



Community-Based Education Quality Management Model

Undang Ruslan Wahyudin¹(✉), Hinggil Permana², and Ella Nurlailasari³

¹ Islamic Religious Education, Universitas Singaperbangsa, Karawang, Indonesia
urwahyudin@fai.unsika.ac.id

² Islamic Management Education, Universitas Singaperbangsa, Karawang, Indonesia

³ Faculty of Health Science, Universitas Singaperbangsa, Karawang, Indonesia

Abstract. This study aims to find out more information about the implementation management education-based Public in maintenance guarantee quality education, especially at the early childhood level. The method used in this research is descriptive with a qualitative approach. Data collection technique used is interview and documentation studies. The results showed that in RA Syaroful'ulum Karawang was very influenced by community involvement / community participation which is used as an approach through two main strategies, namely a culture of transparency in the management of educational resources and application culture accountability in maintenance management education-based Public on guarantee quality Education Child Age Early.

Keywords: Community Based Education Management, Quality Assurance, Childhood Education Early

1 Introduction

Although this policy is binding, that is, it compels all service institutions education in the country to make adjustments to the quality reference above, but the reality is that in general it has not worked as desired. Even allegedly there is still a gap between quantity and quality. This means that each unit education at this level still has to carry out various concrete steps in order to be able to provide services appropriate education with minimum criteria as stated in these regulations. Therefore, there is still a need for guidelines as a guide in implementation [1].

For ensure implementation regulation in on, so government has Secrete policy about system guarantee quality Education based on regulation Minister Education and Culture number 28 year 2016. In here confirmed that guarantee quality Education base and medium conducted through a comprehensive approach involving related elements, viz Internal Quality Assurance System (SPMI) or education quality assurance system by the education unit concerned and the External Quality Assurance System (SPME), viz implementation of education quality assurance by the government, local government, institutions accreditation, and Institutions standardization Education which determined [2].

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Implementation system guarantee quality internal (SPMI) on level unit education involve whole stakeholders' interest (stakeholders) that is element educator, power education, participant educate, and Public. Engagement para element the in this case it is very important as a form of transparent and transparent management of education accountable in carry out Management based School and Public [3]. Thing this of course just no regardless from influence process reform which happen in the field education which is now adhere decentralization pattern and autonomy, namely positioning elements that exist in educational units and society as the main actors determining the direction of education management policies in their environment [4].

Engagement Public in guarantee quality education this looked at very important in the midst of conditions of limited government ability to carry out its obligation is to provide quality education services [5]. View this already Certain in line with paradigm new management education in Indonesia. As it is known that there has been a total reform in management Education base and medium from which beginning based government (state-based education) to be based on an educational unit known as School Based Management and Community-Based Education [6]. This means that society is positioned as a party who must share responsibility for the implementation of appropriate educational services specified standard. This is in line with the opinion put forward by Machali and Hidayat that Public own role central and strategic in maintenance service Education on level unit Education [7].

Education based Public is process education which put forward local community control through democratic participation. Community based education on in principle Education which designed, arranged, held, rated and developed by Public. Invite act system Education national mandate that education held with empower all component Public through role as well as in maintenance and control quality of education services. According to Resbin L. Sihite participation Public in education includes: as source Education, As perpetrator Education, implementing education, users of the results Education, Educational planning, supervision Education, and evaluation of educational programs [8].

So that education based Public function in a manner optimal, need managed with through effective management. Management according to Terry is a process which consists of planning, organizing, actuating and control conducted for determine as well as reach target which has determined through the utilization of human resources and other resources. Temporary According to Robbins and Coulter, the management process is a series of activities work Keep going continuously which experienced para manager when they designing, organize, lead, and control. Based on the description above, education management Community-based is nothing but a process of involving community participation in management education start from planning, implementation, and supervision or control, with purpose main for give service education best corresponding community needs.

Study this aim for obtain information about approach and strategies used in the implementation of community-based education management in guarantee quality Education Child Age Early which poured in formula problem, namely how to implement community-based education management in quality assurance of Early Childhood Education so as to find a strategy in implement management education

based Public in guarantee quality education child age early.

