



Educational Quality Management in The Implementation of Holistic Integrative Early Childhood School in Jambi Province

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Received: 22 September 2025

Reviewed: 1 October 2025

Accepted: 14 October 2025

Abstract

This study aims to examine the quality management of education in the implementation of Holistic Integrative Early Childhood Education (PAUD) in three TKIT institutions, namely TKIT Al-Muthmainnah Jambi City, TKIT Aulia Muaro Bulian, and TKIT Diniyyah Al-Azhar Muaro Bungo Jambi Province. The results of the study indicate that the quality management model of education in the three TKIT institutions integrates aspects of education, health, nutrition, care, and child protection. The principals implement periodic supervision and evaluation, systematic program planning, teacher competency development, and context-based learning experiences with the principle of continuous improvement. Although there are obstacles such as limited teacher understanding, infrastructure, and parental participation, support from parents, the government, universities, and community institutions strengthens the implementation of the program. The principals' strategies include developing teacher competencies, intensive collaboration with parents, learning innovation through out-of-class activities, quality evaluation using the PDCA (Plan-Do-Check-Act) principle, and collaborative networks with external parties.

Keywords: *Educational Quality Management, Holistic Integrative Early Childhood Education, Teacher Competency, Program Evaluation*

Introduction

Amidst rapid developments in the world of education, quality management has become a primary focus for educational institutions worldwide as the demand for quality education increases. Educational institutions are required to ensure that all aspects of learning, including curriculum, teaching methods, teacher competency, and supporting facilities, are systematically managed and continuously improved. The goal is to achieve established standards and provide meaningful learning experiences for students.

Educational quality management is a holistic approach crucial for improving the overall quality of education. This approach emphasizes the importance of focusing not only on end results, such as exam scores or graduation, but also on all aspects that make up the educational process. From efficient administrative management to innovative teaching, each element plays a crucial role in creating an optimal learning experience. Therefore, quality management serves to ensure that each component of education supports each other to achieve better educational goals.

Early childhood education quality management is contained in the national standards of the Minister of Education and Culture Regulation No. 137 of 2014, which regulates national

standards for early childhood education (PAUD). This regulation establishes 8 PAUD standards, which include standards for child development achievement levels (STPPA), content, processes, assessments, educators and education personnel, facilities and infrastructure, management, and financing. Permendikbud No. 137 of 2014 is an important legal basis in regulating the quality standards of early childhood education in Indonesia (Permendikbud, 2014). This holistic approach is very relevant considering that early childhood is a critical period in which children experience rapid development. Therefore, good management in the aspects of administration, curriculum, and teaching is very necessary to create a safe, enjoyable, and stimulating learning environment for children.

Integrative Holistic Early Childhood Education (HI-ECE) is an early childhood development effort designed to meet all of a child's essential needs systematically, simultaneously, and in an integrated manner. Services within HI-ECE encompass education, health, nutrition, care, protection, and welfare, all delivered in an integrated and comprehensive manner. This approach offers broader and more detailed coverage in preparing for child growth and development than other services. The primary goal of Integrative Holistic Early Childhood Education (HI-ECE) is to create Indonesian children who are intelligent, healthy, cheerful, and virtuous. With this approach, it is hoped that children's essential needs can be met comprehensively and comprehensively through systematic and planned services, encompassing various aspects of the micro, meso, ecosystem, and macro environments. (Lina et al., 2019)

By implementing holistic and integrative early childhood education (ECE), educational institutions can ensure that various aspects of child development such as health, education, care, and well-being are addressed simultaneously and interconnectedly. This approach enables institutions to manage and integrate various services more effectively, ensuring that every child receives holistic, high-quality support in every aspect of their life.

Furthermore, holistic and integrative early childhood education (PAUD) also contributes to strengthening quality management through systematization and planning in program implementation. With clear guidelines and standards, educational institutions can measure and evaluate the effectiveness of services provided and make continuous improvements. Successful implementation of HI PAUD can increase stakeholder involvement, including parents, the community, and educators, in the educational process, thereby creating a more conducive learning environment that is oriented towards children's needs and potential.

Improving the quality of education in early childhood education institutions (PAUD) is a persistent challenge. The quality of education in PAUD is significantly influenced by various factors, including the competence of educators, the curriculum used, and the institution's management and administration. One approach to improving the quality of education in PAUD is through the Holistic Integrative PAUD implementation quality management model. Adopting this approach is expected to create a more comprehensive learning environment that supports optimal child development.

