



Development Strategies for Sharia-Based Early Childhood Educational Institutions: A Strategic Management Approach to Institutional Quality

Maulani Khairunnisa Pulungan, Isra Hayati*

Universitas Muhammadiyah Sumatera Utara, Indonesia

Email : israhayati@umsu.ac.id

DOI: <https://doi.org/10.61987/jemr.v5i4.2792>

ABSTRACT

Keywords:

Strategic
Management; Sharia
Education;
Educational Quality;
Islamic Values

*Corresponding Author

This study aims to analyze the development strategies of Sharia-based educational institutions by examining strategic management practices, curriculum implementation, human resource development, organizational culture, and quality improvement efforts. This study employed a qualitative descriptive approach. Data were collected through observation, semi-structured interviews, and documentation involving participants who were directly engaged in institutional management and educational implementation. The data were analyzed using an interactive model consisting of data condensation, data display, and conclusion verification. The findings reveal that the development of Sharia-based educational institutions is implemented through systematic strategic planning, the integration of Islamic values into curriculum and learning activities, continuous teacher professional development, and the strengthening of an Islamic organizational culture. The study also found that leadership commitment, teacher competence, parental involvement, and effective communication contribute significantly to improving educational quality. The implication of this study is that strategic management based on Islamic values can serve as a sustainable framework for strengthening institutional quality, improving educational services, and supporting the development of Sharia-based educational institutions in response to contemporary educational challenges.

Article History:

Received: April 2026; Revised: May 2026; Accepted: June 2026

Please cite this article in APA style as:

Pulungan, M. K., & Hayati, I. (2026). Development Strategies for Sharia-Based Early Childhood Educational Institutions: A Strategic Management Approach to Institutional Quality. *Journal of Educational Management Research*, 5(4), 4962-4977.

INTRODUCTION

The development of educational institutions that emphasize academic competence, moral values, and character formation has become an important concern in contemporary society. Educational systems are increasingly expected to produce individuals who are not only intellectually capable but also possess ethical awareness, social responsibility, and strong moral foundations (Musthofa

et al., 2026; Syamsul et al., 2026). This issue is particularly significant in early childhood education because the early years represent a critical period for developing children's character, values, and personality. Islamic early childhood education institutions provide an alternative educational model by integrating academic learning with religious and ethical principles. As emphasized by Azimah et al. (2025), quality Islamic early childhood education requires comprehensive management strategies that integrate curriculum, leadership, and institutional development. Therefore, strengthening Sharia-based educational institutions is essential to support societies seeking balanced educational models that combine knowledge, character, and spiritual development.

The importance of Sharia-based educational institutions is also related to the increasing demand for sustainable and value-oriented education in a rapidly changing global environment. Technological advancement, social transformation, and changing family expectations require educational institutions to develop adaptive management systems while maintaining their philosophical identity. Islamic educational institutions must therefore establish strategic approaches that ensure educational quality, organizational sustainability, and relevance to contemporary needs (Lisah & Baharun, 2025; Wijaksono & Affan, 2026). Research by Zakaria et al. (2025) demonstrates that strategic management practices in Islamic educational institutions contribute to organizational sustainability through innovation, quality improvement, and institutional strengthening. Similarly, Suwelda et al. (2025) highlight that strategic planning based on institutional vision, mission, and objectives is necessary to maintain educational effectiveness. These conditions indicate that developing Sharia-based educational institutions is not only an institutional concern but also a broader societal need for sustainable value-based education.

Despite the increasing recognition of Islamic educational institutions, many institutions continue to experience challenges in maintaining quality and competitiveness. The rapid growth of educational providers has created greater competition, requiring Islamic institutions to improve management systems, curriculum quality, teacher professionalism, and service innovation (Subandi et al., 2025; Pratiwi et al., 2024). In many cases, educational institutions still face difficulties in translating Islamic values into systematic management practices and sustainable development strategies. Challenges related to resource limitations, professional development, curriculum adaptation, and technological integration require institutions to develop comprehensive strategies rather than relying only on traditional approaches. Darojah et al. (2025) explain that improving educational quality requires systematic quality management involving planning, implementation, evaluation, and continuous improvement.

Furthermore, Udhma and Minarti (2025) emphasize that integrating quality management with Islamic values is essential for building effective and sustainable Islamic educational organizations.

