Gema WIRALODRA

Editor-in-Chief: Yudhi Mahmud

Publisher: Universitas Wiralodra

Examination of Quality Implementation Management for Institutions with Accreditation: An Analysis Study

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Abstract

The purpose of this study is to gather comprehensive data about the quality management analysis of certified institutions in the Kemuning sub-district. The data for this study were gathered by survey methods, which is a qualitative descriptive method. Descriptive analysis is a tool used in data analysis to explain media projects or products and evaluate the outcomes of product feasibility studies. The Bord & Gall model is utilized in the data analysis process, which consists of the following steps: Potential issues should be identified first, then information should be gathered, the product should be designed, validated, revised, and tested. Fifteen The Kemuning sub-district's Early Childhood Teacher Education program has a flexible accreditation cluster that can regulate the caliber of its institutions, ranging from A to accredited status. The work programs that promote ongoing improvement serve as evidence of this.

Keywords: Quality Management, Accreditation, PAUD

1. Introduction

Based on Government Regulation of the Republic of Indonesia Number 13 of 2015 concerning the Second Amendment to Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (SNP) and Law Number 20 of 2003 concerning the National Education System (SISDIKNAS), the government must carry out accreditation activities and authorize independent institutions to carry out accreditation (Bhakti, 2018; Daga, 2021).

Based on the Regulation of the Minister of Education and Culture (PERMENDIKBUD) Number 13 of 2018 concerning the National Accreditation Board for Schools/Madrasah and the National Accreditation Board for Early Childhood Education and Non-formal Education, BAN PAUD and PNF serve as the government's implementing institutions for early childhood education and non-formal education accreditation. The Republic of Indonesia's Decree Number 11/P/2018, issued January 15, 2018, concerning the Appointment of BAN PAUD and PNF Members for the 2018–2022 period, established the BAN PAUD and PNF implementing accreditation.

The National Accreditation Board for Early Childhood Education and Non-formal Education (BAN PAUD and PNF) is an independent evaluation body tasked with determining the viability of early childhood education and non-formal education programs and units concerning National Standards Education. This is in addition to the issuance of Government Regulation Number 13 of 2015 concerning the second amendment to Government Regulation Number 19 of 2005 concerning National Education Standards, as explained in Article 1 Paragraph 32. The implementation of PAUD and PNF education unit accreditation is technically based on the Minister of Education and Culture's Number 13 of 2018 provisions.

Education is a place for humans to learn many things. Educational institutions are an answer to the surrounding community on how education is considered necessary in society and the state (Agustin & Purwanto, 2023; Purwanto, 2023).

However, an educational institution only sometimes becomes the best place and guarantees the quality of the institution (Anita, 2021; Ardiana, 2023). Therefore, through Law No. 20 of 2003 concerning the National Education System Article 60 paragraph 2, the government states, "The Government carries out accreditation of Education Programs and Units and authorized independent institutions as a form of public accountability."

In this case, educational institutions, including early childhood education, are also not spared from this government regulation. All academic institutions, from early childhood to tertiary education, must participate in accreditation. Accreditation is an assessment process by the assessor of whether an institution is feasible based on the government's criteria to provide quality assurance (Jaipul, 2019; Montessori, 2013; Prawiranegara, 2019). In addition, accreditation must be viewed as an education quality control measure that impacts demographic bonuses in the future. The demographic bonus is related to improving the quality of human resources, starting with educational institutions. Based on the background above, we, as researchers, want to analyze the management of quality implementation for accredited institutions, especially in the Kemuning sub-district.

The problem in this study has been formulated as an analysis of quality management for certified schools, drawing on the background information provided. By posing the aforementioned issue, this study aims to learn more about quality management for recognized educational institutions.

2. Method

This research uses qualitative research, and the research method used is descriptive. So, this type of research is descriptive-qualitative, which describes and explains all processes that occur with particular phenomena. The data collection techniques used in this study were observation, documentation, and interviews. The data analysis technique is inductive, which analyzes various data sources obtained and then develops them with specific relationship patterns.

