

Implementation of Among System in ECCE Quality Assurance

Nur Rahadian¹, Kurotul Aeni², Diana³

^{1,2,3} Department of Early Childhood Education, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

DOI: 10.15294/ijeces.v13i1.72576

Submitted: 05/08/2023 Revised: 10/10/2023 Accepted: 27/04/2024

ABSTRACT

The purpose of the study was to determine the Implementation of the Among System in Early Childhood Care Education (ECCE) Quality Assurance focus on the implementation of the Among System on aspects of Local Potential-Based Curriculum Development, Local Wisdom-Oriented Learning, and Capacity Building of Educators and Education Personnel at the ECCE institution. This research uses a descriptive qualitative approach, with data collection techniques and data analysis using the Systematic Literature Review method. The results of the study found that the Implementation of the Among System in ECCE Quality Assurance with emphasis on the Implementation of the Among System on ECCE Curriculum Development based on local potential has the opportunity to be carried out based on the similarity of intentions, goals, and results to be achieved by the ECCE curriculum, both the 2013 Curriculum and the Merdeka Belajar Curriculum, with the idea of education within the Among System. Implementation of Among System in ECCE Quality Assurance with emphasis on the Implementation of the Among System on ECCE Learning Oriented to Local Wisdom is learning that gives the widest freedom to children, as long as there is no danger that threatens children, with a learning orientation to local wisdom delivered through: folk songs and crafts (weaving, batik, jumping, etc.); local fairy tales, both historical and mythological; environmental knowledge (religion, biology, geography, science). Implementation of Among System in ECCE Quality Assurance with emphasis on the Implementation of the Among System on Improving the Quality of ECCE Educators and Education Personnel is the implementation of Among's three philosophies: Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, and Tut Wuri Handayani as a reference for the quality level of ECCE educators and education staff..

Keywords: Among System, Quality Assurance, PAUD, Ki Hajar Dewantoro

Copyright (c) 2024 Nur Rahadian Sari, et al

Corresponding Author:

Nur Rahadian Sari

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

Email: nrahadiansari@students.unnes.ac.id

1. INTRODUCTION

Early age that plays a strategic role in the development of human life requires good quality in their education. To achieve the quality of early childhood education that can be accounted for, every ECCE unit needs to have an education quality assurance system that is implemented seriously (Sufa & Setiawan. 2020). As an educational institution, the PAUD unit is expected to be able to improve the quality of Indonesian people, needs to be managed professionally in order to become a qualified institution. Therefore, management of educational institutions is needed in accordance with school education management standards applicable in Indonesia, namely Permendikbud number 137 of 2014. Permendikbud regulates eight management standards which include Child Development Achievement Level Standards, Content Standards, Process Standards, Assessment Standards, Educator and Education Personnel Standards, Facilities and Infrastructure Standards, Management Standards, and Financing Standards. (RI, 2014).

The current phenomenon is the low achievement of the Quality Assurance program in Indonesia. Quoting Supriyono, Chairman of BAN PAUD PNF for the 2018-2023 period on the website <https://www.kompas.id/baca/humaniora/2023/05/31/> that the quality of education services in general still does not meet the minimum service standards. Secretary of BAN PAUD and PNF, Irma Yuliantina explained, From the results of the 2022 analysis, it can be seen that the performance of ECCE and PNF education units still shows low performance. ECCE institutions accredited A are only in the range of 6 percent, while those accredited C are in the range of 42 percent. (<https://www.kompas.id/baca/humani-ora/2023/05/31/>).

The results showed in the quality map with a target of 875 ECCE units and/or programs in 2020 in North Sumatra province about the achievement of 8 SNPs, shows the average achievement of 8 SNPs is met by 57%, which means that the other 43% are not in accordance with the indicators that have been set (source: BP-PAUD and Dikmas North Sumatra quality map report 2020). Suggestions were submitted to improve the suitability of indicators in quality assurance: 1) Conduct curriculum reviews based on local potential, 2) Orientating learning process towards local wisdom, and 3) Creating fun and character-laden learning. (<https://bbgsumut.kemdikbud.go.id/>). According to the PP PAUD Quality Map Policy and Dikmas Prov. West Java in 2021, there is still a reality of low achievement of 8 SNPs in ECCE institutions in West Java province. Despite an increase in the percentage of quality mapped ECCE and supervised, the results showed that the average level of SNP achievement in the previous year was not optimal, especially in the Management Standard and Sarpras which each obtained a percentage of 57% and 36% respectively. (PP PAUD Dikmas Jawa Barat. 2021). From these facts, can be concluded that the school principals/ECCE managers still lack the understanding of institutional management and need to strengthen institutional management. (Sulaeman. 2021).

From the research on the Education Delivery Model for Disadvantaged, Outermost, Leading Regions, showed 3 obstacles to achieving quality education, namely: 1) Undergrade scholl facilities; 2) The quality/competence of teachers is still low; dan 3) Lack of teacher commitment. (Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan. 2018). The research also found community responses that the existing curriculum was still not suitable for the local community because the impact cannot be directly felt by the community, it is necessary to add a local content on the curriculum in the form of life skills and the cultivation of local wisdom values that are felt to have been eroded. To meet

those demands, adequate human resources are needed, namely teachers who are competent in their fields. Teachers who understand local wisdom very well so that they are able to explore and convey it to the students. (<https://core.ac.uk/>).

