



Collaborative Leadership Practices in Early Childhood Education: A Systematic Review of School Planning and Management Approache

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ABSTRACT

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This study explores the role of collaborative leadership in enhancing the effectiveness of education delivery through school planning and management. Using a systematic literature review with a narrative approach, eight peer-reviewed articles from Google Scholar and SINTA were analyzed. Findings reveal that collaborative leadership fosters participatory, transparent, and student-centered planning processes. Principals, as collaborative leaders, actively engage teachers, staff, and stakeholders in joint decision-making, which strengthens ownership, shared responsibility, and the overall quality of educational services. Key challenges identified include ineffective communication, resistance to change, and limited managerial competence. The study underscores that open, inclusive, and reflective leadership enables schools to adapt planning strategies to evolving challenges and community needs. From a management perspective, the findings highlight that collaborative leadership not only improves operational efficiency but also builds organizational resilience, strengthens stakeholder trust, and promotes sustainable institutional growth. These insights have broader implications for educational management, suggesting that leadership development programs should integrate collaborative competencies as a core component. By embedding collaboration into school planning, educational institutions can create dynamic, responsive, and high-performing learning environments.

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INTRODUCTION

Leadership plays a pivotal role in the development and quality of education, particularly in Early Childhood Education (ECE/PAUD), which forms the foundation of lifelong learning and holistic child development. In a broader societal context, strong leadership in ECE is crucial because it directly influences

the formation of moral values, social competencies, and cognitive skills from the earliest stages of life (Ki Hadjar Dewantoro in Sundari et al., 2024). Societies with robust ECE leadership tend to produce individuals with stronger social responsibility, adaptability, and creativity, which in turn benefits national development. The rapid expansion of PAUD institutions in Indonesia since the enactment of Law No. 20 of 2003 on the National Education System illustrates the increasing recognition of ECE's societal importance. However, without effective leadership and planning, expansion alone cannot ensure quality outcomes. Thus, studying collaborative leadership in ECE school planning management is essential not only for improving institutional performance but also for contributing to societal progress and sustainable human resource development.

Despite significant quantitative growth in PAUD institutions across Indonesia, qualitative improvement has lagged behind. Many schools still face challenges in aligning their planning and management processes with the needs of children, communities, and broader educational goals (Komara et al., 2023). The gap between expansion and quality delivery is evident in the limited application of inclusive, transparent, and participatory planning practices. In particular, school leaders often adopt top-down decision-making approaches that marginalize teachers, staff, and parents, resulting in lower engagement and weaker implementation of school plans. Moreover, the absence of collaborative leadership in planning exacerbates existing structural issues such as inadequate communication channels, unclear role divisions, and weak accountability mechanisms. This problem is not merely organizational—it impacts the overall effectiveness of education delivery, limiting the ability of PAUD institutions to nurture well-rounded individuals. Addressing this problem requires a leadership approach that bridges planning theory with practical, stakeholder-driven strategies, where collaborative leadership emerges as a viable and necessary alternative.

Field observations and reports reveal that while the number of PAUD institutions continues to increase, the quality of their educational services often remains inconsistent (Kasmawati, 2021). Many schools struggle with limited resources, both financial and human, which constrains their capacity for effective planning and innovation. Additionally, principals often lack formal training in collaborative leadership, making it challenging to foster a culture of shared decision-making and collective responsibility. Resistance to change among staff and the absence of strong support from higher levels in the education system further hinder progress (Fangestu, 2024). In some cases, teachers are excluded from the planning process, reducing their sense of ownership and commitment

to school initiatives. Furthermore, parental involvement an important component of holistic ECE—remains sporadic and poorly structured. These phenomena underscore the urgent need for leadership models that not only recognize the value of diverse perspectives but also actively integrate them into school planning to improve the quality and sustainability of PAUD programs.

Previous studies have examined leadership in educational settings, highlighting its influence on institutional effectiveness, teacher performance, and student outcomes (Dewi et al., 2020). In the ECE context, research emphasizes the importance of visionary, inclusive, and participatory leadership in ensuring that planning and management align with developmental needs. Collaborative leadership, in particular, is recognized for its capacity to unite diverse stakeholders in achieving shared goals (Armiyanti et al., 2023). However, many existing studies focus on general education or specific leadership traits rather than on the practical application of collaborative leadership in ECE school planning. Moreover, while several works acknowledge the potential benefits of collaborative leadership, they often overlook the operational barriers and contextual factors unique to PAUD in Indonesia. This gap leaves unanswered questions about how collaborative leadership can be effectively adapted to ECE institutions, considering local cultural norms, resource limitations, and governance structures. Addressing these issues is crucial for developing contextually relevant leadership models.