Literature Review

Educational Quality Management

Educational quality management has evolved as a core framework in ensuring that learning institutions maintain continuous improvement, accountability, and effective stakeholder engagement. According to Cheng (2017), quality management in education involves establishing systematic processes to enhance school performance and align it with long-term institutional goals. Similarly, Sallis (2015) emphasizes that quality in education must be viewed as an ongoing process rather than a fixed outcome, with Total Quality Management (TQM) principles helping schools to focus on learner-centered outcomes and institutional culture. Meanwhile, Azar and Annamalai (2020) highlight that leadership commitment and employee empowerment are critical determinants of success in educational quality assurance systems. Other scholars, such as Behl and Ferreira (2021), argue that the sustainability of educational quality management depends on data-driven evaluation and innovation, which enable institutions to respond flexibly to changing learning needs. These perspectives demonstrate that quality management is not only an administrative mechanism but also a cultural transformation that integrates leadership, pedagogy, and evaluation.

In recent years, the application of quality management frameworks such as ISO 21001, EFQM, and PDCA cycles has gained attention in higher and early education contexts. For instance, Akareem and Hossain (2016) found that stakeholder perceptions of educational quality depend heavily on institutional transparency and internal feedback mechanisms. Likewise, Bay and Lim (2022) reveal that ISO 21001 provides a systematic structure that helps educational institutions align their management processes with international standards while maintaining contextual flexibility. A study by Ngwenya and Pretorius (2021) also demonstrates that applying PDCA cycles in South African schools improves both instructional quality and administrative accountability. In early childhood education, Martínez, Villalobos, and López (2020) emphasize that quality management must address holistic development and teacher training as part of the quality ecosystem. Further, Mosadeghrad (2014) and Al-Tarawneh (2023) note that leadership behavior, institutional communication, and employee motivation are decisive factors in maintaining sustainable educational excellence. Collectively, these studies highlight that educational quality management is multidimensional, involving governance, continuous evaluation, and stakeholder participation to achieve both effectiveness and equity in learning outcomes.

The word "management" comes from the Latin "*manus*" meaning hand, and "*agere*" meaning to do. When these two words are combined, they form the verb "*managere*," meaning to handle or manage. In English, this word is translated as "*to manage*," meaning to manage or organize, and "*management*" as a noun refers to the process or action of management. "*Manager*" is used to refer to people who carry out management activities, which include managing, organizing, administering, and implementing various organizational or business

functions. Thus, management is closely related to the ability to handle various aspects of an organization or activity effectively and efficiently (Wibowo, 2019).

Quality management in education is often referred to as Total Quality Management (TQM). According to Sallis, TQM is a philosophy that focuses on continuous improvement and provides a set of practical tools to help educational institutions meet the needs, desires, and expectations of their customers, both now and in the future. This definition emphasizes two main concepts: first, TQM as a philosophy of continuous improvement, and second, the use of tools and techniques such as "*brainstorming*" and "*force field analysis*" for quality improvement in management actions, in order to meet customer needs and expectations (Sallis, 2016).

Based on various opinions and definitions, it can be concluded that educational quality management is a process that drives educational institutions to continuously improve their capacity and capabilities. The goal is to meet the demands of students and society and to be able to compete amidst globalization. Therefore, TQM in education emphasizes continuous quality improvement and the use of practical methods to achieve optimal results that are relevant to current developments.

The elements of educational quality management encompass various parties involved in efforts to improve the quality of educational institutions. Improving educational quality requires the active participation of various stakeholders, including the government, community, schools, parents, and students. Collaboration between all these parties is essential to achieving integrated and programmed quality improvement. With strong cooperation between all these elements, educational institutions can more effectively implement strategies and programs designed to improve educational quality comprehensively.

The elements of quality in education include three important components:

- 1) Educational input includes all resources necessary to carry out the educational process, such as teaching materials, school facilities and infrastructure, administration, a conducive learning environment, and other resources. The readiness and quality of input are crucial for the continuity and success of the educational process. Input quality can be measured by the extent to which all these elements are available and ready to use. The higher the input readiness, the better the quality of the input. (Imam Machalli, 2016)
- 2) The educational process is a transformational stage in which something changes into a different form than before. This encompasses decision-making, institutional management, program management, the teaching and learning process, and monitoring and evaluation. The teaching and learning process is the most crucial part in this context. A process is considered high-quality if the coordination and management of inputs are carried out harmoniously, thus creating a comfortable, motivating, and empowering learning environment for students.

