanım ve göstergelere ilişkin açık uçlu sorular sorulur (kazanımlara yönelik sorular).
- Öğrenmelerinin kalıcılığını sağlamanın amacıyla çocuklara etkinlikle yapıldıkları ile kendi yaptıklarını arasında ilişki kurabilmeleri için sorular sorulur (yapılaşma/ilgili değerlendirme soruları).

Değerlendirme, farklı şekillerde de yapılabilir:

- Çalışma sayfaları/bellek kartları geliştirilip kullanılabilir.
- Resim yapılabilir, afiş/poster hazırlanabilir, etkinlikle ilgili çekilen fotoğraflar çocuklarla incelenebilir.
- Çocuklar etkinlikle ilgili konuşabilir, birbirlerine sunum yapabilirler.
- Sergiler düzenleyebilirler.

AİLE KATILIMI (*)

Ailelerin yapabilecekleri destekleyici etkinlik önerileri yazılır.

(*) Her etkinlik için aile katılımı düzenlenmesi gerekebilir.

UYARLAMA

Sınıfta özel gereksinimli bir çocuk bulunması durumunda, bu etkinliğin yönteminde, kullanılan materyallerde ve öğrenme sürecinde yapılacak düzenlemeler ile dikkat edilmesi gereken noktalar yazılır.

Figure 6. Activity planning in 2013 curriculum Türkiye

The provided format delineates the structure of an activity plan within a Turkish kindergarten context. This comprehensive framework encompasses various components. It commences with specifying the type of activity, the age group, and the applicable methodology. The month and the corresponding learning objectives are clearly delineated, considering the developmental characteristics of the children. Materials to be utilized, enriching vocabulary, and the introduction of new concepts are documented. The learning process is detailed, aligning with the defined objectives, elucidating the arrangement of the educational environment, guidance for children, material utilization, and the roles of both teachers and students. Moreover, suggestions for involving families in supportive activities are included, although not mandatory for every activity. For cases involving children with special needs, adaptations, modifications in methods, materials, and learning processes, as well as points of consideration, are outlined. This comprehensive format provides a structured approach to crafting engaging and developmentally appropriate activities within the kindergarten setting, while considering diverse learning needs and parental involvement.

2.6.2. Learning Planning in Indonesia

The recent curriculum utilized in Indonesia since 2022 as we called independent curriculum has 2 type of planning, semester plan, and weekly plan.

Topik , Sub Topik Dan Sub- Sub Topik
Semester I & II
Tahun Pelajaran 2022/2023
Tema : Aku Sayang Bumi

Semester	No	Topik	Sub Topik	Sub-Sub Topik	Alokasi Waktu
I 17 Minggu	1	Lingkungkanku	Keluarga Ku	Anggota Keluarga, Diriku	2 Minggu 1.2
				Profesi	1 Minggu 3 JULI - AGUS
	2	Tanamanku	Buah Buahan	Stroebwery	1 Minggu 7
				Mawar	1 Minggu 8
				Pohon Jambu	1 Minggu 9
				Jahe	1 Minggu 10
				Bawang, Cabe, Dan Terong	1 Minggu 11
					SEPT - OKT
	3	Binatang	Binatang Peliharaan	Kucing	1 Minggu 12
	1	Sekolahku	Perkantoran (Samsat, Bank Nagari, Perhubungan, Kantor Lurah)		1 Minggu 4
				Pasar	1 Minggu 5
				Gedung Olaraga, Renang, Sepakbola, Basket, Volley	1 Minggu 6 AGUS - SEPT

Figure 7. Semester plan in 2022 curriculum Indonesia

The Indonesian semester planning for kindergarten encompasses a comprehensive structure, outlining the topics of study, sub-topics, and sub-sub-topics. Sub-topics pertain to the thematic subjects to be explored, with sub-sub-topics detailing the corresponding activities to be undertaken. Additionally, the allocation of time frames is specified, indicating the number of weeks dedicated to the study of each topic. This structured framework provides a comprehensive overview of the kindergarten curriculum, facilitating the organization and implementation of effective learning experiences for young learners.

Semester/Minggu	: I / ...
Kelompok/Usia	: TK B / 5-6 Tahun
Hari/Tanggal	: Senin- Jumat / 18-22 Juli 2022
Alokasi waktu seminggu	: 900 Menit
Topik	: Aku dan Lingkunganku
Tujuan kegiatan	: - Mempercayai Tuhan melalui ciptaan-NYA - Mengenal panca indera dan fungsinya - Melindungi diri dari tindak kejahatan - Mengetahui ciri-ciri diri sendiri - Melakukan eksperimen sederhana - Menyebutkan symbol huruf nama sendiri - Mengetahui alamat rumah sendiri

Senin	Selasa	Rabu	Kamis	Jumat
Kegiatan pagi (30 menit) : Gotongroyong , Sholat Dhuha, Iqra'				
Snack (15 menit) : Menikmati bekal yang di bawa dari rumah				
Opening (15 menit): Membaca alfatihah dan do'a belajar				
Bercakap-cakap tentang anggota tubuh dan panca indera	Menyanyikan " ku jaga diriku"	Melihat anggota tubuh dari media patung anggota tubuh	Menyebutkan ciri-ciri sendiri dan teman sekelas	Bercakap-cakap tentang alamat rumah
Kegiatan inti (90 menit) : ❖ Bermain kartu panca indera Anak mengenal anggota tubuh dan panca indera, beserta fungsinya. Anak membuat				

Figure 8. Weekly planning in 2022 curriculum Indonesia

The weekly plan in Indonesian kindergarten entails a systematic arrangement that includes the grouping based on age, respective classes, themes and sub-themes, semesters and weeks, as well as specific dates. This plan delineates the scheduled activities from Monday to Friday, outlining the objectives in alignment with the developmental milestones of early childhood. The curriculum further incorporates the morning activity, fostering a welcoming environment for children. This includes considerations of materials to be employed, fostering both a stimulating and nurturing atmosphere. Additionally, the curriculum underscores the cultivation of social and ethical growth, emphasizing holistic development in early childhood education. The planning covers the entire learning process, starting with opening activity, followed by the main activities, and ending with closing activity. It's important to highlight that teacher reflection plays a crucial role in this process, contributing to an ongoing cycle of improvement.

CHAPTER III

RESEARCH METHODOLOGY

This section includes the research model, participants, research area, data collection tools, data analysis, validity-reliability, and ethics.

3.1. Research Model

In this study, all variables were brought together within the framework of the research questions about similarities and differences in the education process of early childhood education programs, and the environment of early childhood education institutions in Türkiye and Indonesia were attempted. Among the qualitative research methods, "multiple case studies" was chosen. The pre-school education systems of Türkiye and Indonesia have been examined and tried to reveal their similarities and differences. This research is a comparative educational sciences study that used systematic and scientific methods to examine the activity planning, Implementation, evaluation, and educational environment sections addressed by preschool education programs in two different countries. Comparative studies demonstrate similarities and variations in terms of specific factors based on common criteria (Karasar, 2016). To compare the curricula, the horizontal method was adopted. In the horizontal method, all elements of educational systems are dealt with one at a time, and differences and similarities are attempted to be established by bringing together all variables related to a certain era (Ültanır, 2000).

3.2. Participant

Easily accessible or convenient sampling method was used in the selection of the educational programs of the countries included in the study. An easily accessible and appropriate sample refers to a group of participants selected for a study who are readily available and suitable for the research objectives. (Baltacı, 2018). The participant selection method in this study involved utilizing convenient sampling due to the ease of access and availability of potential participants within a specific setting. The sample was drawn from a nearby schools, chosen for its convenient proximity to the research location and the willingness of individuals within this community to participate. Convenience

sampling was adopted to facilitate access to a diverse range of participants who met the criteria necessary for the research objectives, allowing for a more manageable and feasible data collection process within the constraints of time and resources. In this context, TR (n:7) and INA (n:7) total (n:14) preschool teachers formed the sample of the study.

Table 4.

Teacher Information

Participant	Schools	Interview Code	Gender	Age	Year of teaching	Education level
Turkish teacher	Nasrettin Hoca Kindergarten	TI1	F	34	7 years	BEd of ECE
		TI2	F	33	10 years	BEd of ECE
		TI3	F	34	7 years	BEd of ECE
	Polen Kindergarten	TI4	F	30	-	
	Cukurova University Kindergrate n	TI5	F	43	20 Years	BEd of ECE
		TI6	F	36	4 years	BEd of ECE
		TI7	F	49	20 years	BEd of ECE
Indonesia Kindergarten	Public Kindergarten Padang	II1	F	28	7 years	BEd of ECE
		II2	F	45	21 years	MEd of ECE
		II3	F	26	4 years	BEd of ECE
	Alam Minangkabau Kindergarten	II4	F	29	7 years	BEd of ECE
	Adzkia University Kindergarten	II5	F	26	4 years	
		II6	F	32	10 years	
		II7	F	26	4 years	

The table provides a comprehensive overview of participants involved in the study, focusing on teachers from Turkish and Indonesian kindergartens. The participants

Interviews are identified using codes denoting their respective countries and numbers “TI” for Turkish teacher and “II” for Indonesian teacher. The table represents that all the participants listed are female. Each participant is associated with a specific kindergarten or university kindergarten program where they are employed. In the Turkish context, teachers are from Nasrettin Hoca Kindergarten, Polen Kindergarten, and Cukurova University Kindergarten, with varying years of teaching experience ranging from 4 to 20 years. Similarly, in Indonesia, teachers are associated with Public 1 Kindergarten Padang, Alam Minangkabau Kindergarten, and Adzkia University Kindergarten, displaying similar diversity in teaching experience, ranging from 4 to 21 years. This diverse representation from different institutions and varying years of experience provides a rich pool of perspectives for the study's exploration of early childhood education in both Türkiye and Indonesia.

The absence of male educators in the researched schools because of because there are no male educators in the school. This concerns the very rare number of male educators in kindergartens. The sample size of 14 participants (7 from each country) aims to ensure diverse perspectives while allowing in-depth exploration. It captures a range of backgrounds and settings, facilitating a comprehensive understanding of early childhood education in Türkiye and Indonesia within the constraints of qualitative research.

From each of these cities, as well as conducting interviews with several teachers and principals in each school observed. With the following criteria.

1. One public kindergarten school under the Ministry of National Education of Türkiye (T-MoNE).
2. One private nursery and day care School under Ministry of Family and Social Services of Türkiye (T-MFSS)
3. Nursery and day care school affiliate to the University under Ministry of Family and Social Services of Türkiye-(T-MFSS-U)
4. One public Kindergarten, one Private kindergarten, one private kindergarten affiliate to the University, All of those under Ministry of Education and Culture of Indonesia

The rationale behind using criterion sampling in study about early childhood education systems in Türkiye and Indonesia lies in its ability to ensure a diverse and representative sample that covers different facets of the educational landscape. By

selecting kindergartens based on these predefined criteria (public, private, university-affiliated), we aim to capture a comprehensive view of the early childhood education system that encompasses various contexts, resources, approaches, and perspectives present in both countries. This method allows for a more strategic and deliberate selection process, enhancing the richness and depth of research by incorporating different types of educational institutions, which may contribute unique insights into the comparison of early childhood education systems between Türkiye and Indonesia.

3.3. Research Side

This research was conducted in the Adana City Türkiye and the Padang City Province of West Sumatra Indonesia, by taking 3 kindergartens.

Table 5.

School Information

Country/ City	Kindergarten	School Status	Ministry To Which It Is Affiliated	Number of students	Number of administrators	Number of Teachers
Türkiye (Adana)	Nasrettin Hoca Kindergarten	Public School	T-MONE	195	2	13
	Polen Kindergarten	Private School	T-MFSS	25	1	3
	Cukurova University Kindergarten	Private School (Under University)	T-MFSS	100	3	17
Indonesia (Padang, West Sumatera)	Public Kindergarten 1 Padang	Public School	I-MONEC	57	2	4
	Alam Minangkabau Kindergarten	Private School	I-MONEC	10	2	1
	Adzkia Kindergarten	Private School (Under University)	I-MONEC	297	3	29

The kindergartens selected for the thesis on early childhood education systems in Türkiye and Indonesia showcase a diverse representation of educational settings within each country. In Türkiye, three distinct kindergartens were included: Nasrettin Hoca

Kindergarten, affiliated with the Ministry of National Education (T-MONE), serving 195 students with 13 teachers and 2 administrators as a public school; Polen Kindergarten, a private institution under the Ministry of Family and Social Services (T-MFSS), accommodating 25 students with 3 teachers and 1 administrator; and Cukurova University Kindergarten, also under the T-MFSS, linked to the university and hosting 100 students with 17 teachers and 3 administrators. In Indonesia, the selection encompassed Public Kindergarten 1 Padang, associated with the Ministry of Education and Culture (I-MONEC), housing 57 students with 4 teachers and 2 administrators as a public school; Alam Minangkabau Kindergarten, a private school linked to I-MONEC, with 10 students, 1 teacher, and 2 administrators; and Adzkia Kindergarten, under I-MONEC and affiliated with a university, accommodating 297 students with 29 teachers and 3 administrators. These chosen kindergartens, varying in affiliation, size, and administrative structure, aim to provide comprehensive insights into the diverse early childhood education systems in Turkiye and Indonesia.

3.4. Data Collection Tools

The data obtained in this study were analyzed using the descriptive analysis method. Data were collected using document review, observation and interview methods.

3.4.1. Observation

Observation is a data collection technique that is carried out through observations, accompanied by notes on the condition or behavior of the target object. Documentation is a way of collecting data using images, such as photos or videos. For example, with a camera, we can record important things at school. These photos can help us understand the research results. This documentation can also be strong evidence in research and make the interpretation of the data clearer (Byrne, 2016). Observation involves systematically watching, listening, and noting behaviors, interactions, and settings in a natural environment. In this study, observation was essential to gain a comprehensive understanding of the selected schools' educational environments.

Observations were conducted in all listed schools in Turkiye between April and June. Each school was observed for two days to capture a holistic view of the school's atmosphere. These observation days were spent alongside teachers or school managers, facilitating a guided tour of the premises. This method enabled the collection of nuanced

insights infrastructure, and overall school culture within Nasrettin Hoca Kindergarten, Polen Kindergarten, and Cukurova University Kindergarten.

In Indonesia, the observation process was conducted within each school over 1-2 days between August and November 2022. Prior to the observations, a significant amount of time was allocated to obtaining permits from both the Minister of Education in the city and the respective school managers. This bureaucratic process was crucial for gaining access and permission to conduct the observations effectively. Public Kindergarten 1 Padang, Alam Minangkabau Kindergarten, and Adzkie Kindergarten. These efforts aimed to gather comprehensive data to facilitate a comparative analysis of early childhood education systems between Türkiye and Indonesia.

3.4.2. Interview

Interview is a qualitative research method that involves verbal interaction between at least two people to gather answers from a series of questions. This method is used to collect research data in an in-depth way, enabling researchers to understand the views, experiences, and understanding of respondents to a particular phenomenon or topic (Boyukozturk, 2020).

An interview involves a structured conversation aimed at gathering information, opinions, or insights from individuals. In this study, interviews were conducted as a means to delve deeper into the educational processes and environments within the selected schools. In Türkiye, face-to-face interviews were conducted with teachers in all listed schools during two periods: around April to June 2022 and then again between June to July 2023. In Indonesia, interviews were held between August and November 2022. within Nasrettin Hoca Kindergarten, Polen Kindergarten, Cukurova University Kindergarten, Public Kindergarten 1 Padang, Alam Minangkabau Kindergarten, and Adzkie Kindergarten. The interviews aimed to gather firsthand insights from educators, contributing valuable qualitative data for the comparative analysis of early childhood education systems in Türkiye and Indonesia. To record interviews, digital voice recorders will be used with participants' consent. Later, these recordings will be transcribed verbatim into the original language such as Turkish, Indonesian, Minangnese (Researcher working on 3 language) ensuring accuracy in capturing participants' insights and preserving their voices. Transcriptions will be translated into English and coded and analyzed thematically to extract key findings aligning with the research goals.

3.4.3. Document Review

Document analysis involves examining existing documents or records to extract valuable information, insights, or patterns relevant to a research study (Dawson et al., 2021). In this particular research, document analysis was integral to understanding the educational planning processes and procedures within the early childhood education systems of Türkiye and Indonesia. For this study, documents obtained for analysis from Türkiye and Indonesia included lesson plans. Lesson plans serve as essential documents that outline the structure, objectives, activities, assessments, and evaluations of educational sessions. Analyzing these lesson plans provided crucial insights into the priorities, methodologies, and educational strategies employed by teachers in both countries. The focus was on understanding what elements were emphasized during the planning phase, the nature of activities incorporated into the lessons, how evaluations were conducted, and the overall approach to curriculum implementation.

3.4.4. Field note

Field notes are written records that researchers create during or immediately after observing a particular setting or conducting interviews. These notes capture the researcher's observations, thoughts, impressions, and interpretations of what occurred in the field. They serve as a detailed and immediate account of the researcher's firsthand experiences and perceptions (Phillippi, 2018). In this research, field notes were essential to document the researcher's direct observations of the educational settings in the selected schools in Türkiye and Indonesia. These notes allowed for the documentation of what was seen, heard, and felt during the observations, providing rich qualitative data that supplemented the overall analysis of the early childhood education systems. Typically, the field notes for each school spanned about 1-2 pages, summarizing key observations, interactions, and notable aspects of the educational environment encountered during the visits.

3.5. Analysis of Data

The data obtained from this study will be analyzed. The obtained data will be analyzed using descriptive analysis technique. Descriptive analysis is a type of qualitative data analysis that includes summarizing and interpreting the data obtained by various data collection techniques according to predetermined themes. The main purpose of this type

of analysis is to present the findings to the reader in a summarized and interpreted form. ((Delamont, 2012). In accordance with the horizontal approach of comparative education, similarities and differences will be investigate, then the data will be sorted and organized first, then the differences and similarities will be determine and compared and interpreted, and the objectives will be achieve.

3.6. Data collection process

The data collection process involved a comprehensive approach utilizing various methods such as observation, interviews, field notes, and documentation. The researcher, personally involved in the data collection process, meticulously organized and selected schools for observation. Initially, contacts were established with schools in Turkiye, seeking permission for research purposes. Upon securing permission, the researcher proceeded to conduct observations, dedicating focused periods in each school before transitioning to the next. The initial day in each school involved a guided tour, facilitated by teachers or school managers, providing insights into the school's environment and operations. Subsequently, interviews were conducted with teachers, often during their free periods or times without classes, after seeking their permission, and ensuring informed consent. Prior to interviews, the researcher provided the interview questions to teachers, allowing them time to familiarize themselves with the queries. Additionally, permissions were sought to capture visual aids, utilizing photographs as supplementary documentation. Upon returning, detailed field notes were compiled, outlining the researcher's observations and experiences during the school visits. Similar procedures were employed in Indonesia, ensuring a consistent and thorough data collection process across both countries.

3.7. Research Validity and Reliability

To ensure the robustness of this study's findings, the researcher personally conducted fieldwork, physically visiting the selected schools in both countries to directly engage in data collection. This hands-on approach allowed for firsthand observations, interactions, and the gathering of authentic, on-the-ground insights into the respective early childhood education systems. A multi-method approach was adopted, incorporating observation, interviews, documentation review, and field notes. Triangulation, a method endorsed for enhancing data credibility through corroborating evidence from diverse

sources (Denzin, 1978), was central to this research. The extended duration of observations over multiple days allowed for a comprehensive immersion within the educational settings. Additionally, interviewing teachers outside their teaching hours aimed to elicit candid insights beyond the formal classroom setting, contributing to a more holistic understanding of their perspectives and practices. The use of field notes, documenting immediate observations, thoughts, and reflections during and after each visit, added depth and context to the gathered data. Furthermore, the documentation review complemented the fieldwork by offering insights into the school environment and educational plans within the educational institutions. By employing this triangulation of methods, this study ensured the convergence of data from different angles, enhancing the credibility and reliability of the findings (Patton, 2014). This comprehensive approach sought to mitigate biases and enrich the interpretation of data, contributing to a more nuanced and dependable analysis of the early childhood education systems."

