

Institutional Readiness in Implementing Semarang Mayor Regulation No. 79 of 2020 Concerning the Implementation of Early Children's Education 1 (One) Year of Pre-Primary School

Shinta Okti Puspitasari^{*}, Neneng Tasu'ah¹

¹Department of Early Childhood Education Department, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

^{*}Correspondence to: shintaokti@gmail.com

Abstract: This research aims to determine the readiness of institutions to implement Semarang Mayor Regulation no. 79 of 2020 and to find out supporting and inhibiting factors in implementing these regulations. The approach in this research uses a qualitative method with a qualitative descriptive research type. Data collection techniques in this research are observation, interviews and documentation. Research analysis techniques include data reduction, data presentation and drawing conclusions. Based on the results of interviews based on 8 scopes of Semarang Mayor Regulation no. 79 of 2020 that the institution has prepared and implemented the Regulations well. First, the Pedurungan State Kindergarten is ready in all aspects. Secondly, the strongest aspect of ABA 42 Kindergarten that has been prepared by the institution is in terms of the curriculum aspect using an independent curriculum based on loose part learning, while the weakest aspect is in the teaching staff aspect, where out of 5 teaching staff, 3 teaching staff do not have a Bachelor's degree in PAUD or a Bachelor's degree in Psychology. . Third, in Sultan Agung 02 Kindergarten, the strongest aspect that the institution has prepared is financing, while the weakest aspect is the teaching staff and educational staff. The four Kebon Dalem 02 Kindergartens, the strongest aspect that has been prepared, is community participation, and the weakest aspect is the teaching staff and education staff, whereas if seen as a whole, looking at the 8 scopes, the most prepared aspect is financing and the least prepared aspect are educators and educational staff. Supporting factors for institutional readiness in implementing Semarang Mayor Regulation no. 79 of 2020, namely that all parties, namely teachers, parents and the community around the institution support the existence of policies and the implementation of these regulations. The inhibiting factor is that there are still many parents who do not understand and understand the importance of early childhood education and whether children with special needs in institutions can implement the 1 (one) year PAUD program or not.

Keywords: Early Childhood Education; 1 Year PAUD; Institutional Readiness

INTRODUCTION

Children aged 0-6 years are in the golden period for growth and development. This period is also often referred to as "Golden Age". Golden age is a phase where a child's growth and development occurs rapidly which can later influence the child's life in the future. Early childhood is a period that requires special attention because it is a period that can be quickly and easily identified and measured. If development is disrupted, it is easy for parents and teachers to intervene to achieve full maturity (Capecchi, 2014). At this stage of growth and development, both the brain and the child's body develop optimally. Knowledge about early childhood development will be capital for parents or educators to prepare the necessary educational stimuli, approaches, strategies, methods, plans, means or game tools to help children develop in all aspects of their age (Khaironi, 2018).

The golden age is a very important period for children's education, especially to stimulate children's development and growth. Education is an important thing for all children in Indonesia. With education, mindset, responsibility, independence and growth and development, children can grow well and optimally. According to (Tanu, 2019) education is a conscious effort and program to create a learning atmosphere and learning process that allows students to actively develop their potential, have religious

spiritual strength, self-control, personality, intelligence, noble morals, and the skills necessary for themselves. and society. Education includes the imparting of specific skills, as well as the invisible but deeper, gifts knowledge, judgment, and wisdom. One of the main foundations of education is the transfer of culture from generation to generation. Regulations regarding the policy importance of education for early childhood are regulated in the Law Invite no. 25 of 2003 in article 5 paragraph 1 that every citizen has the same right to obtain quality education. Not only that, the government also makes regulations regarding mandatory education starting from the early childhood education level.