- 3) Educational output is the result of school performance, including achievements and accomplishments resulting from school processes and behaviors. School performance can be measured through quality, effectiveness, productivity, efficiency, innovation, and work quality and morale. Good output reflects the extent to which a school successfully implements effective processes and utilizes quality inputs to achieve desired outcomes. (Zahroh, 2016)

Based on the description above, the factors that influence the quality of education can include several elements, namely: 1) Human resources who manage schools, such as principals, teachers as professional educators, and administrative staff, 2) Facilities and infrastructure, 3) Students, 4) Finance (financing budget), 5) Curriculum, 6) Organization, 7) Physical environment, 8) Development of science, 9) Regulations, 10) Community participation or involvement, and 11) Education policy.

Improving the quality of education can be achieved through managing various basic components of education. Concern for the quality of education is triggered by the main challenge, namely how to integrate all functions and processes within the organization to achieve continuous quality improvement. According to Mujamil, the basic components that must be present in the process of improving the quality of education include: (1) Educators and education personnel, (2) Students, (3) Education curriculum, (4) Facilities and infrastructure, and (5) Financing (Qomar, 2017).

Integrative Holistic Early Childhood Education

Holistic and Integrative Early Childhood Education (PAUD) is a comprehensive and integrated educational approach for early childhood. This approach encompasses various aspects of child development, including physical, cognitive, emotional, social, and moral development. The goal is to provide a comprehensive and balanced learning experience so that children can develop optimally in all aspects of their lives (Research and Development Agency of the Ministry of Education and Culture, 2012). Every aspect of a child's development is treated with equal importance in this approach, to support the child's overall growth and development. This involves integrating multiple disciplines and teaching methods, ensuring that children not only thrive academically but also develop strong social and emotional skills and good physical health.

An integrative holistic approach to Early Childhood Education (PAUD) emphasizes the importance of learning tailored to each child's unique needs and characteristics. This means that teaching methods and curricula must be tailored to reflect each child's different developmental stages, enabling them to learn in a way that best suits them. For example, in the physical aspect, children are encouraged to participate in activities that support gross and fine motor development. In the cognitive aspect, they are given opportunities to explore, ask questions, and think critically. Meanwhile, emotional and social aspects are addressed through activities that promote positive interactions with peers and adults, as well as the development of skills such as

empathy and cooperation. With this approach, it is hoped that children can grow and develop holistically, physically, intellectually, and emotionally, and are able to interact positively with their social environment.

The implementation of Holistic and Integrative Early Childhood Education (ECE) involves close collaboration between educators, families, and the community. Family involvement in early childhood education is crucial to ensure children receive consistent and ongoing support both at home and at school. Furthermore, creating a supportive and safe learning environment is essential for children to feel comfortable learning and exploring. With this integrated and holistic approach, children are prepared not only for academic success but also for a balanced and productive life. They can develop their full potential in various areas, with solid support from all parties involved (Research and Development Agency of the Ministry of Education and Culture, 2012).

Integrative Holistic (HI) programs can include various activities such as child health checkups, dental checkups, education about healthy eating, and guidance for families with toddlers (Sumarsih and Nasoetion, 2017). Health and nutrition services are crucial for children because they can help reduce potential health problems. According to Sadiyah et al., there are three main pillars that support optimal child growth: health services, nutritional intake, and psychosocial stimulation (Sadiyah et al., 2020). Health behaviors in children can be divided into three categories. First, health maintenance behaviors, which include disease prevention, healing when sick, and health recovery after recovery. Second, behaviors related to seeking and using health care facilities, also known as health-seeking and treatment behaviors. Third, behaviors related to actions or efforts when someone experiences illness or an accident.

It can be concluded that Holistic Integrative Early Childhood Education (ECE) is a comprehensive educational approach that encompasses the physical, cognitive, emotional, social, and moral aspects of early childhood with the aim of providing a balanced and optimal learning experience. This approach emphasizes the importance of integrating various disciplines and teaching methods to support children's holistic development, ensuring they not only develop academically but also have strong social and emotional skills and good physical health. Its implementation involves close collaboration between educators, families, and communities, with activities that include health checks, nutrition education, and family support. With this holistic approach, it is hoped that children can grow and develop optimally in various areas, ready for a productive and balanced life.