In the context of Sharia-based early childhood education institutions, these challenges are also reflected in the need to balance Islamic identity with modern educational demands. Tadika Al Fikh Orchard, Malaysia, represents a phenomenon in which an early childhood institution attempts to integrate Islamic values into curriculum development, organizational culture, teacher management, and institutional governance. The institution applies principles such as amanah, shura, professionalism, and maslahah as foundations for educational management (Khayati et al., 2025; Haikal et al., 2026). However, implementing these principles requires strategic planning and continuous adaptation to ensure that Islamic values are reflected in daily educational practices. Ningtyaz et al. (2025) found that Islamic value integration in early childhood education requires contextual curriculum practices that connect religious principles with children's learning experiences. Likewise, Burhan et al. (2025) emphasize that combining Islamic values with educational practices strengthens children's character development and institutional identity.

Previous studies have provided valuable insights into Islamic education management, curriculum development, and institutional quality improvement. Research has demonstrated that strategic management, curriculum integration, and teacher development are important components in strengthening Islamic educational institutions. For example, Mardiyati et al. (2025) explain that strategic management approaches in early childhood education contribute to improving foundational educational services through systematic planning and quality-oriented practices. Similarly, Rasmani et al. (2025) highlight that teacher competency development is a crucial factor in improving early childhood education quality. However, existing studies generally discuss Islamic educational institutions broadly or focus on general PAUD management without specifically examining how Sharia-based early childhood institutions implement strategic development within particular organizational contexts.

Furthermore, previous research has not sufficiently explored the relationship between strategic management principles and the practical development of Sharia-based early childhood education institutions in Malaysia. Most studies emphasize curriculum integration, educational leadership, or quality management separately, while limited attention has been given to how these aspects operate simultaneously within a specific institutional setting. Studies on Islamic curriculum development, for instance, often focus on learning processes rather than broader institutional strategies involving leadership, organizational culture, human resources, and sustainability. Farikhah et al.

(2025) discuss the importance of integrating Islamic values into competency-based curricula, while Hayati et al. (2026) emphasize continuous improvement in early childhood learning quality. Nevertheless, these studies leave a gap regarding how institutional development strategies are designed and implemented in Sharia-based early childhood education settings. Therefore, empirical investigation is needed to provide a more comprehensive understanding of strategic development practices in Islamic early childhood institutions.

This study offers a novel contribution by examining Sharia-based institutional development through an integrated perspective that combines strategic management, curriculum implementation, leadership practices, teacher development, and quality improvement within one early childhood education context. Unlike previous studies that examine individual aspects of Islamic education management, this research provides a holistic understanding of how these components interact to support institutional sustainability. The study contributes to the advancement of Islamic early childhood education research by presenting an empirical model of strategic development based on institutional experience at Tadika Al Fikh Orchard, Malaysia. The findings are expected to provide practical insights for Islamic educational leaders and policymakers in designing development strategies that preserve religious identity while responding to contemporary educational challenges.

Based on these considerations, this study seeks to answer the research problem of how a Sharia-based early childhood education institution develops and implements strategic management practices to improve institutional quality and sustainability. This study argues that successful development of Sharia-based educational institutions requires the integration of Islamic values with professional management practices, including strategic planning, curriculum innovation, teacher empowerment, stakeholder collaboration, and continuous evaluation. Through investigating Tadika Al Fikh Orchard, Malaysia, this research aims to provide deeper understanding regarding the mechanisms through which Islamic educational institutions can achieve quality improvement while maintaining their religious and cultural identity. The findings are expected to contribute theoretically and practically to the development of sustainable management strategies for Sharia-based early childhood education institutions.

RESEARCH METHODS

This study employed a qualitative approach with a descriptive research design to explore the development strategies of a Sharia-based educational institution at Tadika Al Fikh Orchard, Malaysia. A qualitative design was selected because the study aimed to understand institutional practices, leadership

processes, curriculum implementation, and Islamic value integration within a natural educational context. This approach enables researchers to examine complex educational phenomena through participants' experiences and institutional activities. Mardiyati et al. (2025) emphasize that strategic management research in early childhood education requires contextual analysis of institutional practices, while Zakaria et al. (2025) highlight the importance of exploring leadership and organizational strategies in Islamic educational institutions.

