

Community Based Early Childhood Education Management

*Kadar¹, Rochmat Wahab², Siti Fatonah³

^{1,2,3}Students of Doctoral Program in Islamic Studies

Universitas Islam Negeri (UIN) Sunan Kalijaga, Yogyakarta, Indonesia

*maskadar1960@gmail.com

ABSTRAK: *This study aims to find theories about community-based Kindergarten educational institutions management. Data were collected objectively, not influenced by observers' wishes, using questionnaires, interviews, observation sheets, and interview guides. Data validation used data triangulation method between researchers, practitioners, namely the headmasters, teachers, school committees, parents of students, and community leaders involved in Kindergarten in Kebumen Regency. Pragmatically, this study found a theory about the functions and implementation of Kindergarten that are managed professionally with support and community participation. The organization of Kindergarten educational institution organizers carried out based on the job description, the meaning is between schools, communities, and parents have their roles, functions and responsibilities based on a joint decision with increasing the growth and development of Kindergarten (Raudhlatul Athfal) professionally and competitive. Educational institution development program of Kindergarten starts with the community's idea, carried out by teacher under community supervision, and the community evaluates the results. The community functions as the facilitator of building's physical development program, completeness of facilities and other infrastructure as well as the quality development program for Kindergarten educational institution professionally.*

Penelitian ini bertujuan untuk menemukan teori tentang manajemen lembaga pendidikan TK berbasis masyarakat. Data dikumpulkan secara obyektif, tidak dipengaruhi oleh keinginan pengamat, menggunakan kuesioner, wawancara, lembar observasi, dan panduan wawancara. Validasi data menggunakan metode triangulasi data antara peneliti, praktisi, yaitu kepala sekolah, guru, komite sekolah, orang tua siswa, dan tokoh masyarakat yang terlibat di Taman Kanak-kanak di Kabupaten Kebumen. Secara pragmatis, penelitian ini menemukan teori

tentang fungsi dan implementasi TK yang dikelola secara profesional dengan dukungan dan partisipasi masyarakat. Organisasi penyelenggara lembaga pendidikan TK dilaksanakan berdasarkan uraian tugas, artinya antara sekolah, masyarakat, dan orang tua memiliki peran, fungsi dan tanggung jawab mereka sendiri berdasarkan keputusan bersama dengan meningkatkan pertumbuhan dan perkembangan Taman Kanak-Kanak (*Raudhlatul Athfal*) secara profesional dan kompetitif . Program pengembangan lembaga pendidikan TK dimulai dengan gagasan masyarakat, dilaksanakan oleh guru di bawah pengawasan masyarakat, dan hasilnya dievaluasi oleh masyarakat. Komunitas ini berfungsi sebagai fasilitator program pembangunan fisik bangunan, kelengkapan fasilitas dan infrastruktur lainnya, serta program pengembangan kualitas untuk lembaga pendidikan TK secara profesional.

Keywords: *Kindergarten, Raudhlatul Athfal, Institutions Management, Community-Based.*

INTRODUCTION

Millennial generation period needs the preparation to face the effects of globalization, which is more critical of schools to meet these challenges. Strengthening character education as a solution to be instilled from an early age in order can compete and not be easily influenced by the outside world influence with a glamorous lifestyle (Lalo, 2019). Community schools are partnerships between schools, families, and communities that focus on supporting student development, educational outcomes, family participation, and developing healthy communities. Integrated community schools in academic services, health services, and social services, as well as community involvement, lead to increase the learning of students, more influential families, and healthier communities (Martirano, 2015).

Kindergarten educational institutions are educational services to accommodate early childhood aged 4-6 years. The purpose of Kindergarten institutions is to provide the ability of knowledge, skills, and attitudes to prepare services for physical and mental development and growth to be able to continue to a higher level of education. Therefore, Kindergarten education institutions must be professionally managed and provide satisfaction for the community as users of educational services (Supriadi, 2014). The challenge seems to be hard for Kindergarten/RA education providers be able to provide students with abilities quality and good character (Ikhwan, Fahriana, Musyarapah, Mukhlis Fahrudin, & Jaelani, 2019).

