



Quality Management of Kindergarten Teaching Staff: A Multisite Study of Integrated Islamic Kindergartens in Aceh

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ABSTRACT

Purpose of the study: This study investigates teacher quality management in Integrated Islamic Kindergartens in Central Aceh Regency by examining the processes of planning, organizing, implementation, and supervision across Islamic Kindergartens.

Methodology: Using a qualitative multisite approach, data were gathered through interviews, observations, and document analysis, and analyzed through systematic data condensation, display, and verification.

Main Findings: The findings show that quality planning is guided by a synergy between institutional vision, mission, motto, and objectives with national education standards and JSIT (*Jaringan Sekolah Islam Terpadu*) guidelines, resulting in a balanced emphasis on academic competence, professional skills, and spiritual formation. Organizational quality is sustained through transparent structures, measurable task distribution, coordinated teamwork, and standardized operating procedures. Recruitment applies competency-based selection enriched with Islamic values, prioritizing Qur'anic mastery, character integrity, pedagogical expertise, and emotional maturity. Teacher development is implemented through Islamic andragogy, integrating professional training with spiritual nurturing via halaqah, mentoring, and routine religious studies. Supervision adopts a holistic model that evaluates academic performance, pedagogical practice, and spiritual consistency to ensure continuous improvement.

Novelty/Originality of this study: The novelty of this study lies in the formulation of a hybrid teacher quality management model that fuses national quality assurance frameworks with JSIT principles, positioning moral goodness as the foundation, pedagogical quality as the institutional output, and educational excellence as the long-term goal. This model offers a new theoretical framework and practical reference for enhancing teacher quality in faith-based early childhood education institutions.

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1. INTRODUCTION

Education is one of the sectors that plays a central role in improving the quality of human resources and determining the direction of a nation's development [1]-[3]. Through education, humans not only acquire knowledge and skills but also moral, social, and spiritual values that serve as the foundation for community life. Improving the quality of education is the main goal in the effort to enlighten the nation's life, as mandated in the Preamble of the 1945 Constitution. Therefore, education development must be planned and implemented

systematically, purposefully, and sustainably to produce a generation that is qualified and capable of competing in the face of global challenges.

In the national context, the Indonesian government has established various strategic policies to improve the quality of education at all levels, including early childhood and primary education. One of the main focuses of these policies is improving teacher competence and professionalism. Teachers, as the spearhead of educational implementation, play a vital role in determining the quality of both the learning process and its outcomes. The success of education is largely determined by the teacher's ability to design, implement, and evaluate effective and meaningful learning. Therefore, the quality management of teaching staff must be well organized to support the achievement of national education goals [4]-[9]. Quality management for teaching staff not only involves enhancing technical teaching skills but also focuses on character development, work ethic, and professional commitment. In the era of globalization and technological advancement, teachers must continuously update their competencies to adapt to the development of science and the changing needs of their students. Good quality management requires careful planning, consistent implementation, and continuous evaluation of teacher performance. Educational institutions, therefore, have the responsibility to create a system that ensures the sustainability of teacher quality improvement [10]-[13].

Early childhood education (ECE) and kindergarten are the most crucial stages in shaping a child's character foundation, moral values, and cognitive abilities. In this phase, children learn to recognize their environment, develop social skills, and form the character that will influence their future lives. Teachers in early childhood education institutions and kindergartens play a key role in shaping a balanced foundation for children's intellectual, emotional, and spiritual growth [14]-[18]. Professional teachers at the ECE and kindergarten levels not only serve as instructors but also as facilitators, mentors, and role models for their students. The implementation of quality management in early childhood education is a determining factor in the success of educational institutions. Institutions with good quality management systems tend to produce competent, creative, and innovative educators in carrying out learning activities. This management includes various aspects such as planning teacher development programs, conducting training, performance evaluation, and assessment of learning outcomes. The success of quality management is also influenced by the leadership of the school principal, parental support, and a social environment that supports the overall educational process [19]-[23].

