

## **Curriculum Integration: Optimizing Multiple Intelligence of Children**

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**Abstract:** This research described curriculum integration on optimizing multiple intelligence of early childhood education. This research was case study with qualitative descriptive approach. Data were collected by interview, observation, and documentation. The data were collected then analyzed and triangulated and member checked for validation. The results showed that children's intelligence can be optimized by learning method integrated with *tauhid* values in every of six development aspect, moral and religious value, cognitive, language, physical-motor, social-emotional, and art. The school that becomes subject for this research was using center-based classroom and habituation learning method.

**Keyword:** Curriculum Integration, Children Multiple Intelligence, Early Education

### **1. Introduction**

The right education system towards pre-school children is greatly influencing their individual development until adulthood. Children are unique individual as every child has their own interest, development stage, and learning method. Children has the right to develop their potency without being differentiated according to their gender, physical condition, cultural background or race (Risti, 2014). Spiritual values, love, affection, respect, and equality are essential for their development. Children have to be seen as a whole and full of good potencies, thus

PAUD Yaa Bunayya Surabaya (Pre-school and Kindergarten Yaa Bunayya Surabaya) are paying great attention to all potencies in children, such as spiritual, social, cognitive, language, physical motor and art. These are seen as equally important to be developed in order to optimize students' intelligence.

Method used by school is active, innovative, creative, effective, and fun learning. Developing children learning method and multiple intelligent can be achieved through experience learning, either as individual or in group, indoor or outdoor, free or structured, calm or active. Therefore, children multiple intelligent can develop in its entirety.

Educating children is the goal of national education as said in Laws of Republic Indonesia No. 20 2003, Article 3 that said "National education is used to develop ability and forming character and dignified nation in order to enlighten the nation, aims to develop the students' potential to become human beings who believe and have devotion to Almighty God, have noble character, healthy, knowledgeable, competent, creative, independent, and becomes a democratic and responsible citizen (Laws of Republic Indonesia, 2003). The purpose of learning process is to develop children's potential and multiple intelligences. The right curriculum to develop multiple intelligences in children is an integrated curriculum. The curriculum was implemented in school as learning aid for children and teacher, and to give extra value towards education purpose. It's implementation through investigation and exploration for more in-depth learning (Drake, 2013). One of its existence proofs can be seen from its fusion, namely how to integrate or incorporate character education into it. Curriculum integration offers an effective way to teach these 21<sup>st</sup> Century capabilities (Drake & Reid, 2018).

It has been known that early childhood ages 0 to 8 are what called golden age in which during the period, children has astonishing memory and internalizing knowledge like sponge. Furthermore, their intelligence and mental development happened during early age. This shows how important the role of early education (Wartini, 2015). If stimulation has been given of children from an early age properly, it will be easy o develop all abilities, namely cognitive abilities and emotional. These abilities will result in children learning achievement.

Student achievement influenced by the management quality of school. It means that the role and function as the principal is very important in the effort to improve achievement of school which he leads. Progress and improvement of school achievement often decided by the principal's ability besides the competent of teacher in the school. In the same way the role as the principal is the central can be able change an educational unit or school for the better or for the worse from time to time. The connection with school performance or student achievement in the school.

In addition, if the administration of preparation or the lesson planning strategy done by the school in accordance with existing references so that in the lesson implementation will be easy. When the progress of the lesson implementation is appropriate with the planning it will obtain effective result and maximal. Schools can also find out whether students abilities are according to standards or not, can be seen through children leaning evaluation activities (Syafrizal, 2016). Character building also started in early age with purpose to create child's character based on nation's culture. Character building should be done by accustom children to positive traits, without yelling, without negative thinking, and without lies. Early age character development started by building potential spiritual values, honing and generating emotional and intellectual intelligence through a complete and comprehensive education or holistic approach. Children need to be educated through playing, not through ordinary game but a directed one. Through the game, children learns how to socialized, work in a group, learn how to solve problem, negotiate, managing time, and other social responsibilities (Panca, 2017).