Thus, in order for the ECCE Quality Assurance program able to achieve optimal results, a number of things need attention: 1) Conduct local potential-based curriculum reviews, 2) The learning process is oriented towards local wisdom, 3) Creating fun and character-laden learning, 4) Strengthening the management of institutional management for the School Masters/Managers of institutions, 5) Increased procurement of institutional facilities and infrastructure, 6) Improve teacher quality/competence, and 7) strengthening teaching commitment for teachers. The whole point can be summarized into: 1) The existence of a curriculum based on local potential, 2) The learning process is oriented towards local wisdom with fun and characterful learning methods, and supported by appropriate infrastructure, and 3) Improving the quality of educators and education staff both in terms of intellectual competence, professionalism, and personality.

Ki Hajar Dewantoro is the Father of Indonesian National Education who has big ideas in the field of national education. He came up with three concepts of early childhood education, namely: (1) Education provided to the child from birth to the age of seven years; (2) Educating children in a way that is appropriate to their childhood habits; (3) Children's education emphasizes on the culture of one's own race not the culture of other nations. These three concepts are known as the Among System, which provides broad freedom, as long as there is no danger to the child. (Cahyani. 2018). The Among system rests on two pillars, the first of which is the Law of Nature as a condition for turning on and reach progress as quickly and as best, and the second is Independence, which is a condition to revive and move the child's inner and outer strength so that they can live independently. (Wangid. 2009).

Ki Hajar believes that kindergarten education should be designed according to the nature of children and slowly guide children towards civilization. One form of this nature is that children love to play, so play is very important for educating early childhood. (Dewantoro. 1977). As a game material for kindergarten children, Ki Hajar suggested to use games and songs that are in accordance with Indonesian culture, because Indonesia is rich in traditional song and games tools. According to Ki Hajar, children should be brought closer to the variety of play, singing, and stories that develop in their area. (Dewantoro,1977).

The Among system applies learning and education methods in PAUD based on caring, loving and nurturing actions in the sense that learning to students is a non coercive actions. Educators deliver education in a timely manner, encourage progress, and subtly steer them on the right path. (Hidayah. 2014). In the Among System, educators are required to be guided by the philosophy of *ing ngarso sung tulodo*, while in front as an example, *ing madyo mangun karso*, in the middle as a giver of encouragement and direction and *tut wuri handayani*, which is stay in behind as a mentor. (Apriliyanti et al. 2020; Sya'baniah. 2020).

Ing Ngarso Sung Tulodo (up front as an example), interpreted that teachers are required to organize their attitudes, statements, and behaviors to become worthy as examples for students (Fadjri et al. 2021; Fithriyah. 2016). *Ing Madyo Mangun Karso* is an attitude that must be possessed by a teacher or *pamong* in educating students, by providing encouragement. Teachers must also be able to put themselves among their students, as friends to their students (Fadjri et al. 2021), and able to guide and inspire their students so as to create a conducive and comfortable learning atmosphere for

them. (Apriliyanti et al. 2020; Rokhayanah on Fithriyah. 2016). Tut wuri handayani, means that educators are obliged to encourage and monitor so that children are able to work alone. (Hidayah. 2014). This statement demands that the Pamong follow, observe, and monitor the development of students attentively and responsibly based on love and affection that is free from selflessness and away from arbitrariness. (Sirwan on Fadjri et al. 2021).

Thus, it can be concluded that the implementation of the Among System will lead to the development of a locally charged ECCE curriculum with fun learning employing learning materials enriched with traditional songs, dances, stories, and games supported by appropriate means; The embodiment of the Among philosophy conveyed by the motto of *ing ngarso sung tulodo, ing madyo mangun karso, tut wuri handayani* is a form of developing the competence of educators and education staff towards an ideal figure. When related to 3 (three) points that need to be considered for optimizing the ECCE quality assurance program in Indonesia, namely 1) The existence of a curriculum based on local potential, 2) The learning process is oriented towards local wisdom with fun and character-laden learning methods, supported by appropriate infrastructure, and 3) Improving the quality of educators and education staff in terms of intellectual competence, professionalism, and personality, hence it is comprehensible for the author to be challenged to research the implementation of the Among system in the ECCE Quality Assurance program.

The school and classroom environment remain a miniature society wherein learners receive the right type of values and knowledge on how to accommodate unity in diversity and develop life/social/survival skills necessary for any individual to fit into any society. However, learners' inability to transfer their learnings from classrooms into real-life contexts in Nigeria leaves researchers questioning whether social studies teachers' pedagogical choices effectively prepare learners for a fast-changing world. It is against this background and concern that the researchers are motivated to (a) analyse the pedagogical approaches prescribed in the curriculum to teach social studies in the lower primary classrooms and (b) to understand teachers' pedagogical preferences in teaching primary one and two learners' social studies (c) to examine teachers' application of free play and mutually directed play pedagogies in teaching primary one and two social studies.

2. METHOD

This research is a Qualitative Research with Systematic Literature Review or SLR method. Systematic Literature Review is a research method carried out by reviewing pre-existing literature reviews. (Wahono. 2016). The technique of data collection and analysis in this study is to apply 5 (five) stages of the method SLR (Triandini, 2019):

A. *Setting Research Question.* *Research Question* (RQ) are set based on the needs of the chosen topic. The *Research question* in this study are:

Tabel 1 Research Question

RQ1	How to implement the Among System for curriculum development based on local potential?
RQ 2	How to implement the Among System for the development of local wisdom-oriented learning?
RQ3	How is the implementation of the Among System for improving the quality of educators and education personnel?

