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Quality Management in Early Childhood Education at State Kindergarten Pembina Tanjung Redeb

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Abstract: Early Childhood Education (ECE) plays a crucial role in shaping children's developmental foundations, making quality management a vital aspect of ensuring optimal educational services. The main focus includes planning, organizing, implementation, supervision, as well as challenges and strategic solutions in applying quality management in the school. This research employs a qualitative approach with a case study method. Data were collected through interviews, observations, and documentation, then analyzed using data reduction, data presentation, and verification techniques. The findings indicate that quality management at TK Negeri Pembina Tanjung Redeb has been implemented through various planning strategies, including annual program development and curriculum enhancement. In terms of organization, the school principal plays a central role in forming a solid team to improve the effectiveness of educational management. The implementation of quality management is reflected in strengthening teacher competencies, optimizing facilities and infrastructure, and enhancing play-based learning methods. Supervision is conducted through routine evaluations of teacher performance and student development. However, this study also identifies several challenges, such as limited resources, low teacher welfare, and a lack of parental involvement. To overcome these challenges, recommended strategies include regular teacher training, increased support from stakeholders, and optimal utilization of available resources. The findings of this study are expected to contribute to the development of quality management policies in PAUD, particularly in the context of continuous improvement to enhance early childhood education services.

Keyword: Quality Management, Early Childhood Education, Strategic Planning, Organizing, Supervision

INTRODUCTION

The quality of education in PAUD in Berau Regency is a top priority in facing the challenges of globalization and community demands for quality education services. The principal plays a central role in managing various aspects of education, from human resource management, curriculum development, to management of facilities and infrastructure.

With good management, the principal can improve the quality of learning, improve teacher competence, and create a conducive learning atmosphere for children. The principal must be able to implement effective management in order to achieve the established education quality standards. Quality is an integral part of modern global civilization, which permeates every aspect of the competitive free market (Nasution, 2022). One way to increase a company's competitive advantage is to invest in better education for its employees (Candra Wijaya, Muhammad Rifa'i, 2016).

According to Islam et al. (2024), well-managed schools foster an atmosphere that supports learning, which in turn improves the quality of education and equips students to face future difficulties with fortitude and resilience. A major problem in Indonesian education, according to (Mulyasa, E. 2019), is the generally poor quality of teaching at all levels and educational units, including PAUD. Education in the KB, TK/RA systems in Indonesia is still considered to be of low quality. Stakeholders in the field of education have made many efforts to improve this trait. Early childhood education in Indonesia is of poor quality due to six main causes: a) Reading, writing, and arithmetic (calistung) are still the center of attention in the PAUD curriculum, with little emphasis on play-based learning. b) Educators in the field often do not have the necessary academic qualifications. c) Educators in the field often demonstrate low levels of competence. d) Most PAUD facilities and infrastructure are in poor condition. e) Educators in the field often receive low salaries. f) Very few PAUD institutions are examples of quality. Using PAUD quality management may be the best way to address the various problems that plague PAUD institutions. In practice, principals at PAUD in Berau Regency often face various challenges in improving the quality of education. Some of them are limited resources, both in terms of teaching staff and educational facilities, as well as minimal support from relevant stakeholders. This condition requires school principals to be more innovative in developing effective and sustainable management, in order to significantly improve the quality of education.

TK Negeri Pembina Tanjung Redeb is an early childhood education institution located in the heart of Tanjung Redeb, Berau Regency. With the number of students in the 2024/2025 academic year reaching 229 children, this school is known to have a high reputation as a reference place for learning for other schools in the surrounding area. Led by an experienced principal, this kindergarten has achieved A accreditation, demonstrating its commitment to high standards of educational quality. This school was chosen as a research site because of its strategic position and role as a superior educational model.