In line with that, it can be seen that the right curriculum for early age children will affect their personality development all the way to adulthood. Children are unique individual since every child has their own needs of interest, development stage, and method of learning. They have to be seen as a whole. PAUD Yaa Bunayya Surabaya are paying great attention to all potencies in children, such as spiritual, social, cognitive, language, physical motor and art. These are seen as equally important to be developed and optimized, this is why it's very important to optimized children multiple intelligence through integrated curriculum since early childhood.

## **2. Literature Review**

Curriculum is a written plan contains ideas or concepts that were made by developer. The written plan then developed into a system that consists of components that connected and influenced one another. Components that form curriculum system will establish teaching system, and the system will become teacher's guideline in managing teaching and learning process. Curriculum has important role in supporting the objective of every components of education. Dynamic curriculum development needs to be done in order to respond towards the changing society. Therefore, curriculum integration is present as curriculum development that combined national curriculum and the school's own curriculum (Sobri, 2009).

Integrated curriculum was implemented in school as learning support towards students and teacher, and to give extra values towards goal of education. Integrated curriculum isn't a new phenomenon. The progressive movement was popular in education system that motivates pre-school children as it relevant and follows constructivism principles, which is a balance between learning needs and demands of learning content and living as society. According to constructivism, students form their own understanding based on knowledge they already have. In the application of integrated curriculum, students are learning by doing instead of memorizing a theory. This shows children-based teaching. Therefore, developing integrated curriculum best implemented in early age education to balancing knowledge, skills, and character competencies of children (Drake, 2013).

Pre-school education has strategic role towards optimization of children's brain, as childhood is the best time to build values and thoughts. It is made possible by quality of synapses that greatly influence children intelligence not only dependent in nutrition given by their parent, but also the process of stimulation received from their surrounding environment. The quality of children's brain is greatly influenced by how much dendrite in their brain and their synapse quality. The more synapses their brain has, the more complex their brain ability. Synapse was formed started from 23-25 weeks of pregnancy until a baby turned three. As for density of synapse, the thickest will happen at 3-8 years

old and will slowly degrade since 8 to 18 years old. To optimize children development means optimizing children intelligence (Asmawati, 2014).

Intelligence can be interpreted as such (Goleman, 2005) ability to do abstract thinking; ability to understand; ability to adjust towards new situation or ability to adapt. Success of adaptation depends on someone's ability to think and learn. As for the factors that can affect intelligence, among others are heredity, means intelligence was determined by traits that was carried by children since birth; interest, means there is a push to interact with outside world; nurture, means intelligence was form by two ways, planned such as the one done in school or unplanned from surrounding environment; and maturity of both psychologically and physically.

Early childhood education doesn't stop at optimizing children intelligence, but also building character and personality as it equally important. Therefore, teacher needs to give activities that can stimulate children's brain and build good habits through character implementation in every material. As children ages, they can absorb stimulation from surrounding environment well and start learning from experience they gained (Chatib, 2012).

To reach the goal of early childhood education, a good planning process is necessary. Early childhood education planning process needs to consider and pay attention towards things that can help the success of learning and teaching process, such as adequate classroom and activities that can build children's creativity and independency according to their own development stage. Early age learning activity includes weekly and daily task that contains target, theory, methodology, source material, and evaluation. It all has to be regarded as early age education aimed to facilitate children growth optimally and wholesome according to their age.

### **3. Methods**

This research is a qualitative research with case study. We present as main instrument to collect data straight from the field (Maleong, 2007). PAUD Yaa Bunayya Surabaya was chosen as research location. Data were collected through observation, interview, documentation and combination (Sugiyono, 2017). Data

were analyzed using interactive model. To verify data, source triangulation and technical triangulation was done. This to check credibility of obtained data. Technical triangulation was done by checking data obtained from interview, and crosschecks it with data obtained from observation or documentation.

#### **4. Results and Discussion**

Research shows that optimizing early age children multiple intelligence through curriculum integration in PAUD Yaa Bunayya Surabaya, can be seen below.

