



COPY

REGENT OF BOGOR
WEST JAVA PROVINCE

BOGOR DISTRICT REGIONAL REGULATIONS
NUMBER 4 OF 2023

ABOUT

EARLY CHILDHOOD EDUCATION PROGRAMS

BY THE GRACE OF ALMIGHTY GOD

REGENT OF BOGOR,

- Considering:
- a. that in order to fulfill the rights of children in the region to receive education from an early age, efforts are needed to increase the implementation of early childhood education as a fundamental education to determine the growth and development of children in the future;
 - b. that the provision of early childhood education from birth to 6 (six) years of age needs to have access to early childhood development and care and quality pre-primary education as preparation for basic education;
 - c. that in order to fulfill the provisions of Article 29 paragraph (2) letter f Government Regulation Number 17 of 2010 concerning Management and Implementation of Education, regional policies in the education sector are outlined in Regional Regulations in the Education Sector;
 - d. that based on the considerations as intended in letters a, b and c, it is necessary to establish Regional Regulations concerning Early Childhood Education;

Remember...

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

2. Law Number 14 of 1950 concerning the Establishment of Regency Regions within the Province of West Java (State Gazette of the Republic of Indonesia of 1950 Number 8) as amended by Law Number 4 of 1968 concerning the Establishment of Purwakarta Regency and Subang Regency by Amending Law Number 14 of 1950 concerning the Establishment of Regency Regions within the Province of West Java (State Gazette of the Republic of Indonesia of 1968 Number 31, Supplement to the State Gazette of the Republic of Indonesia Number 2851);
3. Law Number 23 of 2002 concerning Child Protection (State Gazette of the Republic of Indonesia of 2002 Number 109, Supplement to State Gazette of the Republic of Indonesia Number 4235) as amended several times, most recently by Law Number 17 of 2016 concerning Determination of Government Regulations in Lieu of Laws
Law Number 1 of 2016 concerning the Second Amendment to Law Number 23 of 2002 concerning Child Protection Becomes Law (State Gazette of the Republic of Indonesia of 2016 Number 237, Supplement to the State Gazette of the Republic of Indonesia Number 5882);
4. Law Number 20 of 2003 concerning the National Education System (State Gazette of the Republic of Indonesia of 2003 Number 78, Supplement to the State Gazette of the Republic of Indonesia Number 4301);
5. Law Number 23 of 2014 concerning Regional Government (State Gazette of the Republic of Indonesia Year 2004 Number 244, Supplement to State Gazette of the Republic of Indonesia Number 5587), as amended

a number of...

several times, most recently with Law Number 6 of 2023 concerning the Determination of Government Regulations in Lieu of Law Number 2 of 2022 concerning Job Creation Becoming Law (State Gazette of the Republic of Indonesia of 2023 Number 41, Supplement to the State Gazette of the Republic of Indonesia Number 6856);

6. Law Number 30 of 2014 concerning Government Administration (State Gazette of the Republic of Indonesia of 2014 Number 292, Supplement to State Gazette of the Republic of Indonesia Number 5601) as has been amended several times, most recently by Law Number 6 of 2023 concerning Determination of Replacement Government Regulations Law Number 2 of 2022 concerning Job Creation becomes Law (State Gazette of the Republic of Indonesia of 2023 Number 41, Supplement to State Gazette of the Republic of Indonesia Number 6856);
7. Government Regulation Number 48 of 2008 concerning Education Funding (State Gazette of the Republic of Indonesia of 2008 Number 91, Supplement to State Gazette of the Republic of Indonesia Number 4864) as amended by Government Regulation Number 18 of 2022 concerning Amendments to Government Regulation Number 48 of 2008 concerning Funding Education (State Gazette of the Republic of Indonesia 2022 Number 121, Supplement to the State Gazette of the Republic of Indonesia Number 6793);
8. Government Regulation Number 74 of 2008 concerning Teachers (State Gazette of the Republic of Indonesia of 2008 Number 194, Supplement to State Gazette of the Republic of Indonesia Number 4941) as amended by Government Regulation Number 19 of 2017 concerning Amendments to Government Regulation Number 74 of 2008 concerning Teachers

(Sheet...

- (State Gazette of the Republic of Indonesia 2017 Number 107, Supplement to the State Gazette of the Republic of Indonesia Number 6058);
9. Government Regulation Number 17 of 2010 concerning Management and Implementation of Education (State Gazette of the Republic of Indonesia of 2010 Number 23, Supplement to Gazette of the Republic of Indonesia Number 5105) as amended by Government Regulation Number 66 of 2010 concerning Amendments to Government Regulation Number 17 of 2010 concerning Management and Implementation of Education (State Gazette of the Republic of Indonesia of 2010 Number 112, Supplement to State Gazette of the Republic of Indonesia Number 5157);
 10. Government Regulation Number 2 of 2018 concerning Minimum Service Standards (State Gazette of the Republic of Indonesia Number 2 of 2018, Supplement to State Gazette of the Republic of Indonesia Number 6178);
 11. Government Regulation Number 57 of 2021 concerning National Education Standards (State Gazette of the Republic of Indonesia of 2021 Number 87, Supplement to State Gazette of the Republic of Indonesia Number 6676) as amended by Government Regulation Number 4 of 2022 concerning Amendments to Government Regulation Number 57 of 2021 concerning National Education Standards (2022 State Gazette of the Republic of Indonesia Number 14, Supplement to the State Gazette of the Republic of Indonesia Number 6762);
 12. Presidential Regulation Number 60 of 2013 concerning Integrative Holistic Early Childhood Development (State Gazette of the Republic of Indonesia of 2013 Number 146);
 13. West Java Province Regional Regulation Number 5 of 2017 concerning the Implementation of Education (West Java Province Regional Gazette of 2017 Number 5, Supplement to West Java Province Regional Gazette Number 207);

14. Rules...

14. Bogor Regency Regional Regulation Number 2 of 2021 concerning the Implementation of Basic Education (Bogor Regency Regional Gazette of 2021 Number 2, Supplement to Bogor Regency Regional Gazette Number 111);

With Mutual Consent

BOGOR REGIONAL PEOPLE'S REPRESENTATIVE COUNCIL

and

REGENT OF BOGOR

DECIDE:

Establish: REGIONAL REGULATIONS CONCERNING EARLY CHILDREN'S EDUCATION.

