

Learning Management and the Implementation of National Standards in Early Childhood Education: A Literature Review Based on Minister of Education and Culture Regulation No. 137 of 2014

Siti Rosmayati

Politeknik Piksi Ganesha, Bandung, Indonesia

e-mail: siti.rosmayati91@gmail.com

Abstract

Early Childhood Education (ECE) plays a fundamental role in supporting children's growth and development during the golden age period. The quality of ECE services is closely associated with the implementation of national education standards that regulate educational processes, learning management, assessment systems, educators, facilities, management, and financing. This study aims to examine the implementation of Early Childhood Education standards based on Minister of Education and Culture Regulation No. 137 of 2014 and to analyze the role of learning management in improving the quality of ECE services. The study employed a descriptive qualitative approach through library research by reviewing books, government regulations, scientific articles, and relevant literature related to early childhood education management. The findings indicate that the successful implementation of ECE standards depends on effective learning management, including planning, implementation, evaluation, and supervision of learning activities. In addition, the fulfillment of standards related to child development achievement, educational content, assessment, educators and educational personnel, facilities and infrastructure, institutional management, and financing contributes significantly to the quality of educational services provided for young children. Therefore, comprehensive implementation of ECE standards is essential for supporting children's holistic development and ensuring the achievement of national educational goals.

Keywords: Early Childhood Education, Learning Management, ECE Standards, Child Development Achievement Standards, Educational Quality, Minister of Education and Culture Regulation No. 137 of 2014.

INTRODUCTION

There are three fundamental components that influence the quality of human resources, including those within the education sector. One of the legal foundations governing education in Indonesia is Law No. 20 of 2003 concerning the National Education System. According to Chapter 1, Article 1, Paragraph 1 of the Law on National Education System, education is defined as a conscious and well-planned effort to establish a learning environment and learning process that enables students to actively develop their potential. Through this process, learners are expected to acquire religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills required for themselves, society, the nation, and the state.

In Indonesia, one of the government policies that supports the implementation of lifelong education is the recognition of Early Childhood Education (ECE). This policy is stipulated in Article 28 Paragraph 1 of Law No. 20 of 2003 concerning the National Education System. The provision indicates that, from a juridical perspective, ECE constitutes an inseparable component of the national education system as a whole. Nevertheless, participation in pre-school education is neither compulsory nor a prerequisite for enrollment in elementary education.

Furthermore, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 146 of 2014 concerning the 2013 Curriculum for Early Childhood Education states in Article 1 that Early Childhood Education (ECE) refers to educational stimulation provided through guidance and developmental activities for children from birth to six years of age. This educational effort aims to support both physical and spiritual growth and development, thereby preparing children for the next stage of formal education (Nasirun, 2018).

Law No. 20 of 2003 also emphasizes that ECE is an integral and systematic element of Indonesia's educational framework. It is implemented prior to the elementary education level and may be delivered through formal, non-formal, or informal educational pathways. Formal ECE institutions include Kindergarten (KD) and Raudatul Athfal (RA). Non-formal ECE services are provided through Play Groups (PG) and Child Care Parks (CCP). Meanwhile, informal ECE is conducted within families and communities. Consequently, ECE plays a crucial role because the foundations of intelligence and behavioral development are established during this early stage of life (Rozalena & Kristiawan, 2017).

Early childhood represents a developmental period characterized by the most rapid physical and mental growth. The process of growth and development begins during the prenatal stage, namely while the child is still in the womb. During this period, brain nerve cells are formed and serve as the foundation for intellectual development. The concept of the "golden age" is further supported by findings from neurologists, who state that at birth, a baby's brain contains approximately 100–200 billion neurons that are prepared to establish intercellular connections (Suharti, 2018). These neural connections play a significant role in shaping cognitive abilities and future developmental outcomes.

The optimal functioning and development of these nerve cells depend on various educational stimuli and supportive environments provided within the family, community, and school settings. Educational scholars generally agree that the golden age represents a unique developmental period that occurs only once during the human lifespan. Consequently, neglecting this critical stage of development may result in significant losses not only for families but also for society and the nation as a whole, given the substantial impact of early experiences on future growth and learning.

Failure to provide adequate educational investment during early childhood may lead to delays in growth and developmental progress. When children pass through this crucial period without sufficient guidance and supervision from parents or educators, negative consequences may emerge in subsequent stages of development. Therefore, early childhood education holds a vital role because it serves as the foundation for the formation of a complete human personality, characterized by positive character traits, noble values, intelligence, and practical skills (Suharti, 2018).

