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**From Governance to Curriculum: Optimizing English Learning in Kindergarten**<sup>1</sup>Yahfenel Evi Fussalam\*, <sup>2</sup>Fatrizal, <sup>3</sup>Otin Martini

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**ABSTRAK**

Kegiatan pengabdian kepada masyarakat ini bertujuan menyelesaikan permasalahan yang dihadapi oleh mitra, yaitu TK Al Ikhlas di Desa Sungai Abang terkait dengan implementasi pembelajaran Bahasa Inggris. Hasil analisis permasalahan menunjukkan bahwa mitra mengalami kesulitan dalam meningkatkan kompetensi guru, mengembangkan kurikulum, dan menyiapkan tata kelola pembelajaran bahasa Inggris yang berkelanjutan. Kondisi ini menyebabkan kegiatan pembelajaran berjalan monoton atau terkesan kaku dan dipaksakan sehingga hasilnya tidak sesuai dengan apa yang diharapkan. Dengan menggunakan pendekatan *Participatory Action Research (PAR)*, kegiatan PkM ini disusun mulai dari perencanaan, tindakan, pengamatan, dan refleksi. Dari hasil observasi, *Focus Group discussion*, Praktik *Microteaching*, pendampingan di kelas, dan diakhiri dengan evaluasi terlihat perubahan signifikan pada mitra. Hasil pelaksanaan PkM menunjukkan adanya peningkatan kompetensi guru yang diukur dari hasil pretest (66,5) meningkat sebagaimana hasil posttest (88,3). Hasil lainnya yang terlihat yakni tersusunnya naskah awal Kurikulum Bahasa Inggris di PAUD dan termasuk juga pengembangan media pembelajaran berbasis *Total Physical Response (TPR)*. Dapat disimpulkan, program ini berdampak signifikan baik pada praktik pembelajaran maupun tata kelola kelembagaan, dan memiliki potensi untuk diadaptasi oleh lembaga PAUD lainnya.

**Kata Kunci :**  
Tata Kelola,  
Kurikulum,  
Pembelajaran,  
Bahasa Inggris,  
TK

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**ABSTRACT**

*This community service activity aims to solve the problems faced by the partner, namely TK Al Ikhlas di Desa Sungai Abang related to the implementation of English learning. The results of the problem analysis indicate that the partner experiences difficulties in improving teacher competency, developing curriculum, and preparing sustainable English learning governance. This condition causes learning activities to run monotonously or seem rigid and forced so that the results are not in accordance with what is expected. By using the Participatory Action Research (PAR) approach, this Community Service Program activity is structured starting from planning, action, observation, and reflection. From the results of observations, Focus Group discussions, Microteaching Practices, classroom mentoring, and ending with evaluation, significant changes are seen in the partner. The results of the Community Service Program implementation show an increase in teacher competency as measured by the pretest results (66.5) increasing as well as the posttest results (88.3). Other visible results include the preparation of the initial draft of the English Curriculum in PAUD and also including the development of learning media based on Total Physical Response (TPR). It can be concluded that this program has a significant impact on both learning practices and institutional governance, and has the potential to be adapted by other PAUD institutions.*

**Keywords:**  
Governance,  
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**INTRODUCTION**

Early childhood education (PAUD) is the primary foundation for developing a child's character, social skills, and academic readiness before entering primary school. In the current era of globalization and digital disruption, English language proficiency is a key 21st-century competency whose introduction can no longer be delayed. English is not only a means of international communication but also a window to accessing global knowledge, technology, and culture (Anisa et

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al., 2023; Jnawali, 2024). Therefore, introducing English from an early age is a crucial adaptive strategy to prepare Indonesian children for future global challenges. In this context, kindergarten (TK) serves not merely as a playground but as a learning environment that fosters multilingual literacy through fun activities such as playing, singing, and storytelling (Hardini et al., 2020). In this way, English language acquisition can develop naturally and contextually without creating academic pressure, while simultaneously building children's confidence in cross-cultural communication.

