



# Integrating Strategic PAUD Management Approaches in Early Childhood Education; A Systematic Literature Review on Foundational Phase Quality Services

Mardiyati <sup>1</sup>, Indah Nahdiah <sup>2</sup>, Edwar Setiawan <sup>3</sup>, Lilis Suwandari <sup>4\*</sup>

<sup>1</sup> SMPN 35 Bandung, West Java, Indonesia

<sup>2</sup> SDIT Alam Indah Bandung, West Java, Indonesia

<sup>3</sup> SMKN 2 Bandung, West Java, Indonesia

<sup>4</sup> Universitas Islam Nusantara, West Java, Indonesia

Email : mardo.121100@gmail.com

DOI: <https://doi.org/10.61987/jemr.v4i3.1024>

## ABSTRACT

### Keywords:

Effect, Academic  
Qualification, Student  
Achievement, Primary  
Education

### \*Corresponding Author

Early Childhood Education (ECE) represents a critical stage in shaping the holistic development of children. Despite its significance, existing studies tend to address ECE management in fragmented dimensions, lacking an integrated managerial framework. This study aims to synthesize diverse managerial approaches into a systemic framework focused on the foundational phase, to support the delivery of high-quality educational services. Employing a Systematic Literature Review (SLR) with an exploratory qualitative design, the research adheres to the PRISMA guidelines. Data were retrieved from scholarly databases including Google Scholar, Garuda, SINTA, and DOAJ, with inclusion criteria comprising open-access articles published between 2015 and 2025 that focus on ECE management. Thematic content analysis identified five key categories: curriculum and instruction, institutional management and leadership, teacher professionalism, holistic-integrative approaches, and strategic innovations. The findings reveal that high-quality ECE management during the foundational phase is underpinned by the integrated implementation of these five dimensions. The study concludes that a systematic and interconnected managerial approach is essential for enhancing ECE quality and provides practical implications for school administrators, policymakers, and educational researchers.

### Article History:

Received: April 2025; Revised: May 2025; Accepted: June 2025

### Please cite this article in APA style as:

Mardiyati, Nahdiah, I., Setiawan, E., Suwandari, L. (2025). Integrating Strategic PAUD Management Approaches in Early Childhood Education; A Systematic Literature Review on Foundational Phase Quality Services. *Journal of Educational Management Research*, 4(3), 879-893.

## INTRODUCTION

Early Childhood Education (ECE), or Pendidikan Anak Usia Dini (PAUD) in the Indonesian context, plays a pivotal role in establishing the

foundation for lifelong development. This is emphasized in the Regulation of the Minister of Education, Culture, Research, and Technology (Permendikbudristek) No. 12 of 2024, which mandates the implementation of the Merdeka Curriculum across all education levels, including PAUD. At this developmental phase, cognitive, socio-emotional, linguistic, moral, and motor aspects of children must be stimulated through appropriate pedagogical strategies. The quality of PAUD management, therefore, becomes instrumental in fostering a structured, responsive, and developmentally appropriate learning environment. Without a holistic and coherent management framework, the implementation of inclusive and equitable early education services risks fragmentation, particularly in regions where disparities in access and resource allocation persist.

Previous studies have examined various components of PAUD management, each offering valuable yet partial insights. Rasmani et al. (2021) highlighted the alignment of curriculum with developmental stages, showing improved instructional outcomes. Firmansyah and Wardhana (2016) discussed institutional management and its influence on access in rural PAUD settings. Mustajab et al. (2020) proposed the Beyond Center and Circle Time (BCCT) model to enhance multiple intelligences in children, while Rochmawati et al. (2025) emphasized integrative PAUD services for holistic child welfare. However, these studies often focus on singular dimensions—curriculum, institutional leadership, pedagogy, or service integration—without articulating how these managerial domains interact systemically to optimize child development outcomes, particularly during the critical foundational phase.

