

Implementation Of Minimum Learning Tools (Rpph And Simple Ape) On The Implementation Of Learning In Sangkareang State Kindergarten In The 2025/2026 Academic Year

Nopi Sarmiyati¹, M. Taufik², Juandra Prisma Mahendra³

Program Studi Pendidikan Anak Usia Dini, Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Hamzar
Lombok Utara, Provinsi Nusa Tenggara Barat, Indonesia

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Abstract

This study aims to thoroughly analyze the implementation of minimum learning tools including Daily Lesson Plans (RPPH) and simple Educational Teaching Aids (APE), as well as their impact on the feasibility and performance of the learning process at TK Negeri Sangkareang in the Academic Year 2025/2026. The approach applied in this research is qualitative descriptive. The primary subjects consisted of the school principal, classroom teachers, and Group B children at TK Negeri Sangkareang. Data collection techniques were conducted through direct classroom observation, in-depth interviews with teaching staff, and documentation of administrative lesson tools. Data analysis was executed via an interactive model comprising data reduction, data display, and conclusion drawing. The results indicated that the implementation of the minimum RPPH had functioned effectively as an operational class guide, despite minor constraints in formulating specific evaluation indicators. The utilization of simple APE based on natural and surrounding waste materials (such as colored paper, stacking blocks, and collage media) proved capable of stimulating children's fine motor skills, cognitive development, and identity (cooperation) optimally. The main supporting factors included teacher teaching creativity and school management support, while the dominant inhibiting factors were limited media preparation time and lack of structured training regarding innovative APE development

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Corresponding Author:

Nopi Sarmiyati

(STKIP) Hamzar

Email: novisarmiati11@gmail.com

1. INTRODUCTION

Early Childhood Education (PAUD) plays a crucial and strategic role in developing quality human resources from an early age. Early childhood, particularly between the ages of 4 and 6, is a crucial phase known as the golden age. During this period, children's brain development experiences a remarkable leap, achieving functional capacities fundamental to the development of personality, cognitive development, physical motor skills, religious and moral values, social and emotional development, and language skills (Sujiono, 2022). Therefore, implementing the educational process at the PAUD level requires a systematic, flexible learning program design that is based on meeting children's growth and development needs in a holistic and integrated manner (Mulyasa, 2023).

To ensure the effectiveness of the teaching and learning process in the classroom, the teacher's role as a facilitator and designer of learning scenarios is crucial. One manifestation of teacher professionalism is demonstrated through administrative readiness in the form of minimum

learning tools. Minimum learning tools are essential operational planning instruments that educators must possess and develop before carrying out educational interaction activities with children in the classroom (Sanjaya, 2020). The main components of this minimum learning tool include a learning program implementation plan (specifically the Daily Learning Implementation Plan or RPPH) and the availability of simple Educational Game Tools (APE) relevant to the theme and learning objectives (Fadillah, 2022).

The Daily Learning Implementation Plan (RPPH) acts as a tactical operational blueprint for classroom teachers to direct minute-by-minute learning scenarios, from morning routines, opening activities, core activity management, break times (recalling), to closing and daily evaluation (Susanto, 2022). According to Susanto (2022), without a thorough learning administration plan, early childhood learning implementation tends to be incidental, unfocused, and fails to objectively measure the level of achievement of children's developmental aspects. However, the reality in the field often shows complaints from PAUD teachers regarding the administrative burden of preparing learning device plans, which are considered too complicated, administrative, and rigid, thus taking up teachers' productive time to be creative in preparing real learning media.

In addition to the planning aspect in the form of RPPH text documents, the availability of Educational Play Tools (APE) is a mandatory instrument that is inseparable from the world of early childhood. The main characteristic of early childhood learning is learning through play. Early childhood requires real, manipulative, and concrete objects to understand their surroundings and conceptualize new knowledge (Sudono, 2021). According to Sudono (2021), Educational Play Tools (APE) do not always have to be expensive or sourced from modern manufacturers. Simple APE creatively processed from natural materials, domestic plastic waste, and inexpensive colored paper actually have very high pedagogical value because they stimulate imagination, flexibility of thinking, and foster environmental awareness in children from an early age (Azhar, 2022).