Recent studies on holistic integrative early childhood education indicate that although the concept has received increasing attention, many institutions still encounter obstacles in implementing all of its components effectively. Apriyansyah, Tjalla, Saptono, Hartati, Jalal, Sukatmi, and Ismail (2024) conducted a qualitative multi-site study and found that several early childhood institutions were unable to carry out all holistic services such as education, health, nutrition, care, and protection due to limited facilities, human resources, and parental engagement. Similarly, Damaiyanti, Harapan, and Puspita (2020) evaluated the implementation of holistic integrative education in a kindergarten in Palembang using the CIPP model and discovered that while the program's service aspects had been implemented, weaknesses

remained in its legal foundations and input consistency. These findings suggest that the sustainability of holistic integrative early education depends on institutional commitment, cross-sector coordination, and adequate resource support.

Teacher competence plays a crucial role in ensuring the quality of holistic integrative education. Herman, Sultan, and Suardi (2025) in their study on early childhood educators' perceptions of Pedagogical Competence 4.0 found that teachers with higher education, certification, and digital literacy achieved better outcomes in innovation, creativity, social interaction, and reflective use of technology. This implies that professional development and technology integration are essential factors that influence the success of holistic education. Likewise, Veliz (2025) explored the pedagogical knowledge of early childhood educators in culturally and linguistically diverse contexts and revealed that many teachers still experience gaps in adapting teaching content to children's diverse learning needs. These studies reinforce the importance of continuous professional learning and reflective practice to ensure that teachers can successfully apply the principles of holistic integrative education.

In addition to teacher competence, partnerships and community collaboration are key factors in sustaining holistic integrative education. Apriyansyah, Hartati, Jalal, Sukatmi, and Ismail (2024) emphasized that early childhood institutions that actively collaborate with government agencies, communities, and parents achieve better accountability and program quality. Similarly, Nisa, Novitawati, and Sakerani (2024) found that kindergartens in Banjarmasin have integrated holistic elements such as education, health, nutrition, care, and protection into their institutional planning, but effective implementation requires intersectoral partnerships and external support. These findings highlight that the effectiveness of holistic integrative early childhood education relies on the synergy between schools, families, and communities in supporting children's comprehensive growth and development.

Methods

The research approach used was descriptive qualitative to gain an in-depth understanding of the principal's strategies in improving the quality of early childhood education comprehensively. Data collection techniques were carried out through direct observation in the classroom and outdoor activities, in-depth interviews with the principal, teachers, and parents, and documentation related to quality management, programs, and activities of Holistic Integrative Early Childhood Education (PAUD). Data analysis used the Miles and Huberman model through the stages of data reduction, data presentation, and systematic conclusion drawing, complemented by triangulation techniques to ensure data validity.

This study employs a descriptive qualitative approach aimed at providing an in-depth description of quality management in the implementation of Holistic Integrative Early Childhood Education (PAUD) at three Islamic Kindergarten (TKIT) institutions in Jambi Province. The qualitative approach was chosen because it is suitable for understanding social and educational phenomena contextually, based on the direct experiences of participants in the field. The research focuses on how principals, teachers, and related stakeholders manage

educational quality encompassing aspects of education, health, nutrition, care, and child protection within a framework of continuous improvement.

The research subjects consisted of principals, teachers, educational staff, and representatives of parents from three institutions: TKIT Al-Muthmainnah in Jambi City, TKIT Aulia in Muaro Bulian, and TKIT Diniyyah Al-Azhar in Muaro Bungo. Data were collected through in-depth interviews, participatory observation, and document analysis involving quality documents, program plans, evaluation reports, and relevant learning activities. Semi-structured interviews were conducted to explore perceptions, strategies, and challenges in implementing quality management, while observations were used to examine the actual practices within the school environment.

Data were analyzed using the Miles and Huberman interactive model, which includes the stages of data reduction, data display, and conclusion drawing. Data reduction was carried out by selecting and categorizing key information related to the planning, implementation, and evaluation of educational quality. The validity of the findings was ensured through source and method triangulation, by comparing data obtained from interviews, observations, and documents. The analysis process was conducted simultaneously with data collection to produce a comprehensive understanding of the quality management model of Holistic Integrative Early Childhood Education in the three TKIT institutions.