Parental involvement is essential throughout the early childhood developmental process. However, social and economic changes have increased the demands of modern life, creating new challenges for families. As a result, many mothers are required to perform dual responsibilities, balancing their roles in nurturing and educating their children while simultaneously participating in the workforce to support household needs. Furthermore, employment opportunities in the public sector are no longer predominantly occupied by men, as women now have broader access to professional careers across various fields and sectors.

Data published by the Central Statistics Agency (CSA) indicate that the Labor Force Participation Rate (LFPR) for women increased by 0.40 percent in 2018 compared to the previous year. This trend demonstrates a continuous rise in the number of women entering the workforce annually. One of the primary factors contributing to this increase is the growing complexity of human needs, particularly basic necessities that must be fulfilled to maintain an adequate standard of living and ensure family welfare.

The movement of women from domestic responsibilities into the public and professional sectors has also influenced their traditional roles and generated various social changes. Employment outside the home often creates challenges related to child-rearing responsibilities, which may result in limited parental attention, reduced emotional interaction, inadequate supervision, and diminished opportunities for direct caregiving. Due to these constraints, Child Care Centers (CCP), commonly referred to as Day Care Centers, have emerged as an alternative form of temporary caregiving while parents are engaged in work activities. In this context, daycare services function as an important bridge that helps maintain continuity in care and support between mothers and their young children.

CCP represents a child welfare program designed to provide Early Childhood Education (ECE) services integrated with childcare and nurturing activities for children ranging from three months to six years of age. According to the 2015 CCP technical guidelines, there were 3,472 registered CCP institutions operating across Indonesia. The presence of these institutions is expected to assist parents in maximizing both their personal potential and their children's developmental achievements. Moreover, CCPs serve as temporary substitutes for parental caregiving, particularly maternal care, thereby supporting children's growth and development in a healthy and appropriate manner.

Quality management is a fundamental requirement in the operation and administration of CCP institutions. Effective and efficient management practices are essential to ensure that children continue to receive appropriate educational services aligned with their developmental needs despite their parents' work commitments. Discussions concerning the quality of Early Childhood Education (ECE) are closely associated with the core learning management processes implemented within educational institutions, including planning, implementation, and assessment activities. When these learning management processes are designed and executed appropriately, they contribute significantly to the development of high-quality human resources and improved educational outcomes (Suharti, 2018).

Minister of Education and Culture Regulation No. 137 of 2014 establishes the Standards for Early Childhood Education, which serve as the primary guidelines for educational institutions in implementing early childhood education programs. These standards encompass eight key components, namely: (1) Standards for the Level of Child Development Achievement (SECDA), which include six developmental domains consisting of Religious and Moral Values, Motor Development, Cognitive Development, Language Development, Social-Emotional Development, and Arts; (2) Content Standards; (3) Process Standards; (4) Assessment Standards; (5) Standards for Educators and Educational Personnel; (6) Facilities and Infrastructure Standards; (7) Management Standards; and (8) Financing Standards.

The implementation of effective learning management within educational institutions plays a significant role in supporting educational activities and ensuring that learning objectives can be successfully achieved. In this study, the focus is directed toward learning programs that are aligned with SECDA, Content Standards, Process Standards, and Assessment Standards. Through systematic reports on learning outcomes, stakeholders are able to identify students' abilities, monitor their developmental progress, and evaluate the effectiveness of educational programs implemented within schools. Furthermore, such reports provide valuable information that can be utilized to determine appropriate strategies and improvement efforts aimed at enhancing both the quality of educational processes and learning outcomes (Mulyasa, 2012: 209).

According to Bandi (2018), as presented in the proceedings of the National Education Seminar, learning management refers to efforts undertaken to organize and regulate the teaching and learning process in accordance with established educational concepts and principles in order to achieve instructional objectives effectively and efficiently. Within the

context of Early Childhood Education (ECE), learning management functions as a strategic framework or reference that guides the learning process through systematic lesson planning, implementation of learning activities, and evaluation of learning outcomes. This framework ensures that educational activities are conducted in accordance with predetermined goals and expected developmental outcomes for children.

