

Quality Management in Education to Enhance Student Independence: A Literature Review

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Abstract:

The core stages involved in the management framework for early childhood education (ECE) institutions are planning, organizing, implementing, and evaluating. These functions serve as the primary framework for managing educational activities professionally and ensuring continuous improvement in quality professionally. Educational quality management is a pivotal aspect of enhancing quality, as it is believed to be the primary asset in facing competition. Therefore, an educational institution must be managed comprehensively and in an integrated manner. Essentially, quality management is directed toward consistently meeting consumer needs and achieving continuous improvement in every aspect of the institution's activities. Early It emphasizes not only academic success but also the development of traits like independence, which are crucial at this stage.

Keywords: *Educational Quality Management, Independence, Early Childhood Education (ECE)*

Abstark:

Tahapan inti dalam kerangka manajemen lembaga PAUD meliputi perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Fungsi-fungsi ini menjadi dasar untuk mengelola kegiatan pendidikan secara profesional demi peningkatan mutu yang berkelanjutan. Manajemen mutu pendidikan sangat penting dalam menghadapi persaingan, sehingga lembaga harus dikelola secara menyeluruh dan terpadu. Pada dasarnya, manajemen mutu diarahkan untuk konsisten memenuhi kebutuhan konsumen dan melakukan perbaikan terus-menerus. Hal ini tidak hanya menekankan keberhasilan akademis, tetapi juga pengembangan karakter seperti kemandirian yang sangat penting pada tahap usia ini.

Kata Kunci: *Manajemen Mutu Pendidikan, Kemandirian, Pendidikan Anak Usia Dini*

1. INTRODUCTION

Early childhood education (ECE) is the foundation for building character, social skills, and basic abilities in children before entering formal education. The early years are considered the golden age of child development, as the brain undergoes the most rapid development during this period. Therefore, the quality of ECE services is crucial to provide the right stimuli for holistic child development, covering physical, cognitive, socio-emotional, and moral-spiritual aspects.

ECE programs are designed to foster learning that is age-appropriate and helps children explore their potential, providing them with the foundation for their future lives. ECE is part of human resource development and is placed on equal footing with other forms of education, as stated in Article 28 of Law No. 20 of 2003 on the National Education System (Wahyuni, 2022). ECE serves as a bridge between the family environment and the broader

community, including elementary school, and encourages growth in other areas of the child's life. It focuses on developing all aspects of the child's personality. Thus, in early childhood education, particularly in kindergartens, various activities must be offered to enhance different aspects of the child's abilities (LOMBE, T. P., 2018).

Schools, as one of the centers of educational activities, play a structured role in improving education quality. As micro-institutions directly responsible for shaping Indonesia's future generations, schools deserve significant attention from both the government and society. Schools, with their correlation to quality, ideally produce good inputs, processes, and outputs (Mulyasa, 2022). Educational goals can be viewed from various perspectives. For instance, from the perspective of anthropology philosophy, the purpose of education is to produce the ideal human being. Simon Bloom's educational taxonomy is based on psychological aspects, covering cognitive, affective, and psychomotor dimensions. The quality of the learning management process significantly influences the success of learning. The learning process is a developmental journey in which children acquire the learning objectives as expected. However, good management is not solely linked to teachers or others. Quality management should begin with oneself (Krathwohl, (2002).

2. RESEARCH METHODS

This study adopts a qualitative approach with an enriched literature review method. A qualitative approach was chosen to gain an in-depth understanding of the researched issue, allowing the researcher to explore the phenomenon contextually and holistically (Dewi & Mukhtar, 2022a).

As secondary data, this research will collect references from books, reputable academic journals, and policy documents from the Ministry of Education and Culture, as well as local education offices, relating to national standards for early childhood education and quality management in ECE.

Data collection techniques will use semi-structured interviews, which have been modified to explore specific information regarding management practices and quality indicators. The novelty of this instrument lies in the inclusion of questions designed to identify innovative initiatives for improving ECE quality management that may not be covered in conventional literature studies. For observations, a structured observation guide will be used to focus observations on key aspects relevant to the research questions.

All collected data will be analyzed descriptively in a qualitative manner. The data analysis process will involve data reduction to identify key themes, presenting data in narrative and matrix forms, and drawing conclusions that reflect the relationship between the application of management and the improvement of ECE service quality management.

3. RESULT

Management is a process of organizing and utilizing an organization's resources through collaboration among its members to achieve organizational goals effectively and efficiently. In management, there are several key elements that form the activities of management, including human resources (men), materials, machinery (machines), methods, money, and markets. These six elements each have their own functions and interact or influence each other to achieve the organization's goals, particularly in the process of achieving goals effectively and efficiently. In an educational institution, quality improvement is a means of achieving these goals (Ilmi, I., Wanayati, S., Hasanah, A., & Arifin, B. S. 2023). Quality refers to public satisfaction with the educational outcomes achieved by an institution that meets community expectations for both the present and

future.

In the context of education, the quality of the educational process transforms various inputs and situations to achieve a certain level of added value for students. According to Edward Sallis, quality in everyday conversation is often understood as something absolute, such as expensive restaurants and luxury cars. On the other hand, Joseph Juran, as quoted by M.N. Nasution, defines quality as the fitness for use of a product to meet customer needs and satisfaction, or quality as conformance to specifications (nasution, 2022).

Thus, quality management is a comprehensive and integrated method for managing an organization, directed towards consistently meeting customer needs and achieving continuous improvement in every aspect of the organization's activities. According to Hanun Asrohah, quality management is defined as a process to improve performance and enhance the quality of work by focusing on process assurance so that the product produced meets quality standards.

