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Management of Quality Preschool Preschooling in the State Kindergarten of Ampenan Development and Semai Hope of the Nation Kindergarten, Mataram City, Indonesia

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Abstract. This research analyses the management of providing quality PAUD in the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten in Mataram City. The management of providing quality PAUD in this research focuses on the quality management of the learning process and management of partnerships with parents at the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten, Mataram City. Management consists of planning, organizing, implementing, and supervising. This study used qualitative research methods. Researchers collected data through interviews, observation, and documentation using primary and secondary sources. The data analysis techniques are collection, condensation, data presentation, and conclusion drawing. Meanwhile, data validity checking techniques use credibility, transferability, dependability, and confirmability tests. The results of the research show that: 1) Quality management of the learning process at Pembina Ampenan State Kindergarten and Semai Harapan Bangsa Kindergarten is carried out according to the stages of planning, organizing, implementing, and supervising effective learning planning, early childhood learning and learning assessment. 2) Partnership management with parents at the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten is carried out according to the stages of planning, organizing, implementing, and supervising the communication forum and parent class.

Keywords: Management; Quality PAUD; Quality of the learning process; Partnership with parents.

INTRODUCTION

Early childhood education is the first step in the educational process, which aims to ensure that children have foundational abilities to become lifelong learners later. A child's age from birth to eight years is a critical period for a child in forming foundational skills such as cognitive, social-emotional, psychomotor, and language abilities. A child's experience during early childhood education is an essential first step for him. Suppose a child has an unpleasant learning experience. In that case, likely, the child will not experience positive learning as a preparation for continuing to the next level of education. The quality of educa-

tion services children receive will influence the optimal success of early childhood growth and development.

Every PAUD institution must understand the scope of services available in the PAUD unit to develop concrete steps to improve the quality of PAUD services. The Quality PAUD Implementation Guide (2022) explains that Quality PAUD is a PAUD unit with a safe, comfortable learning environment that can facilitate children's complete development. There are four service elements in Quality PAUD: quality of the learning process, partnership with parents, support for fulfilling

essential early childhood services, and leadership and resource management.

Based on the results of an evaluation study of PAUD implementation conducted by the author [1], it was found that most PAUD institutions still need to meet the standards for PAUD implementation by the Minister of Education and Culture Regulation No 137 of 2014. This research also shows that the learning material provided is inappropriate for the stages of child development. Educators need to understand the importance of early childhood assessment to carry out assessments and use them to see students' developmental achievements. PAUD units need to carry out management capable of realizing quality PAUD. PAUD unit managers must be able to ensure that early childhood children receive quality educational services so that children develop fully and optimally. PAUD units should manage the four elements of quality PAUD services well.

Based on initial observations, the Pembina Ampenan State Kindergarten is a state school founded in 2001 and now accredited by B. The Pembina Ampenan State Kindergarten employs 11 teachers, one principal, and two educational staff. They have divided 105 students in the 2023/2024 academic year into 6 study groups. Meanwhile, based on initial observations at the Semai Harapan Bangsa Kindergarten, this kindergarten is a private school founded in 2010 under the management of a foundation and is accredited by B. Since its founding, the school has recorded four changes in principals. In the 2023/2024 academic year, will be 52 students divided into 3 study groups.

Management is an essential factor in supporting quality PAUD services. The principals of the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten have determined learning programs and activities for one school year, which have been agreed upon by the teachers and parents; this does support quality PAUD services. Author [2] explains that management is the process of achieving an organization's mission, strategy, goals, and objectives through the use of people (human resources), money (financial resources), objects (physical resources), and data (informational resources). Author [3] believes management has functions: planning, organizing, actuating, and controlling.

This research analyzes the management of providing quality PAUD in the Pembina Ampenan State Kindergarten and Semai Harapan Bangsa

Kindergarten, Mataram City. It focused on studying the quality management of the learning process and the management of partnerships with parents at the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten.

