



The Effect of Accreditation Results on the Quality of Academic Services in Early Children Education Institutions in Pati District

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Abstract

According to interests, fulfilling the community's needs, one of which provides a good quality service sector with quality schools, is an essential thing in education. In the Pati District, there are still many early childhood education institutions that have not been accredited. This does not rule out the possibility that the quality of academic services in each institution is still low. This study aimed to determine the differences in the quality of academic services for Early Childhood Education institutions at accredited schools A, B and C in Pati District. The research approach used is comparative quantitative with ex post facto design. In this study, subjects were parents who have children who attend accredited kindergartens in Pati, totaling 95 subjects. The samples were taken using the Proportional Stratified Random Sampling technique. The data collection technique uses a scale of academic service quality. The data analysis technique used is the non-parametric statistical hypothesis test using the Kruskal-Wallis test using the SPSS 25 program. The study results found that there were differences in the quality of academic services between Kindergartens accredited A, B and C. accredited A has a mean rank value of 71.70, the quality of Kindergarten academic services accredited B has a mean rank value of 30.85. In contrast, the quality of Kindergarten academic services accredited C has a mean rank value of 2.00. This means that the higher the level of accreditation, the higher the quality of academic services.

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INTRODUCTION

Children are an investment in the future for every parent and nation. They are a national asset that must get the attention of all parties. Early age (0-6 years) is a period of development and growth and a very critical period that is often referred to as the golden age to determine the development and growth of children in the future (Suyadi & Ulfah, 2015). Therefore, education has a meaningful role in the growth and development of children.

Deborah Stipek (in Suyadi & Ulfah, 2015: 2) has stated that children aged six or seven have a high desire to understand various things in order to achieve them, even though in practice they are often not optimal. The conclusion is that education is required to start early (0-6 years), that is, through Early Children Education, to give birth to a quality generation. Early Childhood Education is early education to create a generation with character and excellence. Therefore, the Indonesian government has set priorities for education development. One of them is through Early Childhood Education. According to the Law of the Republic of Indonesia Number 20 of 2003 Article 1 paragraph (14) concerning the National Education System, it is stated that:

"Early Childhood Education is a coaching effort aimed at children from birth to six years of age which is carried out by providing educational stimuli to assist physical and spiritual growth and development so that children have the readiness to enter further education".

Early Children Education is an early education that is fundamental for realizing a human being who is superior and has the character to improve a nation's human resources quality. The purpose of education for early childhood is to conduct early detection of opportunities for disruption in children's growth and development, to support children in achieving learning readiness at school, to provide stimulation so that their potential can develop and form a quality generation, namely growth and development in children can develop according to their age (Sujiono, 2012).

The Early Childhood Education Program (Early Childhood Education) was established to prepare children to enter higher education. Therefore, it takes an appropriate institution and has good quality education services so that the goals of Early Childhood Education can be achieved. So, accreditation is needed as an assessment of quality in the feasibility of implementing education by an academic unit institution. Article 60 paragraph (1) of Law of the Republic of Indonesia Number 20 of 2003 concerning the National

Education System states that:

"Accreditation is carried out to determine the feasibility of programs and educational units in the formal and non-formal education pathways at each level and type of education".

In general, accreditation is such a scary thing that sometimes tense things happen and make it stressful for the institution to apply for accreditation. The accreditation process seems to be very burdensome for each institution. They feel unable to complete the required documents that are sometimes not implemented by them even though this can be something that should be a guide in managing an educational institution (Asia, 2018).

For an educational institution, especially Early Children Education, accreditation is an assessment and recognition by the National Accreditation Board (BAN) for Early Childhood Education and PNF for an educational institution related to educational institutions' performance and feasibility in recognition of eligibility ratings. Accreditation is carried out by comparing the accreditation standard criteria that have been determined with the real situation of an educational institution.

When implementing service processes and programs towards the minimum standard of educational outcomes expected in all standards, the achievement of each institution is the achievement of the quality of education in Indonesia (Fitrah, 2017). In the world of education, to meet people's needs according to their expectations, they provide good quality services. Early Children Education services, namely basic education services that impact the growth and development of early childhood.

