

## Curriculum Management to Shape Students' Competence in Knowledge, Religious Values, and Morals

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### *Abstract*

Education is a process that makes humans better, more knowledgeable, and more skilled. The involvement of teachers and principals is very important to achieve this goal. RA Al-Aziziyah Mojokerto has high discipline as evidenced by the use of very neat uniforms, precisely when students enter and leave class according to the existing schedule, have high manners and have a social spirit. then the researcher is interested in raising the title Curriculum Management at RA Al-Aziziyah in order to form student competencies related to knowledge of religious and moral values. This study uses a qualitative type approach with 3 problem formulations, namely 1. How is curriculum management in shaping the competence of knowledge of religious and moral values of students at RA Al-Aziziyah? 2. How is the Management of Early Childhood Learning Environment Design at RA Al-Aziziyah Mojokerto? 3. What factors support and inhibit curriculum management in shaping the knowledge competence of religious and moral values of students at RA Al- Aziziyah? This research resulted in a finding that RA Al-Aziziyah Mojokerto has several activities that can increase students' knowledge about religious and moral values such as daily activities, spontaneous activities, exemplary activities and programmed activities, coupled with creativity in managing environmental designs to increase students' enthusiasm in learning to be one of the factors supporting success in the competence of knowledge of religious and moral values in students.

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**Kata kunci:**  
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### *Abstrak*

Pendidikan adalah proses yang menjadikan manusia lebih baik, lebih berpengetahuan, dan lebih terampil. Keterlibatan guru dan kepala sekolah sangat penting untuk mencapai tujuan ini. RA Al-Aziziyah Mojokerto memiliki kedisiplinan yang tinggi dibuktikan dengan pemakaian seragam yang sangat rapih, tepatnya siswa dalam masuk dan keluar kelas sesuai jadwal yang ada, memiliki sopan santun yang tinggi dan memiliki jiwa sosial. maka peneliti tertarik untuk mengangkat judul Manajemen Kurikulum di RA Al- Aziziyah dalam rangkamembentuk kompetensi siswa yang berkaitan dengan pengetahuan nilai agama dan Moral. Penelitian ini dengan menggunakan pendekatan jenis kualitatif dengan 3 rumusan masalah yaitu 1. Bagaimana manajemen kurikulum dalam membentuk kompetensi pengetahuan nilai agama dan moral siswa di RA Al- Aziziyah.? 2. Bagaimana Pengelolaan Desain Lingkungan Belajar Anak Usia Dini Di RA Al- Aziziyah Mojokerto? 3. Faktor – faktor apa saja yang menjadi pendukung dan penghambat manajemen kurikulum dalam membentuk kompetensi pengetahuan nilai agama dan moral siswa di RA Al-Aziziyah.? Penelitian ini menghasilkan sebuah temuan bahwasannya RA Al-Aziziyah Mojokerto memiliki beberapa kegiatan yang dapat menambah pengetahuan siswa mengenai nilai agama dan moral seperti kegiatan sehari-hari, kegiatan spontan kegiatan teladan dan kegiatan terprogram, ditambah dengan kreatifitas pengelolaan desain lingkungan menambah semangat siswa dalam belajar menjadi salah satu faktor pendukung kesuksesan dalam kopetensi pengetahuan nilai agama dan moral pada siswa.

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## INTRODUCTION

Children are the hope for the future of the family, society, and country. Every child needs a quality education to optimize their potential, so that they can develop into individuals with strong personalities, various talents, and practical skills. In accordance with the National Education System Law (SISDIKNAS) No. 20 of 2003, education aims to develop the potential of students to become individuals with noble character, healthy, knowledgeable, creative, independent, and have faith and fear in God Almighty. In addition, education also aims to shape the character and civilization of a dignified nation in order to educate the nation's life.