The research was conducted at Tadika Al Fikh Orchard, Malaysia, in August 2025. The institution was selected purposively because it consistently integrates Islamic values into curriculum development, organizational culture, and educational management practices. The research focused on three aspects: institutional development strategies, supporting and inhibiting factors, and managerial efforts to improve educational quality. Data sources included the principal, teachers, educational staff, and institutional documents. This selection aligns with Azimah et al. (2025), who emphasize the importance of managerial strategies in developing quality Islamic early childhood education institutions, and Ningtyaz et al. (2025), who highlight the role of curriculum practices in implementing Islamic values.

Data were collected through passive observation, semi-structured interviews, and documentation analysis. Observation was conducted to examine learning activities, management practices, and Islamic values implementation. Interviews were conducted with the principal, teachers, and staff to explore their experiences regarding institutional development strategies. Documentation analysis involved reviewing curriculum documents, organizational structures, activity reports, and relevant archives. These techniques allowed researchers to obtain comprehensive information regarding educational management practices. Rasmani et al. (2025) explain that effective early childhood education development requires systematic investigation of teacher and institutional practices, while Burhan et al. (2025) emphasize the importance of examining curriculum implementation within Islamic educational contexts.

Data analysis was conducted interactively through data condensation, data display, and data verification. During data condensation, information was selected, categorized, and simplified based on the research objectives. The condensed data were displayed through thematic descriptions to identify patterns and relationships among findings. Conclusions were continuously verified through source triangulation, method triangulation, member checking, and prolonged engagement. This process ensured the credibility and consistency

of research findings. The analytical approach supports Darojah et al. (2025), who state that quality improvement research requires systematic evaluation processes, and Udhma and Minarti (2025), who emphasize continuous improvement through integrated Islamic educational management.

RESULTS AND DISCUSSION

Development Strategies of Sharia-Based Educational Institutions at Tadika Al Fikh Orchard, Malaysia

The findings of this study indicate that the development strategy of the Sharia-based educational institution at Tadika Al Fikh Orchard, Malaysia, is implemented through systematic strategic planning, curriculum development, teacher competency enhancement, and the integration of Islamic values into institutional practices. The informants involved in this study consisted of the principal and teachers who were directly engaged in planning, implementing, and evaluating educational programs. Based on interviews and observations, the institution develops educational programs based on its vision and mission, ensuring that every activity reflects the objectives of Sharia-based early childhood education. This strategic orientation demonstrates that institutional development is not limited to administrative management but involves a comprehensive process of strengthening educational identity, improving service quality, and ensuring organizational sustainability. This finding is consistent with Zakaria et al. (2025), who explain that strategic management practices in Islamic educational institutions require the integration of vision, mission, innovation, and quality improvement strategies. Similarly, Suwelda et al. (2025) emphasize that strategic planning based on institutional objectives, quality standards, and organizational vision is essential for maintaining the sustainability of Islamic educational institutions.

The implementation of development strategies at Tadika Al Fikh Orchard is also reflected in the development of a Sharia-based curriculum that integrates academic, spiritual, moral, and social dimensions. The findings reveal that Islamic values are not merely delivered through religious subjects but are embedded in students' daily activities, including prayer habituation, Qur'an reading, Islamic etiquette (adab), discipline, and respectful interaction with teachers and peers. This approach demonstrates that curriculum development in Islamic early childhood education focuses on holistic child development by combining cognitive competence with character formation. These findings support Ningtyaz et al. (2025), who found that Islamic values integration in early childhood education requires curriculum practices that connect religious

principles with children's daily learning experiences. Furthermore, Burhan et al. (2025) argue that combining Islamic values and local cultural elements within early childhood curricula strengthens children's identity formation while making learning experiences more meaningful and contextual.

Another important strategy identified in this study is the continuous improvement of teacher competence. The principal explained that teachers are actively involved in institutional planning and regularly participate in professional development activities to improve their pedagogical skills and their ability to implement Sharia-based learning approaches. Teachers function not only as instructors but also as role models who demonstrate Islamic values through classroom practices and daily interactions with children. Therefore, teacher development becomes a central component in ensuring the effectiveness of Sharia-based educational implementation. This finding corresponds with Rasmani et al. (2025), who highlight that educational management training is crucial for improving teachers' teaching competencies in early childhood education. It is also supported by Hayati et al. (2026), who emphasize that improving early childhood education quality requires continuous teacher development, innovative learning approaches, and institutional support systems.

