



COMMUNITY PARTNERSHIP STRATEGY IN IMPROVING THE QUALITY OF LEARNING

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Abstract

This study aims to describe the management of PAUD in improving the quality of education in the Mutiara Integrated PAUD. This study uses a qualitative approach with a case study method. The research was carried out in the even semester of the 2023/2024 academic year. Data collection techniques use interviews, observations and documentation. The key informants of the research are the principal and supporting informants, namely the deputy principal, educators and staff. The result of this study is that the quality of education at the Mutiara Integrated PAUD is of high quality, because the planning of process standards and management standards has been prepared based on the vision, mission and goals. The organization of standards for educators and education personnel is in accordance with academic qualifications, competencies and organized based on school needs. The principal as a leader plays the role of a communicator and motivator in directing and mobilizing educators and education personnel. Supervision is carried out in accordance with Permendikbud number 137 of 2014 including supervision, evaluation, reporting and follow-up activities of supervision results. In addition, the planned input synergy is processed optimally so as to produce outputs in the form of students who are ready to enter basic education

Keywords: early childhood education management; quality of education, partnership

INTRODUCTION

Early Childhood Education (PAUD) is a coaching effort given to children from birth to the age of six through the provision of stimuli to help children's growth and development. Early education is a guarantee that children will continue their schooling. Early childhood education, as defined by (Fauzi et al., 2021) is comprehensive coaching on children's growth and development from birth to the age of six, from various developmental perspectives, in order to prepare them for the next level of education. According to (Hartono, 2019) the quality of early childhood education determines the success or not of education at the next level, therefore it is important to guarantee and improve standards

PAUD is one of the educational programs promoted by the government because its position is very important in preparing the next generation of the nation. According to (Sangadji, 2020) in Indonesia, the growth of early childhood education institutions has been very significant over the past ten years. These institutions began to exist in many cities and villages. This is a good tendency towards the ideal target of equitable access to early childhood education. However, the increase in access to early childhood education is not in line with the improvement of the quality of education. It is known that the quality of education is a picture of the quality of education and human resources in Indonesia.

In 2021, the government carried out education quality mapping activities as a step for data collection and information on



achievements and non-achievements for the National Education Standards. The Identification Quality Mapping (PMP) is followed by all PAUD and Dikmas institutions throughout Indonesia, both accredited and unaccredited. Meinurut (Kardianto, 2021) The creation of accurate data on the state of each PAUD and the picture of the quality of education in each PAUD and Dikmas units in districts, cities, and provinces is greatly helped by the mapping. In addition, one of the goals of this quality mapping is to support educational institutions in managing accreditation.

Quality education refers to various inputs (education budget, teachers and employees, facilities and infrastructure, and technology) and educational processes that then produce outputs. According to (Kadarisman & Idriis, 2019) academic and non-academic excellence in schools is an indicator of educational outcomes, and quality orientation from the perspective of output is very important. Many schools are beginning to understand the need to take all inputs, processes, and outcomes into account in a balanced manner. In addition, it is important to carry out education management as a series of planning, organizing, implementing and supervising processes by utilizing the resources available to achieve educational goals. In line with the results of the research (Aisah et al., 2021) that the process of developing a strategy, which requires identifying opportunities, challenges, strengths, and shortcomings, conducts continuous evaluation and involves all elements of the school. This study describes the role of early childhood education management in improving the quality of education and analyzing positive phenomena or cases in one school that is accredited B and has academic and non-academic achievements.

In addition to the description above, partnership is the most important part in improving the quality of learning. Partnership according to the Great Dictionary of the Indonesian Language is about relationships (cooperation) as partners (Compiling Team, 2020). Sulistiyani (2019) explained that the pattern of partnership is developed based on the world of organizations, namely: Pseudo partnership or pseudo-partnership, Mutualism Partnership, Conjugation Partnership.

Partnerships between community family schools provide a means to meet the diverse needs of children in a coordinated manner (Asiyani, G., Afandi, N. K., & Asiah, S. N, 2023; Christy, A., Wahyu, W., & Jamain, R. R., 2024; Farida, N., & Mulyani, P., 2023; Rahmawati, Y. P., Sumarno, S., & Dwijayanti, I, 2024; Risnajayanti, R, 2025).

