

Strategic Management of Principals in Improving the Quality of Education in Kindergarten of the Prima Swarga Bara Education Foundation

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ABSTRACT

The quality of education at the kindergarten (TK) level is greatly influenced by the quality of strategic management of school principals, especially in institutions in the partnership ecosystem of foundations and industrial corporations. This gap between reputation and internal accomplishments underlies the urgency of the research. This study aims to analyze the planning, organization, implementation, and supervision strategies, as well as the strategies of school principals in managing strengths, weaknesses, opportunities, and threats to improve the quality of education. Data were collected through in-depth interviews, observations, and documentation studies, then analyzed through reduction, presentation, and drawing conclusions by triangulating sources and techniques. The results of the study show, first, that planning is carried out systematically through a semester work meeting derived from the four pillars of the YPPSB Strategic Plan. The research concluded that YPPSB kindergarten principals have carried out the role of strategic leaders that combine data-driven planning, formalized organization, scheduled implementation, multi-instrument supervision, and reflective environmental analysis, while contributing to the development of a strategic management model of school principals in early childhood education units in industrial corporations.

INTRODUCTION

The quality of education is still one of the main problems faced by the Indonesian nation to this day. The low quality of education has a direct impact on the quality of human resources, so it becomes a strategic challenge in facing competition in the era of globalization (Azainil et al., 2021). In this framework, the Early Childhood Education (PAUD) level, especially Kindergarten (TK), plays a very vital role because it is a phase of character formation, social-emotional, cognitive, and basic skills of children. Therefore, the quality of education at the kindergarten level does not solely depend on the curriculum or facilities, but is highly determined by the management strategy applied by the principal as the highest leader in the education unit.

The high or low quality of education is greatly influenced by the quality of the principal's leadership, because the principal plays a central role in directing the success of quality education (Komariyah et al., 2021). As strategic leaders, school principals need to develop their leadership skills effectively at various levels, ranging from themselves, others, to the organization, by carrying out their roles and responsibilities professionally (Mulyono et al., 2023). However, the low quality of education in Indonesia is generally due to the limitations of educational institutions in setting goals effectively and efficiently to achieve competitive advantage, where most institutions have not been able to formulate adaptive strategies to overcome the complexity of contemporary education problems. School principals who are supposed to be the driving force of change often still play a role as administrators, not as strategic leaders who are able to manage the internal and external environment of their institution systematically.

In the context of East Kalimantan, the challenge of improving the quality of education is strengthened by the characteristics of natural resource-based areas that demand a distinctive model of financing and education governance. Mulawarman & Haryaka (2025) in their analysis of the challenges and opportunities of *Public-Private Partnership* (PPP) in education financing in East Kalimantan emphasized that partnerships between the government, corporations, and educational foundations are one of the strategic solutions to overcome budget limitations while opening up opportunities to improve service quality. This framework is very relevant to the context of educational institutions in industrial estates such as East Kutai Regency, where the existence of coal mining corporations has helped shape the local educational landscape through company-managed educational foundations.

At the local level, North Sangatta District has experienced a rapid growth in the number of kindergarten institutions, which has led to increasingly fierce competition between institutions. Facts on the ground show that there is a gap in quality between schools, where some kindergartens excel in academic achievement and child development activities, while others are still lagging behind both in terms of curriculum, teacher competence, and the availability of facilities and infrastructure. This condition shows that the main problem does not lie in the availability of resources, but in the ability of school

principals to manage and optimize existing resources through a directed management strategy.

The Prima Swarga Bara Education Foundation (YPPSB Kindergarten) located in North Sangatta, East Kutai Regency, is managed by the Prima Swarga Bara Education Foundation under the auspices of PT Kaltim Prima Coal (PT KPC). This management scheme places YPPSB Kindergarten as one of the tangible manifestations of the corporate-foundation partnership in financing and implementing education. Over the past five years, YPPSB Kindergarten has consistently become the private kindergarten with the highest number of students in North Sangatta District, which is in the range of 288 to 300 children, far above two other leading private kindergartens, namely Daarussalaam IT Kindergarten with 175 to 218 children and Aisyiyah Bustanul Athfal 2 Kindergarten with 140 to 243 children. This consistency indicates the high public trust in this institution, which is also reflected in the Customer Satisfaction Index (IKP) for the 2024/2025 Academic Year, which reached 92.19 in the odd semester and 91.90 in the even semester, both in the "very satisfied" category.

