

Education Management in Early Childhood Education: Curriculum Governance, Human Resources, Financing, and Quality Development

Herinto Sidik Iriansyah^{1*}, Saryono²

^{1,2}Pancasila and Citizenship Education Study Program, STKIP Kusuma Negara, Indonesia

[*herinto_sidik@stkipkusumanegara.ac.id](mailto:herinto_sidik@stkipkusumanegara.ac.id)

Abstract

This study aims to identify patterns of findings, research trends, and research gaps in the field of Early Childhood Education (PAUD) management through a Systematic Literature Review (SLR) approach using the PRISMA protocol. A total of 22 articles published in the recent period were analyzed based on four main domains, namely curriculum management, human resource management, financing/finance, and PAUD quality development. The results of the review show that PAUD management research is still dominated by descriptive approaches and local case studies with a focus on learning implementation, curriculum development, and character building. The important findings of this study reveal gaps in curriculum digitization, comprehensive human resource management systems, alternative financing innovations, and the application of data and technology-based quality management. This study recommends future research directions that focus on the development of digital and inclusive curriculum models, sustainable human resource management, collaborative financing systems, and the development of technology-based Internal Quality Assurance Systems (SPMI). These findings are expected to enrich the literature on PAUD management and serve as a reference for the development of more innovative and sustainable PAUD institutional management policies and practices.

Keywords: Curriculum, Early Childhood, Education Management, Human Resources, Financing.

Received: November 11, 2025

Revised: January 15, 2025

Accepted: January 25, 2025

Article Identity:

Iriansyah, H.S., & Saryono, S. (2026). Education Management in Early Childhood Education: Curriculum Governance, Human Resources, Financing, and Quality Development. *Jurnal Ilmu Pendidikan (JIP) STKIP Kusuma Negara*, 17(2), 171-185.

INTRODUCTION

Early Childhood Education (PAUD) is a fundamental phase in the formation of children's character, cognition, and personality. During this period, children receive cognitive, socio-emotional, moral, spiritual, and cultural stimulation, which forms the foundation for their long-term development. Therefore, good PAUD governance is key to the success of providing quality education services that are adaptive to children's developmental needs (Dewi & Mukhtar, 2022; Ramadina, 2022). PAUD management does not only function as an administrative system, but also as a strategic instrument in ensuring that the learning process is effective, measurable, and oriented towards the quality of students and institutions.

A literature review shows that early childhood education management covers a number of important domains, such as curriculum planning, management of

educators and educational personnel (human resources), student management, institutional financing, and quality assurance systems that regulate the operational sustainability of education providers (Abadi RS et al., 2025; Indriawati, 2017; Ulfa & Munastiwi, 2020). Various studies explain how the curriculum is designed through annual, semester, weekly, and daily activity plans (Fatimah & Rohmah, 2016), as well as how character education is integrated into the Islamic values-based and religious habits-based PAUD curriculum (Pratama, 2022; Yuliani, 2016). Meanwhile, improving the quality of human resources is supported by teacher training, supervision, and transformational leadership that can create a conducive learning climate (Nurmiyanti & Candra, 2019), while in terms of inclusion, it was found that teacher training significantly improved the competence of teaching children with special needs (Jauhari et al., 2023).

However, these studies show that early childhood education management studies in Indonesia are still dominated by the themes of curriculum and human resources with a descriptive case study approach. Research examining financial and funding aspects is still limited, even though the ability of institutions to maintain educational services is highly dependent on a transparent, sustainable, and diversified funding structure (Dilla, 2019). In addition, the integration of curriculum, human resources, financing, and quality has not been widely discussed within a comprehensive conceptual framework of management. This condition indicates a need for research to conduct a systematic study to map the direction of research development, identify research gaps, and formulate recommendations for a comprehensive PAUD management model.

Based on this urgency, this study was conducted using a Systematic Literature Review (SLR) approach to analyze and synthesize findings from 22 articles on early childhood education management published between 2015 and 2025. The SLR process was carried out to identify research patterns, methodological trends, thematic focuses, and relevant research development directions. The synthesis of the study results was then used to formulate a Conceptual Model of PAUD Management as an academic contribution to the development of theory and practice of PAUD institution management in Indonesia. Thus, this study seeks to provide a comprehensive overview of the development of PAUD management research and open up space for innovation in the aspects of curriculum, human resources, financing, and quality assurance of early childhood education institutions.

RESEARCH METHOD

This study uses a Systematic Literature Review (SLR) approach to identify, select, analyze, and synthesize research results related to Early Childhood Education (PAUD) management in Indonesia. The SLR method was chosen because it provides a comprehensive overview of the development of knowledge in a field, maps research trends, and identifies gaps in studies as a basis for formulating the next research agenda (Mannarath, 2025). The SLR in this study focused on four main domains of PAUD management, namely curriculum management, human resource management, financing/financial management, and institutional quality management.

The data collection process began with a search for scientific documents using academic search engines and journal repositories. The main sources of articles were

obtained through Google Scholar. The search strategy was carried out using a combination of keywords in Indonesian, such as "early childhood education management," "early childhood education curriculum," "early childhood education teacher management," "early childhood education financing," "early childhood education quality assurance," and "early childhood education institution management." The articles found were then selected based on their relevance to the focus of the PAUD management study, full text accessibility, and thematic relevance. The screening process was carried out in stages through the selection of titles, abstracts, and review of the full text.

