

HASIL CEK_JURNAL 5

by Pgpaud Prima Suci Rohmadheny

Submission date: 17-Sep-2022 10:56AM (UTC+0700)

Submission ID: 1901836918

File name: 996-6304-1-PB.pdf (860.28K)

Word count: 3591

Character count: 22222



THE MEASURING INDICATOR OF CHILD-FRIENDLY TEACHER IN EARLY CHILDHOOD EDUCATION INSTITUTION

Prima Suci Rohmadheny¹, Wahyu Nanda Eka Saputra², Raudia Utami³, Dwi Isnawati⁴

Ahmad Dahlan University

Article History:

Submitted:
January 2019
Approved:
February 2019
Published:
March 2019

Keywords:
child friendly, early
childhood education,
indicator, integrative
holistic, teacher skill

Abstrak

Artikel ini membahas tentang prosedur dan hasil yang dilakukan dalam merumuskan indikator untuk mengukur kemampuan guru ramah anak di Satuan PAUD. Perumusan indikator tersebut dilakukan dengan tahap: melakukan telaah konseptual tentang kemampuan guru ramah anak di PAUD, berikutnya menyusun definisi operasional dari kemampuan guru ramah anak, definisi operasional tersebut digunakan untuk menyusun *blue print* yang memuat indikator guru ramah anak di Satuan PAUD. Temuan hasil kerja ini yaitu 3 buah indikator guru ramah anak. Indikator tersebut berupa kemampuan guru dalam merencanakan, melaksanakan, mengevaluasi dan melaporkan hasil pelaksanaan program rangsangan pendidikan, kesehatan, gizi, pengasuhan, dan perlindungan anak tanpa diskriminasi di Satuan PAUD.

Abstract

This paper discuss the procedure and result of the formulation of the child-friendly teacher's skill in the Early Childhood Education Institution (PAUD). The formulation of the indicators was performed through the following steps: conducting conceptual study towards the child-friendly teachers' skill in PAUD, constructing the operational definition from the child-friendly teachers' skill, establishing operational definition, the operational definition was used to construct a blueprint containing indicators of child-friendly teachers in PAUD. The result of the present study is in the form of three indicators of child-friendly teacher. These indicators are teacher's skill in planning, implementin, evaluating and reporting the result of the implementaion of non discriminative education stimulus, health, nutrition, care, and protection program for children in PAUD.

© 2019 Muhammadiyah University of Ponorogo

Correspondence Address:
E-mail: prima.rohmadheny@pgpaud.uad.ac.id

ISSN 2579-7255 (Print)
ISSN 2524-004X (Online)

DOI: <http://dx.doi.org/10.24269/jin.v4n1.2019.pp63-74>

INTRODUCTION

The growing number of Early Childhood Education Institution (PAUD) in Indonesia increases along with the number of Raw Participation Rate (APK) of students in PAUD (Pusat Data dan Statistik Pendidikan dan Kebudayaan, 2016). This requires PAUD to possess quality management and organization of various programs. One of the indicators of PAUD service quality leads to maximum students' growth and development. Accordingly, in its organization, PAUD puts children's as one of the service quality standards.

The attainment of maximum growth and development is a part of children well-being achievement. In several advanced countries, children wellbeing consists of the following dimensions: material wellbeing, health-safety, education, behavior-consequences, as well as domicile and environment (Adamson, 2013). In realizing children wellbeing, teachers-children relationship is essential (Løhre et al., 2010). Besides, children wellbeing can also be realized through a child-friendly

school environment (Gill, 2008). In other words, a child-friendly school environment is a dimension of children wellbeing. A child-friendly school is a school that is capable of satisfying children's rights.

Children's right is one of the points the early childhood education institution should satisfy. The Ministry of Women Empowerment and Child Protection has made an attempt in satisfying children's rights in educational environment in the form of Child-Friendly School (CFS) (Deputi Tumbuh Kembang Anak, 2015). Child-Friendly School refers to a program that is organized in order to satisfy children's right, to protect children from violence, and to create a non-discriminative environment.

The fulfillment and protection of children's right in child friendly school concept are translated by Ministry of Education and Culture of the Republic of Indonesia through The Directorate of Early Childhood Education Development in the form of Program Holistik Integratif (Integrative-Holistic Program) in PAUD (Rohmadheny and Saputra, 2018). Children's rights refer to the

rights to grow and develop without discrimination. The fulfillment of needs on integrative and holistic growth and development determine their health quality, intelligence, and social maturity in the next phase. (Direktorat Pembinaan PAUD, 2015). Accordingly, it can be said that Child-friendly school in PAUD is the implementation of Integrative-Holistic Program.