CHAPTER I

GENERAL REQUIREMENTS

article 1

In this Regional Regulation what is meant by:

1. Regency area is the Bogor Regency area.
2. Regional Government is the Regent as an element of regional government administrators who leads the implementation of government affairs which fall under the authority of the autonomous region.
3. The Regent is the Regent of Bogor.
4. 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.
5. The Education Service, hereinafter referred to as the Service, is a Regional Apparatus that carries out regional government affairs in the field of Education.
6. Inspectors are educational staff with the main task of carrying out quality control and evaluation activities

the impact...

the impact of early childhood education (PAUD) programs, equality and literacy education, as well as courses on Non-formal and Informal Education (PNFI) pathways.

7. The Village Government is the Village Head or what is known by another name, assisted by Village officials as the organizing element of the Village Government.
8. An education unit is a group of educational services that provides education in formal, non-formal and informal channels at every level and type of education.
9. Early childhood is a child from the fetus in the womb up to the age of 6 (six) years which is grouped into the fetus in the womb until birth, birth up to the age of 28 (twenty eight) days, age 1 (one) to 24 (two twenty-four) months, and ages 2 (two) to 6 (six) years.
10. Early Childhood Education, hereinafter abbreviated to PAUD, is a coaching effort aimed at children from birth to 6 (six) years of age 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.
11. Formal Education is a structured and tiered educational path consisting of Basic Education, Secondary Education and Higher Education.
12. Non-formal education is an educational path outside formal education that can be implemented in a structured and tiered manner.
13. Informal education is family and environmental education.

14. Kindergarten...

14. Kindergarten, hereinafter abbreviated as TK, is a form of early childhood education unit in the formal education pathway which organizes educational programs for children aged 4 (four) years to 6 (six) years with priority ages 5 (five) and 6 (six) year.
15. Next Play Group abbreviated KB is a form of non-formal education PAUD unit that organizes educational programs for children aged 2 (two) to 6 (six) years with priority ages 3 (three) and 4 (four) years.
16. The next daycare center abbreviated TPA is a form of non-formal education PAUD unit which provides educational programs for children from birth to 6 (six) years with priority from birth to 4 (four) years of age.
17. A similar PAUD unit, hereinafter referred to as SPS, is a form of non-formal education PAUD unit which provides educational programs for children from birth to 6 (six) years independently or integrated with various health, nutritional, religious and/or social welfare services.
18. PAUD educators are teachers, tutors, accompanying teachers, accompanying tutors, young accompanying teachers, young accompanying tutors, and/or caregivers in PAUD units who are tasked with planning, implementing the learning process, and assessing learning outcomes, as well as providing guidance, nurturing, and protection of students.
19. PAUD educational staff are supervisors/supervisors, heads, administrative staff, security officers, and/or

cleaning...

cleaning officers at PAUD units who ensure the smooth, safe and comfortable running of PAUD.

20. PAUD students are members of the aged community 0 (zero) until 6 (six) years trying to develop personal potential through learning processes available in formal, non-formal and informal channels.
21. Early Childhood Development Achievement Level Standards, hereinafter referred to as STPPA, are criteria regarding the abilities achieved by children in all aspects of development and growth, including aspects of religious and moral values, physical-motor, cognitive, language, social emotional and artistic.
22. 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 certain educational goals.
23. Society is a non-governmental group of Indonesian citizens who have an interest and role in the field of education.
24. A legal entity is an entity or association that is recognized in law as a legal subject to which legal rights and obligations can be attached, such as companies, foundations and institutions.

Article 2

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

Article 3...

Article 3

PAUD implementation aims to:

- a. 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 responsible;
- b. 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;
- c. fulfill the essential needs of early childhood as a whole, including health and nutrition, educational stimulation, emotional moral development and care so that children can grow and develop optimally according to their age group;
- d. realizing the commitment of all related elements, namely parents, families, communities, Village Government, Regional Government and Central Government in efforts to develop Early Childhood towards Holistic-Integrative PAUD and the successful implementation of Early Childhood Education services;
- e. protect children from all forms of violence, neglect, abuse, exploitation and discrimination wherever the child is;
- F. implementation of early childhood services in an integrated and harmonious manner between related service institutions, according to regional conditions; And
- G. improve quality PAUD services to the next level.

CHAPTER II...

CHAPTER II

ORGANIZATION

EARLY CHILDHOOD EDUCATION PROGRAMS

Part One

General

Article 4

- (1) PAUD is held before the basic education level. (2) The implementation of PAUD as intended in paragraph (1), can be carried out by:
- a. Local government;
 - b. Village Government;
 - c. Individuals;
 - d. Group of People; or
 - e. Legal entity.
- (3) The individual as referred to in paragraph (2) letter c, is an Indonesian citizen who is legally competent based on the provisions of statutory regulations.
- (4) The group of people as referred to in paragraph 2 letter d is required to include a written agreement between the group of people or a deed of establishment of a civil partnership to establish a PAUD unit as the goal of the group of people concerned.
- (5) The legal entity as intended in paragraph (2) letter e is non-profit in the form of a foundation, association or other similar entity.

Article 5

The implementation of PAUD as intended in Article 4 in paragraph (1), includes:

- a. management;
- b. curriculum and learning strategies; And
- c. licensing.

Part...

Part Two

Management

Paragraph 1

General

Article 6

Management as intended in Article 5 letter a, includes:

- a. PAUD programs;
- b. PAUD implementation route; And
- c. PAUD education standards.