ECE learning management also incorporates the educational curriculum and the educational standards adopted by the institution. Within the curriculum framework, educators utilize a Daily Learning Implementation Plan (LIP) as a practical guide for organizing daily learning activities. The LIP serves as an operational instrument that assists teachers in designing, implementing, and evaluating learning experiences that are developmentally appropriate and aligned with the educational objectives established by the institution.

RESEARCH METHODS

a. Data source

The data utilized in this study were derived from secondary sources. Secondary data refer to information obtained from books, literature, documents, records, scientific publications from various media, and reports relevant to the research topic. These sources provide the theoretical and empirical foundation necessary for addressing the research problem. In addition, one of the primary references examined in this study is the book entitled *Early Childhood Education (Concepts and Theories)* written by Ahmad Susanto and published in 2018. The book consists of 205 pages, carries ISBN No. 978-602-444-036-7, and was published by Bumi Aksara, Jakarta. This reference was selected because it provides comprehensive discussions concerning concepts and theories related to early childhood education, which are closely associated with the focus of this research.

b. Data Collection Techniques and Methods

1) Approach

The research approach refers to the strategy employed by the researcher to understand, explore, analyze, and interpret the subject under investigation. Selecting an appropriate approach is an essential stage in the research process because it determines how the study will be conducted and how the findings will be interpreted. Therefore, researchers are required to identify and establish a suitable research approach from the beginning of the study. Although the selected approach should ideally remain consistent throughout the research process, certain techniques may be adjusted according to situational requirements and the specific characteristics of the research context.

2) Method

The present literature review was conducted using a descriptive research method combined with a library study approach. Library research is a data collection technique that involves reviewing library materials, books, written documents, reference sources, and other relevant literature associated with the research topic. This method enables researchers to obtain comprehensive information from existing scholarly works and previous studies related to the subject being investigated. Furthermore, literature studies constitute an important component of research activities because they provide a deeper understanding of the problem under examination and contribute to the development of a strong theoretical foundation.

Based on the above explanation, a literature study can be defined as a research activity that involves collecting information and data through various library resources, including reference books, previous related studies, articles, notes, and scholarly journals relevant to the research problem. Through the application of systematic methods and techniques, researchers collect, organize, analyze, and synthesize data in

order to obtain meaningful conclusions and provide solutions to the research questions being addressed.

RESULTS AND DISCUSSION

The book **Early Childhood Education in Terms of Concepts and Theories** provides a comprehensive discussion of the fundamental concepts and theoretical foundations of early childhood education. It serves as an important reference for educators and practitioners in understanding effective approaches to educating young children and providing appropriate developmental support. The book emphasizes that educational practices should be aligned with the developmental characteristics and growth stages of children to ensure optimal learning outcomes.

The scope of early childhood education presented in this book extends beyond formal learning activities and encompasses various aspects of child development, including social behavior, independent behavior, parental guidance, creativity development, learning through play, early literacy concepts, and holistic educational practices. Social behavior education is described as the process of fostering appropriate actions and interactions within the surrounding environment. Children's social behavior can be observed through their behavioral patterns as well as the factors that influence their interactions with others.

In addition, the book discusses the concept of child independence, including its characteristics and the processes through which independence can be developed. Independence enables children to make decisions and perform activities without excessive reliance on parents or other individuals. The book further explains the roles of parents and teachers in promoting independent behavior among children. It highlights that children's dependence often results from interactions between children and their parents and emphasizes the importance of parental involvement in encouraging self-reliance. Through consistent guidance and support, parents contribute significantly to the development of children's independence.

Furthermore, the book explores creativity development as an essential component of early childhood education. Creativity enables children to generate new ideas and express themselves through imagination, fantasy, and symbolic representation. Another important aspect discussed in the book is the role of play in children's intellectual development. Through play activities, children are provided with opportunities to explore, experiment, and discover new knowledge. Play also serves as an effective stimulus for initiating learning activities within an enjoyable and engaging environment. Beyond supporting cognitive growth, play contributes to the development of motor skills, emotional regulation, language abilities, and social interaction.

The book also addresses the concept of early literacy, particularly reading readiness and literacy skills among preschool children. In addition, it provides explanations regarding children's language development and presents theories related to the acquisition of foundational language skills during early childhood. These discussions highlight the importance of creating supportive learning environments that facilitate the development of communication and literacy competencies from an early age.

