



Murhum : Jurnal Pendidikan Anak Usia Dini

e-ISSN: 2723-6390, hal. 44-56

Vol. 4, No. 1, Juli 2023

DOI: 10.37985/murhum.v4i1.156

Training and Assistance for Accreditation Preparation for Raudhatul Athfal

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ABSTRAK. *Pengabdian Kepada Masyarakat ini bertujuan untuk membekali para guru dan tenaga kependidikan dengan pemahaman dan keterampilan dalam mempersiapkan akreditasi Raudhatul Athfal di Kota Pekanbaru. Metode pengabdian ini menggunakan pendekatan ABCD (Asset Based Community Development) yang menggali kekuatan dan kompetensi yang dimiliki warga binaan. Hasil dari pengabdian ini adalah tersosialisasinya urgensi dan motivasi akreditasi setiap lembaga untuk berbenah di sekolahnya masing-masing dengan tujuan meningkatkan mutu dan peringkat akreditasi RA menjadi lebih baik, tersosialisasinya penjabaran 8 standar akreditasi kepada lebih dari 30 RA, pelatihan pengelola RA dalam menyusun instrumen akreditasi, pendampingan pengelola RA dalam menyusun instrumen akreditasi RA, terjalin relasi antara lembaga RA, Kemenag Kota Pekanbaru (Pengawas RA) dan BAN PAUD dan PNF Provinsi Riau (Penilai), pemangku kebijakan menyambut baik pelatihan dan bantuan yang diberikan.*

Kata Kunci : *Pelatihan dan Pendampingan; Persiapan Akreditasi; Raudhatul Athfal*

ABSTRACT. *This Community Service aims to provide teachers, administrators or educational staff with understanding and skills in preparing for accreditation for Raudhatul Athfal in Pekanbaru City. This service method uses the ABCD (Asset Based Community Development) approach, which explores the strengths and competencies possessed by assisted residents. The results of this service are the socialization of the urgency and motivation of accreditation for each institution to improve in their respective schools with the aim of improving the quality and ranking of RA accreditation to be better, the socialization of the elaboration of 8 accreditation standards to more than 30 RAs, the training of RA managers in preparing accreditation instruments, RA managers were assisted in compiling RA accreditation instruments, relations were built between RA institutions, the Pekanbaru City Ministry of Religion (RA Supervisor) and BAN PAUD and PNF Riau Province (Assessors), Policy stakeholders welcomed the training and assistance provided.*

Keyword : *Training and Assistance; Accreditation Preparation; Raudhatul Athfal*

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Received 15 Januari 2023, Accepted 3 Februari 2023, Published 11 Februari 2023

INTRIDUCTION

Recently, accreditation has been widely discussed in both official and informal forums. The issue of accreditation is very surprising and frightening for both teachers and institution managers, because preparation requires time, effort and money. The reason for his fear is because accreditation is something that really determines the quality or quality of an institution, as well as to determine whether or not an educational unit is appropriate in carrying out the development of a child's potential. As stated in Law Number 20 of 2003, accreditation is an activity to assess program feasibility in educational units against predetermined criteria [1].

As stated in Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) which was revised by Government Regulation Number 32 of 2013 and Government Regulation Number 13 of 2015 to become guidelines for implementing the accreditation program. The National Standard consists of eight Standards which include: graduate competency standards; content standard; process standards; assessment standards; standards for educators and educational staff; management standards; standard of facilities and infrastructure; and financing standards [2]. Therefore, quality improvement is closely related to meeting the desired standards. Fulfillment of quality standards in achieving SNP is part of efforts to improve education quality [3].