- B. *Process* is the process of searching and getting relevant sources to answer the *Research Question* (RQ). The search process is performed using *search engine* (Google dan Chrome) <http://www.google scholar.com> and <http://www.google.com>.
- C. *Quality Assesment* (Kualitas Penilaian) by *Inclusion and Exclusion Criteria*. At this stage, the author decides whether or not a study found at the search stage is feasible for further analyze in SLR research. At this stage, a set of *Inclusion and Exclusion Criteria* determined by employing PICOS (*Population / Problem, Intervention / Indicator, Comparison, Outcome, Study design*) *framework* (Budgen and Brereton, 2006) consists of:
- Population/problem*: The problem to be analyzed is in concordation to the theme already specified in *literature review*.
 - Intervention/Indicator*: Actions or indicators of the problem is according to the theme raised in *literature review*.
 - Comparison*: Comparators or control groups in selected studies that are used as comparators.
 - Outcome*: Is the result or output obtained in previous studies in accordance with the theme that has been determined in *literature review*.
 - Study Design*: Is a research design used by the study that will be reviewed.
- The author adds Language and Format of Study to PICOS *framework* of this research. The PICOS *framework* applied to RQ 1, RQ 2, and RQ 3 in this study is presented in the following table:

Tabel 2 PICOS Framework for RQ 1, RQ 2, RQ 3

	RQ 1		RQ 2		RQ 3	
	I	E	I	E	I	E
P	Study of RQ1		Study of RQ2		Study of RQ2	
I						
C						
O	Aspects of the Among System that are implemented in the development of local potential-based curriculum		Aspects of the Among System that are implemented in learning oriented to local wisdom		Aspects of the Among System that are implemented in improving the quality of education and education personnel	
S	Qualitative / Quantitative		Qualitative / Quantitative		Qualitative / Quantitative	
F	PDF		PDF		PDF	
B	Indonesian		Indonesian		Indonesian	

E= Exclusion I = Inclusion
F = Format article B = Bahasa

After passing the exclusion and inclusion stages using the PICOS framework, the author obtained a number of studies to assess their quality as subject matter. The number of studies obtained is shown in Table 3:

Tabel 3 Literature acquisition through PICOS framework

	RQ 1	RQ 2	RQ 3
GS	10	7	4
G	3	3	10
Total	37		

GS = Google Scholar

G = Google

The 37 studies were found and then their topic content will be evaluated through Quality Assessment (QA) stages. Quality Assessment Stage is a stage to filter relevant articles so that they meet the following quality assessment criteria:

Tabel 4 Quality Assesment

QA	Criterion
Q1	Does the Study discuss the Among System for Curriculum Development based on local potential in ECCE?
Q2	Does the study contain aspects of the Among System that are implemented in the development of local potential-based curriculum in ECCE??
Q3	Does the study discuss the Among System for the development of local wisdom-oriented learning?
Q4	Does the Study contain aspects of the Among System that are implemented in the development of local wisdom-oriented learning?
Q5	Does the Study discuss the Among System for improving the quality of educators and education staff?
Q6	Does the Study contain aspects of the Among System that are implemented in improving the quality of educators and education staff?
Q7	Does the study contain research methods used in researching the study?

Articles that pass the analysis and discussion stage are articles that have at least 3 quality assessments.

From the results of the assessment through Quality Assessment, out of 37 studies that passed the inclusion and exclusion stages, 33 studies were successfully selected that passed the analysis at the discussion stage in this study.

- D. At this stage, the data that has been filtered at the *Quality Assessment* stage will be analyzed to show:
- 1). Implementation/non-implementation of the Among System for curriculum development based on local potential (referring to RQ1)
 - 2). Implementation of the Among System for the development of local wisdom-oriented learning (refers to RQ2).
 - 3). Implementation of the Among System for improving the quality of educators and education personnel (refers to RQ3).
- E. The fifth stage is the process of understanding the search results summarized at the analysis stage. At this stage, the researcher presents a report as a research conclusion through a description in the form of a brief statement based on facts or correct relationships and becomes an answer to

the questions that have been submitted in the problem formulation section. The overall answer is focused on the scope of the question and the amount is adjusted to the statement of the problem. (Handayani, 2017).

The steps taken at the data analysis stage in this study apply 5 stages of research analysis *Systematic Literature Review* research analysis. (Pollock & Berge. 2017) namely: data collection, data reduction, data presentation, synthesis of findings, interpretation of findings, and conclusions.

3. RESULTS AND DISCUSSION

1) Result

Relevant Articles Based on Exclusion-Inclusion Criteria

At the data collection stage through searching for full text articles using Google Scholar and Google.com, the author obtained a total of 2500 articles in the search using the keyword Implementation of the Among System for the development of a locally-oriented ECCE curriculum ; 584 articles obtained on searches with keywords Among System Implementation for improving the quality of educators and education personnel; and get 236 articles on article searches with keywords implementation of the Among System for the development of learning oriented to local wisdom. The author then reduces the data on the articles obtained by applying the Exclusion-Inclusion criteria using the PICOS framework. The exclusion criteria applied are that the article does not discuss the Among System, the article does not discuss ECCE, and uses non-qualitative/quantitative research methods. Data reduction resulted in 37 scientific articles which are articles contained in National Journals published in the 2020-2023 period.