Early childhood education has a goal in its implementation. The aim of PAUD is to train children, namely children who grow and develop according to their level of development so that they are ready to enter basic education, live life in the future, and to help prepare children to study in higher education. PAUD is also expected to be able to develop children's various potentials from an early age and be able to adapt to their environment (Hartati, 2017). In Law Number 20 of 2003 concerning the National Education System in Article 28 concerning PAUD it is explained that the implementation of early childhood education is carried out in formal, non-formal and informal forms. Formal education is a tiered structure and education consisting of basic education, secondary education and higher education. Non-formal education is an educational pathway that can be implemented in a structured and tiered manner outside of formal education. Informal education is a family and environmental education route. For organizing early childhood education in formal form, it is TK (kindergarten), RA (Raudhatul Athfal). For the implementation of early childhood education in non-formal form, these are KB (Play Group), TPA (Child Care Center), Early Childhood Post.

From these basic laws and regulations, the Mayor of Semarang established a new policy for PAUD. The new policy that has been established by the Mayor of Semarang is a derivative of the existing basic laws and regulations to established by the government. The new Regulation no. 79 of 2020 concerning the Implementation of Early Childhood Education 1 (One) Year Pre-Primary School. When entering the next level of education, namely elementary school, children are required to attend an early childhood education institution for one year.

The one-year pre-primary PAUD program is a service created by the government to prepare young children to learn for at least one year before elementary school. In Semarang Mayor Regulation no. 79 of 2020 there are eight scopes of the regulation, namely implementation, quality assurance of education, acceptance of students, teaching staff and educational staff, curriculum, community participation, financing, guidance and supervision. With this scope, readiness to implement Semarang Mayor Regulation no. 79 of 2020 can be implemented.

Readiness in general is the ability to generate ideas. The ideas in question are the eight scopes contained in Semarang Mayor Regulation no. 79 of 2020, namely implementation, quality assurance of education, acceptance of students, teaching staff and educational staff, curriculum, community participation, financing, guidance and supervision. According to Slameto (2003) in (Oktaviani, 2018) Readiness is a person's overall condition which makes him ready to react or answer in a certain way to a scenario and situation faced. To respond and being involved in an activity, a person or individual must have readiness. This attitude includes the mindset, abilities and attitudes required for a particular activity. Meanwhile, according to (Faqumala et al., 2020) readiness is the ability to respond to and practice a certain activity. This attitude includes the mindset, mental and attitude required for various activities.

Based on observations that of researchers have made, it was found that many parents do not have

or feel that education is important, especially education for early childhood. Parents' understanding of the importance of early childhood education is also caused by several factors such as the family's economic level, parents' education and the community environment around where they live. The level of parental education also influences parents' decisions in sending their children to PAUD. This happens because of parents' mindset and knowledge about whether or not school is important for their children.

Community environmental factors are also a benchmark for parents in sending their children to school. The views of people around you will influence decision making. Meanwhile, from the perspective of existing teachers, teachers in stimulating children are sometimes not optimal, such as giving all children the same stimulation even though the growth and development of each child is different. In terms of facilities and infrastructure, there are institutions that do not have complete facilities and infrastructure, even though the facilities and infrastructure support children's learning.

Based on the problems above, it prompted researchers to conduct research entitled “Institutional Readiness in Implementing Semarang Mayor Regulation No. 79 of 2020 concerning the Implementation of Early Childhood Education 1 (One) Year Pre-Primary School”

METHODS

This research uses a qualitative research method with a qualitative descriptive type. Descriptive research is a type of descriptive study that examines and solves problems that describe the condition subjects and objects in the form of a group of people, a system, or an institution. The aim of this descriptive research is to create a systematic, factual and accurate picture or portrait of the facts, qualities and relationships between the two phenomena being studied.

