

## **Implementation of Management in Improving the Quality of Education in Al Ittifaqiah Indralaya Islamic Kindergarten**

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**Abstract:** This study aims to describe how the implementation of management in improving the quality of education in the Al Itifaqiah Indralaya Islamic Kindergarten. This research was conducted at the South Sumatra High School located in Jakabaring, Palembang, South Sumatra. This research was conducted at the Al Ittifaqiah Islamic Kindergarten, Indralaya District, Ogan Ilir Regency. The time for carrying out the research was carried out for six months, from August to December 2022. The research is a type of qualitative research with an analytical descriptive flow which has the aim of proving various kinds of norms and theories regarding the quality of education in terms of improving the quality of education and its application to objects study. In qualitative research, the information obtained is generally in the form of words, descriptive, and the majority is not in the form of numbers. Collecting data and information obtained by researchers while in the field by obtaining direct surveys and documentation and research results show that improvements in various fields in education can improve the quality of education in Al Ittifaqiah Islamic Kindergarten.

**Keywords:** Educational Management, Improvement, Islamic Kindergarten, Quality of Education

### **A. Introduction**

In country Indonesia education very on number unite, because education own position Which very important in realize civilization nation Which dignified. So, importance education in Indonesia, so that the goals of education have been clearly regulated in the Law Number 20 of 2003 concerning National Education System, Chapter 3: Education national function develop potency and create nation Which dignified, which aim for develop the ability of students to make better human beings and progress in all things (Ministry of National Education, 2003).

The main problem in education today is that it relies more on the issue of the quality of graduates produced by the education unit itself. In connection with this, Rusman (2012) explains that in general quality implies the level of excellence of a product either in the form of goods or services, both tangible and intangible.

Discrepancies in the quality of education can occur because the application of the approach has not been implemented optimally between the school and the community, both in relation to school management and community awareness of education which is very low.

Education plays a key role in the development of quality human resources (Hardiansyah, & Mas'odi, 2022). In terms of quantity, the education progress in Indonesia is quite encouraging; the index of education development in Indonesia is 69th out of 127 countries. However, in terms of quality, the development of Indonesian education is still not evenly distributed. Three factors cause the quality of education to not increase evenly. First, the policy and implementation of national education uses input-output analysis which is not carried out consistently. Second, the approach to implementing national education is carried out in a centralized manner so that schools as education providers depend on the bureaucracy. And thirdly, the participation of the community, especially parents, in the implementation of education is very minimal. Support from parents so far has only been in the form of funds, so that parents do not feel they own the school, on the contrary the school does not have the burden to account for the results of their education to the community (Suhardi, 2019).

School-Based management is one of the government's efforts in overcoming educational problems in Indonesia that offers schools autonomy to determine school policies to improve the quality, efficiency, and equity of education to accommodate the wishes of the local community and establish close cooperation between schools, the community, and the government (Kastawi et al., 2021). Implementation of school-based management requires the readiness of various components and tools of educational stakeholders both internally and externally that can support the implementation of school-based management, including school buildings equipped with learning facilities and infrastructure, school principals, educators and education staff, students, the environment school participation of parents of students, community support and another business world (Hardiansyah & Zainuddin, 2022).

School-based management gives authority to schools by involving the participation of stakeholders to optimize all the potential of existing resources and create an open and democratic school climate that aims to meet the quality needs of schools and develop various educational programs tailored to the interests and needs of students in schools (Gaspar et al., 2022). The main objective of implementing School-Based Management is to improve education's efficiency, quality, and equity (Liana & Hidayat, 2021). Increased efficiency is obtained through the flexibility to manage existing resources, community participation, and simplification of the bureaucracy (Fadhli, 2017). Quality improvement is obtained through parental participation, flexibility in school management, increased teacher professionalism, rewards and

punishments as controls, and other things that foster a conducive atmosphere (Hardiansyah & Mas'odi, 2022). Equitable education can be seen in the growth of community participation, especially among those who are able and caring, while the less fortunate will be the government's responsibility (Nasrudin & Maryadi, 2019).