2 Method

The data collection procedure was carried out after determining the location and situation information which is expected to provide information about RA Syaroful'uluum. The main techniques in data collection procedures in this study were through direct observation, participating researchers, and in-depth interviews and collecting various documents related to RA Syaroful'uluum. These three methods are commonly used in qualitative research. In order to obtain accurate and real data, researchers will be directly involved in the field and try to collect data according to the research focus. Data analysis in qualitative research is carried out before entering the field or commonly referred to as a preliminary study or pre-field activities. Then analysis during the field and after completion in the field. Data analysis was carried out on data from preliminary studies that will be used to determine the research focus. However, the focus of this research is still temporary and will develop after researchers enter the field [9].

This study uses a descriptive method with a qualitative approach to reveal what the fact is realistically about quality assurance in education RA Syaroful'uluum Karawang. Collection the data conducted with use interview instrument and documentation study [10]. The informant in the study is the head school and 6 teachers at RA Syaroful'uluum Karawang as well as members of the community stakeholders interest institution which concerned. Whereas studies the documentation carried out on profiles, photos of certain activities, and relevant documents at RA Syaroful'uluum Karawang. Study conducted During 4 month, started from month January 2022 until July 2022. Analysis data study which conducted in study this by means of a single case analysis, starting from determining the research subject, determination source data, collection data, analysis data, withdrawal reduction data, withdrawal conclusions and preparation of research reports on community-based education management in quality assurance of early childhood education.

3 Result and Discussion

Education problems that exist in society will become a political problem if the government is involved in it. In fact, according to Michael W. Apple as quoted by Carmeli, the current educational curriculum is actually a means of indoctrination of a system of power. Democracy in the field of education is a must, in order to produce human beings with democratic character [11]. Educational reform through educational democracy, according to Zamroni (2017), can be carried out in three aspects of education, namely regulatory, professionalism and management. Education management is aimed at changing the centers of education decision-making and control [12]. Reform of this management aspect can be done in two ways. First, provide wider opportunities for educational institutions to take decisions related to education. The

form of this policy is to foster school-based management. Second, provide broad opportunities for citizens to participate in the implementation of education. This policy can be realized in the form of community-based education [13].

Community-based education is an educational model in which everything related to it involves more the role of the community than the involvement or interference of the state (government). The community has great authority and responsibility in its implementation. The community-based education model is an offer to mainstream state-based education. The practice of community-based education has existed for a long time since Indonesian independence and even before independence, although conceptually the community-based education model had not been formally formulated at that time. The emergence of a community-based education paradigm was triggered by a major trend of modernization which required the creation of democratization in all human life, including education. Community-based education is considered to be one of the forms of education that can cover the deficiencies of state-based education [14]. The concept of democratization in the management of education is stated in the 2003 National Education System Law Chapter III, concerning the principles of Education Implementation, article 4 paragraph 1 which states that Education is carried out in a democratic and fair manner, and is not discriminatory by upholding human rights, religious values, cultural values and national pluralism. And Paragraph 6 states that Education is organized by empowering all components of society through participation in the implementation and quality control of education services [15].

Based on results analysis data from activity interview and studies documentation so factually Raudatul Athfal (RA) Karawang is a Children's Education institution Age Early based Public. There is a number argument which underlying and support view in on. First, based on results search about history birth, the establishment of the educational unit was fully initiated and initiated by the figures which joined on Education Foundation Islam Pearl Nation with Support from inhabitant Public local. Ariya unit education this born from Public. Here it is wrong One feature of based education in the context of national education is education that is given by school private or Foundation.

Second, process activity his education rests to Support Public local and always take advantage of various potential resources in their environment. It means that institution education the born from Public and managed by Public. The three main objectives of its establishment are to meet the needs of the people Public, especially which experience difficulty in obtain access service early childhood education caused by problems of geographical distance, limited coverage in a manner economical and etc. Means institution education the provided for the surrounding community. Fourth, the management process is carried out democratically and many involve citizen participation local. It means in process managerial many involve the role of society. Therefore, it is not excessive if it is considered that in here very thick exists implementation management education based Public. Thing this refer to draft management education based Public which put forward Winarno Surahmad that education based Public is model maintenance Education from Public, by Public, and for Public.