3.8. Role of the Researcher

As the researcher of this study, I bring a unique background, having been born and raised in Indonesia and completing my education there until my undergraduate studies. My decision to pursue postgraduate studies in Türkiye stemmed from a desire to immerse myself in both cultures, enabling a firsthand examination and comparison of these distinct educational systems. This study, therefore, embodies both emic and etic characteristics. Emic refers to insider perspectives or interpretations native to the culture being studied, while etic denotes an external, more objective viewpoint (Beals, 2020). In conducting this research, I endeavored to distance myself from personal biases and assumptions, aiming to uphold objectivity and minimize subjectivity in the findings. Acknowledging the potential influence of my background, I adopted measures to ensure impartiality. For instance, I maintained a non-participatory role in data collection, aiming to observe and document without imposing personal interpretations. Additionally, reflexivity practices, such as keeping a reflective journal to monitor my own biases, were employed throughout the research process. By meticulously documenting my observations and employing a rigorous analytical framework, I aimed to present the data collected from both Indonesia and Türkiye as objectively and truthfully as possible, refraining from altering the portrayal of my home country's educational system.

3.9. Ethical Safety Issues

Ethnic safety issues in research encompass concerns related to the cultural, ethnic, or identity-based sensitivities of participants or the community involved in the study. These issues revolve around respecting and safeguarding the cultural values, beliefs, and practices of the individuals or communities under investigation to prevent any form of harm, offense, or misunderstanding (Zeni, 1998)

For instance, in Turkiye, the researcher obtained permissions through direct communication facilitated by the supervisor contacting the schools. This method ensured that the schools were informed and granted consent for the research activities, aligning with ethical considerations regarding data collection and participant engagement. Turkish is the 5th language that I am studying, I still encounter several obstacles when understanding Turkish which is difficult, therefore when making observations the researcher took a video so that I could listen to the recording again with sound, and during the interview the researcher used a voice recorder and then listened go back and record word for word what the educator said, translate Turkish into English with the help of native Turkish speakers who studied in English.

In contrast, the research process in Indonesia involved a more formalized approach, particularly in Padang City. The researcher's supervisor drafted a permission request addressed to the Ministry of Education in the city of research. Following this, the researcher personally submitted the request to the Ministry, seeking official permission for the research activities. Upon approval, the researcher presented the granted permission from the Ministry, along with the thesis proposal, to the school secretary. This step aimed to transparently communicate the research objectives and gain the school's awareness of the study's aims. Afterwards, the researcher provided their contact information to the school secretary, initiating a waiting period of approximately 3-7 days for the school's formal acceptance. Subsequently, upon receiving confirmation from the school, the researcher was informed of the approved time frame to conduct the research activities. West Sumatera Chosen due my knowledge on their local language and their local culture beside Indonesian language, it is important to address because educator and most of the things in the school using 2 languages.

CHAPTER IV

FINDINGS

The following are the outcomes derived from the main goal that was to explore and understand the early childhood education systems in Turkiye and Indonesia. The research aimed to delve into two key areas: first, to uncover insights into the educational process within preschool programs in both countries, and second, to examine and describe the overall environment of these early childhood institutions.

4.1. Findings Regarding to the Educational Process in Turkiye and Indonesia

The following are the outcomes derived from the learning process based on the curriculum utilized in each respective country, Turkiye (2013) and Indonesia (2022). These findings are categorized into three themes of the educational process, namely planning, implementation, and evaluation.

4.1.1. Findings regarding to the type of Plan used in the Turkiye and Indonesia

Type of plan

Interview result

In the learning planning process in Turkiye and Indonesia, distinct formats are employed within the instructional planning sheets. In Turkiye, a monthly, daily, and activity-based planning structure is utilized. Conversely, in Indonesia, there exists a semester-based and daily planning approach. As articulated by the teachers in the following interviews:

TI3: "There is a monthly plan, and a daily plan, We made the planning before we start the class"

The statement above is corroborated by other teachers:

TI6: " There are 2 types of plans, monthly plan, and daily plan"

Another teacher mentioning about the activity plan

TI5: "We implement the plan of the Ministry of National Education in 2013, activity plan and a monthly plan First we prepare the monthly plan. Then we choose our activity plans according to that monthly plan".

Based on the interview outcomes, it can be concluded that instructional planning in Turkish kindergartens is structured in accordance with the Ministry of National Education's 2013 curriculum. This curriculum encompasses three types of planning: monthly planning, daily planning, and activity planning.

Next, we will examine the types of instructional planning utilized in Indonesia based on the interview results conducted with teachers in Indonesia.

III: "Semester program, weekly learning plan, weekly and daily learning plans are integrated into one since they utilize a single sheet format for one week".

The statement is also conveyed by other teachers who also state that the planning is not done on a daily basis but rather on a weekly basis:

II3: "In our kindergarten, there are semester plans, weekly plans, or teaching materials. In the independent curriculum, there are no daily lesson plans anymore, but rather teaching modules or what is commonly known as weekly lesson plans"

Another teacher mentioning about the weekly planning included the activity for one week in order to make it simpler for teacher.

II4: "At school we use the 2022 curriculum or independent curriculum, where there is a semester learning program, this contains themes that will be used in one semester, After that there will be weekly planning. This week planner is more like a spider web, This weekly planning in the 2022 curriculum includes activities in one week. Indeed, this curriculum is simpler to make it easier for teachers".

Based on the interview findings, it is possible to conclude that, according to the Indonesian 2022 curriculum, instructional planning involves both semester-based and weekly planning, which includes daily planning. The goal of this method is to make it easier for instructors to create daily teaching plans in a more streamlined and simplified way.

MİLLÎ EĞİTİM BAKANLIĞI OKUL ÖNCESİ EĞİTİMİ PROGRAMI
ETKİNLİK PLANI FORMATI
(Etkinlik Adı)

Etkinlik Çeşidi : (Uygulama Şekli)
Yaş Grubu : Ay

KAZANIMLAR VE GÖSTERGELERİ

Çocukların gelişimsel özellikleri göz önünde bulundurularak o ay için belirlenen kazanım ve göstergeler arasından o gün için ulaşılması beklenenler gelişim alanları belirtilerek açık olarak yazılır.

ÖĞRENME SÜRECİ

Öğrenme süreci belirlenen kazanımlara yönelik olarak açıklanırken;

- Eğitim ortamının nasıl düzenleneceği yazılır.
- Çocukların nasıl yönlendirileceği açıklanır.
- Materyallerin nasıl kullanılacağı yazılır.
- Öğretmenin ve çocuğun süreçteki rolü belirtilir.

MATERYALLER

Öğrenme sürecinde kullanılacak olan materyaller yazılır.

SÖZCÜKLER

Öğrenme sürecinde sözcük dağarcığını zenginleştirecek yeni sözcükler yazılır.

KAVRAMLAR

Öğrenme sürecinde ele alınacak yeni kavramlar kategorileri ile birlikte yazılır.

DEĞERLENDİRME

Etkinlik sonunda çocuklara aşağıdaki türlerde sorular yöneltilir:

- Etkinliğin süreç olarak gözden geçirilmesini sağlayıcı sorular sorulur (betimleyici sorular).
- Çocuğun etkinlikle ilgili yaşantı ve duygularını paylaşmasına fırsat verilir (duyuşsal sorular).
- O gün için alınan kazanım ve göstergelere ilişkin açık uçlu sorular sorulur (kazanımlara yönelik sorular).

AİLE KATILIMI (*)

Ailelerin yapabilecekleri destekleyici etkinlik önerileri yazılır.

(*) Her etkinlik için aile katılımı düzenlenmesi gerekmez.

Picture 3. Activity plan used in Türkiye (MEB Okul öncesi programı 2013)

MİLLÎ EĞİTİM BAKANLIĞI OKUL ÖNCESİ EĞİTİMİ PROGRAMI YARIM GÜNLÜK EĞİTİM AKIŞI FORMATI

Okul Adı :
 Öğretmenin Adı ve Soyadı :
 Tarih :/...../20.....
 Yaş Grubu (Ay) :

Güne Başlama Zamanı

Günün bu ilk etkinliği, çocukların gün içerisinde yapılacak etkinliklere uyumunu sağlamak amacı ile sohbet edildiği, o gün yapılacak olan etkinlikler, öğrenme merkezleri hakkında bilgi verildiği ve çocukların hangi öğrenme merkezlerinde oynayacaklarına karar verdikleri zaman aralığıdır. Bu sürecin sonunda çocuklar öğrenme merkezlerinde serbest oyuna başlarlar. Ancak gün, her zaman böyle devam etmeyebilir. O gün yapılacak eğitimle ilgili olarak alan gezisine çıkmak, sabah yürüyüşü yapmak da güne başlama zamanının ardından yapılabilecek farklı etkinliklerdir.

Oyun Zamanı

Öğrenme merkezlerinde/ açık havada oyun.

Kahvaltı, Temizlik

Etkinlik Zamanı

Bu süreçte Türkçe, müzik, matematik, drama, oyun, fen, hareket, okuma yazmaya hazırlık ve sanat etkinlikleri ile alan gezisinden biri veya birkaçı yapılabilir. Etkinlikler tek başına veya bütünleştirilmiş olarak planlanabilir; bireysel, küçük veya büyük grup etkinlikleri olarak uygulanabilir. O gün bu etkinliklerden hangisinin/hangilerinin yapılacağına grubun gereksinimine, belirlenen kazanımlara ve ayrılan süreye göre karar verilmelidir. Etkinlik uygulamaları sınıf içinde olduğu kadar açık havada da yapılmalıdır.

Günü Değerlendirme Zamanı

Çocukların günlerini planlamaları, planladıklarını uygulamaları ve gün sonunda da yaptıklarını değerlendirmeyi öğrenmeleri önemli bir kazanımdır. Bu nedenle, günün sonunda yine bütün grup bir araya toplanır ve günün değerlendirilmesi amaçlı sohbet edilir. Mümkün olduğu kadar açık uçlu sorular aracılığıyla, hangi öğrenme merkezlerinde ne tür oyunlar oynadıkları, hangi etkinlikleri yaptıkları, ortam ve materyaller gibi konularda çocuklarla beraber değerlendirme yapılır. Bu süreçte o gün uygulanan bütün etkinliklerin değerlendirmelerinden de yararlanır. Ayrıca o güne ait paylaşmak istedikleri mutlu veya üzücü bir olayın olup olmadığı veya o gün gözlenen olumlu davranışlar hakkında konuşulabilir. Gerekliğinde gün içinde de bu değerlendirme sürecine yer verilebilir.

Picture 4. Daily plan used in Türkiye (MEB Okul öncesi programı 2013)

MİLLÎ EĞİTİM BAKANLIĞI OKUL ÖNCESİ EĞİTİMİ PROGRAMI TAM GÜNLÜK EĞİTİM AKIŞI FORMATI

Okul Adı :
 Öğretmenin Adı ve Soyadı :
 Tarih :/...../20.....
 Yaş Grubu (Ay) :

Güne Başlama Zamanı

Günün bu ilk etkinliği, çocukların gün içerisinde yapılacak etkinliklere uyumunu sağlamak amacı ile sohbet edildiği, o gün yapılacak olan etkinlikler, öğrenme merkezleri hakkında bilgi verildiği ve çocukların hangi öğrenme merkezlerinde oynayacaklarına karar verdikleri zaman aralığıdır. Bu sürecin sonunda çocuklar öğrenme merkezlerinde serbest oyuna başlarlar. Ancak gün, her zaman böyle devam etmeyebilir. O gün yapılacak eğitimle ilgili olarak alan gezisine çıkmak, sabah yürüyüşü yapmak da güne başlama zamanının ardından yapılabilecek farklı etkinliklerdir.

Oyun Zamanı

Öğrenme merkezlerinde/açık havada oyun.

Kahvaltı, Temizlik

Etkinlik Zamanı

Bu süreçte Türkçe, müzik, matematik, drama, oyun, fen, hareket, okuma yazmaya hazırlık ve sanat etkinlikleri ile alan gezisinden biri veya birkaçı yapılabilir. Etkinlikler tek başına veya bütünleştirilmiş olarak planlanabilir; bireysel, küçük veya büyük grup etkinlikleri olarak uygulanabilir. O gün bu etkinliklerden hangisinin/hangilerinin yapılacağına grubun gereksinimine, belirlenen kazanımlara ve ayrılan süreye göre karar verilmelidir. Etkinlik uygulamaları sınıf içinde olduğu kadar açık havada da yapılmalıdır.

Öğle Yemeği, Temizlik

Dinlenme Zamanı

Çocukların yaş grubuna ve gereksinimlerine göre süresi değişebilen, çocukların kendi tercih ettikleri etkinliklerle (kitap inceleme, resim yapma, dinlendirici bir müzik dinleme vb.) vakit geçirebilecekleri bir zaman aralığıdır. Gereksinim duyan çocuklar bu zaman aralığında uyuyabilirler. Daha küçük yaş grubunun dinlenme gereksinimini karşılayabilmesi için özel bir mekân ve donanım gerekebilir.

Picture 5. F Full daily plan used in Türkiye (MEB Okul öncesi programı 2013)

The documentation revealed that in Türkiye, various types of plans are employed within early childhood education. These plans encompass monthly, daily, and activity-oriented structures. This multifaceted approach to planning delineates a comprehensive framework guiding educational activities and strategies within the Turkish early childhood education system.

JADWAL RENCANA PELAKSANAAN PEMBELAJARAN
TK SEKOLAHALAM MINANGKABAU
TAHUN PELAJARAN 2022/2023

Semester/Minggu : I / ...
 Kelompok/Usia : TK B / 5-6 Tahun
 Hari/Tanggal : Senin- Jumat / 18-22 Juli 2022
 Alokasi waktu seminggu : 900 Menit
 Topik : Aku dan Lingkunganku
 Tujuan kegiatan :

- Mempercayai Tuhan melalui ciptaan-NYA
- Mengenal panca indera dan fungsinya
- Melindungi diri dari tindak kejahatan
- Mengetahui ciri-ciri diri sendiri
- Melakukan eksperimen sederhana
- Menyebutkan symbol huruf nama sendiri
- Mengetahui alamat rumah sendiri

Senin	Selasa	Rabu	Kamis	Jumat
Kegiatan pagi (30 menit) :				
Gotongroyong , Sholat Dhuha, Iqra'				
Snack (15 menit) :				
Menikmati bekal yang di bawa dari rumah				
Opening (15 menit):				
Membaca alfatihah dan do'a belajar				

Picture 6. Weekly plan used in Indonesia (Alam Minangkabau Kindergarten)



**YAYASAN PELITA AKSARA
TK SEKOLAHALAM MINANGKABAU
KECAMATAN PADANG UTARA**



Jl. Ujung Pandang No. 11 Kode Pos 25135 Telp. (0751) 41552

1. Program Tahunan TK Sekolahalam Minangkabau

Tahun Ajaran 2022/2023

No	Bulan	Kegiatan	Penanggungjawab
1	Juli	• Back to school • <i>Parenting</i> sosialisasi Program Semester 1 • Pengenalan Visi, Misi dan Tujuan sekolah kepada orang tua & Parenting • Penjaringan & DDTK • Penimbangan dan Pengukuran BB TB LK, pemeriksaan kuku, gigi, mata, telinga	Kepala Sekolah dan Guru
2	Agustus	• Peringatan HUT RI • Penimbangan dan Pengukuran BB TB LK, pemeriksaan kuku, gigi	Kepala Sekolah dan Guru

Picture 7. Semester plan used in Indonesia (Alam Minangkabau Kindergarten)

The documentation revealed that Indonesia has various types of plans are employed within early childhood education. These plans encompass the Weekly planning and the monthly planning.

In conclusion Turkish kindergartens, they plan lessons in three ways: monthly, daily, and for activities. These plans follow the Ministry of National Education's rules from 2013. In Indonesia, they plan differently according to the 2022 curriculum. They use plans for semesters, and weeksplan. making it simpler for teachers. Turkiye uses monthly, daily, and activity plans, but Indonesia focuses on weekly and monthly plans. So, Turkish plans are more detailed, while Indonesian plans aim for simplicity, giving more freedom to teachers in how they organize each day.

Child Observation before planning

In Turkiye, schools conduct observations of children prior to creating instructional plans, whereas in Indonesia, teachers do not perform any observations of children before developing instructional plans. As conveyed by the teacher in the following interview:

TI2: "Children have the orientation for a few week and then we can prepare our monthly plan based on our observation to the child. If there is anything that I need to add or remove after getting to know the children".

In contrast, the Indonesian teacher believes that semester preparation comes before instructional planning, and child orientation is done to expose children to the school environment rather than to construct instructional plans.

II2: "Observations were made on the children first, but they had to be in accordance with the circumstances of the environment around the school in accordance with the independent curriculum"

II3: "There are around two weeks of kid orientation, but orientation is not for us to set annual plans prior to that, but for a fresh weekly plan that we will present, which may alter depending on circumstances".

From the statement above, it can be conclude that in Turkiye teacher conduct orientation to do observation to students in order to create a monthly plan to determine what children needs to be included in monthly plan. On the other hand, In Indonesia semester planning is established without observation, orientation exist but only to familiarize children with the school environment.

4.1.2. Findings regarding to learning process in the Turkiye and Indonesia

Bellow are table that describe about the educational process in 3 section; Planning, Implementation, and the evaluation.

Table 6.

Educational proces

Themes	Sub-Themes	Code	TR	IN A	f.
Educational process	Planning	Age group ^(TI1, TI2, TI3, TI4, TI5, TI6, II5)	6	1	7
		Child Development Characteristics ^(TI1, TI4, TI5, TI6, TI7, II2, II4)	5	2	7
		Children's needs and Interest ^(TI1, TI5, TI6, II2, II5, II7)	3	3	6
		Developing talents and skills ^(TI1, TI4, II1, II3, II6)	2	3	5
		Various activity list ^(TI1, TI2, TI3, TI4, TI7, II1, II2, II4, II6)	5	4	9
		Child developmental achievements ^(TI7, II2, II3, II4, II6, II7)	1	5	6
		Calender of important days ^(TI3, II4, II7)	1	2	3
		School environment ^(II1, II2, II3, II4, II5, II6, II7)	-	7	7
	Implementa tion	Accordance to the plan ^(TI1, TI2, TI3, TI6, II1, II5, II6, II7)	4	4	8
		Flexible ^(TI1, TI2, TI3, II1, II4, II7)	3	3	6
		Routine ^(TI1, TI3, TI5, TI6, TI7, II5, II6)	5	2	7
		Displaying the programs ^(TI3, TI4, TI7, II5)	3	1	4
		Children's Curiosity ^(TI1, TI5, TI7, II3, II5)	3	2	5
		Integrated Activity ^(II1, II2, II3, II4)	-	4	4
	Evaluation	Children evaluation ^(TI2, TI3, TI4, TI5, TI6, TI7, II1, II2, II3, II4, II6, II7)	6	6	1 2
		Programs evauation ^(TI1, TI2, TI3, TI4, TI5, TI6, TI7, II1, II2, II3, II4, II5, II6, II7)	7	7	1 4
		Teacher evaluation ^(TI3, TI4, TI5, TI6, TI7, II2, II3, II5,)	5	3	8

Factors to creating the planning

Based on the table from the interview results, the aspects to be considered in creating instructional plans in the learning process are divided into 9 points, which will be discussed one by one in the following discourse. First, the aspect that teachers pay attention to when making plans is the age group of the children.

- Age group

TI1: " Children's ages and developmental stages "

TI2: " First and foremost, we consider our age group "

TI3: " We consider the age group while developing monthly and daily plans "

As Turkish teacher mentioned about the age group as well as Indonesian Teacher mention the age group to be consider when they make a learning plan.

II5: "We see how the needs of children at that age level as well"

As we see both countries consider to age group when they make the learning plans, next teachers mention about the Child Development Characteristics as the second code in the planing sub-theme:

- Child Development Characteristics

TI1: "Plan the educational flow based on the ages, developmental stages, and interests of the children"

Another teacher mentioned that they are taking more focus on the children development than the learning topics.