However, behind this reputation there are several managerial problems that require an in-depth study. Based on the analysis of the Education Report document and the YPPSB Kindergarten Workbook, the institution's quality achievement actually shows a decreasing trend in the core indicators of learning. Learning Indicators that Build Foundation Skills D.3 points decreased from a score of 88.75 with the "Good" category in the 2023/2024 Academic Year to 79.06 with the "Medium" category in the 2024/2025 Academic Year, or decreased by 9.69 points and decreased the category. In fact, this indicator is pedagogically most vital at the PAUD level because it measures the readiness of the child's foundation to transition to the basic education level. A comparison of the achievements of the Education Report Card for the two years is presented in Table 1 below.

Table 1. Comparison of the Achievement of YPPSB Kindergarten Education Report Card

Education Report Card Indicators	2023/2024	2024/2025	Changes
D.2 Appropriate learning process for early childhood	75.11 (Good)	81.11 (Good)	Up 6.00
D.3 Learning that builds foundational skills	88.75 (Good)	79.06 (Medium)	down 9.69
E.6 Parent/Guardian Partnerships	76.25 (Medium)	77.11 (Medium)	up 0.86

Source: YPPSB Kindergarten Workbook FY 2024/2025 and FY 2025/2026 (processed)

The decline in these indicators is interesting to observe because it coincides with the leadership transition at YPPSB Kindergarten. The current principal, Yenny Ary Kresnawati, S.E., S.Pd.Gr., M.Pd., began serving on

September 1, 2024, namely at the beginning of the 2024/2025 Academic Year when the achievement of D.3 decreased. This condition puts the principal in a situation that demands the capacity of strategic management to restore quality in the core indicators while maintaining continuity of quality in the midst of leadership change. This is in line with the findings of Komariyah et al. (2025) that the success of education units in managing the contemporary curriculum is highly determined by the ability of school principals to carry out four strategic management functions, namely planning, organizing, implementing, and quality supervision and evaluation.

The second problem is related to the school's partnership with the parents of students who are still stagnant in the "Medium" category for two consecutive years, namely from a score of 76.25 to 77.11 or only 0.86 points. This condition contrasts with the profile of the majority of parents of students who are employees of PT KPC with educational backgrounds and high expectations for their children's educational services. This stagnation demands more innovative and responsive communication and partnership strategies, as responded by schools through the adoption of digital information systems as a means of strengthening parental involvement.

The third problem arises from the results of the customer satisfaction survey, where the lowest point of parental satisfaction in the 2024/2025 Academic Year is the item of effectiveness of the school security system in preventing security problems, harassment, and bullying, with a score of 87.43 in odd semesters and 87.81 in even semesters. This finding is important because YPPSB Kindergarten holds the status of a Child-Friendly School based on Decree Number 800/2130/DISDIK-1.1/XII/2021 and an Inclusion School based on Decree Number B.848/904/Disdikbud/4.1. Mulawarman et al. (2024) in their research on strengthening the leadership of school principals in the management of Child-Friendly Schools in East Kutai found that school principals have a crucial role as child protection activists through strengthening safe and inclusive school governance. Thus, the formal status of child protection requires active and strategic leadership in integrating child protection principles into all aspects of school management, not just administrative recognition.

The fourth question relates to financing. The source of funding for YPPSB Kindergarten mostly relies on corporate operational expenditure (OPEX) from PT KPC and parental contributions, in addition to Operational Assistance for Implementation Schools (BOSP). Dependence on corporate funds sourced from the coal mining industry poses long-term sustainability risks, considering that these resources are limited and exposed to regulatory and market dynamics. On the other hand, YPPSB Kindergarten has been determined to implement the Independent Curriculum at the Independent Sharing level based on BSKAP Decree Number 022/KR/2023, which is the highest level that requires institutions to share good practices and assist other schools. This demand for reference increases the managerial burden of school principals, so it requires anticipatory strategic planning of internal and external environmental dynamics.

These various problems show that there is a gap between the reputation of YPPSB Kindergarten as a leading institution and its internal quality achievements. Based on initial observations, not all of the potential of schools can be utilized optimally, and the implementation of strategic management in the aspects of planning, organizing, implementing, and supervising still needs strengthening. This condition creates the need for an in-depth study to understand how the principal of YPPSB Kindergarten implements strategic management in improving the quality of education. Haryaka & Sjamsir (2021) emphasized that every activity in kindergarten needs to go through a systematically structured process in order to produce good quality, and the role of the principal is very important in its implementation. Setiyati & Lain (2024) also found that school strategic planning serves as a powerful instrument for improving the effectiveness and quality of education, the success of which relies heavily on strong and effective leadership.