Based on the results of the author's interview with the Superintendent of the Raudhatul Athfal institution, Ms. Zahroti Musanif, M.Pd. of the 85 Raudhatul Athfal institutions in Pekanbaru, only 30% of RA institutions have been accredited (Interview Results, 2022). One of the main components that becomes a concern in the accreditation process is the accreditation instrument or accreditation instrument. The results of the author's further observations when carrying out a visitation of the Raudhatul Athfal (RA) accreditation instrument in 2021 are suspected to be still difficult to understand for RA institutions that have not been accredited (2021 Observation Results). In addition, the survey results are limited to several RA institutions in Pekanbaru City that this phenomenon is also experienced by RA institutions that have been accredited. With regard to RA accreditation, accreditation basically refers to the fulfillment of the eight standards better known as the National Education Standards (SNP) as mentioned above. Therefore, the accreditation instrument refers to the SNP. To optimally prepare for accreditation, in this case managers and educators of RA institutions must understand the accreditation instruments (the eight National Education Standards (SNP)).

Some of the problems faced by RA institutions are: First, Lack of digital literacy, for example inability to operate computer and internet devices, Second, Confusion in determining the document format for each accreditation instrument item, Third, Lack of understanding of the document form for each accreditation item. For example, regarding documents that prove the socialization of vision and mission to parents. At the request of the assessor, the teacher only showed his photo. Though the document can be equipped with invitations, attendance of participants, and minutes. The problem facing this accreditation is a majority problem that occurs in various RA institutions including in Enrekang Regency, namely digital literacy problems, understanding the types of

documents and not understanding the requested document format [4]. Identification of a similar problem also occurred in Wonosegoro[5] which was then resolved by holding accreditation preparation assistance. Training, Assistance and Technical Guidance are solutions that are considered necessary to be held to overcome various existing problems, as has been done also in Bone Bolango[6], Tulungagung [7] Pasuruan [8], Sidoarjo[9], Pamekasan [10], Baubauv[11].

METHODE

Community service activities are carried out using the Community Service method using the ABCD (Asset Based Community Development) approach, which explores the strengths and competencies possessed by assisted residents. The strategy used in this program refers to 4 (four) directions of assistance as follows: a) Active participation of managers, teachers, students and parents of children in Raudhatul Athfal in problem identification, program planning and accreditation implementation; b) Placing administrators, teachers, students and parents of children in Raudhatul Athfal as active actors of the program, as well as the active role of community leaders and related agencies; c) Strengthening the potential of administrators, teachers, students and parents of children in Raudhatul Athfal, through networking and collaboration with related agencies; d) Assistance is carried out by involving participants (assisted residents) in solving the problem. through coordination using Focus Group Discussion (FGD) accompanied by practice[12].

This method was chosen of course to convey the mechanisms, policies, procedures, strategies and techniques for preparing the Raudhatul Athfal accreditation forms that apply in Indonesia. This method is expected to provide practical knowledge and skills to support the acceleration of the preparation of the Raudhatul Athfal accreditation form. The target of this stage of community service assistance is 50 representative participants from the majority of Raudhatul Athfal institutions in Pekanbaru City, both Raudhatul Athfal institutions that have not been accredited and those that have been accredited.

The stages of implementing this dedication are carried out with the following details:

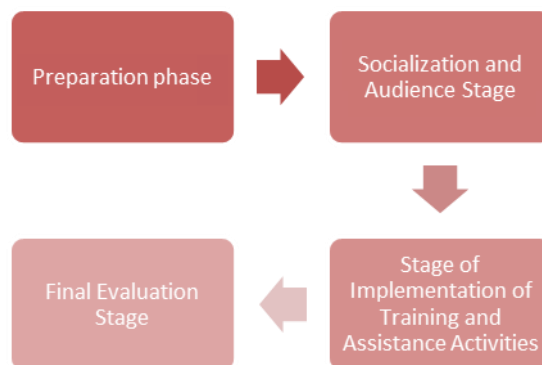


Chart 1. Accreditation Stages

The implementation of this PkM is to support efforts to accredit all Raudhatul Athfal institutions in Pekanbaru City. The targets to be achieved at the assisted Raudhatul Athfal institution are: Building motivation for accreditation at the assisted Raudhatul Athfal institution, trained Raudhatul Athfal institution managers in understanding accreditation instruments, assisting Raudhatul Athfal institution managers in preparing accreditation instruments, readiness of Raudhatul Athfal institutions to apply for accreditation, readiness Raudhatul Athfal institution in increasing the accreditation rating. The evaluation was carried out to see the results of the assistance through open interviews with participants and the supervisor of the Raudhatul Athfal institution.