TI4: "In fact, I am more interested in the developmental processes of children than in the learning topics."

The above-stated perspective is further supported by other teachers, who stress that the goals and achievements in monthly planning should align with child development.

TI7: "When making a monthly plan, I make a monthly plan considering the developmental characteristics of children. I plan the goals and achievements monthly according to the developmental characteristics of each child"

Similar to the viewpoints of teachers in Turkiye, educators in Indonesia also prioritize child development when creating a learning plan, as mentioned below:

II2: "the children's condition and development, and whether also is the activities to be developed are efficient or not".

II4: So there is a weekly plan, namely the activities that we will do in one week which are divided into several days, so this is focused on child development.

Both teachers in Turkiye and Indonesia take into account children's development when creating a learning plan. The goals and achievements outlined in both monthly and weekly planning must truly align with child development, as this is a crucial aspect compared to the chosen learning topics.

- Children's needs and interests

Now we will proceed to the next topic, which is about Children's needs and interests, as follows:

TI1: "Plan the educational flow based on the ages, developmental stages, and interests of the children. Keep in mind that each child has a unique learning style"

TI5: "We determine the daily education flow according to the needs of the children and the fact that they are ready"

TI6: "Interests, and requirements, as well as the observations we've made. We construct our monthly plans on a monthly basis"

II2: "Time might unexpectedly vary depending on what the kid need and what is going on in the surrounding environment".

II5: " Also adjust it to the circumstances and environmental conditions. We see how the needs of children at that age as well".

Teachers in Turkiye and Indonesia highlight the necessity of tailoring the learning experience to the child's interests. It is critical to recognize each child's own learning style. While the Turkish teacher concentrates on creating daily and monthly plans based on the child's readiness, interests, and needs, the Indonesian teacher emphasizes the possibility of unplanned timing fluctuations due to the child's specific needs and the surrounding environment. Regardless of their differing points of view, both educators place a premium on adjusting educational techniques to changing situations and conditions while maintaining aligned with the changing requirements of children at various stages of development. Talents and abilities.

Followings are the expression of Turkish teachers about developing talents and skills:

TI1: "Including a range of activities in our schedule assists children in developing various talents"

TI4: "Based on the skills they have acquired. We have a skills-oriented program. It is not topic oriented"

Similarity with Indonesian teacher also mentioned about the focus on children talents and while making the learning plan:

II1: "Orientation prior to learning is like exposing a child's skills"

II2: "what activities might help children improve their talents, what media will be used, how will they be delivered, and so on"

II6: "Continue to instill in them the necessary information, skills, and attitudes"

Both Turkish and Indonesian teachers prioritize fostering children's talents and skills in their teaching approaches. Turkish educators adopt a skills-oriented program, moving away from topic-centered teaching. On the other hand, Indonesian teachers emphasize a continuous focus on instilling essential information, skills, and attitudes in children. While Turkish teachers concentrate on skill development over specific topics, Indonesian educators underscore the ongoing nurturing of various skills, knowledge, and attitudes throughout the learning process.

- Various activity

Various activity list mentioned by Turkish and Indonesian teachers:

TI2: "We pay attention to the fact that the child is bored in the first days and that their activities should related to each other because they are holistic. If we want to teach the concept of rainbow, we definitely work on the concept of rainbow at different times and in different activities during the day."

TI3: "As they move from one activity to the next, give children enough time to prepare on time. You can use songs, animated games or notifications to help kids stay focused during transitions"

TI6: "By include several events, rather than just one, and integrating them throughout the game. In addition, I prepare it with the active and passive balance in view"

II4:” We make the gardening time, and the outbound. Because once a week there's definitely an outbound for gross and fine motor skills. Then there is also trading, usually fun cooking or children's work that can be traded”

Both teachers share the viewpoint that creating effective learning activities involves incorporating a variety of diverse activities. The Turkish teacher emphasizes the need for interconnected activities that are related to one another, creating a holistic and engaging learning experience. Similarly, the Indonesian teacher mentions the inclusion of various events such as gardening, outbound activities, and fun cooking, which provides a mix of experiences that enhance different skills. In both cases, the teachers recognize that incorporating a range of activities keeps children interested, motivated, and actively participating in the learning process. This shared approach reflects their understanding of the importance of variety in maintaining children's engagement and promoting well-rounded skill development.

- Child development

Child developmental achievements also mentioned by Turkish and Indonesian teacher as a factor they consider while creating the learning planning.

TI7:” I bring the goals and achievements that I want to gain to all the children in my class”

II3:” Write down the Pancasila profile as well as the goals that the kid must attain, as well as the aim of this learning.”

II4:” First, we take the achievements that will be developed and look at the education calendar for national holidays”

Turkish and Indonesian teachers share a common focus on child achievement when developing their learning plans. The Turkish teacher emphasizes the importance of communicating specific goals and desired outcomes to their students, ensuring clarity in what they aim to accomplish. Similarly, the Indonesian teacher begins by identifying achievements to be cultivated, showing a similar dedication to outlining the intended learning outcomes. This shared perspective underscores their commitment to setting clear

goals that guide their teaching, reflecting a mutual understanding of the significance of children's achievement as a driving force in educational planning.

Teacher mentioned about Calender of important days as factor their consider while creating the learning plan:

TI3: " I include whatever is in the monthly agenda. If there is an Animal Protection Day in October, we integrate animal-related activities in our daily schedule. This is how it is made".

II4: " we really focus on the educational calendar for example, during the Ramadan month we design an Islamic event for our student, Then I can give you another example like Indonesian independent days celebration in august 17th we made the celebration in our school also. And there is allot of celebration, so we need to look up the education calendar so we can match it with our theme".

Together teachers use special days on the calendar as a guide for planning lessons. The Turkish teacher includes activities related to events like Animal Protection Day. Similarly, the Indonesian teacher designs lessons around important dates like Ramadan and Independence Day. This approach helps them create relevant and enjoyable learning experiences that match the occasions their students care about.

- School environment

School environment mentioned by all the Indonesian teachers as factor their consider when they make the learning plan.

III: " not all schools are the same, must have different characteristics; for example, if the majority of residents' livelihoods are farming, we will enter the theme of work with the sub-theme of farmers, or plants with the sub-theme of rice plants"

II3: " The planning must be taken from the school environment, we took the learning theme as sport and the beach, because our school is adjacent to the sports stadium, and there are several sporting activities nearby. It is also close to the seaside, and there are numerous gastronomic pleasures nearby"

II7: "what I know is that in this semester's program what must be considered is the characteristics of the school, what the school wants to highlight, what the goals of the school's vision and mission are. The theme chosen is adapted to this"

Indonesian teachers pay close attention to their school surroundings when planning lessons. They consider what's special about their school's location and community. For example, if people in the area are farmers, they might teach about farming. Some teachers choose themes like sports or the beach because of nearby facilities. They also think about the school's goals and values when picking topics. This helps them make lessons that fit their students and their school.

In conclusion, both Turkish and Indonesian teachers share numerous commonalities in their educational planning, emphasizing aspects such as considering age groups, children's needs and interests, talent development, various activities, developmental achievements, and important calendar dates. However, a significant distinction arises in the approach toward integrating the school environment into lesson planning. Indonesian teachers notably prioritize understanding and incorporating the unique characteristics of their school surroundings, adapting lessons to align with the local environment and community, while this emphasis on the school environment is less pronounced in the interview result of Turkish educators.

Implementation

Under the theme of the instructional process, specifically the sub-theme of implementation, there are 6 codes, including: Accordance to the plan, flexible, routine, displaying the programs, children's Curiosity, and Integrated Activity. We will discuss these findings from the interviews below, starting with the implementation process of daily activities accordance with the plan.

Interview result

- Accordance to the plan

III: "Organize activities in accordance with the monthly schedule. Establish the sequence and length of the occurrences".

TI2: "We look at our monthly plan when that month comes, what activity is in the monthly planning, what needs to be done, what concepts need to be given? We are looking at that things"

TI3: "we apply whatever is in our plan"

Similarity with Indonesian teachers statement:

II1: "As previously stated, the daily program is implemented based on weekly planning, which is carried out in accordance with what was planned at the start of the semester".

II6: "What we want to do is to apply the elements or procedures that are contained in this weekly or daily schedule"

II7: "We carry out weekly planning on a regular basis according to the schedule we have made in one week,"

Both Turkish and Indonesian teachers emphasize the importance of adhering to planned schedules for organizing educational activities. They highlight the significance of monthly or weekly planning to guide daily programs. Turkish teachers stress organizing activities according to monthly schedules, while Indonesian teachers commit to implementing daily programs based on weekly planning established at the semester's beginning. Both groups acknowledge the crucial role of planning in aligning activities with educational goals, with Turkish teachers specifically checking the monthly plan when the corresponding month arrives, and Indonesian teachers emphasizing regular weekly planning sessions. These differences indicate a shared commitment to structured planning with variations in focus and frequency.

- Flexible

Below is the statement of the Turkish teacher indicating that the implementation of learning is flexible.

TI1: "Try to stick to the strategy while remaining flexible as necessary. In order for the teacher to determine the achievements, relevant indicators and concepts that should be taken for that month".

TI2: "There is no such problem in daily plans, if we can't do it one day, we definitely do that activity the next day. Since it is flexible, we try to give it to the child in a way that our plans can be completed even after a day or even a week".

Similarly to the Turkish teacher, educators in Indonesia also believe that the implementation of educational process is flexible.

III: " Situations and conditions at school, for example, we have a subject on fruit, oh what fruit season is it right now, then we use a sub-topic about current fruit season, the theme does not change, but the sub-topic may vary depending on environmental conditions".

II7: " it can vary based on the situation and conditions, for example, if it suddenly rains and we cannot undertake projects outside of school, so our planning changes to class".

Both the Turkish and Indonesian teachers agree that being flexible is crucial in how they teach. The Turkish teacher talks about sticking to a plan but being ready to change if needed, focusing on determining students' achievements each month. Similarly, the Indonesian teachers mention adapting their lessons based on real-world situations. For example, if it's fruit season, they might adjust their teaching to match. Both highlight the importance of being open to change while trying to achieve their educational goals. Despite coming from different cultures, these teachers share a common belief in adjusting their teaching methods to fit the specific needs and circumstances of their students.

- Routine

Turkish teacher expression about routine in the implementation of educational process.

TI3: "Identify each day's activities, class times, free play times, meal times, bedtimes, and other routines".

TI5: " flow on a daily basis We pay closer attention to their routines. Because, children enjoy routines".

TI6: " Starting the day with a routine and conversing will ensure that it is completed throughout the day".

Indonesian teacher mentioned about the routine:

II5: "daily the children arrive early in the morning, the children organize their bags in their lockers, and the children are then permitted to play freely in the field until the bell sounds, signifying that learning will begin."

II6: "In one day, we study in one center, what we want from this center, and what the topic is. In other words, how will this center fulfill its learning objectives?"

Both Turkish and Indonesian teaching approaches emphasize the importance of daily routines in education. The Turkish teacher stresses the need to identify and follow daily activities like class times, play, meals, and bedtime, emphasizing the benefits children derive from routines. Similarly, the Indonesian teacher outlines a daily routine, starting with early arrival, organizing belongings, and free play before formal learning. Both teachers highlight the significance of starting the day with a routine for smooth flow. While the Turkish teacher emphasizes the enjoyment of routines, the Indonesian teacher provides specific details, showcasing a slightly more structured approach with a focus on studying in one center per day aligned with learning objectives.

- Displaying the programs

Turkish teacher mentioned their opinion on the scope of displaying the programs:

TI3: "Keep children and teachers on track by displaying the program in the classroom or where the classroom can be seen"

TI4: "The daily of a teacher They're watching the time. They look at the time of day and their event bulletins, which are their monthly plans. What is the topic?"

Indonesian teacher mentioned displaying programs:

II5: "The theme and learning goals are established by the leadership and then provided to the teacher"

Both Turkish and Indonesian teachers stress the importance of prominently displaying educational programs in the classroom. In Türkiye, the focus is on keeping everyone informed, including daily and monthly plans, to ensure alignment with educational topics. In Indonesia, the emphasis is on leadership setting themes and goals

communicated to teachers. Both approaches highlight the significance of visualizing the curriculum for organization and educational alignment. The key difference lies in Turkiye's broader focus on keeping both students and teachers informed, while Indonesia underscores leadership's role in guiding teachers with overarching themes and goals.

- Children's Curiosity

The following are the views of Turkish Teachers about the Children's curiosity in the implementation of educational process

TI1: "We begin to grab attention when we use it according to a certain routine. Do you know what we're going to do today? I say. Have you heard such a term today, for example? Or do you have any experience with something similar?"

TI5: "Children speculate about what could happen at the next event or presentation,

TI7: "I give tips from the activities we will do during the day and ask questions that will make them wonder, and I direct the children to the activities"

Similarity with Indonesian teacher opinion:

II3: "we can see if there are any children who ask questions or not; children must learn independently, so they try to ask questions; when children begin to want to ask questions and are curious about something, it means that the goal of this independent curriculum has been met"

II5: "We designed a question lighter for children so that they may ask questions and stimulate their interest, as well as ask and answer questions from one another"

Both Turkish and Indonesian teachers emphasize the importance of engaging students through interactive methods and encouraging curiosity. Both mention the significance of questions, with Turkish teachers using routines and directing children to specific activities, while Indonesian teachers focus on fostering independent learning and designing lighter questions. The shared goal is to stimulate interest and promote active participation, with slight variations in approach.

- Integrated activity

The following are a teacher's view about integrated activity

TI5: "If we are doing something, for example, if there is an energetic activity, the next action is calmer. What occurs in the classroom more like this? For example, if we are performing an activity outside, such as gardening, or outside of the school, I pay attention to what is going on in the classroom".

Similarity with Indonesian Teacher opinion.

III: "Typically, we will have projects in that one week, beginning on Monday with the introductory period in class and continuing until Friday with projects outside of class, or vice versa, we will do projects first in class, then have activities in class the next day to review our activities outside the classroom with various activities".

II2: "for example, if we are discussing mangoes, on the first day we will introduce children to mangoes, develop children's cognitive development, activities could be in class, watching movies or pictures, and all kinds of things, and asking questions with children. The next day, perhaps learn the letters of the mango, then learn the components of the mango tree, and finally, bring the mango in front of the kid or take the child to visit the mango tree. Of course, we will select plants that are close to the children".

Both the Turkish and Indonesian teachers emphasize the value of integrating activities in the educational process to enhance learning experiences. The Turkish teacher discusses the balance between energetic and calmer activities within the classroom and beyond, such as gardening, and the need to remain attentive to classroom dynamics. Similarly, the Indonesian teacher's perspective highlights a structured approach to integrated learning, where activities seamlessly transition from classroom-based introductions to hands-on experiences outside the classroom. They both advocate for a holistic learning approach that encompasses various activities and settings, allowing students to engage with concepts through different perspectives and hands-on involvement.

Documentation result

Documentation result also showed that the school provided the integrated activity, children curiosity, and the routine activity on the implementation of education process.

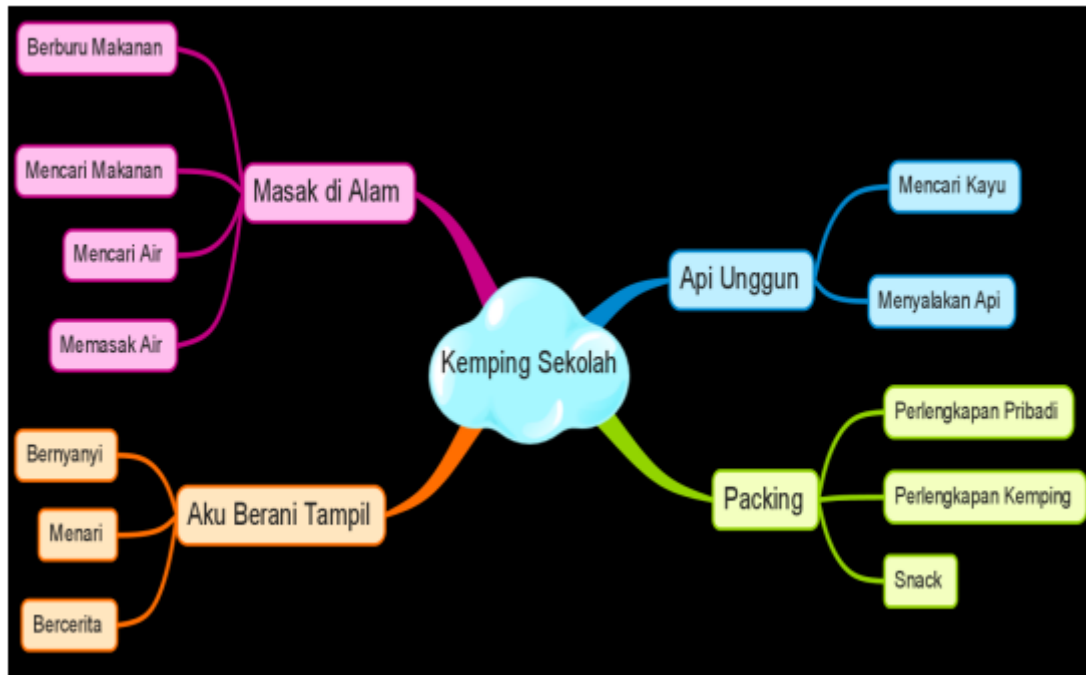
ÖĞRENME SÜRECİ

Öğretmen çocuklarla çember şeklinde haliya oturur. Panoya çizgi kitabı koyar ve tahtaya farklı şekillerde “zigzag, dalgalı, spiral, üçgen kare, düz çizgi vb.” çizgiler çizer. Yaptığı şeyin ne olduğunu, çizdiği çizgilere ne denildiğini sorar. Çocuklara “Etrafımızda çizgileri nerelerde görürüz?” sorusunu sorar. Çocukların verdiği cevaplar panoya yazılır. Çocukların cevaplarını ardından bahçeye çıkılarak çevremizde bulunan çizgiler bulunmaya çalışılır. Doğada bulunan çizgiler incelenir. “Yapraklar, taşlar, ağaç gövdesi, kabukları, salyangoz, kozalaklar, yollardaki yol çizgileri vb.” Bahçede bulunan, üzerinde çizgiler olan nesneler, varlıklar büyüteçler yardımıyla incelenir. Gözlemlediklerin çizgilerin dokularının nasıl olduğu sorulur. Pürüzlü mü yoksa kaygan mı olduğu sorulur. İnceleme bitince çocuklardan etrafımızda gördüğü çizgileri gözlem defterine çizmeleri istenir. Çizimler bitince öğretmen çocuğa ne çizgisi çizdiğini sorar ve söylediklerini not eder.

Sınıfa dönülünce öğretmen çizgi kitabını okur ve “siz olsaydınız bir çizgiyle ne yapardınız” der ve yere büyük bir kağıt serer. Çocuklardan pastel boylarını kullanarak istedikleri çizgileri çizmeleri ve neye benzettikleri sorularak etkinlik sonlandırılır.

Picture 8. Cukurova university activity planning (Winda, June 10th, 2023)

Picture above described the integrated activity and how to make children's curiosity during the lesson. The integrated activity delves into the concept of lines, engaging children through various interactive stages. It begins with classroom discussions about shapes and lines, expanding their vocabulary and critical thinking. Moving outdoors, children explore lines in nature, enhancing observation skills and connecting theoretical knowledge with real-world experiences. The drawing activities further reinforce understanding while promoting creativity and expression. The session culminates in collaborative floor drawings, encouraging teamwork and spatial awareness. Overall, this sequence effectively integrates art, science, and observation, fostering holistic learning and nurturing children's creativity and critical thinking.