The research was carried out from August to September at four early childhood education institutions, namely Pedurungan State Kindergarten, Aisiyah Bustanul Athfal 42 Kindergarten, Sultan Agung 2 Kindergarten and Kebon Dalem 2 Kindergarten. The reason the author chose these four institutions was because the four institutions started from students and teachers have met the researchers' criteria, and there are institutions that already have accreditation and some that don't. Researchers chose this to find out whether institutions that have accreditation or those that do not have accreditation are ready to implement Semarang Mayor Regulation no. 20 of 2020. Apart from that, researchers also want to know whether state institutions, Christian private institutions and Islamic private institutions are ready to implement Semarang Mayor Regulation No. 79 of 2020.

The data sources in this research were obtained from primary data and secondary data. Primary data in this research was obtained from interviews and observations with school principals. Secondary data in this research is data from second sources, namely books and journals related to research variables.

The data collection techniques used in this research were interviews, observation and documentation. Data validity techniques used by researchers in this research is diligent observation and triangulation of sources.

RESULT AND DISCUSSION

Institutional Readiness in Implementing Semarang Mayor Regulation No. 79 of 2020

Readiness in general is the ability to generate ideas. The ideas in question are the eight scopes contained in Semarang Mayor Regulation no. 79 of 2020, namely implementation, quality assurance

of education, acceptance of students, teaching staff and educational staff, curriculum, community participation, financing, guidance and supervision. According to Slameto (2003) in (Oktaviani, 2018) Readiness is a person's overall condition which makes him ready to react or answer in a certain way to a scenario and situation faced. In Semarang Mayor Regulation No.79 of 2020 concerning the implementation of early childhood education for 1 (one) year of pre-school. The indicators that researchers took include: 1) implementation. 2) guaranteeing the quality of education. 3) acceptance of students. 4) teaching staff and educational staff. 5) curriculum. 6) Community participation. 7) financing. 8) coaching and supervision.

1. Implementation

According to (Tedjawati et al., 2017) The one-year pre-primary PAUD program is a service created by the government to prepare early childhood children to learn at least one year before elementary school. From the results of the researcher's interviews with the principals of the four institutions, the researcher determined that the school had implemented the Semarang Mayor's regulations. The institution will certainly implement these regulations because it is aware of the regulations regarding 1 (one) year PAUD.

First, Pedurungan State Kindergarten, institutions and educators already know about the existence of the 1 Year PAUD program because the city education office has obliged institutions to implement it.

The institution has also implemented a 1 Year PAUD program. According to the agency, this program supports PAUD education, which was previously considered trivial by some people. According to the agency, the character of children who attend PAUD will be more mature than children who do not attend PAUD. Second, Aisyiyah Bustanul Athfal Kindergarten has implemented the program. The institution has implemented the 1 Year PAUD program because it has been implemented. According to the institution, this program is to facilitate children before entering elementary school, so that the child's growth and development has been prepared. Third, TK Sultan Agung 2 has become aware of and socialized the 1 Year PAUD program to parents. After the information was provided, the institution then implemented a year PAUD program. Fourth, Kebon Dalem 2 Kindergarten educators are familiar with the 1 Year PAUD program before entering elementary school. Institutions have implementing the 1 Year PAUD program. According to the institution, with this program, children are not at zero in pursuing education.

2. Guaranteeing the Quality of Education

Board of education is necessary carry out what they have designed effectively and efficiently and have a certain time period, goal or target that must be met, so that the quality of children's education is guaranteed. Education Quality Assurance is a systematic, integrated and sustainable mechanism to ensure that the entire process of providing education is in accordance with quality standards (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2009 concerning the Quality Assurance System for Primary and Secondary Education, 2016).

First, State Kindergarten Protection. The quality assurance program implemented at the institution is visits to elementary schools and elementary school visits to kindergartens. That way, children can see how learning takes place in elementary school. With this visit program, it is hoped that children will know the transition period from kindergarten to elementary school and will be better prepared to undergo education. **Second**, Aisyiyah Bustanul Athfal 42 Kindergarten. The program carried out by the institution is to prepare children's character plus literacy. **Third**, Sultan Agung

Kindergarten 2. The program carried out is outreach to parents about the importance of PAUD education and the existence of a policy regarding 1 (one) year PAUD. **Fourth**, Kebon Dalem Kindergarten 2. In ensuring the quality of education, the institution provides learning fun like recognizing numbers and letters through songs and learning videos.