However, this urgency has not been matched by readiness on the ground. Most kindergartens, including TK Al Ikhlas Desa Sungai Abang, still face serious obstacles in managing structured and sustainable English language learning. Many institutions lack a standard curriculum, learning activity guides, or clear achievement standards, so learning implementation still relies on individual teacher creativity (Cahyati et al., 2022; Alenezi et al., 2023; Fitriati et al., 2023). This situation results in sporadic learning and has little impact on the development of children's communication skills. However, if designed systematically, English learning in kindergarten can stimulate children's cognitive, social, and affective abilities from an early age (Romala et al., 2023). Therefore, improving the quality of English teaching in kindergarten is no longer an optional option but rather an urgent need to strengthen children's readiness to face the competitive global era.

Furthermore, the teacher competency gap is a challenge that needs to be addressed immediately. Many kindergarten teachers lack an English language education background or professional training appropriate to the characteristics of early childhood learning (Inawati et al., 2020; Wheeler, 2021; Novitasari et al., 2023). According to Nurul Hidayati, (2020), educators tend to rely on online materials without understanding appropriate pedagogical approaches, such as Total Physical Response (TPR) or Communicative Language Teaching (CLT). As a result, learning activities tend to focus on memorizing vocabulary without contextual meaning, thus derailing the primary goal of language introduction, which is to build communication skills. This situation demonstrates the urgency of improving teacher capacity through training and mentoring to ensure English learning truly supports children's holistic development (Tosheva & Stoyanova, 2021; Maharddhika et al., 2023).

From a governance perspective, the lack of an integrated curriculum also poses a structural barrier that needs to be addressed immediately. Most kindergartens lack learning documents that regulate English language learning outcomes according to children's cognitive and social developmental stages (Chairiyani & Rahmat, 2020; Suryana et al., 2021; Usmanovna, 2022). Existing curricula tend to be general and fail to accommodate the specific needs of foreign language learning, yet an adaptive curriculum is crucial for synergizing local contexts, cultural values, and global demands (Fikroni, 2022; Fussalam et al., 2022; Rizka & Pamungkas, 2023). Therefore, strengthening institutional governance, from program planning and activity implementation to achievement evaluation, is a strategic step to ensure sustainable and measurable English learning in kindergartens. With a robust system, kindergartens can be effective platforms for developing Indonesia's first generation, not only intelligent and well-rounded, but also competent in international communication.

Changes in national education policy through the Independent Curriculum provide opportunities for early childhood education units (PAUD) to be more independent in designing and implementing learning activities that align with students' potential (Kurniawan et al., 2022; Mutiah et al., 2020). The principle of "Independent Learning" provides space for institutions such as TK Al Ikhlas Desa Sungai Abang to innovate and develop a more flexible, contextual, and enjoyable English curriculum. Within this framework, English learning can be directed not only at linguistic aspects but also at strengthening character, creativity, and cross-cultural communication. With the support of good governance and collaboration between academics, teachers, and parents, this learning model can serve as an example of good practice in developing the potential of early childhood in the global era.

This community service (PkM) activity was created in response to a real need in the field, namely the need for mentoring to strengthen the governance and curriculum of English learning at TK Al Ikhlas Desa Sungai Abang. The approach used emphasized collaboration between academic teams and educators through workshops, training, and intensive mentoring in designing the curriculum and daily lesson plans. This activity is expected to produce a systematic, applicable model of English learning governance and curriculum that aligns with the principles of early childhood development (Mutiah et al., 2020; Romala et al., 2023; Somba & Saraswati, 2020). Therefore, the results of this community service will not only impact teacher capacity but also directly contribute to the quality of education at the early childhood education (PAUD) level.

Overall, the PkM activity "From Governance to Curriculum: Optimizing English Learning in Kindergarten" aims to create a planned and sustainable English learning ecosystem. By strengthening institutional governance, improving teacher competency, and developing a curriculum based on student needs, Al Ikhlas Kindergarten in Sungai Abang Village is expected to become a model of good practice that can be replicated in other institutions. Furthermore, this activity contributes to efforts to improve the quality of early childhood education in Indonesia, making it more adaptive to global challenges and technological developments. With good management and a relevant curriculum, it is hoped that Indonesia's young generation can grow as creative, communicative, and internationally competitive learners.

