



COPY

THE MAYOR OF SURAKARTA
CENTRAL JAVA PROVINCE

REGIONAL REGULATION OF SURAKARTA
NUMBER 6 OF 2025
ABOUT
EARLY CHILDHOOD EDUCATION

WITH THE GRACE OF GOD THE ALMIGHTY

THE MAYOR OF SURAKARTA,

- Considers:
- a. that in order to fulfill the basic rights of children in the field of education from an early age, efforts are needed to improve the implementation of early childhood education as an effort to create students who believe in and are devout to God the Almighty, disciplined, independent and responsible;
 - b. that the implementation of early childhood education from birth to the age of 6 (six) years needs to have access in order to satisfy the rights of all children to obtain education from an early age, it is necessary to optimize the performance, effectiveness and efficiency of Early Childhood Education activities holistically and integrally as a very basic education, through increasing access and providing quality education services;
 - c. that in order to provide a legal basis and certainty for the Regional Government in implementing early childhood education, it is necessary to regulate it in a Regional Regulation;
 - d. that based on the considerations as denoted in letter a, letter b and letter c, it is necessary to stipulate a Regional Regulation on Early Childhood Education;

- Remembers : 1. Article 18 verse (6) of 1945 Constitution the Republic of Indonesia;
2. Law Number 16 of 1950 about the Region Formation of Large Cities in The Areas of East Java, Central Java, West Java Provinces and Yogyakarta Special Area (State Gazette of the Republic of Indonesia of 1950 Number 45);
3. Law Number 23 of 2014 about Regional Government (State Gazette of the Republic of Indonesia of 2014 Number 244, Supplement to State Gazette of the Republic of Indonesia Number 5587) as has been changed several times and lastly with Law Number 6 of 2023 about the Stipulation of Government Regulation in Lieu of Law Number 2 of 2022 about Job Creation to become Law (State Gazette of the Republic of Indonesia 2023 Number 41, Additional State Gazette of the Republic of Indonesia Number 6856);
4. Law Number 11 of 2023 about Central Java Province (State Gazette of the Republic of Indonesia 2023 Number 58, Additional State Gazette of the Republic Indonesia Number 6867);

With Mutual Agreement

REGIONAL HOUSE OF REPRESENTATIVES OF SURAKARTA

and

THE MAYOR OF SURAKARTA

DECIDE:

Stipulate : REGIONAL REGULATION ABOUT EARLY
CHILDHOOD EDUCATION

CHAPTER I
GENERAL PROVISIONS

Article 1

In this Regional Regulation, what is meant by:

1. Region is the City of Surakarta.
2. Regional Government is the implementation of government activities by Regional Government and the Regional House Of Representatives in line with the principles of autonomy and the assistance duty with the principles of the broadest

possible autonomy in the system and the principles of the Unitary State of the Republic of Indonesia as stated in the 1945 Constitution of the Republic of Indonesia.

3. The Regional Government is the Mayor as an element of the Regional Government implementation that leads the implementation of government activities which are the authority of the autonomous region.
4. The Mayor is The Mayor of Surakarta.
5. Regional Officials are an element that assists the Mayor and the regional House of Representatives in the implementation of Government activities which are the authority of the Region.
6. The Office is Regional Officials in charge of educational matters.
7. Educational Unit is a group of education service which administers formal, non-formal and informal education at every level and type of education.
8. Early Childhood Education Units, hereinafter referred to as PAUD Units, are Kindergartens, Special Kindergartens, Playgroups, Daycare Centers, and Similar PAUD Units.
9. Early Childhood Education, hereinafter abbreviated as PAUD, is a development endeavor aiming children from birth until 6 (six) years of age which is done by providing educational stimulation to help physical and spiritual growth and development to prepare children for further education .
10. Formal education is a structured and tiered educational path which consists of Elementary Education, Secondary Education, and Higher Education.
11. Non-formal education is an educational path outside of formal education that can be implemented in a structured and tiered manner.
12. Informal education is a family and environmental education path.
13. Kindergarten, hereinafter abbreviated as TK, is a form of early childhood education unit in formal education path that administers educational programs for children aged 4 (four) years to 6 (six) years with priorities for those aged 5 (five) and 6 (six) years.

14. Playgroup, hereinafter abbreviated as KB, is a form of PAUD unit in non-formal education path that administers education programs for children aged 2 (two) to 6 (six) years with priorities for those aged 3 (three) and 4 (four) years.
15. Daycare Centers, hereinafter abbreviated as TPA, is one form of PAUD units of non-formal education path that administers educational programs for children from birth to 6 (six) years of age with priorities for newborns to 4 (four) years of age.
16. Similar Early Childhood Education Units, hereinafter referred to as SPS, are a form of Early Childhood Education unit of the non-formal education path that administers educational programs for newborn to children aged 6 (six) years independently or that is integrated with various health, nutrition, religious and/or social welfare services.
17. Early Childhood Education Educators, hereinafter referred to as PAUD Educators, are teachers, tutors, teachers companions, companion tutors, young companion teachers, young companion tutors, and/or caregivers in PAUD units whose duties include planning, implementing the learning process, and assessing learning outcomes, as well as providing guidance, care, and protection for students.
18. Early Childhood Education Students, hereinafter referred to as PAUD participants, are community members aged 0 (zero) to 6 (six) years who are attempting to develop their own potentials through the learning processes available in formal, non-formal and informal paths.
19. The Standard for Early Childhood Development Achievement Levels, hereinafter referred to as STPPA, is a criterion for the abilities achieved by children in all aspects of development and growth, including aspects of religious and moral values, physical-motor, cognitive, language, and social- emotional.
20. The curriculum is a set of plans and arrangements regarding the objectives, contents, and learning materials as well as the methods used as guidelines for administering learning activities to achieve certain educational goals.
21. The community is a non-governmental group of Indonesian citizens who have interests and roles in the field of education.