According to Regulation of the Minister of Education and Culture No. 137 of 2014 concerning the National Standards for Early Childhood Education, commonly referred to as the ECE Standards, there are eight standard criteria governing the management and implementation of Early Childhood Education throughout the jurisdiction of the Unitary State of the Republic of Indonesia, as stipulated in Chapter I, Article 1. These standards serve as the primary framework for ensuring the quality and consistency of ECE services across the country. The eight standards established within the ECE Standards are as follows:

1. Child Development Achievement Standard

The Standard of Child Development Achievement (SECDA) serves as a benchmark for measuring children's developmental progress within Early Childhood Education (ECE). This standard is utilized to determine the level of achievement across various developmental aspects of children participating in ECE programs. Through the application of SECDA, educators are able to monitor children's developmental progress and identify areas requiring additional support or intervention when the expected standards have not yet been attained. Furthermore, Regulation of the Minister of Education and Culture Number 137 of 2014 concerning the Standards for the Level of Child Development Achievement, particularly Chapter III Article 5, stipulates that SECDA functions as a fundamental reference in the development and implementation of the ECE curriculum.

2. Contents Standard

The Content Standard establishes the criteria for educational materials and developmental programs implemented within ECE institutions. These programs are organized through themes and sub-themes designed according to children's characteristics, developmental needs, developmental stages, and local cultural contexts. The implementation of themes and sub-themes is carried out through developmental activities that emphasize play-based learning and habituation processes. Additionally, the content of these themes incorporates various developmental domains, including religious and moral values, cognitive and thinking skills, language development, socio-emotional competencies, physical and motor development, and artistic appreciation. As a result, the Content Standard supports a holistic approach to child development that addresses multiple aspects of learning simultaneously.

3. Process Standard

The Process Standard outlines the procedures and activities involved in the implementation of learning programs within ECE institutions. It serves as a framework for ensuring that learning activities effectively support the achievement of developmental outcomes appropriate to children's age levels. The Process Standard encompasses four primary components: learning planning, learning implementation, learning evaluation, and learning supervision.

a. Learning Planning

Learning planning is conducted through educational approaches and learning models that are aligned with children's needs, developmental characteristics, and local cultural values. The planning process includes the preparation of the Semester Program (SP), Weekly Lesson Plan (WLP), and Daily Learning Implementation Plan (DLIP). These planning documents are developed by educators within ECE institutions and serve as guidelines for organizing meaningful and developmentally appropriate learning experiences for children.

b. Learning Implementation

The implementation of learning is designed to be interactive, inspirational, enjoyable, contextual, and child-centered. Learning activities are primarily conducted through play-based approaches that encourage active participation while fostering children's initiative, creativity, and independence in accordance with their talents, interests, and developmental needs.

Interactive learning emphasizes meaningful interactions among children, between children and educators, and between children and their surrounding environment. Inspirational learning stimulates children's imagination and creativity, enabling them to explore ideas and develop innovative thinking. Enjoyable learning is carried out in a comfortable, flexible, and engaging atmosphere that supports the achievement of

educational objectives. Contextual learning connects educational experiences with children's natural surroundings and socio-cultural environments, making learning more relevant and meaningful. Child-centered learning focuses on children's individual characteristics, interests, potentials, developmental levels, and specific needs.

Moreover, the implementation of learning must ensure the availability of adequate learning materials, educational play equipment, and sufficient instructional time to support children's development. Learning activities are conducted based on the Daily Learning Implementation Plan (DLIP) and generally consist of three stages: opening activities, core activities, and closing activities.

Opening activities aim to prepare children both psychologically and physically for participation in learning experiences. Core activities involve play-based learning experiences that provide direct opportunities for children to develop attitudes, acquire knowledge, and strengthen skills. Closing activities focus on reflecting upon children's experiences throughout the day and motivating them to participate enthusiastically in future learning activities.

c. Learning Evaluation

Learning evaluation includes the assessment of both the learning process and learning outcomes conducted by educators to determine the effectiveness of instructional implementation. The evaluation process involves comparing planned learning objectives with actual learning outcomes achieved by children. The results of these evaluations serve as an important basis for making decisions regarding follow-up actions and future developmental programs designed to support children's continued growth and learning.

d. Learning Supervision

Learning supervision refers to the process of monitoring, assessing, and providing guidance regarding the planning and implementation of learning activities. This supervision is conducted through educational supervisory techniques intended to enhance the quality of teaching and learning practices within ECE institutions. Learning supervision is typically carried out by the head of the ECE institution or program and is directed toward ECE teachers, assistant teachers, and junior mentor teachers. According to established regulations, supervision activities should be conducted periodically, at a minimum frequency of once each month, to ensure the consistent quality and effectiveness of educational services.