Pearl Integrated PAUD is one of the best private schools with excellent programs for healthy schools, diversity and diversity. The extracurricular program of the Integrated Early Childhood Education Program is the art of dance, introduction to the beginning of calistung, painting and pre-preparatory scouting. The Mutiara Integrated PAUD receives direct supervision from the North Barito Regency Education Office. The principal supervises his educators in a structured (once 1 semester) and unstructured (daily) manner. The way that school principals use to improve the quality of education is by the commitment of MBS in terms of transparency, participation, accountability, and sustainability.

The purpose of this research is to describe the management of PAUD in improving the quality of education in Mutiara Integrated PAUD In particular, this study aims to analyze the planning, organization, implementation and



supervision of PAUD standards. It is hoped that each PAUD institution can manage PAUD to the maximum extent and follow accreditation so that it can improve the quality of education.

METHOD

The basic qualitative approach with an inductive flow approach is a descriptive qualitative approach used in this study. (Sugiyono, 2010).

This research uses a qualitative approach with a case study method. This research case is a positive case of the success of the Mutiara Integrated PAUD in achieving academic and non-academic achievements at the district level. The primary data in this study are school principals and educators. Secondary data in this research are documents regarding the management and quality of Pearl Integrated PAUD education. Using interviews, observations, and documentation as data collection methods. Interview guides, observation guides, cameras, and recording devices are the instruments used. The data analysis technique used in this study is the Miles and Huberman model analysis technique. The steps of the Mile and Huberman model (2014) analysis are data collection, data reduction, data presentation and conclusion drawing process. The way to test the validity or correctness of the data in this research is to use triangulation. The triangulation used is the source and triangulation of the technique. The research procedure begins with the selection of problems/topics, formulating a research design, collecting data and finally analyzing data.

RESULT AND DISCUSSION

This shows that classroom action research using a combination of Problem Based Learning models, Exampel Non Exampel with constructive game methods

took place optimally and succeeded in obtaining the expected results and had met the established success indicators, namely teacher activity in learning is said to be successful if it reaches a score of 26-32 with the criteria "Very Good".

This research produced findings, namely the planning, organization, implementation and monitoring of PAUD standards that lead to process standards, standards for educators and education personnel, standards for facilities and infrastructure, management standards and educational quality findings. PAUD Terpadu Mutiara is a B-accredited private institution under the auspices of the Kumbang Smart Foundation with a vision of "Realizing the character of Pancasila students through holistically-based early childhood education" and the motto "HAPPY" (Clean, Safe, Harmonious, Joyful, Inspiring and Trustworthy).

Planning for each standard is prepared at the beginning of the school year according to school conditions. The planning of the standard process begins with compiling a learning plan which includes mapping KD for two semesters, the preparation of prota and prosem which will then be lowered to the RPPM and RPPH. The principal makes supervision tools and supervision time together with the deputy principal which is carried out on a scheduled and unscheduled basis. The next plan is to map activities involving parents from the school work program. Activities involving parents include activities in the classroom (professional theme) and activities outside the classroom (competition assistance, outbound and others).

The implementation of the standards of educators and education personnel began by collecting data on the number of educators and staff based on academic qualifications. Furthermore, make a plan to develop the competencies of educators and education



personnel, namely by participating in technical guidance, training, workshops and visits. Standard planning of facilities and infrastructure begins with preparing a plan for the procurement of facilities and infrastructure that are feasible, unfeasible and need improvement.

The standard organization of the process includes the division of tasks, supervision and pj activities. In each class there are 3 educators with a composition of 1 class educator, 1 accompanying educator and 1 TPQ educator. The principal is in charge of carrying out learning supervision. In activities that involve parents, school principals, vice principals and PJ educators, activities have full duties and responsibilities for these activities. The organization of standards for educators and education personnel is carried out by dividing duties, roles and responsibilities based on the last education and competencies possessed. Educators and education staff are assigned alternately to participate in development activities (technical guidance, training, seminars, workshops, visits) based on working groups.

