Indonesia is a rapidly developing economy, averaging 5.26\% economic growth from 2000 to 2019; over the same time, it has achieved near-universal primary school attendance. However, there are concerns about the quality of Indonesian education, with no improvement in standardized test scores between 2012 and 2022. Early childhood interventions are a critical part of human capital accumulation and skills-building, and the efficacy of interventions such as kindergarten in developing countries like Indonesia is under-studied. Using data from the Indonesian Family Life Survey (IFLS) and Village Potential Statistics (PODES), I examine the effects of kindergarten on educational outcomes in Indonesia, focusing on educational attainment and cognitive performance. My empirical strategy entails Ordinary Least-Squares (OLS), mother fixed-effects, and Instrumental Variable (IV) estimation, where my instrument is the presence of kindergartens per 10,000 individuals in each locality. I find that kindergarten has significant positive effects on educational attainment, increasing a student’s completed years of education by approximately 1.89. Additionally, I find evidence that the positive effects of attending kindergarten fade out as time passes, there being little to no evidence of significant positive effects after the conclusion of junior high school. I also find little to no evidence that attending kindergarten has a significant effect on performance on cognitive tests--suggesting there's a gap between educational attainment and skills learned in the classroom. My results motivate a closer look at this gap, as well as exploring the effects of kindergarten attendance on earnings or social outcomes such as delinquency. \\ \\

\textbf{Keywords:} early childhood education, human capital, kindergarten, development, Indonesia