Assesing Relevant Articles Through Quality Assesment Stages

Relevant articles on data reduction based on inclusion and exclusion criteria using the PICOS framework, assessed its feasibility for further discussion through Quality Assesment stages. The author sets 7 feasibility points aimed to assess the content density of articles relevant to the Among System and aspects of the Among System. The following is a summary of relevant articles that meet the Quality Assesment stages.

A. Relevan Articles to answer RQ 1

Tabel 5 Answer RQ 1

1	Early Childhood Education On Ki Hajar Dewantara Perspective written by Rohmatun Nurul Hidayah
2	The Influence of Ki Hadjar Dewantara Educational Thought in the 2013 Curriculum in Indonesia written by Trisna Wulandari
3	Ki Hajar Dewantara's Thoughts and Implications in Early Childhood Education written by Bagas Okta Ris Novia and Aan Listiana
4	Ki Hajar Dewantara Educational Ideas And Its Relevance To Curriculum 13 written by Eka Yanuarti
5	The Relevance of Ki Hajar Dewantara Educational Thought in the 21st Century written by Nora Nurhalita, Hudaidah
6	The concept of Early Childhood Character Education According to Kihajar Dewantara and Maria Montessori written by Saiful Badr, Devy Habibi Muhammad, Ari Susandi

7	Independent Education in the Perspective of Ki Hadjar Dewantara and Its Relevance to Independent Learning in Indonesia written by Dyahsih Alin Sholihah
8	The implementation of the Early Childhood Character Education Program at KB Bina Citra Cendekia Ungaran by Fiqri Ana Cintia Putri, Achmad Rifai
9	The Concept of Independent Learning Perspective of Ki Hajar Dewantara and Its Relevance to Islamic Education was written by Muhamad Akip, Azwar Rahmat, Teddy Paizar, Doni Armaya
10	Reinterpretation of the Tri Pusat Pendidikan: A Philosophical-Pedagogical Critical Study written by Rachmalia Fitriani Saleh
11	Merdeka Belajar and Its Relevance for the Development of Character Education in Indonesia (Study of Ki Hadjar Dewantara View) written by Fenny Sri Ayuni, Aris Suherman, Septiani Resmalasari
12	The concept of the Sariswara Method in terms of music education in an effort to develop a National Culture-Based Music Education Curriculum in Indonesia was written by Oriana Tio Parhita Nainggolan, Endang Ismudiati, Benadito Anchieto Manek

B. Relevant Articles to Answer RQ 2

Tabel 6 Answer RQ 2

1	Analisis Karakter Kedisiplinan Berbasis Tri Sentra Pendidikan Masa Pandemi Covid-19 Di Taman Kanak-Kanak ditulis oleh Heru Priyanto, Anita Chandra, Agus Sutono
2	Sistem Among dalam Penerapan Nilai-nilai Luhur Pendidikan Karakter Ki Hadjar Dewantara ditulis oleh Fressi Apriliyanti, Fattah Hanurawan, Ahmad Yusuf Sobri
3	Pemahaman Dan Penerapan Sistem Among Ki Hadjar Dewantara Pada Usia Wiraga ditulis oleh Yenita Heri Susanto dan Amnahul Jaziroh
4	Penanaman Nilai Kemandirian Anak Usia Dini Melalui Konsep Sistem Among (Asah, Asih, Asuh) ditulis oleh S Wahyuningsih, NK Dewi, R Hafidah
5	Penerapan Sistem Among dan Ajaran Brahmavihara Pada Anak Usia Dini ditulis oleh Wahyu Utomo
6	Penerapan Ajaran Tri-Nga Untuk Meningkatkan Karakter Pada PAUD ditulis oleh Ribka Nasita Putri
7	Implementasi Sistem Among A3 (Asah, Asih, Asuh) Dalam Penanaman Nilai Karakter Pada Anak Usia Dini ditulis oleh Siti Wahyuningsih, Nurul Kusuma Dewi, Ruli Hafidah
8	Proses Pembelajaran Anak Usia Dini Menurut Pendekatan Ki Hadjar Dewantara ditulis oleh Amelia Tri Ashari, Dinda Aprilia, Dini Pransiska, Yusrah Suhaillah
9	Proses Pembelajaran Pendidikan Anak Usia Dini Berbasis Pendekatan Ki Hajar Dewantara ditulis oleh Ni Ketut Srie Kusuma Wardhani
10	Implementasi pemikiran Ki Hadjar Dewantara di taman kanak-kanak ditulis oleh Eka Pamuji Rahayu, S. Sugito

C. Relevant Articles to Answer RQ 3

Tabel 7 Answer RQ 3

1	Application of Among System in Education Process: An Effort to Develop Teacher Competence written by Siti Masitoh, Fibria Cahyani
2	The School Principals Leadership of Asah, Asih, Asuh-Based in Improving Digital Literacy of Teachers in the Panjatan Paud Cluster by Eti Pratiwi HS, Agustin Sri Purnami, Rahmat Mulyono