Integrative-Holistic program is a program emphasizing the fulfillment of children's rights in the form of education stimulus, health, nutrition, care, and non-discriminative protection. The success of the implementation of Integrative-holistic program in PAUD cannot be separated from the teacher's contribution as the element of Early Childhood Education. Teacher is a part of human resources who becomes the driving motor for education services. (Septiyan Dwi Cahyono and Rubiyanto, 2017). Therefore, the teacher's skill in implementing the integrative-holistic program as the manifestation of child friendly-school is crucial.

Teacher's skill in implementing integrative-holistic program refers to the teacher's skill in realizing child friendly-school in early childhood education. Accordingly, their skill in implementing the integrative-holistic program in early childhood education can be called as child-friendly teacher's skill. In order to find out the teacher's skill in implementing the integrative-holistic program, an indicator to measure the teacher's skill in PAUD is necessary. Therefore, the measure employing one of the indicators of child friendly-PAUD children is highly needed to identify the skills.

LITERATURE REVIEW

Teacher is a professional educator whose main function is to educate, teach, guide, direct, train, assess, and evaluate learners in formal early childhood education, elementary education, and secondary education (Indonesia, 2005). Based on that regulation, the term "teacher" is only for professional educators of formal education. Therefore, PAUD teacher refers to the educator whose duties are in Kindergarten level or equivalent.

Prima Suci Rohmadheny, Wahyu Nanda Eka Saputra. The Measuring Indicator
Of Child-Friendly Teacher In Early Childhood Education Institution

PAUD teacher (Kindergarten-level or equivalent) is one of the crucial components in providing services that are able to fulfill the children's right. Every child holds equal rights to live, develop, and participate in accordance with the proper values and dignity. Besides, they also hold rights to be protected from violence and discrimination (Indonesia, 2002). Based on the regulation, The Indonesia Government, through the Ministry of Education and Culture, stipulate the regulation on violence prevention and countermeasure in education by implementing child friendly-school concept (Republik Indonesia, 2015). Child friendly-school concept is defined as a program that is aimed to establish a safe, clean, caring, and environmentally-cultured condition. Besides, it also aims to ensure the fulfillment of children's right and protection from violence, discrimination, and other mistreatments as long as the children are in school. School is expected to support the children's participation, especially in planning, making policies, learning, and supervision

(Deputi Tumbuh Kembang Anak, 2015). From the statement above, it can be said that child-friendly emphasizes the fulfillment of children's right.

The attempts in fulfilling children's right in early childhood education has been realized into the integrative-holistic program (Rohmadheny and Saputra, 2018). Based on Early Childhood Education National Standard in the regulation of the Ministry of Education and Culture no. 137 of 2014, *Holistik Integratif* program (HI) is a program that should be carried out by every Early Childhood Education Institution (Republik Indonesia, 2014a). The program covers the provision of education services, health services, care, parenting, and protection to all children in any condition. The fulfillment of needs on integrative and holistic growth and development determine their health quality, intelligence, and social maturity in the next stage. (Direktorat Pembinaan PAUD, 2015) . The implementation of HI program is proved to be able to improve the children's cognitive ability, character building, children-

Prima Suci Rohmadheny, Wahyu Nanda Eka Saputra. The Measuring Indicator
Of Child-Friendly Teacher In Early Childhood Education Institution

teacher bonding, and service quality of Early Childhood Education. (Farida, 2015; Handayani and Munawar, 2011; P. D. Rahayu, 2016; S. Rahayu, 2016; Widodo, 2017). Therefore, it can be said that the teacher who is able to implement HI program is a child-friendly PAUD teacher. Through that conceptual analysis, it can be concluded that the children-friendly PAUD teacher's skill refers to the educator's skill on service program for Kindergarten-level and equivalent, in satisfying children's right, it covers education stimulus, health and nutrition services, care, and non-discriminative protection.

METHOD

The procedure carried out in designing indicator to identify the child-friendly PAUD teacher's skill is as follow: (A) conducting conceptual study, (b) formulation operational definition, (c) constructing the blueprint of the instrument containing child-friendly PAUD teacher. Conceptual study was performed by reviewing juridical basis from the policies associated with education,

teacher, child friendly-school, and integrative holistic program in PAUD. Then, the result of conceptual study was used to formulate the operational definition regarding the child-friendly teacher in Early Childhood Education. Once the operational definition had been obtained, the last step was to design the blueprint of the instrument containing the variables. The blueprint of the instrument will be used to design research instrument in the form of survey questionnaire and document observation guidelines in the form of checklist.