4. Assessment Standard

Assessment Standards refer to the criteria used to evaluate children's learning processes and learning outcomes in order to determine whether developmental achievement standards appropriate to their age level have been attained. The assessment process encompasses several key components, including assessment principles, assessment techniques and instruments, assessment mechanisms, implementation procedures, and the reporting of assessment results.

a. Assessment Principles

The assessment process is guided by several fundamental principles, namely educative, authentic, objective, accountable, and transparent assessment. These principles are implemented in an integrated, continuous, and meaningful manner throughout the learning process. The educative principle emphasizes assessment practices that encourage children to achieve optimal developmental outcomes. The authentic principle focuses on evaluating both ongoing learning activities and learning outcomes that genuinely reflect children's abilities in performing developmental tasks. The objective principle requires assessments to be based on clearly established developmental achievement indicators and to remain free from the personal bias or subjectivity of either the assessor or the individual being assessed. The

accountability principle ensures that assessment procedures are conducted according to predetermined criteria and transparent guidelines established at the beginning of the learning process. Meanwhile, the transparency principle guarantees that assessment procedures and results are accessible and understandable to all relevant stakeholders.

b. Assessment Techniques and Instruments

Assessment techniques are selected according to children's developmental achievement levels and developmental needs. The assessment instruments include process-based assessment tools such as comprehensive observation records, anecdotal records, rubrics, and other instruments designed to measure children's developmental achievements and abilities. The final assessment result is derived from the integration of various assessment techniques and instruments, thereby providing a comprehensive picture of children's growth and developmental progress.

c. Assessment Mechanism

The assessment mechanism involves several systematic stages. These include developing and agreeing upon assessment procedures, techniques, instruments, and developmental achievement indicators; conducting assessments according to the established procedures and instruments; documenting children's learning processes and developmental outcomes in an accountable and transparent manner; and communicating children's developmental achievements to parents or guardians. This systematic approach ensures consistency and reliability in the assessment process.

d. Assessment Implementation

The implementation of assessment is carried out in accordance with the predetermined assessment plan and established procedures. Assessments are conducted by Early Childhood Education (ECE) educators and teachers who are responsible for monitoring and evaluating children's developmental progress throughout the learning process. Through continuous assessment practices, educators can identify children's strengths, developmental needs, and areas requiring additional support.

e. Assessment Reporting

Assessment results are reported in the form of descriptive narratives outlining children's developmental achievements. These reports include information regarding children's strengths, developmental progress, learning accomplishments, and areas that require further attention to support their continued growth and development. Assessment reports are documented in written form as evidence of children's learning and developmental progress. Child development reports are provided to parents at the end of each semester, enabling them to monitor their children's progress and collaborate with educators in supporting future developmental goals. Furthermore, the results of the assessment serve as the basis for planning subsequent educational activities and developmental interventions.

5. Standards for Educators and Educational Personnel

Early Childhood Education (ECE) educators are professional personnel responsible for planning, implementing, and evaluating learning activities, as well as providing guidance, training, care, and protection for children. ECE educators consist of ECE teachers, assistant teachers, and junior assistant teachers. In addition, educational personnel are responsible for administrative services, management, development, supervision, and technical support activities that facilitate the implementation of educational programs within ECE institutions.

Educational personnel include supervisors of KD/RA/BA institutions, supervisors of PG/CCP/SPS programs, heads of ECE institutions (KD/RA/BA/PG/CCP/SPS), administrative personnel, and other supporting staff. Both educators and educational personnel are required to possess appropriate academic qualifications and professional competencies, as well as maintain physical, mental, emotional, and social well-being.

necessary for carrying out their professional responsibilities effectively.

ECE teachers are required to hold a Diploma IV (D-IV) or Bachelor's Degree (S1) in Early Childhood Education from an accredited study program. Alternatively, they may possess a D-IV or S1 degree in another relevant field of education or psychology obtained from an accredited institution, accompanied by a Teacher Professional Education (TPE) certificate from an accredited university. ECE teachers are expected to demonstrate competencies in four major domains: pedagogical competence, personality competence, social competence, and professional competence.