The findings further show that the development strategy of Tadika Al Fikh Orchard involves strong collaboration between school management and parents. Parents actively participate in school activities, maintain communication with teachers, and reinforce Islamic values introduced at school within the home environment. This partnership indicates that institutional development depends not only on internal management capacity but also on stakeholder involvement. The collaboration between schools and families strengthens the continuity of children's educational experiences and supports character development. This finding aligns with Jazuli (2025), who highlights the significant role of families in improving the quality of Islamic early childhood education through value reinforcement at home. Moreover, Rahmalia et al. (2023) explain that Islamic early childhood education institutions operating within multicultural societies require adaptive development strategies involving internal and external stakeholders to maintain institutional relevance and quality.

Overall, the development strategy implemented at Tadika Al Fikh Orchard represents an integrated management approach that combines strategic planning, curriculum innovation, teacher development, Islamic organizational culture, and stakeholder collaboration. Unlike conventional institutional development models that primarily emphasize organizational performance, the Sharia-based approach identified in this study places Islamic values as the foundation of every managerial decision and educational activity. The findings demonstrate that institutional sustainability requires the ability to preserve

Islamic identity while responding to contemporary educational challenges. This conclusion is supported by Azimah et al. (2025), who state that quality Islamic early childhood education institutions require comprehensive managerial strategies involving leadership, curriculum management, and service improvement. Similarly, Mardiyati et al. (2025) emphasize that strategic PAUD management approaches are essential for developing sustainable and high-quality educational services.

Supporting and Inhibiting Factors in the Development of Sharia-Based Educational Institutions

The findings reveal that the development of Sharia-based educational institutions at Tadika Al Fikh Orchard, Malaysia, is influenced by various supporting and inhibiting factors originating from both internal and external environments. The supporting factors identified in this study include strong institutional leadership, teacher commitment, parental involvement, and the availability of supportive learning facilities. Based on interviews with the principal and teachers, the commitment of educators in implementing Islamic values and maintaining the quality of learning processes contributes significantly to institutional development. Classroom observations also confirmed that teachers consistently create an Islamic learning environment through daily habituation activities, character development practices, and value-based interactions with children. These findings indicate that the success of Islamic early childhood education institutions depends greatly on the capacity of human resources to translate institutional values into educational practices. This finding is consistent with Rasmani et al. (2025), who emphasize that strengthening teachers' competencies through continuous training is a crucial factor in improving early childhood education quality. Furthermore, Kuncoro et al. (2025) highlight that effective character education management in early childhood institutions requires strong teacher commitment and systematic institutional support.

Parental involvement was also identified as a significant supporting factor in the development of Tadika Al Fikh Orchard. The findings show that parents actively participate in school programs, maintain communication with teachers, and continue reinforcing Islamic habits introduced at school within the family environment. This collaboration creates continuity between school-based and home-based education, particularly in strengthening children's religious character and social behavior. The involvement of families demonstrates that Islamic early childhood education requires a partnership model involving schools, parents, and communities rather than relying solely on institutional efforts. This finding supports Jazuli (2025), who emphasizes that family

involvement plays an important role in improving the quality of Islamic early childhood education by strengthening children's moral and religious development. Similarly, Rahmalia et al. (2023) explain that Islamic early childhood education institutions need collaborative strategies involving stakeholders to maintain institutional quality within changing social environments.

Despite these supporting factors, the study also identified several challenges that may hinder institutional development. One of the main obstacles reported by the principal was the limitation of educational resources, particularly learning facilities and continuous teacher professional development programs. The institution needs to continuously improve teacher capacity to ensure that instructional practices remain relevant while maintaining consistency with Sharia principles. In addition, teachers face challenges in integrating Islamic values into general learning activities, adapting instructional methods to children's diverse characteristics, and developing innovative learning media. These challenges indicate that Islamic early childhood education institutions must continuously balance religious identity preservation with educational innovation. This finding corresponds with Asmayawati et al. (2024), who explain that pedagogical innovation and digital literacy are necessary to improve educational quality while maintaining cultural and local values. It is also supported by Awaludin et al. (2024), who argue that inclusive early childhood education management requires adaptive strategies to address diverse learning needs and institutional challenges.