School-based management has three pillars, namely (1) transparent management, (2) community participation, and (3) Active, Innovative, Creative, Effective and Fun Learning (Sumarsono et al., 2019). If these three pillars can be adequately implemented in a school, the quality of education in Indonesia will increase. In implementing school-based management, the focus of direction and objectives must be clearly defined, such as the quality of student learning, school management, education quality, personnel, financial management, financial management, and others. The implementation of education in schools requires transparency both in the teaching and learning process and in the management of school management (Saifulloh & Darwis, 2020). Transparency in management in the form of planning, implementing and evaluating the management of school components, school programs, and activities involving all relevant parties. The development of transparency is aimed at building public trust and confidence in schools that schools are clean and authoritative educational service organizations (Lasno et al., 2019).

Based on previous studies conducted by researchers, at the Al Ittifaqiah Islamic Kindergarten that the implementation of management in improving the quality of education can create superior schools, seen from the situation and conditions, researchers need to conduct a study more intensive in order to obtain definite and accurate data in accordance with situation, existing conditions so that this research can be carried out objectively.

Then in framework For implement education quality management so that succeed given the flexibility of the school to organize teaching and learning activities with the concept autonomy that guarantees students will get the best service in the form of teachers Which competent, own ability, And knowledge, facility Study Which Good, And programs which school superior.

Based on description in on, that education quality management is very role in realize school Which superior, remember school Which superior very important for participant educate We. So researcher need know How Implementation of management in improving the quality of Education in Kindergarten Al Ittifaqiah Indralaya and can describe factors supporters And inhibitor in implement management of improving the quality of education, so that in the future management of education will be more effective, efficient, And better quality.

## **B. Methods**

This research was conducted at the Al Ittifaqiah Islamic Kindergarten, Indralaya District, Ogan Ilir Regency. The time for carrying out the research was carried out for six months, from August to December 2022.

The object of research is a person who can be trusted and can provide the necessary information and reliable data, it can be believed that the data is good, complete, then directly involved with the research problem. The object of research in the implementation of this research: 1) Principal of Al Ittifaqiah Indralaya Islamic Kindergarten; 2) Staff of Al Ittifaqiah Indralaya Islamic Kindergarten; 3) Kindergarten Teachers Al Ittifaqiah Indralaya; and 4) Administrative staff at Al Ittifaqiah Indralaya Islamic Kindergarten.

The research method used in this study is a qualitative approach and in practice it uses a qualitative descriptive method. In accordance with the type of research above, the authors used an interactive research model from Miles and Huberman to analyze research data. Activities in qualitative data analysis are carried out interactively and continuously until complete, so that the data is saturated.

## **C. Results and Discussion**

Al Ittifaqiah Indralaya Islamic Kindergarten is a kindergarten under the auspices of the Al Ittifaqiah Indralaya Islamic boarding school. So that the history of the establishment of this kindergarten cannot be separated from the history of the establishment of the Al Ittifaqiah Islamic Boarding School which began in 1918-1922. In that year, the Al Ittifaqiah Islamic Boarding School was still in the form of an embryo which was directly led by KH. Ishak Bahsin, a major scholar who graduated from Al-Azhar, Cairo, Egypt.

Then from 1922 to 1942, which was originally carried out by traditional education, this year education began to be implemented with the madrasa system. And at that time this madrasa was called Madrasah Siyahsiyah Alamiyah in Sakatiga. After running 10 years this madrasa was resumed after the death of KH. Ishak Bahsin namely KH. Bahsin Isaac. Then in 1949 to 1962 this education was continued by KH. Ahmad Qori Nuri by inviting KH. Ismail Muhyidin to establish an Islamic Middle school or SMI. And in 1954 the santri at that time numbered 250 people. Until recorded for 12 years reached 400 students.

From 1962 to 1967 SMI was changed to become Upper Middle School or MMA. This was due to adjusting the Ministry of Religion at that time. And in the end, from 1967

to now 2022, initially MMA was changed to Al Ittifaqiah Indralaya Islamic Boarding School. Then various levels of madrasas were established at this Islamic boarding school, starting from children's education including the Al Ittifaqiah Indralaya Islamic Kindergarten to tertiary institutions which are characterized by the Qur'an.