Paragraph 2

Early Childhood Education Program

Article 7

- (1) The PAUD program as intended in Article 6 letter a, is listed in the regional action plan which contains PAUD programs and activities that are integrated with the regional development plan.
- (2) Implementation of the PAUD program as intended in paragraph (1), to improve access and quality of PAUD services for children from birth to 6 (six) years of age, through various programs that are implemented in an integrated and/or coordinated manner.
- (3) Further provisions regarding regional action plans containing PAUD programs and activities as intended in paragraph (1), are further regulated in a Regent's Regulation.

Paragraph 3

Routes for Implementing Early Childhood Education Article 8

- (1) PAUD Implementation Routes as intended in Article 6 letter b, include:
 - a. formal education pathway;

b. non...

b. non-formal education pathways; and/or

c. informal education pathways.

- (2) The PAUD implementation route as intended in paragraph (1), is implemented by implementing learning through play.

Article 9

- (1) Formal education pathways as referred to in Article 8 paragraph (1) letter a are in the form of TK and RA or other equivalent forms.
- (2) Formal education pathways as referred to in paragraph (1) are public and private.
- (3) Formal education pathways in the state form as intended in paragraph (2), are organized by the Regional Government.
- (4) Formal education pathways in the private form as intended in paragraph (2), are organized by the Village Government, individuals or Legal Entities.

Article 10

- (1) Non-formal education pathways as referred to in Article 8 paragraph (1) letter b are in the form of KB, TPA and SPS. (2) Non-formal education pathways as referred to in paragraph (1), are organized by the Village Government, individuals, groups of people or legal entities.
- (3) SPS as referred to in paragraph (1), is administered flexibly based on the child's growth and development stage.

Article 11

The informal education pathway as intended in Article 8 paragraph (1) letter c, is carried out by the family and environment in the form of independent learning activities.

Paragraph 4...

Paragraph 4

Early Childhood Education Standards

Article 12

PAUD Education Standards as referred to in Article 6 letter c, include:

- a. standards for the level of achievement of children's development;
- b. content standards;
- c. process standards;
- d. assessment standards;
- e. standards for educators and education personnel;
- f. facilities and infrastructure standards;
- g. management standards; and
- h. financing standards.

Article 13

- (1) Standards for the level of achievement of children's development as referred to in Article 12 letter a, are a reference for developing content standards, process standards, educational assessment standards, standards for educators and education personnel, facilities and infrastructure standards, management standards, and financing standards.
- (2) Standards for the level of achievement of children's development are the reference used in developing the PAUD curriculum.

Article 14

- (1) The standards for the level of achievement of early childhood development as referred to in Article 13 contain a profile of students as a unity of attitudes, skills and knowledge which is a description of the development achievements of students as a result of their participation at the end of early childhood education.

(2) Standard...

- (2) Standards for the level of achievement of early childhood development as intended in paragraph (1) are focused on aspects of child development which include:
- a. religious and moral values;
 - b. Pancasila values;
 - c. motor physical;
 - d. cognitive;
 - e. language; and
 - f. social emotional.
- (3) Aspects of child development as referred to in paragraph (2) are formulated in an integrated manner in the form of a description of developmental achievements consisting of:
- a. know and believe in God Almighty, know the basic teachings of religion, and show an attitude of loving oneself, fellow human beings and nature as the creation of the Almighty God through active participation in caring for oneself and the environment;
 - b. recognize one's identity, know the habits of the family, school and community, know that one is part of Indonesian citizens, and know the existence of other countries in the world;
 - c. recognize emotions, be able to control their desires as an attitude of respecting the desires of others, and be able to interact with peers;
 - d. recognize and respect applicable habits and rules, and have a sense of enjoyment in learning, appreciate one's own efforts to become better, and have the desire to try again if one is not successful;
 - e. have the power of imagination and creativity through exploration and expression of thoughts and/or feelings in the form of simple actions and/or works

can...

- can be produced through cognitive, affective abilities, artistic taste and fine and gross motor skills;
- f. able to state reasons, choices or decisions, able to solve simple problems, and know the cause and effect relationship of a condition or situation that is influenced by natural law;
 - g. able to listen, have awareness of text messages, the alphabet and phonemics, have the basic skills needed to write, understand simple instructions, be able to express questions and ideas and be able to use language skills to collaborate; and
 - h. has number awareness, is able to make measurements using non-standard units, is aware of similarities and differences in characteristics between objects, and has space and time awareness.

Article 15

- (1) The content standards as intended in Article 12 letter b, are developed to determine the criteria for the scope of material in accordance with the development achievements that have been formulated in the STPPA.
- (2) The content standard as intended in paragraph (1), contains the scope of material with reference to STPPA which contains aspects of child development and is formulated in an integrated manner in the form of a description of child development achievements.
- (3) The scope as intended in paragraph (2), provides space for educators to facilitate students in developing their competencies, as well as adopting the principle of differentiation in learning materials.

Article 16...

Article 16

The process standards as intended in Article 12 letter c, include:

- a. learning planning;
- b. implementation of learning; and
- c. evaluation of the learning process.

Article 17

- (1) Learning planning as referred to in Article 16 letter a is an activity to formulate:
 - a. learning outcomes which are the learning objectives of a learning unit;
 - b. ways to achieve learning goals; And
 - c. how to assess the achievement of learning objectives.
- (2) Learning planning as intended in paragraph (1) is carried out by Educators.
- (3) Learning planning as referred to in paragraph (1) is prepared in the form of a learning planning document that:
 - a. flexible;
 - b. clear; And
 - c. simple.
- (4) The flexible learning planning document as referred to in paragraph (3) letter a is a document that is not tied to a particular form and can be adapted to the learning context.
- (5) A clear learning planning document as referred to in paragraph (3) letter b is a document that is easy to understand.
- (6) The simple learning planning document as referred to in paragraph (3) letter c is a document that contains basic and important things as a reference for implementing learning.

(7) The...

- (7) The learning planning document as referred to in paragraph (3) contains at least:
- a. learning objectives;
 - b. learning steps or activities; and c. assessment or learning assessment.

