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Implementation of Character Education Based on Total Quality Management: Strengthening the Profile of Pancasila Students in Kindergarten

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ABSTRACT: This research is applied research that aims to develop and implement a character education action plan based on Total Quality Management (TQM) in the Pancasila student profile in Independent Curriculum in Kindergarten. This research is a qualitative descriptive study, data was collected through Focus Group Discussion (FGD), interviews, observation, and documentation. The results of the research show that TQM-based character education in Tunas Bangsa Kindergarten through the implementation of action plans in Pancasila student profile in the independent curriculum, implemented in learning projects and children's habits, has achieved guaranteed quality of learning. The results of the implementation show that children have achieved guaranteed quality graduates through learning project activities and familiarization with the supporting capacity of skilled teacher human resources, adequate facilities, and infrastructure as well as religious and moral development for adult children. Learning projects and habits are implemented for children to achieve the guaranteed quality of graduates, carrying out daily prayers, carrying out religious ritual practices, praying before and after studying, praying for parents and family, putting on and taking off your shoes, wearing uniform according to schedule, and complete tasks according to the deadline. For further research, it is necessary to carry out research that examines various implementations of character education based on culture or other learning models that attract children's interest and are more comprehensive.

Keywords: action plan, early childhood, character education, total quality management

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1 INTRODUCTION

There are four components of education if education is seen as a system, namely teachers, students, curriculum, and community environment (Flores, 2016). The teacher becomes a facilitator in learning activities. It facilitates students to learn guided by the applicable curriculum (Xu et al., 2020). The applicable curriculum is developed based on the environmental conditions of the students' society. It can be said that the curriculum is central or the focal point in organizing learning activities for teachers and students (Trachtenberg et al., 2020). The position of the curriculum as the center of learning makes the government attempt to design a curriculum to serve as a guide for teachers in carrying out learning activities (Yuen et al., 2018). The government can design a curriculum that focuses on efforts to position students as active, independent, creative, critical-thinking, and personable learners (McCoy et al., 2018). In Indonesia, this curriculum is known as the independent curriculum. The independent curriculum is a replacement for the 2013 curriculum which has begun to be implemented in the 2022/2023 academic year starting from the Early Childhood Education level to the Secondary Education level (Jannah & Rasyid, 2023).

TQM as a method in educational management activities is a method that supports morality and is of course related to character education (Hardjono & van Kemenade, 2021). Edward Sallis as a TQM expert revealed that TQM implementation must be based on and start with truth and goodness, namely right first time, right every time (Ikhsan et al., 2023). This makes the author interested in accommodating the Institution's management methodology from a TQM perspective to develop a character education action plan in the profile of Pancasila students in the independent curriculum in kindergarten as well as implementing the action plan by collaborating with teachers at Tunas Bangsa Kindergarten Adirejakulon Adipala Cilacap, Central Java. At the ECE level, the curriculum is implemented through intracurricular and co-curricular activities. In extracurricular activities, learning is carried out with certain topics and sub-topics to achieve elements of religion and character, identity, and the basics of literacy, art, technology, mathematics, and science (Nursalam et al., 2023). Meanwhile, co-curricular activities are carried out through the implementation of a project to strengthen the profile of Pancasila students (Sulhiah et al., 2023). The aim of carrying out Pancasila student profile activities is so that students at ECE Institutions have the following characteristics, faith, devotion and noble character, global diversity, cooperation, independence, critical reasoning, and creativity (Shalehah, 2023).

It could be said that the Pancasila student profile is a very clear distinction between the independent curriculum and the 2013 curriculum (Angga et al., 2022). It is hoped that the Pancasila student profile can lead students at ECE Institutions to become religious, Pancasila, and intelligent individuals so that they are ready to become the golden generation in 2045 (Maryani & Sayekti, 2023). Whether this expectation is acknowledged or not has become a challenge for every teacher and head of ECE to make it happen.

However, the teacher's ability to achieve these expectations will be greatly influenced by the ability of the head of ECE to design various efforts to achieve these expectations.

However, unfortunately, not all ECE heads can do this, the problem is due to limited mastery of the concept of an independent curriculum which is demonstrated by the ECE head's ability to prepare the Educational Unit Operational Curriculum as well as the managerial abilities possessed by the ECE head in managing Pancasila student profile activities for teachers and students. In other words, the head of ECE still has limitations in possessing managerial competence. Based on these limited managerial competencies, the author is interested in conducting applied research aimed at compiling and implementing a character education action plan based on Total Quality Management (TQM) in the profile of Pancasila students in the Merdeka Curriculum in Kindergarten.