Another limitation in the existing literature lies in the lack of systematic analysis integrating multiple perspectives on collaborative leadership in ECE planning. Many studies tend to be case-specific, focusing on individual schools or small samples, which limits generalizability (Komara et al., 2023). Additionally, most research does not employ a systematic literature review approach that synthesizes findings across contexts to identify patterns, challenges, and best practices. As a result, policymakers and practitioners have limited access to comprehensive, evidence-based insights that could guide training, policy formulation, and strategic planning. Furthermore, while collaborative leadership is acknowledged as a promising approach, there is insufficient discussion on its long-term impact on educational quality, organizational resilience, and stakeholder engagement in PAUD. This study aims to fill these gaps by providing a structured synthesis of existing research, identifying barriers and enablers, and offering practical recommendations tailored to the Indonesian ECE context.

The novelty of this study lies in its focus on collaborative leadership within the specific context of PAUD school planning management, analyzed through a

systematic literature review with a narrative approach. Unlike prior research, this study not only identifies the principles and benefits of collaborative leadership but also examines its challenges in real-world PAUD settings in Indonesia. By synthesizing findings from eight selected articles sourced from Google Scholar and SINTA, it bridges the gap between theory and practice. The study also positions collaborative leadership as a transformative management approach capable of fostering participatory, transparent, and adaptive planning processes in ECE. Importantly, this research extends the discussion beyond leadership theory, offering actionable insights for school leaders, policymakers, and educators. The emphasis on adaptability and inclusivity positions collaborative leadership as a viable solution to persistent issues in ECE management, thus contributing to the state of the art in educational leadership studies.

This study is guided by three central research questions: What are the basic concepts and principles of collaborative leadership in school planning and management in PAUD? How can the implementation of collaborative leadership improve the quality of school planning in PAUD? What challenges do principals, teachers, and staff face in implementing collaborative leadership? Based on preliminary analysis, it is argued that collaborative leadership can significantly enhance planning quality by engaging all stakeholders in joint decision-making, thereby increasing ownership, accountability, and adaptability. However, effective implementation requires overcoming barriers such as limited managerial competence, inadequate communication, and resistance to change. This study contends that through open, inclusive, and reflective leadership, PAUD schools can better align their planning processes with the evolving needs of children and communities. The findings aim to contribute to leadership development strategies, policy formulation, and the advancement of management practices in early childhood education.

By systematically reviewing collaborative leadership practices in PAUD school planning, this study offers contributions on multiple levels. For management, it provides a framework for integrating collaborative decision making into educational planning, thereby enhancing organizational effectiveness and resilience. For policymakers, it delivers evidence based recommendations for leadership training and governance structures that support inclusivity and transparency. For society at large, improving PAUD leadership directly impacts the quality of early education, which shapes the next generation's cognitive, emotional, and social development (Sundari et al., 2024). Moreover, the study addresses a pressing societal need: ensuring that educational expansion is matched by quality improvements. This dual focus on

growth and quality aligns with broader goals of sustainable development and equitable access to education. Ultimately, the research reinforces the notion that effective collaborative leadership in PAUD is not merely an administrative concern but a societal imperative with far-reaching implications for human capital development.

RESEARCH METHOD

This study employed a systematic literature review (SLR) approach to examine collaborative leadership practices in school planning management within Early Childhood Education (PAUD). Relevant studies were sourced from national and international journals indexed in Google Scholar and published between 2019 and 2024. The initial search identified 38 articles using key terms such as collaborative leadership, planning management, and early childhood education. These articles were then screened based on predefined inclusion criteria, including relevance to the research focus and alignment with the study objectives.

Following the screening process, eight articles were selected for in-depth analysis. The review aimed to explore the practical implementation of collaborative leadership in PAUD planning management, identify key strategies employed by educational institutions, and assess their impact on the quality of planning processes. The selected studies were systematically synthesized and presented in a narrative review format, enabling thematic analysis and integration of findings to address the research questions comprehensively.