## METHOD

The implementation method for this community service activity was designed to provide a systematic solution to the problems of English language learning governance and curriculum at Al Ikhlas Kindergarten in Sungai Abang Village, Sarolangun Regency. This activity was implemented through a participatory and collaborative approach between a team of lecturers, teachers, and the institution's management, with planned and measurable implementation stages. Therefore, Participatory Action Research (PAR) is suitable for application in community service activities, where the community becomes an active partner in the entire research and action process to address their problems, rather than simply being the object of research or community service (Mutakabbir, 2025). This approach emphasizes the active involvement of partners in every process, from planning and training to evaluation, so that the results of the activity are not merely a temporary intervention but can be internalized into sustainable practices within the school environment (Ferry Darmawan et al., 2024). Therefore, this activity is expected to produce a model of English language learning governance and curriculum that is contextual, applicable, and oriented to the real needs of the institution.

Activities are implemented using a hybrid model (a combination of online and offline) to ensure flexibility, continuity of mentoring, and ease of access for partners. Offline meetings focus on activities requiring direct interaction, such as initial observations, microteaching training, class mentoring, and final evaluations. Online sessions are used for coordination, providing brief theoretical materials, mentoring, and monitoring through communication groups and video meetings. Operationally, a combination of one offline session and one to two online sessions, each lasting 45–60 minutes, are held each week, supported by teaching materials in both printed and digital formats. Activity evaluation is conducted through observation sheets, online questionnaires, and teacher reflective journals.

### 1. Location and Community Service Partners

This community service activity was carried out at TK Al Ikhlas Desa Sungai Abang, Sarolangun Regency, Jambi Province, located at Jl. Lintas Sumatera KM 07, Sungai Abang Village, Sarolangun Regency, Jambi Province. This institution was chosen as a partner because it faced obstacles in managing English learning, especially in aspects of governance, curriculum, and teacher competency. The subjects of the activity included 1 principal and 5 teachers as the main participants, as well as children as the recipients of the impact of the activity.

### 2. Approach and Implementation Pattern

This community service uses a Participatory Action Research (PAR) approach that is oriented towards collaboration and empowerment of partners (Dahal, 2023). This approach emphasizes the active involvement of teachers and principals as subjects of change, not just beneficiaries. The PAR model was chosen because it is relevant to the purpose of the community service which aims to build a sustainable and internalized learning system in partner institutions (Budi Utami et al., 2023). Each stage, activity focus and activity targets are described in table 1 below:

Table 1. Stages, Activity Focus, and PkM Targets

No	Stages	Activity Focus	Targets
1	Needs Analysis	Identification of institutional problems and needs	Problem mapping & activity plan
2	Solution & Curriculum Development	Designing English governance & curriculum	Curriculum documents and teaching materials
3	Implementation & Mentoring	Teacher training & learning trials	Trained teachers & tested learning models
4	Reflection & Sustainability	Evaluation of results & follow-up planning	Sustainability plan and community service report

From Table 1 above, an activity implementation pattern is compiled that refers to the action research cycle, which consists of four main steps: 1). Planning (problem identification and strategy formulation), 2). Action (implementation of interventions through training and mentoring), 3). Observation (monitoring the results of learning implementation in the classroom), 4). Reflection (evaluation and refinement of the learning model). This cycle is designed to ensure that changes occurring in partner institutions are adaptive, reflective, and can be implemented sustainably. In general, the implementation method is explained as follows:

a. Planning Stage

The first stage begins with a needs analysis through field observations and interviews with the principal, teachers, and administrators of TK Al Ikhlas Desa Sungai Abang, to identify key issues related to English governance and the curriculum. Data was collected through teacher needs interviews, analysis of existing curriculum documents, and observations of the ongoing learning process. The results of the needs analysis were used to develop a problem map and prioritize solutions, such as teacher training needs, developing teaching materials, or improving the learning evaluation system. In addition, the team developed an activity schedule, task allocation, and success indicators for each stage.