The implementation of PAUD standards in each standard is based on the planning that has been made, gradual and adjusted to the budget. First, it involves the standard process involving the implementation of learning processes guided by RPPH and SOPs. Parent engagement activities are carried out based on the SOP. Supervision activities are carried out 2 times in 1 year. The implementation of balancing the competencies of educators and teaching staff is based on the division of working groups, this refers to the SOP for competency balancing. The procurement of facilities and infrastructure is carried out in stages adjusted to the budget owned by the school. Infrastructure procurement is also adjusted to functions and needs. If the

infrastructure is not really needed by the school, it can be diverted to the procurement of much-needed facilities and infrastructure. The implementation of school programs is in accordance with the RKS and schedules that have been made.

Pearl Integrated PAUD judging from the quality of education, it is said to be of high quality. This is because it is supported by planning on process standards, standards for educators and education personnel, standards for facilities and infrastructure, and management standards designed in accordance with the vision, mission and goals of Mutiara Integrated PAUD education. Planning's greatest contribution to producing quality education is in planning, standards, processes, and management standards. This is because the standard planning process includes learning planning to develop students' potential, supervision as a form of supervision and activities involving parents as a joint effort to develop six aspects of development. In the planning, management standards include the preparation of the vision, mission and goals of education which are the goals and direction of the school in planning school programs and activities. Programs and activity plans are prepared ranging from annual to daily activities. In line with the opinion (Suharni, 2019) that planning is carried out by preparing programs from annual to daily.

Organizing in the Mutiara Integrated PAUD on process standards, standards for educators and education personnel, standards of facilities and infrastructure and management are organized in accordance with the provisions of Permeindikbud number 137 of 2014. Organizing that affects the quality of education is the organization of standards for educators and advocacy personnel. This is because the organization is related to the sumber of human resources in the Mutiara



Kindergarten Integrated PAUD which will carry out duties and responsibilities. Therefore, the organization is based on academic qualifications and competencies of educators and education personnel and is adjusted to the needs of the school. In line with the opinion (Bustami et al., 2012) that organization is based on the relationship between personal abilities and educational needs.

The program and activity plan are prepared inseparable from the importance of leaders. This is certainly Ability and feelings of enjoyment or dislike towards work. Then work commitment is an exchange correlation between individuals and the work organization, binding individuals to the organization in exchange for salary and other rewards (Purwanti, Suriansyah, et al., 2024). In this case, the principal as be the best role (Halimatussa'diyah et al., 2024; Purwanti, Suriansyah, et al., 2024). Because leadership refers to the ability to influence, motivate, and mobilize others to achieve certain goals, Leadership is part of management and also an important aspect, understand complex dynamics and design leadership strategies (Halimatussa'diyah et al., 2024; Purwanti, Aslamiah, et al., 2024).

The quality of Mutiara Integrated PAUD education is the result of the implementation of maximum PAUD management functions, well-planned educational inputs, and maximum processes so as to produce high-quality outputs. Based on the accreditation rating, which is B, and students can develop their potential to the maximum so that they can continue to basic education. This achievement is a synergy of inputs and processes so as to produce good output. In line with the opinion (Kadarisman & Idris, 2019) explains that quality education refers to various inputs, including education personnel, equipment, books, educational

tools, technology, and other inputs needed for the educational process.

The importance of PAUD management functions so that the goals are optimally achieved (Anggreani, T. N., & Putri, H., 2025; Neneng, N., Qomariyah, S., Rizki, N. J., & Erviana, R., 2024; Wijayanti, N., & Wicaksana, F. A., 2023).

CONCLUSION

The quality of education at the Mutiara Integrated Early Childhood Education Center is of good quality. This is because the planning, standard, process and management standards have been prepared based on the vision, mission and goals of the Pearl Integrated Early Childhood Education. The principal as a leader plays the role of a communicator and motivator in directing and mobilizing educators and education personnel. In addition, the principal is also a visionary and active.

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