2 METHOD

This research is descriptive qualitative research (Ahmad et al., 2019). The author wants to systematically describe the data related to the research objectives so that the research objectives can be achieved (Ann Cutler et al., 2021). Meanwhile, the type of research used is applied research.

2.1 *Participants*

In this applied research, the author designs a procedure or program and then applies it to an activity at certain institutions. The institution chosen is Tunas Bangsa Kindergarten which is in Adirejakulon village RT 05 RW 01, Adipala District, Cilacap Regency, Central Java Province.

2.2 *Procedure*

In this research, the author designed a TQM-based character education action plan in the profile of Pancasila students in the independent curriculum at Tunas Bangsa Kindergarten by conducting a Focus Group Discussion (FGD). The results of the FGD produced an action plan that was ready to be implemented. Implementation of the action plan was carried out collaboratively with the Kindergarten Head and teachers for one week on one topic of the Pancasila student profile. When preparing the action plan and implementing the action plan the author carried out data collection simultaneously using interview, observation, and documentation techniques. The data that has been collected is then analyzed using the Miles and Huberman model data analysis technique with data reduction, data display, and verification stages (Miles et al., 2018).

3 RESULT AND DISCUSSION

3.1 *Formulation of an Action Plan for the TQM-Based Character Education program*

First, the stage in implementing the action plan for the TQM-based character education program at the Tunas Bangsa Adipala Kindergarten, Cilacap, Central Java, is to formulate

an action plan. The process of formulating an action plan for a TQM-based character education program is carried out through several steps, namely: first, conducting a study of the Tunas Bangsa Adipala Kindergarten curriculum, Cilacap, Central Java. The curriculum at Tunas Bangsa Kindergarten is prepared by a curriculum development team consisting of the Kindergarten Head, class teachers, and school committee under the coordination of the kindergarten supervisor. The Tunas Bangsa Kindergarten curriculum was developed based on the results of an analysis of potential needs in the educational unit environment, students, and the school environment by the Independent Curriculum guidelines. This is done so that the curriculum is relevant and prepares the needs of the community and the characteristics of the surrounding community (Brown Wilson & Slade, 2020).

The Tunas Bangsa Kindergarten Merdeka curriculum was developed based on an analysis of the community environment, namely religious, active, and enthusiastic, therefore in general the need for religious education is provided to the maximum and is used as a superior point as a mandatory lesson every morning at Tunas Bangsa Kindergarten. Apart from that, the social potential in the Tunas Bangsa Kindergarten area is an area that is active in work and enthusiastic in organization and society, from there Tunas Bangsa Kindergarten always follows and develops the learning methods of Tunas Bangsa Kindergarten so that it can create a unified collaboration between parents, students, and the teacher. This creates structured learning according to each student's development (Alannasir, 2020).

The operational curriculum of the Tunas Bangsa Kindergarten School, as a guide for implementing learning, is developed by the context and needs of students, educational units, and the school environment. Apart from that, the curriculum is designed to encourage children to become learners who can master the challenges of 21st-century science and technology development, including 4C skills, namely critical thinking, creativity communication, and collaboration, as well as encouraging children to have high-level thinking abilities or HOTS or High Order Thinking Skills (Putri et al., 2021). As implementers of the independent curriculum, the learning process at Tunas Bangsa Kindergarten is directed towards realizing the Pancasila Student Profile. Pancasila is not just a context for knowledge but must come down to how to apply it to real life (Sitorus, 2016). The six dimensions of the Pancasila Student Profile that will be realized are Faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical reasoning, and creativity. The Pancasila student profile needs to be carried out well by educators and students and brought to life in daily activities by everyone so that they become lifelong students, competent, have character, and behave according to the values of Pancasila.

