

PLANNING THE QUALITY OF STUDENT LEARNING AT YAPIKA INTEGRATED RA TERPADU YAPIKA TANJUNGSARI

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan perencanaan mutu pembelajaran di RA Terpadu Yapika Tanjungsari. Fokus penelitian diarahkan pada bagaimana lembaga merancang program pembelajaran tahunan melalui mekanisme rapat, penyusunan program, serta analisis SWOT sebagai strategi peningkatan mutu pendidikan anak usia dini. Metode penelitian menggunakan pendekatan kualitatif dengan jenis fenomenologi. Subjek penelitian adalah guru dan kepala RA Terpadu Yapika Tanjungsari. Data dikumpulkan melalui wawancara mendalam, observasi langsung, dan dokumentasi, kemudian dianalisis dengan model analisis interaktif yang meliputi reduksi data, penyajian data, serta penarikan kesimpulan secara berulang. Hasil penelitian menunjukkan bahwa perencanaan di RA Terpadu Yapika Tanjungsari dimulai dengan rapat tahunan yang dilaksanakan pada awal semester pertama. Rapat tersebut menjadi wadah konsolidasi untuk menyusun program-program pembelajaran yang akan dijalankan selama satu tahun ke depan. Selain itu, lembaga juga menerapkan analisis SWOT untuk mengidentifikasi kekuatan, kelemahan, peluang, dan ancaman, sehingga perencanaan yang dihasilkan lebih komprehensif dan adaptif terhadap kondisi internal maupun eksternal. Simpulan penelitian menegaskan bahwa perencanaan mutu pembelajaran di RA Terpadu Yapika Tanjungsari telah dilakukan secara sistematis melalui rapat tahunan, penyusunan program tahunan, dan analisis SWOT. Temuan ini menunjukkan bahwa perencanaan yang matang menjadi faktor penting dalam menjaga mutu pembelajaran anak usia dini, serta dapat dijadikan model bagi lembaga RA lainnya dalam mengembangkan strategi peningkatan mutu pendidikan.

Kata kunci : mutu pembelajaran, perencanaan, peserta didik

ABSTRACT

This study aims to describe the learning quality planning at RA Terpadu Yapika Tanjungsari. The focus of the study is directed at how the institution designs annual learning programs through meeting mechanisms, program preparation, and SWOT analysis as a strategy to improve the quality of early childhood education. The research method uses a qualitative approach with a phenomenological type. The research subjects were teachers and the principal of RA Terpadu Yapika Tanjungsari. Data were collected through in-depth interviews, direct observation, and documentation, then analyzed using an interactive analysis model that includes data reduction, data

presentation, and drawing conclusions repeatedly. The results of the study indicate that planning at RA Terpadu Yapika Tanjungsari begins with an annual meeting held at the beginning of the first semester. The meeting serves as a consolidation forum for developing learning programs that will be implemented for the next year. In addition, the institution also applies a SWOT analysis to identify strengths, weaknesses, opportunities, and threats, so that the resulting plan is more comprehensive and adaptive to internal and external conditions. The conclusion of the study confirms that learning quality planning at RA Terpadu Yapika Tanjungsari has been carried out systematically through annual meetings, annual program preparation, and SWOT analysis. These findings indicate that careful planning is an important factor in maintaining the quality of early childhood learning, and can be used as a model for other RA institutions in developing strategies to improve the quality of education.

Keywords: *quality of learning, planning, students*

INTRODUCTION

Learning quality planning is a fundamental aspect of early childhood education, including in RA (Raudhatul Athfal). Without thorough planning, learning tends to proceed without a clear direction, resulting in educational goals not being optimally achieved. Research on learning quality planning is important because RA serves as the initial foundation for character development, social skills, and intelligence in children (Marwah, 2025; Rahmadhea, 2025; Siful & Wahidah, 2025). With good planning, the quality of learning can be directed according to national standards for early childhood education.

Learning quality planning is also urgent as RA faces the challenges of globalization and technological development. Early childhood is required to possess 21st-century skills, such as critical thinking, creativity, and collaboration (Hilmiah & Salehudin, 2024; Suryaningsih, 2024). Without systematic planning, RA will struggle to adapt its curriculum to current needs. Therefore, this research is crucial to ensure that RA's learning quality planning is able to meet the challenges of modern education.