3. Acceptance of Students

Ministerial Regulations Education and Culture Number 14 of 2018 concerning Admission of New Students to Kindergartens, Elementary Schools, Middle Schools, High Schools, Vocational Schools, or other equivalent forms regulates the requirements for student acceptance, but each institution also regulates the admission requirements new students according to the standards of their own institution. There are institutions that only apply the requirements of the minister of education and culture, without having to fulfill other criteria, and there are also institutions that implement them in accordance with their own regulations and standards. As in the results of the following interview regarding the requirements for accepting students.

There is a board public and private education among the four. Based on the findings of interviews conducted at state educational institutions, the requirements for student admission comply with applicable government regulations. The education department which oversees state schools has also systematized everything. Although the criteria for admitting students to private educational institutions also comply with government regulations, institutions also add additional criteria.

First, Pedurungan State Kindergarten. In state institutions, because they are under the auspices of the government, the existing rules are also in accordance with the government, namely age 4-5 years, no more and no not enough. So in the age range of 4-5 years. **Second**, TK Aisyiyah Bustanul Athfal 42 for Kindergarten aged 4 years as of July 1 is less than that and the child cannot be accepted. **Third**, Sultan Agung Kindergarten 2 criteria for accepting students are in accordance with government regulations. **Fourth**, Kebon Dalem Kindergarten 2 criteria for accepting students are in accordance with the government, but the institution provides other requirements such as having a child's baptism certificate.

4. Teaching Staff and Educational Staff

Educators and energy Education plays a very important role in the implementation of education so that learning is effective and efficient. Competent teachers are also needed to ensure the success of learning, especially in early childhood education. The interview findings above show that although all universities require their teaching staff to have a bachelor's degree in PAUD, there are also teaching staff who have a bachelor's degree in psychology. Even so, some educational staff are high school or vocational school graduates, and the majors accepted by institutions as teaching staff are still in line with the laws made by the government. Apart from that, each school has its own requirements for obtaining teaching staff and educational staff, except for state educational institutions, all of which are regulated and determined by decree.

First, State Kindergarten It is guaranteed that all teaching staff and educational staff are placed from the service, so that they can become staff Educators and education staff must have a Placement Decree, apart from that, teachers must also have a BA in PAUD. **Second**, Kindergarten Aisyiyah Bustanul Athfal 42 teaching staff must have a Bachelor's degree in PAUD or a Bachelor's degree in Psychology. **Third**, Kindergarten Sultan Agung 2 teachers must have a bachelor's degree with a linear diploma so that educators must be competent according to their diploma. **Fourth**, Kebon Dalem 2

Kindergarten for teaching staff must have a Bachelor's degree in PAUD for admins, high school or vocational school graduates are allowed.

5. Curriculum

Curriculum is a learning plan that contains learning materials and learning objectives that will be used as a guide for the teacher during learning. According to (Jeflin & Afriansyah, 2020) The implementation of education is determined by the curriculum which is an important component. The curriculum functions as a tool to achieve academic goals. If the goals of education change, the curriculum must also change. Under the guidance of their teachers at school, children can utilize the curriculum as a tool to maximize their full potential. The curriculum in Indonesia has also undergone several changes, and currently the curriculum implemented is the independent curriculum and has been implemented by many institutions. The emergency curriculum which was introduced to overcome the impact of the Covid-19 pandemic is the basis for the formulation and implementation of the independent learning curriculum. The definition of Independent Learning is a strategy used to provide opportunities for students and learners to choose topics of interest to them (Wiguna & Tristaningrat, 2022). Institution implementing the independent curriculum as a guide in learning activities. Before the Independent Curriculum existed, institutions used the K13 curriculum, there were also private institutions that used the INKUIRI system. After the Independent Curriculum was established, the institution chose the Independent Curriculum to be implemented and there must be reasons and opinions regarding the Independent Curriculum.