RESULT AND DISCUSSION

The first step taken in this community service was to coordinate with related parties, namely the community service team, LPPM UIN Suska Riau, the Ministry of Religion of Pekanbaru City, the RA Head Working Group (K3RA), BAN PAUD and PNF Riau Province. The dedication team coordination meeting was held on Thursday, May 26, 2022 which was attended by the dedication team with the aim of aligning perceptions and preparing for the overall dedication activities. Coordination with LPPM aims to request permission to conduct training and assistance. Monday, May 30 2022 a FGD was held with the Pekanbaru City Ministry of Religion represented by the Head of Madrasah Education, Dr. Rialis, M.Ag. and the supervisor of the RA institution, namely Zahрати Musanif, M.Pd., to align and balance similar work programs that can be synergized. This FGD was also attended by representatives of K3RA.

Coordination was also carried out with BAN PAUD and PNF Riau to provide reinforcement, insight and a positive spirit of motivation for RA institutions in applying for accreditation later. The service team also invited the Chairperson of BAN PAUD and PNF as well as assessors as training presenters and accreditation preparation assistance for Raudhatul Athfal in Pekanbaru City.



Picture.1.

Focus Group Discussion at Ministry of Religion Office Pekanbaru

Training and mentoring is held at RA Ubudiyah Jl. Delima Gg. Delima XIII, Tampan District, Pekanbaru City on Saturday and Sunday, 4-5 June 2022. On the first day, Saturday, 4 June 2022 the training presented presenters from BAN PAUD and PNF Riau, namely Mr. Samulak, S.Pd., M.Sc (Chairman of BAN PAUD and PNF Riau 2022-2025) and Ms. Beti Hariyani, S.Pd. (Assessor). The activity was attended by related leaders, namely Plt. Head of the Pekanbaru City Ministry of Religion Mr. Abdul Wahid S.Ag., M.I.Kom., Supervisors of Education and Madrasahs of the Pekanbaru City Ministry of Religion, Head/Secretary of the Early Childhood Islamic Education Study Program at UIN Suska Riau, and representatives of PIAUD students at UIN Suska Riau. The training was opened by Plt. Kakan Kemenag Pekanbaru City and continued with the socialization of accreditation by the Head of BAN PAUD and PNF Riau Province. In this training the heads of BAN PAUD and PNF Riau delivered various materials on the process of accrediting RA institutions in general. This was followed by a sharing and question and answer session.

Mr. Samulak explained that the accreditation program has urgency including: First, for institutions to help determine the extent to which they have met the quality criteria set as minimum quality standards by the government or national education standards; as a reference for all institutions to evaluate the performance of institutions and short-term and long-term planning; as a basis for improvement and enhancement of the quality of education in the future in the context of continuous quality improvement; and as a form of compliance with government regulations as well as part of responsibility public [13].

Second, for the government, it is a constitutional mandate. Law Number 20 of 2003 concerning the National Education System (Sisdiknas) is expressly stated in article 60 paragraph 2; "The accreditation of education programs and units is carried out by the government and/or authorized independent institutions as a form of public accountability." As a follow-up to the constitutional mandate, the government has developed a quality policy in accordance with PP Number 13 of 2015 for the second amendment to PP Number 19 of 2005 concerning National Education Standards (SNP) which is the basis for determining variables, indicators and evaluation points in accreditation assessment instruments

Third, for the community because they are the main customers of an educational institution (primary customer of education). One of the reasons for the importance of accreditation for the community is because accreditation results describe the quality of an educational institution. This allows the community to know and choose which institution they will send their children to. Parents can also find out which facilities suit their child's educational needs. According to Becton Loveless, parents who entrust their children to accredited educational institutions will receive quality assurance. Both the quality of the curriculum, educators, facilities and infrastructure and activities [14].