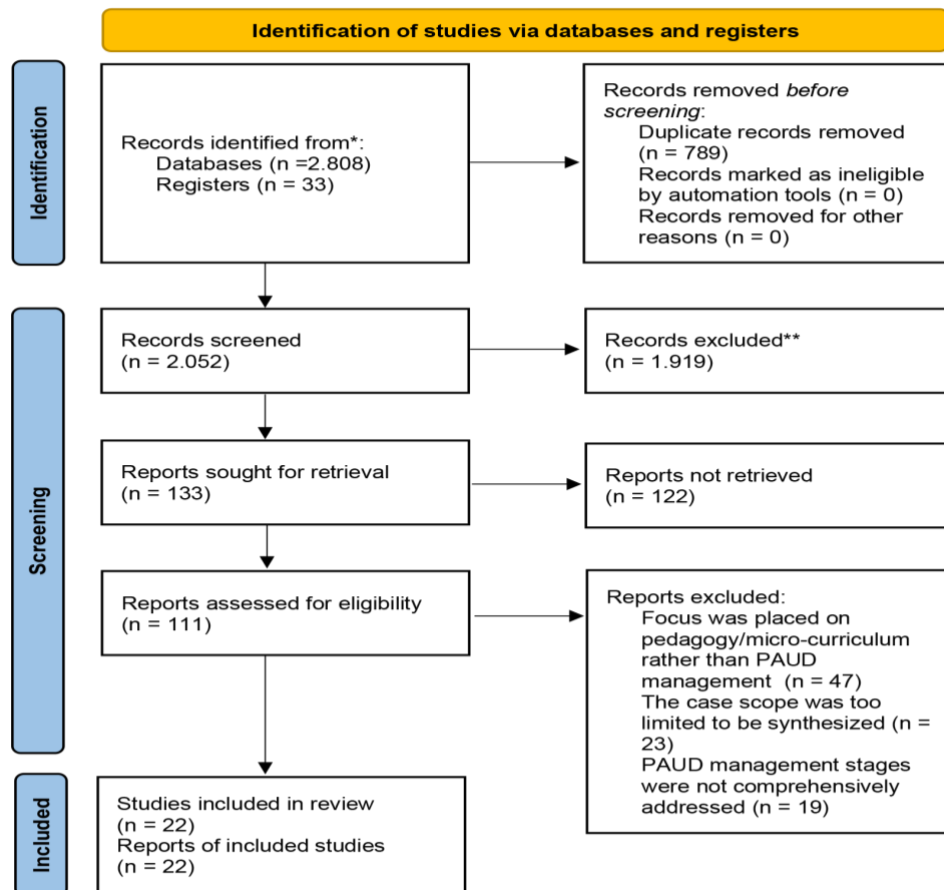


Figure 1. PRISMA 2020 flow chart

The inclusion criteria are as follows: (1) articles discuss early childhood education management in the context of curriculum, human resources, financing, or quality; (2) the article is a scientific work published in a journal, proceedings, or thesis/dissertation that is fully accessible; (3) the article is methodologically and thematically relevant to the SLR focus (); (4) it was published between 2015 and 2025, the ten-year publication window was selected to enable longitudinal trend analysis rather than a short-term snapshot of recent studies. The exclusion criteria include: (1) research focus on micro-pedagogy/curriculum, not management, (2) case illustrations are too narrow and cannot be synthesized, and (3) the stages of PAUD management are not discussed comprehensively. After screening, 22 articles that met the criteria were obtained and used as the main sources of analysis in this

study. Data analysis was conducted using information extraction techniques that included research identity (author, year, title), focus of study, research context, methods, main findings, and keywords. The data was then coded into a synthesis matrix to map themes, compare approaches between studies, and identify patterns in ECE management. Furthermore, the articles were categorized into four domains: (1) curriculum, (2) human resources, (3) financing, and (4) quality. The synthesis results were enriched with narrative analysis to find research orientation, implementation challenges, and future research development directions. The article selection procedure was visualized using the PRISMA 2020 flow chart, which includes the stages of identification, screening, eligibility, and inclusion (Page et al., 2021). At the identification stage, a number of articles were obtained from the initial search; after the process of removing duplicates and screening based on titles and abstracts, a number of articles were eliminated because they were irrelevant or did not meet the criteria. Articles that passed the eligibility stage were then analyzed in depth, resulting in a total of 22 articles selected for the final synthesis. PRISMA was used to ensure transparency in data selection and to improve the quality and credibility of the study results.

RESULTS AND DISCUSSION

A review of 22 articles that met the SLR criteria showed that the focus of early childhood education management research in Indonesia was spread across four main domains, namely curriculum management, human resource management, financing/financial management, and institutional quality management. Quantitatively, the most research was found on the themes of curriculum and human resources, while financing and quality had a lower intensity of publication.

