



COPY

REGENT SUKOHARJO  
PROVINCE OF CENTRAL JAVA  
REGIONAL REGULATIONS OF SUKOHARJO DISTRICT  
NUMBER 2 YEAR 2023  
ABOUT  
IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION

BY THE GRACE OF GOD ALMIGHTY

REGENT SUKOHARJO,

Considering: a. that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aims to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, be independent, and become democratic and responsible citizens;

b. that in order to fulfill the rights of all children to obtain education from an early age, it is necessary to optimize the performance, effectiveness and efficiency of Early Childhood Education activities holistically and integrally as very basic education, determining children's growth and development in the future through increasing access and provision of services

providing quality education;

c. that to provide a legal basis and certainty for Regional Governments in organizing early childhood education, it is necessary to regulate it in Regional regulations;

d. that based on the considerations as intended in letters a, b, and c, it is necessary to establish Regional Regulations concerning the Implementation of Early Childhood Education;

Bearing in mind: 1. Article 18 paragraph (6) of the Constitution of the Republic Indonesia in 1945;

2. Law Number 13 of 1950 concerning the Establishment of Regency Regions within the Province of Central Java as amended by Law Number 9 of 1965 concerning the Establishment of the Batang Level II Region by amending Law No. 13 of 1950 concerning the Establishment of Regency Regions within the Province of Central Java (State Gazette of 1965 Number 52, Supplement to State Gazette Number 2757);
  
3. Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia of 2014 Number 244, Supplement to State Gazette of the Republic of Indonesia Number 5587) as amended several times, most recently by Government Regulation in Lieu of Law Number 2 of 2022 concerning Job Creation (State Gazette of the Republic of Indonesia for 2022 Number 238, Supplement to the State Gazette of the Republic of Indonesia Number 6841);

With Mutual Consent

DISTRICT REGIONAL PEOPLE'S REPRESENTATIVE COUNCIL  
SUKOHARJO

And

REGENT SUKOHARJO

DECIDE:

Establish: REGIONAL REGULATIONS CONCERNING IMPLEMENTATION

EARLY CHILDHOOD EDUCATION PROGRAMS.

PIG

GENERAL REQUIREMENTS

article 1

In this Regional Regulation what is meant by:

1. The region is Sukoharjo Regency.
2. Regional Government is the Regent as the organizing element of the Regional Government which leads the implementation of government affairs which are the authority of the autonomous Region.
3. The Regent is the Regent of Sukoharjo.
4. The Central Government is the President of the Republic of Indonesia who holds the power of the government of the Republic of Indonesia assisted by the Vice President and ministers as intended in the 1945 Constitution of the Republic of Indonesia.

5. Regional Apparatus is the supporting element of the Regent and the Regional People's Representative Council in the implementation of Government Affairs which fall under the authority of the Region.
6. Village Government is the Village Head and Village Apparatus as elements of village government administration.
7. Kindergarten Supervisor, hereinafter referred to as Kindergarten Supervisor, is the Kindergarten Supervisor at the Regional Apparatus.
8. An entity is a group of people and/or capital which is a unit, whether carrying out business or not carrying out business, including limited liability companies, limited liability companies, other companies, state-owned companies, or regionally owned business entities with whatever name and form, firms, kongsi, cooperatives, pension funds, alliances, associations, foundations, mass organizations, socio-political organizations, or other organizations, institutions and other forms of bodies including collective investment contracts and permanent business forms.
9. PAUD organizers are Regional Governments, community organizations, foundations/agencies and/or individuals.
10. Early Childhood is a child from birth to the age of 6 (six) years which is grouped into fetus in the womb until birth, birth to the age of 28 (twenty eight) days, age 1 (one) to 24 (twenty four) ) months, and ages 2 (two) to 6 (six) years.
11. Early Childhood Education, hereinafter abbreviated to PAUD, is a coaching effort aimed at children from birth to the age of 6 (six) years which is carried out through providing educational stimuli to assist physical and spiritual growth and development so that children are ready to enter further education. carry on.
12. Kindergarten, hereinafter abbreviated as TK, is a form of early childhood education unit in the formal education pathway which provides educational programs for children aged 4 (four) years to 6 (six) years.
13. Play Group, hereinafter abbreviated as KB, is a form of non-formal and informal PAUD education unit that organizes educational programs for children aged 2 (two) to 6 (six) years with priority ages 3 (three) and 4 (four) years. .