Based on Constitution number 20 of 2003 concerning the National Education System, article 28 paragraph (4), early childhood education in the non-formal pathway consists of playgroups (KB), daycare centres (TPA), or other forms of equals. In the formal education pathway, there are kindergartens (Kindergarten), *Raudhatul Athfal* (RA), an additional equal formal education. Organizers of early childhood education are focused on helping physical and spiritual growth to be able to prepare themselves to enter higher education (Bungin, 2003).

Based on data Kemendikbud RI 2016 students of all Kindergarten in Indonesia are 4.625.432 children. They study in national Kindergarten are 309.255 children (6,88%) and who study in private Kindergarten around 4.186.177 children (93,12%). Students RA are 1.231.101 children, consist of group A around 526.953 children and group B around 684.967 children (Kemdikbud RI, 2014). There are not also enter in the group, and they are students that study at 3-4 years old, they are 19.181 children. (Kementerian Agama RI, 2016). Based data from Kementerian Agama RI 2014, students at education institute RA in Indonesia around 1.231.101 children. All students early age who study in kindergarten/RA in Indonesia based on data 2016 around 5.726,533 children. Ratio teachers and students are 1: 15 or are found ideal for one group study get one teacher and fifteen children (Sabila, Susanto, & Saputro, 2020).

Based on data from the Ministry of Education and Culture Republic of Indonesia in 2016, the number of TK students throughout Indonesia reached 4,625,432 children. They attend 309,255 children in the State Kindergarten (6.88%), and those in Private Kindergarten reach 4,186,177 children (93.12%). (RI Ministry of Education and Culture, 2016). The number of RA students is 1,231,101 children, consisting of group A as many as 526,953 children and group Breaching 684,967 children. Some are not included in the group, and they are children who go to school in the age range of 3-4 years, as many as 19,181 children. (Indonesian Ministry of Religion, 2016). Based on data from the Indonesian Ministry of Religion in 2016, the number of students in RA education institutions throughout Indonesia is around 1,231,101 children. The total number of young children studying in kindergarten throughout Indonesia based on 2016 data was 5,726,533 children. The ratio of teachers and students is 1:15, or there is an ideal ratio for one study group, there are one teacher and 15 children (Ikhwan, 2017a).

Community school concept could be the first traced to the reform era of the early twentieth century in America. It has long been concerned that schools cannot meet the needs of students but has become strong because they have partnerships with other organizations. Community schools are partnerships between schools, families, and the community for student development and educational outcomes, which have the support of families and environmental communities. Therefore, building strong partnerships

between schools and service providers, schools provide more complicated assistance for student and family development (Pryadarsima, 2002). In addition to establishing organizations to support non-academic needs, community schools also support academic development by coordinating and aligning programs and outcomes with classroom learning (Martirano, 2015). Thus, through collaboration between the school and school community as partners, it can provide more space to encourage the community to be involved in the administration of the education unit. Indeed, this requires ongoing management, so that's partnerships and school community be effective and efficient for supporting school programs (B, 2004).

Needed assessment academic so that Kindergarten in Kebumen regency can be managed as professional and can hold education independently, accountable and go on as effective (Tony Bush & Coleman, 2006). Organized knowledge of kindergarten standard or advance must fulfil standard requisite minimal service, especially availability infrastructure physical building which satisfies, teacher and official employee have had Strata-1 or diploma and linear and also complete other infrastructure.

Organizing of based community Kindergartens education is combining between schooling for a child on an early age which holds as formal in the school by training for a child that goes on the family. The purpose of that collaboration to increase increase awareness from the community be an outstanding education for a child at an early age; improve knowledge, skill, parents behaviour, and society for taking care, looking after, and teaching child in the family; and empower organizing integrated program education learning of Kindergarten as responsibility together among schools, parents student, and community (J, 2011).

Engagement parent's student and community in organizing program education of Kindergarten is full responsibility that must do. It means involvement parent in the school of kindergarten institute can create a group learning for a student that is more effective (Handyside, Murray, 2012).