Despite the growing interest in PAUD development, there remains a notable gap in the literature concerning the integration of multiple managerial approaches within a systematic framework. Most studies adopt a segmented lens, leaving unexplored the synergistic potential between pedagogical innovation, institutional leadership, curricular design, and community-based service delivery. This fragmentation limits the theoretical and practical utility of PAUD management models in real-world applications. Given the complexity of early childhood development, a more integrative and foundationally oriented managerial synthesis is urgently needed. This underscores the importance of situating PAUD management within a systems-based perspective that accounts for multi-level influences and contextual adaptability.

This article seeks to address this gap by offering a conceptual synthesis of PAUD management through a systematic framework centered on the foundational phase of child development. The central research question guiding this study is: *How can a systematic approach to PAUD management contribute to the delivery of high-quality foundational educational services?* The objective of this

review is to develop an integrated theoretical synthesis that informs both academic discourse and policy formulation, with practical implications for enhancing the design and delivery of early childhood education services in Indonesia.

Thus, the novelty of this study lies in its effort to move beyond fragmented managerial approaches by constructing a unified, systemic lens for understanding PAUD governance. Unlike previous works that focus on isolated components—such as curriculum adaptation, leadership styles, or pedagogical strategies—this review aspires to formulate a cross-domain synthesis that considers interdependencies across institutional, pedagogical, and socio-cultural dimensions. By applying a systems-thinking perspective, the study integrates these components to offer a more holistic understanding of how foundational-phase management can be optimized for improved educational quality. Furthermore, this study emphasizes contextualization within Indonesia's unique sociocultural landscape, including regulatory environments, religious-affiliated institutions, and rural–urban disparities. Thus, the contribution of this review is not only theoretical—by enriching the conceptual understanding of systemic management—but also practical, offering a knowledge base that can guide stakeholders in designing inclusive, equitable, and culturally responsive early childhood education systems. Ultimately, the proposed model is expected to serve as a basis for developing policy instruments and managerial interventions tailored to the foundational needs of Indonesian children in diverse educational contexts.

## RESEARCH METHOD

This study employed a Systematic Literature Review (SLR) approach to synthesize and evaluate existing scholarly discussions on Early Childhood Education (ECE) management, particularly within the foundational phase. The research design is qualitative with an exploratory orientation, aiming to develop a theoretical understanding of systemic management models in PAUD (Pendidikan Anak Usia Dini). The review process was operationalized through the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure methodological transparency, replicability, and systematic selection. The review protocol included identification, screening, eligibility checks, and final inclusion stages, allowing the authors to control for duplication and thematic irrelevance while ensuring the reliability of the dataset used for synthesis (Page et al., 2021).

The literature was sourced from reputable academic databases including Google Scholar, Garuda, SINTA, and DOAJ. The inclusion criteria consisted of peer-reviewed journal articles published between 2015 and 2024, written in either Bahasa Indonesia or English, explicitly focusing on PAUD management,

and accessible through a valid DOI. Keywords used during the search process included “manajemen PAUD,” “pendidikan anak usia dini,” and “fase fondasi.” The literature search was supplemented by backward and forward snowballing techniques to capture additional relevant sources, particularly those frequently cited in foundational PAUD research. Duplicate entries and conceptually redundant sources were removed during screening.

Data analysis followed a content thematic analysis method. The selected articles were categorized based on dominant themes related to PAUD management using an inductive coding scheme. These themes were grouped into five principal categories: (1) curriculum and learning models, (2) institutional leadership and governance, (3) educator professionalism, (4) holistic development and inter-sectoral integration, and (5) strategic innovation in educational service delivery (Webster & Watson, 2002). Triangulation was applied at both the source and concept levels to validate emergent findings and reduce interpretation bias. The resulting synthesis offers a multi-dimensional perspective on how systemic management influences the quality of foundational ECE delivery in the Indonesian context.