Kesumawati & Aridanu (2017). Qualitative research populations are social situations and objects of study that want to understand in depth "what happens" in them by observing places, people, and activities. Qualitative research samples are theoretical samples. Theoretical samples are samples used in qualitative research to produce theories. The sampling technique used in this study is *purposive sampling,* a sampling technique of data sources with specific considerations.

a. Research Location

   This research will be conducted in Kemuning District, Palembang City

b. Research Subjects
   The research collection amounted to around 15 institutions that have been accredited in Kemuning District.

According to Creswell (2009), Four primary categories of information are used to classify qualitative data forms: observations (from nonparticipants to participants), interviews (closed to open), documents (private to public), and video materials (pictures,

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CDs, and VCDs). Research data is gathered with reference to qualitative data. The following is an explanation of qualitative data collection methods:

a. Interview

The interview serves as a verification or cross-check for data or information that was previously collected (Hamid, 2014). The seven stages stated (Arikunto, 2021) start from research mathematization, study design, interviews, interviewing, writing or recording, data analysis, confirming the findings' generalizability, validity, and reliability, and reporting studies are the next steps.

b. Observation

One method of gathering data is observation, which involves keeping an eye on ongoing activity. Measures of children's language development include speaking fluency, sound imitation, word pronunciation, and frequency of speech. These metrics are measured by observations. This observation is made when engaging in different activities, such as playing. Research is done by watching and documenting youngsters engaged in a variety of other communicative tasks, such playing, learning, and so on. The language or mode of communication used by the youngster is the outcome of observation. During observation, a modified checklist is the tool utilized.

c. Documentation

Documentation is collecting data or documentation information to capture the atmosphere of activities and essential or unique events that occur during children's activities. Electronic devices help describe what researchers record by taking photos during the implementation of activities.

Data analysis obtained from data collection is completed. According to (Miles & Huberman, 1994 Moleong, 2016), the examination of qualitative data is done in a continual manner until the data is saturated. Data reduction, data visualization, and conclusion drawing/verification are data analysis activities.

a. Data Reduction (Reduksi Data)

According to Raykov & Marcoulides (2012), The following is an explanation of data reduction: "Electronic equipment can aid in data reduction by coding specific elements. "Field notes can be represented by capital and lowercase letters, numbers, and unintelligible symbols. Through reduction, the researcher synthesizes, selects the most crucial information, classifies it, and discards the information deemed unnecessary".

Data validity to gain data credibility is used through the following techniques. *First*, researchers and parents are research instruments directly involved in research so that it can be accounted for. *Second*, accuracy in recording and analyzing quality management in accredited institutions. *Third*, the adequacy of theories related to the research object, namely theories pertaining to children's language development stages. *Fourth*,

triangulation by examining data through discussions with lecturers and peers.

The steps used in reviewing the development of this research are as follows.

1) Provide documentation equipment such as checklists, questionnaires, notebooks, and *mobile phones* with camera, video, and voice recorder functions, as well as storage media to store documentation during activities or video cameras (*handycam*), cameras, and sound recording devices (*voice recorder*).

2) Know and understand the researcher's object, namely knowing the child's identity to be studied (Full name, nickname, age, parent's name, children's likes and dislikes), and the child also knows the researcher. During the collection process, an app or cooperation is established between the object and the subject of the researcher,

3) Observe e, the child's activities and record all forms of language children use.

4) Discuss, classify, and interpret the results of the research obtained.

5) You are concluding.

6) Prepare research reports.

3. Results and Discussion
Result

The Kemuning District's fifteen recognized early childhood teacher education institutes produced research findings, which led to the need for analysis to address quality management-related issues. The topics covered in this talk include supporting and impeding factors for enhancing quality management to get accreditation for 15 early childhood teacher education institutions in Kemuning District, as well as ways to improve quality management to get accreditation for those institutions**.**

A. Quality Management Of 15 Accredited Early Childhood Teacher Education Institutions in Kemuning Sub-District

"Coordinated activities to direct and control an organization in terms of quality" is the definition of quality management (Ali Taha et al., 2016). According to this definition, quality assurance, planning, control, improvement, and leadership are all components of quality management. Quality management, often known as integrated quality management (or total quality management, or TQM), is the process of constantly enhancing management performance across all organizational functional areas and operational levels while utilizing all available capital and human resources. According to Astirini Swarastuti et al (2024), TQM (*total quality management*) is a long-term, ongoing procedure that keeps customers happy by raising the caliber of the things the business produces. Enhancing the quality of products should lead to the goal of increasing customer satisfaction (Elytasari, 2017; Fakhrurrazi, 2018; Family, 2016; Ferguson et al., 2013). A planned action that consistently monitors an organization's quality is called quality management.