Based on the background above, need empirical investigating to give solution and next action for a various problem facing by executor education of Kindergarten in Kebumen Regency (Yusuf, 2015). To provide solution and the following work for a different question, research with title "Management of Education An Early Age Institute based Community" can be used as a reference for giving solution in manage the professional Kindergarten.

METHOD

The research method uses a survey; this study uses a review to the field or the first location that is very important for research so that you can get the facts and actual data, which are needed in this study. This can produce

recommendations on kindergarten management based on community management and use as a reference for the management of kindergarten institutions to provide satisfaction to the community (Arikunto, 2014). Resource data from this study were 164 people consisting of 69 principals, 62 teachers, ten school committees, ten parents of students, one independent community person, two people from other community institutions, and ten community leaders as a study. The population of 69 Kindergarten institutions or 10% of 688 Kindergarten institutions in Kebumen Regency. Part of this population data is that 10% of the total kindergarten institutes in Kebumen Regency are 688 institutes by selecting 69 institutes that describe the population as all kindergarten institutes in Kebumen District.

LITERATURE REVIEW

The manager comes from English, *manus* and *agrees*, which means to do. The person who acts as management is the manager. A job requires coordination of organization existing resources to achieve the goals. To understand management by following 5W + 1H (who, what, why, when, where, and how). The benefits of education management create a quality and pleasant learning atmosphere by learning how to learn, creating of professional administrative competence, and saving of 7 M resources (man, money, materials, methods, machines, marketing, minutes). The most common of fundamental functions to achieves of objectives management process consists of planning, organizing, actuating, and controlling. Another combination is consisting of the plan, coordinating, giving motivation, directing, and supervision. Educational management is carried out through the process of planning, organizing, implementing, and monitoring (Terry, 2014).

The success and effectiveness of Kindergarten management are greatly influenced by active educational institutions community participation and other educational environments (L, 2012). Effective management in educational organizations depends on the quality of leadership and management as one of the essential variables for making comparisons between superior and less superior schools (Tony Bush, 2006). Based on management terminology that a field of science that seeks systematically to understand why and how humans work together to achieve systematic goals. Educational management is a series of steps to manage education in an integrated manner that develops an organization as a system that is social, economic, and technical (Udaya, 2001).

The duties and functions of school principals are very complicated for the realization of quality schools, in detail 7 services and tasks are as follows: educator, manager, administrator, supervisor, leader, innovator, and motivator (Mulyasa, 2007). There are eight functions and duties of the

Principal as follows: educator, manager, administrator, supervisor, leader, innovator, motivator and entrepreneurship (Asmuni, 2012).

Early childhood education is a process to provide of stimulus for children so that their potential can develop optimally both motoric, cognitive, social, and spiritual (Nadlifah, Suismanto, 2019). Referring to the national education system that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students can actively develop the potential that exists of themselves both the possibility for spiritual strength, self-control, personality, intelligence, noble character, and skills that are needed himself (Tri Ulya Qodriyati, Tri Joko Raharjo, Utsman, 2018).

Education child an early age is an irregular education like playgroup, and formal education like Kindergarten or RA. The purpose of holding education of Kindergarten are (1) build base potential student, so that become religious student, good character, great personality, healthy, knowledge, skill, critical, innovative, independently, confident, and become democratic national and responsibility. (2) developing potential spiritual student, intellectual, emotional, and social at gold period growing environment educative play and comfortable, and (3) helping the student various possible mental and physical like good morals, socio-emotional, independence, cognitive, and physical/motoric so they ready to enter elementary education (Helnawati, 2015).

Education decentralization policy is considered as a management issue because of the overall administrative decentralization decision without extensive consultation involving education stakeholders. To further provide fundamental changes to current development conditions, education management school-based will have more potential if there is a change towards community-based education management (Widyawati, 2013). The transition from school-based management to community-based education management has been agreed in schools. This, as a reason for community-based education, is adjusted the conditions of the community, namely: Taking decisions with the community; wise choices and decisions; management strategies according to community dynamics; Ask for community participation; adapted to community norms; cultivate community values; involving all components of society; open information and communication; community-owned institutions; conduct conflict management; and community empowerment. The relationship between educational institutions and community seen from the nature of education itself, namely: (1) knowledge is directed at building the quality of existing resources in society; (2) learning is directed at preparing children to carry out life in the community. For this reason, education requires support from the town, in the form of facilities, social systems, community culture and

environment, because in society occurs a method of educational process implementation (Ikhwan, 2017b).