Picture 9. Alam minangkabau Spider web activity (Winda, June 27th, 2023)

The picture above describes the activities in kindergarten, these activities are integrated with each other, from one main theme and have various other accompanying activities. The theme above is school camping. Campfire sub-theme with activities of looking for wood and lighting a fire. Then the sub-theme packing includes activities involving personal equipment, camping equipment and snacks, the sub-theme I dare to appear with activities like singing, dancing and telling stories. Then finally the theme of cooking in nature with activities to find food, water and cooking.

The integrated activities surrounding the theme of school camping in kindergarten provide a holistic learning experience. By intertwining sub-themes like campfire, packing, daring to explore, and cooking in nature, children are exposed to various facets of camping while fostering curiosity. Each sub-theme engages different skills. This interconnected approach sparks curiosity by presenting diverse activities, encouraging children to explore, question, and learn through hands-on experiences within a unified and engaging camping narrative.

Senin	Selasa	Rabu	Kamis	Jumat
Kegiatan pagi (30 menit) : Gotongroyong , Sholat Dhuha, Iqra'				
Snack (15 menit) : Menikmati bekal yang di bawa dari rumah				
Opening (15 menit): Membaca alfatihah dan do'a belajar				
Bercakap-cakap tentang anggota tubuh dan panca indera	Menyanyikan " ku jaga diriku"	Melihat anggota tubuh dari media patung anggota tubuh	Menyebutkan ciri-ciri sendiri dan teman sekelas	Bercakap-cakap tentang alamat rumah
Kegiatan inti (90 menit) : ❖ Bermain kartu panca indera Anak mengenal anggota tubuh dan panca indera, beserta fungsinya. Anak membuat				

Picture 10. Alam minangkabau kindergarten weekly plan (Winda, june 27th, 2023)

In the picture above explained about the activity from Monday to Friday in alam minangkabau kindergarten, where there is routine activity which is similar activity from Monday to Friday that they put into the lesson plan. Morning activity, snack, and opening activity.

Free play (20 menit) : Bermain bebas, cuci tangan dan makan siang
Closing (10 menit): Berdiskusi tentang aktivitas hari ini, menanyakan perasaan anak tentang aktivitas hari ini, menyampaikan aktivitas untuk besok atau informasi lainnya, berdoa untuk pulang dan menyanyikan sayonara.

Picture 11. Alam minangkabau kindergarten weekly plan (Winda, june 27th, 2023)

And they have freeplay activity also the closing activity discussion with the children about their feelings and what they learned during the day. This is routines activity that they provide for children every learning days.

Catatan:

- Topik pembelajaran masih dapat disesuaikan dengan minat anak yang muncul dan mempertimbangkan hasil evaluasi pembelajaran,
- Tujuan pembelajaran masih dapat disesuaikan dengan minat anak yang muncul dan mempertimbangkan hasil evaluasi pembelajaran,
- Durasi pelaksanaan setiap topik pembelajaran disesuaikan dengan kebutuhan anak.

Picture 12. Alam minangkabau program notes (Winda, June 27th, 2023)

The picture above displays notes from the Alam Minangkabau program, detailing the lesson topic, objectives, and flexible duration based on children's interests and evaluations. This flexibility allows for adjustments based on conditions and situations. In conclusion, Turkish and Indonesian kindergartens exhibit similarities in implementing programs that align with plans, embrace flexibility, maintain routines, and integrate activities while nurturing children's curiosity. However, a nuanced difference emerges in how they approach stimulating curiosity: Turkish teachers prompt children with questions to spark wonder about future events, whereas Indonesian teachers emphasize cultivating children's ability to ask questions themselves, focusing on encouraging inquiry.

Evaluation

In the current curriculum implemented by both countries, there are three main points of assessment, namely: Children evaluation, programs evaluation, and teacher evaluation. Let's discuss each of these based on the interview results, regarding the implementation of evaluations in each respective country.

Interview result

- Children evaluation

The following are the view of teachers about children evaluation, 2 teachers mentioned that they evaluate children's experiences at the end of the day.

TI2: " We definitely evaluate it at the end of the day or the next day. What do we pay attention to? When evaluating. Did the children have a good time?"

TI3: " We look at the proficiency of the plan during the day, how much has it reached in children?"

Both teachers conduct evaluations at the end of the day to assess children's experiences. However, their specific focuses differ: Teacher TI2 considers children's enjoyment, while Teacher TI3 evaluates the educational effectiveness of the day's plan. Another teacher uses development reports and tests at the end of each term to see how children have improved as mentioned bellow:

TI4: " we apply a development report to our children at the end of the term or we do developmental tests. How did our children perform in whatever field at the start of the year? On the other hand, consider how advanced the development, and motor muscle growth are".

They check how children did when the year began, look at their development, and even see how their muscles have grown. This helps them understand how the kids are growing and learning over time. 2 Teachers utilize questioning as a method to assess children's learning experiences as stated bellow:

TI6: " By asking children questions about the procedure or having them draw images at the conclusion of the exercise"

TI7: " I ask the children questions about the activity, sometimes I ask the children to paint according to the activity, and we talk about the picture they made".

Teachers in Turkiye exhibit differing viewpoints regarding the assessment of children's experiences. Some educators concentrate on appraising children's daily encounters, with one emphasizing their enjoyment and another on the educational effectiveness of the day's plan. Alternatively, a different teacher adopts a strategy involving developmental reports and tests to monitor growth and advancement over time. Moreover, certain teachers opt for the method of questioning for evaluation purposes. One prompts children to answer questions and create drawings, while another integrates questioning with creative activities such as painting. This assortment of evaluation

techniques collectively provides a comprehensive understanding of children's experiences and progress within the educational framework.

Now we are moving to Indonesian teacher Views about evaluating children

II1: "The daily and weekly program is carried out every day with: checklist that done for all children every day, anecdotes that only selected a few children each day"

II2: "Using anecdotal notes for various children, work, and observations, The instructor captures children's behavior, talk, work, and ability by recording, photographing, or filming videos of their activities".

Indonesian teachers use various methods to assess children's progress. II1 employs checklists for daily and weekly programs, alongside anecdotes for specific children. II2 utilizes anecdotal notes to capture behavior, conversations, work, and abilities, often using recordings and images. These approaches offer insights into how children are developing and learning. Another teacher mentioned about they do evaluation in one week and monthly as following:

II4: "Every week we conduct an assessment of the child's learning achievements in that one week, then we also have a monthly assessment, for this monthly assessment we submit it to parents"

Regularly see how kids are doing. Every week, they look at what kids learned that week. Then, every month, they share this with parents. This way, parents know how their kids are doing in school. Teachers always keep an eye on how children are learning and getting better. Next the teacher mentioning about evaluating children ability:

II3: "Is the child already curious, and does he or she want to question the teacher? One of the criteria used to assess children's everyday learning is their ability to communicate their learning. The question is how a child may be the focal point".

II6: "we examine the child's developmental achievements, such as whether they have developed, are beginning to develop, or have not yet progressed. Is the child on track to meet these objectives?"

II7: "Every week we evaluate learning activity, on children's developmental abilities".

Indonesian teachers have a range of methods for evaluating children's progress. They use checklists and anecdotes for daily and weekly programs, capturing behavior and abilities through media like recordings and images. Weekly and monthly assessments are conducted to keep parents informed about learning achievements. Additionally, teachers evaluate children's engagement by observing their curiosity and questioning. They also focus on developmental milestones and conduct weekly assessments of learning activities and abilities. These diverse approaches collectively emphasize a holistic evaluation of children's development, encompassing communication, growth, and skills.

While both Turkish and Indonesian teachers emphasize evaluating children's experiences, there is a difference in the specific methods mentioned. Turkish teachers seem to focus more on the use of creative activities like painting and drawing as part of their evaluation techniques, whereas this aspect isn't explicitly mentioned in the Indonesian teachers' viewpoints.

Similarity: Both Turkish and Indonesian teachers prioritize assessing children's daily encounters and experiences. They emphasize evaluating the enjoyment and engagement of children during various activities, as well as the educational effectiveness of the learning plans. Additionally, both groups of teachers use different evaluation strategies, such as developmental reports, tests, and questioning methods, to gauge children's progress and abilities over time. This shared emphasis on holistic evaluation techniques underscores the commitment to understanding and enhancing children's learning journeys in both contexts.

- Program evaluation

The following are the view of Turkish teachers about program evaluation, a teacher reviewing and evaluating goals, objectives, and activities within a monthly plan to ensure alignment and appropriateness.

TII: "Goals are being reviewed: Reexamine the monthly plan's goals and objectives, Evaluating the appropriateness of activities: Check to see if each activity is in agreement with the plan".

Teacher is inquiring about the children's experience with the activity and the planned game. They're curious whether the game was challenging and whether it fit within the central theme of the curriculum or plan.

TI2: "How was activity for children? how was the game in your game plan, was it game-difficult? Was it a game in centric plan?"

The teacher checks how well the day's plan worked for the children's learning. They see how much the children learned from it. Then, they also look at whether the plan followed the schedule and matched the program's goals. This way, the teacher makes sure everything is going as planned and that the children are benefiting from it.

TI3: We look at the proficiency of the plan during the day, how much has it reached in children? After that, we look at the plan according to the schedule. How compatible it was with the program"

The teacher assesses the monthly plan by comparing the intended gains with the actual achievements. If there are any areas where progress wasn't made, they mark those and take note of them. This helps them understand what was accomplished and what needs more attention.

TI5: "We evaluate the monthly plan by comparing the gains we did not acquire in that month to the gains we did receive. For example, if I have not received any achievements or indicators, we mark them and indicate that by writing these"

The evaluation focuses on maintaining a balance between active and passive elements, checking if activity centers are being actively utilized, and assessing the process within the activities. This helps ensure a dynamic and effective learning environment.

TI6: "It evaluates whether the active-passive balance is preserved, whether the centers are actively used, or the process in the activities"

Turkish teachers approach program evaluation with careful consideration of goals, objectives, and activities within a monthly plan to ensure their alignment and

appropriateness. They seek children's feedback on activities, particularly games, to determine if they were challenging and relevant to the curriculum's core theme. Additionally, these educators review the effectiveness of daily plans, gauging both learning outcomes and adherence to scheduled activities. Monthly evaluations involve comparing intended gains with actual achievements, marking areas for improvement. Balancing active and passive elements, ensuring active use of activity centers, and assessing activity processes are key aspects to maintain an engaging and dynamic learning environment. Overall, Turkish teachers employ a comprehensive evaluation approach to enhance learning experiences and outcomes.

Followings are Indonesian teachers perspective about program evaluation

III: "It becomes a reference for instructors to enhance lesson plans and evaluations for children based on what learning is not attained, what learning is enjoyed and despised by children, and a variety of other factors"

II2: " Have all of the themes been covered, and which aspects have not been addressed yet? Is it appealing to children? Evaluate whether the themes and sub-topics used are suitable for the setting, and whether children feel comfortable with the subjects and sub-topics presented by the instructor"

II4: " Has the theme been sufficiently executed, which themes have not been effectively implemented, what goals have been achieved, and so on.

II6: " Check to see if all of the topics and sub-themes have been covered, which themes the children prefer, and which sections they dislike. Whether or not it has been adequately executed, this may also be an evaluation of schools and curriculum development in order to build programs for the next year"

Most Indonesian teachers have nearly identical statements. The teachers' evaluations of the school program are rooted in a comprehensive approach that emphasizes multiple facets. They view the evaluation as a valuable reference point for refining instructional plans and assessments. The teachers assess the extent to which learning goals have been met, identifying areas of achievement and those that require further attention. They prioritize understanding the preferences and dislikes of students, incorporating this feedback to enhance the appeal of the curriculum. Moreover, the teachers evaluate the execution of themes and sub-topics, ensuring they are effectively presented to foster a comfortable learning environment. These evaluations not only assess

the current state of the curriculum but also guide future developments. By gauging student preferences and execution success, the teachers contribute to the continuous improvement of the school's educational programs.

- Teacher evaluation

Teacher evaluation mentioned by Turkish teacher:

TI2: "Am I capable of executing the entire plan? Am I capable of hosting the events? I'm attentive to the details"

TI5: "It's crucial to focus on the instructor when they encounter challenges related to the children's behavior or the desired achievements"

The Turkish teacher evaluates themselves by questioning their ability to carry out plans, host events, and pay attention to details. They also emphasize the importance of the instructor's role in handling challenges related to student behavior and learning outcomes. This shows a focus on personal capabilities, careful planning, and adapting to student needs for effective teaching. Next Indonesian teacher opinion on teacher evaluation:

II2: "What difficulties did the instructor face when arranging today's lesson? What difficulties did the instructor encounter this week while promoting learning"

II3: "teacher's evaluation and reflection, so the teacher writes about what has been done, what has not been done, and everything. If it hasn't been implemented, what is the teacher's solution, and will it be carried out in the next week?"

The Indonesian teacher evaluates their teaching by looking at the challenges they faced while preparing lessons and promoting learning during the week. They also reflect on what they have accomplished and what tasks remain unfinished. They provide solutions for unfinished tasks and consider whether these solutions will be applied next week. This shows a commitment to understanding difficulties, improving teaching, and planning for better results.

Documentation result

DEĞERLENDİRME Çocuklar Açısından: Program Açısından: Öğretmen Açısından:
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Picture 13. Cukurova University evaluation page (Winda June 27th, 2023)

On the picture above explained about the evaluation in the end of lesson, the evaluation including the children evaluation, program evaluation, and the teacher evaluation. In this section teacher need to fill the evaluation by themselves.

Refleksi Guru

Guru memikirkan pembelajaran yang telah dilakukannya dengan mencoba menjawab pertanyaan-pertanyaan berikut :

- Apa yang disukai anak-anak ? Mengapa ?
- Kegiatan bermain apa yang kurang diminati anak ? Mengapa ?
- Kemampuan apa saja yang muncul pada anak ?
- Alat atau bahan apa saja yang perlu saya tambahkan ?
- Apakah proses pembelajaran membuat partisipasi yang tinggi pada anak anak ?
- Kegiatan apa yang bisa dilakukan sebagai kelanjutan dari kegiatan main hari ini ?
- Tantangan apa yang dialami guru dalam merencanakan pembelajaran hari ini ?
- Tantangan apa yang dialami guru untuk memfasilitasi pembelajaran hari ini ?

Assessmen

Guru melakukan observasi terhadap kegiatan bermain anak. Guru mendokumentasikan perilaku, celoteh, karya dan kemampuan yang muncul pada anak berupa pencatatan, pemotretan atau merekam video aktivitas anak.

Picture 14. Public Kindergarten 1 Padang evaluation page (Winda June 27th, 2023)

In reflecting on the teaching and learning process, the teacher considers various aspects related to the children's preferences, engagement, emerging abilities, and challenges faced during planning and facilitation. The teacher assesses the children's likes and dislikes, exploring the reasons behind their preferences and identifying less popular activities, aiming to understand and adapt to their interests. Observations and documentation of children's behaviors, verbal expressions, artwork, and emerging skills

signify a proactive approach to assessing their progress and engagement levels. This reflective process demonstrates the teacher's commitment to understanding the children's needs and adjusting the program to enhance participation and learning experiences. Additionally, it highlights the teacher's challenges in lesson planning and facilitating learning, indicating a dedication to improving teaching methods and program effectiveness for better outcomes.

In conclusion Both Turkish and Indonesian teachers prioritize comprehensive evaluations encompassing children, teachers, and program assessments. They share similarities in assessing children's daily experiences, emphasizing engagement and learning effectiveness through developmental reports, tests, and questioning techniques. However, notable differences emerge in their specific methods: Turkish educators focus on creative activities like painting and drawing to assess learning, aligning activities with monthly plans and seeking feedback on curriculum relevance and challenge levels. Conversely, Indonesian teachers emphasize evaluations encompassing multiple aspects of the curriculum, including goal achievement, student preferences, and theme execution, using this feedback to refine their instructional plans. Turkish teachers evaluate their own performance by questioning their ability to execute plans and address student challenges, while Indonesian teachers reflect on challenges faced in lesson preparation and their accomplishments, devising solutions for unfinished tasks and planning for improvement. These distinctions highlight nuanced approaches to evaluation methods while underscoring a shared commitment to enhancing learning experiences and outcomes in both contexts.

Activity

The interview revealed the school's activities categorized into themes, sub-themes, and codes, showcasing a comprehensive and structured approach to understanding their educational initiatives.

Table 7.

Activity

Themes	Sub-Themes	Code	TR	INA	f.
Activity	Indoor	Free play ^(TI1, TI2, TI5, TI6, II1, II2)	4	2	6
		Guided play ^(TI1, TI2, TI6, II1, II2, II3, II5, II6)	3	5	8
		Large Group ^(TI3, TI5, II1, II2)	2	2	4
		Small Group/Individual ^(TI6, T7, II1, II2, II3)	2	3	5
	Outdoor	Planting ^(TI1, TI2, TI3, TI4, TI7, II1, II2, II3, II4, II5, II6, II7)	5	7	12
		Exploration ^(TI2, TI4, TI5, II1, II2, II3, II4, II5, II6, II7)	3	7	10
		Outdoor lesson activity ^(TI5, TI6, TI7, II3, II4, II5, II6, II7)	3	5	8
	Field Trips	Nature			
		Zoo ^(TI2, TI3, II4)	2	1	3
		Picnic ^(TI2, TI3)	2	-	2
		Garden ^(TI4, TI6, II1, II2, II3)	2	3	5
		Beach ^(II1, II2)	-	2	2
		Outbound ^(II4)	-	1	1
		Educative			
		Movies ^(TI1, TI2, TI3)	3	-	3
		Art and Theater ^(TI1, TI2, TI3, TI4)	4	-	4
		Cullinary market ^(II1)	-	1	2
		Museum ^(TI1, TI3, TI4, TI6, TI7, II3, II4, II5, II7)	5	4	9
		Lybrary ^(TI6, II1, II4, II5)	1	3	4
		Profession			
		Fire department ^(II5, II6, II7)	-	3	3
		Police station ^(II5, II6, II7)	-	3	3
		Parent's workplaces ^(II5, II6, II7)	-	3	3
		Religious education			
		Mosque ^(II1, II3)	-	2	2
		Hajj Training ^(II1, II2, II3, II6)	-	4	4

Indoor Activity

Under the theme of activities and the subtheme of Indoor, there are four codes, namely free play, guided play, large group, and small group, which we will discuss one by one below.

Interview result

- Free play and guided play

First is the teacher's statement regarding free play and guided play. The teachers are discussing the concept of activity centers in the classroom. They highlight the openness of these centers for exploration, both during free time and structured lesson hours.

TI1: "Everyone is welcome to enter any center and explore as they want. Or in lesson time If we are working on a blog center I'll use blocks to describe the pattern better. I get baby carriages from the corner and make a design out of them."

TI2: "Children use these centers, some of them during free time, some of them in the company of the teacher during lesson activity hours, or we let them play by themselves Then they can do the work they want in the center they want."

The first teacher mentions using blocks to illustrate patterns in a blog center, while also incorporating baby carriages for design. The second teacher explains that children have the freedom to engage with these centers during various times, either independently or with the teacher's guidance. Overall, both teachers emphasize the flexibility and inclusivity of the centers, encouraging students to explore and learn through hands-on activities. Next the following are teachers share the belief that activity centers play a crucial role in children's learning and curiosity. They see these centers as a prelude to the day's activities, where children engage actively and enhance their learning experiences.

TI5: "Before starting the day, children actively spend time at these centers at work or during activities, and I think that they develop their learning and sense of curiosity. if a child has always played in the same center during that week, we direct them to other centers in a way that will attract their attention"

TI6: "we make sure that every child uses these centers actively. At the beginning of the day, we ask which center they prefer at the start of the day. We let them play for a certain time. Then we direct him to prefer another center. They are actively using it this way"

Additionally, they emphasize the importance of diversifying children's engagement with the centers. If a child consistently uses the same center, the teachers guide them to explore other centers that capture their interest, ensuring a well-rounded engagement. Both teachers also prioritize ensuring active participation by allowing children to choose a center at the beginning of the day, giving them time to play before gently redirecting them to another center. This approach encourages children to actively explore various centers, fostering their curiosity and overall learning.