Early Children's Education Program must be systematically structured and clarified in accordance with the program for the domain of child development. It is useful that there are sequential development materials (Diana, 2013). Early Children Education, namely a form of stimulation which is an effort that is regulated through particular learning to change behaviour, growth and development in order to be able to stimulate all aspects of child development by creating an environment around early childhood (Martani, 2012). Early Children Education is the initial foundation of education and the key to developing children's potential from an early age because it is the right time to stimulate child development. Therefore, we need a quality educational institution for early childhood. The quality of education is always a focus of attention because it concerns the interests of many people.

To improve the quality of quality human resources who can compete in the future, it is hoped that Early Childhood Education can contribute significantly. It is necessary to evaluate the Early Children Education service program regularly and follow up on the results appropriately so that quality Early Childhood Education services are synchronized with the standards set. (Gunartaha, Kartowagiran, & Suardiman, 2014).

Academic services provided by an institution are one of the benchmarks for an institution's success in managing the institution through educational services. Academic services are public services provided to educate consumers by educational institutions. Education consumers will feel disadvantaged if there is no quality academic service because this will hinder the teaching and learning process (Kartiwi & Sa'ud, 2015). Academic services are very much in touch with service quality dimensions, namely reliability, responsiveness, confidence, empathy and tangibility so that student service needs are met (Kurbani, 2017).

Service providers in early childhood development are generally faced with less professional management quality, distribution and quality of personnel, the limited number of administering institutions, and inadequate service facilities. This situation can be reflected in services that have not been integrated and services that have not been maximized to all aspects of children's essential needs (Handayani, Munawar, Chandra, & Prasetyawati, 2011).

Pati Regency is one of 35 regencies/cities in the eastern part of Central Java. Pati Regency consists of 21 districts, one of which is Pati District. Pati District is located in the city centre of Pati Regency. In Pati District itself, many kindergartens have not been accredited, and academic services from institutions are still low. The problem of many kindergartens that have not been accredited and the lack of academic services is caused by various things, such as the low quality of human resources and inadequate infrastructure. Lack of mastery of curriculum and learning materials by educators and education personnel also obstructs the educational service process.

Table 1. Number of Accreditation Status for Kindergarten in Pati District 2020

No	Accreditation Status	Total
1	Accredited	28
2	Not-Accredited	21
	Total	49

Source: UPTD Pati District in 2020

From the table above, based on data collection of the Pati Subdistrict Technical Implementation Unit (UPTD) in 2020, it can be seen that in the Pati District area there are 49 Kindergarten (Kindergarten) institutions. Of the 49 Kindergarten institutions, 21 institutions have not been accredited and 28 institutions have been accredited, consisting of 11 A-accredited institutions, 15 B-accredited institutions and 2 C-accredited institutions. Thoroughly having document requirements that are according to established national education standards and the capacity and understanding of teaching staff and educational staff at these institutions is still minimal.

Many kindergartens in Pati District, both public and private, should make people in the region have many choices in sending their children to school. However, from the many choices, it does not make people have many choices. Some communities also tend only to choose institutions close to where they live and work. With the reality that there are still many institutions that have not been accredited in Pati District, each institution's quality of academic services may be still low. The level of parental satisfaction with academic services is still low.

This problem is in the spotlight in this research, considering that parental satisfaction with academic services quality is essential for evaluating quality improvement in each institution. Besides, it is still rare to conduct research on accreditation and quality of academic services at Early Children Education institutions. Based on the various problems that exist in Pati District, the researcher wants to do a research with the title "The Effect of Accreditation Results on the Quality of Academic Services in Early Childhood Education Institutions in Pati". If education has good quality, it can be ensured that the human resources produced will also be of good quality.

Based on observations at the beginning of the study, this study aims to determine whether there are differences in the quality of academic services of Early Children Education institutions in Kindergarten accredited A, Kindergarten accredited B and Kindergarten accredited C, and to find out how big the difference is in the quality of academic services of Early Children Education institutions in Kindergarten accredited A, Kindergarten accredited B and Kindergarten accredited C in Pati District. This research is preliminary research that focuses on the accreditation and quality of academic services of Early Children Education institutions to be an advantage in this research. Given that service, quality is essential for Early Children Education institu-

tions. Researchers hope that research related to accreditation and the quality of academic services can be used as an evaluation for student guardians and institutions to improve the institution's quality and service.