Currently, education only tends focused on developing Intellectual Quotient (IQ), by separating between religious knowledge and general knowledge so that education produces intelligent humans but is empty of spiritual values. IQ, which has been praised by education practitioners and parents for a long time, in reality, does not fully support one's success. Many who have intellectually, also exceptional intelligence are proven by their scores on test results or report cards, but after they are mature, their emotional intelligence does not work. Emotional intelligence of a person as part of doing introspection to someone in motivating themselves in their lives requires habituation from an early age to be able to communicate with others and their environment well. Spiritual intelligence is part of one's belief in God so that all forms of activities carried out are always accompanied by a foundation of faith and piety to God as the creator of the natural world (Khaidir, 2015).

Based on observations and interviews of various kindergartens based on Islamic religious education, it can be concluded that Islamic-based kindergartens provide integrated training between general education and Islamic religious education. This integration can be seen from a variety of learning activities that predominantly relate to the teachings of Islamic religious education. Therefore, daily activities both in dressing, habituation before lessons begin and lessons are always started and closed with Islamic nuances of prayer. The various advantages of organizing Islamic-based education are that students are accustomed to learning multiple knowledge about the rules of Islamic religious education through memorizing short letters, daily short prayers, Asmaul Husna, and numerous short traditions that can be memorized by children in their age. Almost all students graduating Kindergarten based on Islamic religious education already can read the letters in the Holy Qur'an with the correct pronunciation. Thus, parents of students are satisfied with the various skills possessed by their children because they do not need to think about sending their Pesantren or TPQ to have Islamic religious education competence (Munjin, 2017).

The curriculum in Kindergarten is the 2013 Curriculum, emphasizing the strengthening of character education. According to Law number 20 of 2003 concerning the national education system article (1) point (14), it states that early childhood education is a coaching effort aimed at providing educational stimuli to assist physical and spiritual growth and development so that children have readiness for entering further education. Therefore, the expected results of early childhood education are expected to: 1) improve access and quality of services; 2) increase awareness of local government, families, parents and the community about the importance of education for early childhood and; and 3) increased participation and

community participation in the provision of quality early childhood education (Helnawati, 2015).

Based community education emphasizes the involvement of the community as a whole, meaning that society and its environment are responsible for determining the direction and needs of knowledge in the context of the programs and activities of providing education. The main objectives of based community education are: 1) helping the government mobilize local and external sources and improve the role of community in the delivery of education; 2) stimulate changes in attitudes and perceptions of the society towards school selection; 3) support community initiatives to support the implementation of quality education; 4) supporting the role and participation of the city in developing innovative formal educational institutions, and 5) helps alleviate child dropouts to support 9-year compulsory education (Mutholib, 2018).

The community has become a central function in donating energy, thought, and funding to get a kindergarten education business and extraordinary concepts. The application of community-based Kindergarten education functions to improve the process and quality of education, because the quality of educational outcomes in Indonesia generally still low because of no relevance of needs in the community. The knowledge that has superior quality is dominated by people who have middle to upper economic capacity or rich people. In contrast, people who do not have financial ability deserve to send them to schools with minimum compliance standards. The application of community-based education leads to education that is equitable, fair, efficient, and relevant to the needs of the community (Fuad, 2014).

The concept of quality education needs to be developed and improved. The government must improve education policies that support quality improvement and education packing. As a facilitator, the government has a central function to make teaching materials, curriculum tools, and learning systems that are good, effective, and efficient. To encourage the improvement of education quality, schools must become professional educational institutions, be managed as professionals, leads by professional school principals, and be supported by expert teachers as well. Quality reinforcement is the highest priority in education policy (Ace Suryadi, 2014).