14. Child care center, hereinafter abbreviated as TPA, is a form of PAUD in the non-formal education pathway as a vehicle for education and development of children's welfare which functions as a substitute for the family for a certain period of time as long as the parents are absent or do not have time to care for their children due to work or other reasons. .
15. A similar PAUD unit, hereinafter referred to as SPS, is a form of non-formal education PAUD unit which organizes educational programs for children from birth to 6 (six) years independently or integrated with various health, nutritional, religious and/or social welfare services. .
16. PAUD Educators, hereinafter referred to as Educators, are teachers, tutors, accompanying teachers, accompanying tutors, young accompanying teachers, young accompanying tutors, and/or caregivers in PAUD units.
17. Educational Personnel are supervisors/superintendents, heads, administrative personnel, security officers, and/or cleaners in PAUD units who ensure the smooth, safe, and comfortable implementation of PAUD.
18. Students are children aged 0 (zero) to 6 (six) years who seek to develop their potential through the learning process available in certain pathways, levels and types of education.
19. Curriculum is a set of plans and arrangements regarding objectives, content and learning materials, as well as methods used as guidelines for implementing learning activities to achieve educational goals.
20. Professional Organizations are groups of community members who have certain skills which are legal entities and are non-commercial in nature.

## CHAPTER II

### AIMS, OBJECTIVES AND PRINCIPLES

#### Section 2

The purpose of enacting this Regional Regulation is as a guideline in organizing, coaching, controlling and supervising PAUD.

#### Article 3

PAUD implementation aims to:

- a. accelerate the achievement of PAUD quality in the Regions that meets and/or exceeds national education standards in order to educate the nation and form a dignified national character and civilization;

- b. build a foundation for the development of students' potential to become human beings who believe and are devoted to God Almighty, have noble character, noble personality, healthy, knowledgeable, capable, critical, creative, innovative, independent, self-confident, and become democratic and responsible citizens answer;
- c. develop the spiritual, intellectual, emotional, kinesthetic and social intelligence potential of students during their golden period of growth in an educational and enjoyable play environment; And
- d. prepare students to be able to adapt with the environment and mental preparation needed to take part in basic education.

#### Article 4

Early Childhood Development refers to the principles:

- a. comprehensive and integrated services;
- b. sustainable service;
- c. non-discriminatory service;
- d. services that are available, accessible and affordable, and accepted by all community groups; And
- e. culture based.

#### CHAPTER III

#### SCOPE

#### Article 5

The scope of this Regional Regulation includes:

- a. implementation of PAUD;
- b. facilities and infrastructure;
- c. Learners;
- d. Educators and Education Personnel;
- e. teacher appreciation and welfare;
- f. curriculum, strategies, methods and learning models;
- g. provisions for the establishment of PAUD;
- h. implementation requirements;
- i. naming and numbering;
- j. changes in PAUD implementation;
- k. the role of society;
- l. guidance and supervision;
- m. reporting; And
- n. sources of financing.

## CHAPTER IV

## PRESCHOOL ORGANIZATION

## Part One

## Forms of Early Childhood Education Implementation

## Article 6

- (1) Learning in PAUD is carried out using a child-centered approach in the context of play according to the child's level of developmental attainment.
- (2) Learning in PAUD as intended in paragraph (1) aims to optimize the child's entire development potential by not prioritizing reading, writing and arithmetic abilities.
- (3) Learning in PAUD does not use a scholastic approach which forces students physically and psychologically to have the ability to read, write and count.

## The second part

## Early Childhood Education Organizer

## Article 7

- (1) State Kindergarten is organized by the Regional Government.
- (2) Private Kindergartens are organized by the Village Government/ Village community organizations and Bodies other than socio-political organizations.
- (3) KB and TPA are organized by the Government, community organizations, and bodies other than political organizations.
- (4) SPS is organized by the village family empowerment and welfare team and other community institutions that are integrated with SPS.
- (5) PAUD through informal education channels is implemented by family and environment.