RESEARCH METHODS

This type of research used in this research is quantitative with a comparative approach. The purpose of this study was to find out whether there were differences in the quality of academic services in the Pati District Early Childhood Education institution, which was accredited A, accredited B and accredited C. The independent (free) variables in this study were accreditation, namely accreditation A, accreditation B and accreditation C. While the dependent variable (bound) in this study is the quality of academic services. In this study, the researchers took the population of all parents of kindergarten students who had been accredited A, B and C in Pati District, totaling 2,067. Sampling using the Proportional Stratified Random Sampling technique with a sample size of 95.

In this study, researchers will use data collection techniques through observation and questionnaires. The questionnaire contains 57 valid items that have been tested so that they can be used in research. Validity is a measure that shows the level of validity or validity of an instrument (Arikunto, 2010). In this study, a non-parametric statistical hypothesis test was used with the Kruskal-Wallis test. Researchers used the help of the SPSS 25.0 for Window program to calculate. The Kruskal-Wallis test is part of non-parametric statistics and is used as an alternative test for the one way ANOVA test if one of the data is not normally distributed. Researchers used this test because the data from accreditation group B were not normally distributed. For normalcy of the data, the researcher used the Shapiro-Wilk test technique with the SPSS 25 program's help. The Shapiro-Wilk test was used in the sample per group was no more than 50 samples. In this study, each group's sample was not more than 50, namely accreditation A totalling 42, accreditation B amounting to 50 and accreditation C amounting to 3.

RESULTS AND DISCUSSION

The quality of service in education is an important thing that must be considered by an educational institution. Early Children Education's quality is determined by the quality of service of

an institution supported by adequate infrastructure. These teachers are professionals in Early Child Education and the management of an institution (Waluyo, Handayani, & Diana, 2018). According to Wadwa & Radja (in Budiarti, Supriyanti & Sunandar, 2018: 171), the satisfaction felt by education consumers with institutional services can be seen from the actual performance conformity with the expectations of education consumers. The quality of academic services for Early Children Education is educational institutions' ability to serve and fulfil consumers' needs and expectations. The quality of service itself can be improved through collaboration between school members. The quality of academic services is one of the critical aspects of increasing consumer interest and the school's reputation.

Based on the data that has been found in the field regarding "The Effect of Accreditation Results on the Quality of Academic Services for Early Childhood Education Institutions in Pati District", a descriptive analysis table is obtained as follows:

Table 2. Descriptive Analysis of Academic Service Quality

	A-Accredited	B-Accredited	C-Accredited
N	42	50	3
Mean	208,3333	183,1800	134,0000
Minimum Score	190,00	168,00	133,00
Maximum Score	226,00	212,00	135,00
Range	36	44	2

Based on the table above, it is known that the accreditation group A has a mean (average) of 208.3333, a minimum value of 190.00, a maximum value of 226.00 and a range of 36. In the accreditation group B has a mean (mean) of 183.1800, The minimum value is 168.00, the maximum score is 212.00 and the range is 44. Meanwhile, the accreditation group C has a mean (average) of 134.0000, a minimum value of 133.00, a maximum value of 135.00 and a range of 2.

Researchers also categorized the academic service quality scores into three categories. These categories are low, medium and high. The following is a table of academic service quality scales based on intervals:

Table 3. Accreditation Kindergarten Academic Service Quality Category A

Interval	Frequency	Percentage	Category
57-113	0	0%	Low
114-170	0	0%	Medium
171-228	42	100%	High
Total	42	100%	

Based on the table above, it is known that the frequency of academic service quality for accreditation A institutions in the low category is 0% or none, in the medium category it is 0 or none, and in the high category 100% or 42 parents.

Table 4. Kindergarten B-Accredited Academic Service Quality Category

Interval	Frequency	Percentage	Category
57-113	0	0%	Low
114-170	8	16%	Medium
171-228	42	84%	High
Total	50	100%	

Based on the table above, it is known that the frequency of academic service quality of accreditation institution B in the low category is 0% or none, in the medium category it is 16% or eight parents of students, and in the high category 84% or 42 parents of students.