Al Ittifaqiah Islamic Kindergarten was established in 2020, the first principal was Umi Husayani, S.Pd.I. The school building is still on campus A Al Ittifaqiah Islamic Boarding School. In 2002 Al Ittifaqiah Islamic Kindergarten just received an operational license from the Department of Education and Culture, with license number 421/247/DS.4/D.Diknas.Kab/2002. After 2010 Al Ittifaqiah Islamic Kindergarten had its own building at Campus C Al Ittifaqiah Islamic Boarding School, which is located at Jalan Lintas Timur Rt. 8 LK. IV Indralaya Mulya.

During its establishment, Al Ittifaqiah Islamic Kindergarten has changed its leadership 4 times. After Umi Husayani, S.Pd.I, the second principal was held by Umi Fadilah, S.Pd, and the third principal was held by Umi Rosdiani, S.Pd. In 2020 the Al Ittifaqiah Indralaya Islamic Kindergarten was led by Umi Ema Malini, S.Pd who supervised 27 teachers and 160 more students consisting of 8 group B classes and 2 group A classes.

The number of classes in Al Ittifaqiah Islamic Kindergarten is 10 classes, each class has 1 homeroom teacher and 2 accompanying teachers. and the facilities and infrastructure at the Al Ittifaqiah Indralaya Islamic Kindergarten are as follows: Classrooms, office rooms, playgrounds, swimming pools, toilets, blackboards, study tables and chairs, stationery, fans, libraries and prayer rooms

From the data found above, the existing facilities are able to support the success of the existing learning process. So that the process that is passed in learning can be passed properly and precisely. These facilities and infrastructure were obtained through foundation funds and BOP (PAUD Operational Assistance). In addition, the funds obtained are sourced from student tuition payments.

Learning in the Al Ittifaqiah Indralaya Islamic Kindergarten uses the 2013 curriculum and the curriculum of the Al ittifaqiah Islamic Boarding School Foundation as a reference in the learning process. This Kindergarten operates under the auspices of the Al Ittifaqiah Indralaya Islamic Boarding School Foundation and the Office of Education and Culture of Ogan Ilir Regency. The distinctive feature of Al Ittifaqiah Islamic Kindergarten is the application of Islamic values or the religiosity of their students. In addition, it also does not leave the potential for other children's development. Not only students, the quality of education is also aimed at teachers in Al Ittifaqiah Islamic Kindergarten

The process of welcoming children at Al Ittifaqiah Islamic Kindergarten begins when the children arrive at school, the teachers are ready in front of the gate to welcome them happily, the children kiss the teacher's hand and say hello. This is intended so that children learn to respect those who are older than them, after the bell rings the children line up in the yard. In the classroom before carrying out the teaching and learning process, children are used to saying prayers before and after activities.

Based on the results of research conducted by researchers, researchers use qualitative research data, the data displayed is narrative in nature and is described in the form of questions that the researchers provide in the form of interviews. In the interview process these questions were submitted to the Principal, Head of Curriculum, Kindergarten staff/operators, and teachers were given differently and separately. The results of interviews, observations, and documentation regarding Management Implementation in Improving the Quality of Education in the Al Ittifaqiah Indralaya Islamic Kindergarten are outlined in the discussion below:

Management of educational quality is an educational management effort that has established standardization of the education system based on quality assessment. Quality management is a management effort to direct and control an organization/institution in determining policies, targets, plans and quality processes/procedures for achieving it in a sustainable manner.

The aim of quality management is to ensure conformity between the process and the output produced which will provide satisfaction and improve the quality of education on an ongoing basis, continuously, efforts to improve the quality of education are intended not all at once, but based on improving the quality of each component of education.

Management of education quality in question is not all at once but based on improving the quality of each component of education. Educational quality management is focused on educational outputs and processes that direct educational inputs. Its components are: Quality of Graduates, Quality of Content and Process, Quality of Educators and Education Staff, Quality of Facilities and Infrastructure, Quality of Management, Quality of Financing and Quality of Education.

In this discussion section, we will describe the findings of researchers in the field regarding the implementation of management in improving the quality of education in the Al Ittifaqiah Indralaya Islamic Kindergarten. To be able to find out the answers from this study based on the formulation of the problem, namely:

1. How is the implementation of management in improving the quality of education in the Al Ittifaqiah Indralaya Islamic Kindergarten?

2. How to improve the quality of education in the Al Ittifaqiah Indralaya Islamic Kindergarten?
3. How to evaluate the implementation of management in improving the quality of education in Al Ittifaqiah Islamic Kindergarten?