In the context of integrated Islamic education, as implemented in various Integrated Islamic Kindergartens, teacher quality management has its own unique characteristics. Integrated Islamic education seeks to combine Islamic values with the modern education system so that students are not only intellectually intelligent but also possess noble character and spiritual awareness. In institutions such as Islamic Kindergarten Az Zahra and Islamic Kindergarten Cendikia Takengon in Central Aceh Regency, quality management for teaching staff is directed at building a balance between the academic and spiritual abilities of educators. Teachers are expected to internalize Islamic values in every learning activity and be role models for their students [24]-[27]. Central Aceh Regency has great potential for the development of integrated Islamic education because its people are known for their strong religious spirit. However, educational institutions in this region face various complex challenges. There are still limitations in terms of educational facilities and infrastructure, the availability of professional educators, and a sustainable mentoring system. Additionally, social dynamics and technological advancements also require educational institutions to continuously adapt in order to maintain the quality of their educational services [28].

This research focuses on how quality management is implemented for educators in two Integrated Islamic Kindergarten institutions in Central Aceh Regency, namely Islamic Kindergarten Az Zahra and Islamic Kindergarten Cendikia Takengon. These two institutions were chosen because they have different characteristics and managerial approaches but share the same commitment to improving the quality of Islamic-based education. This study aims to describe the planning, implementation, and evaluation of quality management for teaching staff in both institutions, as well as to identify supporting and hindering factors in the implementation of the quality management system. The importance of this research lies in its contribution to developing concepts and practices of teacher quality management at the early childhood level, specifically in integrated Islamic educational institutions. The research findings are expected to provide input for educational institutions, policymakers, and practitioners in improving the quality of teaching staff through a structured and sustainable quality management system. Furthermore, the results of this study can serve as a reference for other educational institutions in Aceh and other regions that wish to develop a quality management model based on Islamic values.

Theoretically, this research enriches the study of quality management in the context of Islamic education and broadens the understanding of the implementation of the Total Quality Management (TQM) concept in early childhood education institutions. Practically, it provides a real depiction of quality management practices among educators in the field, including strategies used to improve teacher professionalism and performance. Thus, the results of this study can serve as a reference for educational institutions in developing more effective policies and programs for teaching staff training.

By considering these various aspects, this research not only focuses on improving individual teacher capabilities but also on strengthening the institutional educational management system. The synergy between the principal, teachers, parents, and the community is an essential element in achieving sustainable quality education. Therefore, quality management for educators needs to be viewed as a collective effort to build a culture of quality in the educational environment, not merely as an administrative or technical activity. Overall, this introductory section emphasizes that improving the quality of teaching staff is the main foundation for building excellent, character-driven, and competitive education. Through planned and sustainable quality management, educational institutions will be able to produce professional teaching staff who have integrity and high competence in developing students' potential. This research is expected to make a real contribution to the development of quality management theory and practice for educators, particularly in the context of integrated Islamic education in Central Aceh, and to serve as a reference for efforts to improve national education quality in general.

2. RESEARCH METHOD

This study was conducted at Islamic Kindergarten Az Zahra and Islamic Kindergarten Cendikia Takengon, which were selected due to their comparable characteristics that meet the criteria for multisite research. These similarities are reflected in their accreditation status from BAN PAUD and PNF and their membership in the Integrated Islamic School Network (JSIT) of Central Aceh. Employing a descriptive paradigm with a qualitative multiple case study approach, this research aimed to gain an in-depth understanding of the implementation of teacher quality management in achieving optimal learning outcomes. Data were collected naturally based on the principles of Denzin and Lincoln, using participant observation, in-depth interviews, and document analysis to obtain comprehensive insights.

A qualitative approach was chosen to describe the phenomena holistically through narrative data derived from field observations, interviews, and written records. Following Creswell framework, the study involved formulating research questions, collecting data from participants, conducting inductive analysis to identify emerging themes, and interpreting the meaning of the findings [29]. The multisite design allowed the researcher to identify fundamental similarities and differences between the two kindergartens, ensuring accuracy, validity, and scientific accountability in data collection and analysis.