Implementation management education based Public in here in a manner practical be marked with engagement participation Public in whole process management education start from Step planning (planning), organizing (organizing), actuating and controlling [16]. Engagement element Public in Thing this Among other showed through participation in decision making, take a role in providing support fulfillment of resource needs is known as 5 M (man, materials, machines, methods, and money). In addition, people often acting as a companion and executor activity, and as supervisor good live or no live in use source power education [17].

Related to quality management, it is very clear that participation is involved Public which is essence from community-based education. Even could said that engagement participation Public truly made approach main in the implementation of quality assurance in this educational unit. Exploration of local potential carried out optimally in order to fulfill the eight national standards, as the provisions contained in the Regulation of the Minister of Education and Culture number 137 of 2014 concerning National Standards for Early Childhood Education which include: Standards Early Childhood Development Achievement Level (STPPA), content standards, process standards, assessment standards, standards for educators and education staff, management standards, standards means and infrastructure, as well as standard financing. Thing this refers to instruction implementation of education quality assurance by educational units based on regulations Minister Education and Culture number 28 year 2016 which state that education quality assurance aims to meet or exceed National Standards Education. In addition, the role of the teacher is as central in various interaction activities study teach.

In more detail, optimizing the involvement of community participation in implementation Quality assurance referred to can be explained as follows. First, engagement participation Public in achievement STPPA is something reality which no indisputable. This means that it cannot be denied that the role of society is very large, very dominant and very decisive in realizing the quality in accordance with the existing criteria on the STPPA that has been set. Concretely, one example can be taken, namely: when carrying out activities in order to achieve growth and development learners as outlined in the PAUD Standards, which are the integration of development aspect score religion and moral, physical-motor, cognitive, language, and social-emotional, as well as art and is also a continuous change of behavior and integrated from factor genetics and environment as well as increase in a manner individual good quantitative as well as qualitative. This is very much in line with the spirit in Standard PAUD which state that STPPA is Achievement growth and Optimal child development requires the involvement of parents and adults as well as access service PAUD which quality.

Second, the involvement of community participation in fulfilling content standards is realized when developing curriculum. It is necessary to explain that the curriculum at RA Syaroful'ulum Karawang designed by team developer which formed unit education with guided to applicable standards. The scope of the material includes development programs which arranged corresponding with characteristics, need, Step development child, and culture local. All of the material re-

ferred to is systematically formulated and set forth in a written documents that are evaluated and reviewed periodically as needed in order to adapt to developments that occur at the local, national, and global. The results of the evaluation are used as a basis for consideration in its development with involve various element stakeholders' interest and para user service the service (user) which in this case of course includes community members as parties which interested. Public in here give input good in the process of formulation, evaluation, and development regarding various competencies and behavior which needed participant educate in prepare self for face his life at the moment this and projection in Century which will come.

Third, there is the involvement of community participation in fulfilling process standards no doubt. This is of course a fact that erases the assumption that so farperceived that as if process learning fully Becomes realm paraeducators, but in accordance with the new paradigm of education management in the decentralization era form application draft management based school which open room for engagementrole as well as Public in whole management education, and in framework quality assurance sake compliance according to the process standards contained in the standard national PAUD, Public participate role in escort implementation process learning in RA Syaroful'ulum Karawang Cikarang which already goods of course without exists interventionto authority para educator.

Supervision is meant to be carried out through control so that the learning process is includes lesson planning, implementation of learning, evaluation of learning andsupervision of learning really refers to and is in accordance with the criteria contained on PAUD national standards, and the approach is in accordance with the provisions, namely carried out through interactive, inspiring, fun, contextual and centered playchild for participate active as well as give discretion for initiative, creativity, and independence accordingly talents, interests, and physical development as well as psychological child (Utami et al., 2019). Even the community, in this case played by the parents participant educate more many directly involved in parenting process especially when carry out extracurricular activities that are carried out regularly outside the environment school. In this case, very often the community does not only act as a mentor or companion but precisely the role as the initiator or become committee executor his activities. After do activity learning evaluation neededto determine the success or achievement of the learning objectives set.

