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Implementation of unit management standards in improving the quality of paud services in al irsyad al-islamiyyah kindergarten and baitul maqdis kindergarten

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Abstract

The success of an educational concept is highly dependent on the commitment to make a positive contribution to improving education services for students, the problems that arise are related to the Implementation of Unit Management Standards in improving the quality of Early Childhood Education services in broad terms related to the Understanding of Principals/PAUD Managers in making Program planning is not based on the characteristics of each unit. Guidance from Foundations and Supervisors/Supervisors of the Office of Education to School Principals/Managers in the implementation of work plans and Program Supervision of PAUD units is not optimal and the use of the surrounding environment is not optimal in partnerships so that when viewed from management standards, the quality of PAUD units still needs to be strengthened in management. The research method in this

research is descriptive analysis which is a research method based on the philosophy of postpositivism, used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize the meaning of generalizations. PAUD units have implemented standard management of unit management in improving the quality of early childhood education (PAUD) but have not been based on a full management concept. The PAUD unit has carried out the management of the PAUD unit in an effort to improve the quality of PAUD services by carrying out activities and fulfilling PAUD unit management standards that refer to the Education Unit Work Plan and National Education Standards, but are not yet in accordance with the Actuating concepts carried out by experts in implementing the process education, health, nutrition, care, care and child protection services that need to be carried out simultaneously, systematically, comprehensively, integrated and continuously to support optimal growth and development in order to create healthy, intelligent and characterized children as future generations who are qualified and competitive.

Keywords

implementation, management standards, service quality improvement

A. Introduction

Children are small human beings who have potential that still needs to be developed. Children have certain characteristics that are unique and not the same as adults, they are always active, dynamic, enthusiastic and curious about what they see, hear, feel, they seem to never stop exploring and learning. The learning process in early childhood should be carried out with the aim of providing basic concepts that have meaning for children through real experiences that allow children to show optimal activity and curiosity.

Based on data from the Ministry of Education and Culture (2019), there are around 6.3 million children aged 0-6 throughout Indonesia. Early childhood is a golden age for children's development to obtain the educational process. This period is valuable years for a child to recognize various kinds of facts in his environment as a stimulant for his personality, psychomotor, cognitive and social development.

The number of PAUD units in Indonesia is based on data from the Ministry of Education and Culture (2019), that early childhood education units are 232,411 units, while the number of teaching staff is 514 thousand people. Based on the Ministry of Education and Culture's reference data, out of 27 urban districts in West Java, there are a total of 71,972 PAUD units that have NPSNs and are registered in the Ministry of Education and Culture's reference data. It is clearly illustrated that there are 1,372 PAUD units in the city of Bandung and as many as 255 PAUD units in the city of Cirebon. In preparing a superior and quality generation, education services are needed that can implement quality programs in an integrated manner.

Children are the investment and hope for the nation's future as well as the next generation as a reflection of the nation's attitude to life in the future. Fulfillment of children's rights is absolutely necessary so that children can grow and develop properly. The fulfillment of these children's rights requires quality education which is the foundation in preparing the nation's children to produce superior and quality generations through the PAUD program.

Efforts that can be made in the context of developing this potential are through structured educational programs. For this reason, quality education services are needed which can be provided by educational units that have met the Education Minimum Service Standards (SPM), carried out based on the criteria of goods and or services of basic needs that are absolute and easy to standardize that are entitled to be obtained by citizens at a minimum according to the type of service. Basis and Quality of Basic Services.

District/City Regional Government efforts to implement MSS are prioritized for citizens who are entitled to receive basic services at a minimum in accordance with the type of basic services and the quality of basic services. The application of SPM is carried out with the stages of data collection, calculation of the need for fulfillment of Basic Services, preparation of plans for fulfillment of Basic Services; and implementation of fulfillment of Basic Services. In implementing the fulfillment of Basic Services, the Regional Government may:

1. Waived fees to meet basic needs for citizens who are entitled to receive basic services at a minimum, prioritizing the poor or unable in accordance with the provisions of laws and regulations; and/or
2. Providing assistance to meet basic needs of goods and/services that citizens are entitled to obtain at a minimum, prioritizing the poor or unable to afford it in accordance with statutory provisions.