## Part Three

## PAUD Manager

## Article 8

PAUD managers must fulfill the requirements in accordance with statutory provisions.

## Part Four

## PAUD Implementation Time

## Article 9

The timing of PAUD implementation is carried out in accordance with the provisions of statutory regulations.

Part Five  
Responsibilities for Organizing PAUD  
Article 10

- (1) The Regional Government is responsible for PAUD implementation in:
  - a. management and administration of PAUD;
  - b. providing assistance in organizing kindergartens, family planning, TPA, special needs kindergarten and SPS;
  - c. providing transportation assistance for supervisors/ to supervisors, especially in rural areas;
  - d. socialization and facilitation as well as evaluation of curriculum implementation;
  - e. setting regional level PAUD standards;
  - f. determining Educators and Education Personnel with civil servant status in accordance with policy;
  - g. supervision over compliance with national PAUD standards;
  - h. providing financial assistance sourced from original regional income and other funding sources;
  - i. increasing welfare, providing rewards and protection as well as health insurance for educators and educational staff;
  - j. carry out cross-sector coordination related to PAUD development;
  - k. facilitating accreditation of PAUD institutions and certification of Educators and Education Personnel; And
  - l. increasing the competence of Educators and Education Personnel.
  
- (2) In the context of organizing PAUD, the Organizer responsible:
  - a. create a master plan for educational development which includes short-term programs (one school year) and long-term programs (four school years);
  - b. provide necessary facilities and infrastructure in accordance with PAUD standards;
  - c. provide Educators and Education Personnel in accordance with the qualification standards set by the Central Government;
  - d. financing educational operational needs; And
  - e. strive to fulfill children's holistic needs well.

## CHAPTER V

## FACILITIES AND INFRASTRUCTURE

## Article 11

- (1) Facilities and infrastructure are equipment in the implementation and management of education, care and protection of Early Childhood activities.
- (2) Procurement of facilities and infrastructure as intended in paragraph (1) is adjusted to the number of children, age, local social and cultural environment, and type of service.
- (3) Principles of procurement of facilities and infrastructure as follows referred to in paragraph (2) includes:
  - a. safe, clean, healthy, comfortable and beautiful;
  - b. according to the child's level of development; And
  - c. utilize the potential and resources in the surrounding environment, and other objects that are suitable for use and do not endanger children's health.

## Article 12

Further provisions regarding the requirements for PAUD facilities and infrastructure are regulated in the Regent's Regulation.

## CHAPTER VI

## LEARNERS

## Article 13

- (1) PAUD students are free to choose the form of PAUD services in accordance with the existence of PAUD services, the rights and needs of children.
- (2) Kindergarten students are children aged 4 (four) to 6 (six) years.
- (3) Family planning students are children aged 2 (two) to 6 (six) years who are not served in PAUD through formal education.
- (4) Students with special needs can be served at any PAUD institution or special kindergarten.

## Article 14

Every PAUD Student has the right to:

- a. receive religious education in accordance with the religion they adhere to;
- b. receive educational services according to their talents, interests and abilities;
- c. get education costs for those whose parents cannot afford their education; And
- d. move to an educational program on another equivalent path and educational unit.



## Article 15

- (1) The number of PAUD Students is in accordance with the provisions legislation.
- (2) The ratio of teachers and students as referred to in paragraph (1) consists of:
  - a. ages birth-2 years: teacher to student ratio 1:4.
  - b. ages 2-4 years: teacher to student ratio 1: 8.
  - c. ages 4-6 years: teacher to student ratio 1:15.

## Article 16

- (1) Student assessment results are based on standards for achieving children's growth and development in accordance with the provisions of statutory regulations.
- (2) The results of the Student assessment as referred to in paragraph (1) are stated in a report book on the level of achievement of the child's growth and development.
- (3) The report on the results of the Student assessment as referred to in paragraph (2) is submitted by the PAUD management periodically every semester and at the end of the educational year to the parents of the Student.