METHOD

This study used qualitative research methods. Author [4] explains that the qualitative research method is based on the philosophy of postpositivism and is used to research the conditions of natural objects (as opposed to experiments) where the researcher is the key instrument. Data collection techniques are carried out in a triangulated (combined) manner. Data analysis is inductive/qualitative, and qualitative research results emphasize the meaning of generalizations.

The research occurred at the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten, Mataram City. It examines the role of the head of the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten in managing the implementation of quality PAUD, which focuses on managing the quality of the learning process and partnerships with parents.

The research focus is qualitative data sourced from primary and secondary sources. Author [4] explains that qualitative data is data in words, schemes, and images. Meanwhile, primary data is obtained through interviews or questionnaires, which means that this data source directly provides data to the researcher. In contrast, secondary data implies that the researcher does not directly receive it from the data source. The qualitative data in this research is from interviews and observations from primary data sources, namely school principals and teachers. Meanwhile, documentation data comes from secondary data sources obtained from documents supporting the implementation of quality PAUD.

This data was collected through interview techniques conducted by researchers face-to-face with participants using semi-structured interviews. According to the author [4], semi-structured interviews fall into the in-depth interview category. In semi-structured interviews, researchers ask questions more freely than in structured ones but still adhere to the established interview guidelines. The interview guide used in this research contains an outline of ques-

tions related to managing quality PAUD implementation. Observation is a complex process composed of various biological and psychological processes, two of the most important of which are the processes of observation and memory author [4]. Observations were carried out directly at the research location to obtain data regarding the description of the research location and the performance of the school principal in managing the implementation of quality PAUD. The documentation method assists researchers in collecting data or information in the form of notes [4]. The documents studied in this research are documents related to providing quality PAUD, such as curriculum, teaching modules, learning implementation documents, assessment documents, parent class documents, and photos of school activities.

Authors [5] stated that activities in qualitative data analysis are carried out with direct and continuous interaction until completion, so the data is saturated. The data analysis procedure used in this research is the data analysis procedure from the authors [5], which describes data analysis activities, including data condensation, data presentation, verification, or conclusion. Researchers conduct data validity checks to prove whether they conducted scientific research correctly and test the data obtained. Data validity tests in this qualitative research include credibility, transferability, dependability, and comparability tests author [4].

RESULTS AND DISCUSSION

Management of the Quality of the Learning Process

1. *Effective Learning Planning Management.* Pembina Ampenan State Kindergarten and Semai Harapan Bangsa Kindergarten carry out curriculum planning prepared jointly by the school principal, teachers, and committee. The teacher prepares teaching modules as a derivative of the curriculum. To organize the preparation of the curriculum and teaching modules, the principal forms a curriculum team and divides tasks into groups A and B. According to the author [6], curriculum planning is a learning opportunity intended to develop students/students toward desired behaviour changes and assess student changes. Teachers in groups A and B prepare the curriculum according to learning outcomes, selecting topics and sub-topics. In preparing the

curriculum, the two PAUD units analyze the characteristics of the educational unit, topics and sub-topics, and the flow of learning objectives and educational unit activities or programs. Both PAUD units also develop teaching modules by determining learning objectives, topics and sub-topics, activities, time allocation, tools and materials, media, and assessments as derivatives of the curriculum developed by the school. Supervising the preparation of curriculum and teaching modules at the Semai Harapan Bangsa Kindergarten and the Pembina Ampenan State Kindergarten is carried out by the school principal. The school principal initiates and leads the preparation of the curriculum, then determines and ratifies the educational unit curriculum. The school principal reviews the teaching modules prepared by the teacher to see their suitability before approval.

What has been done by the two PAUD units is in line with the research results of authors [7], which show the activities of the curriculum management function at PAUD Harapan Bunda, including (a) planning, (b) implementation, and (c) evaluation. What is done at the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten is also in line with the author [8] theory, which explains that curriculum management is the arrangements made for the success of teaching and learning activities (in today's terms, it is learning), so that these activities can achieve maximum results.