Early Childhood Education (PAUD) is a level of education that comes before basic education. It is a mentoring program for kids from birth to age six that involves providing educational stimuli to support kids' physical and spiritual development so they're ready to move on to more formal, informal, and informal forms of learning (Helen & Boyd, 2018; Hennink, 2013; Irawati, 2012).

In implementing quality management of 15 Early Childhood Teacher Education institutions accredited in Kemuning District, researchers interviewed ECCE managers about their implementation in the school accreditation process.

> *Mrs. A (Head of TK Negeri Pembina 5) explained that in the implementation and readiness for quality management, especially school accreditation, I involved all elements and elements of the school. I do this because every teacher and staff have a role, and each role must be based on good responsibility.*
> **Source:** *Interview with the Head of TK Negeri Pembina 5 (November 29, 2023)*

Senada dengan hal tersebut:

> *Ms. TW (Head of TK Aisyiyah 4) explained that to gain trust from the community about the quality of schools where they entrust their children to study, the value and role of school accreditation are currently very vital. Parents already know which schools are considered reasonable and of good quality for their children. In addition, in implementing good quality management, strong cooperation must be carried out, and all stakeholders in the school must be involved.*
> **Source:** *Interview with the Head of TK Aisyiyah 4 (November 28, 2023)*

According to Permendikbud 137 of 2014 concerning National Early Childhood Teacher Education Standards (replacing Permendiknas 58 of 2009), early childhood education is one form of education implementation that focuses on laying the foundation for growth and six (six) developments: religious and moral, physical, motor, cognitive, language, social-emotional, and artistic. This is in reference to the two explanations provided by the teacher above.

There are two objectives of early childhood education, namely:
- The fundamental objective is to raise quality Indonesian children—that is, children who mature in accordance with their developmental stage and are thus best prepared to start primary school and navigate adult life.
- Corresponding goals: lower the dropout rate, help kids get ready for academic success in school, and help them compete well at the next educational level.

Early childhood is defined as 0–6 years old in National Education System Law No. 20/2003, paragraph 1. In the meantime, early childhood teacher education is provided from birth to age eight (the "golden period"), according to a research of early childhood teacher education scientific clusters and their application in various nations. Infants (0–1 year), toddlers (2–3 years), playgroups (3-6 years), and early elementary schools (6–8 years) are all included in the scope of early childhood education.

Considering the importance of Early Childhood Teacher Education in such a large community, Early Childhood Teacher Education must be prepared as well as possible (Indrawati, 2013). In realizing quality Early Childhood Teacher Education, madrasahs must now implement quality management in their schools. In this case, quality management is a system implemented in the long term to continuously satisfy consumers by improving the

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quality of the company's products. The target to be achieved from improving product quality is consumer satisfaction. An Early Childhood Teacher Education that has good quality management will think about how the program will be carried out for the future with a mature educational plan.

B. Implementation of Quality Management of 15 Early Childhood Teacher Education Institutions that have been accredited in Kemuning District

The implementation of quality management is an activity where schools can implement management functions to determine how the quality of school output can be seen from the application of school quality management. Quality management is implemented in 15 Early Childhood Teacher Education institutions based on school-based management. The head of PAUD applies it through madrasah-based management training to improve school quality management. Training that is expected to provide continuous change to schools. Quality management principles are also applied in the school.

The results of interviews with 3 PAUD Heads in Kemuning District show that the management of these schools must consider the implementation of quality management for accredited schools.