Ideally, RA should be child-centered, with attention to cognitive, affective, and psychomotor development (Adriana & Sitepu, 2025; Nurkamilah et al., 2025). Ideally, RAs provide a conducive learning environment, competent teachers, and a curriculum appropriate to the child's developmental stage. Research shows that

ideal RA learning can improve children's social, language, and motor skills in a balanced manner (Masita, 2025; Wisudaningsih et al., 2025).

Furthermore, ideal RA learning must integrate Islamic values with modern pedagogical approaches. This is crucial because RA falls under the umbrella of Islamic education, ensuring that learning is not solely academic-oriented but also focused on developing noble character. Relevant research confirms that RAs that integrate religious values with creative learning methods will produce students with character and preparedness for the next level of education (Nurhabibah, 2024; Rahmadhea, 2025).

In the field, the quality of RA learning still faces various challenges. Many RAs lack systematic lesson plans, resulting in inadequate teaching and learning activities. Limited infrastructure, inadequate teacher training, and weak curriculum management are factors that hinder learning quality (Astutik & Azizah, 2025; Susanti & Roseana, 2024).

Furthermore, another issue that emerged was the low level of parental participation in supporting children's learning in RA (Syauqia et al., 2025). However, parental involvement is crucial in strengthening learning outcomes. Research shows that RAs that do not actively involve parents tend to struggle to achieve the desired quality of learning. (Abdurahman & Atikah, 2024; Rahmawati & Mufidah, 2025).

Solutions to RA learning quality issues must begin with thorough planning. Good planning includes analyzing student needs, developing a relevant curriculum, and developing learning strategies that are appropriate to children's development. Research confirms that systematic planning can improve the effectiveness of learning and the quality of early childhood education (Afrida et al., 2025).

Furthermore, thorough planning must involve all stakeholders, including teachers, parents, and RA administrators. With the involvement of all parties, learning quality planning can be more comprehensive and tailored to children's needs. Relevant research shows that collaboration in learning planning is key to successfully improving the quality of education in RA (Baroroh et al., 2024; Pragista et al., 2026).

Previous research has discussed learning management strategies to stimulate artistic creativity and cognitive development in preschool children (Halawa et al., 2023; Salma & Nurlina, 2024). Furthermore, there are studies examining learning management in improving multiple intelligences in early childhood as a whole, so the results are not specific to one aspect (Garnika et al., 2022). However, studies that specifically highlight the relationship between RA student learning quality planning and financial management and stakeholder support are still rare. This research is novel in that it fills the gap in academic research through an in-depth analysis of how RA learning quality planning can provide a solution to the educational quality issues of students at RA Terpadu Yapika, Petanahan, Kebumen.

METHOD

This research uses a qualitative approach with a phenomenological approach. This approach was chosen because it can explore the real-life experiences of teachers and the principal of RA Terpadu Yapika in planning for quality learning. Phenomenology focuses on understanding the meaning of the subjects' experiences, allowing researchers to uncover in-depth perspectives on the planning strategies implemented at RA (Sugiyono, 2013).

The research subjects consisted of teachers and the principal of RA Terpadu Yapika. Teachers were selected because they play a direct role in developing lesson plans and implementing learning activities, while the RA principal was chosen because he or she is responsible for managing overall education quality policies. Subjects were selected using a purposive sampling technique, based on the relevance of their experiences to the research focus (Arieska & Herdiani, 2018).

Data were collected through three main techniques: interviews, documentation, and observation. In-depth interviews were conducted to obtain information on the views and experiences of teachers and RA heads regarding learning quality planning. Documentation was used to review curriculum documents, lesson plans, and activity reports. Observations were conducted to directly observe classroom learning practices and the implementation of quality planning. The combination of these three techniques provides a more comprehensive picture of the phenomenon being studied.

Data analysis was conducted using an interactive analysis model. This process involves three main stages: data reduction, data presentation, and conclusion drawing/verification (Miles et al., 2014). These three stages occur cyclically, allowing researchers to continuously review and refine interpretations based on the data obtained. The interactive analysis model allows researchers to discover deeper patterns, relationships, and meanings from the collected data.