##### **a. Implementation of Integrated Curriculum**

To establish Islamic-based educational institution with excellent quality as effort to educate nation's future and nurture Muslim children to better know and understand their religion as their guidance is the reason why PAUD Yaa Bunayya Surabaya was founded, based on school's document obtained by researcher about their history. Educating Muslim children should not be separated from the implementation and formation of Islamic characters. Therefore, PAUD Yaa Bunayya Surabaya implementing integrated curriculum in order to achieve purpose of Islamic education. The school combined government's K-13 Curriculum with curriculum developed by the institution which called Diniyah Curriculum. The goals of this integration are as follows: 1) Educate early age children to have strong religious values by introducing God's creations. 2) Teaching children to love knowledge. And 3) Giving a space for children to develop their skills according to their age development.

Implementation of integrated curriculum refers to children development, as addressed in interview with Vice Principal of Curriculum. Curriculum used in PAUD Yaa Bunayya Surabaya using K-13 Curriculum integrated with curriculum developed by school based on *Tauhid* (Islamic values). The curriculum develops various aspects such as aesthetic, affection, cognitive, physic, language, and social in every of their learning material and adjusted to children development stage. Tauhid-based curriculum itself is an integrated form of religious values implemented in every process of education (Almaidah, 2015).

Source of inspiration for PAUD Yaa Bunayya Surabaya Diniyah Curriculum are Al-Qur'an and As-sunnah (Prophet Mohammad's statement). Character building based on the values is implemented through habituation, in which every step of learning process the Tauhid was implemented, anytime and anywhere. Teacher always reminds students that in every condition Allah always present. The values are implemented since early age, collaborated with K-13 Curriculum released by Department of Education. With the implementation of integrated curriculum, school can balance between the needs of academic learning and religious learning for early age children. This statement is in line with what was said by Headmistress of PAUD Yaa Bunayya Surabaya.

Vice Principal of Curriculum PAUD Yaa Bunayya explained that integrated curriculum wasn't given in classical way, but individually, adjusted to each children's development stage. Class is also limited to 12 children per one teacher and one companion teacher. Classroom setting, methodology selection, and limitation on the numbers of students are deliberate in order for school to be able to develop each of every child's intelligence thoroughly and optimally. This is in line with general purpose of student management (Imron, 2011) which to organize students activities so the activities support the overall learning process in school, thus, learning process can run smoothly, orderly, and regularly to contribute in achievement of school purpose and overall education goals.

Curriculum integration is an effort to develop curriculum by combining between religious-based curriculums with public curriculum. In its implementation process, values are integrated towards every learning material. Developing religious-based curriculum can be done through local content curriculum, in accordance with established rule and refers to National Standard of Education (Abidin, 2005). Curriculum integration can be interpreted as interdisciplinary curriculum. Meanwhile, linguistically the term means a combination of the curriculum by linking it with other disciplines.

Integrated curriculum implementation towards children intelligence generally refers to the foundation of child development. For children age 4-5 (preschool) intelligence is develop according to their age, so does for children age 5-6 (Pre-K), where children has finished both preschool and Pre-Kindergarten (Khurin,

2014). The practice of implementing tauhid values not only in one specific central but in every central is taken as every central is linked one another from beginning of learning process until the end (Almaidah, 2015).

Howard Gardner said multiple intelligence consist of Nine types: 1) Verbal-Linguistic Intelligence, ability to use words effectively. Intelligence in speaking, listening, reading, and writing 2) Logical-Mathematical Intelligence, ability to crunching numbers or ability to use logic 3) Music-Rhythm Intelligence, ability to sing a song, remembering musical notes, have pitch sensitivity or just enjoy music in general. 4) Interpersonal Intelligence, ability to understand and work with other people. 5) Intrapersonal Intelligence, ability to understand oneself, and knowing who exactly we are. 6) Kinesthetic Intelligence, ability to coordinate their body with their mind. 7) Visual-Spatial Intelligence, ability to understand pictures and visualization. 8) Naturalist Intelligence, ability to understand the forms in surrounding nature. 9) Existential Intelligence, ability to possessed values and norms in society and using it in everyday life (Howard Gardner, 2013).

