Analysis Of Learning Management In Early Childhood Education
(Library Study of Early Childhood Education Concepts and Theories of Ahmad Susanto)

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Abstract

Management and learning management inhibiting factors. The results of the analysis of the discussion on early childhood learning management are seen from learning planning, learning implementation, learning supervision, learning evaluation, and learning outcome reporting, which refer to the parts contained in early childhood education standards, namely the Child Growth Achievement Level Standards, content standards, process standards, and assessment standards. Learning management is also influenced by supporting factors in the form of modules derived from the Child Growth Achievement Level Standards which are the reference for teachers in compiling learning activities, inspirational classes, facilities and infrastructure, and teacher cooperation in developing learning programs. meanwhile, the inhibiting factors are incomplete facilities and the arrival hours of children who are released to come to school. Broadly speaking, the conclusion of this research is that learning management is in accordance with the applicable standards, namely the national standard of early childhood education. However, several things were found related to the arrival hours of children who were released as well as class facilities and infrastructure (such as room dividers) which were factors that influenced learning activities and the arrival hours of children who were released.

Keywords: Learning Management, Early Childhood, National Standards for Early Childhood Education.

INTRODUCTION

There are three main components that determine the quality of human resources, including the education sector. One of the juridical foundations that regulates educational issues in Indonesia is the National Education System Law no. 20 of 2003 (Law on National Education System). As contained in the 2003 National Education System Law Chapter 1 Article 1 Paragraph 1, education is defined as follows: "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, control self, personality, intelligence, noble character, and skills needed by himself, society, nation and state.

In Indonesia, the government's policy in the education sector that supports lifelong education is the recognition of ECE (Early Childhood Education). This is stated in Article 28 paragraph 1 of Law no. 20 of 2003 concerning the National Education System. The article shows that in a formal juridical manner, ECE is an inseparable part of the overall National Education System. Although pre-school education is not an obligation and a prerequisite for entering elementary school.

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, in Article 1 it is stated that Early Childhood Education, hereinafter abbreviated as ECE, is an effort to provide educational stimulation in coaching aimed at children from birth to 6 (six) years of age to assist physical and spiritual growth and development so that children have readiness to enter further education (Nasirun, 2018).

Law No. 20 of 2003 also explains that ECE is an integral and systemic part of the education system in Indonesia. ECE is held before the Elementary Education level. ECE can

be organized through formal, non-formal or informal education channels. ECE in formal education is in the form of Kindergarten (KD), Raudatul Athfal (RA). ECE in non-formal education channels are in the form of Play Groups (PG), Child Care Parks (CCP). ECE in the informal education path takes the form of family education and is organized by the community. Therefore, ECE becomes very important considering the potential for intelligence and the basics of one's behavior are formed at this age range (Rozalena & Kristiawan, 2017).

Early childhood is a child who is in the stage of growth and development both physically and mentally the most rapidly. Growth and development has started since prenatal, that is, since in the womb. The formation of brain nerve cells as a capital for the formation of intelligence occurs when the child is in the womb. The concept of "golden age" is reinforced by the facts found by neurologists who state that at birth the baby's brain contains 100-200 billion neurons or nerve cells that are ready to make connections between cells (Suharti, 2018).

The functional growth of these nerve cells requires a variety of supportive educational situations, both in family, community and school educational situations. Education experts also agree that the golden period only lasts once throughout the human life span. What a loss for a family, society and nation if you ignore the important times that take place during early childhood.

Failure to invest in this early education can result in growth delays and retard development. If that period is just released from the supervision of parents or educators, it will usually harm the child in his further growth. Therefore, early childhood education is very important because education is the basis for the formation of the human personality as a whole, which is characterized by character, character, noble, clever and skilled (Suharti, 2018).

The role of both parents during early childhood development is very much needed. But along with the progress of the times the demands of life are increasing. This condition makes mothers have dual roles such as caring for and educating children while working to meet the needs of family life. Moreover, the world of work or the public sector is no longer dominated by men. Women already have extensive opportunities for careers in various sectors of life.

Data from the Central Statistics Agency (CSA) shows an increase in the Labor Force Participation Rate (LFPR) for women in 2018 by 0.40 percent compared to conditions a year ago. This proves that the number of working women continues to increase every year. One of the causes of the increasing number of working women is the increasing human needs, and these needs are primary needs that inevitably must be met so that the life they live can continue.