b. Action Stage

Based on the results of the needs analysis, the community service team followed up by developing solutions and program plans in the form of learning governance designs and English curriculum designs that align with the characteristics of early childhood and the principles of the Independent Curriculum. This design included developing learning outcomes, mapping themes, developing teaching media, and developing play-based assessment instruments. The development process was conducted in a participatory manner, with teachers directly involved in workshops and focus group discussions (FGDs) to ensure the curriculum was realistic and appropriate to the local context. The resulting design document was then validated as an internal guide for the institution.

c. Observation Stage

This stage focused on observing the implementation of the new curriculum and governance system at TK Al Ikhlas Desa Sungai Abang. Teachers received training in English teaching techniques based on singing/songs/music, storytelling, and play, which were integrated with character values in each activity. The community service team provided direct classroom support (coaching and mentoring) for several weeks to ensure teachers understood and implemented the lesson plan effectively. Furthermore, learning simulations involving children were conducted to evaluate the effectiveness of media, methods, and time allocation. Formative evaluations were conducted at each session to assess the level of implementation and any obstacles encountered during the implementation process.

d. Reflection Stage

The final stage was a reflection on the results of the implementation activities, conducted with all involved parties, including teachers, the principal, and the community service team. The reflection process aims to identify successes, challenges, and recommendations for further development. This process develops a program sustainability plan, including the formation of an internal curriculum team, the development of routine teacher training, and the updating of English language learning governance documents each academic year. The reflection phase also produces

a service model that can be replicated in other kindergartens with similar conditions, ensuring that the impact of the program extends beyond a single partner institution.

### 3. Activity Schedule and Duration

The activities were implemented over three months, with the following timeframe:

Table 2. Community Service Activity Schedule

Weeks	Offline (Luring)	Online (Daring)
1–2	Initial observations & interviews at the kindergarten; data collection.	Online kick-off meeting: program orientation
3–5	Governance & curriculum development workshop (intensive microteaching).	Short theory session + distribution of digital materials; RPPM design assignment.
6–9	Classroom practice assistance (observation + feedback).	Weekly mentoring sessions; review of teacher microteaching videos
10–11	Measured implementation in the classroom & photo/video documentation.	Collection of reflective journals & online questionnaires.
12	Summative evaluation & submission of final documents (offline).	Closing webinar; sharing of best practices; storing digital materials.

## RESULTS AND DISCUSSION

The evaluation results showed a significant increase in teacher competency, indicated by a score increase from 60 in the pre-test to 88 in the post-test. The score increase graph (Figure 1) shows a clear jump between the initial and final scores, confirming that the training process was not only understood but also internalized and applied in practice

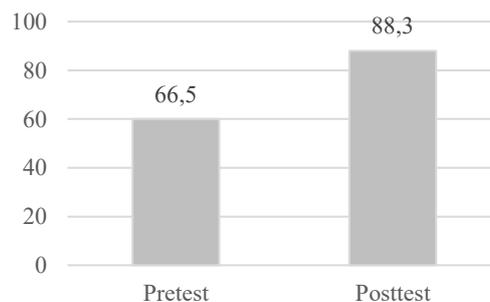


Chart 1. Improvement in Teacher Competency

Chart 1 shows comprehensive changes, including those in the cognitive, affective, and psychomotor aspects of teacher competency. In the cognitive aspect, teachers demonstrated a better understanding of the basic concepts of the English curriculum for Early Childhood Education (PAUD), the structure of the RPPM/RPPH (Learning and Learning Outcomes) development, and the working principles of the Total Physical Response (TPR) method. Meanwhile, in the affective domain, the increase in scores was accompanied by increased teacher confidence in using English. In the psychomotor domain, teachers began to be able to design and implement learning activities in accordance with the learning characteristics of early childhood.

### *Improvement in Teacher Competency*

The evaluation results showed a significant increase in teacher competency, as evidenced by the increase in scores from 60 in the pre-test to 88 in the post-test. These findings confirm that the PkM training successfully transferred the knowledge and skills needed to implement Total Physical Response (TPR)-based English language learning. Practice-based training, including microteaching, classroom simulations, and simple instructional exercises, along with post-workshop classroom

mentoring, helped teachers overcome real-world challenges and strengthen their mastery of the TPR method through hands-on experience.