Now let's examine the utilization of centers in Indonesia. Teacher does not explicitly mention the terms "free play" and "guided play," but the teacher does discuss aspects related to both concepts.

III: "One class is one center but there are several angles and various types of games. Every day the children change classes so that in one week all classes can explore all centers, We implement it according to our learning plan, when children enter the block center, for example, we have a topic about our environment, for example, children build buildings around them according to their own imagination, some build mosques, hospitals, tall buildings, markets and so on. , then we ask the children to present what they make, this also trains children's language, children's social and children's motor skills"

While Teacher doesn't explicitly differentiate between free play and guided play, the teacher's approach seems to encompass elements of both. The structured center rotation and the thematic activities provided by the teacher align with guided play principles, while the children's freedom to imagine and create within those themes resembles aspects of free play. Another teacher talks about a structured approach that incorporates elements of both free play and guided play. While the teacher does not explicitly use the terms "free play" and "guided play," the concepts are present in the description.

II5: " For example, our theme is profession with the sub-theme I want to be, so later we will use the imagination center, so before we get into the main activity, we ask the child about their knowledge of the profession, to what extent they know about a profession. So in the center of the child's imagination they can choose what they want to be, there are lots of tools available"

In summary, Teacher reflects a combination of guided play through themed activities and discussions, as well as free play within the imagination center where children can freely explore their chosen roles and utilize available tools.

- Large Group and small group

Teacher discuss the concepts of small groups and large groups:

TI3: " Let's say there are now 15 or 20 students in that class. If all 15 of the children enter the same center at a time, we do not use too many central systems at the moment"

TI5: "For example, we frequently engage in large-group activities but sometimes in small group, I respond properly if we take it in small groups. We prepare the other groups for the other event, or we prepare the game in the centers with games, but in large groups, so that the entire group can hear."

Teachers address the dynamics of small and large groups. In TI3, the teacher mentions the challenges of accommodating a larger number of students entering the same center simultaneously, implying a concern with managing larger groups efficiently. In TI5, the teachers discuss their approach to both small-group and large-group activities, highlighting their adaptability to different settings. They indicate a readiness to respond appropriately to small-group dynamics and also emphasize the importance of ensuring that activities are engaging and audible for the entire group in larger settings, showcasing their awareness of effective group management strategies.

Indonesian teachers discuss aspects related to both small and large groups.

II2: "Each child may choose to be in a different corner of the center during play activities. II6: "they also work together, it builds the children's social life, you can see how the child's leadership is there and who is the leader, who can manage their friends"

Both teacher touch upon the dynamics of both small and large groups. In II2, the teacher discusses the individual choices children make during play activities, implying the presence of small-group interactions as each child selects a corner of the center. In II6, the focus shifts to collaboration and teamwork, indicating engagement in larger group activities where children work together, fostering their social skills, leadership qualities, and the ability to manage interactions within a group setting.

Documentation result

Documentation data showed the same things which is activity in the class consist of free play, guided play, large group and the small group/individual.

GÜNE BAŞLAMA ZAMANI

Günün bu ilk etkinliği, çocukların gün içerisinde yapılacak etkinliklere uyumunu sağlamak amacı ile sohbet edildiği, o gün yapılacak olan etkinlikler, öğrenme merkezleri hakkında bilgi verildiği ve çocukların hangi öğrenme merkezlerinde oynayacaklarına karar verdikleri zaman aralığıdır. Bu sürecin sonunda çocuklar öğrenme merkezlerinde oyuna başlarlar.

Picture 15. Nasrettin hoca activity planning (Winda, June 15th, 2023)

The initial activity of the day aims to help children adapt to planned activities by discussing them and letting kids choose learning centers for play. This allows for free play within these centers, empowering children to explore and engage in activities aligned with their interests and preferences.

ÖĞRENME SÜRECİ

Öğretmen bugün dünya çocuk günü diyerek bugünün önemi hakkında çocuklara bilgi verir. Öğretmen örnek sanat etkinliğinde kalıpları çocuklara dağıtır. Her çocuğa bir tane el kalıbı verilerek çocuklardan bu el kalıbını sevdikleri renklerde boyamaları istenir. Öğretmen dünya kalıbını çıktı alır. Bu kalıbı çocuklarla birlikte renklendirir. İsterseniz burada sınıf mevcudunuza göre birkaç tane dünya kalıbı alıp gruplar halinde uygulayabilirsiniz. Boyanan dünya kalıbını beyaz bir fon kartonuna yapıştırabilirsiniz daha sağlam olacaktır. Daha sonra çocukların boyadıkları eller dünyanın etrafına daire şeklinde yapıştırılır. Öğretmen kalpleri de çıktı alarak çocukların boyadıkları ellerin içine birer tane yapıştırılır. Son olarak dünya çocuk günü yazısı çıktı alınıp kesilir ve dünya üzerine yapıştırılarak etkinlik tamamlanır. Bu etkinlikte sınıf mevcuduna göre 3-4 grup şeklinde uygulayabilirsiniz yada büyük bir dünya kalıbı hazırlayıp bütün sınıf tek bir etkinlik hazırlayabilirsiniz. Eve gitmeden önce dünya çocuk günü rozetleri çıktı alınıp çocukların yakalarına takılır.

Picture 16. Nasrettin hoca activity planning (Winda, June 15th, 2023)

In this activity, the teacher guides the children through a creative art project for World Children's Day. The teacher distributes hand templates to each child and asks them to paint their handprints in their favorite colors. Together, they also color a world template. Depending on the class size, the activity can be done in small groups or as a whole class. The painted handprints are then placed around the world shape, forming a circle. The teacher prints and cuts out hearts, which are placed inside each handprint. Finally, a "World Children's Day" message is printed, cut, and placed on the world shape, completing the activity. This activity can be adapted for different class sizes: it can be done in small groups of 3-4 or as one big project for the entire class. Before leaving, the children can wear World Children's Day badges made from printouts. This activity allows for guided play as the teacher directs the art project, offering options for both

individual/small group involvement and large group collaboration in creating a collective art piece to celebrate the special day.

Free play (20 menit) :

Bermain bebas, cuci tangan dan makan siang

Picture 17. Alam minangkabau kindergarten weekly plan (Winda, June 27th, 2023)

❖ Sentuhan boleh dan tidak boleh

Anak menonton video tentang cara melindungi diri sendiri, mengenal siapa yang boleh menyentuh tubuhnya, dan mana bagian tubuh yang boleh disentuh oleh orang lain

Sumber : <https://www.youtube.com/watch?v=878HzqGwWp8> (youtube)

❖ Indera peraba dan pengecap

Anak bermain tebak-tebakan benda yang ada di dalam kotak, mengenal halus kasar, keras lunak, panas dingin dan membedakan rasa menggunakan lidah

❖ Tubuhku

Menjiplak bentuk tubuh anak di kertas karton, menulis nama, dan menceritakan di depan kelas tentang anggota tubuh beserta ciri-ciri diri sendiri

❖ Alamatku

Anak mengirim paket tentang hasil gambar bentuk tubuhnya melalui POS atau Driver Online dengan sebelumnya menanyakan alamat rumah kepada orangtuanya

Picture 18. Alam minangkabau kindergarten weekly plan (Winda, June 27th, 2023)

In these activities, children learn about personal boundaries and safety. They watch a video teaching them about body boundaries, understanding who can touch their bodies, and which body parts can be touched by others. This fosters a guided understanding of personal space and safety. Then, they engage their senses by playing a guessing game to recognize different textures and tastes, learning about touch and taste. The activity "My Body" involves individual participation where each child traces and labels their body outline, sharing unique characteristics with the class. Lastly, the "My Address" activity encourages children to send drawings of their body shapes through mail or online services, reinforcing their understanding of personal identity and location. These activities can be adapted for different group sizes: the video discussion and sensory game can be done with the whole class, while "My Body" involves individual work. The "My Address" task involves the family's guidance and could be done individually or in smaller

groups with parental assistance. Overall, these activities facilitate guided learning about personal boundaries, safety, and self-identity, catering to both individual and larger group engagement.

Outdoor

The followings are Outdoor activity with code planting, exploration, and outdoor lesson activity.

Interview result

- Planting

First we going to looking at planting activity, Turkish teachers opinion as follow:

TI1:” We planted an avocado tree in the vertical garden. Whenever we're in the playground or garden, we take a moment to check on it. We're keeping an eye on its growth and progress, observing any changes that happen over time”

TI4:” I have a hobby garden in the soil area at the front of my yard. We've planted peppers and basil flowers there. The children take care of watering the plants themselves. Instead of just looking at the end result, we pay more attention to how the plants grow. Our goal is to cultivate them and enjoy eating what we've grown rather than just growing them for the sake of it”

TI7:” We have a garden where we can plant in the garden of our school, we plant vegetables and fruits according to the season (cucumber, tomato, strawberry, watermelon, etc.)”

The Turkish teachers, as revealed in the interview result share a deep enthusiasm for gardening activities within their school yards, viewing them as engaging outdoor pursuits. In TI1, they describe cultivating an avocado tree in a vertical garden, taking frequent moments to observe its progress and growth during their time in the playground or garden. Similarly, TI4 explains their hobby garden, where children personally water plants like peppers and basil flowers. They emphasize understanding the growth process, aiming to relish the fruits of their labor rather than just the outcome. In TI7, the teachers extend the theme, discussing a school garden where they plant seasonal vegetables and

fruits such as cucumbers, tomatoes, strawberries, and watermelons. Altogether, these accounts depict a shared commitment to incorporating gardening into the curriculum as an outdoor activity, fostering hands-on learning and a genuine appreciation for nature's growth cycles.

Next we move to Indonesian teacher opinion on gardening activity as follow:

II2: " plants are planted which the school has provided land for farming activities by children, also hydroponic area "

II4: " and most importantly there is an area for farming, we plant many types of plants there, spinach, beans, eggplants and so on, every day the children take and water and watch their plants grow. They have boots and also when they work the children wear their father's clothes, so they can appreciate the hard work of their parents at work, respect the farmers, appreciate the food how difficult it is to get a bean, an eggplant, so children should not waste the food "

II5: " Children like gardening activities the most, if there is a plant theme we do project activities and the children plant vegetables for example, later after the harvest the children can eat from their own crops, this is very interesting "

The Indonesian teachers in II2, II4, and II5 share a common dedication to gardening activities as a holistic educational approach. In II2, there's an emphasis on utilizing school-provided land for farming, including hydroponics, engaging children in practical planting experiences. II4 highlights a farming area where children cultivate various plants, fostering a daily routine of care and an understanding of food's origins. This concept of respect for food sources is echoed in II4, where children wear special attire and care for their plants, learning to value the effort that goes into producing vegetables. II5 emphasizes children's enthusiasm for gardening, especially in themed projects, involving them in planting and relishing their homegrown produce. Altogether, these accounts connect through their focus on experiential learning, environmental awareness, and instilling respect for food sources and agricultural labor within the context of gardening activities.

- Exploration

Turkish teacher expression about exploration in school yard:

TI2: "We play, we play different games with the children, they play free with the ball, we play some traditional games such as snatching handkerchiefs"

TI4: "I would like to put no toys so that they can spend more time with the soil, they can spend a lot of time even with an ant at the base of the tree"

TI5: "Because they are in a wider area, they see more and their imaginations develop more. Apart from that, they create different things by combining different materials. when we went out to the garden because the garden was very big, there were different students outside our classroom, and this enabled them to interact with different children from their own age or from different age groups"

The Turkish teachers express a rich perspective on exploration in the school yard. TI2 emphasizes diverse play activities, including free play with a ball and traditional games like snatching handkerchiefs. TI4 leans towards a more nature-focused approach, suggesting a preference for minimal toys to encourage children to engage with the soil and observe even the smallest creatures, fostering a deep connection with the environment. TI5 highlights the benefits of a larger school yard, noting how it promotes expanded vision and imagination. This wider space also facilitates interactions among students of various ages, fostering social engagement and collaboration. Overall, these expressions reflect a holistic approach to exploration that incorporates physical play, nature interaction, imaginative play, and inter-age interactions.

Indonesian teacher expression about children exploration activity in the school yard:

III: "Children often like to explore, try new things, and learn about different stuff. They're curious and excited to do activities that interest them. It's also a good idea to use things from nature, like plants and wood, to help them develop all their different abilities"

II4: "It really helps because these children are free to play in nature, because there are different types of children, some are audio, some are visual, some are kinesthetic. usually children who often play in the yard or in the school environment are usually kinesthetic children. a kinesthetic who doesn't last long in class with worksheets, usually they works on the worksheets faster. After that he went to play in the school yard"

II6: "The curriculum is independent learning, so outdoor activities are expected so that children can be more free in open areas"

In the context of children's exploration activities in the school yard, the Indonesian teachers' expressions highlight the innate curiosity and enthusiasm of children for trying new things and engaging in activities that capture their interest. The use of natural elements like plants and wood is emphasized as a means to foster holistic development. Additionally, the teachers acknowledge the diversity among children, including their varying learning styles such as audio, visual, and kinesthetic. The significance of outdoor play for kinesthetic learners is emphasized, as they often find traditional classroom settings less conducive to their learning style. The teachers endorse an independent learning curriculum that encourages outdoor activities, enabling children to thrive in more open and freeing environments. The common theme throughout these expressions is the recognition of children's diverse interests and learning styles, coupled with the importance of nature-driven exploration and self-directed learning for their overall development and growth.

- Outdoor lesson activity

Following are Turkish teacher expression about outdoor lesson activity:

TI5: "We create a space by removing the materials in the classroom, pans, tea pots, etc. There is an area like the theater stage, where we play our dramatic plays or we move the music center there so that the children can make music using different materials there"

TI6: "We include it in field trips and in the daily activity plan. For example, we can perform some or all of the activity in the schoolyard learning environments"

TI7: "I make a stem slope plan in my garden activities, and the children can easily use the areas in the garden all day long. While planning my monthly plans, I especially plan the activities we will do in the garden. Children are more happy with the activities held in the garden in the natural environment rather than the activities in the classroom, their learning time is more effective"

The Turkish teachers' expressions highlight the integration of outdoor lessons as a dynamic and effective educational approach. They emphasize the transformation of the classroom into an interactive space by rearranging materials and creating designated areas for various activities, such as dramatic plays and music-making using unconventional items. Additionally, outdoor learning is integrated into both field trips and daily activity

plans, showcasing its consistent presence in the curriculum. The teachers also underline the deliberate planning of garden activities with a STEM (Science, Technology, Engineering, and Mathematics) focus, allowing children to freely engage with the outdoor space throughout the day. Notably, the teachers prioritize garden activities in their monthly plans, recognizing that children exhibit heightened enthusiasm and effectiveness in their learning when immersed in a natural environment. The shared theme across these expressions underscores the transformative impact of outdoor lessons, enabling dynamic, engaging, and effective learning experiences that capitalize on the environment's intrinsic benefits.

Indonesian teacher opinion about outdoor lesson activity

II3: "We invited students from an agricultural vocational school to help us cultivate hydroponic plants. Children are given seeds, care for them every day, and are provided fertilizer and other items"

II4: "Most of our learning is indeed outside the room, there is a green grass field nearby, or a small hut with the concept of a traditional Minangkabau house. We sit there reading stories, discussing together, In accordance with our planning at the beginning of the semester and our themes we have also adjusted to our learning concepts to make children closer to nature"

II5: "The children were also very curious and excited about the activities in the school garden. The children asked about these animals. We have quite a large area back there, we also bring children to observe small animals like ants using a magnifying glass, children must be full of curiosity, and ask about these ants"

The Indonesian teacher's opinions regarding outdoor lesson activities emphasize the practical and experiential benefits of learning in nature. They illustrate a collaborative approach by involving students from an agricultural vocational school to cultivate hydroponic plants, fostering hands-on experiences in plant care and cultivation. The teachers stress the regular incorporation of outdoor learning, utilizing nearby green spaces and traditional structures to facilitate engaging activities like story reading and discussions, aligning these activities with the semester's themes and learning concepts. The teachers note the students' innate curiosity and excitement, particularly in the school garden, where they are encouraged to explore and observe small creatures like ants using magnifying glasses. The shared sentiment throughout these opinions centers on the value

of outdoor lessons in cultivating curiosity, engagement, and practical skills through real-world experiences, ultimately fostering a deeper connection between children and the natural world.

Documentation result

Bellow are documentation about outside activity which is farming, explorasi, and outdoor lesson activity.



Picture 19. Polen Kindergarten farming activity (Polenanaokulu, April 19th, 2023)



Picture 20. Polen Kindergarten Outdoor lesson activity (Polenanaokulu, November 22nd, 2022)



Picture 21. Polen Kindergarten exploration activity (Polenanaokulu, April 19th, 2023)



Picture 22. Public 1 padang Kindergarten Farming activity (TKN1 Padang, December 14th, 2022)



Picture 23. Alam Minangkabau Kindergarten exploration activity (TKN1 Padang, December 14th, 2022)



Picture 24. Alam Minangkabau Kindergarten Outdoor lesson activity (TKN1 Padang, December 14th, 2022)

Field Trips

The final subtheme within the 'Activity' category pertains to field trips. Below, you will find the teachers' expressions regarding field trip activities, comprising 15 codes. We will delve into these codes during the interview discussions, as detailed in the findings:

TI1: " We typically visit museums, theaters, and movies outside of the classroom, we choose a topic related to a topic "

TI2: " We definitely go to the museum once a year, or we go to an area where there is an animal in the picnic area. These areas teach children how to behave in social situations. They learn the concept of museum. They exhibit the products exhibited in the museum, stand in line, and adapt more to the society outside, that is, to social life "

TI3: " Museum zoo. And so on, now we went to extracurricular activities, to the theater, to the cinema more. Well, we went to the museum. Just like the zoo, there is not enough space in adana. It is very useful because children never forget these in their lives "

TI4: " We can usually go out on Fridays, there are the strawberry garden and the museum. We never went to zoo. Obviously I'm not going to taking them to the zoo either. Because I don't want them to witness something where animals are a captive. Once there is a difference for them, they are very happy to learn while having fun outside of school. I give a much better example. We always go to the theater for educational plays, or because they enjoy the museum, they always remember the play while visiting or watching it. If it is for an educational purpose, especially the trips we would go "

TI6: " Museums, botanical gardens, orchards, farm market trips, library trips and another this just like that. During the time they spends in these environments, they will be able to experience more than the limited opportunities in the classroom environment and a learning environment will be created by meeting concrete materials and having fun. That's why it contributes a lot.

TI7: " We take it as museum education, project studies, stem education. I support the education of children by organizing trips in line with the plans. I think that out-of-school excursions are more effective on the development of children. Children can experience more in excursions. They do not forget the places they have visited, we gain more effectively the goals and achievements we have taken in the plans "

The Turkish teachers discussed their engagement in field trip activities that extend beyond the classroom setting. These excursions encompass visits to various destinations such as museums, theaters, cinemas, botanical gardens, orchards, and farm markets. The teachers emphasize the educational significance of these trips, noting that they select locations aligned with their curricular themes and goals. Field trips provide students with practical exposure to real-world contexts, encouraging them to adapt socially, follow etiquettes in public spaces, and gain a broader understanding of society. The teachers

particularly highlight museum visits as a means to instill discipline, patience in queuing, and enhance social integration. By stepping outside the conventional learning environment, children encounter diverse experiences, tangible materials, and enjoyable interactions that create a dynamic learning space, fostering not only knowledge acquisition but also fond and lasting memories.