Assistant Teachers are required to possess at least a D-II qualification in PGKD from an accredited institution. Alternatively, individuals with a minimum High School Diploma (HSD) or equivalent qualification may serve as Assistant Teachers if they have completed certified ECE training, educational programs, or courses recognized by the government. Similar to ECE teachers, Assistant Teachers are expected to demonstrate pedagogical, personality, social, and professional competencies.

Junior Assistant Teachers are required to hold a minimum High School Diploma (HSD) or equivalent qualification and possess certificates from ECE training, educational programs, or career-level courses provided by government-recognized institutions. Their competencies include understanding the principles of child care, implementing appropriate caregiving practices, and demonstrating behaviors aligned with the developmental needs of children at different age levels.

ECE supervisors are required to possess certificates in educational supervision and functional supervisory training issued by competent and government-recognized institutions. Their competencies encompass personality competence, social competence, managerial supervision competence, research and development competence, academic supervision competence, and educational evaluation competence.

The Heads of KD/RA/BA institutions and equivalent institutions are required to meet the academic qualifications established for ECE teachers. They must be no older than 55 years at the time of appointment, possess a minimum of three years of experience as an ECE teacher, hold at least the rank of Young Stylist Level I (III/b) for Civil Servants or an equivalent rank for non-Civil Servants, and have successfully completed the official selection process for ECE institutional leadership conducted by a government-recognized institution.

Similarly, Heads of PG/CCP/SPS institutions must satisfy the qualifications established for Assistant Teachers, be no older than 55 years at the time of appointment, possess at least three years of teaching experience as an Assistant Teacher, successfully complete the official selection process for institutional leadership, and hold certification from training programs for Heads of ECE Units provided by competent and government-recognized institutions.

The competencies required of ECE institutional leaders include personality competence, social competence, managerial competence, entrepreneurial competence, and supervisory competence. Meanwhile, administrative personnel within ECE institutions are required to possess at least a High School Diploma (HSD). Their competencies include personal competence, professional competence, social competence, and managerial competence, all of which contribute to the effective administration and operation of ECE programs.

6. Facilities and Infrastructure Standard

The Facilities and Infrastructure Standard refers to the provision of equipment, resources, and physical environments required for the implementation and management of Early Childhood Education (ECE), childcare, and child protection services. The availability of facilities and infrastructure must be adjusted to the number of children served, their developmental stages, the surrounding social environment, local cultural characteristics, and

the type of educational service provided. The provision of facilities and infrastructure is guided by principles of safety, cleanliness, health, comfort, and attractiveness. Furthermore, facilities should be appropriate to children's developmental levels, utilize available local resources and environmental potential, and ensure that all materials and equipment are safe and do not pose risks to children's health and well-being.

a. Kindergarten (KD), Raudatul Athfal (RA), Bustanul Athfal (BA), and Equivalent Institutions

Kindergarten institutions and equivalent ECE programs are required to possess a minimum land area of 300 square meters, including both building and playground areas. They must provide safe and healthy activity rooms with a minimum space allocation of 3 square meters per child, along with handwashing facilities supplied with clean water. Additional facilities include a teachers' room, a principal's office, a School Health Unit (UKS) equipped with First Aid (P3K) facilities, and child-friendly bathrooms or toilets with adequate clean water and easy teacher supervision. Institutions must also provide educational play equipment that complies with the Indonesian National Standard (SNI), safe indoor and outdoor play environments, and properly managed covered waste disposal facilities to maintain cleanliness and environmental health.

b. Playgroups (PG)

Playgroups are required to provide adequate space and land area according to the number of enrolled children, with a minimum allocation of 3 square meters per child. Facilities must support both indoor and outdoor learning activities that promote children's developmental achievements. In addition, Playgroups should provide accessible handwashing facilities, child-friendly bathrooms or toilets that meet health standards, and properly managed covered waste bins to ensure a safe and hygienic learning environment.

c. Child Care Centers (CCP)

Child Care Centers (CCP) are required to provide sufficient rooms and land area proportional to the number of children enrolled, with a minimum space allocation of 3 square meters per child. These institutions must offer facilities for indoor and outdoor activities, handwashing stations with clean water, and safe, hygienic bathrooms with adequate water supplies. CCPs are also expected to provide safe indoor and outdoor play facilities, designated areas for sleeping, eating, and bathing, and properly managed covered waste bins. Furthermore, access to healthcare services such as hospitals or community health centers should be available. For children aged birth to two years, CCPs are also required to provide comfortable and hygienic breastfeeding rooms to support infant care and nutrition.

d. Similar ECE Units (SPS)

Similar ECE Units (SPS) must provide sufficient indoor and outdoor learning spaces according to the number of children served, with a minimum area of 3 square meters per child. These institutions are required to provide handwashing facilities supplied with clean water, child-friendly toilets and sanitation facilities that are safe, hygienic, and easily supervised by teachers. Additionally, SPS institutions must provide safe indoor and outdoor play equipment and maintain covered waste disposal facilities to ensure environmental cleanliness and safety.