FINDINGS AND DISCUSSION

Organizing of Kindergarten education-based community- in higher clusters such as educational institutions, government and schools, communities and donors, education of stakeholders, parents of students and school institutions. All components are related in holding it as a function of Kindergarten education agency as an agency providing land, physical

buildings, and many other media have an essential role as a vital part for organizing kindergarten education. The government and schools are part of the organizers of curriculum preparation, conceptualizing programs, conducting programs, and evaluating program achievements and following them on. Communities and donors are an integral part of education for early age based communities. Community and donors are essential and unique factors in managing quality kindergartens because of the community's participation as effective school relations.

Media cluster organizations based on Kindergarten education do not yet have many components such as educational institutions, government and schools, communities and donors, education stakeholders, parents and school institutions. All related components in holding Kindergarten/RA education institutions as owners and providers of land, physical buildings, and many other media have an essential function as a critical part the implementation of Kindergarten education. The government and schools are the part that regulates the implementers of curriculum preparation, making programs concept, conducting programs, and evaluating the success of the program and following it on. Communities and donors are an integral part of education for early age based communities. Community and donors are essential and unique factors of managing quality kindergartens, because community participation as an active school relationship participation, but not yet supreme wisdom.

Transferring management-based schools to management-based communities education in middle-kindergarten education clusters is not functioning optimally. Implementation of community-based education by conditions of the population but only a few complete aspects such as: making decisions with the community; excellent and democratic decisions; community participation approach; adapted to community norms; wisdom all components of society. Based on observations and interviews with six kindergarten educational institutions in Kebumen in the middle cluster there is a harmonious relationship between educational institutions and community, because we can see from the managerial implementation in 6 Kindergarten institutions that have not been implemented optimally such as (1) continuing Kindergarten education to build the quality that is in the community; (2) Kindergarten education is going forward to prepare students for enjoying their lives in the city, such as facilities, social systems, community culture and environment, because the system carries out of education process.

Community-based education in 3 institutes of Kindergarten general-based mental cluster is more advanced to make mentality and emotion, socialization and teaching and teaching as strategies in preparing and facing the future for a progressive future. Not only does community-based education demand that Reis be an active and active community actor, but the results of education implementation that demand many community

problems can be resolved. Organizing Kindergarten for community-based education institutions in Islamic-based Islamic groups, developing of advanced quality education to study religions that have long been adhered to, highly moral, mixed with good morality of socket education by the culture of their environmental community.

School-based transfer management to community-based education management in low-level kindergarten education institutions has not functioned optimally. Implementation of community-based education by conditions of the community but only a few complete aspects such as: making decisions with the community; excellent and democratic decisions; community participation approach; adapted to community norms; the wisdom of all components of society. Based on observations and interviews of 4 kindergartens education institutions in Kebumen District, there is a harmonious relationship between educational institutions and community, because we can see from the managerial implementation of 4 kindergartens institutions that have not been implemented optimally such as (1) continuing kindergarten education to build quality existing in the community; (2) Kindergarten education is going forward to prepare students for enjoying their lives in the city, for this reason, training requires support from the community such as facilities, social systems, community culture and environment, because there is a system of conducting the educational process in the city (Putra, 2012).

Community-based education of 2 lower cluster-based educational institutions is more advanced to make mental and emotional, teach students knowledge as a strategy in preparing and facing an increasingly sophisticated future. But it hasn't worked effectively. The education-based community does not only demand that there are actors who are involved and active from the city, but many community problems can solve the results of the implementation of education that are indeed demanding. Organizing RA-based community education in low cluster based on Islam, developing the learning of advances quality education in life hold religion with the highest mix of morality with carc socket education that is appropriate to the culture of their neighbourhood community but has not yet functioned optimally (Anwas, 2012).

Managing a public kindergarten or Islamic Kindergarten as a general education provider has an essential formal implementer as an education that is successfully executed and completes education for children at an early age (Surakhmad, 2000). However, progressive or declining kindergarten education depends on the readiness of the community to support many excellent programs. The role and participation of the population in organizing kindergarten education is the first factor because without the part and involvement of kindergarten education community cannot manage it well. Organizational education programs that have been used jointly

between schools, school committees, parents, and other community supporters, they will not work well if there is no joint commitment to support each other as a task and who will take on the role.