This research has novelty because it examines the strategic management of school principals specifically at the kindergarten level, which has been less the object of research at the primary and secondary education levels. The focus on YPPSB Kindergarten, which is under the auspices of the mining industry corporation foundation, provides a unique institutional context, so that the strategy implemented by the principal has its own characteristics that have not been widely researched. In addition, this study places school principals as strategic leaders, not just administrative managers, in an effort to improve the quality of early childhood education.

Based on this description, this study aims to analyze the implementation of strategic management in YPPSB Kindergarten, especially how school principals design, organize, implement, and evaluate strategies for improving the quality of education, as well as identify and manage the strengths, weaknesses, opportunities, and threats faced by the institution and its management strategies. Through this study, it is hoped that a complete picture can be found about the implementation of strategic management by kindergarten principals and their contribution to improving the quality of education, so that it can be a guide for stakeholders and a model for other early childhood education institutions in the foundation-corporate partnership ecosystem (Dwiyono & Kurniawan, 2022).

LITERATURE REVIEW

Mary Parker Follett defines management as "*the art of getting things done through people*", which emphasizes the art dimension in managerial practice (Zulfiana et al., 2024a). While there are different definitions of management from various experts, there is a common thread that connects all of them. From the various definitions put forward by experts, it can be concluded that several essential characteristics of management are: (a) management has a goal to be achieved; (b) management is a combination of science and art; (c) management is a systematic, coordinated, cooperative, and integrated process in utilizing its elements; and (d) new management can be applied if two or more people are working together in an organization (Sudrajat et al., 2020a).

The elements of management that must be managed effectively and efficiently include *Material* (product), *Market* (market), *Method* (method), *Man* (human), *Machine* (means), and *Money* (capital), which is commonly abbreviated as 6M (Zulfiana et al., 2024a). Among these six elements, humans are the first and main element in management before other aspects (Mulyono et al., 2024a). This emphasizes that management is essentially a *people-centered* management process, where the success of the organization is highly dependent on the manager's ability to mobilize and empower its human resources.

Management is essentially the process of managing organizational resources to achieve preset goals effectively and efficiently. Managed resources are not limited to humans, but include a variety of interrelated and influencing elements. One of the classic frameworks that is widely used to map management resources is the concept of *Tools of Management*, which in its development is known as 5M, 6M, to 7M. The concept of 5M was first proposed by Harrington Emerson with elements of *Man*, *Money*, *Materials*, *Machines*, and *Methods*. Mooney and Reiley then developed it to 6M by adding *the element of Markets*, and in contemporary developments, the element of *Minutes* (time) was added so that it became 7M (Hasibuan, 2017; Terry & Rue, 2019).

George R. Terry formulated the fundamental functions of management, including four things, namely *planning*, *organizing*, *actuating*, and *controlling* (Jamalludin, 2022). Terry's formulation, known by the acronym POAC, is one of the most referenced in the education management literature. Terry and Rue then developed the management function into five main functions, namely *Planning*, *Organizing*, *Staffing*, *Motivating*, and *Controlling* (Jamalludin, 2022).

Education management is the effective and efficient management of educational resources to achieve educational goals. School management essentially has the same meaning as education management, where the scope and field of study of school management are part of education management or the application of education management in school organizations as one of the components of the education system (Rochimat, 2024; Suci & Widodo, 2022). Education management is seen as an action procedure to discipline schools so that the learning process runs smoothly (Rochimat, 2024). In a broad sense, management is planning, organizing, directing, and controlling organizational resources to achieve goals effectively and efficiently (Priatna, 2018).

In more detail, the scope of education management includes: curriculum management, student management, education personnel management, educational facility management, education financing management, learning management, educator management and evaluation, leadership management, school quality management, educational supervision, and the decentralization of the national education system (Lutfi et al., 2023). Management of these components or standards will realize superior school quality (Usman & Raharjo, 2013).