The child-friendly PAUD teacher's skill is defined as the educator's skill on service program for Kindergarten-level and equivalent, in satisfying children's right, it covers education stimulus, health and nutrition services, care, and non-discriminative protection. Referring to the conceptual definition, the operational definition of child friendly-PAUD teacher is the skill of Kindergarten teacher or equivalent in (a) designing, (b) carrying out, (c) evaluating and reporting the education, health, nutrition, care, and

Prima Suci Rohmadheny, Wahyu Nanda Eka Saputra. The Measuring Indicator
Of Child-Friendly Teacher In Early Childhood Education Institution

protection service to all children in any condition.

RESULT

The result of the present study is an instrument blueprint containing three items of indicator of child-friendly PAUD teacher; This blueprint consists of the following indicators: planning, implementing, evaluating, and reporting the implementation of education, health, nutrition, care, and protection to all children in any condition without discrimination. The following table shows the blueprint.

Table 1. Blueprint of Child-friendly PAUD teacher's skill

Variable	Indicator	Descriptor	No. of item
Child-friendly PAUD teacher's skill	Be able to design an integratif holistic-based program	Designing a non-discriminative integrative holistic-based curriculum	1
		Designing education activity program	2,3,4,5,6
		Designing health activity program	7,8, 9, 10
		Designing nutrition	11,12, 13

	activity program	
	Designing	14,15,16
	caring activity program	
	Designing	17,18,19, 20
	protection activity program	
Be able to carry out integrative holistic-based program	Carrying out education activity program	21, 22, 23
	Carrying out health activity program	24, 25, 26
	Carrying out nutrition activity program	27, 28, 29
	Carrying out caring activity program	30, 31, 32
	Carrying out protection activity program	33, 34, 35
Be able to evaluate and report the integrative holistic-based program	Evaluating and reporting the implementation of education activity program	36, 37
	Evaluating and reporting the implementation of health activity program	38, 39
	Evaluating and reporting the	40, 41

Prima Suci Rohmadheny, Wahyu Nanda Eka Saputra. The Measuring Indicator
Of Child-Friendly Teacher In Early Childhood Education Institution

implementati on of nutrition activity program	
Evaluating and reporting the implementati on of caring activity program	42, 43
Evaluating and reporting the implementati on of protection activity program	44, 45

In the blueprint above, there are sixteen descriptors. Those descriptors are: designing non-discriminative integrative holistic-based curriculum, planning education stimulus program, planning health activity program, planning caring activity program, planning protection activity program, carrying out education stimulus program, carrying out health activity program, carrying out nutrition activity program, carrying out caring activity program, carrying out protection activity program, evaluating and reporting the implementation of education stimulus

program, evaluating and reporting the implementation of health activity program, evaluating and reporting the implementation of nutrition activity program, evaluating and reporting the implementation of caring activity program, evaluating and reporting the implementation of protection While the number of item of the instrument, in this blueprint, is forty-five items.

The numbers of the item are distributed to several descriptors. The first descriptor consist of One item, five items in the second descriptors, four items in the third descriptors, three items in the fourth descriptors, three items in the fifth descriptors, and four item items in the sixth descriptors. The seventh until the eleventh descriptors consist of three items respectively, while the eleventh until the fifteenth consist of two items respectively.

DISCUSSION

Designing non-discriminative integrative holistic-based curriculum is the first stage the teacher need to perform before designing more detailed program. The more detailed program refers to programs carried

Prima Suci Rohmadheny, Wahyu Nanda Eka Saputra. The Measuring Indicator
Of Child-Friendly Teacher In Early Childhood Education Institution

out annually, every semester, every month, every week, or even every day, that contains various developmental field.

Basically, the curriculum design that considers the aspect integrativeness in the integrative and holistic development of early childhood is one of the principles that is need to be concerned in developing PAUD curriculum referring to *Kurikulum 2013 PAUD* (Republik Indonesia, 2014b, 2014c). There is an emphasis on 'non-discriminative in order to make the designed curriculum may concern the practicability for children with developmental condition that is different from the average children based on the early detection result in during the students' enrollment. The result of early growth and development detection of the students will be the basis for teacher to provide stimulation and intervention that fits their needs. (Republik Indonesia, 2014c). Therefore, the holistic and integrative stimulation and intervention program that is translated into the activity programs should be adjusted to the various children's

growth and developmental characteristic (Mallory and New, 1994).