The shift of women from the domestic sector to the public sector also affects the inherent functions of women and results in several changes. The activities of women working outside the home often cause various problems, especially in terms of child care, resulting in children getting minimal attention, neglect, lack of affection and so on. Due to time constraints, there is an alternative to a Child Care Center (CCP) or Day Care Center as a substitute/temporary caregiver while the parents are working. One of the roles of daycare is as a bridge to the gap between a mother and her toddler.

CCP is a child welfare program that can provide ECE services in an integrated manner with child care and care from the age of 3 months to 6 years. The number of CCP institutions so far recorded is 3,472 institutions listed in the 2015 CCP technical guidelines. The existence of CCP is certainly expected to help parents continue to develop their potential and optimize their child's developmental tasks and be able to temporarily replace the mother's role in the care process so that growth and development of children can run normally.

Quality management is very much needed in the implementation of CCP. Effective and

efficient management at Child Care Parks (CCP) is very necessary so that later the needs of children to get educational services will continue to be carried out in accordance with the growth and development of children even though parents are busy working. Discussing the quality of ECE learning, of course, cannot be separated from the main activity, namely the learning management process (planning, implementation and assessment) that takes place or is carried out at the ECE institution concerned. The right learning management process can produce quality human resources (Suharti, 2018).

Minister of Education and Culture No. 137 of 2014 regulates the Standards of Early Childhood Education which are the reference/guidelines for an institution in the implementation of early childhood education programs. The standards consist of (1) Standards for the level of achievement of child development / SECDA covering six areas of child development, namely Religious and Moral Values, Motor, Cognitive, Language, Social Emotions, and Arts, (2) Content Standards (3) Process standards (4) Assessment standards (5) Educators and education personnel standards (6) Facilities and infrastructure standards (7) Management standards and (8) financing standards.

Learning management in a school institution will be very helpful in carrying out education so that later learning objectives can be achieved. In this study, researchers focused on learning programs that were adapted to SECDA, content standards, process standards, and assessment standards. andThrough reports on learning outcomes, all parties can find out the abilities and progress of students, as well as being able to know the level of success of education in schools. The existence of this report can determine the steps and efforts that must be made in improving the quality of the education process and outcomes. (Mulyasa, 2012: 209).

According to Bandi (2018) in the proceedings of the national education seminar, learning management is an attempt to regulate or manage the teaching and learning process in accordance with teaching concepts and principles in order to achieve teaching goals effectively and efficiently. ECE learning management is a learning strategy or reference that is used as a basis in the learning process, in the form of lesson planning, learning implementation, and learning evaluation, so that learning for children can be carried out in accordance with the goals and expectations to be achieved. ECE learning management contains the learning curriculum and the educational standards used, in the learning curriculum there is a daily LIP (Learning Implementation Plan),

RESEARCH METHODS
Research
a. Data source

Namely from secondary data, data obtained from books, literature, documents/notes, scientific writings from various media and reports related to this research problem. As well as books that become a reference for researchers to be studied are as follows:

Book Title: Early Childhood Education (Concepts and Theories); Author Name : Ahmad Susanto; Year of publication : 2018; Book Pages : 205; No. ISBN : 978-602-444-036-7; Place of Publishing: Bumi Aksara, Jakarta.

b. Data Collection Techniques and Methods
1) Approach

Regarding the research approach, it is a method used by the author in revealing, understanding, exploring, approaching the subject of his research. From the start, the researcher must be able to determine the approach to be used (ideally a fixed approach, situational or flexible techniques.

2) Method

The type of preparation of this literature review that will be used by the author is

a descriptive research method with a study approach. Library research is a technique of collecting data on reviews of library literature and books, written materials and reference materials related to ongoing research. Also this study is also an important part of research activities because it can provide more information.

So it can be concluded, literature study is a research activity carried out by collecting information and data with the help of various materials in the library (such as reference books, results of previous similar studies, articles, notes, and various journals related to the problem to be solved). Using certain methods / techniques to systematically carry out activities to collect, process and summarize data in order to find answers to problems faced by research activities.

ANALYSIS RESULTS

Books for early childhood education in terms of concepts and theories. This book can be used as a guide on how to educate young people and provide assistance to educators. In the learning process, pay attention to the characteristics of the child's growth stage. Early childhood education includes not only learning activities, but also social behavior, independent behavior, parental guidance, creativity development, learning concepts through games, basic concepts of early childhood literacy, and overall education. In social behavior education, namely the form of actions that are carried out correctly on the environment. Children's social behavior can also be seen from the patterns and behavioral factors.