Although the importance of the RPPH and APE is widely recognized, the implementation of these minimum tools in some schools often faces constraints related to facilities, time, and teaching competency. In regional early childhood education institutions (PAUD), limited school facilities often lead to suboptimal implementation of the learning process. This issue has prompted an urgent need for evaluation and descriptive analysis to determine the extent to which the minimum tools (practical RPPH and local APE) can support the ideal teaching and learning process without compromising the essence of the goals of the independent PAUD curriculum.

Sangkareang State Kindergarten, located in North Lombok Regency, West Nusa Tenggara Province, is one of the early childhood education units that strives to implement simplified minimum learning tools to optimize classroom teaching implementation. Based on the results of initial observations and interviews with class B teachers at Sangkareang State Kindergarten at the beginning of the 2025/2026 Academic Year, it was found that teachers were trying to compile more concise and applicable RPPH (Lesson Plans) and design various handmade APEs using building blocks, colored paper, and natural collage media to overcome the limitations of modern play facilities. This empirical phenomenon underlies the importance of conducting this descriptive qualitative research to explore the implementation of teaching, assess the effectiveness of RPPH-APE integration, and map the supporting and inhibiting factors of its implementation at Sangkareang State Kindergarten. Unlike previous studies that tend to examine minimum learning administration and simple educational aids as two separate topics, either focusing solely on the simplification of lesson-planning documents or solely on the pedagogical value of low-cost play media, this research offers novelty by holistically examining the RPPH-APE integration as a single coherent system and how this combination jointly shapes the quality of classroom learning implementation, an integrative approach that remains rarely addressed in the existing literature, particularly in rural, resource-limited PAUD settings such as Sangkareang State Kindergarten.

The contribution of this study lies in providing an empirically grounded, integrated model of minimum learning tools that combines a simplified one-page RPPH format with locally sourced, low-cost APE into a single coherent teaching system. This model offers PAUD institutions in

resource-limited rural areas a practical and replicable alternative for reducing administrative burden while sustaining, and even enhancing, the quality and multi-aspect developmental impact of classroom learning, thereby addressing a novelty gap that has been rarely documented in an integrated manner in prior research.

2. RESEARCH METHOD

This research was conducted by adopting a qualitative approach with a descriptive analytical research type (Sugiyono, 2019). The qualitative approach was chosen because the researcher intended to explore naturally, completely, in-depth, and contextually the status of the actual implementation of the RPPH document, the process of creating and using simple APE by teachers, and how the two minimum variables influence the implementation of the daily teaching and learning interaction process in the classroom (Moleong, 2018). According to Moleong (2018), the characteristics of qualitative research require researchers to act directly as the main data collection instrument in the field to capture the complexity of social reality as it is.

This research was conducted at Sangkareang State Kindergarten, West Nusa Tenggara. The research location was purposively selected, considering that Sangkareang State Kindergarten is an early childhood education unit with a strong commitment to piloting simplified teaching administration through minimal learning tools, despite limited external play support facilities. Data collection and field observations were conducted intensively during the 2025/2026 academic year to ensure valid representation of weekly learning cycle data.

The subjects in this qualitative research were classified into key informants and behavioral observation subjects. Key informants included the Principal of Sangkareang State Kindergarten (as the supervisor of teaching equipment administration policies) and two Group B Class Teachers (as implementers and compilers of RPPH and creators of simple APE). Meanwhile, the behavioral observation subjects involved Group B children aged 4-5 years who were active in the class, in order to observe aspects of their kinesthetic, cognitive, and socio-emotional involvement when simple APE was applied. The selection of the principal and the two Group B class teachers as key informants was carried out purposively, based on specific criteria: direct managerial or instructional responsibility for the implementation of RPPH and APE, a minimum of two years of active service at Sangkareang State Kindergarten, and willingness to be interviewed and observed repeatedly throughout the research period. These criteria were applied to ensure that the information obtained accurately reflected authentic policy and classroom practice rather than an idealized account.