3	Creating Competent Early Childhood Educators in Line with the Theory of Ki Hajar Dewantara written by Nida Salma Fauziyyah, Kuswanto
4	Understanding of ECCE Educators Related to Pedagogic Competence According to the Concept of Ki Hadjar Dewantara written by Fikriyah Nurul Mufidah, Kuswanto
5	The Role of Early Childhood Educators in the Concept of Education Ki Hajar Dewantara written by Umi Hani, Khamim Zarkasih Putro
6	Reconstruction of the Meaning of Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani by Ki Hadjar Dewantara written by Imam Fawaid, Alaika M. Bagus kurnia PS, Dewi Zulaicho, Ilmi Zahrotin Faizullah Al Hamidy
7	The concept of teacher in the view of Ki Hajar Dewantara and from the perspective of Islamic education written by Vera Nita, As'ad Badr, Ahmad Fuad
8	Readiness of Educators in Handling Children with Special Needs in PAUD written by Rima Dewi Kartini, Noor Padilah, Rustatik, Lubna Aljufri, Septiyani Endang Yunitasari
9	Implementation of Pedagogic Competence through Humanist Learning Perspective Ki Hadjar Dewantara written by Gilang Arya Alghifari, Fahmi Ibrahim, Muhamad Parhan
10	A Reflective Study of Teacher Ethics in the Perspective of Ki Hajar Dewantara Wrapped in the Moral Philosophy of Utilitarianism by Teguh Ibrahim, Ani Hendriani
11	Become a Professional Teacher Ala Ki Hadjar Dewantara written by Zahid Zufar At Thaariq

Data Presentation

Relevant articles that have been reduced at the Exclusion-Inclusion stage and have met the requirements of the Quality Assessment, are presented based on grouping according to the Research Question as the reference for data collection. In presenting the data, the author synthesizes the findings of relevant studies which will then be discussed by the author.

2) Discussion

Analysis of Among System Implementation in ECCE Curriculum Development

The purpose of early childhood education as a coaching effort through the provision of educational stimuli to help physical and spiritual growth and development (RI No. 20, 2013) and the purpose of the ECCE Curriculum as a driver of the development of children's potential so that they have readiness for further education (Permendikbud 147, 2014) is in line with Ki Hajar Dewantoro's thoughts on Early Childhood Education: "Educating children under 7 years of age, in a manner consistent with the habits of childhood. In accordance with all the circumstances of the child, as long as it is directed towards the development of a sense of order and peace, as well as a healthy mind later. (Dewantoro.1959).

Ki Hajar Dewantoro views children as a natural beings that have their own nature and the freedom to act and regulate themselves. (Dewantoro. 1959). Natural being is a God-given blessing in the form of children's talents, while Freedom is the right to govern itself on condition of orderly peaceful life in society (Noventari. 2020; Wulandari. 2021; Novia. 2022). The concept of education that applies the Among System is education that provides the widest possible opportunity for children to develop according to the child's nature (Yanuarti. 2017; Novia. 2022), to develop thinking skills, creativity, and talents (Nurhalita. 2021) by not being coercive (Rohmatun. 2015), but with the warmth as of a family (Ayuni. 2022; Akip. 2022; Badar, et.al. 2022), learn according to one's own experience (Sholihah. 2021) and use all aspects of its capabilities (Yanuarti. 2017; Noventari. 2020).

So that it can later become an adult human being who is physically and mentally free along with responsibilities (Noventari. 2020; Akip. 2022) and develop fully and in harmony with all the aspects of humanity and who are able to appreciate and respect the humanity of everyone (Yanuarti. 2017).

Among System and Curriculum 2013

The purpose of the 2013 curriculum is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, innovative, creative, and affective and able to contribute to the life of society, nation, state, and world civilization. (RI. 2013). The purpose of education put forward by Ki Hajar Dewantara is in line with the objectives of the 2013 Curriculum, which is to both direct educational goals related to individuals and society, namely first, leading to independence both physically, mentally, and spiritually, while the 2013 curriculum is not only physically independent, but prepares Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective. (Yanuarti. 2017). Ki Hajar Dewantara supports attitudes such as harmony, kinship, deliberation, tolerance, togetherness, democracy, responsibility, and discipline, while the 2013 curriculum not only directs contributions in society, but more broadly, contributes to the nation, state, and even world civilization. (Wulandari. 2021)

Among System and Merdeka Belajar Curriculum

The Merdeka Belajar Curriculum Policy was designed by the Ministry of Education and Culture of the Republic of Indonesia, namely the Minister of Education and Culture Nadiem Anwar Makarim which aims to: 1) Become a solution to teacher problems faced during the learning process, 2) Reducing the burden on teachers in carrying out their profession, 3) provide a concrete picture of the problems faced by teachers when teaching in schools, and 4) Teachers must be at the forefront of producing the nation's next generation by designing an atmosphere and learning conditions that can attract students' attention. (Mustagfiroh dalam Sholihah. 2021).

The concept of Merdeka Belajar from Ki Hajar Dewantoro also lies in its motto, Ing Ngaraso Sung Tulodo, meaning that an educator is always at the forefront of setting an example. Ing Madyo Mangun Karso, means that an educator is always in the midst of his students to continuously educate / motivate his students to work, build intention, enthusiasm, and foster ideas so that students are productive in their work. Tut Wuri Handayani, This means that an educator always supports and supports (encourages) his students to work in the right direction for community life. (Ayuni. 2022). So, in order to achieve learning independence in students, teachers as educators must first liberate themselves. Therefore, the process of transferring knowledge to students is well realized. (Noventari. 2020; Ayuni. 2022).