Mrs. ST (Head of Amaliah Kindergarten): School readiness during the accreditation process must prioritize the school's facilities and infrastructure completeness. Our school received 'B' accreditation due to the cooperation of everyone involved in the education system at this school. Then, I emphasize fostering a good relationship with the parents and the environment around the school so that our school will always be trusted to entrust children.
Source: *an interview with the Head TK Amaliah (November 28, 2023)*

Then, an explanation from Mrs. UP (Head of Amira Kindergarten)

He explained that the results obtained by our school in implementing Quality Management to improve school accreditation have gone well. This is by increasing the results of our accreditation assessment from C to B. In the process of improving these results, I tried to examine the initial accreditation; for example, inf, restructure, and literacy improvement activities for children still need improvement. I cover all that by creating programs supporting children's educational facilities. Then, for school SAPRAS, with aid from the government, I bought what was needed at school.
Source: *Interview with the Head of TK Amira (November 27, 2023)*

The explanation above about implementing quality management based on quality management principles requires a new perspective; this is supported by the expression (Darmawati, 2003) as follows:
1. School customers have needs and expectations.
2. Education has clients.
3. School customers have needs and expectations.

4. Education is planned to be able to meet the needs and expectations of its customers.
5. Quality education meets or exceeds the needs and expectations of school customers.

In addition to applying quality management principles, the school also applies quality management as follows:

1. The corner of the reading box in each class.
2. Extracurricular.
3. Complete APE play in every class.
4. Literacy programs for children.

In applying the principles of quality management, Mrs. DW (Anugerah Indah Kindergarten Teacher) also applies quality management as follows: (1) The corner of the reading box in each class. (2) Extracurriculars. (3) APE complete play in each classroom, and (4) Literacy programs for children. These four things are vital in implementing quality management. If the school implements them correctly and consistently, maintaining it will be possible for school accreditation and even improving the quality of schools to higher accreditation.
Source: *Interview with the Head TK Anugerah Indah (November 28, 2023)*

C. Quality Management in Improving Accreditation in 15 PAUD Institutions Kemuning District

Quality management is one way to improve the quality of education through the dissemination of coordinated activities using the management function itself. Accreditation is an assessment process with specific fact-based indicators. The assessor makes observations and assessments according to reality, without manipulation (Krashen, 1981). In terms of accreditation, it is a quality assessment process using established and open quality book criteria (Nuswantoro et al., 2023). It can be concluded that accreditation is the process of assessing the quality of an institution that is carried out openly, where schools or madrasahs can conduct self-evaluation (Bonar Siagian & M Bambang Purwanto, 2023; Nasar et al., 2023; Purwanto et al., 2023).

In the implementation of school accreditation, four kindergarten and PAUD schools in Kemuninthe g sub-district commented on the quality management carried out by the school, especially after accreditation; this is important to improve the performance of each layer in the school in maintaining and increasing the value of accreditation in the future. The results of the interview are contained below:

Mrs. DD (Principal of Ar-Rohman Kindergarten): Accreditation is a frightening scourge for every school, but we realize that school accreditation will be better and increase public confidence to entrust their children to take early education in our school. In the implementation of accreditation, the assessor team will check and see the documents that have been prepared. The party responsible for the school's progress must prepare the forms thoroughly.
Source: *Interview with the Head TK Ar-Rohman (November 28, 2023)*

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The following explanation was given by Mrs. WQ (Az-Zahirah Kindergarten Teacher)

> *Mrs. WQ explained that during the implementation of accreditation, our school invited teachers from TK Negeri Pembina 5 to assist in the accreditation process, especially boring forms needed as assessments. The accreditation carried out in our school is the first accreditation, and thank God we received a "B" rating. In improving post-school accreditation quality management, we complement the weaknesses in the first accreditation stage. APE and children's reading facilities, our school's leading indicators of weaknesses, have been well equipped; we even added digital literacy reading facilities to avoid boredom when learning.*
> **Source:** *Interview with Teacher of TK AZ-Zahirah (November 27, 2023)*

Accreditation is a quality assessment process using established and open quality book criteria (Hudson & Whisler, 2007). Accreditation is the process of assessing the quality of an institution that is carried out openly, where schools or madrasahs can conduct self-evaluation.