In addition, it discusses the child's independence, the characteristics of independence, and the child's efforts to be independent. In this way children can make decisions without having to depend on parents or others. The book also explains how parents and teachers develop independent children's behavior. This book explains that the possibility of making children not independent often occurs between children and their parents, as well as the role of parents in encouraging children's independence. At the same time, parents provide guidance and play a role in growing independence.

This book not only discusses the development of independence and social behavior, but also develops children's creativity so that it allows children to create new things for children in the form of fantasy and symbolism. Games are also part of children's intellectual development. Where children explore and discover new things in learning, playing is also a stimulus to start learning activities in a pleasant atmosphere. Play can not only enhance cognitive development, but also encourage movement, emotion, language, and social interaction. This book also contains early literacy, namely the reading skills of preschool children, as well as explaining children's language development and learning theories of children's basic language skills.

According to Regulation of the Minister of Education and Culture No. 137 of 2014 concerning National Standards for Early Childhood Education, which is called the ECE standard, explains that there are 8 standard criteria regarding the management and implementation of ECE in all jurisdictions of the Unitary State of the Republic of Indonesia as stated in chapter I and article 1. The eight standards listed in The ECE standards are as follows:

1. Child Growth Achievement Standard

SECDA ECE is a standard used to determine the level of achievement of aspects of child development at the level of early childhood education. These standards are used as a reference in determining the extent of the development of children undergoing education in ECE. Thus, the teacher can find out how it is progressing so that later it can take further action if the standards have not been met. PermendiPGud number 137 of 2014 concerning Standards for the Level of Achievement of Child Development in chapter III article 5 also states that SECDA is a reference used in the development of the ECE curriculum.

2. Contents mark

The content standard contains the criteria for the scope of the material which includes development programs presented in the form of themes and sub themes. Themes and sub-themes are arranged according to the characteristics, needs, stages of child development, and local culture. The implementation of themes and sub is carried out in development activities through play and habituation. Themes and subs are developed by containing elements of religious and moral values, thinking skills, language skills, socio-emotional abilities, physical-motor abilities, and appreciation of art.

3. Process mark

The process standard contains the processes carried out in the learning program. Process standards are also criteria for discourse on the implementation of learning in ECE units or activities in order to help fulfill the level of developmental achievement that is in accordance with the child's age level. The process is in the form of lesson planning, learning implementation, learning evaluation, and learning supervision.

a. Learning plan

Learning plans are carried out using learning approaches and models that are in accordance with the needs, characteristics of children, and local culture which include semester programs (SP), weekly lesson plans (WLP), and daily learning implementation plans (DLIP). Learning planning is prepared by educators in ECE units or programs.

b. Implementation of learning

The implementation of learning is carried out through interactive, inspirational, fun, contextual and child-centered play to participate actively and provide flexibility for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of children. Interactive is a learning process that prioritizes the interaction between children and children, children and educators, and children and their environment. Inspiration is a learning process that encourages the development of children's imagination power. Fun is a learning process that is carried out in a free and comfortable atmosphere to achieve learning objectives.

Contextual is a learning process related to the demands of the natural and socio-cultural environment. Child-centred is a learning process that is carried out according to the characteristics, interests, potential, level of development, and needs of children. The implementation of learning must apply the principle of the adequacy of the number and diversity of types of teaching materials and educational game tools with students and the adequacy of the time for the implementation of learning. The implementation of learning is carried out based on the daily learning implementation plan (DLIP).

Implementation of learning includes opening activities, core activities, and closing activities. The opening of learning activities is an effort to prepare students psychologically and physically to carry out various learning activities. Core activities are learning efforts carried out through play activities that provide direct learning experiences to children as the basis for forming attitudes, acquiring knowledge and skills. The closing activity is an effort to explore the children's playing experience that has been carried out in one day, and to encourage children to take part in the next learning activity.

c. Evaexpand learning

Learning evaluation includes evaluation of the learning process and results carried out by educators to assess the implementation of the lesson plan. Evaluation of learning outcomes is carried out by educators by comparing the plans and learning outcomes. The results of the evaluation as a basis for consideration of follow-up implementation of further development.

d. Learning supervision

Learning supervision is a process of assessment and/or direction in the planning and implementation of learning. Supervision of learning is carried out with educational supervision techniques. Supervision of learning is carried out by the head of the ECE unit or program to the ECE teacher/accompaniment teacher/young mentor teacher periodically at least once a month.