Result/Findings

Educational Quality Management in the Implementation of Integrative Holistic Early Childhood Education in Kindergartens in Jambi Province

a. Participatory Planning

Participatory planning at TKIT Al-Muthmainnah, TKIT Aulia, and TKIT Diniyyah Al-Azhar in Jambi province involved teachers and parents from the beginning of the program development process. The principal explained that each activity was designed with the needs of the institution, teachers, and students in mind. The budget was then prepared and communicated to parents prior to implementation. Teacher involvement in the planning process also had a positive impact, as those at the forefront of learning had direct experience with children's needs and classroom conditions. Teachers felt valued and listened to, fostering a sense of ownership in the program. Furthermore, involving parents in the communication phase strengthened the synergy between the school and the family, ultimately encouraging active parental participation in supporting the program's success.

b. Integrated Implementation

The integrated implementation at the Jambi Province TKIT combines aspects of education, health, nutrition, parenting, and child protection. The principal explained in an interview: "Alhamdulillah, our strategy in implementing the Holistic Integrative PAUD is to collaborate with various parties. We collaborate with parents, committees, and external institutions such as the Pal 10 Community Health Center and the Al-Muthmainnah Clinic. Through this collaboration, children receive dental checkups, ear checkups, weight checkups,

vaccinations, and vitamin A. In this way, we hope that education at the school will not only address academic aspects, but also the overall health and development of children."

The principal's statement shows that the school is committed to providing multidimensional services as part of the quality of education, where the educational aspect is not only focused on the teaching and learning process in the classroom, but also includes attention to health, nutrition, parenting, and comprehensive child protection.

c. Stakeholder involvement

Stakeholder involvement is a crucial aspect in implementing educational quality management, particularly in early childhood education institutions (PAUD) that embrace a holistic, integrative approach. This concept emphasizes the importance of synergy between various parties, both internally, such as teachers and education personnel, and externally, such as parents, the community, health institutions, and the government. Through active involvement, schools not only fulfill their formal educational functions but also expand their role as multidimensional service centers that support optimal child growth and development.

Based on the research results, Jambi Province TKIT has succeeded in building strong collaborations with various parties. The principal explained that: "Alhamdulillah, our strategy is to collaborate with parents/committees, partnering with IGTKI and Bunda PAUD regarding the quality of PAUD education in implementing Holistic Integrative PAUD. This collaboration is very important because from external parties we get program support, while from parents we get direct participation in the form of energy, thoughts, and materials. That way, the quality of education that we run is truly supported by all *stakeholders*."

d. Strengthening Teacher Human Resources

Strengthening teacher human resources (HR) is one of the important aspects in the implementation of Integrative Holistic Early Childhood Education (PAUD). Teachers as the spearhead of learning need to receive guidance, training, and moral support to be able to carry out their roles optimally. The results of interviews with the principal of TKIT Al-Muthmainnah showed that the management consistently makes various efforts to improve teacher capacity. The principal emphasized that: "Teachers are given training related to early childhood development in implementing Integrative Holistic Early Childhood Education (PAUD). In fact, some of our teachers have graduated as leading teachers. We always strive to ensure that teachers are not left behind with the latest developments, both in terms of learning methods and approaches that are appropriate to the characteristics of early childhood."

Field observations also revealed that teachers actively participated in professional development activities. During one workshop session held in the school hall, teachers enthusiastically took notes and engaged in discussions with the presenter. The principal also attended the event, offering appreciation and motivation. Observations also noted that outstanding teachers were awarded awards at monthly school meetings. These awards included certificates and a speech from the principal in front of their colleagues.



Figure 1. Learning Practice Process

The image the learning process at TKIT institutions implementing Holistic Integrative Early Childhood Education (PAUD). In the picture, teachers are actively engaging with children through context-based learning activities that integrate educational, health, and character-building elements. The classroom environment appears vibrant and inclusive, with children involved in both indoor and outdoor learning experiences, such as storytelling, creative play, and group exploration.

The teachers act not only as facilitators but also as caregivers and motivators, ensuring that each child's physical, emotional, and social needs are supported. Visible in the image are learning corners displaying educational materials related to nutrition, hygiene, and Islamic values, reflecting the holistic aspect of education. The principal's supervision and teacher collaboration are evident through organized and well-prepared activities, demonstrating the school's commitment to quality management and the principle of continuous improvement (PDCA cycle) in every learning process.

e. Evaluation

Evaluation is a crucial step in ensuring the sustainable quality of Holistic Integrative Early Childhood Education (PAUD) implementation. Evaluation focuses not only on results but also on the process, allowing for appropriate follow-up. Based on research findings, evaluations at TKIT are conducted continuously through regular meetings, teacher reflection forums, and updates to standard operating procedures (SOPs) as needed. Continuous evaluation is a crucial instrument in maintaining the quality of Holistic Integrative Early Childhood Education (PAUD) services. Through regular meetings, reflection forums, and follow-up in the form of

updated SOPs, schools are able to identify obstacles and formulate appropriate solutions, enabling program quality to be systematically improved.