Second, identify the vision, mission, and objectives of the Tunas Bangsa Adipala Kindergarten, Cilacap, Central Java. Tunas Bangsa Kindergarten has its own identity in developing education that has a vision, mission, and goals in the short, medium, and long term. Tunas Bangsa Kindergarten's vision is "To create students who are healthy,

intelligent, have character, and have the profile of Pancasila students." Meanwhile, the aim of providing PAUD services at Tunas Bangsa Kindergarten is, among other things, to create students who are physically and psychologically healthy. Helping students maximize students' potential, interests, and talents to the fullest through learning that supports students. The formation of good character through religious activities through habituation. Realization of the Pancasila student profile in students

Third, formulate quality standards and quality assurance for graduates of Tunas Bangsa Adipala Kindergarten, Cilacap, Central Java. Tunas Bangsa Kindergarten in the 2023/2024 academic year has implemented the independent curriculum. Based on this, the formulation of quality standards and quality assurance for graduates at Tunas Bangsa Kindergarten is carried out based on Learning Achievements in the independent curriculum and the Project for Strengthening the Profile of Pancasila Students (Learning Achievements) in the independent curriculum consisting of elements of religious values and character, identity, and the basics of basic literacy and STEAM. Meanwhile, the Profile of Pancasila Students consists of elements of faith, piety, noble morals, global diversity, cooperation, independence, critical reasoning, and creativity.

Fourth, formulate programs and strategies for early childhood character formation at the Tunas Bangsa Adipala Kindergarten, Cilacap, Central Java. Based on the formulation of quality standards and quality assurance for graduates at the Tunas Bangsa Adipala Kindergarten, Cilacap, Central Java, programs and strategies for early childhood character formation were formulated. The formulation of the program was carried out through FGD involving the head of the kindergarten and teachers and staff at the Tunas Bangsa Adipala Kindergarten, Cilacap, Central Java. The following is a description of the programs and strategies for character building for early childhood at the Tunas Bangsa Adipala Kindergarten, Cilacap, Central Java, which can be seen in Table 1.

Table 1. Programs and Strategies for Building Children's Character

Program	Strategy
Preparation of the Pancasila Student Profile Teaching Module	1. Preparation of Learning Objectives Flow
	2. Internalization of quality standards and quality assurance for graduates into the Pancasila Student Profile teaching module
	3. Develop a Pancasila Student Profile teaching module by holding FGDs
Implementation of the Pancasila Student Profile Teaching Module	1. Carry out routine and spontaneous habituation activities.
	2. Do conditioning.
	3. Carrying out project activities
	4. Carrying out assessment activities

Fifth, formulate an SOP for early childhood character formation at Tunas Bangsa Adipala Kindergarten Cilacap, Central Java. Based on the program and strategy for early childhood character formation, through FGD a Standard Operating Procedure (SOP) for early childhood character formation was formulated. The following is a description of the SOP for early childhood character formation at the Tunas Bangsa Adipala Kindergarten, Cilacap, Central Java, which can be seen in Table 2.

Table 2. Strategies and Standard Operating Procedure for Building Children's Character

Strategy	Standard Operating Procedure
Preparing the Flow of Learning Objectives	<ol style="list-style-type: none"> 1. Teachers identify learning outcomes. 2. The teacher identifies the Pancasila values of the student profile. 3. Teachers formulate quality standards based on learning outcomes and the Pancasila student profile. 4. Teachers formulate graduate quality assurance as a learning objective
Internalization of quality standards and quality assurance for graduates into the Pancasila student profile teaching module	<ol style="list-style-type: none"> 1. Teachers include quality standards in the Pancasila student profile teaching module. 2. Teachers include graduate quality assurance in the Pancasila student profile teaching module.
Develop a Pancasila student profile teaching module by holding FGDs	<ol style="list-style-type: none"> 1. The teacher prepares the Pancasila student profile teaching module collaboratively. 2. The Kindergarten Head approved the Pancasila student profile teaching module.
Carry out routine and spontaneous habituation activities	<ol style="list-style-type: none"> 1. Teachers carry out routine habits in learning based on the guaranteed quality of graduates. 2. Teachers carry out spontaneous habits to achieve the guaranteed quality of graduates.
Do conditioning	<ol style="list-style-type: none"> 1. The teacher prepares the facilities and infrastructure for habituation and play. 2. The teacher prepares the rules of the game.
Carrying out project activities	<ol style="list-style-type: none"> 1. The teacher prepares equipment to support the implementation of project activities. 2. The teacher facilitates the implementation of project activities.
Carrying out assessment activities	<ol style="list-style-type: none"> 1. The teacher prepares assessment instruments. 2. Teachers carry out assessment activities to measure the achievement of graduate quality assurance

3.2 Implementation of A TQM-Based Character Education Program Action

Basically, in implementing the action plan for the TQM-based character education program, the programs, strategies, and SOPs that have been formulated in the formulation of the action plan are implemented. The following is a description of the implementation of the TQM-based character education program action plan at the Tunas Bangsa Adipala Kindergarten, Cilacap, Central Java.