4. **Rating standard**

Assessment standards are criteria regarding the assessment of children's learning processes and outcomes in order to meet the standards of developmental achievement levels according to their age level. Assessment of children's learning processes and outcomes includes: principles of assessment, assessment techniques and instruments, assessment mechanisms, implementation of assessments, and reporting of assessment results.

a. Valuation principle

The principle of assessment includes the principles of educative, authentic, objective, accountable, and transparent which is carried out in an integrated, sustainable, and meaningful way. The educational principle is an assessment that encourages children to achieve optimal developmental achievements. The authentic principle is an assessment that is oriented towards continuous learning activities and learning outcomes that reflect the child's ability to carry out learning activities. The objective principle is an assessment that is based on indicators of developmental achievement and is free from the influence of the subjectivity of the assessor and the one being assessed. The principle of accountability is the implementation of the assessment in accordance with clear procedures and criteria, and is determined at the beginning of learning. The principle of transparency is an assessment of the procedures and results of the assessment that can be accessed by all stakeholders.

b. Assessment technique

The assessment technique is in accordance with the level of achievement of the child's development. The assessment instruments consist of process assessment instruments in the form of comprehensive notes, anecdotal notes, rubrics and/or assessment instruments for the results of children's abilities. The final result of the assessment is an integration of various assessment techniques and instruments used.

c. Rating mechanism

The assessment mechanism consists of: compiling and agreeing on stages, techniques, and assessment instruments as well as setting indicators of child development achievements, carrying out the assessment process according to the stages, techniques, and assessment instruments, documenting the assessment of children's learning processes and outcomes in an accountable and transparent manner, and reporting achievements child development in parents.

d. Implementation of the assessment

The implementation of the assessment is carried out using a mechanism that is in accordance with the assessment plan. The assessment is carried out by ECE educators/teachers.

e. Appraisal report

Report on the results of the assessment in the form of a description of the child's developmental achievements which contains the child's privileges, the child's progress and success in learning, as well as important things that require attention in the child's further self-development. Reporting the assessment in writing as a form of reporting on the child's learning development. The results of the assessment in the form of a child development report are submitted to parents within the semester. The results of the assessment are followed up in the next activity.

5. Standards of Education and Education Personnel

Early childhood educators are professionals in charge of planning, implementing learning, and assessing learning outcomes, as well as providing guidance, training, care and protection. Early childhood educators consist of ECE teachers, accompanying teachers, and youth assistant teachers. Early childhood education personnel are staff in charge of carrying out administration, management, development, supervision, and technical services to support the educational process in ECE units and/or programs.

Educational staff consists of KD/RA/BA supervisors, PG/CCP/SPS supervisors, ECE heads (KD/RA//BA/PG/CCP/SPS), administrative staff, and other supporting staff. Early childhood educators and education personnel have the required academic qualifications and competencies, physically, mentally/mentally, and socially healthy. Academic Qualifications ECE teachers have a Diploma four (D-IV) or Bachelor (S1) in the field of early childhood education obtained from an accredited study program or have a diploma four (D-IV) or bachelor (S1) other relevant education or psychology obtained from an accredited study program and has a ECE Teacher Professional Education (TPE) certificate from an accredited university.

ECE teacher competencies are fully developed including pedagogic, personality, social, and professional competencies. Academic Qualifications for Companion Teachers have a D-II PGKD diploma from an accredited study program, or have a minimum high school diploma (HSD) or equivalent and have a certificate of training/education/ECE courses for accompanying teachers from a competent institution recognized by the government. The Companion Teacher Competencies include pedagogic, personality, social, and professional competencies.

Academic qualifications The Young Assistant Teacher has a high school diploma (HSD) or its equivalent, and has a certificate of training/education/career-level ECE courses from a competent and recognized institution by the government. The competencies of the Young Assistant Teachers include understanding the basics of parenting, skills in carrying out parenting, behaving and behaving according to the needs of the child's age level.

And have a certificate of education and functional training of supervisors or supervisors from a competent and recognized government agency. The competencies of ECE supervisors or supervisors include personality competencies, social competencies, managerial supervision competencies, research and development competencies, academic supervision competencies, and educational evaluation competencies.