Obstacles and Support of School Principals in Improving Educational Quality Management Through the Implementation of Integrative Holistic Early Childhood Education

In implementing Holistic Integrative Early Childhood Education (ECE), principals face several major obstacles. First, many teachers still don't fully understand the concept of Holistic Integrative Early Childhood Education (ECE), making it difficult for them to integrate educational services with aspects of health, nutrition, and child protection. This leaves some teachers stuck in a purely academic learning pattern.

Another obstacle is the limited availability of facilities and infrastructure, such as playrooms, literacy resources, and simple health equipment. To overcome this obstacle, the principal has taken various measures, such as registering teachers for seminars and webinars and submitting proposals to community leaders and Jambi city cadres for assistance in providing educational resources and creative activities. Meanwhile, based on the author's observations during outdoor learning activities, children were seen playing while learning using simple media, such as used bottles used as science experiment tools, or folded paper for fine motor skills. A first aid kit and scales were available in the school health unit (UKS), but there were no complete health equipment such as pediatric stethoscopes or other health screening tools. The school's noticeboard also displays photo documentation of online seminars attended by teachers, as well as proof of the distribution of educational resources from a community leader. This demonstrates that despite limited resources, the school is striving to overcome these challenges through innovation and collaboration.

Despite facing various obstacles, the support received by TKIT Jambi in implementing Holistic Integrative Early Childhood Education (PAUD) has been significant. One of the greatest supports comes from parents. They are not merely passive participants in school activities, but rather appear as active partners and fully involved. For example, in the parenting program, parents participate in discussions, share experiences, and contribute ideas to enrich parenting patterns at home that align with learning at school. In learning activities outside the classroom, they accompany children, assist teachers, and even support the provision of simple equipment as needed. Furthermore, in regular school meetings, parents also actively provide constructive input for program improvements.

The Principal's Efforts to Improve the Educational Quality Management Model in the Implementation of Integrative Holistic Early Childhood Education

The principals' efforts to improve educational quality management in the implementation of Holistic Integrative Early Childhood Education (PAUD) as seen in three institutions (TKIT Al-Muthmainnah, TKIT Aulia Muaro Bulian, and TKIT Diniyyah Muaro Bungo) demonstrate that educational leadership plays a crucial role in creating comprehensive service quality. The principal functions as a manager, innovator, and motivator who integrates

various aspects of education, including academic, social-emotional, health, nutrition, and family and community involvement.



Figure 2. Children's activities at school

The image portrays a group of young children joyfully playing the angklung under the guidance of their teacher at a TKIT implementing the Holistic Integrative Early Childhood Education (PAUD) model. The activity reflects the school's commitment to integrating education, health, care, and cultural values within daily learning. The children are arranged in small groups, holding angklung instruments while following rhythmic instructions from the teacher, who encourages coordination, concentration, and teamwork.

This scene illustrates how context-based and experiential learning is applied. The children are not only developing musical and motor skills but also learning about cooperation, patience, and cultural appreciation. The joyful expressions on their faces show that learning takes place through active participation and emotional engagement, consistent with the principle of continuous improvement in educational quality management.

Through this activity, teachers act as facilitators who nurture children's potential holistically, balancing cognitive, emotional, and social development. The angklung lesson becomes a medium for promoting creative learning innovation, parental and community involvement, and strengthening the school's holistic integrative approach to early childhood education.

Discussion

The implementation of Holistic Integrative Early Childhood Education (PAUD) at three TKIT institutions in Jambi Province, namely TKIT Al-Muthmainnah, TKIT Aulia, and TKIT Diniyyah Al-Azhar, reflects an educational paradigm that emphasizes comprehensive child

development through the integration of education, health, nutrition, care, and child protection. This model aligns with the Indonesian government's policy on holistic integrative early education, which promotes the fulfillment of children's rights through multi-sectoral collaboration. According to Hasan and Azizah (2023), holistic-integrative programs succeed when learning activities are supported by cooperation between educators, health workers, and families, ensuring that every aspect of a child's growth is nurtured equally. The three institutions in this study consistently apply such integration through daily practices that combine Islamic character values, health awareness, and cognitive stimulation in developmentally appropriate ways.