3.2.1 Implementation of the Action Plan on Day 1

The action plan for the TQM-based character education program on day 1 was carried out on Tuesday 28 March 2023 to achieve guaranteed quality of graduates by carrying out Pancasila profile activities. The development of the dimensions of faith, devotion, and noble character in the Pancasila Profile Student in children by implementing learning activities and learning outcomes can be seen in Table 3.

Table 3. Assessment Result of Action Plan for the TQM-Based Character Education Program on Day 1

1	Based on the results of the assessment, 90% of children's ability to perform daily prayers has emerged, while 10% has not yet appeared.
2	Based on the results of the assessment, 85% of children's abilities in carrying out religious ritual practices have emerged, the remaining 15% have not yet emerged.

3	Based on the results of the assessment, 80% of children's ability to be polite to teachers has emerged, the remaining 20% has not yet appeared.
4	Based on the results of the assessment, 80% of children's ability to be polite to friends has emerged, the remaining 20% has not yet appeared.

3.2.1.1 Mentioning Places of Worship Using Place of Worship Props.

Then the children sing songs from six religions. Based on the results of the assessment, 70% of children's ability to name places of worship has emerged, and the remaining 30% has not yet emerged. Third, developing the cooperation dimension in PANCASILA PROFILE STUDENT with the learning outcomes to be achieved and activities. Based on the results of the assessment, 80% of children's ability to look after and care for their toys has appeared, and the remaining 20% has not yet appeared.

3.2.1.2 Completing Tasks According to The Time Limit

The activity is that the teacher and children agree to complete the prayer equipment folding activity and the activity of cutting and pasting the appropriate prayer equipment in approximately 45 minutes. Based on the assessment results, 90% of children's ability to complete tasks on time has appeared, and the remaining 10% has not yet appeared.

3.2.1.3 Learning Outcomes to Be Achieved And Activities Carried Out

Among others, based on the results of the assessment as many as 80% of children's abilities in reading and writing have initially emerged, the remaining 20% have not yet appeared. Based on the results of the assessment, 80% of children's ability to say sorry when they make a mistake while playing has appeared, and the remaining 20% has not yet appeared.

There were several findings of negative behavior that emerged from children in implementing the action plan for the character education program. Firstly, during the core activities, some children always ask their friends to help with their assignments, to handle this the teacher approaches the child and asks what he can't do, the teacher motivates him to keep quiet or do it, and when he succeeds the teacher gives him a reward by thumbs up and high five. Second, at the final activity when the teacher reflected, several children did not want to express their feelings about the activities they had carried out. To overcome this, the teacher used open questions as a trigger and related the questions to the children's daily lives.

3.2.2 *Implementation Of the Action Plan for Day 2*

Implementation of the action plan for day 2 was carried out on Wednesday, March 29, 2023, to achieve guaranteed quality of graduates by carrying out Pancasila student profile activities. Based on the observation results, the following behavioral findings were obtained, first, during the cutting activity there was a child who always asked for help in cutting. To handle this, I approached the child and held the paper to be cut. Second, at the end of the activity when the teacher was reflecting, there were several children who told

their own stories. To overcome this, I stopped for a moment while speaking and asked the children why they didn't listen to the teacher in their own stories.

There are several supporting factors that facilitate the implementation of the TQM-based character education program action plan, Complete equipment for activities, Collaboration between class teachers and accompanying teachers is compact. Meanwhile, inhibiting factors in implementing the action plan for a TQM-based character education program include, there were students who were in a bad mood that day because they were angry from the moment they were delivered and at the beginning of the activity they did not want to join. There are children who take glue with a pencil, so it sticks to the table. There was a child whose cutout was missing one of the mosque towers, so it was noisy.