First, Pedurungan State Kindergarten uses an independent curriculum with loose part learning. According to the independent curriculum, the independent curriculum is a cool curriculum, where teachers and children are given the freedom to be creative, this curriculum also makes children think HOTS and teachers accompany children to develop HOTS thinking. **Second**, Aisyiyah Bustanul Athfal 42 Kindergarten. The institution uses an independent curriculum, which according to the institution, an independent curriculum is a curriculum that does not restrict children from learning. Children are given the freedom to learn what they want, so that learning runs flexibly. **Third**, Sultan Agung 2 Kindergarten applies an independent curriculum. An independent curriculum helps teachers and children, where teachers and children are given the freedom to choose material that is adapted to the child's age. **Fourth**, Kebon Dalem 2 Kindergarten applies an independent curriculum. Previously the institution had implemented an inquiry curriculum. The inquiry curriculum is a curriculum that is Where In the learning process, teachers give children the freedom to use their imagination to express creativity on blank sheets. The institution also does not use textbooks.

6. Community Participation

In support of the program One-year primary school PAUD, where the community is involved in managing administration and services through formal and informal education, this requires community involvement. Parents also play a role in synchronizing and coordinating their students' growth and development. Based on interviews, the relationship between the institution and the surrounding environment is quite good. This can be seen from the support of the community or parents for the one (one) year PAUD program implemented by the institution. For the general public who are not yet aware of the one (year) PAUD program, the institution will immediately carry out outreach so that they know about it. By involving the community in institutional events or activities, this can build positive relationships with the community and get support from both parents and the community around the institution.

First, State Kindergarten Community support does not yet know that there is a 1 (one) year

PAUD program, so the institution provides insight to parents and the community about the program, what the solution is and how to accompany children. **Second**, Aisyiyah Bustanul Athfal 42 Kindergarten, the local community already knows and supports the 1 (one) year PAUD program. **Third**, TK Sultan Agung 2, an institution collaborating with the PAUD post and community health centers to socialize the 1 (one) year PAUD Program. **Fourth**, Kebon Dalem 2 Kindergarten, the institution has good relations with the surrounding community, so that the community supports the 1 (one) year PAUD program.

7. Financing

Building mutual feelings Trust within the government and between the government and the community, and the community and the community itself is needed in order to implement strategic and integrated budget distribution between stakeholders. Effective educational financial activities must be realized through openness, involvement and accountability in all education implementation, starting from planning, implementation and supervision (W. P, 2013).

First, State Kindergarten The backbone of all education funding comes from the APBN and the government. Starting from salaries for teachers, employees, children's learning, facilities and infrastructure. Public schools are free schools with no fees charged, because the schools are owned by the government. **Second**, Kindergarten Aisyiyah Bustanul Athfal 42. Funding is obtained from various sources, namely SPP, performance BOP and regular BOP because the institution implements driving schools. **Third**, Sultan Agung Kindergarten 2. Funding comes from BOP funds and also parents, such as tuition fees, building money. **Fourth**, Kebon Dalem Kindergarten 2. Funding comes from BOP funds and also from parents.

8. Coaching and Supervision

Construction and supervision early childhood education institutions are needed to make early childhood education institutions better. Construction and supervision are also benchmarks for the board to assess the extent to which the goals set by the board have been achieved, and to find out what needs to be changed or added to the board, so as to make the board even better in the provision of education. The construction and supervision of the paud 1 (one) year pre-primary school program is carried out by the head of the department, where the results of the construction and supervision are used as evaluation material which is then reported to the mayor. So that both the mayor, the head of department, and the board know if the 1 (one) year early childhood program can be implemented effectively and efficiently.