Fourth, engagement participation Public in fulfillment standard evaluation does exist although it is very limited especially intended so that the assessment process reallyproperly run by referring to predetermined standards, namely criteria about evaluation process and results learning in framework know level achievement which corresponding with level age child. The result show that evaluation inhere is in accordance with the intended criteria, namely covering valuation principles, techniques and instrument evaluation, mechanism evaluation, implementation evaluation, and reporting results evaluation. Principle evaluation covers principle educative, authentic, objective, accountable, and transparent which conducted in a manner integrated, continuous, and own meaningfulness.

Principle educative is evaluation which push child reach achievements optimal development. The authentic principle is an oriented assessment continuous learning activities and learning outcomes that reflect ability child moment carry out activity study. Principle objective is evaluation which based on developmental achievement indicators and free from the influence of subjectivity appraiser and the appraised. The principle of accountability is the implementation of an assessment in accordance with clear procedures and criteria, and set at the beginning of learning. transparent principle is evaluation procedure and results evaluation which could accessed by all stakeholder's interest. Technique evaluation corresponding with level achievement development child. Instrument evaluation consists on instrument evaluation process in shape notes thorough, anecdotal notes, rubrics and/or instruments for assessing children's abilities. The effectiveness of the learning process will be established if there is communication between the media message sender with the recipient message.

Meanwhile, the final result of the assessment is an integration between various techniques and instrument evaluation which used. Mechanism evaluation consists on: arrange and agree on stages, techniques, and assessment instruments as well as determine achievement indicators development child; carry out process evaluation corresponding with Step, technique, and assessment instrument; documenting the assessment of children's learning processes and outcomes accountable and transparent; and report the achievements of the child's development to parents. The implementation of the assessment is carried out using a mechanism that is in accordance with the plan evaluation. Reporting results evaluation form description achievements development child. Description Child development achievements contain child privileges, progress and success children in learning, as well as important things that require attention in development next child. The appraisal report is prepared in writing in the form of a report development study child. Results evaluation in shape report development child submitted to parents within the semester. The results of the assessment are followed up in activity next.

Fifth, it is obvious exists engagement participation society in fulfillment standard educator and power education in here. Viewed from pattern management source power education man, it can be ascertained that RA Syarof'uluum Karawang relies on the community as main resource in recruitment and development educators and education staff to use fulfil need good quantity nor quality. Although even there is role government but only to certain limits, especially in terms of coaching and supervision in accordance with its function and authority. Implementation of recruitment and selection carried out openly through collaboration between the unit organizing foundations education which concerned with various component Public which of course just with condition and provision corresponding regulation which apply. Whereas implementation its development, namely increasing competence and professionalism is carried out through work same Among party Foundation which concerned, government good center nor area, organization profession, and of course just also involve Public which considered have competence corresponding which needed. Thing this show there is five aspects in implementation of community-based education management, one of

which is so that manager education no handle alone the program, but must partner with organization social which others.

The involvement of community participation here is carried out to ensure its fulfillment standards of Educators and Education Personnel, namely criteria regarding academic qualifications and competencies required for PAUD educators and education staff. Educator Early childhood is a professional staff in charge of planning, implementing learning, and assessing learning outcomes, as well as conducting mentoring, training, parenting and protection. Educator Child age early consists on teacher PAUD, teacher companion, and teacher companion young. Power education child age early is power which on duty carry out administration, management, development, supervision, and technical services to support the educational process in units and or programs PAUD. Educators and early childhood education personnel have academic qualifications and competence which required, healthy physical, spiritual/mental, and social.