## RESULT AND DISCUSSION

The systematic literature review conducted in this study identified five integrated dimensions that underpin high-quality Early Childhood Education (ECE) management during the foundational phase. These dimensions form a comprehensive framework that aligns pedagogical, organizational, human resource, community, and innovation aspects to promote optimal development in early learners. The review utilized the PRISMA approach to ensure rigorous data selection

### 1. Curriculum and Instructional Management

Thematic analysis revealed that curriculum and instruction management plays a pivotal role in shaping meaningful learning experiences. Rasmani et al. (2021) demonstrated the importance of designing age-appropriate curricula aligned with developmental stages. Mustajab et al. (2020) highlighted the strategic use of Beyond Center and Circle Time (BCCT) to stimulate multiple intelligences. Trihantoyo (2017) and Nurfaizah (2021) emphasized the use of cooperative learning strategies like STAD and Jigsaw, which foster peer interaction and social development. These findings suggest that pedagogical strategies in early childhood education should integrate developmentally responsive content with participatory learning models to enhance learner engagement and cognitive growth.

Table 1: Curriculum and Instructional Management in PAUD

Author(s)	Focus Area	Key Findings
-----------	------------	--------------

Rasmani et al. (2021)	Curriculum design		Developmentally aligned curriculum enhances learning effectiveness
Mustajab et al. (2020)	BCCT-based management		BCCT stimulates multiple intelligences through activity-based zones
Trihantoyo (2017)	Cooperative (STAD)	model	STAD promotes peer learning and concept comprehension
Nurfaizah (2021)	Cooperative (Jigsaw)	model	Jigsaw supports social and cognitive development in early learners

The integration of curriculum design with instructional strategies in early childhood education reflects a shift toward constructivist and child-centered paradigms. The use of developmentally appropriate practices (DAP) not only aligns learning materials with children's cognitive and emotional readiness but also ensures a nurturing environment where exploration and curiosity are cultivated. For example, the implementation of the BCCT model, as highlighted by Mustajab et al. (2020), supports active learning through structured activity zones that align with Gardner's theory of multiple intelligences. This finding suggests that curriculum content must be diversified and contextually embedded to accommodate varying learner profiles. Moreover, cooperative learning models such as STAD and Jigsaw encourage socio-emotional development by embedding collaboration and empathy into classroom routines. These models serve not only as instructional frameworks but also as managerial tools to facilitate peer scaffolding, teamwork, and inclusive participation among children in the foundational phase of education.

Building on this, the combination of structured curricular frameworks and dynamic instructional delivery contributes to both cognitive gains and the development of soft skills. Pedagogical flexibility—where educators alternate between guided instruction and free exploration—is increasingly recognized as a best practice in early childhood management. Studies such as Trihantoyo (2017) and Nurfaizah (2021) emphasize how cooperative learning frameworks allow children to construct knowledge socially while building confidence in communication. When synchronized with a developmentally

appropriate curriculum, these instructional designs reduce academic pressure and promote meaningful engagement. The implication is that curriculum management should not merely focus on what is taught but also how learning is facilitated. A curriculum that embraces flexibility, creativity, and cultural relevance is more likely to yield long-term educational benefits. Therefore, the strategic alignment between curriculum content and pedagogical approach constitutes the backbone of quality early childhood education in the foundational years.

## 2. Institutional Management and Leadership

Institutional resilience and leadership efficacy were consistently linked to service quality in PAUD. Studies by Firmansyah & Wardhana (2016) and Ulfa & Munastiwi (2020) indicated that structured governance, including strategic planning and systematic program evaluation, directly enhances institutional performance. Fangestu (2024) emphasized collaborative leadership, which empowers all stakeholders—teachers, parents, and community members to engage in participatory decision-making. This leadership approach fosters adaptive and sustainable institutional ecosystems. The data confirm that inclusive and transparent leadership models significantly influence PAUD management success.