The juridical basis for RA accreditation is as follows: 1) Law No. 20 of 2003 concerning the National Education System, 2) Law no. 23 of 2014 [15]. The accreditation concept scheme includes: 1) Selection of Assessors as The education unit accesses the

SISPENA application, NPSN Use and Password; Dapodik: operational permits, list of students, list of educators, educational staff, list of facilities and infrastructure, list of graduates, and accreditation status; PAUD and PNF assessors will provide assistance to educational units that have already registered at EDS-PA, so that those who meet the requirements may be able to pass the visitation stage (Eligible or not), 2) Assessment of Accreditation Prerequisites, 3) Accreditation Assessment [16].



Picture 2.

Photo of remarks from the Plt Kankemenag City of Pekanbaru at the accreditation training

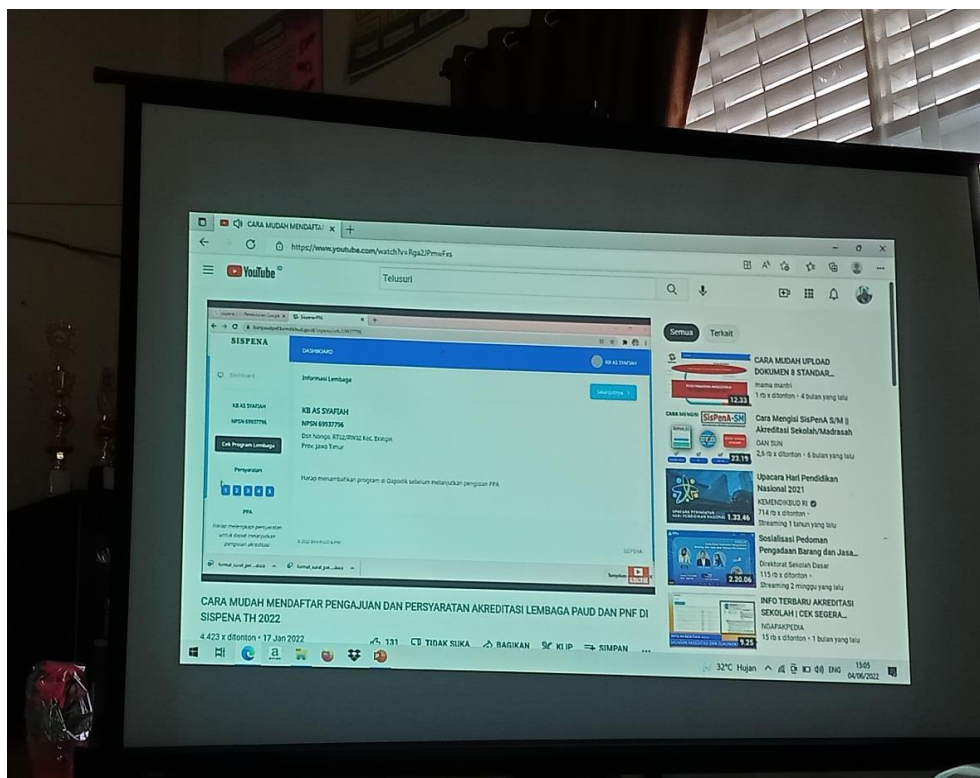


Picture 3.

Submission of materials from Head of BAN PAUD and PNF Mr. Samulak, M.Pd.



Picture 4.
Submission of material from resource person Mrs. Bety Hariyani, S.Pd.



The mentoring activities were carried out on the second day Sunday 5 June 2022. The main resource person on the second day was Mrs. Ir. Delima Marpaung, S.Pd. AUD. He is an assessor for BAN PAUD and PNF Riau. In this mentoring activity, participants are given insight and services in overcoming the problems faced in their respective schools. Lots of questions and solutions were given to reduce the fear of the school in facing accreditation. The mentoring took place in a pleasant manner because the resource persons were very relaxed but serious in presenting the material so that there were no gaps with the participants.