The next indicator is to design and to carry out the education stimulus program that adheres to the developed curriculum. Education stimulus program is also based on the characteristic of children's early detection of growth and development (Direktorat Pembinaan PAUD, 2015). Education stimulus plan needs to be designed from the annual planning, semester planning, weekly planning, and daily planning.

Education stimulus on childhood is focused on the development of all of their developmental aspect. Children's developmental aspects that are essential to be developed are physical motor aspect, cognitive, language, social emotion, moral and religious values, and art (Republik Indonesia, 2014a). The planned stimulus program in one day should be able to contain these six aspects.

The designed activities should be consistent with the principle of early childhood education and use interesting methods. One of the principles is learning through playing.

Prima Suci Rohmadheny, Wahyu Nanda Eka Saputra. The Measuring Indicator
Of Child-Friendly Teacher In Early Childhood Education Institution

Through playing opportunities, child will be able to explore and discover their knowledge, skill, and creativity (Holis, 2017).

Other principles are child-focused, active learning, life skill and character values development-oriented, conducive environment, democratic learning, learning media, sources, and informants in PAUD environment so that the learning can be more contextual and meaningful (Direktorat Pembinaan PAUD, 2015; Latifah and Hernawati, 2009; Widodo, 2017).

The next indicator is to plan and carry out the health activity program and nutrition activity program. These programs cover periodical activities held by the institution either independently or by collaboration or involving professionals. The forms of periodic activity that can be carried out independently are weighing, height measurement, healthy and nutritious food habituation, periodic supplement feeding program, Healthy life habituation, healthy snack program, simple children's physical condition monitoring (temperature,

physical wound, etc.) during children arrival and before they go home.

Program that involves collaboration with professionals related to the part that cannot be carried out by PAUD institution. It involves the facilitation for medical staffs to perform early detection on ⁸ growth and development (DDTK) and Stimulation, Detection, and Early Intervention of Growth and Development (SDIDTK) (Republik Indonesia, 2014c), and other nutrition improvements, as well as widening relevant and sustainable cooperation (Direktorat Pembinaan PAUD, 2015).

The next indicator is to plan and carry out caring activity program. Basically, this program refers to the parental involvement in carrying out early childhood education. Since parents are the first and main educator for their children. Besides, educational institution and parents are also parts of education *trisentra*. The role of education *trisentra* is essential in children's character building (Kurniawan, 2015). Accordingly, teachers are expected to possess skill in planning the programs that may involve parental involvement.

Prima Suci Rohmadheny, Wahyu Nanda Eka Saputra. The Measuring Indicator
Of Child-Friendly Teacher In Early Childhood Education Institution

The last indicator is to plan and carry out protection program. The form of protection for children in PAUD varies, they are: (A) to ensure their toys are safe and clean; (b) safe, clean, and comfortable environment; (c) to require the birth certificate as a protection for child's rights as a citizen; (d) to provide first aid box to handle the injured children in PAUD immediately; (e) to perform prayer in accordance with the followed religion; (f) to ensure that they are free from bullying and child violence; and so forth (Ajisuksmo, 2010; Direktorat Pembinaan PAUD, 2015; Indonesia, 2002; Musjtari and Nurul, 2006; Suyanto and Hariadi, 2002).

All dimensions of integrative holistic program service in PAUD that has been carried out needs to be evaluated and reported to the associated parties. The evaluation is performed periodically; the observation is carried out regularly on a daily, weekly, monthly, or semester basis under the designed plan. The report can be delivered to the parents in the form of students' developmental report.

Besides, the report on students' physical growth also needs to be reported periodically to the associated parties such as *puskesmas* (community health center) and *dinas pendidikan* (Education Official). That report can be used as the children nutrition status monitoring (PSG) that has been included in PAUD services.

9

CONCLUSION

Based on the description above, it can be concluded that the indicator that can be used to measure the child friendly- PAUD teacher are:

- 1) Designing education stimulus, health, nutrition, care, and child protection.
- 2) Carrying education stimulus, health, nutrition, care, and child protection.
- 3) Evaluating and reporting education stimulus, health, nutrition, care, and child protection.

These three points can be carried out to all children in PAUD institution without discrimination.