The role and participation of the community in organizing kindergarten education is a dominant factor in getting professionally managed kindergarten education and having useful concepts such as: (a) Education of Kindergarten becomes responsibility together among school, parent, and community; (b) Education of Kindergarten has had principle from, by, and for the community; (c) Education of Kindergarten prepares Islamic education services through education activity in TPQ; (d) Organizing education of Kindergarten based on sockets culture in their environment; and (e) Education that is done to put forward making characteristic student so has based marks in making friend as eastern and Islamic.

CONCLUSION

The main tasks and functions of implementing kindergarten educational institutions are managed basic job descriptions. The head of the kindergarten education institution has had an important actor in making success in developing institutions. Community education programs follow from the responsibilities of school planning programs, carry out physical development programs, and build learning infrastructure. Carrying out quality education for kindergarten institutions supported by creative, innovative and productive human resources can be described as the basis for higher education institutions for kindergarten institutions, making decisions with the community; right and democratic decisions; management strategies as community dynamics; community participation approach; adapted to community norms; the mark of the city being cultivated; constitute all component communities; open information and communication; institutional community; conflict management; and community empowerment. Management realization in kindergarten institutions of high cluster institutions is ideal, can manage professional education, aesthetic quality, competitive efforts, and provide satisfaction to the community.

REFERENCES

- Ace Suryadi, et. a. (2014). *Pendidikan untuk Tranformasi Bangsa: Arah baru Pendidikan untuk Perubahan Mental Bangsa*. Jakarta: PT Kompas Media Nusantara.
- Anwas, O. M. (2012). Model PAUD Posdaya Sebagai Alternatif Pelaksanaan Pendidikan anak usia dini Berbasis Masyarakat. *Jurnal Pendidikan Dan Kebudayaan*, 18(3).
- Arikunto, S. (2014). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

- Asmuni, J. M. (2012). *Manajemen Strategi TK/RA*. Yogyakarta: Diva Press.
- B, U. G. (2004). *Karya Terjemahan :Profesional Development for Educational Manajemen*. Jakarta: PT Grasindo.
- Bungin, B. (2003). *Analisa Data Penelitian Kualitatif : Pemahaman Filosofis dan Metodologis ke Arah Penguasaan Model Aplikasi*. Jakarta: PT Raja Grafindo Persada.
- Fuad, N. (2014). *Manajemen Pendidikan Berbasis Masyarakat, Konsep dan Strategi Implementasi*. Jakarta: PT Raja Grafindo Persada.
- Handyside, Murray, and M. (2012). Learning Together, Teachers and Families as Learning Communities, *Journal of Emerging Trend in Educational Research and Policy Studies*.
- Helnawati. (2015). *Mengenal dan Memahami PAUD*. Bandung: PT Rosdakarya.
- Ikhwan, A. (2017a). Development Of Quality Management Islamic Education In Islamic Boarding School (Case Study Madrasah Aliyah Ash Sholihin). *Al-Hayat: Journal of Islamic Education*, 01(01), 1-27.
- Ikhwan, A. (2017b). Metode Simulasi Pembelajaran dalam Perspektif Islam. *Istawa: Jurnal Pendidikan Islam*, 2(2), 1-34. <https://doi.org/10.24269/ijpi.v2i2.623>
- Ikhwan, A., Fahriana, A. S., Musyarapah, Mukhlis Fahrudin, M., & Jaelani, D. I. (2019). Innovation of Islamic Education Through the Implementation of Mandatory Program Madrasah Diniyah (Non-Formal Religious Education Institutions) In Formal Institution. In *International Conference in Life, Innovation, Change, and Knowledge (ICLICK 2018)* (Vol. 203, pp. 320-323). Atlantis Press. <https://doi.org/https://doi.org/10.2991/iclick-18.2019.66>
- J, L. (2011). Putting the Pieces Together: Community Efforts to Support Our Youngest Children 0-8, A Report on the Early Learning Communities Initiative.
- Kemdikbud RI. (2014). *Permendikbud RI nomor 146 tahun 2014 tentang Kurikulum 2013 Pendidikan Anak Usia Dini*. Jakarta: Kemdikbud RI.
- Khaidir. (2015). Pendidikan Berbasis Akidah Pada TK Islam Terpadu Az-Zahira Meulaboh: Implementasi Model Evaluasi Goal Oriented Pendekatan Robert L. Hammond. *DIDAKTIKA*, 16(1), 61-90.
- L, M. (2012). Parent Involvement in Early Childhood Care Educational : A Study. *International Journal of Psychology and Behavioral Sciences*, 2(2), 22-27.