School-Based Management (SBM) is a new paradigm of education management that provides broad autonomy to schools and community involvement within the framework of national education policies (Priatna,

2018). Theoretically, SBM is a concept that offers autonomy to schools in order to improve the quality, efficiency, and equity of education to accommodate the interests of local communities and establish close cooperation between schools, communities, and the government (SAYUTI, 2017). Politically, SBM is the mouthpiece of all issues in the field of education that will be addressed in schools, because schools are the last network of the education bureaucracy (SAYUTI, 2017). MBS is also a form of operationalization of the policy of decentralization or educational autonomy in relation to regional autonomy (SAYUTI, 2017). Etymologically, the term strategy comes from the Greek word "strategos," which means general, so the word strategy literally means "the art of the generals," which refers to what is the main concern of the top management of the organization. In its development, the concept of strategy is no longer limited to the military context, but has been widely adopted in the management of organizations, including educational institutions. Sudrajat et al. (2020) emphasized that strategy in the context of education includes a series of decisions and actions aimed at achieving the goal of improving quality by adapting organizational resources to the opportunities and challenges faced in the educational environment.

Transformational leadership is one of the dominant paradigms in the leadership of school principals after the pandemic. Komariyah (2022), in her research on the contribution of transformational leadership and the experience of leaders to the effectiveness of faculty post-pandemic, found that heads of education units who consistently apply a transformational style can accelerate the recovery of learning quality and maintain the morale of educators in the midst of uncertainty. This approach is relevant to the practice of YPPSB kindergarten principals who consistently carry out the four dimensions of transformational leadership, namely ideal influence through example, inspirational motivation through clear vision, intellectual stimulation through the development of innovation, and individual consideration through personal mentoring to teachers.

The principal plays the role of a leader and manager who has a great responsibility in improving the quality of education in schools. In this case, the competencies that must be possessed by school principals are regulated in various regulations, including the Regulation of the Minister of National Education No. 13 of 2007 concerning Principal Standards. This standard covers five essential competency dimensions, namely personality, managerial, entrepreneurial, supervisory, and social competencies (Astika et al., 2020; Sidik et al., 2024; Winario & Irawati, 2018).

School principals are central figures in the education system who are responsible for leading, managing, and improving the quality of education in the institutions they lead. The duties and responsibilities of school principals are very diverse and complex, covering managerial, pedagogical, social, and administrative aspects. The identification and management of this task is regulated in various regulations, including the Regulation of the Minister of Education and Culture (Permendikbud) No. 28 of 2010 concerning the Performance Assessment of School Principals and the Regulation of the

Minister of National Education (Permendiknas) No. 13 of 2007 concerning School Principal Standards.

Quality education is a complex concept that involves various aspects of the education system, including the various inputs, processes, and outputs produced. According to Muhtadin, the quality of education can be defined as the quality of education that is measured through factors that affect both directly and indirectly, starting from inputs consisting of the learning environment and the qualifications of educators, the learning process itself, to the results achieved by students (Muhtadin, 2024). For example, some important factors that affect the quality of education include the characteristics of teachers, facilities and infrastructure, and the curriculum applied (Hamzah, 2013).

The assessment of the quality of education in Kindergartens (TK) in Indonesia is very important to ensure that each educational institution is able to meet the standards that have been set. The National Education Standards (SNPs) provide a clear and measurable framework for evaluating various aspects of education, including curriculum, learning processes, and children's learning outcomes. Through the SNPs, it is hoped that early childhood education can be carried out effectively and with quality.

Factors that determine the quality of education in kindergarten include education policies, human resources, learning environment, curriculum, and support from families and communities. By understanding and managing these factors holistically, it is hoped that the quality of kindergarten education can be improved, so that children get a quality educational experience and are better prepared for the next level of education.

Kindergarten (TK) is a formal educational institution intended for early childhood, generally between 4 and 6 years old. Kindergarten is designed to provide an enjoyable and well-rounded educational experience for children with the aim of supporting their physical, cognitive, social, and emotional development. According to Permendikbud No. 58 of 2016, kindergarten has the goal of increasing children's growth and development optimally as the basis for further education (Romba et al., 2022).

Understanding the six developmental aspects of kindergarten children (cognitive, language, physical-motor, social-emotional, creativity and art, as well as religious and moral values) is essential for educators and parents in creating a learning environment that supports children's growth. Every aspect is interconnected and affects each other, so holistic and balanced development should be the focus in early childhood education.

The learning model in kindergarten has a very high relevance, where children must be actively involved in the learning process. According to Rakhmania et al., the effectiveness of learning in kindergarten depends on the ability of teachers to apply learning methods that focus on experience and exploration (Zahro et al., 2018). Therefore, the learning model in kindergarten not only brings content, but also encourages active involvement of children.

METHODOLOGY

This research uses a qualitative approach with a case study method. This research was carried out at the Kindergarten of the Prima Swarga Bara Education Foundation (TK YPPSB), which is located in Swarga Bara Village, North Sangatta District, East Kutai Regency, East Kalimantan Province. The research activities took place from July 2025 to November 2025. The validity of the data in this study was carried out through source triangulation and engineering triangulation.