Prima Suci Rohmadheny, Wahyu Nanda Eka Saputra. The Measuring Indicator
Of Child-Friendly Teacher In Early Childhood Education Institution

REFERENCES

- Adamson, P., 2013. Child Well-being in Rich Countries: A comparative overview (No. inreca683), *Papers. Innocenti Report Card*.
- Ajisuksmo, C.R., 2010. Gambaran Pendidikan Anak yang Membutuhkan Perlindungan Khusus. *Hubs-Asia* 9.
- Deputi Tumbuh Kembang Anak, 2015. *Panduan Sekolah Ramah Anak*. Direktorat Pembinaan PAUD, 2015. *NSPK: Petunjuk Teknis Penyelenggaraan PAUD Holistik Integratif di Satuan PAUD*.
- Farida, E., 2015. *Penyelenggaraan Program PAUD Holistik Integratif melalui Kemitraan dalam Meningkatkan Aspek Perkembangan Kognitif Anak Usia Dini (PhD Thesis)*. Universitas Pendidikan Indonesia.
- Gill, T., 2008. Space-oriented children's policy: Creating child-friendly communities to improve children's well-being. *Children & Society* 22, 136–142.
- Handayani, A., Munawar, M., 2011. Peningkatan Kualitas Pos PAUD melalui Pengembangan Program Holistik Integratif (Penelitian Tindakan Pada Pos PAUD Se-Kalurahan Penggaron Kidul). *PAUDIA: Jurnal Penelitian dalam Bidang Pendidikan Anak Usia Dini* 1.
- Holis, A., 2017. Belajar Melalui Bermain untuk Pengembangan Kreativitas dan Kognitif Anak Usia Dini. *Jurnal Pendidikan UNIGA* 10, 23–37.
- Indonesia, R., 2005. Undang-undang Republik Indonesia nomor 14 tahun 2005 tentang Guru dan Dosen. Sekretariat Negara. Jakarta.
- Indonesia, R., 2002. Undang-Undang Republik Indonesia Nomor 23 Tahun 2002 Tentang Perlindungan Anak. Kementerian Pemberdayaan Perempuan, Republik Indonesia.
- Kurniawan, M.I., 2015. Tri Pusat Pendidikan Sebagai Sarana Pendidikan Karakter Anak Sekolah Dasar. *PEDAGOGIA: Jurnal Pendidikan* 4, 41–49.
- Latifah, M., Hernawati, N., 2009. Dampak pendidikan holistik pada pembentukan karakter dan kecerdasan majemuk anak usia prasekolah. *Jurnal Ilmu Keluarga & Konsumen* 2, 32–40.
- Løhre, A., Lydersen, S., Vatten, L.J., 2010. School wellbeing among children in grades 1 - 10. *BMC Public Health* 10, 526. <https://doi.org/10.1186/1471-2458-10-526>
- Mallory, B.L., New, R.S., 1994. Diversity & Developmentally Appropriate Practices: Challenges for Early Childhood Education. *ERIC*.
- Musjtari, Nurul, D., 2006. Memberikan Hak Memilih Agama Sebagai Upaya Perlindungan Anak. *Jurnal* 61.

Prima Suci Rohmadheny, Wahyu Nanda Eka Saputra. The Measuring Indicator
Of Child-Friendly Teacher In Early Childhood Education Institution

- Pusat Data dan Statistik Pendidikan dan Kebudayaan, 2016. AKP/AKM PAUD, SD, SMP, SM (Termasuk Madrasah Sederajat) Tahun 2015/2016.
- Rahayu, P.D., 2016. *Pengembangan Anak Usia Dini Holistik Integratif Pada Program Full Day di PAUD Terpadu Bakti Baitussalam dan PAUD Tunas Bangsa di Yogyakarta. (PhD Thesis)*. UNY.
- Rahayu, S., 2016. *Stimulasi Sensorimotor Sebagai Layanan Holistik Integratif Unggulan di PAUD Terpadu Zaki's Club Gemolong Kabupaten Sragen (PhD Thesis)*. Universitas Muhammadiyah Surakarta.
- Republik Indonesia, 2015. Peraturan Kementerian Pendidikan dan Kebudayaan Nomor 82 Tahun 2015.
- Republik Indonesia, 2014a. Peraturan Kementerian Pendidikan dan Kebudayaan Nomor 137 Tahun 2014 tentang Standar PAUD Nasional.
- Republik Indonesia, 2014b. Peraturan Kementerian Pendidikan dan Kebudayaan Nomor 146 Tahun 2015 tentang Kurikulum 2013 PAUD.
- Republik Indonesia, 2014c. Peraturan Kementerian Pendidikan dan Kebudayaan Nomor 146 Tahun 2014 tentang Kurikulum 2013 PAUD Lampiran III.
- Rohmadheny, P.S., Saputra, W.N.E., 2018. Integrative-Holistic: A Manifestation Of CFS (Child-Friendly Sschool) Implementation In Early Childhood Education Institution. *Proceeding of International Conference On Child-Friendly Education, Muhammadiyah Surakarta University*. URL <http://publikasiilmiah.ums.ac.id/handle/11617/10196> (accessed 09.06.2018).
- Septiyan Dwi Cahyono, R., Rubiyanto, H.R., 2017. *Peran Guru dalam Penerapan Sekolah Ramah Anak di SD Muhammadiyah 16 Surakarta (PhD Thesis)*. Universitas Muhammadiyah Surakarta.
- Suyanto, B., Hariadi, S.S., 2002. *Krisis dan Child Abuse, Kajian Sosiologis tentang kasus Pelanggaran Hak Anak dan Anak-Anak yang membutuhkan Perlindungan Khusus (Child in Need of Special Protection)*. Surabaya: Airlangga University Press.
- Widodo, H., 2017. Pendidikan Karakter Holistik Integratif di PAUD Terpadu 'Aisyiyah Nur'aini Ngampilan Yogyakarta. *Al-Athfal: Jurnal Pendidikan Anak 3*, 135–150.