Improving the quality of education needs to be done in stages and continuously to meet the MSS and SNP. Education SPM for basic services for Early Childhood Education must have basic service quality, including standards for the quantity and quality of goods/services, standards for the number and quality of educators and education staff, as well as technical instructions or procedures for fulfilling standards.

The expansion of PAUD services is one of the strategic policies rolled out by the Ministry of National Education. In line with this policy, adding and increasing the competence and capacity of PAUD is a demand that cannot be ignored. So what must be in the PAUD unit are programs that will help develop character, noble morals, religious values, social skills, knowledge and skills that are important to help them live life.

To achieve the above ideal goals, it is necessary to have management of education units that are in accordance with early childhood education standards that have been ratified and applied in Indonesia, namely Permendikbud number 137 of 2014 concerning PAUD Standards which serve as the basis for planning, implementing, supervising and following up. education in order to realize quality

PAUD. In addition, PAUD standards aim to guarantee the quality of early childhood education in order to provide a basis for stimulating education in helping physical and spiritual growth and development in accordance with the level of achievement of child development, optimizing the child's development holistically and integratively.

The implementation of education must be oriented towards the formation of competent and civilized human beings. Many parents, especially those in big cities, don't have much time to socialize and educate their children because they are busy with work and economic matters. In addition, due to the increasingly advanced society and human culture, it is no longer possible for children's education to be left to their parents alone. Therefore, real education is the duty and obligation of parents, society and the state.

The government and society realize that early childhood education is very important to do, several theories about brain development show that brain development in early childhood develops very quickly. Even if we want to invest in a country, a very profitable investment is through the PAUD program. And early childhood education that will have an effect is early childhood education that can stimulate children appropriately according to their age stages. For this reason, a quality PAUD is needed to be able to realize optimal stimulation.

Achievement The level of achievement of development in PAUD is the main focus in the implementation of education, oriented towards character development, spiritual attitudes and noble morals, social development, knowledge and skill development. The four competencies that are expected to be achieved will be mixed in a curriculum that refers to national standards and is developed based on the potential and characteristics of the unit as well as the characteristics of students with the term KTSP which contains the development of the four core competencies which are translated into basic competencies and implemented in the learning process.

Quality units can be seen from how the teacher stimulates aspects of development which are expected to produce students who develop according to age in preparing children to face the challenges of the 21st century by implementing Free Learning with the teacher as a driving force in the learning process.

The quality of the education unit can be measured through the assessment indicators in the accreditation instrument which contain 8 national education standards starting from the Level of Development Achievement Standards for Early Childhood Education, Content Standards related to the Curriculum formulated by the unit, Process Standards, Educator and Education Personnel standards, Facilities and Infrastructure Standards, Management Standards, Financing Standards and Appraisal Standards.

PAUD management standards are implementation standards that refer to content, processes, educators and educational staff, facilities and infrastructure, and financing. As stated in Permendikbud Number 137 of 2014 articles 33 to 34.

In managing the PAUD unit, it is necessary to design a curriculum as a reference in carrying out the learning process which is carried out in a pleasant atmosphere, carried out through play that stimulates children to be active, creative and exploratory and the learning process focuses on individual children according to their interests, potential and developmental stages. achieved. The learning process encourages interaction between children and children, children and adults, children and the environment in a natural atmosphere. Children are helped to be independent, disciplined, able to socialize and have basic skills that support the next child's development. The learning process is carried out in stages, repeatedly, consistently, concretely and thoroughly so that it has meaning for children.