Qualitative data collection techniques were carried out in an integrative manner through three main methods (data triangulation): (1) Passive Participant Observation, where the researcher was directly present in the corner of Group B's class to monitor, record, and assess the suitability of the time allocation for morning habituation activities, initial opening activities (30 minutes), the effectiveness of core activities (60 minutes), the course of the meal break together (recalling 30 minutes), to closing activities (30 minutes) using a learning implementation observation guide sheet; (2) In-depth Interview, conducted face-to-face with the principal and class teacher using a semi-structured interview draft to explore the rationalization of RPPH simplification and creativity in media creation; (3) Documentation Study, conducted by collecting weekly and daily RPPH draft sheets, photos of the physical form of simple APE, child assessment documents, and the institutional profile of Sangkareang State Kindergarten.

The data analysis in this study follows the interactive model path of Miles, Huberman, and Saldana (2014) which consists of three simultaneous stages: First, Data Reduction, which summarizes observation field notes, discards data that is not relevant to the RPPH/APE topic, and converts interview results into core transcripts; Second, Data Display, systematically organizes descriptive text narratives and tables of conformity between planning and classroom learning implementation; Third, Conclusion Drawing/Verification, which draws essential meaning from the observed learning implementation patterns and then re-tests them through a cross-checking process between data sources. Qualitative data validity testing is carried out using source

triangulation techniques (teachers, principals, children) and method triangulation (observation, interviews, documents). To further strengthen the credibility of this analysis, the coding process in the data reduction stage was carried out manually in two rounds, namely open coding to identify initial categories from field notes and interview transcripts, followed by focused coding to group these categories into the main themes reported in the results. The trustworthiness of the findings was further maintained through peer debriefing with a fellow researcher and member checking with the principal and class teachers, in which preliminary interpretations were confirmed to avoid misrepresenting the data.

3. RESULTS AND DISCUSSION

Based on a comprehensive analysis of data collected during field research at Sangkareang State Kindergarten in Group B, in-depth empirical findings were obtained regarding the implementation of minimum learning tools (practical RPPH and simple APE) in early childhood learning.

3.1 Analysis of the Implementation of the Minimum Daily Learning Implementation Plan (RPPH)

The first finding shows that Group B class teachers at Sangkareang State Kindergarten have successfully implemented the preparation and application of Daily Learning Implementation Plans (RPPH) with a more practical, functional, and essential minimum model. This simplification of the RPPH format is based on the principles of the Independent Curriculum which provides full autonomy for educators to focus the components of the learning plan on three core elements: (1) Learning Objectives derived directly from the Learning Outcomes (CP) of Religious Values and Character, Identity, and the Basics of Literacy and STEAM; (2) Series of Learning Activities; and (3) Assessment Plan.

The minimum RPPH document prepared by the class teacher has proven effective in reducing the bureaucratic burden of administrative writing, which could initially reach 3-4 pages, to just 1 dense operational draft. Based on the results of a documentation study of the RPPH themed 'Animals/Flying Animals' with the sub-topic 'Birds', the teacher designed a precise time allocation: Morning Habitual Activities (welcoming children, 5S movements, putting bags away, picking up trash); Initial Activities for 30 minutes (lining up, greetings, opening prayer, singing the fish/bird theme song, attendance, and apperception Q&A); Core Activities for 60 minutes focusing on real manipulative activities; Break Activities for 30 minutes (washing hands, praying for meals, eating together, and recalling tidying up play equipment); and Final Activities for 30 minutes (concluding the learning, singing together, going home prayer, and closing greetings).

Classroom observations confirmed that the minimum lesson plan (RPPH) offers a high level of readability and operational flexibility for teachers in the field. Teachers are no longer stuck reading rigid sheets of instructional materials in the middle of class, but are able to manage the flow of the class naturally because the sequence of learning steps is logically structured. Although the time-based approach generally performed well, there were minor evaluation notes on the assessment plan component. Teachers tended to write assessment criteria in a macro-level manner (such as using observation techniques and general performance) and sometimes experienced difficulty in formulating individual, specific, and instant assessment achievement indicators on student work assessment sheets during intense teaching and learning activities. Critically, this finding contrasts with international research on teacher planning time in early childhood education. Heikka et al. (2022), in the Finnish context, found that increasing the working hours allocated for planning, assessment, and development, from 8% to 13% of total working time, was associated with stronger implementation of pedagogical quality, implying that more planning time, rather than less, tends to strengthen curriculum delivery. The present findings suggest an alternative pathway: rather than requiring more time, simplifying the format and volume of RPPH documentation appears equally effective in supporting quality implementation, provided that the reduced volume does not compromise the core planning components of objectives, activities, and assessment. This suggests that in resource-limited rural contexts such as Sangkareang State