Planning, involving all parties, contributes to the determination of relevant learning goals in line with child development. Good organization ensures clear Effective quality management in early childhood education (ECE) begins with comprehensive planning that involves all relevant stakeholders, including educators, parents, community members, and policymakers. This collaborative approach ensures that learning goals are aligned with child development principles and societal expectations. Setting clear, relevant objectives facilitates the creation of an environment conducive to fostering independence among young learners. Engaging stakeholders in the planning process not only enhances buy-in but also ensures that diverse perspectives contribute to continuous improvement efforts and child development (Khoirunnisa, 2022).

Quality must be managed consciously to meet societal demands. From the previous claims, we conclude that quality management is an integral part of management that plays a role in achieving quality goals, which is reflected not only in providing but also in improving quality. This is achieved by managing activities derived from established quality policies and plans, implemented within a quality system, utilizing appropriate quality monitoring plans (Hadi, 2018).

Improving education quality in a school demands a change in attitudes and behaviors from all school components: school principals, teachers, administrative staff, as well as parents and the community, who are involved in the monitoring and evaluation of school management. This is supported by the management of valid and representative information systems, with the ultimate goal being the success of the school in providing quality education to the community. A management approach is needed to oversee the entire operation of the school (Tanjung, 2021).

A critical analysis of the current discussion reveals that while it effectively outlines the components and importance of quality management in early childhood education (ECE), it falls short in examining the underlying challenges and contextual factors influencing implementation. For instance, many studies emphasize the theoretical benefits of quality management systems.

4. DISCUSSION

Based on the research findings, the implementation of educational quality management in the institution has been carried out through the stages of planning, organizing, implementation, and supervision. These stages were systematically conducted to improve the quality of educational services and achieve the educational objectives that had been established.

During the planning stage, the school formulated work programs, established quality targets, and designed learning activities in accordance with the school's vision and mission. The planning process involved the principal, teachers, educational staff, the school committee, and parents, ensuring that every planned program was aligned with the needs of the students.

These findings are consistent with Hanun Asrohah's view, which states that quality management is a process of improving work performance and quality by emphasizing quality assurance so that the products or services produced meet established quality standards. Effective planning serves as the primary foundation for successful quality management implementation because it determines the direction of educational programs.

Furthermore, these findings support the study conducted by Khoirunnisa (2022), which emphasizes that educational quality planning should involve all stakeholders, including teachers, parents, community members, and educational administrators. Stakeholder involvement strengthens collective commitment toward achieving educational goals while fostering a culture of quality within the school.

The findings indicate that educational quality management has been implemented through well-planned learning activities, academic supervision, learning evaluation, and continuous professional development for teachers. The principal plays a significant leadership role by directing all school members to perform their duties according to the established operational standards.

These findings demonstrate that quality management focuses not only on educational outcomes but also on the quality of the educational process itself. This is in line with Edward Sallis's concept of Total Quality Management (TQM), which emphasizes continuous improvement to satisfy stakeholders' expectations in education.

The study also reveals that teachers are the key factor in the successful implementation of quality management. Teachers are responsible not only for delivering instructional materials but also for conducting assessments, providing guidance, and developing learning strategies that accommodate students' characteristics. Therefore, the quality of the teaching and learning process greatly determines the quality of educational outcomes.

The research identified several factors that support the successful implementation of educational quality management, including effective leadership by the school principal, strong collaboration among school members, the availability of educational information systems, and support from parents and the local community.

These findings are consistent with quality management theory, which argues that successful quality management depends on the active participation of all organizational members. According to Nasution (2022), quality refers to an organization's ability to meet customers' needs and satisfaction through services that comply with established quality standards.

Moreover, an effective information management system facilitates timely and accurate decision-making. Reliable information enables school leaders to evaluate educational programs, formulate appropriate policies, and continuously improve educational services.

The findings also reveal several obstacles in implementing educational quality management, including limited educational facilities and infrastructure, unequal technological competence among teachers, budget constraints, and insufficient community participation.

These challenges indicate that the success of quality management depends not only on school policies but also on the readiness of human resources and the availability of

supporting facilities. As emphasized by Edward Sallis, successful quality management requires organizational commitment and continuous improvement in every aspect of educational practice.

Additionally, the findings indicate that changes in organizational culture remain a challenge. Some teachers still require time to adapt to a quality-oriented work culture characterized by continuous evaluation and improvement. Therefore, continuous training, mentoring, and regular monitoring are necessary to ensure that all school members share the same understanding of the importance of quality culture.

Overall, the implementation of educational quality management has positively contributed to improving the quality of educational services. Effective planning, systematic implementation, and continuous evaluation have enhanced the effectiveness of the teaching and learning process while increasing the satisfaction of students and other educational stakeholders.

Nevertheless, continuous improvement efforts remain essential. Schools should strengthen principal leadership, enhance teachers' professional competence, optimize the use of information technology, and improve educational facilities and infrastructure. By doing so, the primary objectives of educational quality management namely providing effective, efficient, and high-quality educational services can be achieved sustainably.

5. CONCLUSION

This study concludes that quality management in education to enhance student independence is a primary agenda for improving educational quality. In this context, quality management is not just about administration, but the creation of an ecosystem that allows students to take control of their own learning process. There is a positive correlation between the effectiveness of educational quality management and the level Well-managed educational systems establish clear yet flexible procedures that empower children to take control of their learning processes, thereby enhancing their independence.

In conclusion, implementing best practices in quality management systems through strategic planning, resource organization, child-centered implementation, continuous evaluation, and stakeholder support can significantly enhance student independence in early childhood education. These practices foster an environment where young learners are empowered to develop autonomy, self-regulation, and confidence, laying a strong foundation for lifelong learning and development.

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