The teacher delivered the following explanation: Baptist Kindergarten;

> *Ibu MS (Kindergarten Teacher Bapris) explained that our kindergarten has done accreditation several times, and all the accreditation results we got are good and excellent. In quality management control, we currently clarify each employee's job and job duties, from principals, teachers, and staff to OB, to maintain accreditation. Then, the complete library facilities become our primary means of increasing the desire of children to read; we also provide additional tutoring to children who are still categorized as not being able to read and count so that when they graduate from our school and continue,e to elementary school the children,n are very ready.*
> **Source:** *Interview with the teacher of TK Baptist (November 14, 2023)*

In improving madrasah accreditation, implementing good quality management certainly requires cooperation from PAUD residents consisting of school committees, principals, vice principals, teachers, and students. Early Childhood Teacher Education institutions that have implemented quality management well will also affect the achievement of good accreditation results. 15 Early Childhood Teacher Education institutions in the Kemuning sub-district carry out the process of educational activities in improving accreditation by applying several elements in their quality management; these elements are as follows:

1. Customer.
2. Respect for everyone.
3. Continuous improvement.
4. Cooperation.

Apart from these elements, 15 Early Childhood Teacher Education institutions in the Kemuning sub-district increased accreditation based on the National Education Standards

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formed by several teams to implement the programs that have been compiled. The standards are as follows:

1. Content standards.
2. Graduate competence standards.
3. Process standards.
4. Facilities and infrastructure standards.
5. Management standards.
6. Financing standards.
7. Standards for assessing the standards of educators and education personnel.

D. Barriers to Quality Management in Improving Accreditation

Every work program that runs smoothly must have obstacles, just as quality management has obstacles in achieving school accreditation. That barrier will slow the rise in accreditation at some of these schools. In this regard, 15 Early Childhood Teacher Education institutions have similar relative problems and obstacles to quality management in improving their school accreditation as follows:

1. Lack of land for educational development.
2. Lack of facilities and infrastructure.
3. Lack of cooperation with regional libraries.
4. The independent learning curriculum is not

 accessible to understand

From the results of research obtained from 15 PAUD institutions accredited in Kemuning District, four components must be implemented and maintained in school accreditation where all components are binding and have a close relationship. The four components are: (1) Quality management of 15 Early Childhood Teacher Education institutions accredited in Kemuning District. (2) Implementation of Quality Management of 15 Early Childhood Teacher Education Institutions accredited in Kemuning District. (3) Quality Management in Improving Accreditation in 15 PAUD Institutions Kemuning District. (4) Barriers to Quality Management in Improving Accreditation.

In implementing quality management for 15 PAUD schools accredited in the Kemuning sub-district, there are several aspects of quality management, including quality planning, quality control, quality assurance, quality improvement, and quality leadership. Quality management or integrated quality management (*total quality management* = TQM) is defined as continuously improving management performance at every level of operations in every functional area of an organization, using all available human resources and capital (Purwanto, 2024). Quality planning conducted by 15 PAUD schools in the Kemuning sub-district based on the results of interviews with school principals and teachers there, it was found that quality planning had been contained in the foundation's AD / ART so that it lived on the street well by the school management. Mumtazah & Romah (2019), a quality plan is a document, or multiple documents, that define quality standards, practices, resources, specifications, and sequences of activities relevant to a particular product, service, project, or contract. Saleh (2016) says that the Qsays plan should specify: (1) The objectives to be

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achieved (e.g., characteristics or specifications, uniformity, effectiveness, aesthetics, cycle time, cost, natural resources, utilization, yield, dependability, and so on). (2) Steps in a process that constitute an organization's operating practices or procedures. (3) Allocation of responsibilities, authority, and resources during different phases of the process or project. (4) Specific documented standards, practices, procedures, and instructions to be applied. (5) Appropriate testing, inspection, and audit programs at appropriate stages. (6) I documented procedures for changes and modifications to quality plans as a process was improved. (7) Methods for measuring the achievement of quality objectives. (8) Other actions necessary to fulfill the objectives.

Goals and quality plans should be integrated with the organization's overall strategic plan (Planet al., 2021). When organizational goals and plans are used throughout, each function forms its best way to contribute to top-level goals and objectives. At a lower level, quality plans assume the role of actionable plans (Handayani et al., 2020). Such plans can take various forms depending on the results they will produce. Multiple document types can also represent a quality plan to produce a result.

They are implementing Quality Management of 15 accredited Early Childhood Teacher Education Institutions in Kemuning District. The implementation of quality management is an activity where schools can implement management functions to determine how the quality of school output can be seen from the application of school quality management. Quality management is implemented in 15 Early Childhood Teacher Education institutions based on school-based management. The head of Early Childhood Teacher Education implemented it through madrasah-based management training to improve school quality management (Darusman et al., 2020). Pelatihan yang diharapkan mampu memberikan perubahan terus menerus kepada sekolah. Prinsip manajemen mutu juga di terapkan di sekolah itu.