Table 1. Articles on Early Childhood Education Curriculum Management

No	Author & Year	Focus of Study & Main Findings
1	Pratama, 2022	Curriculum, Integrating character values shapes positive behavior in children.
2	Yuliani, 2016	Curriculum/ Quality; Effective worship habits for religious character.
3	Ramadina, 2022	Curriculum/ Human Resources; Religious curriculum strengthens character building.
4	Rahmah, 2017	Curriculum; Qur'anic curriculum based on worship habits.
5	Sabarudin, 2020	Curriculum; Integration of monotheistic values enhances children's character.
6	Hadiati & Fidrayani, 2019	Lampung Curriculum; The PROTA-PROSEM-RKH tools effectively strengthen learning.
7	Dewi & Mukhtar, 2022	Curriculum/Human Resources; Teachers understand lesson planning better after training.
8	Thoha & Mubah, 2023	Curriculum/Human Resources; EQ influences children's social- emotional development in the curriculum.
9	Ningsih & Fahmi, 2021	Curriculum/Strategy; The digitization of learning still requires improvements in teacher competency.

In the domain of *curriculum management*, nine articles discuss early childhood education learning tools that include the preparation of annual programs, semester programs, weekly plans, and daily activity plans. The identified curricula generally use a play-based, child-centered thematic approach. Several studies highlight the integration of character and religious values in the ECE curriculum, especially in Islamic-oriented institutions through the habit of worship and the instilling of morals from an early age (Pratama, 2022; Thoha & Mubah, 2023). All articles in this category are descriptive and have not yet examined digital curriculum innovations or inclusive curriculum models.

Table 2. Articles in the Field of Human Resource Management

No	Author & Year	Focus of Study & Main Findings
1	Abadi RS et al., 2025	Human Resources; Individuality and sustainability are the principles of child management.
2	Dewi & Mukhtar, 2022	Human Resources/ Curriculum; Training enhances teacher professionalism.
3	Jauhari et al., 2023	Human Resources; Teachers' comprehension scores increased after inclusion training
4	Thoha & Mubah, 2023	Human Resources; Teachers with emotional intelligence are more adaptive.
5	Santika et al., 2023	Human Resources/Quality; Strong human resources have a direct impact on the quality of an institution.
6	Ramadina, 2022	Human Resources; Human resources play a role in the internalization of religious values.
7	Pratama, 2022	Human Resources/Curriculum; Teachers are key implementers of character education.
8	Miranti et al., 2021	Human Resources/Quality; Improving human resources is a 'growth' strategy.
9	Ningsih & Fahmi, 2021	Human Resources/Strategy; Teachers need digital literacy and technological adaptation.
10	Ulfa & Munastiwi, 2020	Human Resources/Planning; Institutional planning and initial recruitment determine the success of the establishment.
11	Nurmiyanti & Candra, 2019	Human Resources/Quality; Shapes work motivation and institutional quality culture.
12	(Hadiati & Fidrayani, 2019)	Human Resources; Teachers as the main managers of the thematic process.
13	Indriawati, 2017	Human Resources/Quality; The evaluation indicates the need to improve teacher competencies and academic supervision in order to enhance the quality of learning.
14	Rahmah, 2017	Human Resources; Teachers serve as role models in the practice of worship.

On the theme of human resource management, there are fourteen articles that place teachers as a key factor in the implementation of learning. The focus of the study includes competency improvement training, learning supervision, student management, and transformational leadership. The review results show that inclusive education training can significantly improve teachers' abilities in handling

students with special needs (Jauhari et al., 2023). In addition, some studies emphasize the importance of a conducive and collaborative work climate to improve the professionalism of educators.

Table 3. Articles on PAUD Financing/Financial Management

No	Author & Year	Focus of Study & Main Findings
1	Dilla, 2019	Finance; Wealth management system: planning, recording, evaluation.
2	Munastiwi, 2018	Finance; Parent contributions and collaboration help ensure the sustainability of funds.
3	Indriawati, 2017	Finance/Quality; Transparent reporting strengthens institutional accountability.

In the domain of *financing*, only three articles were found. Early childhood education funding sources are dominated by student fees, while alternative funding sources such as CSR, grants, community funding, and village funds are still limited in their use (Dilla, 2019). Financial management generally includes the preparation of budget proposals, fee collection, and financial reporting. However, no financial sustainability models have been tested in the context of empirical research.

Table 4. Articles on Early Childhood Education Quality Management

No	Author & Year	Focus of Study & Main Findings
1	(Pratama, 2022)	Quality/ Curriculum; Character building improves the quality of children's behavior.
2	(Jannah et al., 2024)	Quality/Human Resources; Optimizing human resources and infrastructure improves quality.
3	(Indriawati, 2017)	Quality; Accreditation related to document readiness and infrastructure standards.
4	(Miranti et al., 2021)	Quality/ Human Resources; SWOT determines quality improvement strategies.
5	(Yanuarsari et al., 2025)	Quality/Human Resources; Regular supervision improves teacher quality.
6	(Ramadina, 2022)	Quality/Curriculum; Quality based on religious values improves character.
7	(Munastiwi, 2018)	Quality; Evaluation influences the improvement of learning quality.
8	(Yuliani, 2016)	Quality/Curriculum; Consistent worship values shape a culture of quality.
9	(Masita, 2021)	Quality/Curriculum; Internal religious culture strengthens institutional quality.

In the domain of *institutional quality*, nine articles discuss quality improvement through the application of POAC functions and SWOT analysis. Institutional quality is improved through the habit of character values, learning supervision, and strengthening religious culture. Transformational leadership is said to play a role in building work motivation and teacher commitment. However, no standard quality instruments or data and technology-based quality monitoring models have been found.