22. The Legal Entity is a body or association that is legally recognized as a legal subject to which legal rights and obligations can be attached, such as corporations, foundations and institutions.

Article 2

The objectives of the stipulation of this Regional Regulation are:

- a. as a guideline for the implementation of PAUD in the Region;
- b. as an effort to coach, control and supervise the implementation of PAUD in the Region; and
- c. as an effort to improve the quality of PAUD education in the region.

Article 3.

PAUD implementation aims to:

- a. build a foundation for developing students' potential to become people who believe in and faithful to God the Almighty, have noble morals, have good character, are healthy, knowledgeable, capable, critical, creative, innovative, independent, self-confident, and responsible;
- b. develop the potential of spiritual, intellectual, emotional, kinesthetic and social intelligences of students during their golden period of growth in an educational and playful environment;
- c. realize the commitments of all related elements, i.e. parents, families, communities, regional governments, central governments and all stakeholders in efforts to develop early childhood towards holistic and integrated early childhood education and to ensure the success of the PAUD service implementation;
- d. implement services to young children in an integrated and aligned manner among related service institutions, and in accordance with regional conditions;
- e. improve quality PAUD services for elementary education levels; and
- f. provide quality PAUD services in accordance with the standards available in the region.

CHAPTER II
IMPLEMENTATION OF EARLY CHILDHOOD EDUCATION

Part One
General

Article 4

- (1) PAUD is implemented before elementary education level.
- (2) The implementation of PAUD as denoted in verse (1), can be done by:
 - a. Regional Government;
 - b. individuals;
 - c. groups of people; or
 - d. legal entities.
- (3) Individuals as denoted in verse (2) letter **b**, are Indonesian Citizens who are legally competent based on the provisions of laws and regulations.
- (4) The groups of people as denoted in verse (2) letter **c** are obliged to mention a written agreement of a group of people or a deed of an establishment of civil partnership to create a PAUD unit as the objective of the group of the people involved.
- (5) The individuals and groups of people as denoted in verse (2) letters **b** and **c** must be legal entities.
- (6) The legal entities as denoted in verse (2) letter **d** are non-profit in nature, in the forms of foundations, associations or other similar entities.

Article 5

The implementation of Early Childhood Education as denoted in Article 4 in verse (1) includes:

- a. management;
- b. curriculum and teaching strategy; and
- c. licensing.

Part Two
Management
Paragraph 1
General

Article 6

The management as denoted in Article 5 letter **a** includes:

- a. PAUD programs;
- b. PAUD implementation paths; and
- c. PAUD standards.

Paragraph 2
PAUD Programs

Article 7

- (1) PAUD Programs as denoted in Article 6 letter **a** are mentioned in the Regional action plans containing PAUD programs and activities that are integrated with the Regional development plan.
- (2) The implementation of the PAUD program as denoted in verse (1) is to improve access and quality of PAUD services for children from birth to the age of 6 (six) years, through various programs that are implemented in an integrated and/or coordinated manner.
- (3) Further provisions regarding the Regional action plans containing PAUD programs and activities as denoted in verse (1) are further regulated in the Mayor's Regulation.

Paragraph 3
PAUD Implementation Paths

Article 8

- (1) The Paths of administering Early Childhood Education as denoted in Article 6 letter **b**, include:
 - a. formal education path;
 - b. non-formal education path; and/or
 - c. informal education path.

- (2) The PAUD implementation paths as denoted in verse (1) are done by implementing learning through playing by prioritizing children's growth and development.

Article 9

- (1) Formal education paths as denoted in Article 8 verse (1) letter **a** are in the forms of Kindergarten (TK) and Raudhatul Athfal (RA) or other similar forms.
- (2) Formal education paths as denoted in verse (1) take the forms of state and private education paths.
- (3) Formal education paths in the form of state education as denoted in verse (2) are implemented by the Regional Government.
- (4) Formal education path in the form of private education as denoted in verse (2), are implemented by individuals or legal entities.

Article 10

- (1) The non-formal education paths as denoted in Article 8 verse (1) letter **b** are in the forms of:
 - a. Playgroups (KB);
 - b. Daycares (TPA); and
 - c. Similar Early Childhood Education Units (SPS).
- (2) The non-formal education paths as denoted on verse (1), are implemented by:
 - a. individuals;
 - b. groups of people; or
 - c. legal entities.
- (3) SPS as denoted in verse (1) is implemented flexibly, based on the children's growth and development stage.