Indonesian teacher opinion about field trips:

III: " Outside of school, we generally learn at the beach, the village office, the mosque, the health center, or the library, Children may learn about Minangkabau culture at the Adityawarman Museum. There are also learning activities with other schools, such as pilgrimage rituals, The curriculum emphasizes outdoor activities because it returns to the premise that the playing environment is relevant as a learning process for children, and the outside learning environment truly gets their children happy to participate when compared to inside activities "

II2: " There are sports, beaches, and roadside gastronomic pleasures for those near to us. There is also an annual program for Kindergartens in Padang, the hajj training, which provides learning for Muslim children, the environment is prioritized as the primary medium for learning for students in their curriculum "

II3: " We used to be in a strawberry garden, so as the theme highlights, Aside from that, there is a cultural museum and numerous sites we may visit such as mosques, workplaces, and various places that we can tailor to our topic. There are also Hajj rituals for Muslim children, which take place once a year "

II4: "There are lots of outbound arenas in the city of Padang. Besides that, we also go camping together. The concept is also that when we go somewhere we always carry a bag to clean up the trash that is in our activities, the concept is that we love nature, apart from that, other activities, maybe going to the city library or going to a museum, once every month are always there, but the most we emphasize is outbound and camping.

II6: " The firefighters once visited the children and they brought reptiles to the Adzkie school field, Children have visited a police station to learn together with the police officers there "

II7: " Our outgoing activities have been to museums, to the fire department, police station, to take the airport train. Besides that, it is also the place of work of student parents such as restaurants, hotels, car showrooms, and so on "

The Indonesian teachers highlighted the diverse array of destinations for their field trip activities, fostering enriched learning experiences beyond the classroom. These excursions encompass visits to the beach, village office, mosque, health center, library, Adityawarman Museum for cultural understanding, and collaborations with other schools for shared rituals. The curriculum emphasizes outdoor engagement, aligning with the idea that the learning process is inherently connected to the play environment, resulting in heightened participation and joy among children. Additionally, sports activities, local gastronomy, and annual Hajj training programs are integrated into the curriculum, prioritizing the environment as a pivotal medium for education. The teachers also underscore their dedication to ecological values through practices like cleaning up during outings. Visits to fire stations, police stations, and workplaces of parents offer insights into various professions. These field trips collectively promote holistic learning, cultural awareness, environmental consciousness, and practical understanding of different vocations, thus enriching students' academic journeys and fostering a deeper connection with the world around them.

Observation

Based on observation result kindergarten in Turkiye and Indonesia had some fieldtrip outside their school, they usually going to the beach, zoo, mosque, and fruit field *“she told me usually they have fieldtrip every 2 weeks, they took the nearest place when the weather is not really good, and sometimes went to a faraway place when the weather is well, the school always posted their activity in the instagram, so people can reach their activity through this platform”NT3*. Similar like Indonesia teacher also mentioned about their fieldtrip activity *“Before comeback home I had deep talk with the headmaster about school activity outside, she told me in the new curriculum there is the top of curriculum activity, the activity usually outside of the school, she show me some pictures when they go to the strawberry fieldtrip, Indonesian independent day activity where children wear the traditional dress, hajj training for children, and also some sport activity outside because their school near to sports arena. This activity usually held every once in a month”NII*.

Documentation result

In this section bellow we show some pictures of kindergarten fieldtrip activity in Turkiye and Indonesia as follows, fruit garden, theater, beach, and zoo.



Picture 25. Polen Kindergarten fieldtrip fruit garden (Polenanaokulu, june 14th, 2022)

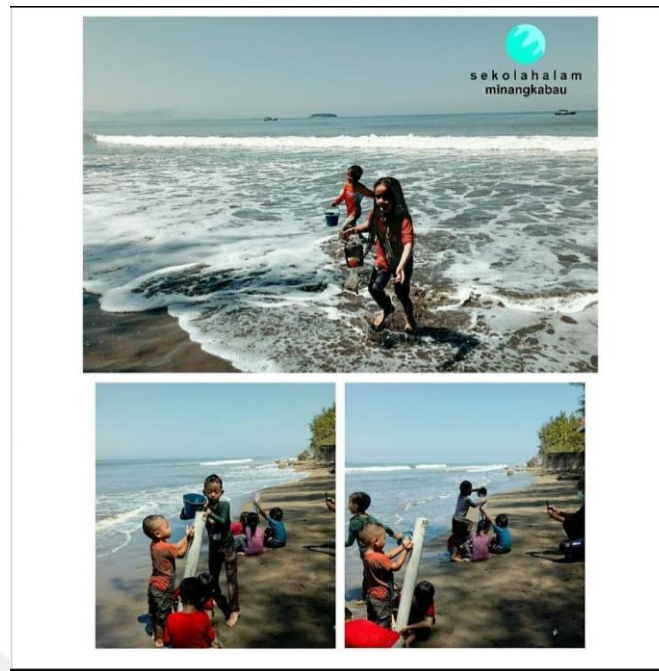


Picture 26. Polen Kindergarten fieldtrip theater (Polenanaokulu, june 14th, 2022)



sekolah alam
minangkabau

Picture 27. Alam minangkabau Kindergarten fieldtrip Mosque (Sekolah alam minangkabau, August 19th, 2022)



Picture 28. Alam minangkabau Kindergarten fieldtrip Beach (Sekolah alam minangkabau, march 24th, 2022)



Picture 29. Alam minangkabau Kindergarten fieldtrip zoo (Sekolah alam minangkabau, march 24th, 2022)



Picture 30. Public 1 Kindergarten Padang Strawberry field (TKN1 padang, december 23th, 2022)

In conclusion, both Indonesian and Turkish kindergartens share similarities in engaging activities revolving around nature, educational art, and cultural experiences. However, distinct differences emerge in their specific activities: Turkish kindergartens organize picnics and visits to cinemas and theaters, while Indonesian counterparts focus on outbound trips, traditional culinary market visits, and religious activities such as Hajj training and mosque visits. These variations underscore how each country's kindergartens offer diverse yet enriching experiences tailored to their cultural context, integrating unique outdoor explorations and cultural exposures into their educational programs.

4.2. Finding about environment of early childhood education in Turkiye and Indonesia

Below are the interview findings related to the school environment, divided into two subthemes: indoor and outdoor. Under the indoor subtheme, there are 10 different types of centers coded. Under the outdoor subtheme, there are codes for centers, playground toys, and the farming area.

Table 8.

School Physics

Themes	Sub-Themes	Code	f.		
School Physics	Indoor	Center	Mathematics ^(TI7, II1, II2)	3	
			Arts ^(TI3, TI3, TI5, TI6, TI7, II1, II2, II3)	8	
			Blocks ^(TI5, TI6, TI7, II1, II2, II3, II5, II6)	8	
			Music ^(TI1, TI2, TI3, TI5, TI6, TI7)	6	
			Book ^(TI1, TI4, TI5, TI6, TI7)	5	
		Dramatic play ^(TI1, TI2, TI6, TI7, II5, II6, II7)	7		
		Science ^(TI5, TI6, TI7, II2)	4		
		Language ^(II1, II2)	2		
		Preparation ^(II3, II5, II6, II7)	4		
		Religion ^(II1, II3, II5, II6, II7)	5		
		Outdoor	Center	Book ^(TI4, TI6)	2
				Science ^(TI5, TI6, II2)	3
				Music ^(TI5, TI6)	2
			Playground toys	Swing ^(TI1, TI2, TI3, TI6, TI7, II1, II3, II6, II7)	9
	Slides ^(TI1, TI3, TI6, TI7, II1, II3, II5, II6, II7)			9	
	Sandbox ^(TI3, TI4, TI6, TI7, II3, II6)			6	
	Traffic road ^(TI5)			1	
	Hills ^(TI5)			1	
	Balance board ^(TI5)			1	
	Rubber road ^(TI5)	1			
	Seesaw ^(II1, II7)	2			
	Rock Climbing ^(II4)	1			
	Rope Climbing ^(II4)	1			
	Farming area	planting area ^(TI1, TI2, TI3, TI4, TI5, II1, II2, II3, II4, II5, II7)		9	
		Chicken farm ^(II5, II6, II7)		3	
		Fish pond ^(II5, II6, II7)	3		

Learning areas, and Materials

According to the Interview, Field notes and documentation result the learning areas in Turkiye and Indonesia divided into Indoor and outdoor area.

Indoor learning area in Turkiye

Interview result

The following bellows Turkish teacher Mentioned about Indoor learning center in the class, all centers in the Turkish school are set in a class. There is drama, art, book, and music center in the class as mentioned:

TI1: "We have an art center and a music center. We have a book centre. There is a house corner where they play construction stuff. At the same time, there are house materials"

TI2: "There is a music center, there is a game center. There is a book center, there is a home center, Yes, there are such corners in the classroom."

TI3: "We were using the central system very well, here I am throwing an art center music center"

Another teacher agreed the previous teacher statement and also mentioned about the science center in the class.

TI5: "We have prepared the science center, art center, book center, dramatic play center, block center, music center"

TI6: "Science block centre, dramatic play centre, books, music, art. Eee. Our music center, toy center"

TI7: "drama centre, arts centre, science centre, mathematics centre, music centre, block centre, interest centre, book centre."

Observation

The field notes also showed that Turkish kindergarten has all the center in their class *"The school has designed with all center for each class, so children can choose the center they want depend on what they wanted"*, NT1. Other schools also appear to use all centers in one classroom Despite the irregular class situation nearing the holiday season, the teacher mentioned that they had organized a class where all the centers were incorporated. *"The teacher explained that they had planned a classroom layout incorporating all the centers, but due to the approaching holiday season, the class was somewhat disorganized, and they had not yet arranged it. Some children, being enthusiastic and mobile, tended to move around and relocate materials from one center to another"* NT2.

Documentation

To complement the insights derived from interviews and field notes detailing the learning environments in Turkish schools, we provide documentary evidence showcasing the diverse centers mentioned in the preceding results.



Picture 31. Cukurova University Kindergarten classroom (Winda, April 6, 2022).



Picture 32. Nasrettin hoca University Kindergarten classroom (Winda, June 14, 2022).

In the kindergarten classrooms, there are multiple learning centers within a single class. These centers are distinct areas designed to focus on different aspects of education, such as art, music, mathematics, science, book, block, dramatic play and more.

In Turkish classrooms, there are several learning centers that provide diverse opportunities for students. These include art centers, music centers, book centers, dramatic play centers, science centers, and more. Each center is designed to encourage specific skills and interests. For instance, students can engage in creative activities at the art center, explore music at the music center, and immerse themselves in reading at the book center. There are also spaces for dramatic play, scientific exploration, and building with blocks. These learning centers collectively create a dynamic environment that supports well-rounded learning experiences and caters to various aspects of students' development.

Indoor materials

Interviews

The following are the results of an interview regarding the materials available in the children's classroom play area. Teachers could not mention all the materials because they have a lot of media, but they are sure they have all the materials they need according to the each centers.

TI2 : Here animals, toys world globe eee, musical instruments a lot of things, lego block games, toys with pieces, toys with interlocking toys eee. In other words, we have all the materials that a child can reach in our classroom.

Other teacher also could name only some toys in their area because they have a lot of toys.

TI6: Each center has many unique materials. Too many I can name a few. In a block center eee wooden blocks, legos, toys, cars, driveways, costumes, accessories. to the dramatic play center. Or toys, plastics, plates, spoons and similar paints, brushes, play dough. in the art center, Such as papers, pens. Well, in the science center, plants are magnets, cones, stones. There are logs of different sizes, numbers to the math center, wooden toys, markets stacked, stacking toys and many other similar toys”.

Field Notes

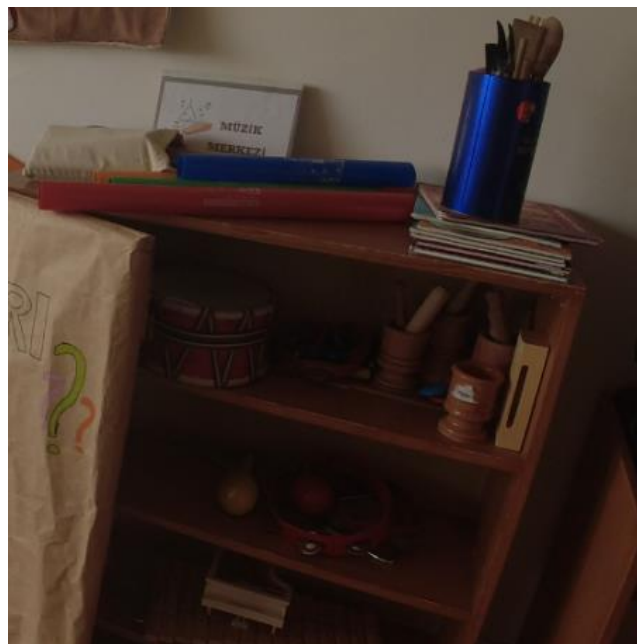
As stated above, the researcher also found a lot of toys in the center, here the researcher attached field notes as seen by the researcher in the field.” *Inside the classroom, there were many shelves filled with toys. Near the entrance, there was a dramatic center with a miniature kitchen shelf containing cooking utensils such as pots, pans, teapots, and bowls. Music center with various musical instruments such as drums, tambourines, and maracas. There was a book center with bookshelves and mats for children to sit on. A large abacus, as big as a bookshelf, stood nearby. In the art center, children had access to crayons, playdough, yarn, watercolors, paintbrushes, clothespins, and more. Further into the classroom, there was a science and mathematics center with shelves in an L-shaped configuration. It contained various materials, including wooden puzzles, miniature animal figurines, sand, bolts, wooden pattern block boards, number puzzles, a globe, pictures of the human body, and more. The room also had colorful*

abacus models for counting and two sinks. On the left side of the classroom, there was a block center with a wide variety of colorful plastic blocks, including vehicles like cars, planes, and trucks.”NT1.

The classroom was well-equipped with numerous learning centers designed to foster various skills in the students. Near the entrance, a dramatic center featured a miniature kitchen shelf complete with cooking utensils. A music center boasted a collection of instruments such as drums, tambourines, and maracas. Adjacent to a book center with shelves and mats, a large abacus stood prominently. The art center provided an array of creative tools, including crayons, playdough, yarn, and watercolors. Further inside, a science and mathematics center displayed an L-shaped configuration of shelves holding diverse materials like wooden puzzles, miniature animal figurines, sand, and more. Colorful abacus models and two sinks were also present. On the left side, a block center offered a variety of vibrant plastic blocks, including vehicles like cars, planes, and trucks. The classroom's layout encouraged interactive and multifaceted learning experiences for the students.

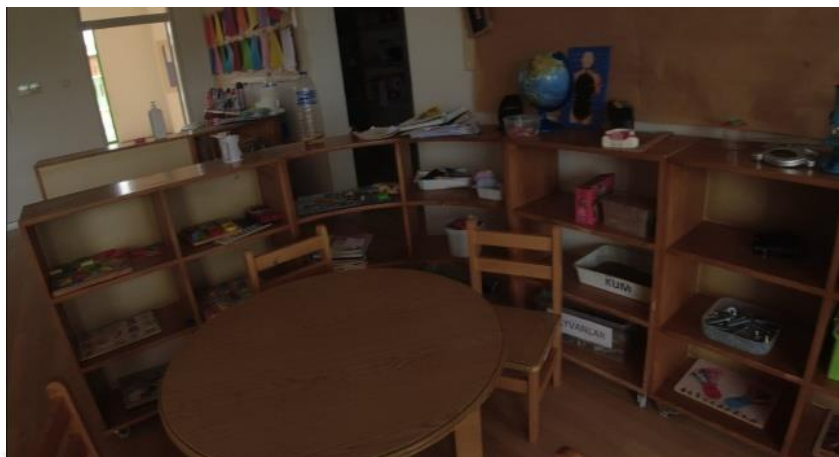
Documentation result

These centers are distinct areas designed to focus on different aspects of education, such as art, music, mathematics, science, book, block, dramatic play and more.



Picture 33. Cukurova University Kindergarten music center (Winda, April 6, 2022).

In the music center, there are small musical instruments like a drum, tambourine, and maracas shaker.



Picture 34. Cukurova University Kindergarten science and math Center (Winda, April 6, 2022).

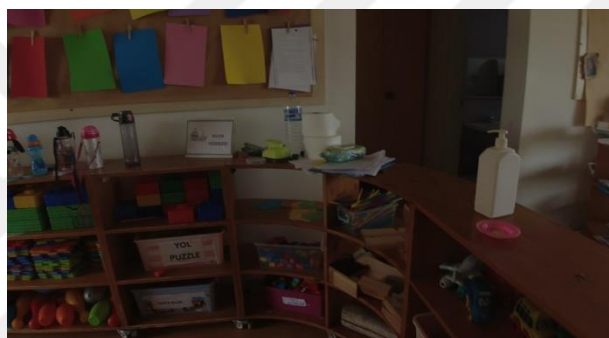
The science and math center showed some puzzle, globe, sand, and many things on that shelves.



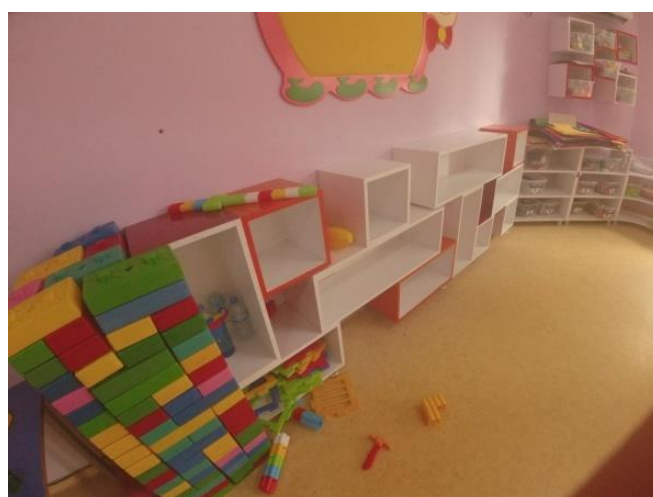
Picture 35. Cukurova University Kindergarten art center (Winda, April 6, 2022).



Picture 36. Picture 31. Cukurova University Kindergarten book center (Winda, April 6, 2022).



Picture 37. Cukurova University Kindergarten block center (Winda, April 6, 2022).



Picture 38. Nasrettin Hoca Kindergarten Block center (Winda, June 14, 2023).



Picture 39. Cukurova University Kindergarten dramatic play center (Winda, April 6, 2022).

Indoor learning area in Indonesia

Interview

Indonesian teacher mentioned about learning center in the classroom:

III: " We have several centers such as centers for language, mathematics, religion, arts and creativity as well as blocks centers. One class is one center but there are several angles and various types of games. Every day the children change classes so that in one week all classes can explore all centers"

II3: " We don't have a specific center or corner setting in our school, because we really like learning more outdoors, even though we have some children's play equipment such as blocks, books, and other materials, we really focus on children learning to be free in nature. Class arrangement based on curriculum. Because now we use the independent curriculum. There are no obstacles, because the independent curriculum is not equalized between one school and another, every school can have center or they can make their own creativity, the most important is process, not the center"

II6: " There is a block center, an imagination center, a creation center, Exploration, preparation. But for Friday we have religion center"

The Indonesian teachers emphasize a consistent theme of "one class, one center" in their discussions of learning centers. Indonesian teachers have highlighted various approaches to learning centers within the classroom. One teacher mentioned having distinct centers for language, mathematics, religion, arts, creativity, and blocks. While

each class functions as a center, different angles and game types are integrated to provide diverse learning experiences. The children rotate classes daily, ensuring that they explore all centers within a week. Another teacher, however, emphasized an alternative approach with a focus on outdoor learning and free exploration in nature. Although some play equipment like blocks and books are available, the emphasis remains on the independent curriculum and the freedom to learn creatively in the natural environment. The last teacher specified the existence of centers such as the block center, imagination center, creation center, exploration center, and preparation center. Additionally, they mentioned a dedicated religion center for Fridays. These insights reflect the flexibility and adaptability in designing learning centers to suit different educational philosophies and curricular approaches.

Observation result

The observation also showed that Indonesian kindergarten has only one center in each class *“We entered the preparation center, adhering to the concept of one class, one center. The teacher mentioned that everyday student changes the class so they can go around all the centers in the school in one week”*NI1. Another school also designed one class for one center as mentioned *“This school had a unique feature in that each classroom had a designated center, and children changed rooms every day to experience each of the centers throughout the week”*NI2.