Nine types of intelligences show that human has much potential, as one of the most perfect creature of Allah SWT, as said in Al-Qur'an. Human advantages also come with weaknesses. Implementation of multiple intelligence in learning activities needs support from various components including parent, teacher, curriculum, facility and grading system (Setiadarma, 2003).

The intelligence growth by PAUD Yaa Bunayya Surabaya is implemented into the school curriculum. It implements by providing comprehensive activities for optimizing the student's growth and development (Almaidah, 2015). Stimulus is also given to every learning process in school. Therefore, multiple intelligence can be obtained by a student. This multiple intelligence that implemented into the curriculum shown in table below.



Table 1. Multiple Intelligence That Implemented Into The Curriculum

Multiple Intelligences		
The type of Multiple Intelligences	Curriculum Implementation	Learning Result
Verbal -Linguistic intelligence	The activity is "storytelling", listening to the stories from the teacher, then retelling the story.	The student can show a better receptive language density. They can understand several commands given by the teacher ( <i>ustadzah</i> ) at the same time. The student can understand the language expression shown when the student can use simple sentences to express their desire.  Obtained a 4 score (Very Well Developed)
Logical-Mathematical Intelligence	Activities include shape recognition, pattern recognition, sequence recognition, object classification, understanding of cause and effect.	The student can classify objects according to colour, shape or size. Then, they can count objects 1-40 correctly and recognize the symbols of numbers 1-20, even simple summation. Obtained a 3 score (Developing according to expectations)
Music -Rhythm Intelligence	In each learning theme, the teacher sings a song related to that theme, then the student following. In addition, the student was also invited to make sounds from various objects and clap their hands to make a rhythm	The student has a behaviour that reflects an aesthetic attitude, works with his ideas, likes to hum both songs related to the theme, or sing songs they are familiar with. In addition, the student shows works and artistic activities through various media.  Obtained a grade of 3 (Develops according to expectations)
Interpersonal & Intrapersonal Intelligence	Stimulating interpersonal intelligence, the student is trained in micro and macro activities. Those activities are to play a role, both small and large roles, with various supporting media. The purpose of these activities is to train students' responsibilities so that student can adapt well, socialize, and understand the duties and obligations in each role.	The student has self-confidence. They can express their desires to the teacher. They dare to speak ideas during activities or sharing in the morning. Then, they can express their feelings appropriately when sad or happy. Obtained a 4 score (Very Well Developed)
Kinesthetic -Physical Intelligence	To stimulate the kinesthetic intelligence of school student, they make extracurricular programs for early childhood student. The goal is to grow and hone skills and stimulate the student to respond.	The student can use his body part to grow the motoric development and coordinate his eyes and hands for fine motor development.  Obtained a 4 score (Very Well Developed)
Visual-Spatial Intelligence	Schools have activities that can support student's visual-spatial intelligence, namely "morning journals". This activity invites the student to draw freely on what they see in their environment, expressing their idea into the contents in the form of images according to each child's presence. This activity serves	Student can visualize images in the head (imagined) or create images in two or three dimensions.  Obtained a 3 scores (Develop according to expectations)

	to train and hone student's visualization. Through these activities, the student is indirectly invited to express their emotional condition through pictures because this is part of the child's transition before they undertake formal learning in class.	
Naturalist Intelligence	Students are invited to do joint project activities, such as doing simple science experiments. They do fun cooking activities (from raw materials, namely vegetables. Then, they processed into food), planting projects (student are invited to observe the process from planting and growing). This activity allows a student to know all the growing processes whose basic ingredients are from nature.	Student can recognize the shape of the surrounding nature and observe the growing process until they can recounts.  Obtained a 3 score (Develops according to expectations)
Spiritual Intelligence	Activities to stimulate student's spiritual intelligence by building daily patterns, namely: praying, saying greetings, being invited to always give thanks before starting learning. Furthermore, during the teaching and learning process, the teacher always includes religious values such as introducing God who created the universe and its contents and things related to His creation. As a result, their love for their Rabb will grow with these activities to become pleased for worshipping without force.	The student knows Allah as the Almighty Creator. It depicts when the student says that they and all creatures in the universe are God's creations. The student can distinguish between God's creations and his creation.  Obtained a 4 score (Very Well Developed)