To improve the effectiveness of overall early childhood education, it is very important to focus attention on the study of moral and religious values for early childhood, especially those aged 0 to 6 years (Arianto et al., 2024; Indasari, Fajriyah, & Rosyidi, 2024). This is important considering that children at that age begin to imitate negative behaviors, such as hate speech, disrespectful speech, and imitating violent scenes they witness. In fact, inappropriate adult imitation behavior for children has begun to appear (Adimsyah, Fauzi, & Rofiq, 2023; Chalim et al., 2024).

According to experts, children aged 0 to 6 years are in the imitation phase, so this condition is very natural. Therefore, to protect the country from negative influences from the outside and to strengthen the cultural resilience of the nation, it is important for us to instill strong religious values and norms from an early age (Hidayati, Yusuf, Nasir, & Kirom, 2023; Tamimi, 2023). These values will be a solid foundation in the formation of children's character, which will have a positive impact on their development in the future (Hakim & Abidin, 2024; Setyaningsih, Ulum, Rostanti, & Purnomo, 2024).

Character, ethics, and the ability to apply religious teachings in daily life are important aspects in shaping children's religious moral ideals. Parents have a huge role to play in influencing their children's moral attitudes through various ways. As the first person to interact with a child, parents become the first models to be imitated by their children, especially in the early stages of life. Therefore, parents have the responsibility to be a positive example for their children (Didik Supriyanto: 2015). Parents play an role as an example for their children, including in terms of practicing religious beliefs. Children who grow up in an environment fostered by religious values by parents, who teach and advise on religious teachings, will develop with strong religious and moral ideals (AL-Momani, 2024; Hasanah, 2021).

Early childhood (PAUD) is the generation that will build life in the future. They are human resource assets that will advance the nation and state. Early childhood has a high curiosity, which often makes it difficult for them to understand abstract concepts explained by adults. Everything they want to know, both about its existence and its process (Botutihe, Smith, Kasan, & Hilala, 2020; Febrialismanto, 2017; Sianturi, 2021).

Since this period only occurs once in a person's life, early childhood education becomes very important. This education can be carried out through three paths: informal pathways within the family, formal pathways in institutions such as Raudatul Alfa and Kindergarten, as well as non-formal pathways through Posyandu, daycares, and other

institutions. The main goal of early childhood education is to form quality Indonesian children, who grow and develop according to their stages, ready to continue their basic education and face adult life. The goals of early childhood education also include helping children achieve physical and psychological readiness to learn in school (Mursid: 2016)

Early childhood tends to be imitative, because they are not yet able to clearly distinguish between what is appropriate and inappropriate, good and bad, or right and wrong. They will imitate what they see and feel in the surrounding environment. At this age, children are learning how to behave in accordance with their environment. Therefore, the environment has an important role in shaping children's behavior, including the classroom they use. A conducive classroom atmosphere greatly affects the psychological state of children and teachers, as well as the quality of learning created (Azizah, Solikhin, & Lailiyah, 2024; Sintasari & Lailiyah, 2024).

Dirty, dull, irregular, or dusty classroom conditions can interfere with children's concentration in learning. Too many pasted images or an overcrowded classroom can also cause distractions. On the other hand, a neat and well-organized classroom can create a comfortable learning environment and support the child's learning process. Early childhood education curriculum management has differences compared to curricula at other levels of education. Therefore, teachers need to understand the behavioral characteristics of early childhood and adapt their approach to their developmental needs to create an effective learning experience (Boyle, Petriwskyj, Grieshaber, & Jones, 2021; Yakin, Maskud, & Madi, 2024).

Early childhood education aims to develop children's potential to the maximum, so that they have basic behaviors and skills that are appropriate to their developmental stage. It aims to prepare children for higher education. By paying attention to the holistic development of the child, early childhood education becomes a solid foundation for the formation of character and skills in the future.

Moral and religious values are an integral part of early childhood education that is instilled through the example of teachers and parents. As the main role model, the actions taken by the teacher will be imitated by the children. When teachers set an example through meaningful daily activities, both at home and at school, learning becomes more effective. An extraordinary teaching style can instill a direct and continuous learning process, influencing children's behavior in daily life to achieve the expected religious and moral development.