Analysis of Among System Implementation in ECCE Learning

The characteristic of PAUD according to Ki Hajar is Character Education or Ethics and the Among System.(Dewantoro. 2013). In Ki Hajar Dewantoro's view, the education method that is in accordance with early childhood education is the Among System, which is a learning and education method based on asih, asah and asuh (Wangid in Apriliyanti. 2020; Wardhani. 2021). The form of Ethics education or character education in PAUD is the cultivation of human values, pride, and

dignity, moral values of character, and ultimately the formation of human beings with personality.(Wardhani. 2021). Ki Hajar Dewantoro's early childhood learning approach emphasizes children's character development, the use of direct experience and play, and moral values education.(Ashari. 2023). The concept of the Among System as a method of instilling character values from an early age through mentoring, example or example, and providing continuous support. (Wahyuningsih. 2019).

The Among method gives freedom to children to train to find their own way, educators only need correction when children find dangers that they cannot avoid with their own minds or energy. (Yanuarti. 2018). Teachers should not learn knowledge about the world dogmatically. Instead, they simply get behind the student while encouraging them to move forward, subtly directing them to the right path, and protecting them against the danger or obstacles they encounter. (Wardhani. 2021). The Among method can also be a contribution to developing student-centered learning. Because at the age of 0-8 years, a time when children develop a lot of movement (motor skills), it is very important that teachers apply the Among method by giving freedom to children to choose learning media on what they like. (Susanto. 2017).

Analysis of Among System Implementation in Competency Development of ECCE Educators and Education Personnel

The concept of teacher in the view of Ki Hajar Dewantoro is reflected in the motto *ing ngarso sung tulodo* (when in front give an example), *ing madyo mangun karso* (when in the middle giving off encouragement), *tut wuri handayani* (when behind gives motivation). It is implying that teachers behave as leaders who can set an example of example, are able to generate motivation and provide supervision and encouragement to move forward.(At Thaaqiq. 2019; Hani. 2022; Nita. 2023).

Ing ngarso sung tulodo, *ing madyo mangun karso*, *tutwuri handayani* philosophies that can be implemented in the role of early childhood educators are as follows (At Thaaqiq. 2019; Fauziyyah. 2020; Fikriyah. 2020; Fawaid. 2021; Hani. 2022):

1. *Ing Ngarso Sung Tulodo*. *Ing ngarsa* means up front, or a more experienced and/or more knowledgeable person. *Sung tulodo* means to set an example, to be a model (Sugiarta on Hani. 2022). Therefore, *ing ngarsa sung tulodo* Meaning, as an educator is a more knowledgeable and experienced person, should be able to be a good example or can be as a “centralfigure” for students (*Among*).
2. *Ing madyo mangun karso* means that civil servants or educators as leaders should be able to develop the interests, desires and willingness of students to be creative and productive, in order to devote themselves to lofty and ideal notion. (*Momong*).
3. *Tut wuri Handayani*. *Tutwuri* means following closely, attentively, and responsibly based on love and affection free from selflessness and away from arbitrary authoritarian, possessive, protective and permissive traits. Whilst *handayani* means giving freedom, opportunity with attention and guidance that allows students on their own initiative and their own experience, so that they develop along the line of their personal nature. (*Ngemong*).

4. CONCLUSION

Based on the results of narrative, descriptive and synthetic analysis of studies on the Implementation of the Among System in ECCE Quality Assurance with emphasis on the Implementation of the Among System on ECCE Curriculum Development based on local potential, Implementation of the Among System in ECCE Learning Oriented to Local Wisdom, and Implementation of the Among System for Improving the Quality of ECCE Educators and Education Personnel, hence the following conclusions are obtained:

1. The implementation of the Among System in ECCE Quality Assurance with an emphasis on the Implementation of the Among System in the Development of ECCE Curriculum based on local potential has the opportunity to be implemented Based on the results of relevant studies that reveal the similarity of intentions, objectives, and the results to be achieved by the ECCE Curriculum, both the 2013 Curriculum and the Merdeka Belajar Curriculum, with the idea of education in the *Among System*.
2. The implementation of the Among System in ECCE Quality Assurance with emphasis on the Implementation of the Among System in ECCE Learning Oriented to Local Wisdom is learning that provides the widest freedom to children, As long as there is no danger that threatens children, with a learning orientation to local wisdom conveyed through: folk songs and crafts (weaving, batik, making *jumputan*, etc); local fairy tales, both historical and mythological; environmental knowledge (religion, biology, geography, science).
3. Implementation of the Among System on ECCE Quality Assurance with emphasis on the Implementation of the Among System on Improving the Quality of ECCE Educators and Education Personnel is the implementation of the three philosophies of *Among: Ing Ngarso Sung Tulodho, Ing Madyo Mangun Karso, dan Tut Wuri Handayani* as a reference for the level of quality of ECCE educators and education personnel.