## CHAPTER VII

## EDUCATORS AND EDUCATIONAL PERSONNEL

## Part One

## General

## Article 17

Educators and Early Childhood Education Personnel have the required academic qualifications and competencies, are physically, spiritually/ mentally and socially healthy.

## The second part

## Educator

## Article 18

Educators are tasked with planning, implementing the learning process, and assessing learning outcomes, as well as guiding, caring for, and protecting students.

Part Three

Education Personnel

Article 19

- (1) Early Childhood Education Personnel are personnel tasked with carrying out administration, management, development, supervision and technical services to support the educational process in the unit and/or PAUD programs.
- (2) Educational Personnel consist of Kindergarten Supervisors, KB/TPA/SPS Inspectors, Kindergarten Heads, KB/TPA/SPS Managers, administrative staff, cleaning staff and other supporting staff.

CHAPTER VIII

TEACHER REWARDS AND WELFARE

Part One

Award

Article 20

- (1) The Regent can give awards to PAUD teachers who have extraordinary achievements or dedication at the district level, provincial level and/or national level.
- (2) Awards to PAUD teachers as intended in paragraph (1) can be given in the form of service marks, special promotions, financial, certificates, and/or other forms of awards.
- (3) Further provisions regarding awards to PAUD teachers as intended in paragraph (1) are regulated in the Regent's Regulation.

The second part

Well-being

Article 21

- (1) Regional Governments can provide welfare assistance for teachers, Educators and Education Personnel as a Regional incentive for workload and responsibility in managing PAUD in accordance with Regional capabilities.
- (2) Providing assistance as intended in paragraph (1) is in the form of welfare money.
- (3) Further provisions regarding the provision of assistance as intended in paragraph (1) regarding criteria, work period and amount are regulated in a Regent's Regulation.

## CHAPTER IX

CURRICULUM, STRATEGIES, METHODS AND MODELS  
LEARNING

## Part One

## Curriculum

## Article 22

- (1) The implementation of PAUD is guided by the applicable curriculum and educational unit level curriculum which is based on standards for children's development achievement levels.
- (2) The curriculum as referred to in paragraph (1) can be prepared by Educators together with PAUD managers.
- (3) The PAUD curriculum can contain local regional cultural content by paying attention to environmental potential.
- (4) The PAUD curriculum as intended in paragraph (1) consists of:
  - a. basic curriculum framework;
  - b. curriculum structure;
  - c. educational unit level curriculum development guidelines;
  - d. guidelines for early detection of child growth and development;
  - e. learning guide;
  - f. assessment Guidelines; And
  - g. Educator's guide books.

## The second part

## Learning strategies

## Article 23

- (1) PAUD learning strategies are implemented with using a centered approach achievement of student development stages.
- (2) PAUD learning strategies in the form of reading, writing and arithmetic are only conveyed within the limits of an introduction to students which is carried out in accordance with the child's stage of growth and development in a pleasant atmosphere.

Part Three

Learning methods

Article 24

- (1) The PAUD learning method is implemented by playing while learning and learning while playing which can stimulate the growth and development of students in accordance with the child's growth and development which can be carried out outside or indoors.
  
- (2) PAUD stimulation techniques are carried out by providing stimulation for the growth and development of students and health and nutrition services (holistic integrative).

Part Four

Learning model

Article 25

- (1) The PAUD learning model is carried out using area learning models and central models as well as other learning models.
  
- (2) Every Educator is responsible for the quality of learning which covers all aspects of child development.

CHAPTER X

PROVISIONS REQUIREMENTS FOR ESTABLISHING PRESCHOOLS

Article 26

The requirements for establishing PAUD are implemented in accordance with statutory provisions.

CHAPTER XI

ORGANIZATION REQUIREMENTS

Article 27

Provisions regarding requirements for implementing PAUD carried out in accordance with the provisions of statutory regulations.

CHAPTER XII

NAMING AND NUMBERING

Article 28

- (1) The name of the PAUD is determined by the PAUD Organizer.
- (2) The name determination as intended in paragraph (1) is registered in the application for a PAUD operating permit.