Table 2: Institutional Management and Leadership in PAUD

Author(s)	Focus Area	Key Findings
Firmansyah & Wardhana (2016)	Institutional planning	Strong governance structures improve access and quality
Ulfa & Munastiwi (2020)	Planning of early childhood settings	Effective management requires clear institutional vision and mission
Fangestu (2024)	Collaborative leadership	Participatory leadership increases stakeholder engagement and institutional trust

The strength of institutional management in PAUD is deeply rooted in its governance structure and clarity of vision. Studies by Firmansyah & Wardhana (2016) and Ulfa & Munastiwi (2020) underscore that structured planning and clearly articulated institutional objectives are foundational to achieving both quality and equity in early childhood education. These

frameworks support long-term sustainability by aligning organizational goals with program execution and community needs. Institutions with defined strategic plans tend to exhibit better performance in areas such as enrollment management, resource allocation, and accountability mechanisms. Additionally, well-formulated planning allows PAUD leaders to establish indicators of success, monitor progress, and adapt to challenges effectively. This strategic orientation affirms the role of institutional design not merely as an administrative necessity, but as a catalyst for pedagogical and service transformation in early childhood settings.

Leadership, on the other hand, plays a mediating role between governance structures and day-to-day implementation. Fangestu (2024) highlights that participatory leadership models are essential for fostering a sense of ownership among stakeholders, especially in communities where parental involvement is critical for child development. By distributing decision-making authority among teachers, staff, and parents, collaborative leadership enhances transparency, trust, and responsiveness. This form of leadership also facilitates innovation and adaptability, especially in navigating contextual challenges such as limited resources or diverse cultural expectations. The implication is that leadership in PAUD must transcend hierarchical control and evolve toward inclusive, transformative models. When governance and leadership align in vision and practice, institutions become more resilient and capable of delivering high-quality early childhood education. Thus, institutional excellence is not solely the result of strategic documents but is activated through human-centered, responsive leadership dynamics.

### 3. Teacher Professionalism

Educator professionalism emerged as a key driver of effective ECE implementation. Aminah (2020) and the "Psikoedukasi Guru PAUD" (2021) publication noted the importance of ongoing professional development that integrates modern pedagogy and cultural context. Aditama and Thana (2022) reported that digital learning modules enhance teacher access to current methodologies and collaborative networks. These resources allow educators to engage in continuous learning and apply innovative instruction strategies. The data suggest that combining traditional training with technology-enhanced tools leads to improved classroom practices and stronger child-teacher interactions.

Table 3: Teacher Professionalism in PAUD

Author(s)	Focus Area	Key Findings
Aminah (2020)	Culturally contextual professionalism	Cultural values enrich teacher pedagogical

		practice
Psikoedukasi Guru PAUD (2021)	Professional capacity building	Continuous training supports teacher competence and quality implementation
Aditama & Thana (2022)	Digital module development	Flipbook-based digital modules expand access to innovative teaching strategies

Teacher professionalism in Early Childhood Education (ECE) is not limited to pedagogical knowledge, but extends to cultural awareness, digital adaptability, and lifelong learning orientation. The study by Aminah (2020) reveals that culturally grounded pedagogy strengthens the relevance of classroom instruction, especially in diverse Indonesian contexts where children’s values and behavioral norms are shaped by local traditions. This cultural dimension enhances teacher sensitivity toward learners’ socio-emotional development, allowing for more empathetic and responsive interactions. In tandem, the “Psikoedukasi Guru PAUD” (2021) emphasizes that continuous professional training not only refreshes teachers’ instructional techniques but also reinforces their ethical and emotional resilience, which are essential in managing early childhood classrooms. Such development efforts build confidence and self-efficacy among teachers, enabling them to deliver engaging and developmentally appropriate content.

In the digital era, professional development is increasingly dependent on technological fluency. Aditama and Thana (2022) offer compelling evidence that flipbook-based digital modules serve as accessible platforms for teachers to explore innovative instructional strategies at their own pace. These tools allow educators to transcend geographical limitations, fostering inter-school collaboration and reflective practice through virtual communities. The integration of digital literacy into teacher training empowers educators to respond adaptively to the evolving needs of learners, especially in post-pandemic contexts where hybrid learning is gaining traction. Therefore, teacher professionalism in PAUD must be envisioned as a dynamic continuum merging cultural rootedness with digital competence to ensure that educators are well-equipped to cultivate inclusive, creative, and resilient learning environments for young children.