Table 5. C-Accredited Kindergarten Academic Service Quality Categories

Interval	Frequency	Percentage	Category
57-113	0	0	Low
114-170	3	100%	Medium
171-228	0	0	High
Total	3	100%	

Based on the table above, it is known that the frequency of academic service quality for accredited C institutions in the low category is 0% or none, in the medium category it is 100% or three parents of students and in the high category 0 or none.

After knowing the academic service quality score for Kindergarten that was accredited A, Kindergarten that was accredited B and Kindergarten that was accredited C and the prerequisite test was carried out, it was found that the research data on Kindergarten that was accredited B was not normally distributed. So to test the hypothesis used in this study is a non-parametric statistical test using the Kruskal-Wallis test and obtained

the following results:

Table 6. Rank

	Accreditation	N	Mean Rank
Quality of Academic Service	A-Accredited	42	71,70
	B-Accredited	50	30,85
	C-Accredited	3	2,00
	Total	95	

The table above produces information related to the average (mean) of the ranking in the subject with the number 95. It can be seen that the mean value of accreditation A is the highest and the mean of accreditation C is the lowest. The mean rank of the quality of academic services for accreditation A is 71.70, the mean rank of the quality of academic services for accreditation B is 30.85, while the mean rank of the quality of academic services for accreditation C is 2.00.

Table 7. Results of the Significance of the Kruskal-Wallis Test

	Quality of Academic Service
Kruskal-Wallis H	58,793
Df	2
Asymp. Sig.	,000

Based on the table above, Asymp is obtained. Sig. 000. Asymp Value. Sig. that is, .000 <0.05, it can be stated that the hypothesis Ho is rejected and Ha is accepted. This means that there are differences in the quality of academic services between accredited A schools, schools that are accredited B and schools that are accredited C.

The quality of academic services in Kindergarten accredited A based on research is higher than Kindergarten accredited B and Kindergarten accredited C. Based on the results of the scores of respondents' answers, most of them assess that all indicators on the quality of academic services are high on average. Good indicators of reliability, responsiveness, assurance, empathy and tangibility. Accreditation has a more prominent role in improving the quality of academic services, especially in accreditation A.

The difference seen in schools accredited A is the facilities and infrastructure in the school. The majority of schools accredited A have adequate learning facilities, such as school buildings, safe and comfortable classrooms, clean water facilities, educational games and outdoor play facilities. Adequate facilities and infrastructure

can support fun learning for children to explore their abilities and get good learning results. This is in accordance with the results of research conducted by Megasari (2014), who found that the management of facilities and infrastructure is fundamental in improving the quality of learning so that the teaching and learning process can run effectively.

Meanwhile, the difference in the Kindergarten accredited B based on the respondent's score results is seen in the indicator of reliability, which is still lacking. Reliability is the timeliness of educators in providing services and educators' ability to provide services objectively to consumers. Within the Early Children Education institute's scope, the reliability indicator relates to the pedagogical competencies that educators must-have.

The facilities and infrastructure in the B-accredited Kindergarten have met the needs of students. The majority of institutions have spacious and safe buildings for students. This is not much different from the Kindergarten that has been accredited A. In the Kindergarten that has been accredited B, it is also hoped that it can evaluate by increasing accreditation results. Besides improving the results of accreditation, it is also expected to improve the quality of academic services. That way, it is hoped that it will increase public trust in the institution. Tjiptono (in Susanto, 2014: 92) explained that customer satisfaction is a customer response to evaluating the mismatch between expectations and actual performance of an institution.

Schools that are accredited C are schools that have carried out the accreditation process from the beginning to the end and have obtained a certificate of accreditation results in the form of a sufficient C. In Pati Subdistrict itself, 2 Kindergartens are accredited C. This shows that accredited C schools are at least among the schools that are accredited A and those that are accredited B. In the accreditation process, there are several problems encountered by schools in meeting the accreditation standards that have been established. Problems that often arise in meeting accreditation standards are the school's completeness of documents and infrastructure. Not all schools can fulfil the documents and infrastructure in accordance with the standards.