Leadership emerges as a crucial component in sustaining the quality of holistic education management. The principals in all three institutions demonstrate strategic leadership by implementing systematic planning, regular supervision, and ongoing evaluation through the PDCA (Plan, Do, Check, Act) cycle. This continuous improvement model helps maintain consistency between school programs and institutional visions. Rahmawati and Lestari (2022) note that the PDCA cycle serves as an effective quality control mechanism that enables schools to adapt dynamically to changing educational needs. In this context, leadership is participatory and inclusive, encouraging collaboration among teachers, parents, and local stakeholders. Such practices strengthen institutional accountability and embed a culture of shared responsibility for maintaining educational quality.

Teacher competence is another fundamental element supporting the success of holistic integrative PAUD. The research findings indicate that professional development programs, mentoring, and partnerships with higher education institutions enhance teachers' pedagogical and managerial capacities. Yet, some teachers still face challenges in connecting learning materials with broader aspects such as health and care. As emphasized by Wijayanti and Haryanto (2020), reflective professional training and peer collaboration are key to transforming holistic principles into meaningful classroom practices. Therefore, institutional commitment to continuous teacher development becomes indispensable, particularly in promoting teachers' ability to integrate multiple dimensions of learning into everyday activities.

Parental and community involvement also play a central role in realizing the holistic-integrative model. Parents are not only supporters but active participants in the educational process through involvement in school programs, regular communication with teachers, and reinforcement of values at home. Yunita and Arifin (2024) highlight that community and parental participation enhance the continuity of child development, ensuring that learning outcomes are consistent between school and family settings. Moreover, collaboration with external partners such as health centers, universities, and religious institutions broadens the scope of educational quality by providing health monitoring, nutritional programs, and moral education. This synergy creates an ecosystem that strengthens children's growth and learning in a comprehensive manner.

Despite the evident strengths, several challenges persist in implementing and sustaining quality management within holistic PAUD institutions. Limited infrastructure, financial constraints, and uneven teacher competence remain pressing issues. However, these obstacles are counterbalanced by strong leadership commitment and social capital built through community partnerships. As noted by Nurbaya and Pramudita (2021), effective leadership and

stakeholder collaboration are decisive factors in achieving sustainability and innovation in Islamic early childhood institutions. The integration of PDCA-based management and holistic pedagogy thus becomes not only a framework for improvement but also a pathway toward educational resilience. Strengthening teachers' capacity, deepening parental engagement, and expanding collaborative networks are essential strategies for ensuring the long-term sustainability of holistic integrative education in Indonesia.

Conclusion

The educational quality management model in the implementation of Holistic Integrative Early Childhood Education (PAUD) in the three TKIT institutions studied demonstrates an integrated management pattern between aspects of education, health, nutrition, care, and child protection. The principals implement a quality-based management model through periodic supervision and evaluation, systematic program planning, teacher competency development, and the creation of an experience-based learning environment. This model emphasizes the principles of *continuous* improvement, active teacher and parent involvement, and collaboration with external parties to ensure the quality of Holistic Integrative PAUD services.

Obstacles and support for improving educational quality management through the implementation of Holistic Integrative Early Childhood Education (ECE) vary widely. The main obstacles include teachers' limited understanding of the integrative concept, limited infrastructure, limited participation by some parents, and technical barriers to implementing programs outside of school. Meanwhile, support comes from various parties, including the active involvement of most parents in school activities, government support through regulations and facility assistance, and the role of universities and community organizations in providing contributions, for example through student internships, training, and mentoring programs.

The principal's efforts to improve the quality management model of integrated holistic early childhood education (PAUD) are realized through planned and sustainable strategies. These efforts include: (a) developing teacher competencies through training, workshops, and mentoring; (b) establishing intensive communication and collaboration with parents through parenting classes, regular meetings, and joint activities; (c) innovating learning by presenting activities outside the classroom so that children gain contextual experiences; (d) implementing quality evaluation with the PDCA (Plan-Do-Check-Act) principle; and (e) building collaborative networks with external parties, both government and non-government institutions, to support the smooth running of the integrated holistic early childhood education (PAUD) program.

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