Another challenge concerns curriculum implementation and technological adaptation. The findings indicate that some learning resources still require further development to fully support the implementation of the Sharia-based curriculum. Teachers also need continuous guidance to ensure that Islamic values are integrated effectively across different learning areas rather than being limited to religious instruction. Furthermore, technological development requires teachers to enhance their digital competencies while ensuring that technology utilization remains aligned with Islamic educational principles. This finding reflects the importance of balancing innovation and religious identity in contemporary Islamic education. The results are consistent with Asmayawati et al. (2024), who emphasize that digital literacy development in education should incorporate contextual and local values. In addition, Luthfiah (2025) highlights that implementing Islamic education curricula requires continuous adaptation, teacher readiness, and appropriate solutions to overcome curriculum implementation challenges.

Overall, the findings demonstrate that the development of Sharia-based educational institutions requires synergy among leadership, teachers, parents, facilities, curriculum management, and technological adaptation. The supporting factors provide a strong foundation for institutional growth, while the inhibiting factors represent areas requiring strategic improvement. Therefore, sustainable development cannot rely only on internal management practices but must involve continuous evaluation and adaptive strategies. These findings reinforce Darojah et al. (2025), who state that quality improvement in educational institutions requires systematic management through planning, implementation, and evaluation processes. Furthermore, Udhma and Minarti (2025) explain that integrating Total Quality Management with Islamic values enables educational institutions to develop a culture of continuous improvement while maintaining their religious identity.

Unlike previous studies that mainly discuss supporting and inhibiting factors at a conceptual level, this study provides empirical evidence of how these factors operate within a Sharia-based early childhood education institution in Malaysia. The findings indicate that institutional sustainability is achieved through the interaction between strong Islamic organizational culture, professional educators, stakeholder support, and adaptive management strategies. Therefore, strengthening human resources, improving facilities, developing innovative curricula, and enhancing digital competencies should become strategic priorities for Sharia-based early childhood education institutions seeking sustainable development.

Managerial Efforts to Improve Educational Quality

The findings of this study indicate that managerial efforts to improve educational quality at Tadika Al Fikh Orchard, Malaysia, are implemented through continuous evaluation, curriculum improvement, teacher development, and strengthening institutional management systems. The principal plays a central role in ensuring that educational programs remain aligned with the institution's vision, mission, and Sharia-based educational objectives. The evaluation process is conducted periodically to identify strengths, weaknesses, and areas requiring improvement in learning implementation and institutional services. Through this managerial approach, quality improvement becomes a continuous process rather than a one-time activity. The findings demonstrate that effective management in Islamic early childhood education requires systematic planning, implementation, monitoring, and evaluation. This finding is consistent with Darojah et al. (2025), who explain that Total Quality Management (TQM) in educational institutions emphasizes continuous improvement through structured quality control mechanisms. Similarly, Udhma and Minarti (2025)

highlight that integrating TQM principles with Islamic values can create a quality culture that balances organizational effectiveness with religious-based educational objectives.

One of the main managerial efforts identified in this study is curriculum development and innovation. Tadika Al Fikh Orchard continuously develops its curriculum by integrating Islamic values with early childhood education principles. The curriculum does not only focus on children's cognitive development but also emphasizes moral, spiritual, emotional, and social development. The institution attempts to create meaningful learning experiences by incorporating Islamic ethics, daily religious practices, and character-building activities into classroom interactions. This approach demonstrates that curriculum management becomes a strategic instrument for achieving educational quality in Islamic early childhood institutions. These findings support Ningtyaz et al. (2025), who state that Islamic values integration in early childhood education requires curriculum practices that connect religious teachings with children's everyday experiences. Furthermore, Farikhah et al. (2025) emphasize that integrating Islamic values into competency-based curricula strengthens students' character development while ensuring that educational competencies remain relevant to contemporary needs.

Teacher professional development is another important managerial strategy implemented by Tadika Al Fikh Orchard. The institution recognizes that improving educational quality depends significantly on teachers' pedagogical competence, professional commitment, and ability to implement Islamic learning approaches. Teachers are encouraged to improve their teaching skills through training activities, professional discussions, and collaborative learning among educators. This strategy indicates that teachers are positioned as key agents of educational transformation who determine the success of institutional quality improvement programs. This finding is in line with Rasmani et al. (2025), who emphasize that educational management training is essential for improving teachers' teaching abilities in early childhood education. In addition, Hayati et al. (2026) explain that sustainable improvement in early childhood learning quality requires continuous teacher development, institutional support, and innovative educational practices.