The mentoring took place very pleasantly, it was seen that the managers were very active in discussing with the resource persons. The presentation of the resource persons in delivering material and assistance was very interesting. The managers of Raudhatul Athfal were given the opportunity to convey various dilemmas and problems they faced before accreditation at their respective institutions. The resource persons also conveyed many tips and tricks in dealing with accreditation. Even the resource persons also provided access and opened themselves up in the future if there was a Raudhatul Athfal manager who wanted personal guidance to prepare for Raudhatul Athfal's accreditation free of charge. Many insights and understandings were gained by the managers of Raudhatul Athfal after this mentoring, the most important thing is that fear has begun to erode in the face of accreditation.

Ms Dalima also explained that Sispenna is an online PAUD and PNF accreditation evaluation system. Therefore, the entire accreditation process from registration to certificate acceptance is carried out through the website [17]. For entry requirements, institutions must have an NPSN and complete Dapodik details. Sispenna is a technological advance in the field of education by optimizing technology and reducing paper use. As

stated by Chu, Reynolds, Tavares, Notari & Lee, the world of education is also experiencing important changes in terms of the quality and relevance of education and mastery of 21st century skills [18].

Institutions or associations applying for accreditation must go through several stages, namely (1) registration, (2) completion of EDS-PA, (3) evaluation of EDS-PA, (4) visit, (5) validation and (6) notification/announcement. Sispena is also the place to upload documents for accreditation applications (standard 8). In addition, the institution to be accredited must first contain general and specific requirements, namely: General requirements in the form of an application for accreditation, and ownership of an operational license. The special requirements are the number of students, educator competency certificates, and KTPS [5].

Question and answer with Mrs Delima: RA As-Syifa asked about the location of Raudhatul Athfal, RA Taskim asked about RA land certificates, RA Munziroh about RA Educator Certificates, RA Nurul Hidayah about APE RA, RA Al-Hanif about Funding, RA Asy-Syakur regarding STPPA analysis, RA Ar-Ridho Kids on Curriculum, RA Affan Kids on Learning Tools, RA Adinda on Parental Involvement, RA Khoiru Ummah on Child Assessment, RA Ar-Razaq on Management, institutional objectives, kaldik, RKT. The participants also felt very fortunate to have had the opportunity to take part in training and mentoring as expressed by the participants through the following WAG:

[10.00, 6/6/2022] Zahroti (Supervisor of RA Ministry of Religion Pekanbaru City): After training and mentoring there was an influence on the evaluation of RA performance, the supervisors were very grateful for the easy solution to the problems in RA, we know a lot about the lack of RA performance capabilities for RAs who do not register.

[15.00, 6/6/2022] Emiliawanti (RA Putra Anugrah): We are grateful and very happy with this training and assistance. With this activity, we understand more about the instruments that must be prepared for accreditation.

[17.30, 6/6/2022] Fatmaliza, S.Pd. (RA Bunda Suwarni): We were greatly helped by the holding of this training and mentoring because we were able to convey our fears in pursuing accreditation to the supervisors and ask for solutions for all the deficiencies that exist

[14.22, 6/6/2022] Arika Dwi Yunita S. (RA Atqia): I hope that training and mentoring will be held continuously because with this activity we can meet assessors who have been feared so far but in this activity we can communicate directly and we were even given the opportunity to communicate, ask questions and ask for assessor time outside of this activity for free.



Picture 5.

Resource persons, BAN PAUD and PNF Pekanbaru Assessors, RA Ubudiyah Leaders and the Service Team



Picture 6.