Data collection took place from June to November 2024, involving teaching staff as the main research subjects. Referring to Dahlgard concept, each social situation comprises three elements place, actors, and activities which became the analytical focus for understanding the dynamics of teacher quality management [30]. Observations were carried out in various strategic areas such as the principal's office, classrooms, teachers' room, prayer room, laboratory, and auditorium. Interviews were conducted with the foundation chairman, principals, teachers, and parents, while documentation involved examining school profiles, organizational structures, staff conditions, facilities, and photos of learning activities. These techniques complemented one another to generate valid and comprehensive data.

In line with Moleong, qualitative data in this study consisted of words, actions, written sources, and supporting materials such as photos and statistical records [31]. Primary data were obtained directly from observations and interviews, while secondary data were drawn from institutional archives and relevant documents. Both were analyzed in an integrated manner to capture a holistic understanding of teacher quality management at the two institutions.

Data analysis followed the model Moleong, consisting of three main stages: data condensation, data presentation, and drawing and verifying conclusions [32]. Analysis began concurrently with data collection and continued until the final stage of the study through processes of reduction, coding, categorization, and thematic organization. It was conducted at two levels within-case analysis for each kindergarten and cross-case analysis to identify shared patterns and distinctive practices in managing teacher quality. Data validity was enhanced through triangulation of sources and methods, ensuring consistency and reliability across observations, interviews, and documents.

To guarantee the trustworthiness of the findings, the study applied the four validation criteria proposed Moleong and Muhadjir, namely credibility, transferability, dependability, and confirmability [33], [34]. Credibility was achieved through extended observation and repeated data verification; transferability was ensured by providing detailed contextual descriptions for potential adaptation in similar settings; dependability was maintained through consistent documentation and audit trails; and confirmability emphasized the objectivity of findings by aligning field data with researcher interpretations and supporting documents. By integrating these rigorous methods, the study ensures that the results are valid, reliable, and scientifically accountable, providing credible insights into teacher quality management practices in early childhood Islamic education at Islamic Kindergarten Az Zahra and Islamic Kindergarten Cendikia Takengon.

3. RESULTS AND DISCUSSION

Az Zahra Integrated Islamic Kindergarten.

Islamic Kindergarten Az Zahra Takengon is a private early childhood education institution established in 2011 under the auspices of the Arziqi Zumara Foundation. Located in Tansaril Village, Bebesen District, Central Aceh Regency, this institution was established as a form of community concern for the importance of early Islamic education. The establishment of Islamic Kindergarten Az Zahra was motivated by the desire of its founders consisting of educational figures, da'wah activists, and parents to create an institution capable of instilling Islamic values while simultaneously developing children's intellectual, emotional, and spiritual potential. From the beginning, this institution has been committed to integrating education based on the Quran and Sunnah with modern learning systems.

As it developed, Islamic Kindergarten Az Zahra continued to gain the trust of the community and saw an increase in the number of students from around 20 children when it first opened to 122 children in 2025. This institution's vision is to become a leading professional educational institution that optimizes intellectual and spiritual potential with an Islamic perspective, with the mission of creating a conducive learning environment, instilling Islamic character, and building active cooperation with parents. The motto "Best, Best, Best Go!" reflects the spirit of always striving for excellence and providing the best service to students.

In support of the learning process, Islamic Kindergarten Az Zahra already has adequate facilities and infrastructure, including ten classrooms, a prayer room, a teacher's room, the principal's office, a storage room, bathrooms, and a play area with educational play equipment (APE) both indoors and outdoors. Supporting facilities such as laptops, printers, and digital learning media are also provided to support administrative activities and interactive learning. The availability of these facilities aligns with national standards for early childhood education as stipulated in Ministry of Education and Culture Regulation Number 137 of 2014, which emphasizes the importance of infrastructure and facilities in supporting the effectiveness of the learning process and increasing teacher motivation.