RESULTS AND DISCUSSION

The findings of the study show that the principal of YPPSB Kindergarten implements a systematic and structured planning strategy, summarized in nine main dimensions, namely (1) data-based planning and quality achievements of the previous year through semester work meetings, (2) formulation of integrated visions and missions and programs that are in line with the Strategic Plan of the Prima Swarga Bara Education Foundation, (3) learning planning based on the Independent Curriculum model of Independent Sharing with a central approach, (4) planning for teacher competency development through Talenta Prima and routine training, (5) planning of facilities and infrastructure based on inventory mapping at 21 management points with $\pm$ 959 types of goods, (6) transparent budget planning through the Estimated Source of Funds column (BOSP, OPEX, Parents), (7) planning for digitization of quality support systems through PRIMASI and SiPinter, (8) planning of special and flagship programs as quality differentiation, and (9) planning parental involvement through two conventional and digital channels.

The organizational strategy of YPPSB kindergarten principals is summarized in eight main dimensions, namely (1) the establishment of a tiered organizational structure involving the Foundation Education Manager, the Kindergarten Head, two Vice Principals (Waka Kindergarten A and Waka Kindergarten B), Administration, Special Supervisors, and three layers of teachers (Group A, Group B, and Accompanying Teachers); (2) the division of main duties and additional duties legalized through the Decree of the Head of YPPSB Kindergarten Number 166/4-7e/2025; (3) the formation of a coordinating team of fields and sub-fields in three layers; (4) the establishment of a committee of rotation-based activities and competencies documented in 17 major activities; (5) organizing external stakeholder involvement through MOUs with education offices, health offices, and related agencies; (6) layered organizational communication system (morning briefings, weekly discussions, semester work meetings); (7) integrated digital system-based organization through PRIMASI, SiPinter, and Google Drive; and (8) the determination of SOPs and work guidelines with reference to ISO 9001 quality standards.

The implementation strategy of the principal of YPPSB Kindergarten is summarized in nine main dimensions, namely (1) the implementation of daily learning through the moving center system with a nine-day rotation, (2) the implementation based on the Weekly Learning Implementation Plan (RPPM), the Daily Learning Implementation Plan (RPPH), and the Learning Goal Flow

(ATP), (3) the implementation of multi-instrument assessments that combine learning objective checks, anecdotal notes, radiant photos, and works, (4) the implementation of compulsory and optional extracurriculars with a total of 235 children participating in Ummi and 289 children participating in Prasiaga Scouts, (5) the implementation of annual activities based on rotating committees, (6) the implementation of the budget through the PRIMASI digital system, (7) the use of infrastructure and the "Semutlih" program, (8) the implementation of two digital systems (PRIMASI and SiPinter), and (9) the implementation of parental involvement through four channels (monthly meetings, parent classes, direct engagement, and digital channels).

The supervision strategy of the principal of YPPSB kindergarten is summarized in nine main dimensions, namely (1) academic supervision of classes and periodic learning twice a year, (2) supervision of multi-instrument-based child development assessments, (3) external quality audits through ISO 9001 certification with two layers (internal foundation and independent external), (4) the use of Education Report cards as an annual quality mirror, (5) supervision based on customer satisfaction surveys with 15 measurement items, (6) documented monitoring of the implementation of activities in 17 major activities in 2024/2025, (7) a layered evaluation system (morning briefing, weekly discussions, semester meetings), (8) integrated supervision based on digital systems (PRIMASI and SiPinter), and (9) follow-up evaluation as a cycle of continuous improvement.

The strategy of the principal of YPPSB Kindergarten in managing SWOT is summarized in six main dimensions. First, SWOT identification is carried out through six complementary instruments, namely supervision, FGD, customer satisfaction survey, RKA Book, hotline service, and Instagram and Facebook social media. Second, strengths are identified in three main dimensions, namely experienced and qualified S1 PAUD human resources, structured finance with three sources of funds (BOSP, OPEX, Parents), and complete facilities at 21 management points with approximately 959 types of goods. Third, weaknesses were identified in the age gap between generations, limited learning media, and kindergarten worship facilities that are still under development. Fourth, opportunities were identified in funding from PT Kaltim Prima Coal, external partnerships through multi-agency MOUs, and adaptation to the Independent Curriculum model of Independent Sharing. Fifth, threats identified in the migration of educators to the P3K pathway, funding dependence on PT KPC, rapid technological development, and increasing competition between kindergartens. Sixth, the strategies taken are formulated in four combinations (SO, WO, ST, WT) which all boil down to improving the quality of education.