Article 11

The informal education paths as denoted in Article 8 verse (1) letter **c**, are implemented by families and communities in the form of independent learning activities.

Paragraph 4

Early Childhood Education Standards

Article 12

Early Childhood Education Standards as denoted in Article 6 letter **c**, include:

- a. graduate competency standard;
- b. content standard;
- c. process standard;
- d. education assessment standard;
- e. education staff standard;
- f. facilities and infrastructures standard;
- g. management standard; and
- h. financing standard.

Article 13

- (1) The graduate competency standards as denoted in Article 12 letter **a**, are a reference for developing standards for content, process, educational assessment, educational personnel, facilities and infrastructure, management, and financing in the management and implementation of PAUD.
- (2) PAUD standards are a reference used in developing PAUD curricula.

Article 14

- (1) Competency standard of early childhood education graduate is the standard of achievement level of early childhood development.
- (2) STPPA (Standard for Child Development Achievement) of young children as denoted in verse (1) focuses on child development aspects including:
 - a. Religious values and good morals;
 - b. *Pancasila* values;
 - c. physical-motor;
 - d. cognitive;
 - e. language; and
 - f. social emotional.
- (3) Child development aspect as denoted in verse (2) is formulated in an integrated manner in the form of a development achievement description.

Article 15

- (1) The content standard as denoted in Article 12 letter **b**, covers the extent of materials to achieve graduate competencies in the early childhood education paths and levels.
- (2) The content standard as denoted in verse (1) contains the extent of materials with reference to the STPPA which contain child development aspects and are formulated in an integrated manner in the form of a description of child development achievements.
- (3) The extent as denoted in verse (2) provides a room for educators to facilitate students to develop their competencies and to adopt the principle of differentiation in learning materials.

Article 16

Standard process as denoted in Article 12 letter **c**, includes:

- a. lesson planning;
- b. learning implementation; and
- c. learning supervision.

Article 17

- (1) Lesson planning as denoted in Article 16 letter **a** is done using learning approaches and learning models that are in accordance with the needs and characteristics of children and also local cultures.
- (2) Lesson planning as denoted in verse (1) is an activity to formulate:
 - a. learning achievements which become learning objectives from a learning unit;
 - b. methods to achieve the learning objectives; and
 - c. methods to assess the learning objective achievements.
- (3) Lesson planning as denoted in verse (1) is done by the teacher.
- (4) Lesson planning as denoted in verse (1) is compiled in a document of lesson planning which are:
 - a. flexible;
 - b. well-defined; and
 - c. simple.
- (5) Lesson planning as denoted in verse (4) at least includes:
 - a. semester programs;
 - b. weekly lesson implementation plan; and
 - c. daily lesson implementation plan.

Article 18

- (1) The implementation of a lesson as denoted in article 16 letter **b** is done through playing held in a learning atmosphere which are:
 - a. interactive;
 - b. inspiring;
 - c. pleasant;
 - d. challenging;
 - e. motivating students to participate actively; and
 - f. providing enough room for resourcefulness, creativity, independence in accordance with the talents, interests, and physical and psychological development of the students.
- (2) The implementation of the lesson as denoted in verse (1) is done by the teacher by giving:
 - a. exemplary behavior;
 - b. mentoring; and
 - c. facilitation.
- (3) The implementation of the lesson is based on the lesson planning by applying:
 - a. principles of enough quantity and diversity of the teaching aid material types and educational toys with the students; and
 - b. time sufficiency for the implementation of the lesson.

Article 19

- (1) Learning supervision as denoted in article 16 letter **c** is a process of assessment and/or direction in planning and implementing lesson.
- (2) Learning supervision as denoted in verse (1) is done with education supervision technique.
- (3) Learning supervision is done by the head of the PAUD unit.
- (4) Further provisions regarding learning supervision are regulated in the Mayor's Regulation.

Article 20

- (1) The lesson planning and implementation as denoted in article 16 letters **a** and **b** are evaluated by a learning process assessment.
- (2) The evaluation of the learning process as denoted in verse (1) is done by the teacher involved.

- (3) In order to improve the quality of the learning processes, evaluation of the learning process is done not only by educators as denoted in verse (2) learning process evaluation, but also by:
- a. fellow teachers;
 - b. the head of the education unit; and/or
 - c. the students.

Article 21

- (1) The educational assessment standards as denoted in article 12 letter **d** are the minimum criteria regarding the mechanism for assessing students' learning outcomes.
- (2) The assessment of the students' learning processes and results as denoted in verse (1) includes:
- a. formulation of the evaluation objectives;
 - b. selection and/or development of evaluation instruments;
 - c. implementation of the evaluation;
 - d. processing evaluation results; and
 - e. reporting evaluation results.
- (3) The assessment processes as denoted in verse (1) are done in accordance with the objectives of the assessment in a fair, objective and educative educational manner.
- (4) Assessment of students' learning outcomes as denoted in verse (1) is done by educators.
- (5) Assessment of students' learning outcomes as denoted in verse (4) takes the forms of:
- a. formative evaluation; and
 - b. summative evaluation.