Figure 1. Practice-based training, simulations, and instructional exercises, and mentoring

This improvement in competency was also evident in teachers' ability to integrate the TPR method into a variety of learning activities, such as songs, stories, and movement-based games. During the mentoring, teachers demonstrated improved skills in linking English vocabulary to children's physical responses, making learning more contextual and understandable. This change marks the development of teachers' Pedagogical Content Knowledge (PCK), particularly in integrating English content with play strategies appropriate for early childhood (Fitriati et al., 2023). Teachers who previously tended to rely on rote memorization are now able to facilitate more communicative, multisensory, and child-centered learning.



Figure 2. The Community Service Team, teachers, and children after English training.

These findings align with various recent studies showing that practice-based training and coaching are effective approaches in improving the competency of early childhood education teachers. Training with a hands-on practice component has been shown to have a significant impact on improving teachers' technical and pedagogical competencies (Amalia, 2017; Maharddhika et al., 2023). Furthermore, the increased teacher confidence in implementing new methods aligns with (Tosheva & Stoyanova, 2021) finding that mastery experience is the most powerful factor in building teacher self-efficacy. The improvement in teacher competency seen in Community Service is also consistent with the research findings of (Usmanovna, 2022), which confirms that integrating movement-based play strategies can strengthen understanding. teachers on the relationship between content and pedagogy in early childhood English learning.

### Curriculum Development and Governance Strengthening

Improving teacher competency is indeed one of the main achievements of this Community Service Program (PKM) activity. However, field findings indicate that the program's impact extends beyond individual change and also strengthens the English language learning system at the institutional level. Prior to the program's implementation, partner institutions lacked an English curriculum, teaching materials, or operational standards for learning, resulting in improvisational learning and difficulties in monitoring its success. Through a series of workshops, mentoring, and active collaboration, this PkM successfully produced three main outputs: the Integrated English Curriculum Document (KBIT), five TPR-based RPPM/RPPH teaching materials, and a standardized learning governance system. These three outputs mark a significant transformation from undirected learning to one that is systematically structured, has clear guidelines, and is equipped with a monitoring mechanism to ensure its sustainable implementation.

Initial assessment results showed that prior to the implementation of the PkM, TK Al Ikhlas Desa Sungai Abang did not have a formally structured English curriculum, nor did teachers have teaching materials to reference. Based on these conditions, the successful development of the curriculum, the design of teaching materials, and the establishment of a learning governance system are strategic outcomes that complement the improvement of teacher competency. These two aspects are interconnected in the findings of this Community Service Program (PKM): improved teacher competency strengthens curriculum implementation, while a standardized curriculum provides a foundation for more focused and consistent learning practices. Thus, this PkM activity not only results in improved teacher skills but also fosters the formation of a stronger institutional foundation for the implementation of English language learning.



Figure 3. Use of Learning Media in English Language Practice

The development of an Integrated English Curriculum and strengthening of learning governance are among the strategic outcomes of this PkM activity. Field findings indicate that the intervention not only impacted teacher competency but also resulted in structural changes to the English language learning system at TK Al Ikhlas Desa Sungai Abang. Prior to the PkM implementation, the institution lacked a formal curriculum, teaching materials, or standardized learning governance mechanisms, resulting in improvisational learning processes that were difficult to monitor. Through a collaborative approach and a series of workshops with teachers, the PkM activity produced three core outcomes that complemented each other and strengthened the institutional foundation.