The organizational structure of Islamic Kindergarten Az Zahra is systematically and functionally designed to ensure the implementation of educational quality management. Under the coordination of the Arziqi Zumara Foundation, the principal serves as the primary leader in planning, overseeing, and evaluating academic and managerial activities. The principal is assisted by the Vice Principal for Curriculum, the Vice Principal for Student Affairs, the treasurer, and administrative staff. Additionally, there are 15 teaching and educational staff consisting of A and B group class teachers, as well as administrative staff. This structure reflects the application of Total Quality Management (TQM) principles, where every element of the organization has mutually supportive responsibilities and functions in maintaining the quality of education sustainably.

The teachers at Islamic Kindergarten Az Zahra are professional staff, with the majority holding Bachelor's degrees (S1), and one teacher having completed postgraduate studies (S2) in early childhood education. Some teachers also have early childhood education certifications, while others are still in the process of obtaining them. These teachers demonstrated a high level of dedication to their work, were active in training, and creative in creating a fun, interactive, and child-centered learning environment. Based on the interview results, teachers play a role not only as educators but also as spiritual guides and role models in shaping children's character. The number of students at Islamic Kindergarten Az Zahra for the 2024/2025 academic year reached 122 children, divided into several learning groups: A1-A3 and B1-B7, with an average of 10-12 children per class. The teacher-student ratio is maintained at an ideal level, which is 1:15, allowing for personalized and optimal learning. Learning at this institution uses an integrative thematic approach by incorporating Islamic values into daily activities, such as communal prayer, memorization of short surahs, religious social activities, and project-based learning.

Overall, the implementation of quality management for teaching staff at Islamic Kindergarten Az Zahra has been effective and sustainable. The principal plays an active role in guiding and mentoring teachers through regular supervision and performance evaluations. Foundation support and parental collaboration also strengthen the implementation of educational quality. Applying the Plan-Do-Check-Action (PDCA) principle in the quality management system makes the teacher development process measurable and sustainable [35], [36]. With a blend of Islamic values and modern management approaches, Islamic Kindergarten Az Zahra has become a leading early childhood education institution in Central Aceh, successfully cultivating a quality culture based on Qur'anic values and producing intelligent, independent, and morally upright generations.



Figure 1. Integrated Islamic Private Kindergarten Az Zahra

The research results indicate that Az Zahra Integrated Islamic Kindergarten has implemented a quality management system for teaching staff that is oriented toward quality, character, and Islamic values. Based on interviews with the school principal, teachers, and foundation administrators, and supported by observations and documentation, quality management at this institution is implemented thru four main functions: planning, organizing, implementing, and monitoring. All stages are aimed at ensuring that educators possess both professional competence and strong Islamic morals.

Regarding quality planning, the interview with the Head of Islamic Kindergarten Az Zahra (June 10, 2025) revealed that the school has a mature and directed plan for improving teacher quality. At the beginning of each academic year, an annual working meeting is held to develop the School's Strategic Plan (Renstra) and Annual Work Plan (RKT). Based on the observation results, the activity was attended by all teachers, staff, and foundation representatives. During the meeting, various teacher development programs were discussed, such as curriculum training, character development, and strengthening Islamic values in learning. Meeting minutes documentation shows that the school adjusted its program to the early childhood teacher competency standards based on Permendikbud No. 137 of 2014, while also integrating guidelines from the Integrated Islamic School Network (JSIT). Thus, quality planning Islamic Kindergarten Az Zahra Kindergarten not only refers to academic aspects, but also spiritual and moral ones. In terms of organization, the interview results with the Vice Principal for Curriculum (June 12, 2025) indicate that the school's organizational structure is formed effectively and collaboratively. The principal serves as the main supervisor, while teachers are grouped based on their expertise and teaching experience. The results of the observation of the organizational structure documents show a clear division of roles, such as tahfidz teachers, classroom teachers, activity coordinators, and extracurricular advisors. Based on the coordination meeting documentation, this division of tasks helps create a disciplined, supportive, and responsible work environment. Teachers feel more motivated because they are given space to express their opinions and contribute to every school activity [37], [38].