Article 18

- (1) The implementation of learning as intended in Article 16 letter b is held in a learning atmosphere that:
- a. interactive;
 - b. inspirational;
 - c. pleasant;
 - d. challenge;
 - e. motivate students to participate actively; And
 - f. provide sufficient space for initiative, creativity, independence in accordance with the talents, interests and physical and psychological development of students.
- (2) The implementation of learning as intended in paragraph (1) is carried out by Educators by providing:
- a. exemplary;
 - b. mentoring; And
 - c. facilitation.

Article 19

- (1) The assessment of the learning process as referred to in Article 16 letter c is an assessment of the planning and implementation of learning.

(2) The...

- (2) The assessment of the learning process as referred to in paragraph (1) is carried out by the Educator concerned.
- (3) Assessment of the planning and implementation of learning as referred to in paragraph (1) is carried out after the implementation of learning at least 1 (one) time in 1 (one) semester.
- (4) Assessment of the planning and implementation of learning as intended in paragraph (3) is carried out by:
 - a. self-reflection on the implementation of planning and learning processes;
And
 - b. self-reflection on the results of assessments carried out by fellow educators, heads of education units, and/or students.

Article 20

Apart from being carried out by the Educator concerned as intended in Article 19 paragraph (2), assessment of the learning process can be carried out by:

- a. fellow Educators;
- b. Head of Education Unit; and/or
- c. Learners.

Article 21

- (1) The assessment standards as referred to in Article 12 letter d, are criteria regarding the Assessment Procedure for Student learning outcomes in order to fulfill standards for the level of development achievement according to their age level.
- (2) Procedures for assessing student learning outcomes include:
 - a. formulation of assessment objectives;
 - b. selection and/or development of assessment instruments;
 - c. evaluation...

- c. evaluation implementation;
 - d. processing of assessment results; And
 - e. reporting assessment results.
- (3) The learning outcomes assessment process as referred to in paragraph (1) is adjusted to the characteristics of the pathway and type of educational unit.

Article 22

- (1) Educator standards as referred to in Article 12 letter e, are professional staff tasked with planning, implementing learning, and assessing learning outcomes, as well as providing guidance, training, care and protection.
- (2) PAUD educators consist of PAUD teachers, accompanying teachers, and young accompanying teachers.
- (3) Educational Personnel Standards as referred to in Article 12 letter e, are personnel tasked with carrying out administration, management, development, supervision and technical services to support the educational process in the unit and/or early childhood education programs.
- (4) Educational Personnel consist of Kindergarten Supervisors, KB/TPA/SPS Inspectors, Heads of PAUD (TK/KB/TPA/SPS), Administrative Personnel, and other supporting personnel.
- (5) Educators and early childhood education personnel have the required academic qualifications and competencies, are physically, spiritually/mentally and socially healthy.

Article 23...

Article 23

(1) PAUD Teacher Academic Qualifications:

- a. have a Diploma four (D-IV) or Bachelor's degree (S1) in the field of early childhood education, and other education relevant to the early childhood education system, or psychology obtained from an accredited study program; and
- b. have a PAUD Professional Teacher Education (PPG) certificate from an accredited university.

(2) Accompanying Teacher Academic Qualifications:

- a. have a Diploma four (D-IV) or Bachelor's degree (S1) in the field of PAUD, and other education relevant to the early childhood education system, or psychology obtained from an accredited study program; or
- b. have a D-II PGTK diploma from an accredited Study Program. (3) Academic qualifications of Young Assistant Teachers: a. have a Senior High School (SMA) diploma; and b. have a training/education/career level PAUD course certificate from a competent and government-recognized institution.

(4) Academic Qualifications of PAUD Supervisors or Inspectors: a. have a bachelor's degree (S-1) or fourth diploma (D-IV) in Education that is relevant to the PAUD system from the University Organizing the Educator and Education Personnel Program;

- b. have a minimum of 3 (three) years experience as a PAUD teacher and a minimum of 2 (two) years as a PAUD unit head for PAUD supervisors;
- c. have a minimum of 5 (five) years of experience as a learning tutor or PAUD teacher and head of a PAUD unit for PAUD supervisors;
- d. has a minimum rank of arranger, class III/c and status as a civil servant;

e. have...

- e. have a maximum age of 50 (fifty) years when appointed as PAUD supervisor or supervisor;
- f. have a certificate of passing the selection of candidates for PAUD supervisors or supervisors from a competent government agency; and g. have a certificate of education and functional training for supervisors or inspectors from a competent and recognized government agency.

(5) Kindergarten Principal Academic Qualifications:

- a. have academic qualifications as required for Teacher qualifications;
- b. have a maximum age of 55 (fifty five) years when appointed as head of PAUD;
- c. have a minimum of 3 (three) years experience as a PAUD teacher;
- d. has a minimum rank/class of Youth Officer Level I, (III/b) for Civil Servants (PNS) in PAUD units or programs and for non-PNS it is equivalent to the class issued by the authorized foundation or institution; And
- e. have a certificate of passing the selection of PAUD Head candidates from a competent and government-recognized institution.

(6) Academic Qualifications of the Head of KB/TPA/SPS:

- a. have academic qualifications as required by the Companion Teacher qualifications;
- b. have a maximum age of 55 (fifty five) years when appointed as head of PAUD;
- c. have a minimum of 3 (three) years teaching experience as a Companion Teacher;
- d. have a certificate of passing the selection of candidates for Head of KB/TPA/SPS from a competent government agency; And

e. have...

- e. have a certificate of education and training for PAUD Unit Heads from a competent and government-recognized institution. (7) The academic qualifications of PAUD administrative staff have a minimum high school diploma (SMA).

Article 24

- (1) PAUD students are children aged 0 (zero) to 6 (six) years who are free to choose the form of PAUD services in accordance with the existence of PAUD services, the rights and needs of children.
- (2) PAUD students in the formal education pathway (TK) are children aged 4 (four) to 6 (six) years.
- (3) PAUD students in non-formal education pathways (KB/TPA/SPS or similar) are from birth to 6 (six) years.
- (4) Students with special needs can be served at any PAUD service institution.