3.2.3 *Implementation Of the Action Plan on Day 3*

The implementation of the 3rd day of the action plan was carried out on Thursday, March 30, 2023, to achieve guaranteed quality of graduates by carrying out Pancasila profile activities. Based on the results of observations, during cultural activities there are children who are noisy by themselves, to overcome this the teacher approaches the child and gives a code to be quiet and listen. Then, while watching a film about the example of the Prophet, a child felt afraid and cried. To overcome this, the accompanying teacher took him out first calmed him down in the office, and asked what the cause was. During the retelling activity, there was a child who had difficulty expressing the story he wanted to tell, to deal with this the teacher provoked him with a trigger sentence. Then at the end of the activity, when the teacher was reflecting, some children looked bored and weren't paying attention. To refocus on the teacher, focus patting was used.

Several supporting factors implemented the TQM-based character education program action plan successfully, the lecture delivered by one of the student guardians was very interesting. Availability of LCD for watching films. Then several factors that become obstacles in implementing the TQM-based character education program action plan include, some students crying when watching a film when asked, the voice being too loud, so they are afraid, some children not focused on their activities, and not all children retelling activities that have been carried out because time is limited.

3.2.4 *Implementation of the Action Plan on Day 4*

The implementation of the 4th day of the action plan was carried out on Friday, March 31, 2023, to achieve guaranteed quality of graduates by carrying out Pancasila student profile activities. Based on the observation results, during the activity of visiting the sweet potato garden, a child ran and was not cooperative in pulling the sweet potatoes. To overcome this, the teacher approached the child and invited him to pull the sweet potatoes by accompanying him. Then, during the sweet potato pulling activity, there was a child who didn't get a sweet potato because the tree he was pulling was still too young, so he was disappointed. To overcome this, the teacher explained that not all root sweet potato plants always have fruit. Meanwhile, during the takjil cooking activity, some children

were afraid to put their sweet potato balls in a panic because they were afraid of getting hot water. To overcome this, the teacher gave an example and guided the method. At the end of the activity when sharing *takjil* there was a child who didn't want to because the bowl was still hot, to overcome this I put it in a plastic bag, so it didn't get directly into my hands.

Several supporting factors facilitate the implementation of the TQM-based character education program action plan, the existence of sweet potato and pandan leaf gardens near the school environment. The party who owns the garden allows the land to be used for kindergarten activities. Kindergarten has complete cooking utensils. Meanwhile, the inhibiting factors in implementing the TQM-based character education program action plan are, some students are still hesitant because they are afraid of being exposed to hot water when cooking, some children are not focused so they disturb their friends, and The sweet potatoes we got were too few so we had to add more and immediately buy them from the stall.

3.2.5 *Implementation Of the Action Plan for Day 5*

Implementation of the action plan for day 5 was carried out on Monday, April 17, 2023, to achieve guaranteed quality of graduates by carrying out Pancasila student profile activities. First, developing the dimension of faith, having faith in God Almighty, having a noble character with the learning outcomes to be achieved and the activities carried out. Second, developing a global diversity dimension with learning outcomes to be achieved and activities carried out, namely sharing with others without caring about racial differences. Based on the results of the assessment, 90% of children's ability to share with others without paying attention to racial differences has emerged, but the remaining 10% has not yet appeared.

Third, developing the dimension of cooperation with the learning outcomes to be achieved and the activities carried out, namely playing, and carrying out project-based play activities. In this activity, the children worked together to collect the 2nd NABSO results. Based on the results of the assessment, 90% of children's abilities in project play have emerged, and the remaining 10% have not yet appeared. Fourth, developing an independent dimension with learning outcomes to be achieved and activities carried out, namely completing tasks according to the time limit. The activity is that the teacher and children agree at the beginning of the activity to complete the activity on time, and at the end of the activity to reflect. If a child is found to have violated it, they will be punished by reading a short letter. Based on the assessment results, 90% of children's ability to complete tasks on time has appeared, and the remaining 10% has not yet appeared.

Based on the results of research observations, during the activity there were children who were in a bad mood because they had little savings. To overcome this, the teacher motivated them to continue to be enthusiastic when asked to memorize at home. Then, when he was opening his savings, someone mistakenly took a friend's bottle. To

overcome this, the teacher asked him to say sorry and immediately exchange it. The supporting factor in implementing the TQM-based character education program action plan is that students are very enthusiastic. Meanwhile, the inhibiting factor is that children who do not receive rewards ask for prizes too. To overcome this, the teacher explains again and reminds them of the agreement regarding rewards.