RESULT AND DISCUSSION

Result

Research related to collaborative leadership, planning management, and PAUD, which is the subject of this research, will be presented in the table below:

Table 1. Articles to be reviewed

Researcher, Year, Country	Title	Research Design	Research Subjects	Research Results
Sundari, et al., 2023, Indonesia	The Harmony of Early Childhood Education: Building Collaborative Leadership among All Stakeholders at Kartika Kindergarten	Qualitative Approach Descriptive Method	Principal and Teachers at Kartika Kindergarten, Tasikmalaya	The research findings show that leadership at Kartika Kindergarten is well implemented. The principal applies a collaborative

				leadership style, combining democratic, transformative, and innovative leadership, which motivates all stakeholders to achieve educational goals.
Arnun, 2023, Indonesia	Implementation of Collaborative Leadership by School Principals to Build a Solid Work Team at Arisa Private Elementary School, Medan Deli	Qualitative Approach Library Method	Arisa Private Elementary School, Medan Deli Principal & Teachers	Collaborative leadership has a crucial influence on building a solid team. This is evident from the collaborative leadership's ability to enhance teachers' professionalism, build a solid work team, and foster teamwork with problem-solving skills, becoming a collective strength that can overcome challenges. Thus, collaborative leadership is essential for forming a solid team.
Karnan & Marimuthu, 2021, Malaysia	Principal Collaborative Leadership Style and Job Satisfaction of National Secondary School Teachers	Quantitative Approach Descriptive & Inferential Analysis	190 teachers at 7 SMK Seremban, Negeri Sembilan, Malaysia, reduced to 127 respondents.	The research found that the level of collaborative leadership practices by school principals and the teachers' job satisfaction were both high. It also found a very strong positive relationship between the practices of

				collaborative leadership by school principals and teachers' job satisfaction [$r(127) = 0.885, p < 0.01$].
Nugroho, 2019, Indonesia	Management of Non-Formal Islamic Education Institutions 'One Roof' Al Hidayah, Juranggunting, Argomulyo, Salatiga	Descriptive Analytical Qualitative Approach Snowball Technique	TPQ, MI, and PAUD Al Hidayah	The research findings show that management is run by the chairman, secretary, treasurer, and each head of the institution. The managerial functions have not been fully implemented. The main obstacles include lack of funding, inconsistent attention from the mosque caretakers, weakening community support, and changes in the status of the management, which affect work focus, relocation, and family factors.
Nabilah and Utami, 2023, Indonesia	Early Childhood Education Management (Case Study of PAUD Sekato, Mandlangin Village, Minas District, Siak Regency)	Descriptive Qualitative Approach	PAUD Sekato, Mandlangin Village, Minas District, Siak Regency	The research findings show that the management of PAUD Sekato has not been fully implemented, with factors supporting and hindering the management of PAUD.
Andriani and Padilah, 2023, Indonesia	Management of Early Childhood Education at Taman Sari	Descriptive Research with a Qualitative Approach	Taman Sari Kenten Laut Playgroup Principal, School	The research findings show that curriculum management runs well because it is

	Kenten Laut Playgroup		Coordinator, and Educators	developed in collaboration with school human resources and involves the school committee. Educator management includes planning stages from recruitment to competency development. The management of facilities and infrastructure goes through planning stages, from CSR to self-production.
Mubarok and Hidayah, 2024, Indonesia	Human Resource Management Planning at Private Madrasah Educational Institutions	Descriptive Qualitative Method	Mts Hubbul Wathan, Sangatta Selatan, Kutai Timur 10 informants including educators, education staff, and parents	The research findings show that the human resource planning process is implemented through: preparation stage, data collection stage, needs fulfillment stage, and work program stage.
Ien, Nadzir & Ikhwan	Early Childhood Education Learning Management Strategies to Develop Young Children's Potential	Qualitative Approach with Case Study	PAUD Annisa, Tegaldlimo, Banyuwangi	The research findings show that PAUD Annisa applies a comprehensive learning management strategy through systematic planning, implementation, and evaluation.

The systematic literature review identified eight studies examining collaborative leadership in Early Childhood Education (PAUD) school planning

and management. Several consistent findings emerged.

First, collaborative leadership fosters participatory and transparent decision-making by actively involving principals, teachers, administrative staff, parents, and other stakeholders in planning processes. This inclusive approach enhances a sense of ownership, shared responsibility, and alignment with children's developmental needs.