Article 22

- (1) Teaching staff standard as denoted in Article 12 letter **e** includes:
- a. educators; and
 - b. educational personnel except educators.
- (2) The educator standard as denoted in verse (1) letter **a**, is a minimum criterion for competencies and qualifications that educators possess to perform their duties and functions as samples, lesson planners, facilitators, and motivators for the PAUD participants.
- (3) The competencies that PAUD educators must possess include:

- a. pedagogical competence;
 - b. personality competence;
 - c. professional competence; and
 - d. social competence;
- (4) The minimum qualification criterion for PAUD educators is a bachelor's degree for those in the formal education path.
 - (5) Provisions on non-formal PAUD educators are in accordance with the provisions of laws and regulations.
 - (6) The standard for educational personnel other than educators as denoted in verse (1) letter **b** is a minimum competency criterion possessed by educational personnel except educators that is in accordance with the implementation, management, development, supervision, and technical service duties to support the early childhood education processes.
 - (7) The competences of educational personnel as denoted in verse (6) include personality, social and professional competencies to support the early childhood education processes.
 - (8) The numbers and types of educational personnel other than educators are accommodated to the needs of the PAUD education unit management.
 - (9) The qualifications of educators and education personnel as denoted in verse (1) are regulated in the Mayor's Regulation.

Article 23

- (1) The standard for facilities and infrastructures as denoted in Article 12 letter **f**, is a minimum criterion for facilities and infrastructure that must be available at early childhood education units.
- (2) The standard for facilities and infrastructure as denoted in verse (1) needs to be adjusted to the number of children, age, social environment and local culture, and types of service.
- (3) The standard of facilities and infrastructures as denoted in verse (1), are principally decided to:
 - a. support active, creative, collaborative, fun and effective learning implementation
 - b. ensure security, health, and safety;
 - c. be friendly towards people with disabilities; and
 - d. be friendly to sustainable environment.

Article 24

Provisions for the standard of facilities and infrastructures in early childhood education units are regulated further in the Mayor's Regulation.

Article 25

- (1) The standard of PAUD management as denoted in Article 12 letter **g** is the minimum criterion that includes:
 - a. educational activity planning;
 - b. educational activity implementation; and
 - c. educational activity supervision.
- (2) Educational activities planning as denoted in verse (1) letter **a** aims to the continuous improvement of the quality of learning processes and outcomes based on self-evaluation of the PAUD education units.
- (3) Educational activities planning as denoted in verse (1) letter **a** is the preparation of early childhood education unit activities in achieving the visions, missions and objectives of the PAUD education units.
- (4) Educational activities planning as denoted in verse (1) letter **a** is outlined in a one-year short-term work plan and a four-year medium-term work plan.
- (5) Educational activity planning is prepared by the education unit together with the school committee.
- (6) The implementation of educational activities as denoted in verse (1) letter **b**, is an action to activate and use all resources available at the PAUD education unit, in order to reach the goals and objectives in accordance with the stipulated planning.
- (7) Educational activity supervision as denoted in verse (1) letter **c** is a monitoring, supervision and evaluation activity to ensure transparent and accountable implementation of education and continuous improvement in the quality of learning processes and outcomes.
- (8) Educational activity supervision as denoted in verse (7) is done by:
 - a. education unit head;
 - b. school committee;
 - c. central government; and
 - d. regional government

- (9) Further provisions regarding educational activity supervision as denoted in verse (7) are regulated in the Mayor's Regulation.

Article 26

- (1) The financing standard as denoted in Article 12 letter **h** is the minimum criterion for PAUD education units that includes investment cost and operational cost components.
- (2) Investment cost as denoted on verse (1), includes the following cost components:
- a. land investment;
 - b. provisions of facilities and infrastructure;
 - c. provisions and development of human resources; and
 - d. fixed working capital.
- (3) Operational costs as referred to in verse (1) include the following cost components:
- a. personal; and
 - b. non-personal.
- (4) Further provisions regarding financing standards as denoted in verse (1) are in accordance with the provisions of laws and regulations.

Article 27

- (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 PAUD services as denoted in verse (1) are based on the provisions of laws and regulations.

Part Three

Curriculum and Learning Strategy

Paragraph 1 Curriculum

Article 28

- (1) The implementation of PAUD education is guided by the existing-curriculum.
- (2) The curriculum as denoted in verse (1) is composed by PAUD education administrators by adhering to the PAUD national standards.

- (3) The PAUD curriculum has local cultural contents and takes environment potentials into account.
- (4) Further provisions regarding the curriculum are regulated in the Mayor's Regulation.

Paragraph 2
Learning Strategies

Article 29

- (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 interactive, inspiring, fun, contextual and child-centered learning for children's active participation and to provide freedom for ingenuity, creativity and independence according to the talents, interests and physical and psychological development of children.
- (3) The early childhood education learning strategies as denoted in paragraph (2) are developed in the following contents:
 - a. recognize the values of religion and good morals;
 - b. emotional maturity to engage in learning environment;
 - c. sufficient social and language skills for healthy interactions with peers and other individuals;
 - d. positive learning insights;
 - e. development of motor and self-care skills to be able to independently participate in the school environment; and
 - f. cognitive maturity to do learning activities, such as basic literacy, numeracy, and a basic understanding of how the world works.
- (4) The strategies as denoted in verse (2) are implemented:
 - a. according to the children's age, physical and mental development stages;
 - b. by paying attention to the differences in talents, interests and abilities of students; and
 - c. by paying attention to the social, cultural and economic backgrounds of students.

