

Pengaruh Perilaku Kepemimpinan Ambidextrous terhadap Perubahan Digital dan Produktivitas Guru di Sekolah Dasar Negeri Kabupaten Blitar

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Abstrak. Penelitian ini membahas implementasi dan evaluasi model manajemen serta pendekatan yang digunakan dalam penyelenggaraan pendidikan Islam anak usia dini (PIAUD). Fokus kajian diarahkan pada bagaimana konsep manajerial diterapkan secara sistematis dan sesuai dengan karakteristik perkembangan anak. Melalui metode kualitatif studi pustaka, artikel ini menganalisis literatur terkait strategi manajemen dan pendekatan pendidikan Islami yang relevan. Hasil menunjukkan bahwa efektivitas pengelolaan sangat ditentukan oleh kesesuaian pendekatan dengan kebutuhan anak, peran pendidik, dan struktur kelembagaan. Evaluasi terhadap implementasi model manajemen di lembaga PIAUD menunjukkan perlunya adaptasi dan inovasi berkelanjutan agar tujuan pembelajaran tercapai secara optimal. Temuan ini diharapkan memberikan kontribusi bagi pengembangan sistem manajemen pendidikan anak usia dini berbasis nilai-nilai Islam.

Kata Kunci: Strategi, Evaluasi, Pendidikan Anak Usia Dini

Abstract. This study discusses the implementation and evaluation of management models and approaches used in early childhood Islamic education (PIAUD). The focus of the study is on how managerial concepts are applied systematically and in accordance with the characteristics of child development. Using a qualitative literature review method, this article analyses relevant literature on management strategies and Islamic educational approaches. The results indicate that the effectiveness of management is highly dependent on the alignment of approaches with children's needs, the role of educators, and institutional structure. Evaluation of the implementation of management models in PIAUD institutions highlights the need for continuous adaptation and innovation to achieve optimal learning outcomes. These findings are expected to contribute to the development of an Islamic values-based management system for early childhood education

Keywords: Strategy, Evaluation, Early Childhood Education

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Introduction

Early Childhood Islamic Education (PIAUD) plays a very important role in shaping the foundations of children's overall development, including physical, intellectual, social-emotional, and spiritual aspects. During early childhood, the educational process is aimed at instilling Islamic values, shaping character, and exploring children's potential in accordance with their stage of development. Educational institutions such as Raudlatul Athfal (RA) serve as the primary means of delivering Islamic-based early childhood education. Within these institutions, children not only receive general education but also receive religious values education from an early age. The hope is that children will grow into individuals of good character, intelligence, and readiness to face the next level of education and broader social life (Ramadina et al., 2022).

In practice, Islamic education for early childhood requires an appropriate, systematic, and adaptable managerial approach that aligns with the developmental needs of children. This approach encompasses comprehensive planning, implementation, and evaluation of the learning process and management of the institution (Risman et al., 2023). Additionally, the active involvement of educators and family support are crucial factors in supporting the success of education. Based on this, this study was designed to describe the urgency of early Islamic education as a foundation for character development, explore the managerial practices applied in PIAUD institutions, and evaluate their impact on children's growth in moral, spiritual, social, and

cognitive aspects.

Metode

This study uses a qualitative approach with a library research method. Data was collected from various sources such as books, scientific journals, research articles, and policy documents relevant to the topic of Islamic early childhood education management. Data analysis techniques were carried out descriptively and analytically, namely by classifying information based on the discussion theme, then analysing it to find relevant patterns and conclusions. The main focus of this analysis is to identify the managerial models and approaches applied in PIAUD institutions and to evaluate their success based on indicators of effectiveness and efficiency in practice.

Results and Discussion

1. Basic concepts of Islamic education management in early childhood

Islamic education management in early childhood is the process of managing educational institutions based on Islamic values with the primary goal of creating an effective and efficient learning environment for the holistic development of children—covering spiritual, intellectual, social, and emotional aspects. This management includes planning, organising, implementing, and supervising activities carried out systematically and continuously so that Islamic educational goals can be achieved optimally.

According to Mansyur, Islamic education management is the science and art of managing,

supervising, and evaluating educational resources to achieve agreed-upon goals, based on the Qur'an, the Sunnah, and the laws and regulations in force in Indonesia. The principles of Islamic education management include decentralisation of the system, appreciation of individuals, development of individual potential, and active involvement of all members of the institution

Furthermore, Islamic education management in early childhood education must prioritise Islamic values in all its activities, including decision-making, leadership, and interactions among members of the institution.

This approach emphasises the importance of humanising communication and harmonious relationships between educators, children, and parents as an integral part of the educational process.

Additionally, Quran-based management is a highly recommended model in early childhood education. This model emphasises that children should be accustomed to listening to, reading, and understanding the holy verses of the Qur'an on a regular basis from an early age, so that the spirit of the Qur'an can enter the hearts and souls of children, shaping their character to be intelligent and noble (Nurhadi, 2019)

2. Types of Approaches in PIAUD Managerial Practice

Administrative Approach: Focuses on planning, organising, implementing, and supervising all PIAUD activities; Aims to create a neat and structured management system; Examples: developing organisational structures,

activity schedules, and reporting systems. **Academic/Pedagogical Approach:** Emphasises managing the learning process in accordance with the characteristics of young children; Focuses on curriculum, teaching methods, learning media, and child development evaluation; Examples: using play-based learning methods, centres, and thematic approaches

Psychological Approach: Paying attention to aspects of children's psychological development such as emotions, social skills, cognitive abilities, and motor skills; PIAUD managers must understand the developmental needs of each child so that learning management is targeted appropriately; Example: providing an emotionally safe and comfortable environment. **Humanistic Approach:** Treating students, educators, and educational staff as human beings; Emphasising positive interpersonal relationships, empathy, and two-way communication; Example: giving rewards, creating a child-friendly atmosphere, and fostering teamwork.