7. Management Standard

The Management Standard for Early Childhood Education (ECE) serves as a framework for implementing educational programs based on established standards related to content, learning processes, educators and educational personnel, facilities and infrastructure, and financing. The management standard encompasses four major components: program planning, organizational management, implementation of work plans,

and supervision.

Program planning involves the preparation of institutional activities aimed at achieving the vision, mission, and objectives of the ECE institution. Each ECE unit or program is required to establish a curriculum, educational calendar, organizational structure, institutional regulations, and a professional code of ethics. Organizational management refers to the systematic arrangement and coordination of institutional resources and components to achieve educational goals effectively. The implementation of work plans involves carrying out activities that have been previously planned and approved. Supervision includes monitoring, evaluation, reporting, and follow-up activities designed to ensure the fulfillment of children's rights and needs while maintaining the sustainability and quality of ECE programs.

The implementation of ECE programs integrates educational services, childcare, protection, health services, and nutrition support through various institutional forms, including Kindergarten (KD), Raudatul Athfal (RA), Bustanul Athfal (BA), Playgroups (PG), Child Care Centers (CCP), and Similar ECE Units (SPS). ECE services are organized according to children's age groups, activity duration, frequency of meetings, and teacher-to-child ratios. Children from birth to two years of age may participate in CCP and/or SPS programs. Children aged two to four years may attend CCP, PG, and/or SPS programs. Meanwhile, children aged four to six years may participate in PG, KD/RA/BA, CCP, and/or SPS programs.

The duration and frequency of learning activities vary according to age groups. For children from birth to two years, each learning session should last at least 120 minutes, involve parental participation, and occur at least once per week. For children aged two to four years, each session should last a minimum of 180 minutes and be conducted at least twice per week. For children aged four to six years, learning sessions should also last a minimum of 180 minutes but should be conducted at least five times per week.

Teacher-to-child ratios are established to ensure effective supervision and learning support. For children from birth to two years, the ratio is one teacher for every four children (1:4). For children aged two to four years, the ratio is one teacher for every eight children (1:8). For children aged four to six years, the ratio is one teacher for every fifteen children (1:15).

8. Financing Standard

The Financing Standard encompasses both operational costs and personal costs associated with the implementation of Early Childhood Education programs. Operational costs include expenditures related to salaries and allowances for educators and educational personnel, implementation of learning programs, procurement and maintenance of facilities and infrastructure, and professional development activities for human resources. Personal costs refer to educational expenses incurred by children and their families in participating in ECE programs and learning activities.

Funding for operational and personal costs may be obtained from various sources, including the central government, local governments, educational foundations, community participation, and other non-binding funding sources. The availability of adequate financial resources is essential for ensuring the sustainability, effectiveness, and quality of educational services provided within Early Childhood Education institutions.

CONCLUSIONS AND SUGGESTIONS

Based on the findings of this literature review, it can be concluded that the implementation of Early Childhood Education (ECE) standards as stipulated in Minister of Education and Culture Regulation No. 137 of 2014 plays a crucial role in ensuring the quality

and effectiveness of ECE services in Indonesia. The eight national standards, including child development achievement, content, process, assessment, educators and educational personnel, facilities and infrastructure, management, and financing standards, provide a comprehensive framework for supporting children's holistic growth and development. Effective learning management, encompassing planning, implementation, evaluation, and supervision, contributes significantly to achieving developmental outcomes and improving educational quality. Therefore, ECE institutions should consistently implement these standards while strengthening the competencies of educators and educational personnel through continuous professional development. In addition, adequate support from government agencies, educational institutions, parents, and communities is essential to ensure the availability of appropriate facilities, infrastructure, and financial resources. Future studies are recommended to examine the practical implementation of these standards in various ECE settings and evaluate their impact on children's developmental achievements and overall educational quality.

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