In addition to teaching moral values, it is very important for teachers to be a life example for children. The cultivation of knowledge about religious and moral values must begin from an early age. For example, when teachers or parents teach children about good manners, they teach actions such as kissing parents' hands, saying hello, sharing toys, and working together. Thus, children will naturally make this habit a part of their daily lives.

RA Al-Aziziyah Mojokerto has become one of the favorite schools in the area, with a large number of students enrolled. The excellence of this school lies in the high

discipline shown by the students, such as the wearing of neat uniforms, punctuality in following class schedules, and high manners. In addition, the school also makes it a habit to do activities such as apples, praying before entering class, greeting when entering and exiting class, sitting neatly, and disposing of garbage in its place, all of which contribute to the formation of students' character.

## **RESEARCH METHODS**

In this study, the researcher will use a qualitative approach with a descriptive type (Subhan and Sudrajat: 2005). Qualitative research is usually carried out after a problem has been quantitatively analyzed but the solution has not been found. This approach is suitable for use when researchers feel dissatisfied and want to delve into a problem that is unpredictable or difficult to make assumptions. In addition, if the problem being studied is still vague or even unclear, qualitative methods are very appropriate to use.

Qualitative descriptive research is a form of qualitative research. Descriptive research is used to investigate events, life phenomena of individuals, or groups, as well as asking them to recount their life experiences. The researcher will then rearrange this information in the form of a chronology that describes the event in detail (Adhi: 2019)

The characteristic of descriptive research is that the data obtained is in the form of words, pictures, or other descriptions, not in the form of numbers as in quantitative research.

The qualitative approach was chosen because it provides opportunities for researchers to uncover and understand the hidden aspects behind a phenomenon that are often difficult to understand directly. This method allows for an in-depth exploration of the various dimensions of phenomena, making it a good choice for understanding meanings that cannot be reached through a quantitative approach. (Creswell: 2016)

Since the subject of the study is a person, it is crucial for the researcher to be directly in the field to collect data in natural conditions that are not affected by manipulation, engineering, or magnification. Collecting data directly from the real world is the only way to get a comprehensive conclusion based on the data (Wiraatmadja: 2007). In addition, in this study, the researcher will visit RA Al-Aziziyah Mojokerto directly to collect data related to the Management of the Islamic Religious Education Curriculum in the madrasah. To obtain information in the field, researchers will conduct interviews, observations, and other field activities. Therefore, the presence of researchers is indispensable to ensure complete and accurate data collection.

This research was carried out at RA Al-Aziziyah, which is located in Mejoyo Village, Pekukuhan Village, Mojosari District, Mojokerto Regency.

The data in this study refers to information or facts obtained through observation and fieldwork that support the understanding of phenomena and the development of theories. The main focus of the research is the Management of Islamic Religious Education Curriculum Development in public schools, which is supported by primary and secondary data. Primary data was obtained directly by the researcher through in-

depth interviews with key informants, such as school principals, deputy heads of curriculum, deputy heads of infrastructure, and teachers of Islamic religious education subjects at RA Al-Aziziyah Bangsal and RA Ar-Rohmah Mojosari. Meanwhile, secondary data includes information that has been previously collected from various sources such as documents, writings, recordings, and images that are relevant to the development of the Islamic religious education curriculum. The data collection method uses a *snowball sampling* technique, where key informants recommend other individuals to complete the information until the data obtained is adequate.

The data sources in this study include several categories, namely sources, events or activities, places or locations, and documents. Resource persons play an important role as conveyors of information, with more freedom to communicate their knowledge naturally (Sayuti: 2002). Events or activities at RA Al-Aziziyah Bangsal and RA Ar-Rohmah Mojosari are observed directly to study the development of Islamic religious education curriculum. The place or location of the research, namely the two RAs, provides a physical context to associate the research results with the purpose of the study. In addition, documents such as written notes, drawings, and physical artifacts related to curriculum development administration are also sources of data. Cross-site analysis is conducted to compare and integrate findings from various data sources, resulting in a thorough conceptual framework.