- (3) Regional apparatus that carries out government affairs in the field of education and culture may request a change or replacement of the name as intended in paragraph (1) if the proposed name has been used by another party in the Region.
- (4) In the event that the proposed name is a branch of a previously established PAUD, the name shall be given additional numerical characteristics after the name of the PAUD.

#### Article 29

- (1) PAUD organizers are required to install name boards and has an institutional seal/stamp.
- (2) Provisions regarding the shape, size of nameplates and stamps as intended in paragraph (1) are regulated in Regent Regulations.
- (3) PAUD organizers who violate the provisions as intended in paragraph (1) will be subject to administrative sanctions.
- (4) Administrative sanctions as intended in paragraph (3) are in the form of:
  - a. verbal warning;
  - b. written warning; and/or
  - c. termination of cooperative relations.
- (5) Further provisions regarding procedures for the imposition of administrative sanctions as intended in paragraph (4) are regulated in a Regent's Regulation.

#### CHAPTER XIII

### CHANGES IN PRESCHOOL ORGANIZATION

#### Article 30

- (1) In the event of a change in the PAUD unit,  
The organizer reports in writing to the Regional Apparatus which carries out government affairs in the field of education and culture.
- (2) Changes to PAUD units in the form of:
  - a. change of name;
  - b. transformation;
  - c. founding changes between societies;
  - d. change of status; and/or
  - e. change of location.
- (3) In the event of a change in ownership of the PAUD organizing body, the PAUD organizer reports in writing to the Regional Apparatus that carries out government affairs in the field of education and culture by attaching:
  - a. copy of the basic deed/letter of transfer of rights; And

- b. copy of the deed/letter from the PAUD Organizing Agency new.
- (4) In the event of a change in the name and/or location of the PAUD organizer, report it in writing to the Regional Apparatus that carries out government affairs in the field of education and culture.
  - (5) The founder applies for permission to change the form of the PAUD unit to the Regional Apparatus that carries out government affairs in the field of education and culture by attaching the completeness requirements for establishing a PAUD unit.
  - (6) The founder applies for permission to change the founder of the PAUD unit between the Regional Apparatus communities which carries out government affairs in the field of education and culture by attaching a handover document of the PAUD unit from the old founder to the new founder and the completeness of the requirements for establishing the PAUD unit.
  - (7) Regional apparatus that carries out government affairs in the field of education and culture submits a change to the status of the PAUD unit which was originally organized by the community or Village Government to become a PAUD unit organized by the district government to the Regent by attaching the required documents in accordance with the provisions of statutory regulations.
  - (8) The founder reports changes to the location of the Regional Apparatus PAUD unit which carries out government affairs in the field of education and culture by attaching a certificate of domicile of the new PAUD unit.
  - (9) Regarding changes in ownership of the organizing body, name and/or location of the organizing body as intended in paragraph (2) and paragraph (3), the organizing permit is submitted as a new permit.

#### CHAPTER XIV

#### THE ROLE OF COMMUNITY

#### Article 31

- (1) The community can participate in the process of organizing and managing PAUD through empowering funding potential, contributing ideas and energy.
- (2) In transparent and accountable governance and administration of educational units and/or programs, the community can make non-binding donations to the organizers of PAUD units and/or programs.

- (3) Non-binding contributions as intended in paragraph (3) can be in the form of:
- a. investment costs;
  - b. operational costs;
  - c. assistance with education costs; And
  - d. scholarships.
- (4) To support the implementation and management of PAUD, the Organizer can form a deliberation forum/PAUD committee or another name.
- (5) Membership of the PAUD deliberation forum/committee or other name as intended in paragraph (4) consists of:
- a. PAUD manager;
  - b. Educator;
  - c. parents of students;
  - d. other elements of society; and/or
  - e. the business world in the industrial world that cares about PAUD.
- (6) Further provisions regarding the role of the community in the process of organizing and managing PAUD are regulated in a Regent's Regulation.

## CHAPTER XV

## GUIDANCE AND SUPERVISION

## Article 32

Guidance on the implementation of PAUD is carried out by the Regional Apparatus in charge and can coordinate with the relevant Regional Apparatus.