One of the curriculum applications in increasing multiple intelligence exists in the natural material center. Natural material center specifically aimed for training and developing children's motor. It also prepares children to be able to "calistung" (to read, write and count). First, the potential of children's motor is trained, which makes the children are more prepared for the next level. The intelligence that is shaped by the natural material center is the whole intelligence but the motoric censor is more prominent, it is called the sensorimotor child. Therefore the children are guided to explore, to invite them for involving their whole body to stimulate their motoric sensory. A good sensory is able to make a child more focus, they are able to control their emotion and giving more

understanding of the function of each situation or thing. As the result of an interview with *Ustadzah* Khusnul as a teacher of the natural material center that to develop the intelligence of children is by inviting them to have activities such as pouring the water, playing with sand, playing play-dough, finger painting and etc.

The stimulation has given since the early childhood will affect brain development. The brain will develop as it is stimulated more. Children need to have an environment that is always able to stimulate brain development and psychosocial. The stimulation of psychosocial can be given by the way of touching and invite the child to play. Therefore it is important to stimulate well and properly for the early childhood (Hornby, 2011).

#### **b. Center Learning Model to Optimize Multiple Intelligence**

Each child has potential since the early stage. Through the stimulation, the development of child intelligence will be stimulated because the infant's brain absorbs well information from the environment. The early childhood stimulation is not limited to stimulation that stimulates the cognitive aspects, but also the senses, motoric, creativity, social and etc. (Jamal, 2009).

Each educator or the teacher of PAUD Yaa Bunayya Surabaya always attempts to develop and optimize the intelligence which owns by the learners. In developing the multiple intelligence optimally then the appliance of learning is carried through Natural Center to make the child's knowledge is more comprehensive. This is in line with the specific aim of learning management (Imron, 2011) a) Improving knowledge, skills, and psychomotor of the learners; b) Conducting and developing general intelligence, talents, and interests of the learners; and c) Conducting aspiration, hopes, and fulfilled the learner's need.

Learning through the *sentra* model and moving class can form and develop multiple intelligences for PAUD Yaa Bunayya Surabaya student, as shown in Table 2 as below.

Table 2. *Sentra* Models

No	<i>Sentra</i>	Intelligence	Student learning result
1	<i>Imtaq Sentra</i>	Spiritual Intelligence	Student can recognize the Creator and grow love and obedience in worshipping. Score: 4 (Very Well Developed)
2	<i>Balok Sentra</i>	Logic-mathematical intelligence and visual intelligence	The student can understand shapes. They also can count and translate images in mind into two to three-dimensional forms. Score: 3 (Developing according to expectations)
3	<i>Art Sentra</i>	The intelligence of rhythmic music	Having an artistic soul, sensitive to sound sources, and has a strong sense of coordination. Score: 3 (Developing as Expectations)
4	<i>Natural Material Sentra</i>	Naturalist intelligence and kinesthetic	They can perform body movements according to its function and can classify something according to its type. Score: 4 (Very Well Developed)
5	<i>Big Playground Sentra</i>	Intrapersonal intelligence and interpersonal intelligence	They have high social life and can well-adapted. Score: 3 (Develop as Expectation)
6	<i>Small Playground Sentra</i>	Intrapersonal intelligence and interpersonal intelligence	They can understand and do simple tasks at home. Score: 3 (Develop according to expectations)
7	<i>Preparation Sentra</i>	Verbal and logical-mathematical intelligence	They can read, write and think conceptually. Score portion: 3 (Develop as Expectation)
8	<i>Language Development Class</i>	Verbal intelligence	They can increase speaking ability, has much vocabulary. Score: 4 (Very Well Developed)