The findings also reveal that leadership and organizational management significantly influence the improvement of educational quality. The principal demonstrates a strategic leadership role by coordinating teachers, managing institutional programs, maintaining communication with parents, and ensuring that all activities reflect Islamic educational principles. The leadership approach implemented at Tadika Al Fikh Orchard reflects a combination of managerial professionalism and Islamic values-based leadership. This finding supports

Ghafar (2023), who explains that Kyai or Islamic educational leaders’ leadership strategies have important implications for improving educational quality through commitment, vision, and organizational direction. Furthermore, Zahiri and Sahal (2025) argue that integrating Islamic principles into educational leadership contributes to strategic decision-making and strengthens institutional governance.

The institution’s quality improvement efforts are also supported by collaboration with parents and the wider educational community. The findings indicate that Tadika Al Fikh Orchard views parents as important partners in maintaining educational continuity between school and home. Communication between teachers and parents helps ensure that Islamic values and character education are reinforced consistently in children’s daily lives. This collaborative approach strengthens the institution’s ability to provide comprehensive educational services. These findings are supported by Jazuli (2025), who emphasizes that family involvement contributes significantly to improving the quality of Islamic early childhood education. Similarly, Mardiyati et al. (2025) highlight that strategic management approaches in early childhood education require strong stakeholder engagement to ensure sustainable and high-quality educational services.

Overall, the managerial efforts implemented at Tadika Al Fikh Orchard demonstrate that improving educational quality requires an integrated approach involving strategic leadership, curriculum innovation, teacher competency development, evaluation systems, and stakeholder collaboration. The institution’s experience shows that Sharia-based educational quality is achieved not only through religious instruction but also through effective management practices that support organizational sustainability. These findings strengthen previous studies by demonstrating how Islamic values can be integrated with modern educational management principles. Azimah et al. (2025) emphasize that building quality Islamic early childhood education requires comprehensive managerial strategies involving leadership, curriculum management, and institutional development. Likewise, Mardiyati et al. (2025) confirm that strategic PAUD management approaches are essential for ensuring sustainable improvement of educational services.

Table 2. Summary of Research Findings

Research Focus	Main Findings	Supporting Evidence
Development Strategies of Sharia-Based Educational Institutions	Tadika Al Fikh Orchard implements institutional development strategies through strategic planning, Sharia-based curriculum development, teacher	Strategic planning is conducted through institutional vision, mission, educational programs, and continuous evaluation. Islamic values are integrated into learning

	competency improvement, and Islamic organizational culture strengthening.	activities through religious practices, character education, and daily habituation.
Supporting Factors in Institutional Development	Strong leadership, committed teachers, parental involvement, and supportive learning environments become important factors supporting institutional development.	Teachers actively participate in program implementation and professional development. Parents support Islamic character development through collaboration with the institution.
Inhibiting Factors in Institutional Development	Challenges include limited resources, facilities improvement needs, teacher competency development requirements, and curriculum adaptation challenges.	The institution needs continuous improvement in educational resources, innovative learning media, and teacher readiness to respond to educational changes.
Managerial Efforts for Quality Improvement	Quality improvement is conducted through continuous evaluation, curriculum innovation, teacher development, leadership strengthening, and stakeholder collaboration.	Institutional management emphasizes quality assurance, professional development, and integration of Islamic values into educational management practices.

CONCLUSION

This study concludes that the development of a Sharia-based educational institution at Tadika Al Fikh Orchard, Malaysia, demonstrates that sustainable institutional improvement can be achieved through the integration of strategic management principles with Islamic values. The most important insight gained from this research is that the effectiveness of Sharia-based early childhood education development does not depend solely on curriculum implementation, but also on the synergy between strategic leadership, teacher professional development, Islamic organizational culture, and strong collaboration between schools and parents. The study contributes to Islamic educational management by providing empirical evidence of how strategic management operates within a Sharia-based early childhood education context, extending previous discussions that have mainly focused on general Islamic educational institutions. However, this study is limited by its focus on a single institution and qualitative approach, which restricts the generalizability of the findings. Future research should involve multiple Sharia-based early childhood education institutions across different regions and consider comparative or mixed-method approaches to develop a broader understanding of sustainable Islamic educational management models.