Research Suggestion & Limitations

Research Suggestion

1. The Early Childhood Education Policy Makers can considered the Implementation of the Among System in ECCE Quality Assurance with emphasis on the Implementation of the Among System for the Development of ECCE Curriculum Based on Local Potential, Implementation of the Among System for Local Wisdom-Oriented ECCE Learning, and Implementation of the Among System for Improving the Quality of ECCE Educators and Education Personnel as a solution for the success of ECCE Quality Assurance programs.
2. Further research can employ this research as an enhancer of scientific knowledge and a reference for research on the Among System and ECCE Quality Assurance. The next research on the Implementation of *Among System* in ECCE Quality Assurance is recommended to included aspects that have not been explored in this study.

Research Limitations

1. This study only took part of the ECCE Quality Assurance as the focus of the study. Therefore, may further research could be carried out thoroughly on all aspects of ECCE

Quality Assurance, so the application description of the *Among* System in ECCE Quality Assurance can be known and compared about.

2. Due to limited manpower and time, the research did not involve a larger number of relevant articles review results to obtain a more complete picture of the Implementation of the *Among* System in ECCE Quality Assurance.
3. Due to limited means, manpower, and time, the research focus does not lead to draw a model to implement the *Among* System in ECCE Quality Assurance which can be used as a guide or model for practical purposes. Therefore, in the next study, researchers would also include designing a guidance model for the Implementation of the *Among* System in ECCE Quality Assurance to be realized.

REFERENCES

- Akip, Muhammad; Rahmat, Azwar; Paizar, Teddy; Armaya, Doni. (2022). Konsep Merdeka Belajar Perspektif Ki Hajar Dewantara Dan Relevansinya Terhadap Pendidikan Islam. *Jurnal Tazkirah: Transformasi Ilmu-ilmu Keislaman*. 7(2), 110 – 128.
- Apriliyanti, Fressi; Hanurawan, Fattah; Sobri, Ahmad Yusuf. (2020). Sistem Among dalam Penerapan Nilai-nilai Luhur Pendidikan Karakter Ki Hadjar Dewantara. *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan*. 5(8), 1048—1055.
- Ashari, Tri Amelia; Aprilia, Dinda; Pransiska, Dini; Suhailah, Yusrah. (2023). Proses Pembelajaran Anak Usia Dini Menurut Pendekatan Ki Hadjar Dewantara. *Jurnal Riset Ilmu Pendidikan*, 3(2), 70-74.
- At-Thaariq, Zahid Zufar. (2019). Menjadi Guru Yang Profesional Ala Ki Hadjar Dewantara. [https://www.academia.edu/42864594/MENJA-DI GURU YANG PROFESIONAL ALA KI HADJAR DEWANTARA](https://www.academia.edu/42864594/MENJA-DI_GURU_YANG_PROFESIONAL_ALA_KI_HADJAR_DEWANTARA)
- Ayuni, Fenny Sri; Suherman, Aris; Resmalasari, Septiani. (2022). Merdeka Belajar dan Relevansinya Bagi Pengembangan Pendidikan Karakter di Indonesia (Studi Pandangan Ki Hadjar Dewantara). *Faktor : Jurnal Ilmiah Kependidikan (XXXX)*, X(X), 1-14
- Badar, Saiful; Muhammad, Devy Muhammad; Susandi, Ari. (2022). Konsep Pendidikan Karakter Anak Usia Dini Menurut Ki Hajar Dewantara Dan Maria Montessori. *Al-Muaddib*. 4 (1), 63-80.
- Budgen, David & Brereton, Pearl. (2006). Performing Systematic Literature Reviews in Software Engineering. *Proceeding of the International Conference of Software Engineering*. Shanghai. May 2006. Pages 1051-1052.
- <https://dl.acm.org/doi/10.1145/1134285.1134500>
- Cahyani, Ratih; Suyadi. (2018). Konsep Pendidikan Anak Usia Dini Menurut Ki Hadjar Dewantara. *Golden Age Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini*. 3 (4), 219-236.
- Dewantoro, Ki Hajar. (1959). *Taman Indrya (Kindergarten)*. Yogyakarta: Majelis Luhur Taman Siswa.
- Dewantoro, Ki Hajar. (2013). *Pendidikan*. Yogyakarta: Majelis Luhur Taman Siswa.
- Fajri, Suryadi; Trisuryanti, Tuti. (2021). Gagasan Sistem Among Ki Hajar Dewantara Dalam Membangun Pendidikan Di Indonesia Sejak 1922 Sampai Dengan 2021. *Tarikhuna: Journal Of History And History Education*. 3(1), 18-28.
- Fauziyyah, Nida Salma; Kuswanto. (2020). Menciptakan Tenaga Pendidik Paud Yang Berkompeten Sejalan Dengan Teori Ki Hajar Dewantara. *JURNAL AUDI. Jurnal Ilmiah Kajian Ilmu Anak dan Media Informasi PAUD. JAI*. V (1), 10-18.