Part Four
Licensing
Paragraph 1
General

Article 30

- (1) The implementation of formal and non-formal early childhood education units must obtain license from the Regional Government.
- (2) The license as denoted in verse (1), is stipulated by the Mayor after recommendation from the education office is received.
- (3) The license as mentioned in verse (2), includes:
 - a. establishment of early childhood education unit; and
 - b. early childhood education unit amendment
- (4) The license for establishing PAUD as denoted in verse (1) shall be granted within a maximum period of 60 (sixty) days from the date the application is received by the office.
- (5) PAUD education unit administrators who violate the provisions as denoted in verse (1) will be subject to administrative sanctions in the forms of:
 - a. written warning; and
 - b. license suspension.
- (6) Written warning as denoted in verse (5) letter **a** is given as many as two (2) times in a tiered way and is followed by advices.
- (7) After the first warning as denoted in verse (5) letter **a**, if the unit does not comply with the warning letter within 14 (fourteen) days, a second warning letter will be issued and accompanied by advice in 14 (fourteen) days.
- (8) In case the school that has been issued with warning letter and advice for 2 (two) times does not comply with what is denoted in verse (6), the school activities will be temporarily suspended.
- (9) If the written warning and advice as denoted in verse (4) letter **a** are not complied, then the education office will impose a sanction of license suspension.

Paragraph 2
Establishment of PAUD Units

Article 31

- (1) Establishment of early childhood education units as denoted in Article 30 verse (3) letter **a**, must meet the following requirements:
 - a. administrative; and
 - b. technical.
- (2) The terms of early childhood education establishment as denoted in verse (1) are further regulated in the Mayor's Regulation.

Paragraph 3
Amendments to Early Childhood Education Units

Article 32

- (1) The founder of the PAUD unit can submit amendments to the Mayor to obtain a recommendation from the office.
- (2) After the office issues a recommendation as denoted in verse (1), the amendments then are submitted to the Regional Officials in charge of licensing.
- (3) The amendments to an early childhood education as denoted in Article 30 verse (3) letter **b**, are:
 - a. amendment of name;
 - b. amendment of form;
 - c. amendment of founder among community; and/or
 - d. amendment of location.
- (4) For the amendment of name as denoted in verse (2) letter **a**, the founder submits a name amendment for the PAUD unit to the Regional Officials in charge of licensing by attaching a report on the name amendment and a decision from the PAUD unit administrators/managers.
- (5) For the amendment of form as denoted in verse (2) letter **b**, the founder submits a request for permission to amend the form of the PAUD unit to Regional Officials in charge of licensing by attaching complete requirements for establishing a PAUD unit.
- (6) For the amendment of founders among communities as denoted in verse (2) letter **c**, the founder submits a permit for amendments of founders among communities of PAUD units to the Regional Officials in charge of licensing by attaching

the following documents: handover acceptance of the early childhood education unit from previous founder to new founders as well as complete documents required for establishing PAUD units.

- (7) For the amendments of location as denoted in verse (2) letter **d**, the Founder reports amendments of the location of the PAUD unit to the Regional Officials in charge of licensing by attaching a certificate of domicile for the new PAUD unit.

Article 33

Provisions on methods, terms, and procedures of licensing and amendments as denoted in Article 32 are regulated in the Mayor's Regulation.

CHAPTER III CLOSURE OF PAUD UNITS

Article 34

- (1) The closure of a PAUD unit is done if:
 - a. the PAUD unit has no longer provided PAUD service activities; and/or
 - b. the PAUD unit is declared unfeasible based on evaluation results.
- (2) To close PAUD unit as denoted in verse (1), the office will carry out feasibility evaluation and verification in the period of 1 (one) year since the issue of PAUD eligibility evaluation results.
- (3) The closure of PAUD unit is carried out by the Regional Officials in charge of licensing activities by revoking the license to establish the PAUD unit which is based on the office's recommendations.
- (4) The closure of a PAUD unit as denoted in verse (3) is carried out in accordance with the provisions of laws and regulations.

Article 35

- The closure of a PAUD unit as denoted in verse (1) is followed by:
- a. distribution/transfer of students, educators and education personnel to other similar PAUD units;
 - b. handover of regional government's resources and other documents to the regional government; and

- c. handover of assets owned by PAUD unit implemented by the community can be handed over to other PAUD units as decided by the administrators of the PAUD unit involved.