3.3 Results of the Implementation of the TQM-Based Character Education Program Action Plan

The implementation of the TQM-based character education program action plan at Tunas Bangsa Kindergarten is carried out through Pancasila Profile Student activities, or the project to strengthen the profile of Pancasila students. In Implementing Pancasila Profile Student, six elements are internalized, in each of which there are several guarantees for the quality of graduates which are conceptualized by researchers as a development of quality standards conceptualized by researchers as well. The conceptualized quality standard is a derivative of the six elements in Pancasila Profile Student.

After formulating graduate quality assurance, Pancasila Profile Student teaching module was created. In practice, a certain moment is needed to implement the Pancasila Profile Student teaching module and researchers used the moments at the beginning of Ramadan and the end of Ramadan to implement the TQM-based character education action plan at Tunas Bangsa Kindergarten. There are three strategies that researchers use in implementing the action plan, namely the strategy for preparing the Pancasila Profile Student teaching module, the application of the P5 teaching module to carry out habituation activities to achieve predetermined graduate quality assurance, and the application of the Pancasila Profile Student teaching module to carry out project activities to achieve graduate quality assurance. To ensure that there is guaranteed quality of graduates which is an objective that must be achieved in the P5 teaching module, the quality assurance of graduates in the P5 teaching module is termed learning objectives. Meanwhile, habituation activities are implemented to achieve the following quality assurance for graduates. Performing daily prayers, carrying out religious ritual practices, pray before and after studyin, pray for parents and family, put on and take off your shoes, wear uniform according to schedule, and complete tasks according to the deadline.

Various habituation activities carried out to achieve the quality assurance of graduates above include *Wudlu* practice, Tarawih prayer practice, using your prayer equipment, folding prayer equipment after use, and following the cult brought by the student's guardian. Meanwhile, project activities are carried out to achieve quality assurance for graduates as follows. Mentioning religions recognized by the Indonesian government. Share with others without caring about racial differences. Carrying out collaborative play activities. Carrying out project-based play activities. Beginning reading and writing the beginning. Ask politely. Do not interrupt the conversation when your friend has an opinion. Creating works of art according to ideas and concepts. Making play equipment

from used items. Using used play equipment to play together. Make play equipment from natural materials using nature-based play tools to play together.

Projects carried out by children to achieve the quality assurance of graduates above include making *PAPINDAH* (Smart Worship Board), *Nabso* (Saving Sodaqoh), *Nabsur* (Saving Suratan), *Nabdo* (Saving Do'a), *Nabiq* (Saving Iqro), Cutting and Pasting Mosque Puzzles, Connecting Prayer Time Writings with the Rakat, Visiting the Sweet Potato Garden, Making *Takjil*, Sharing *Takjil*, Weekend Opening of *Nabso* (Saving Sodaqoh), and Free Vegetable Bazaar. The activities in the projects that children participate in all apply the concept of project-based learning with a student-centered approach so that children feel happy in participating in learning activities (Kulakow & Raufelder, 2020). This makes children actively involved in building knowledge and forming a moral side in every learning activity (Winther-Lindqvist, 2021). They build moral knowledge actively and apply their moral knowledge through various moral habituation activities facilitated by teachers (Fink & Philosophy Documentation Center, 2020).

4 CONCLUSION

TQM-based character education at Tunas Bangsa Kindergarten is carried out by preparing an action plan with the following steps, Conducting a study of the Tunas Bangsa Kindergarten curriculum. Identifying the vision, mission, and objectives of Kindergarten Tunas Bangsa. Formulate quality standards and quality assurance for Tunas Bangsa Kindergarten graduates. Formulate programs and strategies for character building for early childhood children at Tunas Bangsa Kindergarten. The action plan was implemented for one week in one P5 topic in the independent curriculum. In implementing the TQM-based character education action plan in Profile Pancasila Student in the independent curriculum, learning projects and habits are implemented for children to achieve the guaranteed quality of graduates. Carrying out daily prayers. Carrying out religious ritual practices. Pray before and after studying. Pray for parents and family. Put on and take off your shoes. Wear uniform according to schedule, Complete tasks according to the deadline. The implementation results show that students have achieved guaranteed quality graduates through learning project activities and familiarization with the supporting capacity of skilled teacher human resources, adequate facilities, and infrastructure as well as religious and moral development in mature children.

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