REFERENCES

- Asmayawati, A., Yufiarti, Y., & Yetti, E. (2024). Pedagogical Innovation and Curricular Adaptation in Enhancing Digital Literacy: A Local Wisdom Approach for Sustainable Development in Indonesia Context. *Journal of Open Innovation: Technology, Market, and Complexity*. <https://doi.org/10.1016/j.joitmc.2024.100233>
- Awaludin, D. P., Sintya, T. F. A. D., Purwanto, N. A., & Hermanto, H. (2024). Supervision in Inclusive Islamic Early Childhood Education: Strategies Approach for an Integrated Program. *Ta'dib*. <https://doi.org/10.31958/jt.v27i2.11892>
- Azimah, N., Wibowo, A., Ashshiddig, M. F. F., Mustaghfiroh, A. A. A., & Fatihin, M. K. (2025). Building Quality Islamic Early Childhood Education: Managerial Strategies of Raudhatul Athfal. *IJGIE (International Journal of Graduate of Islamic Education)*. <https://doi.org/10.37567/ijgie.v6i2.4184>
- Burhan, J. Al., Ibnu, M., Sholeh, N., Nur'azah, M., Habibulloh, F., Al Farisy, M. S., Munif, M., Fatinnah, S., & Rahman, A. (2025). Integration of Islamic Values and Local Culture in Early Childhood Education Curriculum. *Jurnal Al Burhan*. <https://doi.org/10.58988/jab.v5i1.433>
- Darojah, R., Dz, A., Subasman, I., Jalaludin, Karim, A., & Ahyat, M. (2025). Analysis of Total Quality Management in Improving the Quality of Educational Institutions. *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam*. <https://doi.org/10.31538/ndhq.v10i1.40>
- Farikhah, I., Suwignya, M. I., & Ulwiyah, N. (2025). Integration of Islamic Values in Competency-Based Curriculum. *Ats-Tsaqofi: Jurnal Pendidikan dan Manajemen Islam*. <https://doi.org/10.61181/ats-tsaqofi.v6i2.490>
- Ghafar, M. (2023). Kyai's Leadership Strategy and Its Implications for Improving the Quality of Education. *Nazhruna: Jurnal Pendidikan Islam*. <https://doi.org/10.31538/nzh.v5i3.2172>
- Haikal, H., Adiyono, A., Ramadani, J., Pendidikan, M., & Keuangan, M. (2026). Strategic Financial Management in Islamic Early Childhood Education: Facility Development and Student Enrollment Growth. *Chalim Journal of Teaching and Learning*. <https://doi.org/10.31538/cjotl.v6i1.2924>
- Hayati, N., Arifiyanti, N., Cholimah, N., Prayitno, & Khotimah, L. A. K. (2026). Fostering Early Childhood Quality Learning: Problem, Solutions, and Future Perspectives. *Multidisciplinary Science Journal*. <https://doi.org/10.31893/multiscience.2026659>
- Jazuli, S. (2025). Improving the Quality of Islamic Education for Early Childhood Through the Role of the Family. *Al-Bustan: Jurnal Pendidikan Islam*. <https://doi.org/10.62448/ajpi.v2i1.107>