The findings have three important implications. First, the theoretical implications, namely enriching the literature on strategic management of early childhood education with an integrated planning model that combines strategic, participatory, and digital dimensions. Second, the practical implications for school principals, namely the importance of placing the Working Meeting as the main strategic forum and integrating the column of estimated funding sources in the Workbook as an instrument of transparency,

as well as adopting a digital system as a planning infrastructure. Third, policy implications for foundations and education offices, namely the importance of supporting the development of integrated information systems and training of school principals in translating the foundation's vision into measurable operational programs.

The theoretical implication is to enrich the literature on school organization with a formalization-distribution-collaboration-rotation model typical of private kindergartens of corporate foundations. Second, the practical implications for school principals are the importance of legalizing the division of tasks through decrees, forming multi-personnel teams so that there is no single point of failure, and utilizing digital systems for coordination. Third, the policy implications for foundations and the Ministry of Education, namely the importance of developing school organization guidelines that integrate structural formalization with operational flexibility, especially for the context of early childhood education that demands creativity and collaboration.

Strategic implementation of education with an integrated model of center-based learning, multi-instrument assessment, and multi-pathway parental involvement. Second, the practical implications for PAUD principals, namely the importance of designing a fair moving center system, authentic assessments, and adaptive parental communication channels. Third, policy implications, namely the importance of supporting the development of an integrated digital system that reaches educators, students, and parents as an infrastructure for the implementation of modern PAUD.

Strategic supervision of education with a multi-instrumented supervision model that combines academic supervision, ISO audits, Education Report cards, satisfaction surveys, and digital systems. Second, the practical implications for school principals, namely the importance of building supervision not as an end-of-year activity but as a consistent daily, weekly, and semester cycle. Third, policy implications, namely the importance of encouraging ISO 9001 certification or similar quality management systems in private PAUD units as an accountable external supervision instrument, in addition to BAN PNF accreditation.

SWOT analysis in the context of private PAUD of corporate foundations with a multi-instrument identification model, qualitative mapping of factor dominance, and derivative strategies of four combinations integrated into four other management functions. The position of the Aggressive Growth Strategy also enriches the treasure of strategic management research on education, especially at the early childhood level in an industrial environment that is still little explored. Second, the practical implications for school principals include the importance of running a SWOT analysis as a decision-making instrument validated through multiple instruments, the importance of reflective honesty in identifying strategic threats, and the importance of mapping the strategic position of the institution as the basis for choosing priority strategies. Third, policy implications for foundations and education offices, namely the importance of supporting the training of school principals in strategic environmental analysis, building an integrated information system that allows

access to SWOT data in real-time, and providing space for local innovations such as the KAIH Book, which can be a good practice for other PAUD institutions in Indonesia.

CONCLUSIONS AND RECOMMENDATION

Based on the results of research and discussion on the strategic management of school principals in improving the quality of education at Kindergarten of the Prima Swarga Bara Education Foundation, it can be concluded as follows:

1. The planning strategy carried out by the principal in improving the quality of YPPSB kindergarten education is carried out systematically and data-based through a semester work meeting that lowers the visions and missions of the foundation and the four pillars of the Strategic Plan into a measurable, participatory, and digitally integrated operational program.
2. The organizing strategy carried out by the principal in improving the quality of YPPSB kindergarten education is carried out through a tiered structure legalized by the Decree of the Principal of Kindergarten Number 166/4-7e/2025, so that the division of duties, coordination, and responsibilities is distributed evenly and accountably.
3. The implementation strategy carried out by the principal in improving the quality of education at YPPSB Kindergarten is realized through learning based on the moving center system, multi-instrument assessment, and parental involvement through four adaptive communication channels.
4. The supervision strategy carried out by the principal in improving the quality of education at YPPSB Kindergarten is carried out in layers and multi-instruments through academic supervision, two-layer ISO 9001 audits, Education Report Cards, and customer satisfaction surveys, the results of which are followed up as a continuous improvement cycle.
5. The SWOT management strategy carried out by the principal in improving the quality of education at YPPSB Kindergarten is carried out through multi-instrument identification that places YPPSB Kindergarten in the position of Aggressive Growth Strategy (Quadrant I), then translated into four derivative strategies (SO, WO, ST, and WT) as a foothold for sustainable quality improvement.

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