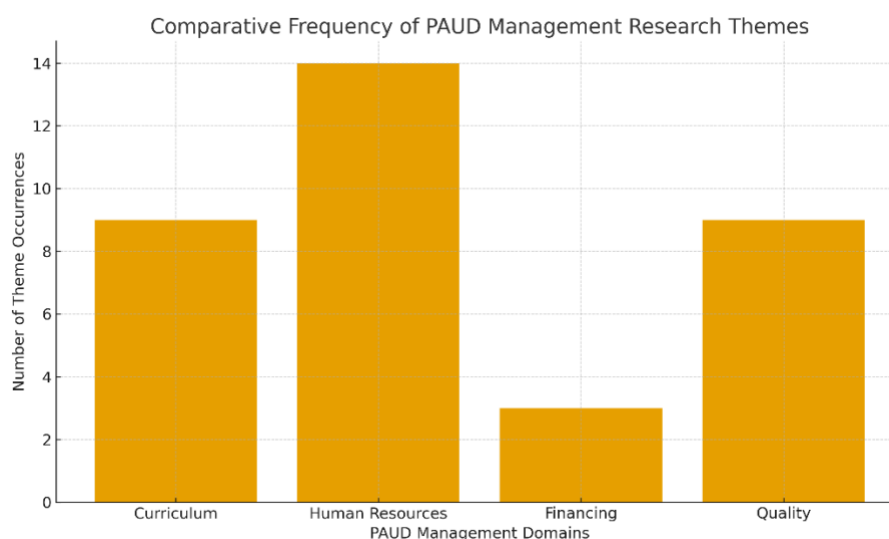


Figure 2. Comparative Frequency of PAUD Management Research Themes

Figure 2 shows the frequency distribution of PAUD management research themes examined in 22 articles. Overall, the highest focus was on the domain of human resource management (HRM) with 14 theme appearances, followed by curriculum management and institutional quality management, each appearing 9 times. Meanwhile, financing/financial management only appeared 3 times. This pattern shows that thematically, PAUD management studies in Indonesia are still centered on curriculum and HR aspects, while issues of financing and institutional quality receive relatively less attention.

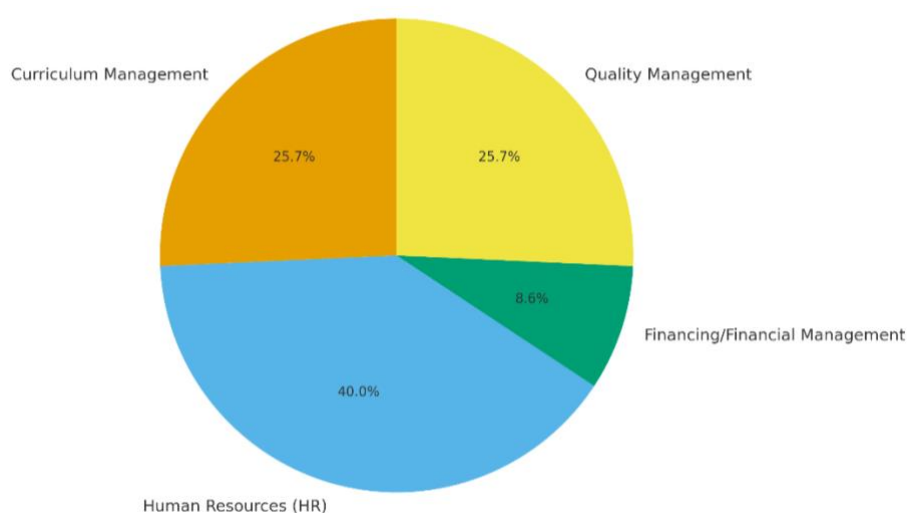


Figure 3. Comparison: Focus on HR vs Other Management Domains

Figure 3 then confirms the dominance of the HR theme compared to the other three domains in aggregate. The HR theme appears to occupy more than one-third of the overall focus of the study, indicating that the management of teachers and

educational personnel is positioned as a strategic issue in ECE management, while financing and institutional quality are areas with potential for further development in the future research agenda.

Research Gap

Based on the results of a review of 22 articles, a number of research gaps were found in four main domains of early childhood education management, both in terms of research substance and methodological approach. In general, previous research has been dominated by descriptive studies, focusing on specific local contexts, and has not provided much comprehensive development of managerial models. These findings indicate the need to formulate a more innovative and research agenda oriented towards strengthening PAUD governance in the digital era.

Gaps in PAUD Curriculum Management

Research on early childhood education (PAUD) curriculum management in Indonesia has predominantly concentrated on thematic learning approaches, the technical development of planning documents such as PROTA, PROSEM, and RKH, as well as the integration of character education and religious values. These studies generally emphasize curriculum content and instructional planning as instruments for shaping children's moral and social development. While this focus has contributed to strengthening value-based learning practices, it also reveals a limited scope in addressing emerging curricular challenges in the digital era. Notably, only a small number of studies have explored curriculum digitization, digital literacy development, unplugged coding activities, or the integration of STEAM (Science, Technology, Engineering, Arts, and Mathematics) approaches within PAUD curricula. As digital transformation increasingly influences educational ecosystems, the absence of research on digitally responsive curriculum models represents a significant gap. In addition, inclusive curriculum development for children with special needs has largely been examined from a pedagogical or classroom practice perspective, rather than within a broader curriculum management and institutional planning framework. Another critical limitation is the lack of empirical or comparative studies that systematically evaluate the effectiveness of different PAUD curriculum models. Most existing research remains descriptive and context-specific, making it difficult to assess scalability or generalizability. Therefore, further research is needed to formulate, implement, and test comprehensive, adaptive, and responsive PAUD curriculum management models that effectively address digital integration and inclusive education demands in diverse institutional contexts.