Assistance with Resource Persons Ir. Dalima Marpaung, S.Pd. AUD

The Post Mentoring FGD was held on Saturday, 2 July 2022 at the Faculty of Tarbiyah and Teacher Training. The FGD was attended by the service team and the PIAUD study program at UIN Suska Riau. The FGD was carried out with the aim of discussing the results of the service that has been carried out, planning follow-up from the PIAUD study program as a stakeholder directly related to RA accreditation issues and also discussing actual problems that exist in RA.

The first discussion is regarding the description of the Community Service and mentoring activities that have been carried out. The service team conveyed that the Pekanbaru City Ministry of Religion, RA institutions in Pekanbaru City and other stakeholders welcomed the community service and mentoring activities that had been

carried out. Preparation for accreditation is an activity that they are looking forward to because they still face many problems and do not know where to ask questions and get opinions. Furthermore, the service team The service team also invited the PIAUD study program to synergize together to fight for continued service and assistance with the theme of this accreditation for 50% more Raudhatul Athfal in Pekanbaru City.

The second discussion, namely the service team, said that in tandem with this service activity, cooperation signing activities had also been held with several RAs in the city of Pekanbaru. This is also seen as good for both parties because it will be a good point in accreditation and implementation of activities to PAUD and in the future and the most important thing is to introduce the PIAUD Study Program at UIN Sultan Syarif Kasim Riau to RA institutions and the community in general. The third discussion in this FGD, namely discussing some of the needs of RA institutions which will later become the theme of further dedication, namely regarding PAUD Training for RA teachers, Parenting, development of Educational Game Tools, and so on.



Picture 7.

Focus Group Discussion after dedication and assistance

Based on the implementation of the training and service that has been carried out, several results have been achieved including, First, the urgency and motivation of accreditation for each institution to improve in their respective schools with the aim of improving the quality and ranking of RA accreditation is better. This also happens in Bengkulu 2021, with training, knowledge and motivation are formed to fulfill documents and completeness [19]. Second, the socialization of the translation of the 8 accreditation standards to more than 30 RA. Socialization can also be carried out in the form of seminars on the urgency of accreditation and consulting assistance during the submission process [6] Third, RA managers are trained and assisted in preparing RA accreditation instruments. Assessors have interesting and fun strategies in assisting managers. Starting with an approach, bringing interesting material, slowly opening the manager's mindset and leading to progress with the motivation to change. The strategy of openness for self-evaluation is felt to be very relevant in accompanying managers, so enthusiasm and willingness to complete requirements and collaboration between

institutions appears. This is relevant to the results of Rosma Indriana Purba's research [20].

Fourth, the establishment of relations between RA institutions, Pekanbaru City Ministry of Religion (RA Supervisor) and BAN PAUD and PNF Riau Province (Assessors). Policy stakeholders welcomed the training and assistance provided. Supporting factors for this community service activity are as follows: Great attention and support from the Chancellor of UIN Suska Riau and LPPM UIN Suska Riau, Support and support from institutions related to BAN PAUD and PNF Riau, Ministry of Religion Pekanbaru City, and K3RA, Competent resource persons on the topic dedication, enthusiasm and motivation of training and dedication participants, a solid, cooperative and cooperative service team in completing the noble goals of this service. The perceived inhibiting factor was the existence of a small number of RAs who did not want to join in this training and mentoring.

CONCLUSION

This community service has resulted in the dissemination of the urgency and motivation of accreditation for each institution to improve their respective schools with the aim of improving the quality and ranking of RA accreditation to be better, socialization of the elaboration of 8 accreditation standards to more than 30 RA, trained administrators RA in preparing accreditation instruments, RA managers assisted in preparing RA accreditation instruments, Relationships were built between RA institutions, the Pekanbaru City Ministry of Religion (RA Supervisor) and BAN PAUD and PNF Riau Province (Assessors), Policy stakeholders welcomed the training and assistance provided.

ACKNOWLEDGMENT

The community service implementation team would like to thank the Institute for Research and Community Service (IRCS) of Sultan Syarif Kasim Riau State Islamic University for providing funding support.

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