First, State Kindergarten Guidance and supervision is carried out by the Semarang city education office every week and month through the E-Kinerja system. **Second**, Kindergarten Aisyiyah Bustanul Athfal 42 coaching and supervision is carried out by school facilitators, foundations, committees and also the education department. **Third**, Kindergarten Sultan Agung 2 coaching and supervision is carried out by the foundation, corsapen, kindergarten supervisors, IGTKI, and MKKS. **Fourth**, Kebon Dalem 2 Kindergarten coaching and supervision is carried out by foundation supervisors, city services and corsapen.

Based on discussion eight scopes of the Regulation Mayor of Semarang No. 79 of 2020, there are aspects of the scope that are strongest and weakest when the institution prepares it. Judging from the 8 scopes, the aspect that is most prepared is financing and the aspect that is least prepared is teaching staff and educational staff. The financing aspect is the most prepared aspect because education funds are obtained from various sources, namely APBN, APBD, BOP, SPP, and school fees.

The funds are used appropriately for children and teachers, such as for teacher salaries, facilities and infrastructure, children's learning, children's APE and children's activities in institutions. This is proven by the facilities and infrastructure at the institution which can be said to be complete, starting from rooms, facilities and other things that support children's learning.

Aspects of teaching staff and educational staff. It was said that they were not ready because of the 26 teachers there were 11 teachers who did not have a Bachelor's degree in PGPAUD or a Bachelor's degree in Psychology. According to (Tedjawati et al., 2017) for PAUD teachers the requirements that must be met are a D-IV or Bachelor's degree in PAUD, a Bachelor's degree in psychology or relevant education. And relevant undergraduate psychology or education graduates are required to complete PPG PAUD first. The requirements for accompanying teachers are D-II PGTK/PAUD or equivalent high school graduates, where high school graduates and equivalent are required to have completed PAUD accompanying teacher training held by a government-recognized institution. And the requirement for young teachers is a high school equivalent who has completed training caregivers organized by the government and recognized by the government. Therefore, teaching staff who do not have a BA in PAUD or BA in Psychology should take PAUD education or take part in training organized and recognized by the government.

Supporting and Inhibiting Factors in Implementing Semarang Mayor Regulation no. 79 of 2020

The main supporting factor in implementing Semarang Mayor Regulation no. 79 of 2020 are parents, teachers, foundations, the community and the government. With support from many parties, implementing these regulations will be easy. Apart from that, the supporting factors to support children's learning are the facilities and infrastructure available at the institution. Adequate facilities and infrastructure can make children comfortable and happy when learning and playing.

There are several obstacles that must be overcome in preparing and implementing Semarang mayoral regulation no. 79 concerning the implementation of early childhood education for 1 (one) year of pre-primary school. Of the four institutions that researchers studied, there were two institutions that had problems. Because not many parents know about the importance of early childhood education, the institutions are ready to implement Semarang Mayor Regulation No. 79 of 2020 is less than optimal. It is said like that because in implementing these regulations the institution needs parental support, so there will be differences between parents of students who don't know and those who already know. Thoughts between parents who know the importance of education PAUD and not yet will have an impact on the development and growth of children. Institution experience problem when accepting children with special needs but who are not accompanied by shadows. It can be said that institutions experience a breakdown in focus when implementing learning, because teachers will focus more on children with special needs even though other children certainly also need attention from teachers too. This can also affect the implementation of 1-year PAUD, where for children with special needs, implementing the mandatory one-year PAUD regulations takes a year or more.