Article 25

- (1) Standard facilities and infrastructure as intended in Article 12 letter f, are equipment in the implementation of PAUD.
- (2) Standard facilities and infrastructure as intended in paragraph (1), consist of facilities and infrastructure.

Article 26

- (1) Facilities as referred to in Article 25 paragraph (2) are anything that can be used as tools and equipment to achieve learning objectives.
- (2) The facilities as intended in paragraph (1) consist of:
 - a. learning materials;
 - b. learning tools; and
 - c. equipment.

(3) Learning...

- (3) Learning materials as referred to in paragraph (2) letter a are all forms and types of materials used in the learning process.
- (4) Learning tools as referred to in paragraph (2) letter b are all shapes and types of objects used in the learning process including media for conveying messages and information.
- (5) Equipment as referred to in paragraph (2) letter c is all shapes and types of objects that function as support for achieving learning objectives in the education unit.

Article 27

- (1) The facilities as intended in Article 26 must meet the following provisions:
 - a. according to PAUD needs;
 - b. accommodate the characteristics and needs of students by taking into account gender, cultural diversity, language, religion and belief;
 - c. pay attention to the need for Adequate Accommodation for Students with Disabilities;
 - d. use the resources available in the environment around the educational unit;
 - e. security, health and safety; and
 - f. friendly towards environmental sustainability.
- (2) Apart from meeting the provisions for facilities as intended in paragraph (1), facilities for early childhood education must meet the following provisions:
 - a. in accordance with the needs of children which include education, health, nutrition, care, nurturing, protection and welfare;

b. diversity...

- b. diversity and opportunities for play, stages of development and facilitating students' freedom to make choices according to their interests; And
- c. according to child development, student characteristics, and relevant needs for program services in early childhood education units.

Article 28

- (1) Infrastructure as intended in Article 25 paragraph (2) is the basic facility needed to carry out the functions of an educational unit.
- (2) Infrastructure as intended in paragraph (1) consists of:
 - a. land;
 - b. building; And
 - c. room.

Article 29

- (1) The land as referred to in Article 28 paragraph (2) letter a is a plot of land that is used for providing education in an educational unit.
- (2) The land as intended in paragraph (1) must meet the following provisions:
 - a. The land area can accommodate educational facilities and infrastructure by considering:
 - 1. projected number of students and study groups;
 - 2. complete learning at PAUD; and
 - 3. type and number of spaces;
 - b. has green open space to support the learning process and ecological functions;
 - c. be in a comfortable environment, avoid potential dangers that threaten health and life safety and have access to rescue in an emergency;
 - d. the...

- d. the location is in accordance with the designation and obtains land use permission from the regional government;
- e. has land rights status, is not in dispute, and/or has a utilization permit from the land rights holder in accordance with the provisions of statutory regulations; And
- f. has road access that is suitable for use and meets accessibility for Persons with Disabilities. (3) In the event that there is an open surface above the water that is used for the provision of education, the open surface is included in infrastructure.

Article 30

- (1) The building as referred to in Article 28 paragraph (2) letter b is a physical form of construction work that functions as a place for PAUD implementation.
- (2) The building as intended in paragraph (1) must meet the following provisions:
 - a. has a building area taking into account:
 - 1. projected number of students and study groups;
 - 2. type; and
 - 3. number of rooms;
 - b. building layout which includes basic building coefficient, building floor coefficient, height and building clearance in accordance with statutory provisions;
 - c. safety which includes construction strength and resistance to disasters caused by natural, non-natural and/or human factors;
 - d. health which includes ventilation, lighting, access to clean water sources and sanitation;
 - e. security...

- e. security in the form of danger warnings, evacuation routes and access that can be reached easily and are equipped with clear directions;
- f. comfort which includes the comfort of movement space and relationships between spaces, indoor conditions, views, as well as vibration and noise levels;
- g. have an electricity network installation and/or other energy sources in accordance with the needs and provisions of statutory regulations;
- h. accessibility including facilities for Persons with Disabilities; and
- i. using building materials that are safe for the health and safety of building users and the environment.

Article 31

- (1) The space as intended in Article 28 paragraph (2) letter c is a place used for theoretical, practical and other learning activities to achieve educational goals which can be in the form of an open space or a closed space.
- (2) The space as intended in paragraph (1) must meet the following provisions:
 - a. the type and number of rooms are adjusted to the function of the room according to pathway, level and type of education;
 - b. security and safety which includes danger warnings, evacuation routes and access that can be reached easily and equipped with clear directions;
 - c. health which includes cleanliness, ventilation, lighting, prioritizing ventilation and natural lighting; And
 - d. Accessibility includes facilities for Persons with Disabilities.

(3) The...

- (3) The space as intended in paragraph (1) consists of:
- a. classroom;
 - b. children's literacy activity room;
 - c. lactation room;
 - d. administration room;
 - e. health room;
 - f. place of worship;
 - g. a place to play or exercise;
 - h. toilet.
- (4) Provisions regarding space as intended in paragraph (3), are implemented based on statutory provisions.

Article 32

- (1) Early Childhood Education Management Standards as referred to in Article 12 letter g, include:
- a. planning educational activities;
 - b. implementation of educational activities; And
 - c. supervision of educational activities.
- (2) Management Standards as intended in paragraph (1), are supported by information system management.
- (3) Educational activity planning as referred to in paragraph (1) letter a is the preparation of PAUD institution activities in achieving the vision, mission and goals of the educational unit.
- (4) Educational activity planning is prepared by the Education Unit together with the school committee.
- (5) In preparing plans for educational activities that include curriculum and learning, the Education Unit determines:
- a. number of students in each study group; and
 - b. number of study groups in each Education Unit.

(6) The...