METHOD

This study uses a qualitative approach using the case study method. The methodology used shows that this research is a qualitative study. By using this method, researchers build a diverse picture by analyzing words, in-depth reports from respondents' perspectives, and field studies. As a result, concepts such as meaning, definition, attributes, metaphors, and symbols will be used in qualitative research (Firmansyah et al., 2021). A research approach that produces descriptive data from people's written or spoken words and observed behavior is known as qualitative methodology, according to Bogdan and Taylor (Moleong, 2007) (Murdiyanto, 2020). Research that aims to understand social life problems comprehensively, complexly, and precisely is known as qualitative research. A case study is a time-limited investigation of a particular entity a person, a group, an organization, a program of activities, and so on with the aim of obtaining a comprehensive and detailed description of it through data collection and analysis (Turap et al., n.d.). Rahardjo cites the definition of a case study from Mudjia (2017) as a comprehensive, detailed, and in-depth scientific investigation of a program, event, or activity at the individual, group, institutional, or organizational level with the aim of obtaining a comprehensive understanding of the phenomenon being investigated. Case study

research usually aims to examine something specific and based on real life experiences. Ignoring anything that has happened in the past.

RESULTS AND DISCUSSION

Quality management in Early Childhood Education (PAUD) is a crucial aspect that determines the quality of educational services and optimal child development. Early childhood education plays a very important role in shaping children's character, intelligence, and social skills, so that effective and systematic management is a primary need. Therefore, various theories and models have been developed by experts to ensure that PAUD is able to provide quality educational services that are in accordance with child development.

One approach that has been widely applied is School-Based Management (SBM), as in line with Mulyasa, (2012) who emphasized that the success of PAUD does not only depend on the curriculum used, but also on the management system applied. According to him, school autonomy in managing resources and decision-making allows schools to be more flexible in adjusting educational policies to the needs of students. In addition, active participation from all elements of the school, such as teachers, parents, and the community, is a key factor in improving the quality of early childhood education. The implementation of SBM in PAUD can have a positive impact in various aspects, including increasing the professionalism of educators, optimizing the use of resources, and increasing the effectiveness of learning. With the active involvement of all parties, schools can be more responsive to the challenges they face, such as limited facilities, lack of qualified educators, and lack of access to training and professional development for teachers.

1. Quality Planning in Early Childhood Education at TK Negeri Pembina Tanjung Redeb

Quality planning at TK Negeri Pembina Tanjung Redeb uses a holistic, child-centered approach, with an initial assessment through the Developmental Milestones Checklist and teacher observation to identify the needs of each child, including children with special needs. In the 2023/2024 school year, 95% of the 120 children had undergone this assessment before entering class, demonstrating the school's commitment to supporting child development. Parent participation is optimized through the Parent-Teacher Meeting (PTM) at the beginning of the semester to develop individual learning plans, especially for children who require special programs. For children with special needs, the school collaborates with external therapists to ensure appropriate support.

Parent satisfaction surveys are conducted twice a year with 85% participation and are used to evaluate and improve the program. For example, suggestions for improving play facilities were immediately responded to with the addition of 10 educational toys in one month. The school also provides a digital suggestion box via WhatsApp to receive input that is handled within 48 hours. This systematic and collaborative approach involves teachers, parents, and support staff, ensuring that children's needs are met while increasing parental trust and satisfaction with educational services.

Planning Process

Quality planning at TK Negeri Pembina Tanjung Redeb is based on an analysis of eight National Education Standards (SNP) involving the principal, teachers, and parents. Each plan is tailored to the specific needs of students to achieve the set standards. This process is formalized through an annual work meeting, which includes an evaluation of previous programs and the preparation of new work programs. The results of the meeting become the main guideline in implementing the education program. According to the Principal, the annual work meeting serves as a forum to assess and evaluate the implementation of programs that

have been planned in the previous year and to formulate more effective work programs for the coming year.