CONCLUSION

From the readiness carried out by the institution, there are 8 scopes, namely (1) implementation (2) guaranteeing the quality of education (3) acceptance of students (4) teaching staff and educational staff (5) curriculum (6) community participation (7) financing (8) coaching and supervision. Of these, there are the strongest and weakest aspects in preparing and implementing Semarang Mayor Regulation no. 79 of 2020. Firstly, the Pedurungan State Kindergarten is ready in all aspects. Secondly, the strongest aspect of ABA 42 Kindergarten that has been prepared by the

institution is in terms of the curriculum aspect using an independent curriculum based on loose part learning, while the weakest aspect is in the teaching staff aspect, where out of 5 teaching staff, 3 teaching staff do not have a Bachelor's degree in PAUD or a Bachelor's degree in Psychology. Third, in Sultan Agung 02 Kindergarten, the strongest aspect that the institution has prepared is financing, while the weakest aspect is the teaching staff and educational staff. The four strongest aspects of Kebon Dalem 02 Kindergarten that have been prepared are community participation, and the weakest aspect is on teaching staff and educational staff.

Meanwhile, if we look at it as a whole, looking at the 8 scopes, the aspect that is most prepared is financing and the aspect that is least prepared is teaching staff and educational staff. The financing aspect is the most prepared aspect because education funds are obtained from various sources, namely APBN, APBD, BOP, SPP, and school fees. The funds are used appropriately for children and teachers, such as for teacher salaries, facilities and infrastructure, children's learning, children's APE and children's activities in institutions. This is proven by the facilities and infrastructure at the institution which can be said to be complete, starting from rooms, facilities and other things that support children's learning. The aspect that is least prepared overall is the teaching staff and educational staff, it is said that because of the 26 teachers there are 11 teachers who are not graduates of a Bachelor's degree in PGPAUD or a Bachelor's degree in Psychology.

REFERENCES

- Capecchi, D. (2014). The Golden Age. History of Mechanism and Machine Science, 25, 223–301. https://doi.org/10.1007/978-3-319-04840-6_5
- Faqumala, D. A., Yuli, & Pranoto, Y. K. S. (2020). Children's Readiness to Enter Elementary School. Retrieved from https://www.google.co.id/books/edition/KESIAPAN_ANAK_MASUK_SEKOLAH_DASAR/jikq
- Hartati, S. (2017). Implementation of the Early Childhood Education Program (Evaluative Study at the Early Childhood Post in East Jakarta City, DKI Jakarta Province). JIV-Scientific Journal of Vision, 12(2), 155–162. <https://doi.org/10.21009/jiv.1202.9>
- Inayati, I. (2014). Study on Factors that Influence Readiness of Atma Jaya Yogyakarta Civil Engineering Students for Entering the World of Work in the Construction Field. Chapter II Theoretical Study, 35(1), 16–72.
- Jeflin, H., & Afriansyah, H. (2020). Article by ADM Hairunisa Jeflin (18029140) Week 3 (p. 2).
- Khaironi, M. (2018). Early childhood development. Golden Age Journal Hamzanwadi University, 3(1), 48.
- Octaviani. (2018). Definition of Readiness. Cereal For, 51(1), 51.
- Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 63 of 2009 concerning the Quality Assurance System for Primary and Secondary Education, 3 (2016).
- Rifai, M., & Fahmi. (2017). Management of Incoming Children's Learning Readiness in Elementary School. Tarbawi, 3(01), 129–143. Retrieved from <http://jurnal.uinbanten.ac.id/index.php/tarbawi/article/view/1784>
- Tanu, I. K. (2019). The Importance of Early Childhood Education So They Can Grow and Develop as a Generation of Hope in the Future. Adi Widya: Journal of Basic Education, 2(2), 19. <https://doi.org/10.25078/aw.v2i2.960>
- Tedjawati, Sari, L. S., Juanita, F., Astuti, R., & Rahmadi, U. T. (2017). Childhood Education Model.
- W. P, F. (2013). Education Financing: A Theoretical Study. Journal Education and Culture, 19(4), 565–578. <https://doi.org/10.24832/jpnk.v19i4.310>
- Wiguna, I. K. W., & Trisnangrat, M. A. N. (2022). Steps to Accelerate the Development of the Independent Learning Curriculum. Education: Journal of Basic Education, 3(1), 17. <https://doi.org/10.55115/edukasi.v3i1.2296>