DISCUSSION

Improving quality is the obligation of every institution, especially educational institutions. This is what the RA Terpadu Yapika Tanjungsari educational institution does to maintain the trust of consumers, namely students, guardians of students and the community in general. The quality management process carried out by RA Terpadu Yapika Tanjungsari goes through a prior planning process. This planning process includes annual routine meetings attended by the head of RA, all teachers and assistants, to discuss the plan for the next year, including changes to the curriculum that must be updated and submitting the results of the meeting to the head of the foundation and the committee for approval or re-analysis. The annual planning also refers to input or expectations from guardians of students and the surrounding community in order to improve the quality of learning at RA Terpadu Yapika and improve student learning outcomes. Some of the expectations expressed by "consumers" towards RA Terpadu Yapika are as follows: (1) guardians hope for transparency in costs and learning programs; (2) professional quality teachers and assistants; (3) complete and safe facilities and infrastructure for their children; and (4) the great hope of guardians that their children have the ability to write, read, memorize well and have noble character.

Based on various input and expectations conveyed by "consumers" to RA Terpadu Yapika, the principal and teachers consistently strive to fulfill these expectations to the maximum extent possible by developing the best programs and achieving the desired results. The following are some of the planning processes undertaken by RA Terpadu Yapika to improve student learning outcomes:

First, holding meetings at the beginning of each school year involving stakeholders. One of the efforts to improve the quality of student learning outcomes

carried out by RA Terpadu Yapika is by holding annual meetings at the beginning of each school year. In line with these findings, previous research found that RA Baitul Maal also prioritizes structured and evaluative long-term planning through annual meetings at the beginning of the school year (Baroroh et al., 2024). This meeting is attended by the RA Head, all class teachers and assistant teachers, and reported to the foundation head and committee head. The meeting discusses, among other things: curriculum implementation, implementation of flagship programs, reporting on learning process obstacles, RA financial reports, conveying parents' expectations, the role of stakeholders in supporting learning, reporting on student learning outcomes, analyzing market challenges, developing new programs, developing semester, weekly, and daily programs, and improving programs that are less than optimal.

In addition to the points discussed above, the annual meeting also serves as a "self-evaluation" of the RA over the past year to determine whether it has adhered to the madrasah's vision, mission, and objectives, which serve as benchmarks for fully implementing the RA's ideals. A similar sentiment was expressed by a teacher in the Yapika Integrated RA class, who stated:

“Before the implementation of the new academic year's learning process, we teachers, accompanied by the head of RA, jointly evaluated or checked the program from last year which had been running but was less effective and needed to be improved, to further increase its effectiveness or replace it with a new program to be more up to date.”



Figure 1. The annual meeting planning process for program formation at the Yapika Tanjungsari Integrated RA.

The annual meeting, held at the beginning of the first semester, is a strategic step in ensuring that the RA's learning direction aligns with the institution's vision and mission. Through this forum, teachers and RA principals can align educational goals, evaluate previous achievements, and formulate program priorities. Research

shows that annual planning meetings play a crucial role in improving coordination between educators and strengthening commitment to quality learning (Purwati et al., 2024).

Second, structured planning is also carried out before the learning process, both outside and inside the classroom, namely by compiling a semester program (prosem), weekly learning implementation plan (RPPM), and daily implementation plan (RPPH). The following is a learning plan document that was successfully cited:

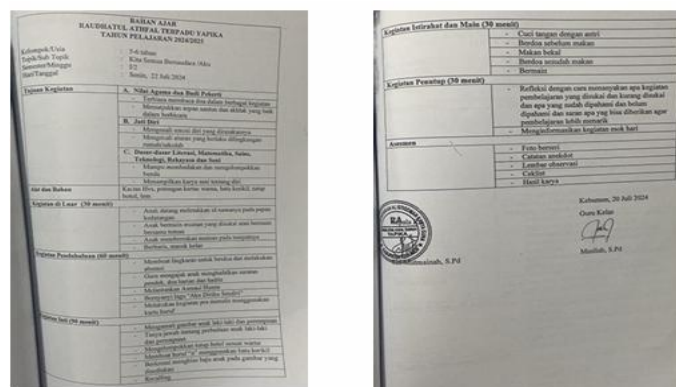


Figure 2. Semester, weekly, and monthly learning planning in Teaching Materials.