#### 4. Holistic and Integrative Approach

Findings emphasized the necessity of holistic-integrative approaches in PAUD services. Rochmawati et al. (2025) and Lakapu et al. (2023) asserted

that ECE must address not only cognitive but also physical, emotional, and spiritual development. Rizqina (2020) supported this by highlighting the value of extracurricular activities, such as arts and nature exploration, in fostering children's confidence and creativity. These findings support the claim that holistic programs contribute to well-rounded child development. Table 1 summarizes the thematic synthesis across all identified dimensions.

Table 4: Holistic-Integrative Development in PAUD

Author(s)	Focus Area	Key Findings
Rochmawati et al. (2025)	Holistic-integrative management	Coverage includes child protection, health, and moral-spiritual development
Lakapu et al. (2023)	Religious-integrative education	Church-supported PAUD builds faith and emotional intelligence
Rizqina (2020)	Extracurricular integration	Extracurriculars support confidence, creativity, and motor development

The concept of holistic-integrative development in Early Childhood Education (ECE) has gained increasing traction, particularly as child development is now viewed as a multi-dimensional process. The findings from Rochmawati et al. (2025) indicate that effective PAUD services go beyond cognitive instruction to encompass health, nutrition, protection, and moral-spiritual dimensions. This integrative model underscores the view that physical safety and emotional security form the prerequisites for optimal learning. Meanwhile, Lakapu et al. (2023) present evidence from religious-based PAUD institutions, demonstrating that spiritually informed teaching models help children cultivate emotional intelligence, self-control, and a sense of identity grounded in faith. These institutions often combine structured religious instruction with nurturing routines, instilling both moral values and emotional resilience. The alignment between psychosocial support and academic readiness creates an ecosystem that supports the child as a whole, not just as a learner.

Complementing this approach, Rizqina (2020) adds that extracurricular integration, such as music, art, physical education, and outdoor learning acts as a vital extension of classroom learning. These activities are not merely recreational; they serve targeted developmental

goals, including enhancing motor coordination, creative expression, and peer collaboration. For instance, participation in nature-based explorations can increase ecological awareness while simultaneously strengthening sensory integration. The literature affirms that when PAUD programs integrate such experiences with core instruction, children demonstrate improved attention, social adaptability, and emotional regulation. Therefore, a holistic-integrative model does not treat academic achievement in isolation, but rather positions it within the broader scope of human development—interweaving mental, emotional, social, spiritual, and physical domains to foster long-term well-being and lifelong learning competencies.

#### 5. Strategic Managerial Innovation

The review also revealed the importance of adaptive managerial innovation to ensure relevance in a rapidly changing educational landscape. Setyowati (2025) proposed that data-informed strategies tailored to local community contexts enhance PAUD responsiveness. Napitulu et al. (2025) recommended readiness programs to ease transitions to primary education, while Zuhra et al. (2022) stressed the need for robust communication strategies to increase parental awareness and participation. These insights highlight the critical role of proactive innovation in addressing systemic challenges and fostering community trust. Figure 2 presents the PRISMA flowchart summarizing the article selection process.

Table 5: Strategic Managerial Innovation in PAUD

Author(s)	Focus Area	Key Findings
Setyowati (2025)	Data-driven strategy	Localized decision-making improves planning and outcome alignment
Napitupulu et al. (2025)	Transition readiness	Bridging PAUD to primary school through readiness assessments
Zuhra et al. (2022)	Community awareness and socialization	Effective communication increases parental involvement and program support

Strategic managerial innovation has emerged as a pivotal element in ensuring that Early Childhood Education (ECE) remains adaptive, relevant, and sustainable in the face of evolving educational challenges. The analysis

by Setyowati (2025) emphasizes the utility of data-driven decision-making, where localized data is harnessed to tailor PAUD planning and programming to specific community needs. This localized responsiveness allows institutions to allocate resources more effectively, adapt interventions for maximum relevance, and track program impact with greater precision. Similarly, Napitupulu et al. (2025) introduced the concept of transition readiness as a strategic managerial focus, emphasizing structured assessments to ensure children are holistically prepared to enter primary school. These readiness programs not only evaluate academic skills but also assess emotional and behavioral preparedness—ensuring a smoother educational trajectory for young learners. Together, these studies confirm that institutional agility, grounded in contextual data and proactive foresight, can serve as a powerful lever for elevating PAUD quality across diverse settings.