Gaps in Human Resource Management (Teachers & Education Personnel)

Research on human resource management in early childhood education (PAUD) has predominantly focused on teacher training programs and the role of educators in character formation. These studies generally emphasize capacity building through workshops, supervision, and value-based pedagogical practices. However, critical dimensions of human resource management remain underexplored. Issues such as teacher retention, professional burnout, welfare systems, workload distribution, academic supervision mechanisms, career pathways, and performance

management have received limited empirical attention, despite their significant influence on institutional stability and service quality. Moreover, although transformational leadership has been widely discussed in the PAUD management literature, most studies adopt a conceptual or qualitative perspective. Empirical investigations that quantitatively examine the impact of leadership styles on learning quality, teacher performance, and overall institutional effectiveness are still scarce. As a result, the causal relationships between leadership practices and measurable educational outcomes remain insufficiently substantiated. Another notable gap lies in the absence of an integrated human resource management framework tailored to the specific context of PAUD institutions. Existing studies tend to address isolated components of human resource management rather than viewing teachers and educational personnel as part of a coherent and sustainable system. Therefore, future research needs to develop a holistic PAUD human resource management model that systematically integrates recruitment, competency development, motivation, incentive structures, career development, and welfare provision. Such a model would not only strengthen the professional sustainability of educators but also contribute to improving institutional performance and the long-term quality of early childhood education services..

Gaps in PAUD Financing/Finance

Financing remains the domain with the most substantial research gap in early childhood education (PAUD) management. Existing studies largely focus on student tuition fees and parental contributions as the primary sources of institutional funding. While these mechanisms play an important role in sustaining daily operations, they also reflect a narrow perspective on financial management and limit the exploration of more sustainable and diversified funding models. Alternative financing schemes—such as corporate social responsibility (CSR) programs, village funds, zakat and infaq-based philanthropy, digital fundraising platforms, and social entrepreneurship initiatives—have received very limited scholarly attention. Furthermore, research examining the long-term financial sustainability of PAUD institutions is still scarce. Issues related to financial resilience, risk management, and strategic financial planning have not been systematically addressed. Studies on financial governance mechanisms, particularly those related to auditing, transparency, and accountability systems, are also minimal. This condition highlights the urgency for innovative research that designs inclusive, collaborative, and long-term PAUD financing systems capable of supporting institutional stability, improving public trust, and ensuring the continuity of quality early childhood education services.

Gaps in PAUD Quality Development

Quality studies to date have focused more on the implementation of learning, accreditation, and character building. However, quality evaluation is still qualitative in nature and does not yet make much use of data-based indicators or a continuous quality measurement approach. No. comprehensive research has been found on the PAUD SPMI system or the integration of quality with digital monitoring dashboards. In addition, the relationship between PAUD quality standards and regional and national policies has not been widely explored. Future research needs

to focus on developing a measurable and digital-friendly integrated quality management system model.

Methodological and Contextual Gaps

The dominance of descriptive methods and case studies has limited the development of early childhood education management theory. Research using mixed-method designs, cross-regional comparative studies, longitudinal studies, and R&D-based model development is still rare. In addition, the geographical scope of research is still centered on Java and certain religious-based institutions, while the 3T (underdeveloped, outermost, remote) context is underrepresented. Systematic Literature Review (SLR) and meta-synthesis studies are also still very minimal. Thus, research opportunities are still wide open to expand the context, strengthen the methodology, and build a new theoretical basis for PAUD management.

Research Implications and Future Research Directions

A review of 22 articles shows that research related to early childhood education management has made a positive contribution to aspects of curriculum, human resources, financing, and education quality. However, the dominant research pattern is still descriptive, fragmented, and not yet oriented towards the development of a comprehensive management model, indicating that there is still considerable room for research innovation in the future. The theoretical implication that can be drawn is the need for a more methodologically robust research approach, such as the use of mixed methods, longitudinal studies, cross-regional comparative studies, and R&D-based research to produce managerial models that are not only conceptual but also empirical. In addition, there needs to be an expansion of the research context that is not only centered on the Java region and certain institutions, but also reaches PAUD institutions in 3T regions in order to obtain a more inclusive, varied, and representative picture of management. Further studies based on meta-synthesis and international SLR are also important to strengthen the theoretical basis and develop PAUD management standards that can be compared globally.

In practical terms, this study indicates the need for a transformation of ECE management in line with the demands of digitalization, transparency, and service quality improvement. In the area of curriculum, future research could focus on developing a digital ECE curriculum model that integrates digital literacy, STEAM, and technology-based learning, including the development of an inclusive curriculum that accommodates the needs of children with special needs from a management perspective. In terms of human resources, future research can examine a more holistic teacher management model, covering recruitment, competency development, retention, workload, welfare, and reward systems, as well as researching the impact of transformational leadership on institutional quality through a quantitative approach. In the field of financing, important research directions include innovations in alternative funding schemes such as CSR, village funds, zakat, and digital crowdfunding, including studies on the financial sustainability of PAUD institutions and the development of transparent audit and reporting instruments. Meanwhile, in the area of quality, research can be directed at developing an PDCA-based PAUD Internal Quality Assurance System (SPMI) that is integrated with a digital dashboard and standardized quality indicators. A

cross-thematic approach that combines perspectives on management, technology, local wisdom, public policy, and multi-stakeholder collaboration is also important to explore as the foundation for broader and more progressive interdisciplinary research.