The learning planning process, which involves developing teaching materials, is an effort by the Yapika Tanjungsari Integrated Kindergarten (RA Terpadu Yapika Tanjungsari) to create effective and interactive education. The development of daily programs makes it easier for teachers to direct classroom activities and activities outside of the classroom. Furthermore, teaching materials are used as an evaluation tool during and after the learning process. This can enhance teacher professionalism in implementing education and in developing competent students with good learning outcomes.

The RA principal and teachers collaborate to develop monthly, weekly, and daily plans, as well as teaching modules, prioritizing student comfort and safety. A safe playground, clean and comfortable learning facilities, and a variety of games are provided to enable students to explore their individual interests and talents. This aligns with Montessori's principle that teachers and parents give children the freedom to make their own choices and concentrate on activities they enjoy.

RA Terpadu Yapika Tanjungsari carries out its annual planning process by involving various related parties to find a common ground for "customer

satisfaction." This is in accordance with W. Edwards Deming's understanding that emphasizes the importance of understanding consumer needs and involving all related parties (Put everybody in the company to work to accomplish the transformation) (Mahmuda & Faslah, 2025). The school involves the RA principal, teachers, assistants, foundation heads, committee heads, student guardians, and the surrounding community in the annual planning meeting. This is in accordance with Deming's theory that quality must be built on a deep understanding of what customers, in this case students, student guardians, and the community, want by accommodating aspirations and constructive input to improve the quality of learning and the quality of student learning outcomes (Afifa, 2024).

RA Terpadu Yapika not only plans new programs at the year-end meeting but also reviews the effectiveness of previous programs, a crucial practice in continuous improvement. The year-end meeting serves as a forum for self-evaluation of last year's programs and the use of SWOT analysis to analyze the current situation in planning for the coming year. This aligns with the PDCA concept, where the planning stage involves self-evaluation to determine planning progress and produce new, higher-quality programs (Nuryani, 2024).

After the meeting, the next step is to develop learning programs that will be implemented over the course of one year. These programs include academic activities, character development, and extracurricular activities that support early childhood development. Developing an annual program provides clear direction for teachers in implementing learning and serves as a guideline for evaluating educational quality. Relevant research confirms that systematic annual program planning can improve the effectiveness of learning and the quality of early childhood education (Gusni & Suryana, 2025).

Third, designing RA's flagship/priority programs. The structured flagship program planning in several categories (local, global, religious) and attention to eight educational standards demonstrate a clear effort to improve the institution's quality from various aspects. The detailed program preparation also reflects organized planning. This supports Deming's idea of the importance of clear and directed planning to achieve quality (Khalidah et al., 2025; Sirojudin & Al Ghozali, 2024). Yapika Integrated RA's flagship/priority programs include education based

on local and global excellence that utilizes local resources and the needs of global competitiveness in the economic, cultural, linguistic, information and communication technology, ecological, and other aspects, all of which are beneficial for the development of student competencies. The flagship programs of Yapika Integrated RA Tanjungsari will be described as follows:

The local flagship programs implemented at RA Terpadu Yapika Tanjungsari include trade and language skills. The program activities can be seen in the following table:

Table 1. Local flagship program of RA Terpadu Yapika Tanjungsari.

No.	Group	Activity Materials	Activity Time
1	A	Weaving a Hat Weaving a Fan Speaking Krama Inggil	End of semester End of semester Twice a week
2	B	Weaving a Hat Weaving a Fan Speaking Krama Inggil	End of semester End of semester Twice a week

RA Terpadu Yapika Tanjungsari is located near the Tudung Village Tourism, and the majority of the local community works as tudung/caping makers. Therefore, to support local culture-based programs, RA Terpadu Yapika adopted the skills of weaving caping and fans. In addition, there is a program in krama inggil or refined Javanese language, which is also one of the cultures of the community around the RA. Groups A and B have the same flagship program. “A and B are the same, both weaving, we train them as much as possible, while krama inggil language also needs to be taught because, after all, they are Javanese.”