- (6) The number of students per study group is determined with the maximum provisions:
 - a. 10 (ten) students for early childhood education from 0 (zero) to 2 (two) years old;
 - b. 12 (twelve) students for early childhood education from ages over 2 (two) years to 4 (four) years; And
 - c. 15 (fifteen) students for early childhood education from ages over 4 (four) years to 6 (six) years.
- (7) Determination of the number of students per study group is carried out based on:
 - a. availability of educators;
 - b. availability of facilities and infrastructure; And
 - c. budget capacity of Education Unit administrators.
- (8) In the event that there is a limited number of Education Units that can be accessed by Students in an area and/or there is a limited number of educators in an Education Unit, the number of Students per study group may be excluded from the provisions as intended in paragraph (6).
- (9) Determination of the number of study groups for each Education Unit as intended in paragraph (6) is carried out based on:
 - a. availability of the number of educators in the Education Unit;
 - b. availability of facilities and infrastructure in the Education Unit; And
 - c. geographical and demographic conditions.

(10) Implementation...

- (10) Implementation of educational activities as referred to in paragraph (1) letter b, constitutes the implementation of planned work programs.
- (11) Supervision as referred to in paragraph (1) letter c, includes monitoring, supervision, evaluation, reporting and follow-up on the results of supervision to ensure the fulfillment of children's rights and needs as well as the continuity of the PAUD program.

Article 33

The implementation of the PAUD Program is an integration of education, care, protection, health and nutrition services which are organized in the form of a PAUD unit or program.

Article 34

- (1) PAUD service activities include activity time, meeting frequency, teacher and child ratio.
- (2) Activity times according to age and frequency of meetings as referred to in paragraph (1) consist of:
 - a. Age Birth-2 years: one meeting for a minimum of 120 minutes, involving parents, and a minimum meeting frequency of once per week;
 - b. aged 2-4 years: one meeting for a minimum of 180 minutes and a minimum meeting frequency of twice per week; and c. aged 4-6 years: one meeting of at least 180 minutes and a minimum meeting frequency of five times per week.
- (3) The ratio of teachers and students as referred to in paragraph (1) consists of:
 - a. ages birth-2 years: teacher to child ratio 1:4.
 - b. 2-4 years old: teacher to child ratio 1:8.
 - c. 4-6 years old: teacher to child ratio 1:15.

Article 35...

Article 35

- (1) The Regional Government seeks the availability of Formal PAUD services in the region based on the results of a study on the feasibility of establishing PAUD from the Service.
- (2) The Village Government, community and groups of individuals strive to provide PAUD services in at least 1 (one) village/sub-district containing 1 (one) PAUD.
- (3) Availability of PAUD services as intended in paragraph (1) and paragraph (2) for children aged 0 (zero) to 6 (six) years with priority aged 5 (five) to 6 (six) years.

Article 36

- (1) The financing standards as referred to in Article 12 letter h, are financing components including investment costs and operational costs.
- (2) Investment costs as referred to in paragraph (1), include cost components:
 - a. land investment;
 - b. provision of facilities and infrastructure;
 - c. provision and development of human resources; and d. fixed working capital.
- (3) Operational costs as intended in paragraph (1) include cost components:
 - a. personnel; And
 - b. nonpersonal.

Article 37

- (1) PAUD services can be provided inclusively by providing opportunities for children with special needs to attend PAUD in 1 (one) educational environment together with students in general.

(2) Inclusive...

- (2) Inclusive PAUD services as intended in paragraph (1) are based on the provisions of statutory regulations.

Part Three

Curriculum and Learning Strategies

Paragraph 1

Curriculum

Article 38

- (1) The implementation of PAUD is guided by the applicable curriculum;
- (2) The curriculum as intended in paragraph (1) is prepared by the PAUD organizing institution with reference to the National Early Childhood Education Standards; And
- (3) The PAUD curriculum can contain local regional cultural content by paying attention to environmental potential.

Paragraph 2

Learning strategies

Article 39

- (1) PAUD learning strategies are carried out in order to prepare students to enter elementary school.
- (2) PAUD learning strategies are implemented in the context of learning and playing in an interactive, inspiring, fun, contextual and child-centered way to actively participate and provide freedom for initiative, creativity and independence in accordance with the child's talents, interests and physical and psychological development.
- (3) PAUD learning strategies as referred to in paragraph (2), can be grouped into content:
 - a. noble character;
 - b. maintaining...

- b. maintaining ethics and aesthetics, health and the environment;
 - c. social and emotional skills; And
 - d. knowledge and intelligence.
- (4) The strategy as intended in paragraph (2) is implemented:
- a. according to the child's age, physical and mental development stage;
 - b. pay attention to differences in talents, interests and abilities of students; And
 - c. pay attention to the social, cultural and economic background of students.

Part Four

Licensing

Paragraph 1

General

Article 40

- (1) The implementation of formal PAUD and non-formal PAUD units must obtain permission from the Regional Government.
- (2) The permit as referred to in paragraph (1), is determined by the Regent after receiving a recommendation from the Service.
- (3) Permits as referred to in paragraph (2), include:
 - a. establishment of PAUD units; and
 - b. changes to PAUD units.
- (4) PAUD unit operators who violate the provisions as intended in paragraph (1), will be subject to administrative sanctions in the form of:
 - a. written warning;
 - b. suspension of permits;
 - c. closure of PAUD units; and/or
 - d. license revocation.

(5) Provisions...

- (5) Provisions regarding procedures for the imposition of administrative sanctions as intended in paragraph (4) are regulated by a Regent's Regulation.

Paragraph 2

Establishment of an Early Childhood Education Unit

Article 41

The establishment of a PAUD unit as intended in Article 40 paragraph (3) letter a, must meet the following requirements:

- a. administrative; And
- b. technical.

Article 42

- (1) The administrative requirements for establishing Formal PAUD consist of:
 - a. photocopy of founder's identity;
 - b. certificate of domicile; and
 - c. composition of management and details of duties;
- (2) The technical requirements for establishing Formal PAUD consist of:
 - a. feasibility assessment results;
 - b. Kindergarten Development Master Plan (RIP); and
 - c. Plan to achieve kindergarten implementation standards within a maximum of 3 (three) years.