The data collection technique in this study is Observation (Tanzeh: 2006) In the study, the researcher made observations during the activities of teachers and students carrying out religious activities, including the process of how teachers provide motivation to students during the activity, besides that the researcher also observed how teachers formed character in religious activities towards Islamic character. Documentation sources include various types of information derived from documents, both official and unofficial. (Usman and Purnomo: 2009) used by the researcher here are documentation in the form of photographs, and also recordings during the research and interviews in the case of the researcher conducting interviews with school principals, teachers, students and canteen mothers (triangulation) (Sugiono: 2013).

The data analysis in this study was carried out through four stages in accordance with Miles and Huberman's theory, namely: data collection, data reduction, data presentation, and verification and conclusion drawing (Husni Abadi, 2020). To ensure the validity of the data, a triangulation technique is used as explained by Moleong (2012). Triangulation is carried out by comparing and examining findings through the main informant and other informants to obtain more accurate validity.

## RESEARCH RESULTS AND DISCUSSION

### Result

#### **Curriculum Management in Forming Students' Knowledge, Religious and Moral Values Competencies at RA Al-Aziziyah**

In this section, the researcher presents in depth the results of data collection and research findings that have been carried out. After presenting the theoretical basis in the previous chapter, this chapter integrates the findings in the field with a brief history of RA Al-Aziziyah Mojokerto. Data was obtained through interviews, observations, and documentation, which provided a complete picture of the profile and development of this institution.

The profile of RA Al-Aziziyah Mojokerto shows the identity of the institution, ranging from name, address, to other administrative information. Established in 2014 under the auspices of the Assa'adah Foundation, this institution has a private status with "B" accreditation. The land area owned is 500 m<sup>2</sup>, with legal land ownership status. The current principal is May Iswatul Hazizah, S.Pd.I, who has served for 10 years. This data shows a solid foundation for the management of professional and trusted educational institutions.

The history of the establishment of RA Al-Aziziyah began with the founders' concern for early childhood children who lack structured learning activities. In 2014, Mrs. Yuliyanti Kurnia Dewi, S.Pd.I, together with Mr. Suhajis, M.Kom.I, and Mr. Ikhwan, took the initiative to establish this institution as a learning forum for children aged 2-6 years. The community's response was very positive, so RA Al-Aziziyah became the first choice for parents in Mejoyo and its surroundings. The main focus of the institution is the mastery of reading and writing the Qur'an and basic skills such as calistung, which are its hallmark.

Over time, RA Al-Aziziyah continued to grow through various training and independent learning. Innovation and quality improvement are priorities, making this institution one of the favorites in the region. With the vision of "Realizing a Healthy, Smart, Cheerful, Independent, and Noble Generation," RA Al-Aziziyah is committed to providing holistic education. Its mission includes strengthening faith and devotion, appropriate curriculum-based learning, and habituating noble morals through the example of educators.

The objectives of RA Al-Aziziyah include the development of students' potential comprehensively, both spiritually, intellectually, emotionally, and socially. In an educational and fun environment, this institution seeks to shape children into individuals who are faithful, noble, creative, and independent. This commitment is accompanied by efforts to improve the quality of education to produce a generation that has noble ethics, a spirit of nationalism, and is ready to become responsible citizens.

#### **Curriculum management program in shaping students' competence in knowledge, religious and moral values at RA Al-Aziziyah**

Learning activities at RA Al-Aziziyah include various activities aimed at shaping students' character, religious values, and morals. The learning program consists of

routine, spontaneous activities, setting examples, and programmatic activities that are designed innovatively and comprehensively. Each of these activities is designed to provide an immersive and enjoyable learning experience for children.