2. Organization of Quality in Early Childhood Education at TK Negeri Pembina Tanjung Redeb

Division of Tasks and Roles

Organization in the management of educational quality at TK Negeri Pembina Tanjung Redeb is carried out through the formation of a clear and functional organizational structure. This structure is designed to ensure that each individual has a clear understanding of their role and responsibilities in realizing the established educational vision and mission. The principal functions as a leader who coordinates and supervises every educational activity, and is responsible for the smooth implementation of planned programs. Thus, the principal has a central role in ensuring the quality and sustainability of the educational process taking place in the school. As a leader, the principal is also responsible for creating a work environment that supports collaboration between members of the educational team. Through his role, the principal motivates and provides direction to teachers and other educators to work together in achieving educational goals. Overall, the clear and structured organization at TK Negeri Pembina Tanjung Redeb provides a strong foundation for the implementation of quality educational programs. Proper division of tasks, effective coordination, and parental involvement in children's education are key factors that support the achievement of established educational goals. With a solid organization and good collaboration between the principal, teachers, and parents, TK Negeri Pembina Tanjung Redeb has succeeded in creating an environment that supports optimal child growth and development.

Coordination Between Members

Coordination between members of the education team at TK Negeri Pembina Tanjung Redeb is one of the main pillars in creating a harmonious and effective working atmosphere. This coordination aims to ensure that all designed programs can be implemented according to plan, and to minimize errors or miscommunication that can hinder the implementation of educational activities. The coordination process begins with a monthly coordination meeting, which is the main forum to ensure that the entire team is on the same track and has a uniform understanding of the goals and steps to be taken. The monthly coordination meeting is attended by the principal, teachers, and other staff. Each team member is given the opportunity to submit a report on the progress of the program, both those that have been implemented and those that have not been achieved. The meeting agenda includes an evaluation of the programs that have been implemented, as well as discussions related to program planning and development for the next period.

Implementation of Quality in Early Childhood Education at TK Negeri Pembina Tanjung Redeb

Coordination between members of the education team at TK Negeri Pembina Tanjung Redeb is one of the main pillars in creating a harmonious and effective working atmosphere. This coordination aims to ensure that all designed programs can be implemented according to plan, and to minimize errors or miscommunication that can hinder the implementation of educational activities. The coordination process begins with a monthly coordination meeting, which is the main forum to ensure that the entire team is on the same track and has a uniform understanding of the goals and steps to be taken.

a) Implementation of Priority Programs

The implementation of the quality program at TK Negeri Pembina Tanjung Redeb emphasizes the application of an integrated thematic curriculum to provide a holistic learning experience for children. This curriculum is designed to integrate various concepts across subjects, creating relevant, interesting, and beneficial learning for early childhood. This approach aims to provide a strong foundation for children's cognitive, social, and emotional development. For example, the theme "Environment" not only teaches children the concept of cleanliness and nature conservation, but also involves them in real practices such as sorting waste and planting plants in the school yard. The principal explained that the implementation of the integrated thematic curriculum allows children to learn naturally through direct experience.

b) Evaluation and Improving the Quality of Implementation

Evaluation of the implementation of the program at TK Negeri Pembina Tanjung Redeb is one of the strategic steps in ensuring that educational goals are achieved optimally. This evaluation process is carried out in a planned manner and involves various parties, including teachers, principals, and parents of students. The evaluation covers various aspects, ranging from child development, the effectiveness of learning methods, to the quality of interaction between the school and parents. One of the main forms of evaluation is the assessment of child development. This assessment includes cognitive, social-emotional, physical, and language dimensions which are important pillars in early childhood education. Teachers use various instruments such as direct observation, portfolios, anecdotal notes, and child development reports. Through this approach, every aspect of child development can be identified in more depth, so that the child's special needs can be accommodated.

Quality Control in Early Childhood Education at TK Negeri Pembina Tanjung Redeb

a) Monitoring and Evaluation System

Quality control at TK Negeri Pembina Tanjung Redeb is an inseparable part of efforts to improve the quality of education. This process is carried out systematically through monitoring and evaluation involving various parties. The principal acts as the main driver in quality control, ensuring that all programs run according to the established plan. Class supervision is one of the routine activities carried out to monitor the effectiveness of learning and provide constructive input to teachers. Class supervision activities include direct observation of how teachers manage classes, interactions with students, and the use of media and learning methods. Supervision is not only intended to assess teacher performance, but also to help them improve their professional competence.