CHAPTER IV

MERGER

Article 36

- (1) In an effort to improve the quality of PAUD services, the Regional Government through the office is evaluating PAUD services in the Region.
- (2) Evaluation as denoted in verse (1) is done on:
 - a. achievement level of child development ;
 - b. equity level of access and service to PAUD;
 - c. quality of learning processes in PAUD units;
 - d. management quality of PAUD units; and
 - e. quantity, distribution, and competence of educators and education personnel in PAUD units.
- (3) The level of child development achievement as denoted in verse (2) letter **a** is the results of the measurement of holistic growth and development achievements of early childhood children according to age levels.
- (4) The equity level of access and quality of PAUD services as denoted in verse (2) letter **b** is a measurement on disparity reduction among regions, in social-economic groups, and in the participation in PAUD units.
- (5) The quality of the PAUD learning process as denoted in verse (2) letter **c** is a measurement on the planning, the content aligned with the curriculum, and the assessments that improve the learning quality.
- (6) The quality of PAUD unit management as denoted in verse (2) letter **d** is the result of measurement of the partnership among PAUD units and parents/guardians and the community.
- (7) The number of the distribution and competencies of educators and education personnel in PAUD units as denoted in verse (2) letter e is the result of the measurement of the availability of students, educators and education personnel in PAUD units in accordance with laws and regulations.

Article 37

- (1) Based on the evaluation results as denoted in Article 36, the Office can carry out the merger of PAUD units for:
 - a. the mergers of Kindergarten and Kindergarten, Playgroup and Playgroup, and SPS and SPS; and
 - b. the mergers of Kindergarten with Playgroup, Child care and/or SPS into an integrated PAUD unit.
- (2) the merger of PAUD units as denoted on verse (1) must consider the managers or administrators of the same kind.
- (3) Further provisions about the merger of PAUD units are regulated in the Mayor's Regulation.

CHAPTER V
MANAGEMENT

Article 38

- (1) PAUD administrators in its management must provide nationalism reinforcement.
- (2) The forms of nationalism reinforcement as denoted in verse (1) include:
 - a. installation of national symbols in classrooms and other formal rooms; and
 - b. use of Bahasa Indonesia as language of instruction in PAUD education.
- (3) Javanese is used as a second language of instruction to support local language skills for students.
- (4) Foreign languages can be used as supporting languages for students.

Article 39

- (1) The Regional Government attempts that PAUD services are available in the Region based on the results of eligibility study on a PAUD establishment from the Office.
- (2) The technicalities of the attempts as denoted in verse (1) are carried out by the Regional Government which is implemented by the Office.
- (3) The Regional Government as denoted in verse (1) can attempt the availability of at least 1 (one) PAUD in each sub-district.
- (4) The availability of PAUD service as denoted on verse (1) and verse (2) is for children aged 0 (zero) to 6 (six) years.

- (5) Further provisions about the availability of PAUD as denoted in verse (3) will be regulated in the Mayor's Regulation.

CHAPTER VI
AWARDS AND WELFARE FOR EDUCATORS

Part One
Awards

Article 40

- (1) The Mayor can give awards to PAUD Educators who have extraordinary potentials or dedication at the regional, provincial and/or national levels.
- (2) Awards to PAUD Educators as denoted in verse (1) can be given in the forms of service awards, special promotions, financial awards, certificates and/or other forms of awards.
- (3) Further provisions about awards given to PAUD Educators as denoted in verse (1) are regulated in the Mayor's Regulation.

Part Two
Welfare

Article 41

- (1) Regional Government can provide welfare assistance to Educators, and education personnel as Regional incentives on workload and responsibilities in managing PAUD in accordance with the Region's capabilities.
- (2) The provision of assistances as denoted in verse (1) is in the form of welfare money.
- (3) Further provisions regarding the assistance as denoted in verse (1) concerning the criteria, work period and amount are regulated in the Mayor's Regulation.

CHAPTER VII
COACHING AND SUPERVISION

Part One
Coaching

Article 42

- (1) The Mayor carries out the coaching on the implementation of PAUD in the Region.

- (2) Coaching as mentioned on verse (1), includes:
 - a. improvement of the competence and professional qualifications of educators and education personnel;
 - b. curriculum development; and
 - c. management of teaching-learning processes.
- (3) Coaching as denoted in verse (2), is done by the Office and can be coordinated with the relevant Regional Officials.

Part Two
Supervision

Article 43

- (1) Supervision on the implementation of PAUD is done by PAUD Unit Supervisor.
- (2) Supervision on the implementation of non-formal PAUD is done by PAUD superintendent.
- (3) PAUD supervisors and PAUD superintendent can coordinate in carrying out their supervision.
- (4) The results of supervision as denoted in verse (1) to verse (3) are used as materials for coaching and evaluation and they are reported to the Office.

CHAPTER VIII
REPORTS AND EVALUATION

Article 44

- (1) Education Units that implement PAUD report the PAUD implementation data through national education main data system.
- (2) Reporting of data as denoted in verse (1) can be facilitated by the Regional Government.
- (3) The data report on the implementation of PAUD as denoted in verse (1) is verified by the Regional Government as a basis for the preparation and implementation of PAUD policies.

Article 45

- (1) PAUD report data as denoted in Article 44 verse (3) is evaluated by the Regional Government.
- (2) Evaluation of PAUD report data as denoted in verse (1) is done by the Office.