Thus, future research in the field of early childhood education management should be directed towards developing more innovative, measurable, and digital-friendly management models that contribute significantly to strengthening the governance of early childhood education institutions. These efforts are expected to produce knowledge that is relevant to the needs of the times and serve as a practical reference for policymakers, educational institutions, and future researchers in building a higher quality and more sustainable early childhood education ecosystem

Conceptual Model of Early Childhood Education Management

Core Concept of the Model

The Conceptual Model of Early Childhood Education (ECE) Management developed in this study is derived from the synthesis of 22 articles through a Systematic Literature Review (SLR). This conceptualization is grounded in four interrelated core domains that collectively form a holistic ECE governance system, namely: (1) Curriculum Management, (2) Human Resource Management (Teachers and Educational Staff), (3) Financial Management/Funding, and (4) Institutional Quality Development. These four domains do not stand alone; rather, they influence one another and jointly shape the overall quality of ECE learning. Accordingly, the model illustrates that improving ECE quality must be carried out through integrated, systemic, and sustainable management practices..

Structure of the Conceptual Model

The structural framework of the model can be presented in the following academic format:

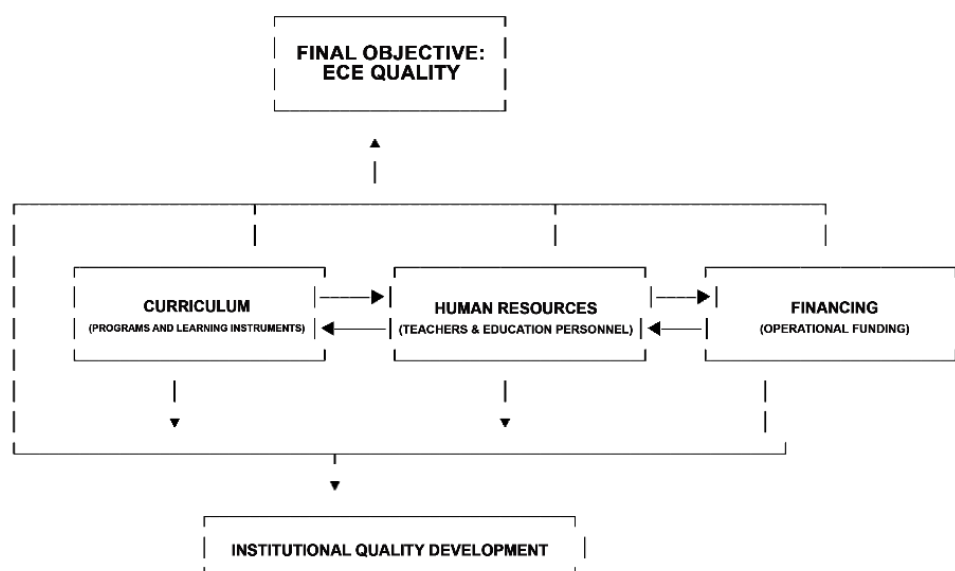


Figure 4. Structure of the Conceptual Model

Table 1. Meaning of Relationships within the Model

Domain	Role in the Framework	Relationship
Curriculum	Foundation of learning and technical guidelines for ECE	Directly influences teacher performance
Human Resources (HR)	Implementers of the curriculum and drivers of institutional activities	ECE quality is highly dependent on HR competence
Financing	Operational financial resources of the institution	Supports curriculum implementation and quality programs
Quality	Final outcome of governance	Influenced by the three preceding domains

Curriculum

The curriculum functions as the primary guideline for organizing learning. Curriculum management includes the development of annual, semester, weekly, and daily lesson plans. The integration of character values, religious principles, and child-centered learning forms a key characteristic of curriculum design. Moving forward, the curriculum should be expanded to incorporate digital-based content, inclusive approaches, and STEAM-based learning to strengthen instructional quality in the era of Society 5.0.

Human Resources (Teachers & Educational Staff)

Human resources serve as the main actors in implementing the curriculum. Competency development through training, workshops, academic supervision, and transformational leadership practices is essential for enhancing the quality of ECE services. Program success is significantly influenced by teacher stability, career pathways, and the overall welfare of educational personnel.

Financial Management / Funding

Financial resources constitute the backbone of institutional operations. ECE funding sources remain heavily dependent on student fees. Therefore, alternative financing models such as CSR, village funds, philanthropic contributions, educational crowdfunding, and zakat/infaq must be developed to secure financial sustainability. Transparency and accountability ensured through periodic financial evaluations should serve as fundamental principles.