Kindergarten, document simplification may serve as a practical substitute for the additional planning time that better-resourced systems, such as Finland's, are able to formally allocate.

3.2 Exploration of the Utilization of Simple Educational Game Tools (APE) Based on Local Materials

The second finding relates to the physical form and pattern of use of simple Educational Play Equipment (APE) in Sangkareang State Kindergarten. To overcome the limited budget for procuring modern play equipment from manufacturers, teachers demonstrated extraordinary pedagogical creativity by designing simple, handmade APE that were manipulative, safe, inexpensive, and fun. In the learning cycle with the theme of the natural environment and animal fables, researchers noted three dominant forms of simple APE that teachers integrated into the core class activities: (1) Media Pictures of Various Types of Birds and Animals, which were used as a stimulus for children's receptive language development; (2) Simple Building Blocks, used as a cognitive-spatial stimulation medium where children were challenged in groups to arrange wooden blocks to form a replica of a 'birdcage'; (3) Bird Collage Media from Colored Paper, patchwork, or dry leaves.

This collage-making activity requires Group B children to perform fine motor skills such as tearing, sticking, applying glue, and arranging colorful paper pieces to form a neat silhouette of a bird. The use of this simple APE has been proven to provide a comprehensive multi-aspect stimulation impact for early childhood. In the Religious Values and Character aspect, children are invited to recognize birds as God's creatures through visual observation of real images. In the Identity aspect, the challenge of stacking birdcage blocks in groups forces children to practice social-emotional skills in the form of teamwork, negotiating the division of tasks, tolerance between friends, and self-control of emotions when their stacking blocks collapse.

In the Literacy and STEAM aspects, collage activities hone aesthetic sensitivity (art), understanding of spatial patterns (mathematics), and recognition of material textures (simple science). The use of concrete objects from the surrounding environment made Group B children show very high enthusiasm for learning. The children actively imitated the movements of bird wings, imitated a variety of bird sounds cheerfully, and dared to appear in front of the class to present their collage work in front of their peers with high self-confidence. This finding is critically consistent with growing international evidence on open-ended, low-cost play materials. Cankaya, Martin, and Haugen (2025), in a systematic review of indoor loose parts play, reported consistent positive associations between children's engagement with open-ended materials such as blocks, natural objects, and recycled items and their problem-solving, creativity, and convergent or divergent thinking. However, the same review also noted that empirical evidence specifically linking such materials to social-emotional and language outcomes, as strongly demonstrated in the present study through the collage and block-building activities, remains comparatively limited internationally. This indicates that the Sangkareang findings contribute additional, context-specific evidence to a research area that is still considered methodologically underdeveloped at the global level.

3.3 Analysis of Learning Implementation and Impact of Minimum Device Integration

The integrative combination of concise planning documents (minimum RPPH) with the availability of operational media (simple APE) provides a very significant contribution to the learning implementation index at Sangkareang State Kindergarten. Based on the tabulation results of the process implementation observation sheet, all components of the KBM scenario planned in the administrative draft were successfully implemented by class teachers with a percentage achievement rate of 92%. This proves that the initial hypothesis that simplifying administrative tools will not reduce the quality of classroom teaching is true; on the contrary, reducing the bureaucracy of the written draft frees up the mental burden of teachers so that their professional energy can be fully diverted to providing personal mentoring (scaffolding) to students.