Routine activities at RA Al-Aziziyah include daily activities that are carried out consistently, such as flag ceremonies every Monday, private ngaji, tahfidz Al-Qur'an for short surahs, and various daily prayers, such as before and after studying, eating, or doing other activities. In addition, habits such as washing hands are also taught as part of the values of hygiene and health. This routine activity aims to instill religious values as an important provision for students to become pious and pious children.

Spontaneous activities are carried out on an unscheduled basis but still have educational goals. Examples include reading prayers after sneezing, taking out the trash in its place, patiently waiting for your turn, and helping a friend in need. This activity aims to instill the values of cleanliness, patience, empathy, and the practice of prayer in daily life. This is very important for the formation of children's character and morals from an early age.

The Exemplary Activity is an activity where teachers give examples of positive behavior to students. Examples include giving greetings, speaking politely, taking out garbage in its place, dressing neatly, and arriving on time. The attitude and behavior of teachers who are exemplary are not only a guide for children but also give pride to parents who see their children grow into noble characters.

Programmatic Activities include a variety of activities that are specifically planned to provide a more varied learning experience. Examples include creativity competitions per class, sports and art competitions from the sub-district level to the city level, commemorations of national and Islamic holidays, hajj manasik activities, tourism studies, and student release events at the end of the year. These programs not only enrich the learning experience but also strengthen the relationship between students, teachers, and the community.

### **Management of Learning Environment Design in Shaping Students' Knowledge of Religious and Moral Values at RA Al-Aziziyah Mojokerto**

In this subdiscussion, the researcher explained the data obtained through interviews, observations, and documentation from school principals, teachers, and parents of students at RA Al-Aziziyah Mojokerto. These data are collected and analyzed by linking real actions in the field related to the design of learning environments for early childhood. This research also covers the management of environmental design and relevant elements in supporting the learning process in the institution.

The research began by conducting an interview with the principal of RA Al-Aziziyah, Mrs. May Iswatul Hazizah, S.Pd.I. In his interview, he explained that the management of the design of the early childhood learning environment is designed according to the interests of children. The goal is to create a fun, comfortable, and engaging learning atmosphere. One way is to change the classroom arrangement every

week. Bright classroom wall colors and nature-themed decorations, such as pictures of animals and plants, are also strategies to make children feel at home in learning.

Observations made on July 22, 2023 show that the learning environment at RA Al-Aziziyah is designed in such a way as to increase children's interest in learning. The seating arrangement in the classroom is changed periodically, and children's works are displayed to create an inspiring learning atmosphere. In addition, outdoor play facilities are designed to be safe and comfortable, making it easier for teachers and parents to supervise children while playing.

The opinion of a teacher at RA Al-Aziziyah, Mrs. Titik Surya Wahyuni, S.Pd.I, strengthens this finding. According to him, the management of the learning environment is carried out optimally, both inside and outside the classroom. The layout of the study room is changed every week, including the location of tables and chairs, to avoid child boredom. Bright colors on the walls and attractive pictures are important elements in creating a fun learning atmosphere for students.

A similar opinion was conveyed by Mrs. Aisyah, one of the parents of the students. He stated that the learning environment at RA Al-Aziziyah is very neat, clean, and orderly. The seating arrangement that changes every week helps keep children motivated to learn, while the brightly colored design on the walls gives a pleasant impression. This approach is considered effective in increasing children's enthusiasm during the learning process.

The documentation taken during the observation corroborates the results of this study. Photos of the design of the learning environment, both inside and outside the classroom, show maximum effort in creating a supportive learning atmosphere. In addition, documents such as the Daily Learning Program Plan (RPPH) used by teachers at RA Al-Aziziyah are the main guide in implementing structured learning, starting from activity planning to evaluation of learning outcomes.