1. Development of the Integrated English Curriculum (KBIT) Document.

This document was designed through a co-creation process with teachers to reflect local needs, student characteristics, and the principles of play-based learning. The curriculum includes learning outcomes, material scope, pedagogical approaches, and evaluation strategies that were

- previously unavailable. This curriculum document serves as a formal reference that guides the development of English language learning more systematically.
2. Development of five RPPM/RPPH teaching tools based on Total Physical Response (TPR). These teaching tools provide operational guidance that includes activity steps, integration of movement, songs, and stories, and multisensory vocabulary reinforcement strategies. The availability of TPR-based teaching tools ensures consistent learning every week and enables teachers to implement learning strategies appropriate to early childhood development.
  3. Establishment of a more standardized and measurable learning governance system. This system includes curriculum documentation, learning implementation formats, and an internal monitoring process that allows for routine evaluation and reflection. This mechanism strengthens the program's sustainability by providing a work structure that can maintain the quality of learning even after the PkM activities have concluded.

These three outputs collectively demonstrate that this PkM not only produces learning products but also improves the institution's managerial structure in managing English language learning, as shown in table 3 below:

Table 3. Changes in Governance Before and After PkM

Governance Component	Before PkM	After PkM
Curriculum Documents	Not Available	Drafted structured and operational
Learning Tool	Not Available	No 5 sets of TPR-based RPPM/RPPH
Learning Consistency	Depends on the teacher	Structured weekly standards
Monitoring	No procedures	Teacher monitoring and reflection flow available
Teacher's role	Implementer	Co-designer & co-implementer

Table 3 shows significant structural changes before and after the implementation of Community Service Program (PKM), particularly through the curriculum development process, which actively involved teachers from the outset. This involvement reflects the practice of shared governance, a form of collaborative governance that positions teachers as strategic actors in the formulation of learning policies. This finding is consistent with a recent study by (Rizka & Pamungkas, 2023), which emphasized that participatory and independent governance models are key to creating a curriculum that is relevant and adaptive to the local needs of educational units, including early childhood education (PAUD). Furthermore, this process also illustrates the importance of implementing teacher competency in designing learning and parental participation, as this collaboration can enhance teachers' sense of ownership and strengthen the consistency of learning policy implementation (Fikroni, 2022). The alignment of the curriculum with the principles of the Independent Curriculum also demonstrates that program outputs are not merely administrative in nature, but align with children's developmental needs and learning practices. Thus, this Community Service Program (PKM) activity has resulted in a structural, collaborative, and sustainability-oriented institutional transformation, while strengthening the pedagogical and managerial foundations for implementing English language learning at partner institutions.

### Implementation of TPR-Based Learning

Community Service Program (PKM) activity also yielded important findings regarding the successful implementation of Total Physical Response (TPR)-based learning in the classroom. TPR is a teaching method that uses physical movement to help children understand and learn a new language, particularly English (Mohan et al., 2022; Nurul Hidayati, 2020; Xie, 2021). This method combines verbal commands with body movements, enabling children to learn in a fun and engaging way. It's not stressful, with the teacher providing instructions (e.g., "stand up") and the child responding with appropriate movements (Mutiah et al., 2020; Somba & Saraswati, 2020)

TPR implementation is a key part of the mentoring phase because this method aligns with the learning characteristics of early childhood, which are predominantly through movement experiences, physical responses, and multisensory activities (Suryana et al., 2021). Field findings show that

teachers are able to consistently apply TPR steps when guiding instructions, providing movement models, and engaging students in simple motor activities. Learning becomes more lively and communicative, and demonstrates a shift from previous teaching patterns that tended to be passive toward child-centered learning. Thus, the successful integration of TPR is recorded as a significant outcome that complements the achievements in improving teacher competency and strengthening learning governance.

The results of mentoring in the classroom also show quite clear changes in teaching practices. Teachers began using simple English instructions with more confidence, such as "stand up," "jump," or "touch your head," and combining them with live movement demonstrations. These findings illustrate the increasing readiness of teachers to manage TPR activities that require verbal coordination, and physical. The impact of these changes in teacher practice is evident in children's behavior during learning. Children respond enthusiastically, actively, and fully engage in every instruction. The movement activities that accompany vocabulary exposure help children understand and remember new words more quickly. This multisensory approach creates a fun and stimulating learning environment, making it easier for children to participate in English learning activities.