HASIL CEK_JURNAL 5

ORIGINALITY REPORT

9%

SIMILARITY INDEX

5%

INTERNET SOURCES

7%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

1	Somariah Fitriani, Istaryatiningtias Istaryatiningtias, Lelly Qodariah. "A child-friendly school: How the school implements the model", International Journal of Evaluation and Research in Education (IJERE), 2021 Publication	2%
2	1library.net Internet Source	2%
3	Submitted to Universitas Pelita Harapan Student Paper	1%
4	"Handbook of School-Based Mental Health Promotion", Springer Science and Business Media LLC, 2018 Publication	1%
5	repository.president.ac.id Internet Source	1%
6	Dwi Ardi Meylana, Pratiwi Pujiastuti, Kus Eddy Sartono. "A preliminary analysis study of the mathematics learning needs assessment", AIP Publishing, 2018 Publication	1%

7

Submitted to University of Hull

Student Paper

<1 %

8

Submitted to Badan PPSDM Kesehatan
Kementerian Kesehatan

Student Paper

<1 %

9

Subhan Marpaung, Wahyuddin Nur Nasution,
Yusnaili Budianti. "The Implementation of
Religious Activities Development Program
Based on Virtualization of Zoom Meetings in
Madrasah Ibtidaiyah", Jurnal Basicedu, 2022

Publication

<1 %

10

Erika Septia Risna Eni, Arumia Fairuz Husna,
Muhamad Yunan Pradana, Mellanie Nadya
Azmi Haq, Bambang Budi Wiyono. ""Roomeet"
Communication Tool to Support Online
Learning Management during the Covid-19
Pandemic", 2021 IEEE 12th Annual
Information Technology, Electronics and
Mobile Communication Conference (IEMCON),
2021

Publication

<1 %

11

Rosmalinda, Ningrum Natasya Sirait, Edy
Ikhsan. "Child-friendly city; a strategy to
provide child protection right in Medan", IOP
Conference Series: Earth and Environmental
Science, 2020

Publication

<1 %

- 12 Zakiya Maiza, Nurhafizah Nurhafizah. "Pengembangan Keprofesian Berkelanjutan dalam Meningkatkan Profesionalisme Guru Pendidikan Anak Usia Dini", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2019
Publication <1 %
-
- 13 publikasiilmiah.ums.ac.id:8080
Internet Source <1 %
-
- 14 repository.uhamka.ac.id
Internet Source <1 %
-
- 15 Ambariani Ambariani, Dadan Suryana. "Hambatan Implementasi PAUD Berbasis Holistik Integratif", Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 2022
Publication <1 %
-
- 16 www.slideshare.net
Internet Source <1 %
-
- 17 Harla Sara Octarra, Agustina Hendriati. "Old, borrowed, and renewed": A review of early childhood education policy in post-Reform Indonesia", Policy Futures in Education, 2017
Publication <1 %
-
- 18 Jamaluddin Jamaluddin, Arie Martuty, Mirawati Abdullah. "The Infrastructure Standards of Early Childhood Education Units in South Sulawesi Province", KnE Social Sciences, 2021 <1 %

Publication

Exclude quotes On

Exclude bibliography On

Exclude matches Off