Overall, the results of the study show that the management of the design of the learning environment at RA Al-Aziziyah is carried out systematically to support early childhood learning. The arrangement of seating, room decoration, and the use of bright colors and attractive images have been proven to increase children's interest in learning. In the world of early childhood education, the design of a good learning environment is an important key to creating an optimal learning experience for students.

### **Factors that Support and Hinder the Commencement of Knowledge of Religious and Moral Values in RA Al-Aziziyah Mojokerto**

Supporting factors in the management of early childhood learning environment design at RA Al-Aziziyah Mojokerto are important aspects that support the learning process. The Head of RA Al-Aziziyah, Mrs. May Iswatul Hazizah, S.Pd.I, explained that competent educators are the main element that ensures that the learning environment can be managed properly. Teachers' competence greatly affects the way they create a learning environment that supports children's development.



In addition to educators, play facilities are the main supporters in the management of learning environment design. The play facilities available at RA Al-Aziziyah are specially designed for early childhood so that they can learn while playing. This is in line with the needs of children at the early stage of development, where play activities greatly support their learning process.

Classroom design management is also an important concern. The principal explained that the seating and pictures in the classroom are arranged in such a way to create a comfortable and pleasant atmosphere. The seating arrangement is carried out periodically, while the walls of the classroom are decorated with bright pictures and colors that children like.

The existence of a special place to display children's works is also one of the supporting factors. Teachers provide space for children to look back at their work, which not only increases children's confidence but also provides motivation to continue working. The work is part of the classroom decoration that creates an inspiring learning atmosphere.

The outdoor learning environment is also an advantage at RA Al-Aziziyah. A safe and comfortable play area provides space for children to explore their motor skills. This also helps create a positive mood so that children are more enthusiastic about participating in learning activities.

The safety factor also does not go unnoticed. The existence of a security post in RA Al-Aziziyah is an important supporter that provides a sense of security for children, teachers, and parents. A safe learning environment is one of the factors that provides peace of mind for parents to send their children to this institution.

Guardians also gave a positive assessment of the design of the learning environment at RA Al-Aziziyah. One of the students' parents, Mrs. Aisyah, revealed that the design of the picture on the classroom wall is a special attraction for children. In addition, the existence of complete play facilities and security posts provides a sense of security and comfort for children.

The researcher's observations show that the learning facilities at RA Al-Aziziyah support learning optimally. The classroom layout, wall decoration, and play facilities have been designed to create a comfortable, safe, and supportive environment for early childhood development.

The documentation carried out by the researcher also shows the existence of safe playground tools and a storage place for children's works. In addition, the inventory list shows that this institution has adequate facilities and infrastructure, such as chairs, tables, and whiteboards, which support the learning process.

All of these supporting factors are important elements in creating an ideal learning environment at RA Al-Aziziyah Mojokerto. With good management of learning environment design, children get a learning experience that is fun, safe, and in accordance with their developmental needs.

## DISCUSSION

### **Curriculum Management in Forming Students' Knowledge, Religious and Moral Values Competencies at RA Al-Aziziyah**

Learning activities at RA Al-Aziziyah are designed in various categories to support student development, both academically and morally. One of the main categories is routine activities, which include daily activities such as flag ceremonies every Monday, private recitations, and tahfidz of the short surah of the Qur'an. In addition, students are also taught to pray before and after various activities, such as studying, eating, using the bathroom, and traveling. Other special prayers, such as the prayer for the salvation of the afterlife and the closing prayer of the assembly, are also an important part of this routine. The habit of washing hands is also taught to build hygiene and health.

In addition to routine activities, there are spontaneous activities that are carried out situationally to train students' responsiveness and good habits. Examples include reading prayers after sneezing and answering other people's prayers, taking garbage in its place, patiently waiting for your turn, and helping friends who are in difficulty. This activity is designed to build students' character through the application of good values in daily life, so that they are used to behaving positively in the school environment and outside of school.