Second, the implementation of collaborative leadership is linked to improved planning quality, stronger team cohesion, and enhanced teacher professionalism. Schools applying collaborative leadership reported more relevant curricula, better allocation of resources, and sustained engagement from stakeholders.

Third, human resource management benefits significantly from this approach, as participatory planning ensures that staff competencies align with institutional goals and that resources are effectively utilized.

However, challenges persist. These include differences in stakeholder perspectives, limited time for collaboration, insufficient resources for professional development, low parental involvement, and resistance to change (Purwanto & Wafa, 2023). Overcoming these barriers requires effective communication strategies, structured time management, continuous competency development, and targeted engagement mechanisms to maintain and strengthen collaborative leadership in PAUD settings.

Discussion

What are the basic concepts and principles of collaborative leadership in school planning and management in PAUD?

Collaborative leadership in PAUD planning and management is an approach that prioritizes the active involvement of all stakeholders, including school principals, teachers, and parents. This leadership model emphasizes joint decision-making and shared responsibility in planning and implementing educational policies to achieve optimal educational outcomes (Safitri & Lateh, 2025). School principals who apply democratic, transformative, and innovative leadership styles are able to motivate stakeholders to actively participate in achieving institutional goals, as evidenced by the implementation at Kartika Kindergarten (Sundari et al., 2024). Such leadership fosters a participatory and harmonious school climate that supports effective early childhood education management.

The basic principles of collaborative leadership in PAUD include the formation of solid work teams, shared decision-making, and participatory

human resource management. Research by Arnun (2023) demonstrates that collaborative leadership practices successfully built cohesive work teams, enhanced teacher professionalism, and strengthened collective capacity to address institutional challenges at Arisa Private Elementary School. These findings highlight that collaborative leadership is not merely structural but also relational, emphasizing mutual trust and collective engagement as key elements in organizational effectiveness.

Another essential principle of collaborative leadership is the enhancement of teacher job satisfaction through inclusive management practices. Studies by Karnan and Marimuthu (2021) and Sufianty (2014) reveal a positive relationship between collaborative leadership and teachers' job satisfaction, particularly when teachers are involved in decision-making processes. This involvement increases teachers' sense of ownership, accountability, and professional fulfillment, which in turn contributes to improved instructional quality and institutional performance (Nugroho, 2023; Sufianty, 2014).

In the PAUD context, collaborative leadership also plays a strategic role in curriculum and human resource management. Curriculum planning that actively involves teachers and school committees has been shown to produce learning programs that are relevant and responsive to early childhood needs, as demonstrated in research conducted at the Sari Kenten Laut Play Group (Andriani & Padilah, 2021; Andriani et al., 2022; Rozikin & Andriani, 2024). Similarly, participatory human resource planning enables institutions to move beyond top-down approaches, ensuring that planning processes are adaptive and aligned with real challenges faced by schools (Mubarok & Hidayah, 2024; Mubarok et al., 2024a).

Overall, the integration of collaborative leadership in PAUD planning management enhances institutional effectiveness by creating synergy between educational vision, teacher professionalism, and active stakeholder participation. Systematic planning, inclusive organizational structures, and cooperation-based policy implementation are key factors in achieving the mission of early childhood education. Collaboration-oriented leadership fosters collective responsibility among all school components, resulting in sustainable improvements in educational quality and the holistic development of early childhood learners (Inderasari, 2021; Setiyowati, 2021; Sundari et al., 2024).

How can the implementation of collaborative leadership improve the quality of school planning in PAUD?

Collaborative leadership ensures that all stakeholders, including

principals, teachers, parents, and even the community, are involved in the planning process. With this broader involvement, the resulting planning will be more comprehensive and include a variety of relevant perspectives. Research by Sundari et al. (2023) shows that school principals who adopt a democratic, transformative, and innovative leadership style can encourage all parties to participate actively, so that educational planning at Kartika Kindergarten is more effective and in line with the needs of all stakeholders.

In collaborative leadership, decisions are made jointly by all parties involved, which increases the sense of ownership and commitment to the outcome of the decision. Decisions taken involving many parties are more likely to be accepted and implemented with full responsibility. At Arisa Private Elementary School, as found in Arnun's research (2023), collaborative leadership succeeded in creating a solid team, where planning and policy implementation decisions were made by involving all team members, which ultimately improved the quality of work and planning.

One important aspect of collaborative leadership is developing the competence of teaching staff. In its implementation, school principals who use a collaborative approach not only focus on management but also on increasing teacher professionalism through joint training and development. Arnun's research (2023) shows that collaborative leadership can increase teacher professionalism, which leads to more mature planning and more effective implementation.