The interview guideline was conducted based on the standards that serve as a reference for quality education based on Government Regulation Number 19 of 2005 concerning National Education Standards, namely: Quality of Graduates, Quality of Content and Process, Quality of Educators and Education Personnel, Quality of Facilities and Infrastructure, Quality of Management, Quality of Funding and Education Quality.

Researchers conducted interviews with the principal and teachers of the Al Ittifaqiah Islamic Kindergarten which referred to the quality of graduates in the school. The quality of graduates as a result of education is graduates who have academic and non-academic achievements. The achievement is in the form of an ability test result such as the result of a state exam. While non-academic achievements such as achievements in sports, arts and skills.

From the results of the researcher's interview with the school principal Ema Malini, S.Pd, who stated that: "In general, children who excel in Al Ittifaqiah Islamic Kindergarten will be given a reward, before knowing that children who excel in Al Ittifaqiah Islamic Kindergarten school have done or have programmed a form of activity that can hone children's talents. both academic and non-academic. Besides that, continuous coaching is also carried out so that they can take the child to the next level, such as competition events in the form of activities to commemorate religious holidays or commemorate national holidays, which can be contested both within the school environment, as well as competitions between schools, so in Al Ittifaqiah Islamic Kindergarten provides opportunities for children to be very open, so in essence this kindergarten will always provide opportunities for all children to hone their talents.

In addition to the statement from the school principal, this statement was reinforced by an explanation of the results of an interview with one of the Al Ittifaqiah Islamic Kindergarten teachers, namely Umi Rosdiani, S.Pd who stated that: In Al Ittifaqiah Islamic Kindergarten, both academic and non-academic achievements, alhamdulillah, are very extraordinary, some of our students have won achievements in participating in competitions both at the sub-district and district level so that it becomes an honor for Kindergarten. Islam Al Ittifaqiah.

From the results of the interview above, the academic and non-academic achievements in the Al Ittifaqiah Islamic Kindergarten can already be said to be

extraordinary, from the observations that the researchers made, there were many awards in the form of trophies that had been obtained by the Al Ittifaqiah Islamic Kindergarten. from the district and district levels.

An interview with the head of the Al Ittifaqiah Islamic Kindergarten curriculum to explain the quality of content and processes in Al Ittifaqiah Islamic Kindergarten is in the form of a focus on curriculum and process. According to Umi Nissartika, S.Pd stated that the learning process in Al Ittifaqiah Indralaya Islamic Kindergarten refers to the curriculum from National Education and the Al ittifaqiah Islamic Boarding School curriculum, then there are additional activities which refer to learning, both the level of worship and the general level and others such as prayer. dhuha, dancing, singing, and others.

Meanwhile, according to the results of interviews with operators who are also teachers at Al Ittifaqiah Islamic Kindergarten Umi Rika Damayanti, S.Pd stated that regarding the learning process in Al Ittifaqiah Islamic Kindergarten, thank God, we are in accordance with the K13 curriculum learning, every month the teachers of Al Ittifaqiah Islamic Kindergarten hold monthly meetings about education and teaching or teaching materials that will be carried out in the future led by the principal of the Al Ittifaqiah Islamic Kindergarten

The teacher's statement explained that he had done his job as an educator quite well, in the way as above. The learning process in Al Ittifaqiah Islamic Kindergarten refers to the curriculum that has been determined by the Ministry of National Education (DIKNAS). The school principal, in this case, is always the person who has the most role in determining the direction of school policies and school supervisors. This is in line with previous relevant research, namely research conducted by Purwanto et al., (2021). This study entitled "Implementation of Curriculum Management in Developing Student Competence in Biology Subjects". The results of his research concluded that 1) planning involves a curriculum development team consisting of school principals, deputy principals, teachers (, school committees and experts from expert councils), 2) organizing and coordinating curriculum, 3) implementing curriculum, 4) curriculum evaluation, which is carried out by examining curriculum documents, interviews, and class supervision by the school principal assisted by the deputy principal in the field of curriculum with research instrument guidelines.