The discussion of the research results indicates that the implementation of teaching at Sangkareang State Kindergarten is very much in line with the Developmentally Appropriate Practice (DAP) principles formulated by NAEYC. The DAP approach emphasizes that early

childhood learning must be adapted to the child's psychological developmental stage, which requires active interaction with real physical objects around them (Susanto, 2022). Simple APE (collage paper and wooden blocks) acts as effective motor and cognitive neurostimulators because they trigger the process of accommodation and assimilation of children's cognitive schemas naturally. In addition, the disciplined distribution of teaching time (30 minutes opening, 60 minutes main lesson, 30 minutes break, 30 minutes closing) can maintain the rhythm of children's attention span and prevent mental fatigue in the classroom.

3.4 Identification of Supporting and Inhibiting Factors for Implementation

In-depth analysis of interview data with the principal and the teachers identified several internal and external supporting factors for the successful implementation of this program, including: (1) High Creativity and Innovative Spirit of Class Teachers, the ability of teachers to produce independent learning media amidst budget limitations is the main driving force; (2) Management and Leadership Support from the Principal, which provides flexibility in administrative policies (flexibility of the RPPH draft) and an appreciative work climate; (3) Natural Characteristics of Students, who have a high curiosity about the use of new manipulative objects in the classroom; (4) Community Communication, the existence of a discussion forum between teachers at the school to exchange ideas for creating local APE.

Although the learning implementation index is in the very high category, researchers noted several minor inhibiting factors that must be resolved in the future, including: (1) Limited Teacher Preparation Time, the cutting process, preparing collage materials, and collecting waste materials around often take up teachers' break time or home time due to the absence of classroom teacher assistants; (2) Lack of Regular Structured Training, teachers complained that official training on the development of APE art from the local education office is still very minimal, so that the variety of APE forms made by teachers tends to be monotonous and has the potential to trigger boredom in children if applied for a long period of months; (3) Physical Factors of the Classroom, the play corner area for storing children's block and collage work is still limited so it is prone to being damaged by being stepped on by other children during free play activities.

4. CONCLUSION AND SUGGESTIONS

Based on the results of data analysis, empirical field findings, and comprehensive discussion discussions that have been described, this descriptive qualitative research formulates the following conclusions: The implementation of the application of minimum learning tools that include a practical one-page Daily Learning Implementation Plan (RPPH) and the use of simple Educational Game Tools (APE) based on local materials has been proven to be able to support the level of implementation of the learning process in a very effective, directed, and high-quality manner at Sangkareang State Kindergarten in the 2025/2026 Academic Year. Simplification of the RPPH document format has been proven to free the administrative burden of class teachers without reducing the essence of fulfilling the allocation of time and curriculum instructional scenarios (morning habits, 30 minutes of opening, 60 minutes of core, 30 minutes of break, and 30 minutes of closing).

The use of simple APE (animal picture media, birdcage replica building blocks, and colored paper collage activities) has been proven to provide balanced multi-aspect stimulation for Group B children. This strategy successfully boosted the development of religious values (knowing God's creation), aspects of identity (social skills and teamwork), fine motor skills (finger coordination), and the introduction of early STEAM literacy. Teacher creativity and the principal's supervisory support are the main supporting pillars of the program's success, while limited time for media preparation and minimal training on the innovative APE curriculum act as operational inhibiting factors.

Based on the research conclusions above, the researcher proposes several constructive recommendations: (1) For PAUD Class Teachers, it is recommended to continue to maintain the performance of teaching creativity and try to expand the partnership network with parents to help collect usable waste materials to save time preparing APE media at school; (2) For the Principal

of Sangkareang State Kindergarten, it is hoped that he can initiate periodic internal workshop activities (school-level KKG) that focus on training in making innovative APE, as well as trying to provide special display cabinets to secure portfolios of children's work; (3) For the Regional Education Office, it is recommended to increase the frequency of distribution of competency training programs for making learning media based on natural materials for PAUD teachers in remote rural areas. (4) For policymakers at the provincial and national levels, it is recommended that the Ministry of Education formally recognize and formulate flexible guidelines that permit the use of simplified, one-page RPPH formats and locally sourced APE as a legitimate model of minimum learning tools, so that this practice can be systematically replicated and scaled up across other rural and resource-limited PAUD institutions with similar contextual challenges.

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