- Fawaid, Imam; Bagus Kurnia PS, Alaika M; Zulaicho, Dewi; Al Hamidy, Ilmi Zahrotin Faizullah. (2021). Rekonstruksi Makna Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani Oleh Ki Hadjar Dewantara. Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies). 2(1), 39-46.
- Fithriyah, Nurul. (2016). Urgensi Pemahaman Sistem Among Ki Hajar Dewantara Dalam Dunia Pendidikan.
https://prosiding.upgris.ac.id/index.php/fip_2016/fip_2016/paper/viewFile/1428/1428 (accessed 10 March 2021)
- Hani, Umi; Putro, Khamim Zarkasih. (2022). Peran Pendidik Anak Usia Dini dalam Konsep Pendidikan Ki Hajar Dewantara. Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini. 4(1), 79-95.
- Hidayah, Rohmatun Nurul. (2014). Pendidikan Anak Usia Dini Perspektif Ki Hajar Dewantara. Al Mabsut: Jurnal Studi Islam dan Sosial. 9(2), 50-59.
- Nita, Vera; Badar, As'ad; Fuadi, Ahmad. (2023). Konsep Guru Dalam Pandangan Ki Hajar Dewantara Dan Dari Perspektif Pendidikan Islam. Journal Ability : Journal of Education and Social Analysis. 4(1), 170-180.
- Noventari, Widya. (2020). Konsepsi Merdeka Belajar Dalam Sistem Among Menurut Pandangan Ki Hajar Dewantara. PKn Progresif. 15(1), 83-89.
- Novia, Bagus Okta Ris; Listiana, Aan. (2022). Pemikiran Ki Hajar Dewantara Dan Implikasinya Dalam Pendidikan Anak Usia Dini. CERIA (Cerdas Energik Responsif Inovatif Adaptif). 5(6), 682-693
- Nurhalita, Nora; Hudaidah. (2021). Relevansi Pemikiran Pendidikan Ki Hajar Dewantara pada Abad ke 21. Edukatif : Jurnal Ilmu Pendidikan. 3(2), 298 – 303.
- Peraturan Menteri Pendidikan dan Kebudayaan No 147 Tahun 2014 tentang Standar PAUD
- Pollock, Alex; Berge, Elvin. (2017). How to do a systematic review. International Journal of Stroke. 0(0), 1-19.
- Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan. 2018.
- Sholihah, Dyasih Alin. (2021). Pendidikan Merdeka dalam Perspektif Ki Hadjar Dewantara dan Relevansinya Terhadap Merdeka Belajar di Indonesia. LITERASI. 12(2), 115-122.
- Sulaeman, Devy. (2021). Manajemen Satuan PAUD Ditinjau Dari Standar Pengelolaan Dalam Peningkatan Mutu Kelembagaan. Jurnal Edumaspul. 5 (1), 457-463.
- Sufa, Feri Faila; Setiawan, M. Hery Yuli. (2020). Implementasi Penjaminan Mutu pada Lembaga PAUD di Solo Raya. Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini. 4(2), 559-566
- Susanto, Yenita Heri; Naziroh. (2017). Pemahaman Dan Penerapan Sistem Among Ki Hadjar Dewantara Pada Usia Wiraga. Indigenous: Jurnal Ilmiah Psikologi. 2(2), 10-29.
- Sya'baniah, Anisah Hafsa; Kuswanto. (2020). Humanisasi Pendidikan Sebagai Aktualisasi Konsep Ki Hajar Dewantara Terhadap PAUD. JURNAL AUDI. Jurnal Ilmiah Kajian Ilmu Anak dan Media Informasi PAUD. JAI V(1), 57-63.
- Triandini, E.; Jayanatha, S.; Indrawan, A.; Putra, G.W.; Iswara, B. (2019). Metode Systematic Literature Review untuk Identifikasi Platform dan Metode Pengembangan Sistem Informasi di Indonesia. Indonesian Journal of Information Systems (IJIS). 1(2), 63-75.
- Undang-Undang Republik Indonesia No. 20 Tahun 2013 tentang Sistem Pendidikan Nasional

-
- Wahono, Romy Satria. (2016). Systematic Literature Review: Pengantar, Tahapan Dan Studi Kasus. <https://romisatriawahono.net/2016/05/15/systematic-literature-review-pengantar-tahapan-dan-studi-kasus> (accessed 10 March 2021)
- Wahyuningsih, S.; Dewi, NK.; R Hafidah. (2019). Penanaman Nilai Kemandirian Anak Usia Dini Melalui Konsep Sistem Among (Asah, Asih, Asuh). *Prodi*. 7(1), 12 – 15.
- Wangid, Muhammad Nur. (2009). Sistem Among Pada Masa Kini: Kajian Konsep Dan Praktik Pendidikan. *Jurnal Kependidikan*. 39(2), 129-140
- Wardhani, Ni Ketut Srie Kusuma. (2021). Proses Pembelajaran Pendidikan Anak Usia Dini Berbasis Pendekatan Ki Hajar Dewantara. *Pratama Widya : Jurnal Pendidikan Anak Usia Dini*. 6(2), 159-165.
- Wulandari, Trisna. (2021). Pengaruh Pemikiran Pendidikan Ki Hadjar Dewantara Dalam Kurikulum 2013 di Indonesia. *Jurnal Humanitas: Katalisator Perubahan dan Inovator Pendidikan*. 8(1), 24-33.
- Yanuarti, Eka. (2017). Pemikiran Pendidikan Ki Hajar Dewantara Dan Relevansinya Dengan Kurikulum 13. *Jurnal Penelitian*. 11(2), 237-265.
(<https://www.kompas.id/baca/humani-ora/2023/05/31/>). (accessed 28 April 2022)
(<https://bbgpsumut.kemdikbud.go.id/>). (accessed 28 April 2022)
(<https://core.ac.uk/>). (accessed 05 Mei 2022)