## Article 33

- (1) Supervision of the implementation of kindergarten education is carried out by the Kindergarten Supervisor.
- (2) Supervision of the implementation of non-formal PAUD channels carried out by the PAUD Supervisor.
- (3) Kindergarten Supervisors and PAUD Inspectors can coordinate in carrying out their supervision.
- (4) The results of the supervision as referred to in paragraphs (1) to paragraph (3) become material for evaluation guidance and are reported to the Regional Apparatus that carries out government affairs in the field of education and culture.

## CHAPTER XVI

## REPORTING

## Article 34

- (1) PAUD managers must make monthly reports.

- (2) Monthly report as intended in paragraph (1) submitted to the Regional Government every 3 (three) months through the Regional Apparatus which carries out government affairs in the fields of education and culture.
- (3) The PAUD Manager reports the PAUD implementation program periodically every semester to the Regional Apparatus that carries out government affairs in the fields of education and culture.

CHAPTER XVII

SOURCES OF FINANCING

Article 35

PAUD financing can come from:

- a. public;
- b. assistance from the Central Government, Central Java Provincial Government, Regional Government and Village Government; And
- c. other legitimate and non-binding sources in accordance with the provisions of the legislation.

CHAPTER XVIII

TRANSITIONAL PROVISIONS

Article 36

- (1) When this Regional Regulation comes into force:
  - a. PAUD operating permits granted prior to the enactment of this Regional Regulation still remain valid and within no later than 1 (one) year must comply with the implementation requirements in this Regional Regulation; And
  - b. Applications for permission to operate PAUD which have been submitted by PAUD organizers but whose permits have not yet been issued, are processed based on the provisions of this Regional Regulation.

CHAPTER XIX

CLOSING

Article 37

The implementing regulations for this Regional Regulation are stipulated no later than 1 (one) year after this Regional Regulation is promulgated.



Article 38

Regional Regulations come into force on the date of promulgation.  
So that everyone is aware, this Regional Regulation is ordered to be promulgated by placing it in the Sukoharjo Regency Regional Gazette.

Set in Sukoharjo  
on March 6, 2023  
REGENT SUKOHARJO,

signed.

ETIK SURYANI

Promulgated in Sukoharjo  
on March 6, 2023  
REGIONAL SECRETARY  
SUKOHARJO DISTRICT,

signed.

WIDODO

SUKOHARJO DISTRICT REGIONAL GAZETTE YEAR 2023 NUMBER 2

The copy corresponds to the original  
HEAD OF LEGAL SECTION,

signed.

TEGUH PRAMONO, SH, MH  
NIP Level I Advisor.  
19710429 199803 1 003

SUKOHARJO DISTRICT REGIONAL REGISTRATION NUMBER,  
CENTRAL JAVA PROVINCE : (6-51/2023)

EXPLANATION  
ON  
REGIONAL REGULATIONS OF SUKOHARJO DISTRICT  
NUMBER 2 YEAR 2023  
ABOUT  
IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION

I. GENERAL

Law Number 20 of 2003 concerning the National Education System Article 1 number 14 states that Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six which is carried out through providing educational stimulation to help growth and development. physically and spiritually so that children are ready to enter further education.

Early age is the most important and fundamental initial period in the entire range of growth and development of human life. This period is marked by various fundamental important periods in the child's subsequent life until the final period of development. One period that characterizes early childhood is *the Golden Ages*

or golden period. Many concepts and facts have been discovered that provide an explanation of the golden period in early childhood, where all children's potential develops most rapidly. This concept is strengthened by the facts discovered by neurologists who state that at birth a baby's brain contains 100 to 200 billion neurons or nerve cells that are ready to make connections between cells. About 50% of human intelligence capacity occurs when the child is 4 years old, 80% occurs when he is 8 years old, and reaches a culmination point of 100% when the child is 8 to 18 years old. The functional growth of these nerve cells requires various supportive educational situations, both in family, community and school educational situations.

Education experts agree that this golden period only occurs once in the span of human life.