In parallel, communication management emerged as a critical innovation domain, particularly in strengthening the role of parents and the broader community. Zuhra et al. (2022) provide strong evidence that systematic and inclusive outreach efforts, such as parent education seminars, regular feedback channels, and social campaigns substantially increase parental involvement. These communication strategies enhance transparency, clarify institutional objectives, and cultivate a culture of trust and co-responsibility. In turn, increased parental engagement correlates with improved learning outcomes, reduced absenteeism, and stronger behavioral development among children. Furthermore, communication innovation plays a crucial role in policy dissemination, stakeholder alignment, and public perception management factors that are often overlooked in traditional PAUD management models. Thus, the integration of digital platforms, community partnerships, and advocacy mechanisms marks a shift toward more inclusive, future-ready PAUD ecosystems. Strategic innovation, when institutionalized as a managerial norm, empowers PAUD institutions not only to react but also to lead systemic transformation in early childhood education.

The findings of this systematic review underscore the functional significance of integrative managerial dimensions in ensuring the success of Early Childhood Education (ECE) during the foundational years. The identified constructs—ranging from curriculum management to strategic innovation—highlight the structural interdependence of pedagogical design, institutional governance, professional capacity, holistic development, and community-based adaptation. Theoretically, this aligns with Bronfenbrenner’s Ecological Systems

Theory, which emphasizes the interaction between individual development and multi-layered environmental systems. When compared with the fragmented approaches discussed in studies such as Kagan & Kauerz (2012), this review offers a more unified and contextualized model for PAUD (Pendidikan Anak Usia Dini) in Indonesia. The “so what” implication is clear: isolated managerial improvements will likely remain ineffective unless integrated with institutional, cultural, and policy-level reforms. These results affirm that the alignment of curricular strategies with inclusive leadership, continuous professionalization, and localized innovation serves as a foundational structure to reduce educational disparities and optimize child development outcomes.

Furthermore, this synthesis challenges conventional ECE management models that prioritize either academic readiness or infrastructural expansion without addressing relational, emotional, and spiritual dimensions of learning. The integration of cultural-contextual pedagogy (Aminah, 2020), religiously responsive education (Lakapu et al., 2023), and data-driven decision-making (Setyowati, 2025) exemplifies a paradigm shift toward socially embedded and child-centered governance models. This supports the theoretical lens of Transformative Leadership, as posited by Shields (2010), which demands equitable, ethical, and future-facing educational management. The “why” question—why PAUD systems must integrate these dimensions—is answered through the documented dysfunctions in disjointed systems, which often fail to sustain educational equity and developmental continuity. Thus, the proposed multidimensional framework not only bridges gaps in the literature but also provides a scalable model for policymaking, institutional reform, and educator development in emerging educational contexts. This study contributes a theoretical scaffold and actionable pathway for enhancing the resilience and relevance of ECE in culturally pluralistic societies like Indonesia.

## CONCLUSION

This study concludes that the delivery of high-quality Early Childhood Education (ECE) in Indonesia’s foundational phase critically depends on the integration of five strategic managerial dimensions: curriculum and instructional management, institutional leadership, teacher professionalism, holistic-integrative development, and strategic innovation. The central insight (hikmah) gained from this review is that managerial fragmentation—whether in pedagogy, governance, or resource allocation—poses a significant risk to achieving educational equity and developmental continuity in early learners. The study demonstrates that only through a systems-oriented managerial framework, which aligns pedagogical responsiveness with inclusive governance and contextual innovation, can foundational education achieve

transformative impacts. These findings offer practical guidance for education stakeholders, particularly in under-resourced or culturally diverse settings, by underscoring the necessity of aligning management with both developmental theory and contextual realities.