Quality

Quality represents the integrative outcome of curriculum management, human resource performance, and financial governance. Quality development can be achieved through the application of POAC management, SWOT evaluations, and the cultivation of a character-based learning culture. Designing an ECE Quality Assurance System (SPMI-PAUD) and data-driven quality indicators should be prioritized as future research agendas. This conceptual model demonstrates that improving ECE quality cannot be carried out in a fragmented manner. A well-developed curriculum requires competent human resources to implement it. High-

quality teaching, in turn, depends on adequate financial support. These three elements then converge to elevate institutional quality. Thus, ECE quality is the result of a synergy between comprehensive curriculum planning, competency-based human resource management, transparent financial governance, and continuous quality assurance. This model can serve as a foundational framework for ECE institutions, researchers, and policymakers in designing more innovative and responsive management strategies that align with emerging demands.

Recommendations for Implementing the Conceptual Model

To adopt this model as a practical framework for ECE management, the following operational steps are recommended: (1) Develop an ECE curriculum roadmap based on children's needs and the digital era. (2) Strengthen teacher competencies through thematic training and academic supervision. (3) Create a layered (multi-source) funding system. (4) Implement the continuous quality cycle (Plan–Do–Check–Act). (5) Develop an IT-based quality monitoring dashboard..

CONCLUSION

The results of a Systematic Literature Review of 22 articles on early childhood education management show that research in this field is still concentrated on two main domains, namely curriculum management and human resource management. Both are the dominant focus because they are directly related to the learning process, teacher-child interaction, and the implementation of early childhood development programs. Meanwhile, studies on financing and quality assurance of institutions are still limited, even though these two aspects play a significant role in the sustainability of educational services. The synthesis of findings shows that the quality of PAUD does not stand alone, but is the result of the integration of an adaptive curriculum, competent human resources, adequate financing, and a sustainably managed quality system.

This study successfully produced a *Conceptual Model of Early Childhood Education Management* based on four main domains that are interconnected in a managerial cycle mechanism. The curriculum serves as a guideline for the implementation of learning programs, human resources are the main drivers of the curriculum, financing provides operational support, while institutional quality is an indicator of the final achievement of the management system. By understanding the holistic relationship between these components, early childhood education institutions can develop more balanced and long-term management strategies.

Further research can be directed towards strengthening studies on the aspects of financing and quality of institutions, which have proven to still have room for exploration. The development of alternative financing models through partnerships with village governments, CSR programs, educational philanthropy, and social entrepreneurship innovations needs to be given attention in future empirical research. In addition, studies on the implementation of internal quality assurance systems (SPMI), PAUD quality standard instruments, and the use of digital technology in quality monitoring can make a significant contribution to improving institutional governance.

In practical terms, early childhood education institutions are advised to develop curricula that are adaptive to the times, improve the capacity of educators through

training and supervision, and build transparency in financial management. The government and policy makers are expected to strengthen support for sustainable financing and provide a regulatory framework that encourages systemic improvement in the quality of institutions. The conceptual model produced in this study can be used as a reference in managerial decision-making, the preparation of institutional work programs, and as a basis for the development of experimental research or the validation of a more comprehensive model.

REFERENCES

- Abadi RS, D. R., Humairoh, I. A. Al, Susanti, F., Lestari, S., & Hadiati, E. (2025). Definisi Manajemen Peserta Didik Paud, Tujuan, Prinsip, Tahapan Manajemen Pendidikan Anak Usia Dini. *EDUKREATIF: Jurnal Kreativitas Dalam Pendidikan*, 6(1), 536–552.
- Dewi, T. K., & Mukhtar, N. (2022). Manajemen Pendidikan Anak Usia Dini (Paud) Dalam Rangka Meningkatkan Mutu Pembelajaran (Studi Perbandingan Pada TK Negeri Pertiwi Dan TK Al Husain Kecamatan Kepenuhan Hulu, Kabupaten Rokan Hulu). *Jurnal Darma Agung*, 30(2), 469–486. <https://doi.org/http://dx.doi.org/10.46930/ojsuda.v30i2.2103>
- Dilla, R. F. (2019). Manajemen Keuangan Pendidikan Anak Usia Dini Perspektif Wealth Management: Studi di TK Ceria Demangan Baru Yogyakarta. *Manageria: Jurnal Manajemen Pendidikan Islam*, 4(2), 353–371. <https://doi.org/https://doi.org/10.14421/manageria.2019.42-09>
- Fatimah, D. F., & Rohmah, N. (2016). Pola Pengelolaan Pendidikan Anak Usia Dini di PAUD Ceria Gondangsari Jawa Tengah. *Manageria: Jurnal Manajemen Pendidikan Islam*, 1(2), 247–273. <https://doi.org/https://doi.org/10.14421/manageria.2016.12-05>
- Hadiati, E., & Fidrayani, F. (2019). Manajemen Pembelajaran Pendidikan Anak Usia Dini. *AL ATHFAAL: Jurnal Ilmiah Pendidikan*, 2(1), 69–78. <https://doi.org/https://doi.org/10.24042/ajipaud.v2i1.4818>
- Indriawati, P. (2017). Manajemen Pendidikan Paud IT Yayasan Nurul Amaliah Balikpapan. *Jurnal Pendidikan Dan Pembelajaran Matematika (JP2M)*, 3(2), 171–182. <https://doi.org/https://doi.org/10.29100/jp2m.v3i2.1771>
- Jannah, F., Hotimah, N., Maisuri, D. ndang, & Apriana, D. (2024). Peningkatan Pengelolaan Pendidikan Anak Usia Dini Melalui Implementasi Manajemen Pendidikan. *AL TAHDZIB Jurnal Pendidikan Islam Anak Usia Dini*, 3(1), 17–26. <https://doi.org/https://doi.org/10.54150/altahdzib.v3i1.244>
- Jauhari, M. N., Mambela, S., Usfinit, A. H., & Batlyol, A. (2023). Manajemen Pendidikan Inklusi Pada Pendidikan Anak Usia Dini. *PANCASONA*, 2(1), 235–240. <https://doi.org/https://doi.org/10.36456/pancasona.v2i1.6983>
- Mannarath, A. K. (2025). Systematic Literature Review for an Effective Research: a Structured Framework for Social Science Researches. *Quality & Quantity*. <https://doi.org/10.1007/s11135-025-02458-3>
- Masita, M. (2021). Manajemen Pendidikan Islam Dan Pendidikan Anak Usia Dini (PAUD). *Pelangi Jurnal Pemikiran Dan Penelitian Pendidikan Islam Anak Usia Dini*, 3(2), 81–105. <https://doi.org/https://doi.org/https://doi.org/10.52266/pelangi.v3i2.678>
- Miranti, Y. S., Syamsudin, M. M., & Fitrianingtyas, A. (2021). Analisis Manajemen