Indonesian kindergartens stand out with a unique setup where each classroom is dedicated to a single center. In one setting, students rotate daily, allowing them to experience all centers within a week. Another school adopts a similar approach, with each classroom exclusively designated for one center. This intentional structure ensures a comprehensive and varied learning experience for children throughout the week.

Indoor materials

Interview result

The classrooms boast an extensive array of materials. The block center, for instance, is equipped with blocks of various sizes, shapes, and colors. In the realm of art and creativity, a diverse collection includes household miniatures and various musical instruments. The abundance of materials is so extensive that listing each one individually would be impractical. As mentioned in the interview section *“There are a lot of materials, for example the block center has various blocks in various sizes, shapes and colors, art*

and creativity we have household miniatures and various musical instruments, there are so many that I cannot mention one by one” III. Another teacher even describe it more complete what are the materials in the each centers.

II2: Language Center : Letter Cards, picture letter cards, plastic alphabet letters, flannel alphabet letters, cork alphabet letters, letter beads, corn kernels, green bean seeds, red bean seeds, white stones, colored stones, zalacca seeds, dregs coconut, tree branches, dry leaves, green leaves, letter ruffles, seeds, pompoms, buttons, lacing colorfull, plasticine, kinetic sand. Mathematics center : number cards, picture number cards, plastic figures, flannel figures, bead numbers, corn seeds, green beans, red bean seeds, white stones, colored stones, zalacca seeds, coconut dregs, leaves, seeds , pompoms, buttons, lacing colorfull, plasticine, kinetic sand, ice cream sticks, bombiks, C chains, geometry chains, pine cones, shells, eggshells, bottle caps, used thread spools.. Art centers: corn kernels, green beans, red bean seeds, white stones, colored stones, coconut dregs, leaves, seeds, plasticine, kinetic sand, ice cream sticks, eggshells, paper cuts, pipettes, watercolors, brushes, various kinds of food coloring, crayin, various types of colored pencils, banana leaves, dried banana leaves. Role playing (Drama) centers: various types of dolls, cooking utensils, play money, story books, seeds, leaves, miniature fruits, miniature vegetables, various types of card letters, various shapes and types of figures, long cloth, bottles used, and others will be adjusted to the topic of learning. Block centers: various types, shapes, sizes and colors of block.

Observation result

Observation result show some similar things as mentioned by teacher. Both descriptions feature common materials, such as leaves, seeds, stones, pompoms, buttons, plasticine, kinetic sand, and ice cream sticks. These shared resources suggest a consistent set of materials used for general learning activities across various educational centers. The repetition of eggshells and bottle caps in both descriptions indicates their versatile use for creative and sorting exercises in the learning environment. “An alphabet table made by the teacher in red, and a bookcase with sheets, playdough, sea shells, small rocks, and animal toys. An eye-catching cupboard housed traditional Minangkabau clothes for children's festivals. The compact classroom (6x5cm) included a pink children's locker, a puppet stage, a block basket, a corner for books, and an Indonesian superhero toy cupboard. An electric fan and dispenser were available, while trophies adorned the

top of a cabinet. Moving on, I visited the art and creativity class, which featured a miniature bedroom complete with a bed and telephone. Similar to the previous class, there was a book corner, a cupboard containing household items, 4 wooden block boxes, a colorful plastic ball basket, and a box of Legos. An electric fan and teacher's table were also present. the religion class center. This center was thoughtfully organized to provide a conducive learning environment. A distinct feature was the Hijaiyah alphabet, aimed at teaching Islamic letters. A miniature mosque adorned the room, creating an atmosphere of reverence and familiarity. The presence of an "Iqro" book—a Quranic learning tool for children—further underscored the educational focus on Islamic teachings”.

Documentation result

Below is documentation about centers in kindergarten classes in Indonesia:



Picture 40. Public Kindergaten 1 Padang Classroom (preparation center) (Winda, August 23, 2023).

Indonesian school in Padang provide one room for one center, so children have to move from one class to another every day, in order to attend all the center in a week.



Picture 41. Public Kindergarten 1 Padang language and music center (Winda, August 23, 2023).



Picture 42. Adzkia University Kindergarten building design center (Winda, September 1, 2022).



Picture 43. Adzkia University Kindergarten Imagination center (Winda, September 1, 2022).

Outdoor area

Outdoor center in Turkiye

Interview result

Turkish teacher mentioned about the outdoor center in their school:

TI5: "when we are going to have an activity, we take out the materials in the classroom and allow those centers to be organized there. For example, it is temporary by removing the materials in the music center and putting different materials from nature there. It becomes the center, but we can still use it in the same way. In the science center, there are many such materials for us all over the garden, or when we organize it as an art center in the art center, we bring the materials there, we use them in this way".

TI6: "There is a book centre, a science centre, a music centre. The benefits of these centers for children are that they are centers with natural materials that enable them to learn by doing and living in a natural learning environment"

The Turkish teachers describe the implementation of outdoor learning centers within their schoolyard. These centers include a book center, a science center, an art center, and a music center. These spaces are created by temporarily rearranging materials from the indoor classroom, allowing for an innovative utilization of the outdoor environment. For instance, the music center can be transformed using natural materials found outdoors while maintaining its intended purpose. The science center benefits from the multitude of natural materials available throughout the garden, fostering hands-on learning experiences. The art center, too, is enhanced by bringing materials from nature into the designated area, promoting creativity and artistic exploration. The teachers emphasize the advantages of these outdoor centers, which provide children with opportunities to learn through practical engagement in a natural setting, thus contributing to a holistic and immersive learning experience.

Observation result

In the observation process the researcher saw the book center on the outdoor but they didn't use it because of the cold weather as mentioned in the Field note *"There is a small house where the teacher usually read the book as my supervisor mentioned that they usually use it as a book center, but that time they didn't use it because of the weather still cold"* NT1.

Documentation result



Picture 44. Cukurova university kindergarten outdoor book center. (Winda, April 4th, 2022)

Outdoor center in Indonesia

Interview result

Indonesian teacher mentioned about science center and book center in the schoolyard:

II2: " There is. Science center activities are often carried out in the school yard, Carry out experiments or other related matters related to science centers and still be adjusted to the independent curriculum as the curriculum used in schools "

II4: " There is a green grass field nearby, or a small hut with the concept of a traditional Minangkabau house. We sit there reading stories, discussing together "

The Indonesian teachers discuss the presence of learning centers, specifically the book center and the science center, within the school garden. In the case of the book center, the teachers mention utilizing spaces in the schoolyard, such as a green grass field or a traditional Minangkabau house, where students can engage in reading stories and discussions. Additionally, the science center activities are often conducted within the school yard, involving experiments and other science-related activities that are aligned with the independent curriculum. These expressions underline the integration of educational centers into outdoor settings, promoting hands-on learning experiences and

providing students with opportunities to engage with different subjects in a more dynamic and immersive manner.

Observation result

The documentation results illustrate that schools in Indonesia do not have a center in the school yard in a structured manner but conditionally according to needs, namely there is a book center and a science center. *“In the elementary school area there are green grass area under the tree, teacher mentioned that they usually reading books, or doing science activity in that area” NI3.*

Documentation result

The following are the results of documentation regarding areas used as book centers and science centers in schools in Indonesia.



Picture 45. Alam Minangkabau Kindergarten Outdoor books and science centers area (Winda, August 29, 2022)

Playground toys

Playground toys in Turkiye

Interview

Following are Turkish teacher interview result on playground toys

TI2: “We have an area where the children can move freely, a slide and a swing, but we have a large area, if we want, we can make it possible for center”

TI5: "In the play area, there's a sandbox, a slide, and a swing. Also, there's a mini road, but no traffic signs; it has various paths and small tracks. There's even a space resembling a pond. And, you'll find three sandboxes as well"

TI6: "It has 9 different areas including sandbox, swing, tunnel, plant growing areas, slides, hills, stony road, balance board, rubber road. It facilitates the achievement of targeted developmental gains. It is the most effective and natural way of learning that increases children's skills and develops their abilities. In addition, scientific process skills, problem solving skills and motor skills contribute greatly"

Turkish teachers are discussing the various toys and play areas within the schoolyard. They mention elements such as sandboxes, slides, swings, tunnels, plant-growing areas, hills, balance boards, rubber roads, and stony roads. These features are designed to offer diverse experiences and opportunities for children to engage in different physical and cognitive activities. The teachers highlight the benefits of these toys and play areas, mentioning that they facilitate targeted developmental gains, enhance children's skills and abilities, and contribute to the development of scientific process skills, problem-solving skills, and motor skills.

Observation result

From the results of the observations, outdoor play equipment was also found as mentioned by the teachers in the interviews. *"The playground was large and featured green grass, tunnels made from recycled tires, wooden tables, and chairs, sandboxes with cottages for shade, and a stage for events. There was a little hill for children to expand their motor skills, a climbing hill with ropes, see saw, slides and other play equipment. They have 6 farming area and arts outdoor area, where children can put the paper to paint on the wall made for art activity"* NT1. This is in line with what is found in state schools which also have some of the same toys, as slides, seesaw, climbing wall. *"This is in line with what is found in state schools which also have some of the same toys"* NT2.

Documentation result

The following is the result of documentation regarding the play area and game equipment available at the playground.



Picture 46. Nasrettin Hoca Kindergarten Playground (Winda, June 14, 2023)



Picture 47. Cukurova University Kindergarten playground (Winda, April 6, 2022).



Picture 48. Cukurova University Kindergarten playground 2 (Winda, April 6, 2022).



Picture 49. Cukurova University Kindergarten Playground beside the class (Winda, April 6, 2022).

In the illustration, the schoolyard showcases a variety of playground equipment including seesaws, swings, spring riders, Playground climbers, sand box and tubes. the school has big playground with green grass.



Picture 50. Cukurova University Kindergarten Outdoor art center (Winda, April 6, 2022).

Outdoor area in Indonesia

Interview result

The followings are Interview result on Indonesian teacher about schoolyard toys:

III: " We have a number of slides, seesaws, and swings. Yes, this is the notion of free play at recess, where youngsters experiment, explore, and so on "

II4: " so there are areas for rock climbing, rope climbing "

II6: " We have halls, huts, children's playgrounds in front and behind the school, several times we use these places for learning outside of school. We have a sandbox, a slide and a swing"

II7: " Swings, slides, seesaw, there are plantation areas, fish ponds, swimming pools, bird and chicken farms"

The Indonesian teachers shared insights about the schoolyard toys and play areas. They mentioned a variety of features such as slides, swings, and seesaws, emphasizing the importance of free play during recess as a means for children to experiment and explore. Additionally, there are specific areas designed for activities like rock climbing and rope climbing, providing opportunities for physical challenges. Some schools have versatile play areas including halls, huts, and playgrounds both in front and behind the school, which are occasionally used for outdoor learning. These outdoor spaces often feature sandboxes, slides, and swings. Moreover, the schoolyard facilities extend beyond traditional play equipment to reflecting a holistic approach to outdoor experiences and learning opportunities.

Observation result

Upon my observation, the schoolyard revealed a vibrant and inviting atmosphere, seemingly poised for an active day of play and learning. The playground area, a focal point of youthful energy, boasted an assortment of colorful toys, creating a visually stimulating environment. *"I found the schoolyard vibrant and ready for the day. The playground area was adorned with an array of colorful toys, including 4 swings, 2 slides, a merry-go-round, a tube, climbing structures, a seesaw, monkey bars, and a jungle gym. The toys' bright yellow, red, and blue colors added to the lively atmosphere"* NI1. Another school also show the same result as the previous school as mentioned in another observation notes *"In front of the building, there were three slides and a seesaw. The school had two playgrounds, one in the front and one in the back. The playground at the back featured a merry-go-round, slides, swings, and monkey bars"* NI2.

Documentation result

Below, we are providing the Outdoor facilities in Indonesia.



Picture 51. Public Kindergarten 1 Padang Palyground 1 (Winda, August 23, 2023).



Picture 52. Public Kindergarten 1 Padang Palyground 2 (Winda, August 23, 2023).

Within the schoolyard, there are several play structures present, including 4 swings, 2 slides, a merry-go-round, a tube, a climbing tube, a seesaw, a climbing rope, a jungle gym, and two monkey bars. These play elements are characterized by their vibrant coloring in shades of yellow, red, and blue. Notably, the schoolyard is situated at the forefront of the school premises.

Farming area

Farming area in Turkiye

Interview result

The following are Turkish teacher Interview result on Farming area on the school yard:

TI1: "growing plants, we have land in the schoolyard"

TI2: "Other learning environments here, we always grow plants"

TI4: "I have a hobby garden in the soil area at the front of my yard. We've planted peppers and basil flowers there"

TI5: "We have a garden where we can plant in the garden of our school, we plant vegetables and fruits according to the season (cucumber, tomato, strawberry, watermelon, etc.)"

Turkish teachers are discussing the presence of a farming area within the schoolyard. They Turkish teachers are talking about having farming areas within their schoolyards. They mention growing plants and cultivating gardens where they plant vegetables and fruits like cucumber, tomato, strawberry, and watermelon. This provides students with hands-on learning experiences and teaches them about gardening and agriculture.

Observation result

Observation result also showed the farming area was available in the school as mentioned in the field note bellow *"They have 6 farming area, 1 farming area each class. children was working on it when we came there, and the teacher helping children to do their farm"* NT1. Another school also has farming area even there was not any farming activity due the cold weather *"I found a park featuring a farming area, though the winter season had left it without any active planting."* NT2.

Documentation result



Picture 53. Polen kindergarten Farming area (Winda, June 16, 2022).



Picture 54. Nasrettin hoca kindergarten farming area (Winda, June 14, 2022)



Picture 55. Cukurova university kindergarten farming area (Winda, April 6, 2022).

Farming area in Indonesia

Interview

Next the result of interviews with Indonesian teacher about the farming area:

II2: " For the learning environment in the school yard, plants are planted which the school has provided land for farming activities by children, also hydroponic area"

II4: " there is an area for farming, we plant many types of plants there, spinach, beans, eggplants and so on"

II5: " We have a kale garden, a spinach garden, 2 slides, 2 swings, 1 round swing, basically in the yard to develop children's abilities in the motor aspect. We also have fish pond, and chicken farm".

Indonesian teachers are talking about having farming areas in their schoolyards. They mention that these areas are used for planting various plants like spinach, beans, and eggplants. Additionally, some schools have introduced hydroponic gardening. These farming spaces offer students hands-on learning opportunities. Some schools also have extra features like kale and spinach gardens, as well as playground equipment such as slides and swings to help children develop their motor skills. It's interesting that some schools even have fish ponds and chicken farms, showing a comprehensive approach to learning about nature and sustainability.

Observation result

Observation result show that Indonesia kindergarten has both farming area on the land and also *“Beside there is hydroponic farming area that they use for farming activity with children, teacher mentioned that due the farming area is difficult to find in the crowded city, they provide the hydroponic as a solution” N11*. Another school showed the farming area exactly besides the school building and they have their own method while doing farming that they allow children to use their father clothes as they should know how hard their father work for them. *“The classroom connects to a children's garden where farming activities take place amidst big trees.Each children has their own boots for farming. According to the teacher, students wear their fathers' clothes during farming to feel their presence” N13*

Documentation result

Bellow we provide the school farming area documentation.



Picture 56. Public Kindergarten 1 Padang hydroponics Area (Winda, August 23, 2023).



Picture 57. Alam Minangkabau Kindergarten farming area 1 (Winda, August 29, 2023).

In conclusion, both Turkish and Indonesian kindergartens prioritize environmental learning with indoor and outdoor spaces. However, a notable distinction lies in their classroom structure: Turkish kindergartens typically have one class encompassing various centers, whereas Indonesian kindergartens usually feature one class dedicated to a specific center. Additionally, in farming activities, Indonesian kindergartens innovate by incorporating hydroponic methods, addressing space constraints in urban areas and introducing alternative farming approaches to supplement traditional methods.

CHAPTER V

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1. Discussion

In this section we are going to present the data obtained from Türkiye and Indonesia collected by the researcher. In this study, answers were sought to two different research questions. These questions are educational process and environment of the Kindergarten in Türkiye and Indonesia.

5.1.1. Discussion Regarding to the Educational Process

5.1.1.1. Discussion regarding to the plan type

According to the first result of the study In the learning planning process in Türkiye and Indonesia, there are differences in the format used. In Türkiye, monthly, daily, and activity based planning approaches are used (MEB, 2013), while in Indonesia, the approach is more focused on semester and weekly based planning (KEMENDIKBUD, 2022). Turkish schools implement detailed daily, monthly, and event plans for comprehensive teaching guidance, enhancing teacher understanding and ensuring structured education delivery (Aydin 2020). In Indonesia, the addition of weekly planning in the 2022 curriculum reflects efforts to provide clearer guidance to teachers in carrying out daily teaching in a more structured and efficient manner (Tsuraya, 2022). Overall, although there are variations in planning type where Türkiye focused on the monthly daily and activity, and Indonesia with the weekly and semester planning the main goal of the two countries remains the same, which is to achieve targeted and effective teaching through well-planned planning.

In Türkiye, lesson plans are formed after initial observation of students, enabling teachers to create monthly plans tailored to the special needs of children as Anfara et al (2009) mentioned that do not use the traditional lesson planning, the observation needed to make a lesson plan more effective. In contrast, in Indonesia, although there is an orientation process to acquaint students with the school environment, lesson plans for semesters are made without prior observation of students, the teacher takes existing developmental achievements and is contained in the curriculum guide. The quality of preparing lesson plans could be a weakness without observation if the teacher can not

handle the lesson well (Haryani, 2019). In conclusion Turkiye focuses on individualized lesson plans crafted after student observation, emphasizing effectiveness through tailored monthly plans. In contrast, Indonesia relies on preset developmental milestones without prior student observation

5.1.1.2. Discussion Regarding the Educational Process

5.1.1.2.1 Discussion Regarding to the Planning

According to the research result Teachers in Turkiye and Indonesia both consider age groups when developing lesson plans, and both recognize the importance of child development characteristics in lesson planning In both Turkiye and Indonesia, the two teachers direct lesson planning according to interests and learning styles (Fitria, 2019). Both also agreed that a variety of activities is the key to maintaining children's involvement in learning (Dorgu, 2015). In addition, in both Turkiye and Indonesia, teachers focus on children's achievements, setting clear goals in their study guides (Huliyah, 2016). Finally, they leverage special events in the school calendar and environment to help shape learning experiences that are relevant and meaningful for students. The main difference is in Indonesia, the emphasis is on the school environment and things that are close to the child (Sahimi, 2012). In conclusion teachers in Turkiye and Indonesia share several key principles in their approach to lesson planning. They both consider age groups and child development characteristics, tailor plans based on interests and learning styles, prioritize diverse activities to keep children engaged, set clear goals for student achievement, and utilize special events in the school calendar to shape meaningful learning experiences. However, a notable difference emerges in Indonesia's emphasis on integrating the school environment and elements close to the child into their teaching approach, highlighting a unique focus on the immediate surroundings and local context compared to Turkiye's approach.

5.1.1.2.2. Discussion Regarding to the Implementation

The research result showed that the views of Turkish and Indonesian teachers agree in implementing learning activities according to a predetermined plan. Both emphasized the importance of adhering to the set schedule (Cicek, 2014). Turkish teachers highlighted the need to organize activities according to a monthly plan with a logical sequence and exact duration (Ata akturk, 2017). Likewise, Indonesian teachers

emphasize the implementation of daily and weekly plans that have been designed since the beginning of the semester (Gunawan, 2017). Both groups of teachers also emphasized flexibility in education, both in adjusting plans and in using routines (Ansari, 2017). They are agreeing the important of developing students' curiosity through stimulating interactions and activities (Skarstein, 2020), and the importance of integrating activities into education to enhance the learning experience (Bulunuz, 2013). In conclusion Turkish and Indonesian teachers align in implementing structured learning plans, emphasizing adherence to set schedules and flexibility when needed. Turkish educators prioritize monthly plans with clear sequences and durations, while their Indonesian counterparts focus on pre-designed daily and weekly plans for the semester. Both emphasize flexibility, fostering curiosity through engaging activities, and integrating diverse activities to enhance the overall learning experience. These shared priorities underscore their commitment to structured yet adaptable approaches, aiming for engaging and comprehensive education in their respective settings.