Participatory Approach: Involving all relevant parties in the managerial process, such as teachers, parents, and the community; Enhancing a sense of ownership and shared responsibility; Example: regular meetings with parents, parenting programmes, or community-based activities. **Spiritual/Religious Approach:** Instilling Islamic values in every aspect of management and learning; Making moral character and spiritual values the main foundation; Examples: daily prayer habits, learning Islamic values through stories or songs

3. Evaluation of the Implementation of Management Models in Children's Educational Institutions

Early childhood education (PAUD) is a very important initial stage in shaping the foundation of a child's personality, intelligence, and character. Therefore, early childhood education institutions need to be managed professionally and structurally using the appropriate management approach. To ensure the effectiveness of the implementation of this management model, a comprehensive, systematic, and continuous evaluation process is required.

Evaluation not only serves as a tool to measure the success of programme implementation but also as a means for reflection and improvement in educational quality. A good evaluation will help institutions understand whether the managerial strategies applied align with the needs of children, educators, and their social environment

Evaluation in the context of early childhood education management is a systematic process of collecting, analysing, and interpreting information regarding the implementation of management models to determine their effectiveness, efficiency, relevance, and impact on institutions and students.

According to Arikunto & Jabar (2010), evaluation is a process for determining the value of something, whether it be a programme, activity, or policy. In the context of early childhood education, evaluation serves to determine the extent to which the institution's

objectives have been achieved, as well as to identify aspects that need to be improved in the management of early childhood education

The evaluation of the implementation of management models in early childhood education institutions aims to: Assess the effectiveness of the management model implemented (such as Total Quality Management, School-Based Management, or the CIPP Model); Determine whether managerial strategies support the comprehensive developmental needs of young children; Provide feedback to institution managers for improving educational services; Enhance the institution's accountability to stakeholders such as parents, the community, and the government.

Evaluations of early childhood education institutions generally cover the following aspects

Curriculum Management: Does the curriculum comply with national early childhood education standards?; Are learning materials developed based on the needs and characteristics of children?

Educator and Education Personnel Management: Do teachers possess pedagogical, personal, social, and professional competencies?; Are there regular professional training and development programmes?

Facility and Infrastructure Management: Is the physical environment safe and conducive to children's growth and development?; Are educational toys available and used optimally?

Parent and Community Relations Management: Does the institution involve parents in planning and evaluating learning?; Are partnerships established with the surrounding community?

Financial Management: Is financial management conducted transparently and accountably?; Is the budget allocated according to programme priorities? Daily Child Programme Management: Are daily activities aligned with the principle of learning through play?; Are children given space for exploration, creativity, and adequate rest?

Several relevant evaluation models for children's educational institutions include the CIPP Model (Context, Input, Process, Product): This model emphasises comprehensive evaluation, starting from the background, resources, implementation process, to the results (Stufflebeam, 2003). Total Quality Management (TQM) Model: Evaluation in the TQM approach emphasises customer satisfaction (children and parents), continuous improvement, and the involvement of all parties. Stake Model: Focuses on assessment from the perspective of all stakeholders, such as teachers, parents, and institution managers.

In practice, evaluation is carried out using various techniques, such as: Observation of learning activities and child interactions, Interviews with teachers, parents, and institution heads, Questionnaires given to educators and parents, Documentation studies such as lesson plans, child portfolios, financial reports, and organisational structures. In order for the evaluation results to be valid and reliable, the evaluation instruments must be developed based on measurable indicators and in accordance with PAUD quality standards. Effective evaluation must be followed by concrete follow-up actions, such as: Improvements to learning programmes

and daily activities, further training for teachers based on identified needs, revisions to managerial strategies to improve efficiency and participation, and enhancements to learning facilities based on evaluation findings. Additionally, evaluation results should be openly shared with all stakeholders to foster transparency and a sense of ownership towards the institution

Conclusion

Studies on the implementation and evaluation of management models and educational approaches in Islamic early childhood education (PAUD Islam) indicate that the success of educational institutions for children is highly dependent on the synergy between the management system implemented and educational approaches aligned with Islamic values. Early childhood education serves as a crucial foundation in shaping children's character, morality, and ethics. Therefore, the role of management in designing, implementing, and evaluating educational programmes is vital.

The implementation of management models in Islamic PAUD institutions should not only focus on administrative and operational aspects but also integrate Sharia principles, Islamic values, and a holistic approach to child development. Adaptive management models, such as School-Based Management (SBM) or Total Quality Management (TQM), have been proven to increase community participation, learning process effectiveness, and institutional accountability. However, the success of implementing these models is highly dependent on the quality of human resources, the leadership of the

institution's head, and the existence of a culture of quality embedded in the education system.

Recommendation

Evaluation is an important tool for assessing the effectiveness of management model implementation. Evaluation is not only a tool for measuring the achievement of objectives, but also the basis for continuous improvement. By using evaluation approaches such as the CIPP model (Context, Input, Process, Product), institutions can evaluate aspects of the social context, resource inputs, the implementation process of activities, and the final outcomes of the educational process. Evaluation should also be conducted in a participatory manner, involving teachers, parents, and the community to ensure greater accuracy and acceptance by all parties.

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