Collaborative leadership also encourages ongoing evaluation and feedback in the planning and implementation process. All stakeholders are allowed to provide input that can improve the plans that have been made. In PAUD, for example, curriculum management involving teachers and school committees, as found in Andriani and Padilah's (2023) research, ensures that evaluation of the curriculum is carried out on an ongoing basis, so that the quality of learning is maintained and relevant to the needs of students.

With collaborative leadership principles, schools can build solid and resilient teams. Each team member has a clear role, and they support each other to achieve common goals. Research by Karnan & Marimuthu (2021) reveals that collaborative leadership can increase teacher job satisfaction, which directly impacts team performance in implementing school plans and policies.

Collaborative leadership also plays an important role in human resource (HR) planning. In PAUD, school principals who implement collaborative leadership involve teachers and staff in planning human resource needs and managing their competencies. This ensures that existing human resources are in

line with school management needs, which has an impact on improving the quality of education. Mubarok and Hidayah's research (2024) highlights the importance of the planning stage, which involves many parties in human resource management to support the success of school planning.

In the educational context, collaborative leadership is a very vital approach because it involves all stakeholders from school principals, teachers, parents, to the community in the planning process. This approach not only allows the creation of comprehensive planning through the integration of various perspectives, but also optimizes the use of technology and communication systems that support the diffusion of innovation in the school environment (Ratnawati & Lestari, 2025). Thus, broad involvement creates a conducive atmosphere for the emergence of innovative ideas and increases the involvement of all parties in determining the direction of education policy.

Decisions taken through participatory mechanisms encourage a sense of ownership and commitment among stakeholders. In a collaborative leadership approach, decisions are not only made by the leadership but through joint deliberations that accommodate input from each party. This causes the resulting decisions to be more easily accepted and implemented as a whole because they are supported by a sense of collective responsibility (Kasmawati, 2021; Mubarok et al., 2024b). The collective decision-making process also plays a role in strengthening team solidarity, which is very important in facing the increasingly complex dynamics of educational change (Asmadi et al., 2022).

One important aspect of collaborative leadership is increasing the professional competence of teaching staff through collaboration and joint training. School principals who apply this approach do not only focus on managerial aspects, but also strive to develop teacher competency on an ongoing basis through training and workshops involving all stakeholders. This practice has been proven to increase teacher professionalism and indirectly has an impact on improving the quality of planning and implementation of educational policies (Asmadi et al., 2022; Mubarok et al., 2024b). Thus, developing competence through collaboration creates a learning environment that is adaptive and responsive to students' needs.

In addition, continuous evaluation and feedback are crucial elements in collaborative leadership. A systematic approach in assessing and improving the plans that have been made ensures that any changes in needs will be responded to immediately. For example, in post-pandemic madrasas, a shift towards collaborative, flexible, and socially just leadership has been proven to improve the quality of learning through regular evaluation and active involvement of all

stakeholders (NS et al., 2022). This kind of feedback mechanism also supports the creation of a transparent and innovative work culture, as proven by related research.

From a human resource management perspective, collaborative leadership plays a strategic role by involving teachers and staff in the HR planning process and competency management. This participatory approach ensures that the school's human resources are in line with operational needs and improves the overall quality of education. Thus, collaborative leadership not only increases the effectiveness of planning but also ensures that the implementation of education policies runs synergistically, relevantly, and sustainably (Asmadi et al., 2022; Kasmawati, 2021).

What do principals, teachers, and staff face in implementing collaborative leadership?

One of the main challenges in implementing collaborative leadership in early childhood education (PAUD) lies in differences in perspectives and approaches among school principals, teachers, and staff. Each party brings distinct professional backgrounds, experiences, and working styles, which can influence collective decision-making processes. Research by Sundari et al. (2023) highlights that principals at TK Kartika must possess strong managerial and interpersonal skills to manage these differences wisely so that collaboration remains constructive despite divergent viewpoints.

Effective collaborative leadership also requires intensive communication and coordination among all school components. However, limited time availability particularly for teachers who carry substantial teaching and administrative workloads becomes a significant obstacle. Zaini and Fahmi (2023) emphasize that time constraints often reduce opportunities for meaningful collaboration. Similarly, Arnun (2023) found that despite principals' efforts to optimize available time, limited scheduling flexibility can hinder the optimal implementation of collaborative planning.