Pembina Ampenan State Kindergarten and Semai Harapan Bangsa Kindergarten manage effective learning planning to ensure successful learning activities. The principals at Pembina Ampenan State Kindergarten and Semai Harapan Bangsa Kindergarten have used management principles, namely planning, organizing, implementing, and supervising, to prepare effective learning to run optimally.

2. *Early Childhood Learning Management.* In the learning process at the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten, teachers plan to learn with a play-while-learning approach and plan active learning for students. The principals in both PAUD units divide the duties of teachers in each class, both in groups A and B, to be responsible for the student learning process. Author [9] explains that learning in early childhood is essentially the development of a concrete curriculum in the form of a set of plans containing several learning experiences through play that are given to early childhood

based on the potential and developmental tasks that they must master to achieve the child's competencies. The learning process at the Pembina Ampenan State Kindergarten and Semai Harapan Bangsa Kindergarten involves teachers in both PAUD units inviting children to actively engage with a play-while-learning approach so that children feel happy and comfortable learning; this is confirmed by observation analysis that teachers involve children directly in learning outside the classroom by going through obstacles such as jumping on one leg and walking on a limited footing to train children's motor skills. When teachers carry out learning in the classroom, they actively involve the children. The children use media the teachers have prepared according to the learning objectives. The principals in both PAUD units carry out learning supervision as a form of monitoring learning. The school principal directs supervision according to the schedule and targets agreed upon with the teachers at the beginning of the school year. The principal conducts classroom observations, and then the principal conveys and discusses with the teacher concerned what the findings in the classroom observation are as a form of reflection.

The two PAUD units' actions are in line with the authors' research results [10], which show that the management of the PAUD program at the West Lombok PAUD institution has been running quite well, as evidenced by the implementation of four management functions: planning, organizing, implementing, and supervising programs in PAUD institutions. Management at Pembina Ampenan State Kindergarten and Semai Harapan Bangsa Kindergarten carry out early childhood education learning by planning, organizing, implementing, and supervising.

3. *Learning Assessment Management.* Pembina Ampenan Kindergarten and Semai Harapan Bangsa Kindergarten plan to conduct learning assessments at every meeting; the teacher prepares the assessment instrument by determining the objective of the assessment, the characteristics of the child, and the time and schedule for the assessment according to the topic or learning objective. The principal divides the assessment team, namely teachers in each class, both group A and group B. Teachers in each class carry out the assessment and summarize the results of the assessment. Assessment theory, according to the author [11], states that assessment is a process of systematically collecting information about students' (children's) achievements and achieve-

ments in learning without referring to value decisions. The Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten assessment process is carried out at each meeting using worksheets, photo series, work results, anecdotal notes, and observations to adjust student learning activities. In monitoring the assessment, the principal at the Pembina Ampenan State Kindergarten supervises the implementation of the assessment during class observations. The principal also asked again about the assessment results the teacher had written when completing the report card.

Meanwhile, at Semai Harapan Bangsa Kindergarten, the principal handed over the implementation of the learning assessment to the class teacher; this means that the school principal can be said to have yet to supervise learning assessment. The research results of authors [12] show that Citra Samata Kindergarten has carried out an assessment process through five stages: the planning stage, implementation or recording stage, processing learning results, archiving, and reporting. The assessments at the Pembina Ampenan Kindergarten and the Semai Harapan Bangsa Kindergarten align with the research results above. Although there are records that Semai Harapan Kindergarten has not yet fully implemented supervision in learning assessments

Partnership Management with Parents

1. *Communication Container Management.* Planning for communication platforms at the Pembina Ampenan Kindergarten uses the WhatsApp Group, while Semai Harapan Bangsa Kindergarten uses the WhatsApp Group and the community. Teachers in each class create a WhatsApp group with students' parents or guardians. Teachers convey information, announcements, student learning processes, and periodic reports through the WhatsApp group media. The parent association at Semai Harapan Bangsa Kindergarten meets routinely once every month. The school can deliver all school programs, including activities outside of school, such as cooking classes, visits to fire stations and museums, learning about nature, and end-of-year performances. The school principal carries out supervision by joining the WhatsApp group to supervise and monitor. The principal of the Pembina Ampenan State Kindergarten holds regular meetings to evaluate the communication forum.