Sixth, involving community participation in meeting the needs for facilities and educational infrastructure at RA Syaroful'uluum Karawang is basically nothing new, that is use ways conventional which normal and general conducted in world education anywhere in our homeland. The procedure too as usual by delivering the program in a deliberation forum or through a proposal that sent to candidate donor in a manner personal or through leader institution society certain. Usually, party foundation together with unit education identify various need which needed in maintenance education, then arranged into a program, and then brought into a meeting forum attended by various parties element which is representation Public or poured in shaperequests submitted to individual communities or to leaders and leaders of social institutions such as community forums concerned with education and etc.

But there are things that are quite interesting and presumably need to be observed more closely, namely the emergence of sincerity and volunteerism in providing assistance or donations without feel any pressure or coercion from any party. This happens because of the strong taste own which already awakened as impact from magnitude trust to institution, so that feel called for participate as well as take role in process procurement, care, and its use. Engagement Public in fulfillment standard means and infrastructure which is criteria about condition supporters' maintenance and management holistic and integrative early childhood education is realized through utilization local potential. Facilities and infrastructure are equipment in the implementation and management of early childhood education, care and protection activities. Procurement facilities and infrastructure are usually adjusted to the number of children, age, and social environment local culture, as well as the type of service. The principles of procurement of infrastructure include: (a) safe, clean, healthy, cozy, and beautiful; (b) corresponding with level development child; (c) utilizing the potential and resources that exist in the surrounding environment, and other objects which worthy use as well as no endanger health child.

Seventh, there is reason which strengthens impression that RA Syaroful'uluum Karawang implemented model management education based Public (community

based educational management). One of the reasons is because society is positioned as a participating subject determine the direction and policy of the institution. There is an intense synergy between Foundation as organizer service education with Public environment. On the one hand, the foundation as PAUD organizers democratically opens up space for involvement of elements of the community in the formulation of strategic and operational policies to use development unit education in lower the shade. Temporary Public asstakeholders interest in party other in a manner volunteer together work together cooperate exert various potency which owned good thought, power, and Theory in a manner individual or collectively provide the necessary resources to support implementation quality education services. In this case it means what is done is the embodiment of the spirit contained in the national education system regarding community participation in education which emphasizes community participation in education covers participation individual, group, family organization profession, employers, and social organizations in the implementation and quality control service education. In addition, technically the implementation of community-based education management is outlined in on corresponding with which arranged in Regulation Minister Education and Culture number 137 of 2014 which states that PAUD management standards is implementation which refers on standard content, process, educator and power education, facilities and infrastructure, and financing. Education Management Standards Child Age covers planning program, organizing, implementation plan work, and supervision. Program planning is the preparation of PAUD institutional activities in achieve the vision, mission, goals of the institution. Each unit or program has a curriculum, educational calendar, organizational structure, rules of conduct, and a code of ethics. Organizing is setting all components to achieve goals. (5) The implementation of the activity plan is an activity of implementing a work program that has already been implemented planned. Supervision includes monitoring, supervision, evaluation, reporting, and action carry on results supervision To use ensure fulfillment right and need child as well as continuity program PAUD. Program PAUD is integration from service education, parenting, protection, health and nutrition which held in the form of a Kindergarten (TK)/ Raudatul Athfal (RA) unit or program, Bustanul Atfal (BA), Group Played (KB), Park Custody Child (landfill), and Unit PAUD of a kind (SPS).

Its relation to the implementation of community-based education management in guarantee quality PAUD is make engagement participation society as instrument in the management of democratic education. This matter in line that participation society is the creation of an open and democratic environment, where citizens namely teachers, students, employees, and the community namely parents, community leaders, scientists, entrepreneurs, and so on are encouraged to be directly involved in the implementation education start from collection decision, implementation, and evaluation in effort enhancement quality education. Eighth related with engagement role as well as Public in fulfillment standard financing could explained that During this financing education in RA Syaroful'uluum Karawang really rely on two main sources, namely from the budget prepared by the foundation and from participation Public surrounding as donor. Not denied of

course sometimes in a manner incidental there is help from government but usually no form funding but in the form of specific activity programs such as teacher training. By because that as the consequences is something inevitability so that management conducted in a manner transfer with open involvement Public as shape accountability. The community, both as individuals and as a collective, is well involved directly or indirectly in the planning, implementation, and supervision in a manner proportional. Must acknowledged that Public is source income main and the biggest contributor in meeting the needs of educational expenses, both cost investment, cost operational and especially normal personal.