Another major challenge is the need to enhance the competencies and professional skills of all parties involved, including principals, teachers, and administrative staff. Collaborative leadership demands not only pedagogical expertise but also skills in communication, teamwork, and strategic planning. Karnan and Marimuthu (2021) revealed that limited budgets and resources for training and professional development negatively affect teachers' performance and the quality of collaborative planning and evaluation processes.

Parental and school committee involvement is a core element of

collaborative leadership in PAUD, yet it remains difficult to implement consistently. Some parents face time constraints or lack sufficient understanding of their role in educational planning and evaluation. Research by Andriani and Padilah (2023) indicates that limited parental participation in curriculum planning in several PAUD institutions weakens the effectiveness of collaborative leadership practices and reduces alignment between school programs and family expectations.

Building an effective and cohesive work team is another challenge frequently encountered in collaborative leadership. Although collaboration emphasizes teamwork and shared responsibility, some individuals may feel reluctant to participate actively or perceive that their contributions are undervalued. Arnun (2023) notes that at Arisa Private Elementary School, challenges related to group dynamics such as differences in vision and hesitation to express ideas openly continue to emerge despite efforts to foster teamwork.

Resistance to change is also a common barrier in transitioning toward collaborative leadership. Principals and teachers may encounter opposition from staff who are accustomed to established work systems and routines. Karnan and Marimuthu (2021) show that discomfort with increased responsibility and uncertainty about new leadership models can slow the adoption of inclusive and democratic practices within educational institutions.

In addition, limitations in integrating diverse skills and resources among team members pose challenges for collaborative planning and implementation. Principals often face difficulties in aligning individual competencies with institutional needs due to shortages in skilled human resources or inadequate supporting facilities. Mubarok and Hidayah (2024) found that poorly organized human resource management leads to inefficiencies and weakens the execution of carefully prepared plans.

From a broader perspective, differences in opinion among stakeholders require leaders to possess strong mediation and consensus-building skills. Collaborative leadership demands the ability to harmonize diverse viewpoints through open communication and shared vision development (Zain & Mustofa, 2024; Zuhdi et al., 2024). Studies in human resource management emphasize that leadership competencies focused on HR alignment can improve group dynamics and policy quality (Destiana, 2023; Nurdiana, 2023).

Time management remains a strategic concern in collaborative leadership implementation. Efficient scheduling of meetings and structured planning processes are essential to ensure that all stakeholders can contribute effectively (Maulidia, 2023; Safitri & Lateh, 2025). Although not always discussed explicitly

in the PAUD context, HR management literature suggests that effective time allocation enhances organizational efficiency and supports collaborative decision-making (Destiana, 2023; Nurdiana, 2023).

Finally, challenges related to parental involvement, team dynamics, resistance to change, and limited human resources are interconnected and require comprehensive leadership strategies. Investment in competency development, strengthening communication channels, and fostering a collaborative organizational culture are crucial steps toward sustainable implementation (Hidayat, 2016; Kartini, 2023; Gogahu & Wijayaningsih, 2023; Maruapey & Hamizar, 2024). Therefore, effective collaborative leadership in PAUD must bridge operational demands and stakeholder aspirations to achieve high-quality and sustainable early childhood education.

CONCLUSION

This systematic literature review highlights that collaborative leadership in early childhood education (PAUD) school planning management plays a crucial role in improving educational quality through participatory, transparent, and needs-oriented processes. Involving principals, teachers, administrative staff, parents, and other stakeholders fosters a sense of ownership, shared responsibility, and stronger commitment to implementing school plans. The evidence shows that collaborative leadership contributes to building solid work teams, enhancing teacher professionalism, and ensuring curriculum and human resource planning are responsive to children's developmental needs.

However, several challenges remain in its implementation, including differences in perspectives, limited time for collaboration, resource constraints for professional development, insufficient parental involvement, and resistance to change. These obstacles underscore the importance of effective communication, strategic time management, continuous competency development, and inclusive engagement strategies. Overall, the findings suggest that adopting collaborative leadership can create more adaptive and sustainable school planning in PAUD. It not only strengthens the internal capacity of educational institutions but also aligns planning outcomes with the collective aspirations of stakeholders. Future research could explore targeted interventions to overcome identified challenges and examine the long-term impact of collaborative leadership on student outcomes and institutional development.

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