Furthermore, the global flagship program implemented at RA Terpadu Yapika Tanjungsari is Introduction to IT and Drumband. Details of the activities can be seen in the following table:

Table 2. Yapika Tanjungsari Integrated RA's global flagship program.

No.	Group	Activity Materials	Activity Time
1	A	Introduction to Computers/Laptops Introduction to Drum Band Equipment Beat Pattern Practice	Twice a month Twice a week Twice a week End of semester

Group Practice			
2	B	Introduction to Computers/Laptops	Twice a month
		Introduction to Drum Band	Twice a week
		Equipment	Twice a week
		Beat Pattern Practice	End of semester
		Group Practice	

Computer/laptop introductions were carried out conditionally due to limited units. Likewise, drumband pattern training and practice were carried out alternately between groups A and B, as explained by the head of the RA: "Groups A and B practice alternately, drumming first, then practice together, and then go for a walk around the village. The important thing is that the children have fun, hehe."

Next, the flagship program implemented at RA Terpadu Yapika Tanjungsari is religious. The program activities can be seen in the following table:

Table 3. The flagship program of the Yapika Tanjungsari Integrated RA.

No.	Group	Activity Materials	Activity Time
1	A	TPQ	Every day
		Prayer Practice	Every day
		Memorization of Short Surahs, Hadith, and Daily Prayers	Every day
		Hajj Rituals	End of first semester
		Cooking Class	End of first semester
2	B	TPQ	Every day
		Prayer Practice	Every day
		Memorization of Short Surahs, Hadith, and Daily Prayers	Every day
		Hajj Rituals	End of first semester
		Cooking Class	End of first semester

RA Yapika Tanjungsari is under the auspices of a foundation and Islamic boarding school. Therefore, the foundation offers flagship programs covering religious aspects. The five daily prayers, memorization of short surahs, Hadith, and daily prayers are conducted daily. Hajj rituals and cooking classes are held annually.

Fourth, the RA curriculum and programs are developed based on a self-evaluation of the RA. This is accomplished using a SWOT (Strengths, Weaknesses,

Opportunities, and Threats) approach. This RA self-evaluation yields several points:

The strengths of RA Terpadu Yapika are conditions that demonstrate the strengths or advantages possessed by RA Terpadu Yapika, which can have a positive impact now and in the future. These strengths or advantages include:

1. Implementing character education to foster noble character in students that can be applied in their daily lives.
2. Striving to foster an exploratory nature so that students can seek out various information and gain a broader and deeper understanding of science.
3. Having an adequate and well-managed library collection that supports the learning process.
4. Having a spacious yard planted with a variety of plants, sufficient to serve as a medium to support the learning process.
5. Educators and staff are enthusiastic and able to collaborate to realize RA's vision and mission.
6. Having ICT (Information and Communication Technology) facilities for use as learning media.
7. Sufficient number of students to facilitate class management and the learning process.

Weaknesses or weaknesses of RA are conditions that indicate deficiencies in RA Terpadu Yapika Tanjungsari which could have a negative impact either now or in the future. These weaknesses are: (a) the number of teachers who do not meet the classification so that more or less the learning process is affected; (b) additional tasks of teachers outside their main duties so that they affect the smoothness of the learning process; and (c) limited funding sources for RA Terpadu Yapika Tanjungsari so that RA still does not have several required facilities such as a UKS (School Health Service) room and children's play facilities which are not enough.

RA Opportunities are situations that provide opportunities for RA Terpadu Yapika Tanjungsari to develop and improve in the years to come. These opportunities include:

1. RA Terpadu Yapika Tanjungsari is strategically located near the center of government, economic development, and tourism areas, with easy access to

transportation within the RA area. RA Terpadu Yapika is also located near sports, health, and religious facilities, thus providing a supportive force for the learning process.

2. Parents and the surrounding community of RA Terpadu Yapika Tanjungsari show a high level of concern for the RA's programs and activities, enabling RA Terpadu Yapika Tanjungsari to effectively implement its programs.
3. The diverse backgrounds of parents, due to their diverse occupations and diverse talents and interests, enable the successful implementation of the P5P2RA program at RA Terpadu Yapika Tanjungsari.