During the quality management implementation phase, Islamic Kindergarten Az Zahra runs a number of consistent and sustainable teacher competency development programs. Based on interviews with Class B teachers (June 14, 2025), this institution regularly conducts teacher training, creative learning media workshops, Islamic value integration training, and spiritual activities such as tarbawiyah halaqahs, Islamic studies, and teacher mentoring. Observations during the training activity on June 15, 2025, showed active participation of teachers in microteaching practice and thematic learning simulations based on Islamic values. Activity documentation shows synergy between academic and personality development. The principal always emphasizes the importance of teachers as educators and role models in terms of morals, discipline, and exemplary behavior in front of the students.

In the observation of the learning process, it was seen that the teachers at Islamic Kindergarten Az Zahra Kindergarten were able to implement fun, active, and Islamic-themed learning. The teacher uses the learning by doing and fun learning methods, combining religious activities such as memorizing daily prayers, stories of prophets, practicing ablution, and praying Dhuha together. The results of the photo and video documentation of the activities show that teachers are not only educators, but also spiritual companions who are close to the students. Based on interviews, teachers feel helped by the routine guidance provided by the principal because it helps them improve their teaching style and strengthen their sincerity in educating.

Regarding quality control aspects, the interview and observation results indicate that Islamic Kindergarten Az Zahra regularly implements academic and spiritual supervision systems. The principal conducts clinical supervision at least twice per semester. This process includes pre-observation stages (discussing the teaching plan), direct observation in the classroom, and post-observation (joint reflection). Based on the researcher's observations during supervision (June 17, 2025), the principal provided wise feedback and encouraged teachers to self-evaluate. The teacher felt comfortable because supervision was done with a coaching approach, not oppressive control. Documentation of the supervision results shows that the aspects evaluated include teaching creativity, classroom management, teacher-child interaction, and the application of Islamic

values in learning. In addition to academic supervision, spiritual supervision is also conducted regularly through activities such as morning recitation, Friday muhasabah (self-reflection), and collective prayer before teaching. Based on an interview with the Chairman of the Islamic Kindergarten Az Zahra Foundation (June 18, 2025), this activity aims to cultivate the sincerity and responsibility of teachers as educators grounded in worship. Field observations revealed a family atmosphere and strong spiritual spirit among the teachers, which is an important factor in maintaining quality and togetherness within the institution.

Overall, the results of the interviews, observations, and documentation indicate that Islamic Kindergarten Az Zahra Kindergarten has successfully and effectively implemented quality management for teaching staff with Islamic values. The planning system is implemented participatively, organization is carried out according to expertise, implementation is complemented by professional and spiritual guidance, while supervision is focused on coaching and reflective evaluation. This approach produces educators who are not only professionally competent but also possess Islamic character and serve as role models for students [39]-[41].

The documentation and interview results also show that the quality of teachers at Islamic Kindergarten Az Zahra continues to improve year after year, as evidenced by teaching creativity, performance improvement, and public trust in the institution. Teachers have a high work ethic because they don't just work to meet administrative targets, but also consider the task of educating as a form of worship. Thus, the quality management of teaching staff at Islamic Kindergarten Az Zahra can be described as a recruitment and development model based on quality and Islamic values, which is oriented toward the integrated improvement of teachers' competence, discipline, and spirituality.

Cendikia Integrated Islamic Kindergarten

Islamic Kindergarten Cendikia is an early childhood education institution established in April 2014 under the Yayasan Generasi Gemilang Takengon, located in Kampung Lemah Burbana, Bebesen District, Central Aceh Regency. This institution was founded on the initiative of Ilawarni, S.Si, and the founding team, as a manifestation of concern for the community's need for Islamic education for early childhood. Starting with 20 students, Cendikia Islamic Kindergarten has now grown rapidly, with an enrollment of 210 children and its own building at a new location. The existence of this institution is also an answer to the request of parents who want their children to receive an education based on Islamic values.