In its implementation, each PAUD unit must try to accommodate children with special needs to the extent of their capacity, provide basic nutrition and health services to children organized by other parties, must organize counseling for parents and families about nutrition and good health practices and work together with the organizers. PAUD units Together with parents and the community strive to provide nutritious food and vitamin supplements needed by children.

PAUD management needs to pay attention to the standards of educators and education staff so that they have the appropriate qualifications and competencies. Furthermore, PAUD units need to manage facilities and infrastructure that support education services for early childhood according to standards and need to manage the use of funds in an effort to improve service quality.

The success of an educational concept is highly dependent on the commitment to make a positive contribution to improving education services for students, the problems that arise are related to the Implementation of Unit Management Standards in improving the quality of Early Childhood Education services in broad terms related to the Understanding of Principals/PAUD Managers in making Program planning is not based on the characteristics of each unit. Short-Term Program Planning is only in the form of documents without its implementation and evaluation so that the PAUD unit cannot measure how far the vision of the PAUD unit can be achieved in improving the quality of PAUD services.

This problem occurs because the Foundation and Supervisor/Supervisor of the Office of Education have not optimally supervised the Principal/Manager in program planning, organizing, implementing work plans and supervising the PAUD unit program and not optimally utilizing the surrounding environment in partnerships so that when viewed from management standards, The quality of PAUD units still needs to be strengthened in management

With the role of all parties who support the implementation of management standards starting from the PAUD unit in the surrounding environment, parents, the community and stakeholders, the education unit will improve its performance in serving early childhood with quality services based on Holistic Integrative. This study aims to describe and analyze the Implementation of Unit Management Standards in improving the quality of Early Childhood Education (PAUD) services in

Al-Irsyad Al-Islamiyyah Kindergarten, Cirebon City and Baitul Maqdis Kindergarten, Bandung City.

Management standards are the minimum criteria regarding the planning, implementation and supervision of educational activities carried out by the Education Unit so that the implementation of Education is efficient and effective. This is in line with the Regulation of the Minister of Education and Culture No. 137 of 2014 which states that PAUD management standards are implementation that refer to content standards, processes, educators and educational staff, facilities and infrastructure, and financing.

The steps for implementing management standards include; program planning, organizing, implementing work plans and monitoring. This is in line with Gorge Terry's theory regarding management functions which consist of; Planning (Planning) is choosing and connecting facts and making and using assumptions about the future by way of describing and formulating the activities needed to achieve the desired results, Organizing (organizing) is the determination, grouping, and arrangement of kinds - the types of activities required to achieve the goal, the placement of people (employees), for these activities, the provision of suitable physical factors for work needs and the indication of the relationship of authority, which is delegated to each person in connection with the implementation of each activity expected, Implementation (actuating) is arousing and encouraging all group members so that they will and try hard to achieve goals and be in harmony with the planning and organizing efforts of the leadership, Controlling (controlling) as the process of determining what must be achieved, namely standards, what y What is being carried out is implementation, evaluating implementation, and if necessary making improvements, so that implementation is according to plan, namely in accordance with standards (measures).

Partnership with parents is an effort by PAUD units to involve parents actively so that there is harmony and continuity between education in PAUD units and care at home to support optimal child growth and development. mission and educational goals that have been planned can be achieved properly. In line with this, the National Education System Law No. 20 of 2003 Article 54, paragraph 1 states that community participation in education includes the participation of individuals, groups, families, professional organizations, employers, and community organizations in the implementation and quality control of educational services.

The concept of Quality Education, Education is a service in the form of a cultural process. This understanding has implications for the existence of input (input) and output (output). Input can be in the form of students, infrastructure and other learning facilities including the environment, while the output is graduates or alumni, which then becomes a measure of quality, considering that educational products are services, the quality of educational services is very dependent on the attitude of service providers in the field and the expectations of users. educational services. This is in line with Edward Sallis (2015: 23) in his book

Total Quality Management in Education, quality is something related to passion and self-esteem. For every institution, quality is the main agenda and improving quality is the most important task.