Threats or challenges of RA Terpadu Yapika Tanjungsari are situations that constitute threats or challenges faced by RA that could hinder the pace of RA's development. The economic situation of students' parents is uncertain so that the facilities that students have in developing knowledge are limited. The location of RA Terpadu Yapika Tanjungsari is not too far from TK/RA and other institutions of the same level, thus creating quite tight competition in the recruitment of prospective students. RA Terpadu Yapika Tanjungsari carries out an annual planning process based on an internal SWOT analysis of the institution, by utilizing its strengths and minimizing existing weaknesses. As stated by the head of RA Terpadu Yapika Tanjungsari: "We utilize RA's strengths and reduce weaknesses that cannot yet be fixed to prepare an annual plan, and also look at existing opportunities and threats."

A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis is used to assess RA's internal and external conditions. With this analysis, institutions can identify strengths to maintain, weaknesses to improve, opportunities to exploit, and threats to anticipate. Research shows that applying SWOT analysis in educational planning helps institutions formulate more adaptive and realistic strategies to improve the quality of learning (Azhar et al., 2026; Muthoharoh et al., 2026).

The quality of RA is a primary concern for the RA principal and teachers, as well as the committee and foundation that oversees RA. They should not only focus on recruiting a large number of prospective students, but also provide good and quality "service" to students and their guardians so that they, as "consumers," feel

"satisfied with the service" they receive. As stated by one of the RA Terpadu Yapika Tanjungsari class teachers: "We strive to provide the best teaching to students, provide the best facilities we have, and encourage parents to collaborate, helping to improve learning for children." Details of the RA Terpadu Yapika Tanjungsari program planning can be seen in the following table:

Table 4. Details of the planning activities for the Yapika Tanjungsari Integrated RA program.

No.	Activity	Year I	Year II
1	STTPA Development	√	
2	Development of Process Standards	√	
3	Development of Graduate Competency Standards		√
4	Development of Standards for Educators and Education Personnel	√	√
5	Development of Facilities and Infrastructure Standards	√	√
6	Development of Management Standards	√	√
7	Development of Financing Standards	√	√
8	Development of Assessment Standards	√	√

Table 4 shows data from the Yapika Tanjungsari Integrated RA's planning process, which was undertaken as an effort to improve the quality of RA learning with the aim of enhancing student learning outcomes. The Yapika Tanjungsari Integrated RA's planning process began with an annual meeting at the beginning of the first semester, followed by the development of programs for the coming year, and a SWOT analysis.

This series of processes indicates that the Yapika Tanjungsari Integrated RA has implemented a structured planning process that aligns with the RA's vision, mission, and objectives while prioritizing a comfortable and safe environment for students, resulting in a well-conceptualized learning process aimed at improving student learning outcomes.

The finding that RA Terpadu Yapika Tanjungsari began planning with an annual meeting, program development, and a SWOT analysis demonstrates a strong

managerial awareness in maintaining learning quality. The annual meeting serves as a consolidation platform, the annual program serves as operational guidance, and the SWOT analysis provides a strategic evaluation framework. This combination of three steps aligns with previous research that confirms that thorough planning is key to successfully improving the quality of early childhood education (Amin et al., 2024; Nababan et al., 2023; Setiyawan et al., 2024). Thus, RA Terpadu Yapika Tanjungsari has implemented planning practices that can be used as a model for other RA institutions.

CONCLUSION

The planning process at RA Terpadu Yapika Tanjungsari includes several processes, including program planning in annual meetings with foundations and institutions, involving parents, and learning planning in the form of teaching materials held by the RA head, teachers, and assistants. RA self-analysis (SWOT) is also important, making RA condition itself as a "customer servant" and providing encouragement to continue striving to create quality student "products". In the planning process that has involved all stakeholders, it is a good effort that has been done by RA Terpadu Yapika, but it would be better to further sharpen the quality indicators of "customer satisfaction" more specifically and measurably and collect feedback from parents and the surrounding community to enrich the data for improvement. Schedule a short discussion or survey for parents or the surrounding community to gather more detailed input regarding the comfort, safety, and effectiveness of the learning program so that it will have an impact on improving student learning outcomes.

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