In addition, the use of digital technology in early childhood education, such as the use of applications to monitor child development and store evaluation data digitally, can improve the efficiency and quality of learning. Irwanda et al. (2024) stated that the integration of technology in the evaluation process allows for more efficient and organized quality control. Overall, quality control at TK Negeri Pembina Tanjung Redeb has shown positive results. This process not only helps schools to maintain the quality of education, but also creates a collaborative and innovative work culture. With a good monitoring and evaluation system, schools are able to provide optimal education services according to the needs and potential of early childhood.

b) Challenges in Quality Control

Although quality control at TK Negeri Pembina Tanjung Redeb has been designed and implemented systematically, there are a number of challenges that need special attention to ensure the sustainability and effectiveness of the program. One of the main challenges is the

evaluation system that has not been fully standardized. The evaluations carried out often still depend on subjective interpretations of teachers, due to the lack of specific and measurable guidelines. This can lead to varying evaluation results, making it difficult to formulate consistent improvement steps across all parts of the school. Teachers involved in the evaluation process also face challenges in aligning assessment standards between classes.

One of the strategic steps being planned is the development of a technology-based evaluation system, such as an online assessment application that allows teachers to input child development data directly. This system can not only increase time efficiency, but also provide more accurate data to support decision making. Schools have also begun to involve external parties, such as education offices and education consultants, to provide training related to the development of evaluation and supervision systems. In addition, efforts to increase parental awareness of the importance of quality control are also carried out through routine socialization, so that parents can better support the programs designed by the school. Sihol (2019) emphasized that the role of the principal as a leader is very important in improving the quality of education. An effective principal is able to manage planning, organizing, mobilizing, and evaluating well, as well as establishing good communication with teachers, students, and parents. This is in line with the findings at TK Negeri Pembina Tanjung Redeb, where the synergy between the principal, teachers, students, and parents contributed to improving the quality of education.

Barriers and Strategic Solutions

a) Supporting Factors

The first prominent factor is the high commitment of the principal and teachers. The principal, as the leader of the institution, demonstrates strong and visionary leadership by actively supervising and ensuring that all programs run according to the established plan. The principal not only acts as a decision maker, but also as a mentor for teachers in developing more effective learning methods. This dedication is reflected in the principal's various efforts to motivate teachers, such as providing regular training, building a culture of collaboration, and providing appreciation for teacher achievements.

b) Inhibiting Factors

Although TK Negeri Pembina Tanjung Redeb has a high commitment to implementing education quality management, there are a number of obstacles that affect the effectiveness of its implementation. These obstacles need to be overcome with a strategic approach so that the goals of early childhood education can be achieved optimally. One of the main obstacles is limited human resources and budget. The number of existing educators is often not comparable to the number of students needed. This situation causes the workload of teachers to become heavier, so they have to divide their attention between administration, teaching, and other additional activities. In addition, the lack of budget hampers efforts to develop educational innovations, such as the procurement of technology-based educational game tools or the implementation of more intensive teacher training. Another obstacle is the technical constraints in the procurement of educational facilities. Although schools have made efforts to improve the quality of facilities and infrastructure, some facilities such as classrooms, educational game tools, and other supporting equipment are still inadequate. As a result, the learning process often does not take place optimally. The lack of modern teaching aids and media, for example, makes it difficult for teachers to create an interactive and interesting learning atmosphere for children. This condition is exacerbated by the limited budget for maintaining existing facilities, so that some facilities do not function properly.