B. Method

The research approach that will be used is a qualitative approach, namely research used to describe and analyze phenomena, events, social activities, attitudes, beliefs, perceptions and people individually or in groups.

The research method in this research is descriptive analysis which is a research method based on the philosophy of postpositivism, used to research on natural object conditions, where the researcher is the key instrument, data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize the meaning of generalizations.

Data collection techniques were carried out by observation, interviews and documentation. Observation techniques are carried out directly and indirectly observing all school activities from the Principal, teachers, student learning activities both at school and outside of school, educational interactions between teachers and students. The expected data is the implementation of the teacher's main competencies that are integrated into the teacher's performance in learning outcomes activities in the classroom and outside the classroom. Documentation study techniques are carried out to obtain a number of data and information relating to the description of objects used as tools in the implementation process.

C. Results and Discussion

In general, actuating is defined as moving others. Mobilization is essentially a business and can work to achieve the goals that have been set effectively and efficiently. Husein, (2003:78). The definition of actuating/activating according to some experts, includes:

Siagian, P (2004: 120): "Moving is the whole process of giving encouragement to work to subordinates in such a way that they want to work sincerely in order to achieve organizational goals efficiently and economically". According to George R. Terry in Sukarna (2011: 82) that: Mobilizing is arousing and encouraging all group members so that they will and try hard to achieve goals and are in harmony with the planning and organizing efforts of the leadership.

From the opinions of the experts above, it can be concluded that actuating is an activity to move people in an organization to work to achieve a goal that has become the goal of the organization.

Basically mobilization is very closely related to the human element in the organization. Organizational activities will be largely determined by the extent to which the human element can utilize all other (non-human) elements and is able to carry out the assigned tasks. Other elements within the organization such as

funds, infrastructure, tools, methods, time, and information will be meaningless to the organization when the human element does not have the enthusiasm to use them effectively and efficiently. Thus, the success of an organization will be largely determined by the human elements involved in the organization itself.

a. Instructions in actuating: complete and firm, reasonable, written, giving guidance to those giving instructions.

b. Control leads: supervision and research are necessary to prevent errors

c. Actuating urgency: the importance of actuating so that they will consciously act to achieve a common goal

d. Actuating obstacles: organizational goals are not clear enough for members of the organization, so they don't know the direction to be achieved; organizational members do not understand their respective duties; organizational members do not understand the policies pursued, organizational members rarely receive attention from the leadership, especially those with high achievements.

Based on the results of interviews, observations and documentation studies, the PAUD unit already has a work plan that is implemented in activities to improve the quality of early childhood services. child development achievements, content standards, process standards, educator and education staff standards, facility and infrastructure standards, management standards, financing standards and assessment standards, and translated into a format consisting of programs, activities, objectives, KPIs (indicators of program achievement , strategy, schedule, person in charge and source of cost (doc).

The curriculum used by Al Irsyad Al Islamiyyah Kindergarten uses the KTSP curriculum model, an embodiment of the preschool curriculum with the 2013 curriculum as guidelines for preparation. The Al Irsyad Al Islamiyyah school curriculum was developed and enriched to meet the needs of students. This curriculum is integrated so that students can have skills in connecting the lessons conveyed with the daily lives of students, because of the interrelated nature of knowledge, the time used becomes more effective to complete the existing curriculum load.

The curriculum used by Baitul Maqdis Kindergarten uses the KTSP curriculum model. to increase and improve the quality of education PAUD units gradually and continuously by carrying out Islamic values as the basis for developing the character of students. The character values are leadership, honesty, creativity and independence. The application of values is carried out through routine habituation which is applied while the child is in the PAUD unit of Baitul Maqdis Kindergarten. In managing learning activities that are fun, creative, and participatory. Both Al Irsyad Kindergarten and Baitul Maqdis Kindergarten determine their curriculum in accordance with the community environment, the characteristics of the students, the abilities of the teachers who teach, the availability of facilities and infrastructure, the ability to finance, the values that characterize the school and the programs it uses.