This shows that it would be a loss for a family, society and nation if they ignored the important times that take place in early childhood who are the nation's successors. To help early childhood children reach their potential level of development, regional governments are trying to pay special attention to this, namely making policies in the form of Regional Regulations to serve as guidelines in organizing, coaching, controlling and supervising PAUD so that they are ready to enter further education.

The implementation of PAUD is carried out through formal, non-formal and informal channels where the implementation time is adjusted to the needs of children, parents and the educational calendar.

## II. ARTICLE BY ARTICLE

## article 1

Number 1

Quite clear.

Number 2

Quite clear.

Number 3

Quite clear.

Number 4

Quite clear.

Number 5

Self-explanatory.

Number 6

Quite clear.

Number 7

Quite clear.

Number 8

Quite clear.

Number 9

Quite clear.

Number 10

Quite clear.

Number 11

Self-explanatory.

Number 12

Quite clear.

Number 13

Quite clear.

Number 14

Quite clear.

Number 15

Quite clear.

Number 16

Self-explanatory.

Number 17

Quite clear.

Number 18

Quite clear.

Number 19

Quite clear.

Number 20

What is meant by "Professional Organization" is a group of community members who have certain expertise which is a legal entity and is non-commercial in the field of Early Childhood Education which consists of the Association of Early Childhood Educators (HIMPAUDI), the Indonesian Kindergarten Teachers Association (IGTKI), the Raudhatul Athfal Teachers Association (IGRA), the Association of Indonesian Kindergarten Organizing Organizations (GOPTKI), and the Early Childhood Education Forum or other similar names.

Section 2

Quite clear.

Article 3

Quite clear.

Article 4

Letter a

The implementation of PAUD is comprehensive and integrated which includes aspects of basic health services, improved nutrition, care, and educational stimulation.

Letter b

PAUD is part of efforts to fulfill early childhood rights to survival, growth, development and protection from violence and discrimination.

Letter c

PAUD is implemented for all early childhood children fairly without regard to differences in gender, ethnicity, skin color, religion and social status of the child.

Letter d

Children with physical and/or mental development disabilities have the right to receive PAUD services, both in the form of special and inclusive education.

Letter e

The implementation of PAUD is rooted in moral values and local and national culture.

Article 5

Quite clear.

Article 6

Quite clear.

Article 7

Paragraph (1)

Quite clear.

Paragraph (2)

Quite clear.

Paragraph (3)

Quite clear.

Paragraph (4)

What is meant by "Kelurahan Family Empowerment and Welfare Mobilization Team" is a community institution as a working partner of the government and other community organizations, which functions as a facilitator, planner, implementer, controller and driver at each level of government for the implementation of the PKK program.

Paragraph (5)

Quite clear.

Article 8

Quite clear.

Article 9

Quite clear.

Article 10

Quite clear.

Article 11

Quite clear.

Article 12

Quite clear.

Article 13

Quite clear.

Article 14

Quite clear.

Article 15

Quite clear.

Article 15

Quite clear.

Article 17

Quite clear.

Article 18

Quite clear.

Article 19

Paragraph (1)

Quite clear.

Paragraph (2)

What is meant by "KB/TPA/SPS Inspector" is a functional position that has the scope, duties, responsibilities and authority to carry out quality control activities and evaluate the impact of early childhood education (PAUD), equality and literacy education, as well as courses. in the Non-formal and Informal Education (PNFI) pathway in accordance with the statutory regulations occupied by Civil Servants.

Article 20

Quite clear.

Article 21

Quite clear.

Article 22

Quite clear.

Article 23

Quite clear.

Article 24

Quite clear.

Article 25

Quite clear.

Article 26

Quite clear.

Article 27

Quite clear.

Article 28

Quite clear.

Article 29

Quite clear.

Article 30

Quite clear.

Article 31

Quite clear.

Article 32

Quite clear.

Article 33

Quite clear.

Article 34

Quite clear.

Article 35

Quite clear.

Article 36

Quite clear.

Article 37

Quite clear.

Article 38

Quite clear.

SUPPLEMENTARY SUKOHARJO DISTRICT REGIONAL GAZETTE NUMBER 313