- Pendidikan Anak Usia Dini Menggunakan Metode Evaluasi SWOT Di PAUD IT Nur Hidayah. *Kumara Cendekia*, 9(4), 243–253. <https://doi.org/https://doi.org/10.20961/kc.v9i4.54966>
- Munastiwi, E. (2018). Manajemen Ekstrakurikuler Pendidikan Anak Usia Dini (PAUD). *Manageria: Jurnal Manajemen Pendidikan Islam*, 3(2), 369–378. <https://doi.org/https://doi.org/10.14421/manageria.2018.32-09>
- Ningsih, R. W., & Fahmi, F. (2021). Strategi Manajemen Pendidikan Anak Usia Dini Pada Era Disrupsi. *Jurnal Manajemen Pendidikan Dan Keislaman*, 11(1), 73–83. <https://doi.org/http://dx.doi.org/10.30821/hijri.v11i1.11831>
- Nurmiyanti, L., & Candra, B. Y. (2019). Kepemimpinan Transformasional Dalam Peningkatan Mutu Pendidikan Anak Usia Dini. *Al-Tanzim : Jurnal Manajemen Pendidikan Islam*, 03(02), 13–24. <https://doi.org/https://doi.org/10.33650/al-tanzim.v3i2.646>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 Statement: an Updated Guideline for Reporting Systematic Reviews. *BMJ*, 372, n71. <https://doi.org/10.1136/bmj.n71>
- Pratama, L. R. (2022). Manajemen Pendidikan Karakter PAUD. *Jambura Early Childhood Education Journal*, 4(2), 182–194. <https://doi.org/10.37411/jecej.v4i2.1125>
- Rahmah, S. (2017). *Manajemen Pendidikan Anak Usia Dini (PAUD) (Studi Pada PAUD RA Ashabul Kahfi Kasongan Kabupaten Katingan)*. Institut Agama Islam Negeri Palangka Raya.
- Ramadina, E. (2022). Manajemen Pendidikan Islam (Pendidikan Anak Usia Dini). *JTA: Jurnal Tunas Aswaja*, 1(April), 19–23. <https://doi.org/10.47776/tunasaswaja.v1i1.340>
- Sabarudin, M. (2020). *Manajemen Pendidikan Anak Usia Dini Dalam Perspektif Al-Qur'an*. Institut PTIQ Jakarta.
- Santika, T., Rahmawati, A. N., Hassya, S. W., Afifah, S., & Ageng, R. (2023). Pola Manajemen Pendidikan Anak Usia Dini Untuk Meningkatkan Mutu Pendidikan Pada Anak Usia Dini. *Jurnal Plamboyan Edu (JPE)*, 1(1), 27–36.
- Thoha, M., & Mubah, H. Q. (2023). Re-Design Manajemen Pendidikan Anak Usia Dini Berbasis Emotional Quotient. *KIDDO: Jurnal Pendidikan Islam Anak Usia Dini*, 4(2), 13–28. <https://doi.org/10.19105/kiddo.v4i2.10200>
- Ulfa, M., & Munastiwi, E. (2020). Analisis Perencanaan Dalam Manajemen Pendidiran Lembaga Pendidikan Anak Usia Dini. *LEADERIA: Jurnal Manajemen Pendidikan Islam*, 1(1), 26–37. <https://doi.org/https://doi.org/10.35719/leaderia.v1i1>
- Yanuarsari, R., Muchtar, H. S., & Muttaqi, N. I. N. (2025). Penerapan Artificial Intelligence dalam Manajemen Pendidikan Anak Usia Dini untuk Penguatan Karakter Kepemimpinan Transformasional. *Jurnal Moral Kemasyarakatan*, 10(2), 956–965. <https://doi.org/https://doi.org/10.21067/jmk.v10i2.11990>
- Yuliani, B. (2016). Manajemen Pendidikan Karakter PAUD Terpadu 'Aisyiyah Nur'aini Ngampilan Yogyakarta. *Al-Athfal: Jurnal Pendidikan Anak*, 2(1), 91–104.