The above is basically in accordance with the spirit contained in Standard National PAUD about financing which state that component financing includes operational costs and personal costs. Operational costs are used for wages educator and power education as well as allowance which attached, maintenance learning programs, procurement and maintenance of infrastructure, as well as development HR. While personal costs include educational costs incurred for children in following the learning process. In addition, it is also emphasized that operational costs and personal can come from the central government, local government, foundations, participation society, and or party other which no tie. With say other, implementation education based Public made as an approach in implementing quality assurance at RA Syaroful'uluum Karawang. It means here the role as well as Public Becomes capital main, if even no said the only one, which dependable as pedestal in realize target and ambition quality his education. This is very realistic when it comes to limited capabilities the government and foundations providing education as the most responsible party answer in fulfilling various resource requirements in accordance with established standards determined. Approach this can Becomes solution alternative in solve problem quality improvement which has been considered as a classic problem that has not been successful solved thoroughly in the development of the field of education nationally. This matter in line with policy government (Ministry of Education and Culture, 2017) which confirm that implementation guarantee quality education on level unit education conducted with the approach of involving all components of the education unit (whole school approach). all components unit education Together own quality culture.

Optimizing the involvement of community participation in quality assurance efforts achievement of quality standards carried out at RA Syaroful'uluum Karawang can run well because supported by exists awareness collective for follow take part in bear burden and community responsibility as an educational stakeholder. It is certainly just nothing but fruit of a strong commitment in carrying out that mandate It is a principle in the state and society that education is the responsibility answer together Among people old, government, and Public. Thing this different with dynamics Implementation MBS consists from Support, Denial, Challenge.

In addition, the managerial pattern applied in RA Syaroful'uluum Karawang can also be one factor lever which causing optimal engagement participation Public the. There are at least 2 strategies carried out by management in this regard, namely: first, the application of a culture of transparency in the management of its

educational resources. In terms of In this regard, the management always opens the widest possible access to the stakeholders interests to obtain information, provide input, and oversee the whole process search, collection, and supervision, as well as utilization source power his education. The community in this case participates in strategic decision making and do control To use avoid happening deviation. Public positioned as subject in management source power his education. Thing this corresponding with draft which states that education must empower and provide opportunities as well freedom to Public for designing, plan, finance, manage, and judge what needed by own society.

There are various interrelated values in implementing a culture of transparency in Indonesia here include trust, integrity, trustworthiness, honesty, sincerity and sincerity. all score just now each other interact build culture openness. For example trust grow with itself when the maker or executor policy have high integrity, be trustworthy, and be honest in what they say and do, so that push sincerity and sincerity for do something which he believed will becomes charity benevolence or charity pious.

Second, application culture accountability public in a manner effective in implementation performance. The effectiveness of cultivating accountability here is colored by various values between other (1) commitment to interest education Public along stakeholders other interests as well as possible, (2) consistent in implementing the rules which apply as well as hold firm agreement which has made together, (3) consistent in bear consequence from every policy which has made, and (4) fully responsible for all errors or deviations in the implementation activities . Commitment which tall impact to level satisfaction stakeholders so that could minimize appearance complaint, whereas with consistency so all processes and results can be accounted for either administratively or otherwise in a manner moral. Every policy unit education made with refers to regulation which is clear as a reference, and formulated in writing as outlined in the letter decision or in shape standard operational procedure.

4 Conclusion

The conclusion Implementation of community-based education management in quality assurance in RA Syaroful'ulum Karawang conducted through something approach that is engagement participation society optimally in an effort to fulfill the PAUD National Standards. Whereas for optimizing engagement participation there is effort which conducted with using two main strategies, namely (1) implementing a culture of transparency in management educational resources and (2) implementing a culture of public accountability effectively in accountability performance field academic or even Non-Academic.

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