Article 43

- (1) The administrative requirements for establishing Non-Formal PAUD consist of:
 - a. photocopy of founder's identity;
 - b. domicile certificate from the Village Head/Lurah; And; And
 - c. composition of management and details of duties.
- (2) The technical requirements for establishing Non-Formal PAUD consist of:
 - a. feasibility assessment results;
 - b. plan to achieve standards for implementing KB/TPA/SPS within a maximum of 5 (five) years.

Paragraph 3...

Paragraph 3

Changes to Early Childhood Education Units

Article 44

- (1) Changes to PAUD must be submitted to the Department in charge of licensing after receiving a recommendation from the Department.
- (2) Changes to PAUD as intended in Article 40 paragraph (3) letter b, in the form of:
 - a. name change;
 - b. shape change;
 - c. changes in founders between communities; and/or
 - d. change of location.
- (3) For the change of name as intended in paragraph (2) letter a, the founder submits a change to the name of the PAUD unit to the Department in charge of licensing by attaching an official report on the name change and the decision of the administrator/manager of the PAUD unit.
- (4) To change the form as intended in paragraph (2) letter b, the founder applies for a permit to change the form of the PAUD unit to the Service in charge of licensing by attaching the complete requirements for establishing a PAUD unit.
- (5) Changes in the founder of the inter-community as referred to in paragraph (2) letter c, the founder applies for permission to change the founder of the inter-community PAUD unit to the Service in charge of licensing 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.
- (6) Changes in location as referred to in paragraph (2) letter d, the Founder reports the change in location of the PAUD unit to the Department in charge of licensing by attaching a certificate of domicile of the new PAUD unit.

Article 45...

Article 45

Provisions regarding procedures, requirements and permit procedures as intended in Article 40, are regulated by Regent's Regulations.

CHAPTER III

CLOSURE OF PRESCHOOL UNITS

Article 46

- (1) Closure of PAUD, done when:
 - a. PAUD units no longer provide PAUD service activities; and/or
 - b. PAUD unit is not feasible based on evaluation results.
- (2) The closure of the PAUD unit is carried out by the Regional Government by revoking the permit for the establishment of the PAUD unit based on recommendations from the Service.
- (3) The closure of the PAUD unit as intended in paragraph (1) is followed by:
 - a. distribution/transfer of students, educators and educational staff to other similar PAUD units;
 - b. handover of regional resources and other documents to the Regional Government; and
 - c. the transfer of assets belonging to a PAUD unit managed by the community can be handed over to another PAUD unit determined by the PAUD unit organizer concerned.
- (4) The closure of PAUD units as intended in paragraph (3), is carried out in accordance with statutory provisions.

CHAPTER IV

LANGUAGE OF INSTRUCTION

Article 47

- (1) Indonesian as the State Language is the language of instruction in PAUD education.

(2) Sundanese. . .

- (2) Sundanese is used as a second language of instruction to support students' local language skills.
- (3) Foreign languages can be used as supporting languages for students.

CHAPTER V

CONSTRUCTION AND SUPERVISION

Article 48

- (1) The Regent carries out guidance and supervision of the implementation of PAUD in the Region.
- (2) Guidance as referred to in paragraph (1), includes:
 - a. increasing the professional competence and qualifications of educators and education personnel;
 - b. curriculum development; And
 - c. management of the teaching and learning process.
- (3) Guidance as intended in paragraph (2), is carried out by the Service.

Article 49

- (1) Supervision as intended in Article 48 paragraph (1), is carried out by the Service.
- (2) Supervision as referred to in paragraph (1), includes monitoring, supervision and evaluation to ensure the fulfillment of children's rights and needs as well as the continuity of the PAUD program.

CHAPTER VI

REPORT AND EVALUATION

Article 50

- (1) Educational units administering PAUD report PAUD implementation data through the national basic education data system.

(2) Reporting...

- (2) Data reporting as intended in paragraph (1) can be facilitated by the Regional Government.
- (3) PAUD report data as intended in paragraph (1), is verified by the Regional Government as a basis for preparing and implementing PAUD policies.

Article 51

- (1) PAUD report data as intended in Article 50 paragraph (3), is evaluated by the Regional Government.
- (2) Evaluation as intended in paragraph (1) includes evaluation of input, process, *outcome*, and output. (3) Evaluation as intended in paragraph (1) is carried out periodically, comprehensively, transparently, systematically and accountably.

CHAPTER VII

COMMUNITY PARTICIPATION

Article 52

- (1) The community can participate in the process of organizing and managing PAUD through empowering funding potential, contributing ideas and energy.
- (2) To support the implementation and management of PAUD, the Organizer can form a Deliberative Forum/PAUD Committee or another agreed name whose membership consists of PAUD managers, educators, parents of students and other community elements who care about PAUD.
- (3) Enrolling their children in PAUD by prioritizing children aged 5 (five) to 6 (six) years;
- (4) Improving the parenting and educational abilities of their children as PAUD students for fulfillment

aspect...

aspects of child development and growth, as well as strengthening children's character education in the family; and

- (5) Supervise the implementation of PAUD services in the area.

CHAPTER VIII

FINANCING

Article 53

- (1) Financing for the provision of PAUD can be sourced from:
 - a. State budget.
 - b. Regional Revenue and Expenditure Budget.
 - c. Village Revenue and Expenditure Budget; And
 - d. Public.
- (2) Apart from financing as intended in paragraph (1), PAUD implementation can be sourced from other sources that are legal and non-binding in accordance with the provisions of statutory regulations.
- (3) Financing as referred to in paragraph (1) letter b is adjusted to regional financial capabilities and regional financial management provisions.

CHAPTER IX

TRANSITIONAL PROVISIONS

Article 54

The permit to establish a PAUD that was granted prior to the enactment of this Regional Regulation remains valid until the permit is revoked.

CHAPTER X

CLOSING

Article 55

When this Regional Regulation comes into force, all provisions regarding PAUD are regulated in the Regency Regional Regulation

Bogor...