The quality of academic services for schools accredited C based on research is lower than that of schools accredited A and schools accredited B. Researchers use these differences as a reference for analyzing any indicators or factors that influence the difference.

The first difference that can be seen is tangible indicators: tangibles, namely the appearance of educators and the availability of facilities and infrastructure in accordance with standards. Educational games owned by schools are inadequate. This can be seen through the minimal indoor and outdoor play facilities. Besides that, it can also be seen from the school building, which is still simple. Currently, the school building is still under renovation. School buildings that are accredited C also tend to be closed; this causes the building cannot be seen clearly from the outside. Facilities can support the implementation of the educational process so that educational goals can be achieved efficiently and effectively (Marthalina, 2018).

The second difference is in the indicators of responsiveness (responsiveness). On this indicator, the researcher sees that the score given by the respondent is still low. According to the principal, they have many students but have limited building facilities and limited teachers. This can affect the service to students. Responsiveness is the speed and accuracy of educators in providing services to students. This is related to professional competencies that must be owned by educators. Professional competence is the ability to communicate and socialize effectively to be possessed by teachers (Suyanto & Djihad, 2013). At the Early Childhood Education institution, teachers are required to communicate and interact effectively with fellow educators, parents of students, the community and especially with children, so that children can understand what the teacher says. According to (Ulfa & Waluyo, 2016) explaining that the increase in teacher work can be influenced by one of the components of education, namely the principal.

Based on the description of the research results above, it can be stated that the hypothesis H_0 is rejected and H_a is accepted. This means that there are differences in the quality of academic services between kindergartens that are accredited A, kindergartens that are accredited B and kindergartens accredited C.

Meanwhile, to determine the magnitude of the difference in service quality between Kindergarten accredited A, Kindergarten accredited B and Kindergarten accredited C can be seen from the mean score results for the quality of academic services. The calculation results show that the quality of Kindergarten academic services accredited A has a mean score of 208.33, the quality of Kindergarten academic services accredited B has a mean score of 183.18. In contrast, the quality of Kindergarten academic services accredited C

has a mean score of 134, 00. The big difference in the quality of Kindergarten academic services accredited A with Kindergarten accredited B is 25.15. The big difference in the quality of Kindergarten academic services accredited B with Kindergarten accredited C is 49.18. In contrast, the difference in Kindergarten academic services accredited A with Kindergarten accredited C, namely 74.33.

From the explanation above, school accreditation has a useful contribution to improving an institution's academic services quality. This means that the higher the school accreditation level, the higher the quality of academic services in a school. That way, the resulting resources will be of high quality. In this case, the researcher agrees with the research conducted by Jackson Pasini Mairing (2016). In this study, it was found that the ability score of school students accredited A was significantly higher than the ability of school students accredited B, school students accredited C and school students. That has not been accredited. This shows that accreditation has a vital role in producing useful resources. As explained by (Waluyo & Formen, 2015), high-quality Early Children Education institutions are needed to produce a smart golden generation.

CONCLUSION

Based on the results of research and discussion, several conclusions can be drawn: 1) There are differences in the quality of academic services between Kindergarten accredited A, Kindergarten accredited B and Kindergarten accredited C., this can be seen through the results of the Asymp score. Sig., 000, then H_0 is rejected, and H_a is accepted, 2) The magnitude of the difference in service quality between Kindergarten accredited A, Kindergarten accredited B and Kindergarten accredited C can be seen from the mean score of academic service quality. The calculation results show that the quality of Kindergarten academic services accredited A has a mean score of 208.33, the quality of Kindergarten academic services accredited B has a mean score of 183.18. In contrast, the quality of Kindergarten academic services accredited C has a mean score of 134, 00. The big difference in the quality of Kindergarten academic services accredited A with Kindergarten accredited B is 25.15. The big difference in the quality of Kindergarten academic services accredited B with Kindergarten accredited C is 49.18. In contrast, the difference in the quality of Kindergarten academic services accredited A with Kindergarten accredited C, namely 74.33. This

means that the higher the level of accreditation, the higher the quality of academic services.

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