Theoretically, this study contributes a comprehensive synthesis that advances the discourse on systemic PAUD governance by bridging disjointed strands of managerial theory into an integrated model. Unlike previous works that examined early childhood education through isolated constructs, this review positions ECE management within the interconnected spheres of ecological systems and transformative leadership theory. However, the study has several limitations that open opportunities for further exploration. First, the findings are derived from literature published between 2015 and 2025 and predominantly sourced from Indonesian-based databases, potentially limiting generalizability across different socio-political and cultural landscapes. Second, the lack of disaggregated analysis by child gender, rural–urban dichotomy, or institutional type (e.g., state vs. faith-based schools) presents avenues for future empirical inquiry. Additionally, the methodology employed is qualitative and conceptual, suggesting the need for empirical validation through longitudinal or mixed-method research to test the applicability of the proposed framework in diverse operational settings.

## REFERENCES

- Adiatma, A., & Thana, A. (2022a). Pengembangan modul digital interaktif berbasis flipbook mata kuliah manajemen PAUD. *Jurnal Pendidikan*, 23(2), 311–322. <https://doi.org/10.52850/jpn.v23i2.7731>
- Aminah. (2020a). Manajemen pembinaan profesionalisme guru taman kanak-kanak/pendidikan anak usia dini berbasis budaya Jawa. *Media Manajemen Pendidikan*, 3(2), 174–182. <https://doi.org/10.30738/mmp.v3i2.4662>
- Creswell, J. W. (2014a). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Fangestu, A. D. (2024a). Pola kepemimpinan kelembagaan pada pendidikan anak usia dini. *Dzurriyat: Jurnal Pendidikan Islam Anak Usia Dini*, 2(2), 151–160. <https://doi.org/10.61104/dz.v2i2.322>
- Firdausiah, I. (2022). The Moderating Role of Quality Improvement in Improving Brand Credibility. *Jurnal At-Tarbiyat: Jurnal Pendidikan Islam*, 5(1).
- Firmansyah, A., & Wardhana, I. M. (2016a). Penguatan manajemen lembaga pendidikan anak usia dini (PAUD) di Desa Garawangi dan Desa Rancaputat. *Jurnal Penelitian*, 10(2), 65–72.

<https://doi.org/10.21043/jupe.v10i2.1673>

- Grewatsch, S., Kennedy, S., & Bansal, P. (2023). Tackling wicked problems in strategic management with systems thinking. *Strategic Organization*, 21(3), 721-732.
- Hasanah, R., Munawwaroh, I., & Hasanah, M. (2024). Fostering inclusivity: Strategies for supporting students with special needs in mainstream classrooms. *FALASIFA: Jurnal Studi Keislaman*, 15(1), 73-85.
- Hoang, A. T., Varbanov, P. S., Nižetić, S., Sirohi, R., Pandey, A., Luque, R., ... & Pham, V. V. (2022). Perspective review on Municipal Solid Waste-to-energy route: Characteristics, management strategy, and role in circular economy. *Journal of cleaner production*, 359, 131897.
- Keding, C. (2021). Understanding the interplay of artificial intelligence and strategic management: four decades of research in review. *Management Review Quarterly*, 71(1), 91-134.
- Lakapu, J. R., Wati, M., & Patinggi, H. (2023a). Pembinaan pemahaman jemaat tentang pentingnya manajemen pendidikan agama Kristen dalam penyelenggaraan PAUD. *Devotion: Jurnal Pengabdian Kepada Masyarakat*, 1(1), 22–30. <https://doi.org/10.62282/devotion.v1i1.22-30>
- Mundiri, A., & Sholehah, C. (2020). Childhood Mood Disorders During Pandemic; Learning Management Based on Self Discipline. *MANAGERE: Indonesian Journal of Educational Management*, 2(3), 331-344.
- Mustajab, M. R., Badaruddin, B., & Arifin, M. (2020a). Manajemen pembelajaran melalui pendekatan BCCT dalam meningkatkan multiple intelligences anak. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 781–790. <https://doi.org/10.31004/obsesi.v5i2.781>
- Napitupulu, D., Anggraeni, R., & Lubis, M. F. (2025a). Inovasi manajemen pembelajaran PAUD untuk mengoptimalkan kesiapan sekolah anak di RA Humayroh. *Jurnal Arji*, 7(2), 325. <https://doi.org/10.61227/arji.v7i2.325>
- Ningtias, R. W. (2019). Quantum Leadership of Teacher in Improving the Quality of Education Based on Pesantren. *EDUKASI: Jurnal Pendidikan Islam*, 7(1), 01-33.
- Nurfaizah. (2021a). Implementasi pembelajaran kooperatif model jigsaw dalam pembelajaran anak usia dini. *Islamic Edukids*, 3(1), 34–40. <https://doi.org/10.20414/iek.v3i1.3443>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., & Moher, D. (2021a). The PRISMA 2020 statement: An updated guideline for reporting systematic reviews. *BMJ*, 372. <https://doi.org/10.1136/bmj.n71>
- Permendikbudristek No.12 Tahun 2024-Kurikulum PAUD,DASAR dan MENENGAH. (n.d.).