- (3) The evaluation as denoted in verse (1) includes evaluation of input, process and results and output.
- (4) The evaluation as denoted in verse (1) is carried out periodically, comprehensively, transparently, systematically and accountably.

CHAPTER IX COMMUNITY PARTICIPATION

Article 46

- (1) The Communities, including parents and community figures, play an active role in supporting and developing Early Childhood Education.
- (2) To support the implementation and management of PAUD, the administrator can create Discussion Forum /PAUD Committee or other agreed name whose membership includes students' parents and others community elements who are concerned with PAUD.
- (3) Parents provide full support for their children's developmental needs in PAUD.
- (4) The community is actively involved in improving the care and education capabilities of their children as PAUD students to fulfill the development and growth aspects of the students, as well as to strive to strengthen children's character building in families based on local cultures.

CHAPTER X FUNDING

Article 47

The Funding of implementation activities of PAUD can be sourced from:

- a. regional revenue and expenditure budget; and/or
- b. other legitimate and unbinding fund sources that are in accordance with laws and regulations.

CHAPTER XI
TRANSITIONAL PROVISIONS

Article 48

- (1) Licenses for establishing PAUDs granted before this Regional Regulation comes into effect remain valid until the termination of the licenses.
- (2) The licenses for establishing PAUD currently in the process must adapt to this Regional Regulation.

CHAPTER XII
CLOSING PROVISIONS

Article 49

The Mayor's Regulation as the implementation of this Regional Regulation must be stipulated no later than 1 (one) year from the date of the enactment of this Regional Regulation.

Article 50

This Regional Regulation is valid on the date it is enacted.

In order that everyone knows, orders that this Regional Regulation be promulgated by placing it in the Regional Gazette of Surakarta.

Stipulated in Surakarta
on 5 August 2025

THE MAYOR OF SURAKARTA,
Signed

RESPATI ACHMAD ARDIANTO

Enacted in Surakarta
on 5 August 2025
REGIONAL SECRETARY OF SURAKARTA,
Signed

BUDI MURTONO

REGIONAL GAZETTE OF SURAKARTA YEAR 2025 NUMBER 6

REGISTRATION NUMBER, REGIONAL REGULATION OF SURAKARTA,
CENTRAL JAVA PROVINCE (6-55/2025)

This copy is the same as the original
HEAD OF LEGAL DEPARTMENT
REGIONAL SECRETARIAT OF THE CITY OF SURAKARTA,



Ditandatangani secara
elektronik oleh:
(Signed electronically by:)

YENI APRILIAWATI

EXPLANATION
ON THE REGIONAL REGULATION OF THE CITY OF SURAKARTA
REGULATION NUMBER 6 OF 2025
ABOUT
EARLY CHILDHOOD EDUCATION

I. GENERAL

The implementation of Early Childhood Education (PAUD) is directed to materialize 6 (six) foundations for children to live their lives in the future, including: recognizing the values of religion and good morals, having emotional maturity to be active in the learning environment, acquiring adequate social and language skills to interact healthily with peers or other individuals, possessing positive meaning of learning, developing adequate motor skills and self-care and possessing cognitive maturity to carry out learning activities such as basic literacy, numeracy and understanding of basic things that occur in everyday life.

To help very young children achieve their level of potential development, Regional Government the City of Surakarta is trying to pay special attention to this matter, namely by creating policies in the form of a Regional Regulation to be used as guidelines in the implementation, guidance, control and supervision of PAUD so that they are ready to enter further education.

This Regional Regulation regulates PAUD implementations, PAUD Programs, PAUD implementation paths, PAUD Standards, Curriculum and Learning Strategies, Licensing, PAUD unit Establishment, Amendments of PAUD, Closure of PAUD, language of instruction in PAUD, guidance and supervision in PAUD implementation in the Region, as well as community participation.

II. CHAPTER BY CHAPTER

Article 1

Clear enough.

Article 2

Clear enough.

Article 3

Letter a

Clear enough.

Letter b

Clear enough.

Letter c

Clear enough.

Letter d

What is meant by "integrated services" is services that are integrated among PAUD service institutions that are suitable with the empirical conditions of each region.

Letter e

Clear enough.

Letter f

Clear enough.

Article 4

Clear enough.

Article 5

Clear enough.

Article 6

Clear enough.

Article 7

Clear enough.

Article 8

Clear enough.

Article 9

Clear enough.

Article 10

Clear enough.

Article 11

Clear enough.

Article 12

Clear enough.

Article 13

Clear enough.

Article 14

Verse (1)

What is meant by Student Profiles is data and information about the characteristics, needs and difficulties a student has.

Verse (2)

Clear enough.