In line with the 2017 PAUD KTSP Preparation Guidelines, the Education Unit Curriculum (KTSP) is made by education units according to the characteristics of

PAUD units, such as environmental conditions, students, educators, facilities and infrastructure, costs, and underlying values, as well as programs that will be carried out by the PAUD unit.

The principles of KTSP in Al Irsyad Kindergarten and Baitul Maqdis Kindergarten are made with two types of principles, namely general and specific principles, general principles are made national in nature following applicable regulations taking into account relevance, flexibility, continuity, practicality and effectiveness, while specific principles are made local in nature in accordance with the needs of the school starting from the needs of students, teachers and the community, educational goals, selection of educational content, selection of teaching and learning processes, selection of media and learning tools, and selection of assessment activities. In line with Sukmadinata in Yunita Hariyani (edureligia Vol. 2, No. 2, 2018) states that the principles of curriculum development are divided into two types, namely general principles and specific principles. The general principles of curriculum development are relevance, flexibility, continuity, practicality and effectiveness. These principles are a strong landscape for creating a curriculum that fits the needs of students, teachers and society. The specific principles of curriculum development are related to educational goals, principles related to the selection of educational content, principles related to the selection of teaching and learning processes, principles related to the selection of media and learning tools, and principles related to the selection of assessment activities. The specific principles applied by Al Irsyad Al-Islamiyyah Kindergarten and Baitul Maqdis Kindergarten include child-centered, varied and characterized learning, providing meaningful learning experiences, focusing on Life Skills according to the community environment, according to the level of child development, holistic-integrative and learning while played.

In accordance with the principles of preparing the KTSP for the PAUD unit in Permendikbud 137 of 2014 concerning PAUD Standards, namely a) Child-centered taking into account the potential, talents, interests, development, and needs of children, including special needs, b) The curriculum is developed Contextually, c) Includes all dimensions of competency and development programs, d) Development programs as the basis for forming a child's personality, e) Paying attention to the level of child development, f) Considering how children learn, g) Holistic - integrative, h) Learning through play, i) Providing learning experiences and j) Paying attention to and preserving socio-cultural characteristics

The flow of KTSP preparation in Al Irsyad Kindergarten and Baitul Maqdis Kindergarten, namely first compiling a curriculum team involving school principals, management teams, teacher representatives, foundations and committees which later children will carry out context analysis related to the curriculum which will be prepared according to school characteristics and the child's level of development, secondly carry out work program as needed, third if the curriculum document has been prepared, the document is then ratified by the inspector or supervisor, the fourth document that has been ratified then the stipulation decree is made, the

fifth curriculum document which has been made the stipulation decree is then socialized to parents of students at the beginning of the school year .

In line with the flow of curriculum development in Permendikbud 137 of 2014 concerning PAUD standards, including first, the Context Analysis of the PAUD Unit formed the PAUD Unit Curriculum Development Team (TPKS PAUD), second, the PAUD Unit held a curriculum development work meeting led by the Principal, third, Ratification of Documents KTSP PAUD, fourth, Implementation of KTSP, and fifth, Implementation of KTSP.

The KTSP document components in Al Irsyad Kindergarten and Baitul Maqdis Kindergarten were prepared based on Permendikbud 137 of 2014 concerning PAUD standards, namely the curriculum document component, document 1 which includes introduction, curriculum structure, vision, mission, school objectives, curriculum characteristics, learning load, educational calendar and the learning program consists of programs for the development of religious and moral values, including physical-motor development, cognitive development, language development, socio-emotional development and artistic development. Meanwhile, document II includes emergency curriculum concepts, emergency learning concepts, emergency learning principles, emergency learning methods and media materials, learning management steps, RPPH, RPPM, promissory notes, prota, management of emergency classes, and implementation of evaluations.