- Psikoedukasi Guru PAUD Berkualitas (Seri 3) “Manajemen PAUD.” (2021a). *Journal Community Service Consortium*, 2(2), 1–11. <https://doi.org/10.37715/consortium.v2i2.3278>
- Rasmani, R., Suarni, N. K., & Yulianti, N. K. (2021a). Implementasi manajemen kurikulum pada lembaga pendidikan anak usia dini. *International Journal of Community Service Learning*, 5(3), 382–416. <https://doi.org/10.23887/ijcsl.v5i3.38216>
- Rizqina, N. (2020a). Manajemen ekstrakurikuler pada peserta didik di PAUD IT Alhamdulillah Yogyakarta. *Cakrawala: Jurnal Manajemen Pendidikan Islam Dan Studi Sosial*, 4(1), 15–22. <https://doi.org/10.33507/cakrawala.v4i1.214>
- Rochmawati, A., Anshari, M., & Rahmawati, D. (2025a). Analisis manajemen capaian pemenuhan layanan perlindungan dan kesejahteraan program pengembangan anak usia dini holistik integratif di PAUD Tabelcan. *Jurnal Ilmiah Profesi Pendidikan*, 10(1), 155–163. <https://doi.org/10.29303/jipp.v10i1.3197>
- Setyowati, D. (2025a). Studi literatur: Strategi manajemen PAUD untuk meningkatkan kualitas pendidikan di Indonesia. *Consilium: Education and Counseling Journal*, 5(1), 1–10. <https://doi.org/10.36841/consilium.v5i1.6121>
- Snyder, H. (2019a). Literature reviews as a research strategy: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Trihantoyo, A. (2017a). Implementasi tipe Student Teams–Achievement Divisions (STAD) sebagai model pembelajaran kooperatif untuk meningkatkan pemahaman konsep manajemen PAUD. *Jurnal Dinamika Manajemen Pendidikan (JDMP)*, 1(1), 15–23. <https://doi.org/10.26740/jdmp.v1n1.p15-23>
- Ulfa, M., & Munastiwi, E. (2020a). Analisis perencanaan dalam manajemen pendirian lembaga pendidikan anak usia dini. *Leaderia: Jurnal Manajemen Pendidikan Islam*, 1(1), 9–17. <https://doi.org/10.35719/leaderia.v1i1.9>
- Webster, J., & Watson, R. T. (2002a). Analyzing the past to prepare for the future: Writing a literature review. *MIS Quarterly*, 26(2), xiii–xxiii. <https://doi.org/10.2307/4132319>
- Zuhra, N., Syukri, M., & Hafsah. (2022a). Sosialisasi manajemen pengelolaan PAUD untuk meningkatkan mutu pembelajaran. *Jurnal Masyarakat Mandiri*, 6(2), 210–218. <https://doi.org/10.31764/jmm.v6i2.7074>