The vision of Cendikia Islamic Kindergarten is to create a generation that is godly, righteous, intelligent, skilled, and of noble character. Its mission emphasizes character development, active learning, and the Beyond Center and Circle Time (BCCT) approach, which fosters literacy, numeracy, and critical thinking based on Islamic values. With the motto "Intelligent, Energetic, Nationalist, Disciplined, Empathetic, Creative, Innovative, and Noble-Charactered," this institution strives to shape children who are independent, religious, and ready to enter primary education. The facilities and infrastructure of Cendikia Islamic Kindergarten are considered adequate, with 11 classrooms, an auditorium, a prayer room, a library, an administrative office, and various indoor and outdoor educational play equipment. Technology facilities such as projectors, laptops, and printers are also available, although still limited. A safe and enjoyable learning environment supports the implementation of play-based and exploration-based learning.

The organizational structure of IT Cendikia Kindergarten consists of the foundation, the principal, the vice-principal for human resources, teachers, administrative staff, and support staff. The kindergarten principal plays a key role in the improvement of teacher quality and the implementation of the curriculum. A total of 25 active teachers participated, most of whom have a bachelor's degree, with two holding master's degrees. The majority of teachers have backgrounds in Early Childhood Education (PAUD), Islamic Early Childhood Education (PGRA), and Islamic Early Childhood Education (PIAUD), while some come from other disciplines such as law and psychology. Some are already certified as early childhood educators, but further competency development through continuous training is still needed. The stable number of students indicates public trust in this institution. With an ideal teacher-student ratio, the learning process is effective and enjoyable [42]-[44]. Habituating worship, literacy activities, creative projects, and collaborating with the Department of Education and the community strengthens the quality of educational services.

Overall, Islamic Kindergarten Cendikia has a strong institutional foundation, competent teaching staff, and a quality management system that is constantly evolving. Despite still facing challenges in sanitation and equitable teacher competency, this institution has managed to maintain its quality as one of the integrated Islamic education models that shapes a generation of intelligent, creative, and morally upright Qur'anic individuals.



Figure 2. Integrated Islamic Private Kindergarten Cendikia

The research results indicate that the Integrated Islamic Kindergarten Cendikia Takengon has implemented comprehensive, sustainable, and Islamic-value-based quality management for its teaching staff. Based on interviews with the school principal, foundation chairman, and teachers, and supported by field observations and documentation, quality management implementation at this institution is carried out thru four main stages: planning, organizing, implementing, and controlling (POAC). Each stage is carried out with the principles of involvement, guidance, and spiritual strengthening, which are characteristic of integrated Islamic institutions.

At the planning stage, the results of an interview with the Head of Islamic Kindergarten Cendikia (June 19, 2025) showed that the school always begins the academic year with an annual work meeting involving the principal, all teachers, staff, and foundation representatives. In that forum, a Strategic Plan and Annual Work Plan (AWP) were developed, containing targets for improving the quality of educators in terms of professional, pedagogical, social, and spiritual competencies. Based on the meeting minutes and school program plans, it is evident that quality planning focuses not only on teaching skills but also on the development of teachers' personalities and morals. The Chairman of the Cendikia Waqf Foundation (June 4, 2025) emphasized that teacher quality planning is aimed at producing educators who can be a good example (*uswah hasanah*) for students, not just teachers. Teacher quality standards are also developed with reference to Permendikbud No. 137 of 2014 concerning Early Childhood Education Standards, which are integrated with the JSIT Indonesia quality guidelines, ensuring that planning at Islamic Kindergarten Cendikia aligns with national standards and Islamic values.

In terms of organization, the results of observations and documentation of the organizational structure show that this institution has a well-organized and efficient work system. The principal serves as a leader, mentor, and quality supervisor, assisted by the vice-principals for curriculum, student affairs, and Islamic studies. Each teacher has a clear role based on their competencies and interests, such as a memorization teacher, a creative teacher, or a thematic class teacher. Based on interviews with Class B teachers (June 25, 2025), this system makes teachers feel valued and actively involved in decision-making. Observations at the weekly meeting showed a communicative and family-like work atmosphere, where teachers were free to express their ideas and challenges in the learning process. The documentation of the Meeting Follow-up Sheet shows a transparent division of responsibilities, ensuring that all teachers have the same direction of work to maintain the quality of the institution.