Academic Qualifications Heads of KD/RA/BA and other similar have academic qualifications as required by teacher qualifications, have a maximum age of 55 (fifty five) years at the time of appointment as head of ECE, have a minimum of 3 (three) years experience as an ECE teacher , have a minimum rank/class of Level I Young Stylist, (III/b) for Civil Servants (CS) in ECE units or programs and for non-CS equal to groups issued by foundations or authorized institutions, have a certificate of passing the selection of candidates The head of ECE from a competent institution recognized by the government.

Academic Qualifications The head of PG/CCP/SPS has the academic qualifications as required for the accompanying teacher qualification, has a maximum age of 55 (fifty five) years at the time of appointment as the head of ECE, has a minimum of 3 (three) years teaching experience as a companion teacher, has a certificate of passing the selection of candidates for the head of the PG/CCP/SPS from a competent government institution, and having a certificate of education and training for the Head of the ECE Unit from a competent and recognized institution by the government.

The competencies of the head of ECE institutions include personality competencies, social competencies, managerial competencies, entrepreneurial competencies, and supervisory competencies. The academic qualifications of ECE administrative staff have a

minimum high school diploma (HSD). The competence of the administrative staff of the ECE unit or program meets personal competence, professional competence, social competence, and managerial competence.

6. Standard of Facilities and Infrastructure

Infrastructure and facilities are equipment in the implementation and management of early childhood education, care and protection activities. The provision of facilities and infrastructure needs to be adjusted to the number of children, age, social environment and local culture, as well as the type of service. The principle of providing infrastructure includes safe, clean, healthy, comfortable, and beautiful, according to the level of child development, utilizing the potential and resources in the surrounding environment, and other objects that are suitable for use and do not endanger children's health. The requirements for infrastructure consist of:

a. Kindergarten/RA/BA and the like with requirements, including having a minimum land area of 300 m2 (for buildings and yards), having a safe and healthy children's activity room with a minimum ratio of 3 m2 per child and available hand washing facilities with clean water, having a teacher's room, having head room, has a room for UKS (School Health Business) with P3K (First Aid in Accident) equipment, has a latrine with clean water that is easily accessible by children with teacher supervision, has other rooms that are relevant to the needs of children's activities, has educational game tools which is safe and healthy for children in accordance with SNI (Indonesian National Standard), has safe and healthy indoor and outdoor play facilities, and has a closed and uncontaminated trash can, managed every day.

b. Playgroups (PG) include having the number of spaces and land area adjusted to the number of children, a minimum area of 3 m2 per child, having space and facilities to carry out children's activities inside and outside can develop the level of achievement of children's development, have hand washing facilities and bathrooms/latrines that are easily accessible by children who meet the requirements and are easy for teachers to supervise, and have trash cans that are closed and not polluted.

c. Child Care Center (CCP), includes having the number of rooms and land area adjusted to the number of children, a minimum area of 3 m2 per child, having a room to carry out children's activities inside and outside, having hand washing facilities with clean water, having a bathroom/latrine with enough clean water, safe and healthy for children and easy to supervise, have safe and healthy indoor and outdoor play facilities, have room facilities for sleeping, eating, bathing, which are safe and healthy, have trash cans closed and unpolluted, have access to health care facilities such as hospitals or health centers, and ECE for the age group of birth-2 years, have comfortable and healthy breastfeeding rooms.

d. Kindergarten ECE host (SPS) includes having the number of rooms and land area adjusted to the number of children, a minimum area of 3 m2 per child, having a room to carry out student activities inside and outside, having hand washing facilities with clean water, having a bathroom/latrine which is easily accessible by children with sufficient clean water, safe and healthy for children, and easy for teachers to supervise, has safe and healthy indoor and outdoor play facilities, has closed and unpolluted trash cans.

7. Management Standard

SECE management standard is an implementation that refers to the standard of content, process, educators and education personnel, facilities and infrastructure, and financing. Standards for Management of Childhood Education include program planning, organization, implementation of work plans, and supervision.

Peprogram planning is the preparation of activities of ECE institutions in achieving the

vision, mission, and goals of the institution. Each unit or program has a curriculum, educational calendar, organizational structure, rules and code of ethics. Organizing is the arrangement of all components to achieve goals. The implementation of the activity plan is the implementation of the work program that has been planned. Supervision includes monitoring, supervision, evaluation, reporting, and follow-up on the results of supervision to ensure the fulfillment of children's rights and needs and the continuity of the ECE program.