In interviews with several schools accredited in the Kemuning sub-district, it was concluded that in applying quality management principles, the school also applies quality management as follows: (1) The corner of the reading box in each class. (2) Extracurriculars. (3) APE complete play in each classroom, and (4) Literacy programs for children. These four things are vital in implementing quality management. If the school implements them correctly and consistently, it will be possible to maintain school accreditation and even improve the quality of schools to higher accreditation. Then, Aziizah et al. (2018) state that the purpose of implementing integrated quality management in a school is to improve the performance of human resources and machines, improve quality to increase output, and simultaneously give pride to students' skills.

Quality Management in Improving Accreditation in 15 PAUD Institutions Kemuning District. In the implementation of accreditation of kindergarten and early childhood schools in Kemuning District, the Head of School and teachers commented on the quality management carried out by the school, especially after accreditation; this is very important to improve the performance of each layer in the school in maintaining and increasing the value of accreditation in the future. This is supported by the opinions of Khosyin (2021). There are several requirements for implementing integrated quality management, including (a) commitment from top management. The main thing that must exist so that integrated quality

management can be how the company conducts business is the complete commitment of top management, (b) commitment to the resources needed. Implementing integrated quality management does not have to be expensive; However, things cost money, (c) organization-wide steering committee. The function of this group is to determine the implementation of integrated quality management and then monitor its implementation, (d) planning and publication. Things that must be developed are (1) a corporate vision statement, (2) general goals and objectives, (3) an integrated quality management implementation plan, (4) reward and achievement recognition programs, and (5) a publicity approach; all employees need to know what is going on all the time. (e) infrastructure that supports dissemination and continuous improvement. In addition to these four factors, Wiryani et al. (2013) explained that there are still several other infrastructures needed, namely: (1) procedures that do not support an integrated quality management quality culture and continuous improvement must be changed, (2) traditional, hierarchical and functional organizations must be transformed into integrated quality management organizational structures that are cross-functional based on specific projects.

Barriers to quality management in improving accreditation. Each school must have its obstacles in improving school accreditation. The results of reflection from 15 PAUD schools in Kemuning District were obtained; the biggest obstacle in maintaining accreditation was four factors, including (1) Lack of land for educational development. (2) Lack of facilities and infrastructure. (3) No cooperation with regional libraries. (4) The independent learning curriculum has yet to be run entirely.

In order to be adequately implemented, education quality management must have a strategy and essential characteristics to achieve the objectives that have been set and be consistent with the quality objectives that have been set. The basic strategies are divided into 1) Identifying shortcomings and problems in the institution. 2) Adopt a quality philosophy. 3) Continuously make quality improvement efforts. 4) Involve everyone concerned with education (Sulistiya, 2013). Putra et al. (2018) Explain the characteristics of the quality of education as follows: 1) Have student input with potential by curriculum demands. 2) Can provide quality learning services. 3) Have school facilities that support the effectiveness and efficiency of teaching and learning activities. 4) Have the ability to create a conducive school culture as a reflection of professional leadership performance.

4. Conclusion

Based on the results of research and discussion on quality management in improving accreditation, it can be concluded that First, 15 Early Childhood Teacher Education institutions in Kemuning district have varying accreditation clusters, from A to accredited status, that can carry out quality management of their schools. This is evidenced by a work program that spurs continuous improvement. Second, quality management runs according to existing planning, so schools prove that Early Childhood Teacher Education institutions can be accepted and compete in the community. Third, if it is more profound, school residents, especially teachers, must understand quality management. This is seen in the innovation of interesting learning methods for students. Fourth, the principles of quality management applied in implementing

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quality management play a role in improving the quality of schools in the community. Fifth, cooperation between accreditation preparation teams. Sixth is the friendship between parents who have been established for a long time and participate in increasing accreditation. Seventh, inhibiting factors that prolong the increase in accreditation, such as lack of understanding, incomplete facilities and infrastructure, and non-establishment of cooperation with regional libraries, cause the quality of books in libraries to be very inadequate. Eighth, national standards of education can be completed with cooperation between all madrasah residents in order to achieve the objectives of the work program that has been made.

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