The data was taken by the researcher showed that through the center method is obtained a multiple intelligence is capable to work simultaneously and balance: the intelligence of logic-math, language, body (kinesthetics), spatial, intrapersonal, interpersonal, music. All those potential intelligence are shaped through the centers of playing they are: playing of development, motoric sensor and playing a role. With the center class, they could apply educational games that are useful for providing stimulation or brain stimulation as optimization of multiple intelligence of early childhood (Tejaningrum, 2014).

PAUD Yaa Bunayya Surabaya carries out learning process through stimulating thing that is able to develop any intelligence through curriculum integration, it is *Diknas* curriculum and *Diniyah* curriculum own by the school. Children's intelligence is developed throughout the learning model in *centra* class. The *centra* is a zone or playing area which is equipped with some toys for

environmental footing that is needed to support the development of the children. The advantage of the centra class is to increase children's creativity by giving them a chance to play, explore and find that the activities will help them for problem-solving (Budiningsih, 2005). Through the center, children are able to develop their conversation and role-play and also learning based on their level and the learning steps.

The assessment of development on the children is through the numbers as follows (Aisyah, 2014) score 1 in the category of "not developing yet", score 2 in the category of "starting to develop", score 3 "develop as expected", and score 4 in the category of "well developed". These categories refer to Permendikbud no 137 of 2014 article 18 and Permendikbud no 146 of 2014. Throughout the learning process, it was obtained a result showed an average of graduated learners is in the category of "develop as expected" score 3. The data was obtained by the researcher from the whole assessment from the report of the learners, with some notes as follows. The amount of a big group is 50 children, 10 children are in the category of "well developed" with a score of 4, 35 children are in the category of "develop as expected" with score 3 and 5 children in the category of "starting to develop" with score 2. *Ustadzah* Fathimah as the principal said that PAUD Yaa Bunayya Surabaya has developed as expected of the school refer to the vision and mission.

### **c. Building Child's Character Through Integration Curriculum**

The vision and mission of PAUD Yaa Bunayya Surabaya focus on the building of Islamic character in early childhood. Growing an Islamic character is implemented by adding values of tauhid in the learning process. PAUD Yaa Bunayya Surabaya grows the value of character in the learning process that is done by '*Iqro*' means learning from whatever student is touched, seen, and observed. Other than focus on the growth of *tauhid* values, the teachers of PAUD Yaa Bunayya also focuses on the independence, cognition, social, and emotion of the children to be strengthening as the fundamental. The strength in each character will always exist, for example, is in the activity of happening art and storytelling. Whenever a learner tells a story, the learner is courage to know to understand their

God. Other than that the growth of *tauhid* can be done through *Imtaq* (*Iman* and *Taqwa*) it is a source of knowledge through the holy Qur'an and Hadiths.

Basically, the children have a specific characteristic, some of the characters are known as follow (Amini, 2014) a) having great curiosity, b) having a specific personality, c) tend to imagine, d) the most potential period to learn, e) showing egocentric, f) having a short concentration of power span, g) as social beings, and h) early childhood is the period of playing. (Mansur, 2016).

The character that is built by PAUD Ya Bunayya is patience, honesty, independence, responsibility, affection, politeness, cleanliness, and tidiness. All of those characters are developed to themselves through the pattern of habit that is included in a learning process. Through the habit, a child is trained in his/her daily activity. To find out the result implementation of building character on children, it can be seen on table 3.