Figure 4. Implementation of TPR-Based English Learning

The implementation of TPR in this Community Service (PKM) activity was further strengthened by the integration of storytelling and action songs as part of the learning routine. During the mentoring process, teachers began utilizing simple stories, English songs, and role-playing to enrich the TPR activities. Field findings showed that the use of songs and stories helped provide a clear context for children to understand vocabulary meanings and maintained a positive and conducive classroom atmosphere. Children appeared to follow the learning flow more easily because the material was presented in a fun format and related to their daily experiences. This activity also helped reduce children's affective inhibitions, making them more confident in responding to instructions and imitating the pronunciation of new words. Thus, the integration of TPR with storytelling and action songs in this Community Service (PKM) activity resulted in a more natural, meaningful, and effective English learning experience for early childhood, and demonstrated substantial pedagogical changes in learning practices at TK Al Ikhlas Desa Sungai Abang.

The Community Service Program (PKM) "From Governance to Curriculum: Optimizing English Language Learning in Kindergarten" demonstrated that the application of the Participatory Action Research (PAR) model, with its four main stages: planning, action, observation, and reflection, can produce systemic change at partner institutions. The planning stage begins with problem identification and a needs assessment conducted collaboratively with teachers, ensuring that intervention strategies are truly relevant to the conditions at TK Al Ikhlas Desa Sungai Abang. The results of this assessment then serve as the basis for developing training programs, mentoring, and curriculum design that are

tailored to the needs of early childhood and the capacity of teachers. With a strong planning foundation, intervention implementation can be focused on aspects that most require strengthening.

The action stage of the PAR cycle is realized through teacher training, curriculum development workshops, microteaching practices, and mentoring for the implementation of TPR-based learning. These activities allow teachers to gain hands-on experience in implementing more communicative and child-development-oriented learning methods. Next, the observation stage is conducted to monitor how teachers implement the developed curriculum and teaching materials, while also assessing the effectiveness of teaching methods in actual classroom contexts. Observations revealed significant changes in teaching practices, including teacher confidence, the quality of learning interactions, and child engagement in learning activities. The empirical data obtained from these observations served as crucial input for reflection and program refinement.

The reflection phase is key to the program's sustainability, enabling teachers and the Community Service (PKM) team to evaluate achievements, identify challenges, and refine the curriculum, teaching materials, and learning governance mechanisms. Through structured reflection, the partner institution successfully established a more standardized, flexible, and developmentally appropriate English language learning system. The ongoing integration of action and reflection resulted in institutional transformation that not only improved teacher competency but also strengthened the managerial foundation of Al Ikhlas Kindergarten in implementing English language learning independently and long-term. Thus, this PAR-based Community Service (PKM) has proven effective as a model for developing the capacity of early childhood education institutions that can be replicated in similar contexts.

## CONCLUSION

The Community Service Program (PKM) "From Governance to Curriculum: Optimizing English Language Learning in Kindergarten" successfully improved the quality of English learning at TK Al Ikhlas Desa Sungai Abang by strengthening teacher competency, developing an integrated curriculum, and assisting in the implementation of learning methods appropriate to the characteristics of early childhood. The 28% increase in teacher competency (from a score of 60 to 88) demonstrates that practice-based training, microteaching, and classroom coaching are effective strategies for strengthening the pedagogical skills of PAUD teachers. Furthermore, the development of an Integrated English Curriculum and five sets of RPPM/RPPH teaching materials based on the TPR (Teaching and Learning Outcomes) represent strategic achievements that strengthen standardized and sustainable learning governance. The implementation of TPR, storytelling, and action songs has been proven to increase child engagement and create more communicative, holistic, and enjoyable learning.

Overall, this activity not only resulted in increased individual teacher capacity but also built a stronger institutional foundation for implementing dynamic English language learning at TK Al Ikhlas Desa Sungai Abang. To ensure the program's sustainability, it is recommended that institutions continue to conduct regular monitoring, develop additional teaching materials, and provide regular reflection space for teachers to continuously improve teaching practices. This Community Service Program (PKM) model has the potential to be replicated in other early childhood education institutions as a good practice in strengthening teacher capacity and optimizing early childhood English learning.

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