Bogor Number 6 of 2011 concerning the Implementation of Education (Bogor Regency Regional Gazette of 2011 Number 6, Supplement to Bogor Regency Regional Gazette Number 56) is revoked and declared invalid.

Article 56

The Implementing Regulations of this Regional Regulation are stipulated no later than 6 (six) months from the promulgation of this Regional Regulation.

Article 57

This Regional Regulation comes 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 Regional Gazette.

Set in Cibinong
on October 2, 2023
REGENT OF BOGOR,

ttd.

IWAN SETIAWAN

Promulgated in Cibinong
on October 2, 2023
REGIONAL SECRETARY OF BOGOR REGENCY,

ttd.

BURHANUDIN

BOGOR DISTRICT REGIONAL GAZETTE OF 2023
NUMBER 4
REGISTER NUMBER OF REGIONAL REGULATIONS OF BOGOR
DISTRICT, WEST JAVA PROVINCE: (4/146/2023)

The copy corresponds to the original
BOGOR REGIONAL SECRETARIAT
HEAD OF DIVISION LEGISLATION,



HERISON

EXPLANATION
UP
BOGOR DISTRICT REGIONAL REGULATIONS
NUMBER 4 OF 2023
ABOUT
EARLY CHILDHOOD EDUCATION PROGRAMS

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 6 (six) years which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education.

Through the implementation of PAUD, it is aimed at realizing 6 (six) foundations for children to live their lives in the future, including knowing religious values and character, emotional maturity for activities in the learning environment, adequate social and language skills to interact healthily with peers or individuals. others, positive meaning of learning, development of motor skills and adequate self-care and cognitive maturity to carry out learning activities such as basic literacy, numeracy and understanding of basic things that occur in everyday life.

To help early childhood children reach their potential level of development, the Regional Government of Bogor Regency is 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 it is ready in entering further education.

This Regional Regulation regulates the Implementation of PAUD, PAUD Programs, PAUD Implementation Routes, PAUD Education Standards, Curriculum and Learning Strategies, Licensing, Establishment of PAUD Units, Changes to PAUD, Closure of PAUD, language of instruction in PAUD education, guidance and supervision of PAUD implementation in the Region, and community participation.

II. CHAPTER...

II. ARTICLE BY CHAPTER

Article 1

Quite clear.

Article 2

Quite clear.

Article 3

The letter a

Quite clear.

Letter b

Quite clear.

The letter c

Quite clear.

The letter d

Development preschool Holistic-Integrative is an early childhood development effort carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically and integrated.

The letter e

Quite clear.

The letter f

Quite clear.

The letter g

Quite clear.

Article 4

Quite clear.

Article 5

Quite clear.

Article 6

Quite clear.

Article 7

Quite clear.

Article 8

Quite clear.

Article 9

Quite clear.

Article 10...

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 16

Quite clear.

Article 17

Quite clear.

Article 18

Quite clear.

Article 19

Quite clear.

Article 20

Quite clear.

Article 21

Quite clear.

Article 22

Quite clear.

Article 23

Quite clear.

Article 24

Sentence (1)

Quite clear.

Sentence (2)

Quite clear.

Verse (3)...

Sentence (3)

Quite clear.

Sentence (4)

Children with special needs (*Heward*/disability) is a child with special characteristics that are different from children in general without always showing mental, emotional or physical incapacity. Children with special needs include: blind, deaf, mentally retarded, physically disabled, hearing impaired, learning difficulties, behavioral disorders, gifted children, children with health problems, and social difficulties.

Article 25

Quite clear.

Article 26

Quite clear.

Article 27

Sentence (1)

The letter a

Quite clear.

Letter b

Quite clear.

The letter c

Persons with Disabilities are anyone who experience physical, intellectual, mental, and/or sensory over time long time interacting with the environment may experience obstacles and difficulties to participate fully and effectively with citizens of other countries based on equality right.

The letter d

Quite clear.

Hooray e....

Huruf e

Quite clear.

The letter f

Quite clear.

Sentence (2)

Quite clear.

Article 28

Quite clear.

Article 29

Quite clear.

Article 30

Quite clear.

Article 31

Quite clear.

Article 32

Sentence (1)

Quite clear.

Sentence (2)

Quite clear.

Sentence (3)

Quite clear.

Sentence (4)

Quite clear.

Sentence (5)

Quite clear.

Sentence (6)

a. ages 0 (zero) to 2 (two) years can go through TPA and/or SPS.

b. ages 2 (two) to 4 (four) years can go through TPA, KB and/or SPS.

c. ages 4 (four) to 6 (six) years can go through KB, TK, TPA, and/or SPS.

Sentence (7)

Quite clear.

Verse (8)...

Sentence (8)

Quite clear.

Sentence (9)

Quite clear.

Sentence (10)

Quite clear.

Sentence (11)

Quite clear.

Sentence (12)

Quite clear.

Article 33

Quite clear.

Article 34

Quite clear.

Article 35

Quite clear.

Article 36

Quite clear.

Article 37

Sentence (1)

Opportunities for children with special needs include the rights to:

- a. receive quality PAUD education in educational units in all types, pathways and levels of PAUD education inclusively or specifically; And
- b. get appropriate accommodation as a PAUD student.

Sentence (2)

The implementation of inclusive PAUD services is carried out based on statutory provisions.

Article 38

Quite clear.

Article 39

Quite clear.

Article 40...

Article 40

Quite clear.

Article 41

Quite clear.

Article 42

Quite clear.

Article 43

Quite clear.

Article 44

Quite clear.

Article 45

Quite clear.

Article 46

Quite clear.

Article 47

Quite clear.

Article 48

Quite clear.

Article 49

Quite clear.

Article 50

Quite clear.

Article 51

Quite clear.

Article 52

Quite clear.

Article 53

Quite clear.

Article 54

Quite clear.

Article 55

Quite clear.

Article 56...

Article 56

Quite clear.

Article 57

Quite clear.

SUPPLEMENT TO BOGOR DISTRICT REGIONAL GAZETTE NUMBER 121