Meanwhile, at Semai Harapan Bangsa Kindergarten, besides monitoring the Whatsapp Group, the principal supervises the internal learning community to discuss performance, learning, and school programs. This research's results align with the results of the author [13], who shows extensive WhatsApp group social media use in PAUD. Apart from functioning to convey information, WhatsApp groups also function as a medium for discussion and sharing, as a medium for entertainment, and as a medium that parents can use to monitor their children at school. This also aligns with the author's [14] theory that educational communication management refers to planning, organizing, implementing, and monitoring effective communication in the academic context. It involves managing information, ideas, and messages related to education between various parties involved in the education system, such as students, parents, teachers, administrative staff, and the community.

2. Parent Class Management. Parent class planning at Pembina Cakranegara Kindergarten and Semai Harapan Bangsa Kindergarten is scheduled for the start of the new school year. The organization was carried out at the Pembina Ampenan State Kindergarten. The school's principal divided the tasks among the teachers to assist in forming the parent class. Meanwhile, at Semai Harapan Bangsa Kindergarten, parent classes are formed directly by the principal; the teacher only assists. They are implementing parent classes at the Pembina Ampenan State Kindergarten through joint activities at school in the form of seminars or training where parents can be resource persons. Apart from that, parents are inspirational teachers in each class during the implementation of inspirational classes. Meanwhile, the school implements parent classes at Semai Harapan Bangsa Kindergarten in collaboration with psychology institutions as resource persons; this is done because, generally, parents cannot completely let go of their children's habits at home with new things in the school program.

Meanwhile, in inspiration classes, parents can become inspirational teachers in each class. Supervising parent classes at the Pembina Ampenan State Kindergarten is carried out by the principal through direct evaluation meetings, monitoring teachers and parents during activities, and carrying out mutually agreed follow-up evaluations in each class. Meanwhile, supervision of parents' classes at Semai Harapan Bangsa Kindergarten is still limited to the principal checking

parents' attendance and monitoring the progress of parents' classes. The activities in the two PAUD units align with the author's findings [15], who identified forms of partnership at PAUD IT Nur Hidayah Surakarta for the 2018/2019 academic year as parenting, communicating, volunteering, decision-making, and collaborating with the community. The research also explains that the strategy for building partnerships at PAUD IT Nur Hidayah Surakarta for the 2018/2019 academic year is making an initial commitment, providing parents with opportunities for involvement and home visits. The results of this research are also in line with the Guidelines for Organizing Parent Classes (2022), where parent classes are a form of partnership between PAUD units and parents in providing knowledge, attitudes, and skills to parents so that the education and care that children receive at home is in harmony with those obtained in PAUD units, and vice versa.

The Head of the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten as managers play a role in every stage of management of the implementation of Quality PAUD. Management is a unique process that includes planning, organizing, implementing, and controlling. Each stage utilizes knowledge and expertise and follows sequentially to achieve predetermined goals [3]. Management of Quality PAUD Implementation carried out at Pembina Ampenan Kindergarten and Semai Harapan Bangsa Kindergarten is by the management functions of [3]: planning, organizing, actuating, and controlling.

CONCLUSIONS

Based on the discussion above, several things can be concluded as follows:

1. The quality of the learning process at the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten is managed according to the stages of planning, organizing, implementing, and supervising effective learning planning, early childhood learning, and learning assessment.
2. Partnership management with parents at the Pembina Ampenan State Kindergarten and the Semai Harapan Bangsa Kindergarten is carried out according to planning, organizing, implementing, and supervising the parent communication forum and class.

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