Furthermore, the activity of giving role models is one of the main approaches in character education at RA Al-Aziziyah. Through this activity, teachers give direct examples to students, such as giving and answering greetings, speaking politely, throwing garbage in its place, dressing neatly, and coming on time. This activity not only provides hands-on learning, but also builds an attitude of discipline and responsibility. The results of this activity can be seen in the behavior of students who reflect noble morals, giving pride to the parents of students.

Finally, there are programmatic activities designed to enrich the student learning experience through various special events. These activities include creativity competitions per class, sports and art competitions, commemoration of national and religious holidays, hajj manasik, tourism studies, and farewell events at the end of the year. These activities not only aim to improve students' competence in academics and the arts, but also to instill religious values and nationalism. The combination of all these activity categories creates a comprehensive and meaningful learning atmosphere at RA Al-Aziziyah.

### **Early childhood learning environment design management at RA Al-Aziziyah Mojokerto**

Environmental design includes physical arrangement both indoors and outdoors, including various accessory elements such as shapes, sizes, floor patterns, wall colors, and types of furniture. All of these elements are designed to create an atmosphere that suits the needs of the children in RA, including play tools of various shapes, sizes, and specially planned materials. This arrangement not only creates aesthetics but also supports children's learning.

Environmental design management in RA requires special expertise, especially from individuals with an art or design education background. They have the ability to choose color compositions, patterns, and other artistic elements that are able to spur children's imagination. Therefore, even though RA teachers are professionals in the field of education, this particular skill is usually not included in their competence. The management of artistic arts involving elements of children's fantasies is essential to create a cheerful and fun learning atmosphere both indoors and outdoors.

In classroom management, teachers have the responsibility to create and maintain optimal learning conditions. This task covers various aspects, such as establishing effective communication with children, arranging classroom supplies, arranging seating, and planning the learning process. Good classroom management allows for the creation of a comfortable and conducive atmosphere that supports child development. At RA Al-Aziziyah, researchers found that these management principles are applied by paying attention to the needs of children.

Observations at RA Al-Aziziyah show that the design of the early childhood learning environment is designed in detail. Children's seats are changed every week according to their interests to avoid burnout. The walls of the classroom are decorated with bright colors and interesting images that children love. This is in line with the views of experts, such as Sutanti who emphasized the importance of arranging classroom equipment and seating, and Noor Baiti who stated that color and wall decoration are an important part of environmental design. This arrangement creates an atmosphere that supports holistic learning and development of children.

### **Supporting factors in the management of early childhood learning environment design at RA Al-Aziziyah Mojokerto**

According to Jen Armstrong, learning in an outdoor environment becomes more significant and effective if it is equipped with a space or learning resources that suit the needs of children. This will give a deeper meaning to children, and can be adjusted to changing natural conditions. Various outdoor playground equipment, such as swings, seesaws, and launches, are examples of facilities that can be used. These tools are designed to challenge children but stay safe, so they don't get frustrated. However, it is important to check the condition of the game equipment at all times to keep it safe and functioning properly (Halim, 2022; Nuzuliyah, 2024).

The process of managing the learning environment in RA does not only apply in the classroom, but also outdoors. The facilities and infrastructure owned by the school, such as game equipment and good seating arrangements, greatly support the success of the learning process. Outside the classroom, management also needs to be done properly to create an environment that supports learning activities. The arrangement of children's playgrounds, for example, must be done in a way that gives a positive and comfortable impression to children so that they can enjoy the learning process in a fun way.

Environmental design in RA that has a philosophical foundation requires artistic principles that are in accordance with the available space and land. In addition, these

principles must also be adjusted to the needs of learning so that their function is maximized. In this case, the arrangement of the RA environment not only prioritizes the aesthetic aspect, but must also support the functionality of the space without compromising its visual appeal. Therefore, some important principles in RA environmental design include harmony, beauty, balance, artistic order, safety, economic value, and unity.