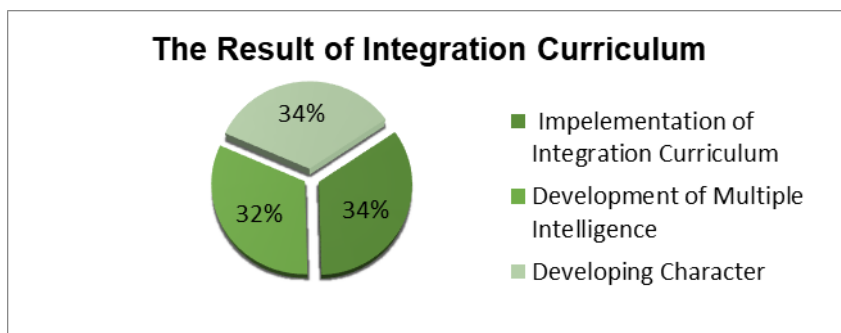
Table 3. The Result Implementation Of Building Character On Children

Character in PAUD Yaa Bunayya Surabaya		
Character	Implementation in Children	Value
Patience	Patience to wait for the turn Want to be in queue Patience to listen other to talk Patience to postpone the need	3 (Develop as expected)
Honesty	Speak based on the fact Delivering the true information Not taking others belonging Being supportive Admitting the mistake	4 (Well developed)
Independent	Capable to eat and drink by themselves To urinate and defecate by themselves or companion Take on and off clothes Carried the bag	3 (Develop as expected)
Responsibility	Tidy up things / toys after using them Keeping eyes on their belonging Asking apology and responsible when making a mistake Doing the task well with a guidance.	3 (Develop as expected)
Affection	Loving parents, siblings, friends and the environment Taking care of the arms and legs Maintaining oral Not forcing sibling/friend for the ego Forgiveness Easy going and friendly	4 (Well developed)

Politeness	Thanking Greeting the other (teachers, friends, etc.) Responding greetings Behaving (asking a permission when passing somebody) Asking help nicely Asking permission to use friends' belonging Asking permission to do another activity (speaking, going to the bathroom, drinking, etc.) during the activity. Speaking gently Table manner Sitting nicely Covering the mouth whenever yawning and coughing Listen to other carefully	4 (Well developed)
Cleanliness and tidiness	Washing hands before and after meal Selfcare Taking care of the environment Throwing the trash on the trash bag Taking care of the nails Using handkerchief/tissue for wiping the sweat Good performance (neat) Put all the stuff in its place Wearing socks during play outdoor (depends on the rules)	3 (Develop as expected)

The proportion of time that can be used by the teacher through implementing the multiple intelligence theory is by 30% composition of direct learning, 40% cooperative learning, and 30% self-learning. The development of multiple intelligence in children should pay attention to few things that related to physical development, psychic, and emotional. Therefore the educator should understand the character of each learner (Amstrong, 2002).

On the three results above starting from the appliance of curriculum integration on the children, optimization of multiple intelligence that is owned by the children and also Islamic character is built by PAUD Yaa Bunayya Surabaya shows that there is relation to each other. It can be seen through the children's score, the average is 3 with the category of 'develop as expected'. It explains that the curriculum integration of *Diknas* with *muatan lokal sekolah* or *Tauhid* curriculum could optimize children's intelligence that is followed by the development of Islamic character. To be clear, the researcher made a pie chart with the percentage as follow.



## 5. Conclusion

PAUD Yaa Bunayya Surabaya integrates the national of education curriculum with the Local curriculum to develop aesthetic aspects, affection, cognition, physic, language, and social in each learning material. The development of the integration curriculum was held by adjusting the level of development of the children. The learning method of PAUD Yaa Bunayya Surabaya is learning in a classroom center that has aimed to developing and optimizing the multiple intelligence of the children. The result of optimizing multiple intelligence through the class center is intelligence development, which means the intelligence development of children is develop as expected with a score of 3 (three). The character that is developed by PAUD Yaa Bunayya Surabaya is an Islamic character it is obtained through the curriculum of integration *Tauhid* which is own by the school system. The development of Islamic character is implemented through the process of habit on the children in each learning process, that obtained character such as strong faith, well behave, having knowledge, physically healthy and creative, emotional intelligence and having social care.

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