Through interviews with the principal and the head of the Al Ittifaqiah Islamic Kindergarten curriculum, an explanation of the quality of educators and educational staff in Al Ittifaqiah Islamic Kindergarten is the ratio between teachers and students. Based on an interview with the school principal Ema Malini, S.Pd, namely: to improve the quality of education at the Al Ittifaqiah Islamic Kindergarten, we have budgeted funds for teachers to attend workshops or training in order to improve

their competence. In addition, we have planned replicated studies to schools with achievements. By participating in workshops and mock studies we hope we can create professional staff in their fields, so that they can coach or train children who want to develop their talents, with the hope of producing good achievements for the progress of Al Ittifaqiah Islamic Kindergarten.

And according to the results of interviews with operators and teachers of the Al Ittifaqiah Islamic Kindergarten Rika Damayanti, S.Pd which stated that: Alhamdulillah, the principal took turns taking us to the workshop, the knowledge we got from the training we passed on to other teachers. In addition, teachers who have talent look for children who are willing to be guided and directed. He further explained: regarding the ratio of teachers to students, Alhamdulillah the number of teachers in Al Ittifaqiah Islamic Kindergarten is 27 people with a total of 180 students, in my opinion it is enough to cover students, and Thank God our teachers have been certified 5 people.

Based on the results of the interviews above, the criteria for educators are in accordance with the government's references because of their educational background, from the results of the documentation and interviews, the researchers also conducted a teacher-to-student ratio in Al Ittifaqiah Islamic Kindergarten in accordance with national education standards.

Previous research that is relevant to the research conducted by the author, namely research from Sulastris et al., (2020) in his research entitled "Teacher Professional Competence in Improving Education Quality". This study aims to analyze the professional competence of teachers in improving the quality of education at SMP Negeri 8 Prabumulih using a qualitative ethnographic and phenomenological approach. This study used the same research sample as the population, namely 62 teachers and employees. The data analysis technique used is narrative descriptive which is applied with three paths, namely data reduction, data presentation and conclusion/verification. Based on the results of the study it can be concluded that: 1) the competence of teachers at SMP Negeri 8 Prabumulih is relatively good, 2) The efforts made by school principals and teachers in developing professional competence by participating in training, upgrading training, workshops, and teacher working groups, and 3) Obstacles faced include lack of mastery of science and technology, lack of teacher creativity, teachers who teach not in their field.

From the explanation given by the head of the Al Ittifaqiah Islamic Kindergarten about the quality of facilities and infrastructure, namely Umi Ema Malini, S.Pd, he stated that: Regarding the quality of the facilities and infrastructure that exist in the Alittifaqiah Indralaya Islamic Kindergarten, yes the quality is very important or as the main key to the success of the school, which can be seen from the condition of

the place which is very attractive for the convenience of students in learning, the media is a very appropriate both inside and outside the classroom. He further stated that: regarding the quality of facilities and infrastructure, it is good, learning facilities are standard, in each class a reading corner is provided for children. So that it can increase children's interest in reading. The quality of management in the Al Ittifaqiah Islamic Kindergarten is quite good, the lesson plans in the Al Ittifaqiah Islamic Kindergarten have been prepared before starting active learning and even the tools have been completed before learning begins. Further interviews with administrative staff as well as the umi Nissartika, S.Pd curriculum regarding management quality: planning and implementing learning is in accordance with the curriculum, it's just that it needs to increase existing resources so that later on achieving maximum learning results.

On the quality of financing, it was explained that basically all funding came from the Al Ittifaqiah Islamic Boarding School Foundation, although some also came from the BOP. Based on the results of interviews with the principal of the Al Ittifaqiah Islamic Kindergarten, the results obtained are: As for the quality of the funding, the point is that it is not burdensome because at the Al Ittifaqiah Islamic Kindergarten we always provide information regarding fees, whether it's initial admission, uniforms, learning equipment, or tuition fees. And the most important thing is that the Al Ittifaqiah Islamic Boarding School Foundation provides relief to every student from the kindergarten level to the Aliyah level, namely by reducing tuition fees if one of the parents of the students or students is a native or native of Indralaya and its surroundings.