- Lalo, K. (2019). Menciptakan Generasi Milenial Berkarakter dengan Pendidikan Karakter guna Menyongsong Era Globalisasi. *STIK – PTIK*.
- Martirano, M. J. (2015). Building Community and School Partnerships for Student Success A Resource Guide for West Virginia Office of Special Programs. *West Virginia Superintendent of Schools*.
- Mulyasa, E. (2007). *Menjadi Kepala Sekolah Profesional*. Bandung: Remaja Rosdakarya.
- Munjin. (2017). Social Capital: Trust Building As A Strategy Of Developing Madrasa (A Case Study at Islamic Elementary School (MI) Istiqomah Sambas Purbalingga). *Al-Hayat: Journal of Islamic Education*, 01(01), 1-32.
- Mutholib. (2018). Islamic Education Leadership Morality. *Al-Hayat: Journal of Islamic Education*, 02(01), 1-7.
- Nadlifah, Suismanto, H. 'Aziz. (2019). *Pengantar ke Arah Ilmu Pendidikan Islam Anak Usia Dini, Kajian Normatif Ayat dan Hadis Tarbawi Tentang Pendidikan Anak*. Yogyakarta: CV. Istana Agency.
- Pryadarsima, V. (2002). *Kerangka Kerja Kompetensi Bagi Guru*. Jakarta: Jurnal Pendidikan Penabur.
- Putra, W. (2012). *Menghadirkan Lembaga PAUD Ideal di Indonesia*. Aceh: CV Multi Pressindo.
- Sabila, A. M., Susanto, H., & Saputro, A. D. (2020). Education Thought Imam Zarkasyi and Relevance to the Development of Islamic Education in Indonesia. *Istawa: Jurnal Pendidikan Islam*, 5(1), 19. <https://doi.org/10.24269/ijpi.v5i1.2271>
- Supriadi, O. (2014). Efektivitas Desentralisasi Manajemen Pendidikan Anak Usia Dini. *Jurnal Tabularasa PPS UMINED*, 11(1).
- Surakhmad, W. (2000). *Manajemen Pendidikan Berbasis Sekolah Dalam Rangka Pengembangan Pendidikan Berbasis Masyarakat*. Semarang: Kanwil Depdikdas Provinsi Jawa Tengah.
- Terry, G. R. (2014). *Guide to Management, Prinsip-prinsip Manajemen*. Jakarta: PT. Bumi Aksara.
- Tony Bush, & Coleman, M. (2006). *Manajemen Strategis Kepemimpinan Pendidikan*. Yogyakarta: IRCiSoD.
- Tony Bush, M. C. (2006). *Manajemen Strategis Kepemimpinan Pendidikan*. Yogyakarta: IRCiSoD.
- Tri Ulya Qodriyati, Tri Joko Raharjo, Utsman. (2018). Learning Management; Early Childhood Education. *JNE: Joernal of Nonformal*

Education, 4(1), 57-68.

Udaya, K. Y. (2001). *Pengantar Manajemen*. Jakarta: PT Prenhalliando.

Widyawati, R. (2013). Pendidikan Berbasis Masyarakat. *Blogspot.Com*.

Yusuf, A. M. (2015). *Asesmen dan Evaluasi Pendidikan Pilar Penyedia Informasi dan Kegiatan Pengendalian Mutu Pendidikan*. Jakarta: Kencana.