5.1.1.2.3. Discussion regarding to the evaluation

Based on the study result Turkish and Indonesian teachers prioritize assessing children's daily encounters and experiences. They emphasize evaluating the enjoyment and engagement of children during various activities, as well as the educational effectiveness of the learning plans (Pyle, 2017). Additionally, both groups of teachers use different evaluation strategies, such as developmental reports (Bellman, 2013), tests, and questioning methods, to gauge children's progress and abilities over time (Barnet, 2015). This shared emphasis on holistic evaluation techniques underscores the commitment to understanding and enhancing children's learning journeys in both contexts. While both Turkish and Indonesian teachers emphasize evaluating children's experiences, there is a difference in the specific methods mentioned. Turkish teachers seem to focus more on the use of creative activities like painting and drawing as part of their evaluation techniques, whereas this aspect isn't explicitly mentioned in the Indonesian teachers' viewpoints this could be assessment based playing (Pyle, 2017).

Turkish teachers carry out program evaluations taking into account the goals, objectives and activities in the monthly plan so that they are appropriate and relevant (Dhieni, 2019). They also get input from the children to assess the effectiveness of the activity and redesign the plan if necessary (Reeves, 2017). Monthly evaluations are also

carried out to compare expected achievements with actual results (Afifah, 2019). On the other hand, Indonesian teachers have a similar approach. They evaluate the suitability of learning objectives, pay attention to student preferences and ensure effective presentation of themes. These evaluations help improve learning plans and support ongoing development (Reeves, 2017).

Turkish teachers evaluate themselves by questioning their ability to execute plans, organize events, and pay attention to details (Hill, 2013). They also emphasize the important role of the instructor in overcoming challenges related to student behavior and learning outcomes. It denotes a focus on personal abilities, careful planning, and adapting to students' needs for effective teaching (Stronge, 2018). Meanwhile, Indonesian teachers evaluate their teaching by looking at the challenges they face in preparing lessons and improving learning during the week (Pyle, 2017). Both groups also reflect on what they have accomplished and what tasks they have yet to complete. They provide solutions for unfinished tasks and consider whether these solutions will be implemented next week. It shows a commitment to understanding adversity, improving teaching, and planning better outcomes (Elek, 2019). Despite differences in the focus of evaluation, both Turkish and Indonesian teachers place a high priority on reflection and improvement in their teaching approaches.

5.1.1.3. Discussion Regarding to the Events

According to the research result The teachers' approaches to Individual learning and guided learning (MEB, 2013) in Indonesia and Türkiye have some similarities and differences. In Indonesia, teachers do not always explicitly differentiate between free play and guided play. However, they adopt an approach that combines elements of both. Teachers in Indonesia use structured center rotation and thematic activities (Kuswoyo, 2020), which are consistent with the concept of guided play. However, children still have the freedom to develop their imagination and creativity within the framework of a specified theme, which is reminiscent of the free play aspect (McClintic, 2015).

Conversely, teachers in Türkiye are more explicit in differentiating between Individual and guided learning in the context of activity centers. They recognize that activity centers are accessible to children both during breaks and during structured lessons. The Turkish teacher shows examples of using activity centers, such as using blocks to teach patterns in a center (Trawick-Smith, 2017). Despite differences in

approach, in both Indonesia and Turkiye, teachers understand the importance of activity centers in fostering children's creativity and curiosity (KEMENDIKBUD, 2018). Both also prioritize a variety of activities and give children the freedom to choose an activity center, with the aim of encouraging active participation and diverse learning (Ahlquis, 2023). They share the commonality of recognizing the important role of activity centers in children's learning, while adapting their approaches according to each country's learning environment and needs.

In the context of learning in kindergartens in Turkiye, teachers address group dynamics by focusing on large groups (MEB, 2013). They highlight the challenges of managing larger groups, especially when a number of students enter the activity center simultaneously. Teachers in Turkiye tend to pay more attention to the efficiency of managing large groups to keep them organized and under control (Ugaste, 2015). Alternatively, in Indonesia, teachers place more emphasis on small and large groups in different contexts. They respond to small group dynamics with adaptability, ensuring appropriate responses to each child's individual choices during play (Taylor, 2020). In large groups, teachers in Indonesia place more emphasis on collaboration and cooperation. They show concern for activities that are interesting and can be heard by all members of the large group, indicating their awareness of social interaction and effective management on a larger scale (Schellenberg, 2015).

Although their approaches differed in focus, both teachers in Turkiye and Indonesia demonstrated a strong awareness of the importance of managing group dynamics, both on a large and small scale, to create successful and interactive learning environments.

Teachers in Turkiye have shown enthusiasm for gardening in schools, seeing it as an interesting way to learn outdoors (Resnick, 2017). Some teachers describe growing avocado trees in a vertical garden, while others cultivate a hobby garden with plants like peppers and basil. There is also an explanation of the school garden with seasonal vegetable and fruit plants. In Indonesia, teachers share a similar dedication to gardening as a holistic approach to education (Williams, 2013). They use the school's land for farming, including hydroponics (Khafidin, 2022), and help children understand the origins of food. Respect for food is also instilled through plant care. Both countries emphasize hands-on learning, environmental awareness and respect for food sources through gardening activities (Hasanah, 2019; Murty, 2016).

Teachers in Türkiye prioritize exploration of the school playgrounds with a variety of play activities (Hutt, 2022), such as traditional games. They also tend to focus on experiencing nature, encouraging interaction with the ground and observation of small creatures to deepen their connection with the environment (Speldewinde, 2022). In addition, the size of the school yard is considered to support broader visions and imaginations, as well as interactions between students of various ages (Loukatari, 2019). In Indonesia, teachers emphasize children's natural curiosity and use natural elements such as plants and wood to foster holistic development (Gurholt, 2016). They also recognize the diversity in children's learning styles, with an emphasis on outdoor learning suitable for those who learn with physical movement or we called it kinesthetic learning style (Vaishnav, 2013). Although the perspectives are similar in respecting diversity and exploring nature, the difference lies in preference for play activities and a more specific approach to nature in both.

In Türkiye, teachers are integrating outdoor learning as a dynamic and effective approach, redesigning classes to create interactive spaces and integrating outdoor activities in daily plans and field trips. They emphasize careful planning in activities in the garden with a STEM focus (Aguilar, 2016), paying particular attention to the effectiveness of children's learning in natural settings. On the other hand, Indonesian teachers encourage outdoor learning through collaboration with vocational agriculture students, using green areas and hydroponic to organize interesting and interactive activities (Khafidin, 2022). Both acknowledge the uniqueness of each child and highlight the benefits of outdoor learning in encouraging children's curiosity, engagement and practical skills.

Teachers in Türkiye and Indonesia both emphasized the importance of field trips in preschool education. In Türkiye, teachers make visits to museums, theatres, botanical gardens, orchards and agricultural markets. They chose these locations based on curriculum themes and learning objectives (Bahrent, 2014). Field trips give children practical experience in real contexts (Krawoski, 2017), encourage them to adapt socially, respect etiquette in public places and gain a broader understanding of society (Layen, 2020). Teachers in particular highlight museum visits as a way to instill discipline, patience in waiting in line, and increase social integration (Scharer, 2017). In Indonesia, teachers organize visits to beaches, village offices, mosques, health centers, and cultural museums. They also involve children in sports activities, understand the profession of

parents, and uphold ecological values by teaching environmental awareness (Turkoglu, 2019).

Turkey and Indonesia showcase distinct educational experiences. In Turkey, theater visits and frequent picnics enrich the curriculum, offering diverse cultural exposure (Er, 2015). In contrast, Padang, Indonesia lacks theater visits but emphasizes Hajj training during kindergarten field trips, rooted in the prevalent Muslim culture (Safitri, 2023). Indonesian educational outings often include traditional food market visits, reflecting the abundance of renowned local cuisine (Wijaya, 2019). The difference highlights cultural influences on educational activities; Turkey prioritizes diverse cultural experiences like theater, while Padang's Islamic culture shapes Hajj-focused trips. Both approaches reflect the significance of cultural context in shaping educational excursions, whether through exposure to performing arts or cultural practices integral to the local community, emphasizing the intrinsic link between education and cultural immersion.

5.1.2. Discussion on the environment of Turkiye and Indonesia preschool institutions

Based on the study, In Turkiye, classes provide a variety of learning centers such as art, music, books, dramatic play, and science. Each center has specific goals in developing students' skills and interests (MEB, 2013). For example, students can be creative in art centers, explore music in music centers, and explore reading in book centers. The center also includes areas for dramatic play, science exploration, and play with construction blocks, center quality impact varies across different demographic and individual child characteristics (Keys, 2013). In Indonesia, teachers emphasize the concept of "one class, one learning center" with centers such as language, mathematics, religion, art, creativity, and preparation. Students rotate around different centers each day, so they can experience all the centers of the week (Tatminingsih, 2019). In Indonesia, kindergartens often feature religious centers to accommodate the nation's diverse religious landscape encompassing Islam, Christianity, Hinduism, Buddhism, Confucianism, and indigenous beliefs. These centers aim to impart religious teachings, moral values, and cultural understanding, fostering religious tolerance and identity among young learners (Pratama, 2021) Turkish kindergartens, with larger classes, encourage diverse peer interactions but may struggle to offer tailored instruction due to higher student numbers. (Varol, 2013) Indonesian kindergartens adopt a "one class with one learning center," fostering smaller class sizes for personalized attention (Duraismy,

2019), yet potentially limiting social interaction. While smaller classes ensure individualized focus in Indonesia, larger classes in Turkey promote varied social dynamics, each presenting advantages in personalized learning or enhanced socialization, respectively, yet accompanied by potential limitations in either individual attention or social exposure. In conclusion, despite the different approaches, both Türkiye and Indonesia have a focus on student-centred learning with various learning centers to optimize the learning experience.

Teachers in Türkiye reported having outdoor learning centers such as books, science, art, and music within their school environment. This center involves the temporary rearrangement of materials from inside the classroom to the outdoors, allowing for creative use of the outdoor environment (Bay, 2016). Meanwhile, Indonesian teachers discussed that there is not learning center in the garden in structural, but they design the garden into the learning center if needed, especially book due the children like to learn outdoor, they read story outdoor in the green grass (Walsh, 2016) and science centers, in the school garden (Tanik onal, 2022). Although the two countries have different approaches to setting up outdoor learning centers, they share the same goal of providing a more interactive and impactful learning experience.

The similarity between toys and play areas in school yard in Türkiye and Indonesia is the attention to various types of games that stimulate children's physical and cognitive development (Van Dijk-Wesseliuss, 2018). In both Türkiye and Indonesia, there are features such as slides, swings and sand play areas that aim to enhance children's play and exploration activities during breaks. Both also highlighted the benefits of developing motor skills, creativity, and social skills through free play and interacting with classmates (Drown, 2014).

The difference between the two lies in the variety of game types and development focus. In Türkiye, there are additional elements such hills, balance boards and cobbled paths, which encourage exploration and nature knowledge. Meanwhile in Indonesia, emphasis is placed on special areas such as climbing rocks, which help children deal with physical challenges. In addition, the variety of field facilities such as halls, huts and the school's back garden that are used for outdoor learning reflects a holistic approach in providing a wider range of learning opportunities.

5.2. Conclusions

The results of research on early childhood education systems in Türkiye and Indonesia can be presented as follows:

1. The comparison highlights both Turkey and Indonesia's dedication to tailored lesson planning based on children's development and learning styles. Turkey focuses on personalized, observation-based planning, emphasizing monthly and activity-based plans. In contrast, Indonesia opts for structured semester and weekly plans without prior student observation, emphasizing the immediate school environment. Both aim for personalized education but employ distinct approaches in early childhood lesson planning. In Turkey, schools implement comprehensive daily, monthly, and event-based planning, while Indonesian schools opt for more concise weekly and semester-based plans, aiming to simplify administrative tasks for teachers. This difference highlights Turkey's detailed approach versus Indonesia's streamlined method in educational planning, catering to teachers' ease of administration.
2. In examining early childhood education implementation in Türkiye and Indonesia, several notable similarities and differences emerge. Both countries emphasize structured planning in their educational activities, placing importance on pre-set schedules and thematic designs for learning experiences. However, their approaches differ in the explicitness of differentiating between free play and guided learning. While Indonesian educators blend elements of both free and guided play, Turkish teachers explicitly distinguish between individual and guided learning, especially within activity centers. Additionally on the interview result, regarding group dynamics, Turkish educators primarily focus on efficiently managing larger groups, whereas their Indonesian counterparts balance attention between small and large groups, emphasizing adaptability and cooperation across various group sizes. Furthermore, both nations prioritize hands-on experiences and outdoor learning, fostering children's curiosity, engagement, and practical skills through gardening, nature exploration, and field trips. Despite nuanced differences in play activities, specifics of nature interaction, and the selection of visiting locations, both countries share a commitment to

providing holistic learning experiences that enrich children's understanding of the world while adapting their approaches to suit each country's learning environment and needs.

3. In evaluating early childhood education programs, both Turkish and Indonesian educators share a fundamental commitment to understanding children's experiences, assessing their progress, and refining teaching methodologies. Both emphasize assessing children's engagement and enjoyment during activities, employing various evaluation strategies like developmental reports and tests to gauge progress. However, nuanced differences emerge in the specific methods used. Turkish teachers emphasize creative activities like painting as part of evaluation techniques, which isn't explicitly mentioned in Indonesian approaches. Additionally, in program evaluations, Turkish educators focus on monthly assessments comparing expected versus actual achievements, while Indonesian teachers emphasize evaluating learning objectives and adapting plans based on student preferences. Furthermore, in self-assessment, Turkish teachers emphasize personal abilities, planning, and adaptation to student needs, while Indonesian teachers focus on facing challenges in lesson preparation, improving learning, and reflecting on accomplishments for future enhancements. Despite these differences, both groups prioritize reflection and continuous improvement, aiming to enhance the quality of early childhood education programs.
4. In examining the environments of early childhood education institutions in Türkiye and Indonesia, notable similarities and differences are evident. Both countries prioritize student-centered learning through diverse learning centers, emphasizing skill development and interests. However, their approaches to setting up these centers differ slightly. In Türkiye, there's a clear focus on designated centers within classrooms, promoting creativity and exploration in various domains like art, music, books, and science. Conversely, Indonesia adopts a rotational system where each class focuses on a single center per day, allowing students to experience all centers throughout the week. Despite this variance, the shared goal remains to optimize the learning experience through interactive, student-focused approaches. Moreover, both countries acknowledge the significance of outdoor learning but implement different strategies. In Türkiye, there's a deliberate setup of

outdoor learning centers, temporarily relocating materials from indoor classrooms, fostering creativity in an outdoor environment. In contrast, Indonesia utilizes the natural setting of the school garden as an occasional learning center, particularly for reading and science activities. The distinction also lies in the types of play areas in school yards. While both prioritize physical and cognitive development through various play elements like slides and swings, Turkiye emphasizes nature-based exploration with hills and cobbled paths, whereas Indonesia focuses on physical challenges through climbing rocks and diverse field facilities. Despite these differences, both nations aim to enhance motor skills, creativity, and social interaction among children through diverse play environments and experiences.

5.3. Recommendation

1. This study has limitations since the research topic was three schools in one city in Indonesia and Turkiye using a qualitative approach; future researchers should be able to gather samples from more than one city and more than three schools. Future researchers can also utilize a combination of qualitative + quantitative approaches to get more reliable data.
2. This study only show the diversity in Muslim school in Indonesia, in future researchers should be able to gather sample from another religion school, or school with multiple religion.
3. This study has limitation with only female teachers as participant.
4. Comparative studies can be conducted by the two nations through exchanges of students, professors, or academic institutions to decide the future vision and goal of education.

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APPENDICES

1. Interview Forms

Due both country has different form of planning, we use two separated interview Form.

Interview Sheet Form of

Early Childhood Education System in Turkiye and Indonesia

Interview sheet form for Turkiye

Teacher name :

Class Group :

Year of teaching :

Table 5. Interview Form Turkiye

No	Question list
1	What types of lesson plans do you have in your school? Explain it
2	What factors do you consider while creating a monthly plan?
3	What factors do you consider while creating a daily training flow?
4	What do you consider while making an activity plan?
5	how do you implement the monthly plan
6	how do you implement the daily plan
7	How do you implement the activity plan?
8	How do you evaluate the activity plan? what do you pay attention to
9	How do you evaluate the monthly plan? what do you pay attention to
10	How do you evaluate the daily plan ?
11	What type of link do you notice between your classroom arrangement and the MEB 2013 pre-school program?
12	What learning centers do you have in your classroom? What type of correlation do you see between the MEB 2013 preschool education program ? • How do you use these centers into the activities you organize? • What materials do you have ? • How children use these centers? • How do you organize according to the MEB 2013 program? • For what purposes do you use these learning centers in accordance with the monthly and activity plan?
13	Schoolyard

	• What are learning centers? (Like book centre, music centre, science centre, block centre). What are the benefits of these learning centers for children? • How do you establish a relationship between the MEB 2013 program and the learning centers in the garden? Can you explain? • For what purposes do you use these learning centers in accordance with the monthly and activity plan?
14	What are the other learning environments in your schoolyard? (sandbox, swing slide, plant growing, etc.) • What are the benefits of learning environments in the garden for children? • How do children use learning environments in the garden? • How do you relate to the MEB 2013 program and the learning environments in the garden? Can you explain? • For what purposes do you use other learning environments in the garden in accordance with the monthly and activity plan?
15	What are out-of-school learning environments? (museum, zoo, etc.) • What are the benefits of these learning environments for children? • How do you use out-of-school learning environments with children? • How do you relate the program you use in your school to out-of-school learning environments? Can you explain? • For what purposes do you use out-of-school learning environments in accordance with the monthly and activity plan?

Interview Sheet Form of
Early Childhood Education System in Turkiye and Indonesia

Interview sheet form for Indonesia

Teacher name :

Class Group :

Year of teaching :

Table 6. Interview Form Indonesia

Question list
What types of lesson plans do you have in your school? Explain it
What factors do you consider while creating a semester plan?
What factors do you consider while creating a weekly plan?
How do you implement the semester plan ?
how do you implement the weekly plan ?
How do you evaluate the semester plan ?
How do you evaluate the weekly plan ?
What type of link do you notice between your classroom arrangement and the pre-school program you use in your school?
What learning centers do you have in your classroom? What type of correlation do you see between the preschool education program u use? • How do you use these centers into the activities you organize? • What materials do you have ? • How children use these centers? • How do you organize according to the program you use in your school? • For what purposes do you use these learning centers in accordance with the monthly and activity plan?
Schoolyard • What are learning centers? (Like book centre, music centre, science centre, block centre). What are the benefits of these learning centers for children? • How do you establish a relationship between the program you use in your school and the learning centers in the garden? Can you explain? • For what purposes do you use these learning centers in accordance with the monthly and activity plan?

What are the other learning environments in your schoolyard? (sandbox, swing slide, plant growing, etc.)

- What are the benefits of learning environments in the garden for children?
- How do children use learning environments in the garden?
- How do you relate to the program you use in your school and the learning environments in the garden? Can you explain?

For what purposes do you use other learning environments in the garden in accordance with the monthly and activity plan?

What are out-of-school learning environments? (museum, zoo, etc.)

- What are the benefits of these learning environments for children?
- How do you use out-of-school learning environments with children?
- How do you relate the program you use in your school to out-of-school learning environments? Can you explain?
- For what purposes do you use out-of-school learning environments in accordance with the monthly and activity plan?

2. Observation Form

Early Childhood Education System in Turkiye and Indonesia

Observation sheet form for Indonesia

Country :

School name :

Date :

Indoor- Outdoor	Learning area	Type of learning area
Indoor	Indoor learning and playing area	Center available
		Center equipment and toys
Outdoor	Outdoor learning and playing area	Outdoor center
		Playground equipment
		Another area