The quality of assessment is an evaluation that is continuously carried out to assess school and learning programs so that the results can be used as a reference for decision making to improve the quality of education. The interview that the researcher conducted with the Principal of Al Ittifaqiah Islamic Kindergarten, Umi Ema Malini, S.Pd, stated that for the quality of the assessment, which is related to the quality of the assessment, thank God, some of our children are below the ability level and some have a high IQ level which can be seen in learning in terms of memorization, counting, reciting the Koran, and reading story books. I, as the school principal, also in this case, am the person who has the most role in determining the direction of school policy, I always provide guidance to teachers through monitoring by the principal or school supervisor and then we can use the results as a reference for improvement so that the school is better, the quality of the assessment of our students is carried out in various forms, there is an assessment every day starting from the arrival of the child until the child returns, there is also an assessment in oral form which we do every semester.

Based on the results of the interviews that the researchers conducted, the assessment standards in Al Ittifaqiah Islamic Kindergarten each teacher had an assessment instrument. Both every day, monthly and semiannually, then the school will also supervise both the teacher and the students. This is in line with previous research conducted by Purwanto, et al., (2021). This study entitled "Implementation of Curriculum Management in Developing Student Competence in Biology Subjects". The results of his research concluded that 1) planning involved a curriculum development team consisting of school principals, deputy principals, teachers (school committees and experts from expert councils), 2) organizing and coordinating curriculum, 3) curriculum implementation, 4) evaluation curriculum, which was carried out by examining curriculum documents, interviews, and class supervision by the school principal assisted by the deputy principal in the field of curriculum with research instrument guidelines.

The standards that serve as a reference for quality education are based on Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards. As stated in Chapter II regarding the scope, functions and objectives. In Article 2 Paragraph (1) it is stated about the scope of the National Education Standards including:

#### Content Standard

Content standards are compiled and developed by the National Education Agency (BNSP) and stipulated by the Ministry of National Education, understood as the scope of material and level of competence set forth in the criteria regarding graduate competencies, subject competencies, and learning syllabus that must be met by students in certain level and type of education. This is further regulated in Permendiknas No. 22 of 2006 regarding content standards.

#### Process Standard

Process standards relate to the implementation of learning in an educational unit to achieve graduate competency standards. The learning process in educational units is organized interactively, inspiring, fun, challenging, motivating students to participate actively and providing sufficient space for creativity and independence initiatives in accordance with the talents, interests and physical and psychological development of students. Each educational unit plans the learning process, implements the learning process, evaluates learning outcomes, and supervises the learning process to implement an effective and efficient learning process.

## Graduate competence standard

Graduate Competency Standards as referred to in PP No. 29 of 2005 is a graduate capability qualification that includes attitudes, knowledge, and skills.

## Education Personnel Standards

Education Personnel Standards are qualifications or criteria that must be possessed by educators and education staff. Educators must have academic qualifications and competencies as learning agents, physically and mentally healthy, and have the ability to realize national education goals.

## Facilities and Infrastructure Standards

Facilities and infrastructure standards are the minimum criteria regarding study rooms, places to exercise, places of worship, places of recreation, as well as other learning resources needed to support the learning process, including the use of information and communication technology.

## Management Standard

In PP No. 19 of 2005 Article 49 Paragraph (1) states that the management of education units at the primary and secondary education levels applies school-based management as indicated by independence, partnership, participation, openness and accountability. Meanwhile, the management of education units at the higher education level implements higher education autonomy, which is within the limits stipulated in the applicable laws and regulations, provides freedom and encourages independence in the management of academics, personnel, finance, and other management functional areas that regulated by each university.

## Financing Standard

Financing standards are standards that regulate the components and operational costs of educational units that are valid for one year. The division of financing groups as stated in PP no. 19 of 2005 Article 62 from Paragraph (1) to Paragraph (5) is as follows: Investment costs for educational units as referred to in Paragraph (1) include costs for providing facilities and infrastructure, developing human resources, and working capital. Personal costs as referred to in Paragraph (1) include educational costs that must be incurred by students to be able to take part in the learning process regularly and continuously.

Education unit operating costs as referred to in Paragraph (1) include: a. salaries of educators and educational staff and all allowances attached to the salary, b. consumable educational materials or equipment, and c. indirect educational operating costs in the form of power, water, telecommunications services, maintenance of facilities and infrastructure, overtime pay, transportation, consumption, taxes, insurance, and so on. The standard operating costs for educational units are stipulated in a Ministerial Regulation based on the BSNP proposal.