- Khayati, N., Azainil, A., & Haeruddin, H. (2025). Quality Management in Early Childhood Education at State Kindergarten Pembina Tanjung Redeb. *Dinasti International Journal of Education Management and Social Science*. <https://doi.org/10.38035/dijemss.v6i4.4241>
- Kuncoro, I., Yuniar, A., Sungkar, S. A., & Romadan, A. I. (2025). Character Education Management in Early Childhood Education. *Thawalib Jurnal Kependidikan Islam*, 6(2), 225–236. <https://doi.org/10.54150/thawalib.v6i2.417>
- Lisah, N., & Baharun, H. (2025). Implementation of Curriculum Management Oriented Toward Life Skills in Madrasah Aliyah in the Globalization Era. *Pendas: Jurnal Ilmiah Pendidikan Dasar*, 10(4), 290–300.
- Luthfiah, L. (2025). Implementation of Islamic Education Curriculum in Early Childhood Education: Challenges and Solutions. *Al-Banat: Journal of Early Childhood Islamic Education*. <https://doi.org/10.59784/albanat.v2i1.8>
- Mardiyati, M., 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*. <https://doi.org/10.61987/jemr.v4i3.1073>
- Musthofa, Z., Febrianto, F., Rofik, M., Najiburrohman, N., & Baharun, H. (2026). Integration of School Image Management with Character Development Programs to Improve Students' Social Adaptation. *ISLAMIKA*, 8(2), 586–598. <https://doi.org/10.36088/islamika.v8i2.6046>
- Ningtyaz, D. K., Aslamiah, A., & Darmiyati, D. (2025). Islamic Values Integration in Early Childhood Education: A Multi-Site Case Study of Curriculum Practices in Banjarmasin, Indonesia. *Asatiza: Jurnal Pendidikan*. <https://doi.org/10.46963/asatiza.v6i3.3012>
- Pratiwi, H., Sujarwo, Syamsudin, A., & Riwanda, A. (2024). Equipping Prospective Teachers for Culturally and Religiously Sensitive Sexuality Education: Curriculum Reviews at Islamic Universities in Indonesia. *Journal of Early Childhood Teacher Education*, 46, 253–270. <https://doi.org/10.1080/10901027.2024.2421189>
- Rahmalia, D. R., Muthohar, S., & Hasnawati, L. (2023). Development Strategy of Islamic Early Childhood Education Institutions in the Context of Multicultural Society. *Southeast Asian Journal of Islamic Education*. <https://doi.org/10.21093/sajie.v6i1.6539>
- Rasmani, U. E. E., Widiastuti, Y., Wahyuningsih, S., Jumiati, Moko, J., Nurjanah, N. E., Zuhro, N. S., Fitriani, Ningsih, A., & Winarji, B. (2025). The Urgency of Educational Management Training to Foster Teachers' Teaching Skills: Learn from Early Childhood Education (ECE) in Surakarta. *International Journal of Learning, Teaching and Educational Research*. <https://doi.org/10.26803/ijlter.24.1.8>

- Subandi, G., Eriyanti, R. W., Karmiyati, D., Nurfaishal, N., & Widodo, J. (2025). A Response to the Character Crisis: Can a Digital Islamic Character Education Based on Local Wisdom Be the Solution? *Perspectives in Education*. <https://doi.org/10.38140/pie.v43i3.8595>
- Suwelda, S., Wati, S., Sardimi, S., & Brown, C. (2025). Strategic Plan Development Management in Islamic Educational Institutions Based on Objectives, Quality, Vision, and Mission. *Al-Fikrah: Jurnal Manajemen Pendidikan*. <https://doi.org/10.31958/jaf.v13i2.16142>
- Syamsul, K., Affan, M., Somad, A., & Baharun, H. (2026). Digital Ethics and Spirituality From an Islamic Perspective: A Systematic Literature Review. *Tadib: Jurnal Pendidikan Agama Islam*, 4(1), 179–194. <https://doi.org/10.69768/jt.v4i1.113>
- Udhma, L., & Minarti, S. (2025). Integrating Total Quality Management with Islamic Values in Modern Islamic Education. *Managere: Indonesian Journal of Educational Management*. <https://doi.org/10.52627/managere.v7i1.784>
- Wijaksono, M. E. A., & Affan, M. (2026). Integrating Maqāṣid al-Sharī‘ah into Educational Technology: Toward a Human-Centered Digital Pedagogy. *Kariman: Jurnal Pendidikan Keislaman*, 14(1), 46–64.
- Zahiri, F., & Sahal, A. (2025). Integrating Islamic Sharia Principles into Educational Leadership: A Strategic Management Perspective. *Edu Spectrum: Journal of Multidimensional Education*. <https://doi.org/10.70063/eduspectrum.v2i1.97>
- Zakaria, A. R., Karwadi, Budiman, A., Fatahillah, M., & Akib, A. R. (2025). Strategic Management Practices in Pesantren: Innovations for Enhancing Educational Quality and Organizational Sustainability. *Malaysian Online Journal of Educational Management*. <https://doi.org/10.22452/mojem.vol13no2.5>