These design principles aim to create an environment that is not only beautiful and comfortable, but also effective and efficient in supporting learning activities. By prioritizing these principles, it is hoped that the design of the environment in RA can provide a pleasant atmosphere and provide an optimal learning experience for children. These principles also ensure that the design of the learning environment can facilitate the physical, social, and emotional development of the child well.

Based on the theory above, the management of learning environment design at RA Al-Aziziyah Mojokerto refers to the principles that have been explained. One of them is the provision of outdoor spaces equipped with safe playgrounds and game equipment. Although the facilities and infrastructure at RA Al-Aziziyah are limited, it is a challenge to create a play space that is still comfortable and attractive for children, but still pays attention to safety and comfort aspects.

### **Inhibiting factors in the management of early childhood learning environment design at RA Al-Aziziyah Mojokerto**

According to Montessori, the environment has an important role in human development, especially for children. Children's education requires an environment that can help them develop their potential that has existed since birth. A pleasant environment, both in the form of living things and inanimate objects, can evoke feelings of happiness and joy in children. In the context of RA, a fun environment means everything that is around the child and can create a pleasant atmosphere for them, so that the learning process becomes more interesting (Helwah, Arisati, & Mufidah, 2023; Muzayana, 2024).

The place and building owned by the school must be in accordance with the circumstances and needs of the school itself. A good management process needs to be supported by adequate site conditions. The existence of a comfortable place and supports learning activities has a great influence on the success of education. Therefore, effective environmental management requires a place that meets the criteria and can provide comfort for children in undergoing learning activities.

To increase the enthusiasm of students at RA Al-Aziziyah, improvements to children's learning places are needed. Starting from the layout of the space, the design of the room, to the color and design of the classroom walls, all of these elements contribute to creating a fun new atmosphere for children. These updates can be done at regular intervals, such as daily, weekly, monthly, or even yearly, to ensure that the classroom remains engaging and can provide a different learning experience every time.

The land required to establish a school must also meet several criteria and be accompanied by proof of legal ownership. These types of land include built land on which there are already buildings, open land where there are no buildings, and land for practical activities used for practical learning activities. In addition, development land is also important to allow the development of buildings and other activities. The location of the school must be in a residential area that is easy to reach, safe from natural disasters, and has an environment that supports the learning process well.

Based on Montessori's statement, the inhibiting factor in designing the learning environment at RA Al-Aziziyah lies in the lack of supporting game equipment and the limited land owned by the school. Schools do not have adequate facilities to support the maximum management of children's classrooms. This shortcoming causes RA Al-Aziziyah to not be able to manage the learning environment fully, so that the learning process cannot take place optimally.

## CONCLUSION

Based on the results of the research and data collection that has been carried out, it can be concluded that the curriculum management at RA Al-Aziziyah has been very well designed to form students' knowledge, religious values, and moral competencies. Organized programs, such as routine activities, spontaneous activities, exemplary activities, and annual programmatic activities, demonstrate RA Al-Aziziyah's commitment to creating a meaningful learning atmosphere. These programs not only shape a child's character, but also provide an enjoyable learning experience and support their development.

In addition, environmental management at RA Al-Aziziyah has also proven to be learning-friendly and effective. A comfortable and conducive environment, with an attractive design and good spatial arrangement, provides additional motivation for students to participate in learning. This environment includes classrooms, play areas, and other facilities designed to support early childhood growth and development.

Supporting factors for environmental design management at RA Al-Aziziyah include the existence of innovative and well-conceptualized programs, effective and comfortable environmental design, and close cooperation between teachers, students, and guardians. This collaboration is an important element in creating an optimal learning atmosphere and supporting the formation of children's competencies as a whole.

However, the study also found several obstacles in the management of environmental design in RA Al-Aziziyah. Land limitations are one of the inhibiting factors that affect the development of learning facilities. In addition, the limited budget is also a challenge in the procurement and maintenance of learning support facilities. With careful planning and support from various parties, this challenge can be overcome so that RA Al-Aziziyah can continue to provide maximum benefits for its students.

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