Article (3)

What is meant by aspects of child development is formulated in an integrated manner in the form of a description of developmental achievements including:

- a. recognizing and believing in God the Almighty, knowing the basic teachings of religion, and showing an attitude of love for oneself, fellow humans and nature as a creation of God the Almighty through active participation in caring for oneself and the environment;
- b. being able to recognize the symbols of *Pancasila* principles and their meanings, in examples of everyday life;
- c. recognizing self-identity, knowing the customs in the family, school and society, knowing that they are a part of Indonesia citizens, as well as recognizing the existence of other countries in the world;
- d. recognizing emotions, being able to control desires as an attitude of respecting the desires of others, and being able to interact with peers;
- e. recognizing and appreciating the customs and rules that apply, and having a sense of joy in learning, appreciating one's own efforts to become better, and having the desire to try again when not successful, yet;
- f. having the power of imagination and creativity through exploration and expression of thoughts and/or feelings in the forms of simple actions and/or works that can be produced through their cognitive, affective, artistic abilities as well as their fine and gross motor skills;
- g. being capable of mentioning reasons, choices or their decisions, being able to solve simple problems, as well as recognizing cause-effect relationships of a condition or situation influenced by the laws of nature;
- h. being able to listen, having awareness of text messages, alphabet and phonemics, having the basic skills needed to write, understanding simple instructions, being able to express questions and ideas and being able to use language skills to collaborate; and

- i. having number awareness, being able to make measurements using non-standard units, being aware of similarities and differences in characteristics among objects, and having awareness of space and time.

Article 15

Verse (1)

Clear enough.

Verse (2)

Clear enough.

Verse (3)

What is meant by the Principle of Differentiation is a teaching and learning process in which students can learn subject matters according to their abilities, what they like and their individual needs so that they do not get frustrated and feel like they have failed in their learning experience.

Article 16

Clear enough.

Article 17

Verse (1)

Clear enough.

Verse (2)

Clear enough.

Verse (3)

Clear enough.

Verse (4)

- a. A flexible lesson planning documents is one that is not bound to a certain form and that can be adapted to the learning context.
- b. A well-defined lesson planning document is one that is easy to understand.
- c. A simple lesson planning document is one that contains the main and important points as a reference for the learning implementation.

Verse (5)

Clear enough.

Article 18

Clear enough.

Article 19

Clear enough.

Article 20

Clear enough.

Article 21

Verse (1)

Clear enough.

Verse (2)

Clear enough.

Verse (3)

- a. The principle of fairness is the implementation of assessment in accordance with clear procedures and criteria, and is determined at the beginning of learning.
- b. The objective principle is an assessment that is based on development achievement indicators and is free from the influence of the subjectivity of the assessor and the person being assessed.
- c. Educational principles are assessments that encourage children to achieve optimal developmental outcomes.

Article 22

Verse (1)

Clear enough.

Verse (2)

Clear enough.

Verse (3)

- a. Pedagogical Competence is the ability to manage students' learning, including understanding student characteristics, designing lessons, implementing lessons, evaluating learning outcomes, and developing students' potential.
- b. Personality Competence is the ability to have a solid personality, to be dignified, knowledgeable, and authoritative; and to become a role model for students.
- c. Professional Competence is the ability to master subject matter broadly and deeply, as well as the ability to implement matters related to educational world.
- d. Social Competence is the ability to interact effectively with students, parents, fellow teachers, and the community, as well as the ability to collaborate and communicate well.

Verse (4)

Clear enough.

Verse (5)

Clear enough.

Verse (6)

Clear enough.

Verse (7)

Clear enough.

Verse (8)

Clear enough.

Verse (9)

Clear enough.

Article 23

Clear enough.

Article 24

Clear enough.

Article 25

Clear enough.

Article 26

Clear enough.

Article 27

Verse (1)

What is meant by Children with Special Needs (Heward/ disabilities) is children with special characteristics different from children in general without always showing mental, emotional or physical disabilities. Children with special needs are those with blindness, deafness, intellectual disabilities, physical disabilities, emotional and behavioral disorders, learning difficulties, behavioral disorders, gifted children, children with health problems and social interaction difficulties.

Opportunities for children with special needs include the rights to:

a. receive quality PAUD education at educational units in all types, paths and levels of PAUD education, inclusively or specifically; and

b. receive adequate accommodation as PAUD students.

Article 28

Clear enough.

Article 29

Verse (1)

Clear enough.

Verse (2)

Clear enough.

Verse (3)

"How the world works" refers to how the world works for preschool children, which involves the introduction of basic concepts of how the world works through role-playing, storytelling, and hands-on experience. Children learn about professions, responsibilities, and how the world works through fun and interactive activities.

Article 30

Clear enough.

Article 31

Clear enough.

Article 32

Clear enough.

Article 33

Clear enough.

Article 34

Clear enough.

Article 35

Clear enough.

Article 36

Clear enough.

Article 37

Clear enough.

Article 38

Clear enough.

Article 39

Clear enough.

Article 40

Clear enough.

Article 41

Clear enough.

Article 42

Clear enough.

Article 43

Verse (1)

What is meant by PAUD Unit Superintendent is an educational staff whose main task is to carry out quality control and evaluation of the impacts of Early Childhood Education (PAUD) programs.

Verse (2)

What is meant by PAUD supervisor is an educational staff whose job is to carry out quality control and evaluation of the impact of early childhood education (PAUD) programs in PAUD units.

Verse (3)

Clear enough

Article 44

Clear enough.

Article 45

Clear enough.

Article 46

Clear enough.

Article 47

Clear enough.

Article 48

Clear enough.

Article 49

Clear enough.

Article 50

Clear enough.