The implementation of the ECE Program is an integration of education, care, protection, health and nutrition services organized in the form of Kindergarten (KD)/Raudatul Athfal (RA) units or programs, Bustanul Athfal (BA), Playgroups (PG), Parks Child Care (CCP), and Similar ECE Units (SPS). ECE service activities include the type of service, the time of the activity, the frequency of meetings, the ratio of teachers to children. Types of services consist of birth age - 2 years can go through CCP and or SPS, age 2 - 4 years can go through CCP, PG and or SPS, and age 4 - 6 years can go through PG, KD/RA/BA, CCP, and/or SPS.

Activity time according to age and frequency of meetings consists of Birth Age-2 years: one meeting at least 120 minutes, involving parents, and the frequency of meeting is at least once per week. Age 2-4 years: one meeting at least 180 minutes and the frequency of meetings is at least twice per week. Age 4-6 Years: one meeting at least 180 minutes and the frequency of meetings is at least five times per week. The ratio of teachers and students consists of Birth Age-2 years: teacher-child ratio 1: 4. Age 2-4 years: teacher-child ratio 1: 8. Age 4-6 years: teacher-child ratio 1:15.

8. Funding Standard

The financing component includes operational costs and personal costs. Operational costs are used for salaries of educators and education personnel as well as attached allowances, implementation of learning programs, procurement and maintenance of infrastructure, and human resource development. Personal costs include educational costs incurred for children in participating in the learning process. Operational and personal costs can come from the central government, local governments, foundations, community participation, and or other parties who are not binding.

CONCLUSION

Learning management is appropriate and refers to the sections in the ECE Standards. The institution uses this Permendikbud 137 as a reference in preparing its learning program, so from this it can be concluded as follows:

1. Learning management consists of planning, implementing, monitoring, evaluating and reporting learning outcomes. Learning management a is concluded as follows:
   a. Pelesson plans in accordance with the reference in the ECE standard, lies in the standard process. In this standard process (article 12) there are references related to learning planning which consists of semester programs (SP), weekly learning implementation plans (WLP), daily learning implementation plans (DLIP). Process planning, WLP, and DLIP also refer to the SECDA contained in the ECE standard. SECDA (Standard of Child Growth Achievement Level) is aair conditioninguan in learning planning which contains related to the achievement of children's development according to their age. The preparation of themes and sub-themes covers 6 aspects of child development which are carried out through play activities and habituation in accordance with the standard content of article 9. Furthermore, this assessment plan is also in accordance with assessment standards which have assessment techniques and instruments. All things related to learning planning are already contained in the module from IHF (Indonesia Heritage Foundation). Teachers as educators re-match the plans in the module with the development and abilities of their children compiled in the Daily Activity Unit.

b. The implementation of learning is carried out in accordance with the references contained in the standard process of articles 13, 14, and 15. It is known that the implementation of learning is carried out in accordance with the lesson plan. The implementation of learning is carried out starting from the opening, core, and closing activities in accordance with article 15 and taking into account the adequacy of the number and diversity of types of educational game tools in accordance with article 14 in the standard process section. The findings in the implementation of learning activities are morning journal activities which are carried out every day.

c. This learning supervision is an activity carried out by the principal to educators related to teacher performance in the teaching process in the classroom in accordance with what is stated in the standard process article 17. each teacher. In addition, the principal also has a separate schedule to discuss with each class teacher regarding the teaching process in the classroom.

d. Evaextent refers to the standard process of article 16 related to the evaluation of the learning process and learning outcomes. This evaluation is carried out to see the suitability of the lesson plan with the learning outcomes carried out by the teacher. The evaluation program is in accordance with the reference to the standard process.

e. Report on learning outcomes in accordance with the assessment standards in article 23. Reporting in this school is in the form of a report card and made with descriptions related to children's development achievements. Besides that, it also has a link book in order to report on children's activities while at school and at home because this link book is filled in by teachers and parents.

f. The supporting factors and obstacles to learning management are the supporting factors, namely the existence of modules and SECDA as a reference in preparing learning activities, inspirational classes, facilities and infrastructure, and teacher collaboration, while the inhibiting factor is the educational background of teachers who do not come from S1 PG ECE, so it can influence in making ideas in learning activities, and the arrival time of children who are freed.

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