### Rating Standards

Assessment standards are national education standards relating to mechanisms, procedures, and instruments for assessing student learning outcomes (PP No. 19 of 2005). From the results of research conducted by researchers based on interview data, observation and documentation, researchers found answers that the implementation of Al Ittifaqiah Islamic Kindergarten management had gone well and was carried out based on standards that became a reference for quality education which included content standards, process standards, graduate competency standards, educational staff standards, facilities and infrastructure standards, management standards and financing standards.

The principal has a way to improve the quality of education in the Al Ittifaqiah Islamic Kindergarten by inviting curriculum administration/cation staff, school operators, teachers and all Human Resources (HR) owned by the Al Ittifaqiah Islamic Kindergarten to jointly create a quality school by holding meetings monthly to share ideas about teaching materials that will be carried out. In addition, the selection of teachers who are gifted to be able to train children based on the interests and abilities of children in preparation for competitions.

In terms of facilities and infrastructure, the principal and the school try to be able to provide a sense of comfort to students. The method used is to provide interesting learning media, one of which is the Al Ittifaqiah Islamic Kindergarten which provides a reading corner in the classroom and arranges it as attractively as possible to increase the attractiveness of students so they love reading.

As a management evaluation material that researchers found in the Al Ittifaqiah Islamic Kindergarten in the form of daily assessments and assessments at the end of the semester, student assessment starts from the arrival to the return of the children. Supervision has also been carried out by the school principal and the foundation for students and teaching staff. Supervision is carried out as a reference material for schools to improve the quality of education in the Al Ittifaqiah Islamic Kindergarten in the future. This is in line with the opinion of Sagala (2012) in his book entitled

“Learning Supervision in the Educational Profession” which states that: “Supervision techniques (class visits) are carried out by the supervisor (principal) into the class when the teacher is teaching with the aim of help teachers overcome problems/difficulties during learning. It was further said that the benefits of this class visit include: Get the opportunity to observe colleagues who are teaching. Gives the opportunity to his colleagues to observe his performance during teaching. Helping other teachers who want to gain experience or skills using new teaching techniques and methods. Providing directed motivation for teachers towards teaching activities.

#### **D. Conclusion**

From some of the explanations above regarding “Management Implementation in Improving the Quality of Education in Al Ittifaqiah Islamic Kindergarten”, based on data obtained through interviews and observations, it can be concluded that: Implementation of management in improving the quality of education in Al Ittifaqiah Islamic Kindergarten refers to quality education standards which include content standards, process standards, graduate competency standards, educational staff standards, facilities and infrastructure standards, management standards and financing standards. Content standards, the school prepares the scope of material in the general field of religion and other activities. Process standards, teachers are not only active in the learning process but also able to understand teaching and learning situations both inside and outside the school. Graduate competency standards, guidelines for determining student graduation standards for educators and education staff, pre-service criteria in these schools according to government guidelines. The standard of facilities and infrastructure, the standard of infrastructure in Al Ittifaqiah Islamic Kindergarten is in accordance with the SPM (Minimum Service Standards), the standard of management of learning planning is seen from the minimum service standards. Financing standards, financing in the Al Ittifaqiah Islamic Kindergarten which is mutually agreed upon through the foundation and the school principal. The principal has done positive things such as seeking effectiveness in the learning process for teachers, and teachers have been able to improve their competence and apply it to students, the principal has also supervised or monitored the teacher during the learning process, but is also able to understand the teaching and learning situation both inside and outside school.

The method used by the principal to improve the quality of education in the Al Ittifaqiah Islamic Kindergarten is to hold monthly meetings to discuss the learning to be carried out and to provide guidance to students who have academic and non-academic interests and abilities by teachers who are talented and experts in their fields. Provide a reading corner in the classroom to stimulate children’s interest in reading and love reading books.

Educational assessment standards, procedures and learning outcomes assessment instruments are in accordance with those in curriculum 13 (K13). Assessment of children's learning outcomes includes all children's abilities from moral to religion, language, cognitive, social emotional, physical motor and art. Assessment of learning is done from the arrival of children to school until they go home. Conducted every day and per semester. The school principal and the school supervise students and teaching staff to find out the problems faced by teachers in the field, as an effort to improve the quality of quality education and even better in the future.

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