PAUD unit management activities Management activities at Al Irsyad Kindergarten and Baitul Maqdis Kindergarten are carried out by implementing various programs including school administration documentation programs, improving school administration order, documenting school activities, optimizing parents' handbooks, Optimizing school SOPs, school HR meeting, school organizational structure, optimizing inventory and labeling, public relations, IT-based administration, my partner committee, optimizing HR attendance data management, school meetings, official meetings, student orientation period (MPLS) during a pandemic, student parent orientation period (MOOS), progress optimization education reports and book reports, spirit of competition, school graduation, successful PPDB, my school is beautiful my school is comfortable, and standard gernas, regulates the filling of main books, group list books, report books, mutation and attendance books, relations between kindergartens and the education office and local government, teacher meeting, meeting department, regulate the distribution of teacher tasks, and improve the quality of human resources.

All programs are carried out to encourage all parties involved in the school to be able to achieve organizational goals efficiently and economically, such as holding meetings, both meetings with teachers, with parents, and with the official can prepare a program so that it is achieved more optimally and has adequate preparation. mature, in line with the opinion of Siagian, P (2004: 120): "Moving is the whole process of giving encouragement to work to subordinates in such a way that they want to work sincerely in order to achieve organizational goals efficiently and economically".

Management activities carried out such as controlling administration and improving the quality of human resources can also arouse and encourage educators and education staff to be willing and try their best so that planning and implementation can go according to and can achieve the desired goals with good quality, in line with the opinion of George R. Terry in Sukarna (2011: 82) that: "Actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing efforts. (Moving is arousing and encouraging all group members so that they will and try hard to achieve goals and are in harmony with the planning and organizing efforts of the leadership).

In the context of the six value systems, actuating activities should be based on all values. PAUD units should have guidelines in each program implementation so that it is in accordance with the planning and organizational efforts that have been determined. So that the programs implemented can provide impacts and benefits for institutional development.

Thus, the PAUD Unit has managed the PAUD unit in an effort to improve the quality of PAUD services but it has not been maximized. This is evidenced by the existence of implementation activities and compliance with PAUD unit management standards that refer to the Education Unit Work Plan and National Education Standards. However, there are still a number of human resources whose academic qualifications are not linear and have not been certified for PAUD teacher competency training. Implementation of standard management Unit management in improving the quality of Early Childhood education services is carried out by school management, namely the Head of Kindergarten and Deputy Head of Kindergarten. Management activities are carried out based on predetermined program plans and budget plans so that PAUD unit management can ensure that all programs can be realized. Management activities carried out include carrying out programs implemented in accordance with work program plans and budget plans, developing and implementing curriculum based on principles, flow and fulfillment of curriculum components at the education unit level (KTSP), implementing student management activities, communicating objectives on the parties involved, establishing partnerships and implementing learning programs based on developing the potential of students. However, even so, the Head of the PAUD Unit has not been maximal in arousing and encouraging all school members in an effort to align the implementation of all programs with planning and organizing efforts.

From the results of the discussion on implementation, it can be concluded that the implementation activities carried out by the two research locus Kindergartens were not in accordance with the Actuating concepts carried out by management implementation experts and were not yet supported by a value system, namely teleology. PAUD units should have guidelines in each program implementation so that it is in accordance with the planning and organizational efforts that have been determined. So that the programs implemented can provide impacts and benefits for the development of PAUD units.

D. Conclusion

PAUD units have implemented standard management of unit management in improving the quality of early childhood education (PAUD) but have not been based on a full management concept. The PAUD unit has carried out the management of the PAUD unit in an effort to improve the quality of PAUD services by carrying out activities and fulfilling PAUD unit management standards that refer to the Education Unit Work Plan and National Education Standards, but are not yet in accordance with the Actuating concepts carried out by experts in implementing the process education, health, nutrition, care, care and child protection services that need to be carried out simultaneously, systematically, comprehensively, integrated and continuously to support optimal growth and development in order to create healthy, intelligent and characterized children as future generations who are qualified and competitive.

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