In the aspect of quality management implementation, Islamic Kindergarten Cendikia regularly conducts various professional and spiritual development programs. Based on field observations and activity documentation, this institution organizes educational study circles, spiritual mentoring, JSIT training, thematic RPPH workshops, and teaching media development training. The results of interviews with A1 class teachers (June 12, 2025) indicate that the activity improved teachers' ability to integrate Islamic values into the learning process. The teacher implements a play-based learning method with a religious touch, such as games to learn the Arabic alphabet, stories of prophets, and simulations of worship. Classroom observations showed an active, cheerful learning environment filled with moral values, where the teacher was patient, gentle, and close to the students. Based on the photo documentation of the activities, each learning activity is always accompanied by reflection and a report on the evaluation results for continuous improvement.

Quality control aspects are an important part of maintaining the quality of teaching staff. Based on interviews with the principal and observations of supervision activities, it was found that Islamic Kindergarten Cendikia implements clinical supervision with three main stages: pre-observation, direct observation, and post-observation. The principal went directly to the classroom to observe the learning process and then held a reflective discussion with the teachers. Based on the observation sheet documentation, the aspects assessed included lesson planning, mastery of content, teacher-student interaction, and exemplary values. Supervision is done in a guiding, not oppressive, manner. Teachers are given feedback and support to improve existing shortcomings. In addition to academic supervision, oversight also includes spiritual guidance (mentoring *ruhiyah*) such as self-reflection, collective remembrance (*dzikir*), and morning recitation. Observations on the

Friday activity (June 27, 2025) show that this activity helps teachers strengthen their sincerity and enthusiasm in teaching as a form of worship.

Overall, the results of the interviews, observations, and documentation indicate that Islamic Kindergarten Cendikia has established a strong and sustainable quality culture. Its management system not only emphasizes improving professional capabilities but also the formation of an Islamic personality. The principal and the foundation play an active role as mentors and role models for the teachers. The implementation of quality management also reflects the principle of continuous improvement [45]. Each evaluation results in a follow-up program aimed at strengthening teacher competencies and improving the quality of learning. Thus, the quality management of teaching staff at Islamic Kindergarten Cendikia can be categorized as a spiritually-infused integrated quality model, which is a blend of modern professionalism and spiritual development. This approach successfully created competent teachers with noble character who serve as role models for their students. The implementation of this system has a real impact on improving teacher performance, discipline, and public trust in the institution. Overall, Islamic Kindergarten Cendikia serves as a real example of an Islamic-based early childhood education institution that has successfully implemented comprehensive quality management based on Islamic values and character.



Figure 3. Interview with Ustadzah S, Human Resources Department, Islamic Kindergarten Cendikia

4. CONCLUSION

Based on the research results using the CIPP (Context, Input, Process, Product) evaluation model, it can be concluded that the Junior High School Teacher Quality Improvement Training Program at the Gayo Lues District Education Office has had a positive impact on improving teacher competence, although there are still some aspects that need improvement. From a contextual perspective, this program has been designed to meet the needs and challenges faced by teachers in the field, making it relevant to efforts to improve the quality of education in the region. In terms of input, the training was supported by competent facilitators and appropriate materials, although improvements are still needed in the provision of facilities and learning resources. The training process went quite well with effective evaluation methods and mechanisms, but there needs to be an increase in active participant engagement to optimize training outcomes. Meanwhile, from a product perspective, this training proved capable of enhancing teachers' pedagogical knowledge and skills, although its implementation in the classroom still requires further support. Overall, this training program has made a real contribution to improving the quality of education in Gayo Lues Regency. Therefore, it is recommended that the Education Department continue to make continuous improvements by enhancing the quality of facilitators, refining supporting facilities, implementing active learning strategies, and providing post-training mentoring so that the training results can be maximized in the school environment.

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