Azhari and Kurniady (2016) emphasized that the management of educational financing and learning facilities has a significant influence on school quality. They found that effective

financing management and the provision of adequate learning facilities together make a strong contribution to improving the quality of education. Therefore, it is important for schools to pay attention to the stages of educational financing management, especially in planning and supervision, to ensure that the available facilities can support the learning process optimally. The lack of awareness of some parents regarding the importance of educational quality management is also a serious challenge. 3) Strategic Solutions for Improvement

c) Optimization of Data-Based Planning

In this context, research by Harliansyah et al. (2022) confirms that data-based decision-making improves planning accuracy and efficiency in resource use.

d) Development of a More Structured and Technology-Based Evaluation Model

For example, by using technology-based applications, schools can record children's development in more detail, such as progress in motor, social, and cognitive skills. Teachers can enter daily data, which is then processed into comprehensive reports for principals and parents. This method not only reduces administrative work but also gives parents a clearer view of their children's progress. To ensure that the next generation is ready to face the challenges posed by the Fourth Industrial Revolution, Saripudin and Robbani (2024) emphasize the importance of incorporating technology into the classroom. They say that children are better prepared for the future and that technology in the classroom improves the quantity and quality of education. However, to ensure successful adoption, obstacles including inadequate infrastructure and lack of teacher readiness to embrace technology must be addressed

e) Improving Teacher Competence Through Innovative Training

According to Yanto (2020), early childhood education quality management includes various elements, such as content standards, process standards, and infrastructure standards. At TK Negeri Pembina Tanjung Redeb, quality planning is carried out in a structured manner involving all stakeholders. One of the main steps taken is the integration of the school's vision and mission into the learning program. This is realized through the preparation of an integrated thematic-based curriculum, which not only develops children's cognitive abilities but also their affective and psychomotor aspects. In addition, the principal plays an important role in ensuring the implementation of the program

CONCLUSION

Quality planning in Early Childhood Education at TK Negeri Pembina Tanjung Redeb after being carried out in a structured manner with reference to the eight National Education Standards (SNP). Planning involves the participation of the principal, teachers, and parents of students. The principal and educators prepare annual and long-term work plans by considering the needs of students, the curriculum, and the development of educator competencies. In addition, planning also includes improving facilities and infrastructure to support a quality learning process.

Organization of quality in Early Childhood Education at TK Negeri Pembina Tanjung Redeb there is a clear organizational structure in the school that supports effective division of tasks between the principal, teachers, and education personnel. Coordination is carried out through monthly meetings, while monitoring is carried out with a routine reporting mechanism. However, challenges are still found in building more synergistic inter-team communication to achieve common goals.

Implementation of quality has been implemented by involving various parties, including parents, through activities such as parenting classes and open days adjusted to the school's vision and mission. This creates good collaboration between schools and families in supporting

early childhood development. However, limited educational facilities, such as educational play equipment, are challenges that need to be overcome to improve the effectiveness of program implementation.

Quality control is carried out through principal supervision, performance assessments, and parent and teacher satisfaction surveys. Quality control is carried out internally and externally. Internal evaluation involves the principal's supervision of the learning process and monitoring of student development. Meanwhile, external evaluation is carried out through accreditation and feedback from parents and the community.

The main supporting factors are the principal's commitment, active parental support, and a conducive learning environment. Although the implementation of quality management has been running well, there are several obstacles such as limited human resources in ongoing training, limited budget in procuring facilities and infrastructure, and challenges in actively involving parents in the education process. However, the strategic solution implemented by TK Negeri Pembina Tanjung Redeb includes increasing training for teachers through partnerships with the education office and training institutions.

Overall, quality management at TK Negeri Pembina Tanjung Redeb has shown positive results, although it still requires improvement in several aspects to achieve more optimal results.

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An individual's mathematical self-efficacy is defined as their A student's self-efficacy in mathematics refers to their level of confidence in their ability to accomplish various activities, such as comprehending concepts and solving problems (May, 2009). Students will be more invested in their studies and more likely to succeed in mathematics if they believe in their own abilities to do well in the subject. An individual's drive to succeed in mathematics can be enhanced by setting lofty goals for themselves and believing in their abilities to achieve them (Zimmermann, et al, 2011).

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