



STRATEGIC MANAGEMENT FOR HOLISTIC DEVELOPMENT IN ISLAMIC EARLY CHILDHOOD EDUCATION

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Abstract:

This study aims to analyze the holistic management strategy based on Islamic values that can be applied in schools to improve the quality of early childhood education. This study uses a qualitative case study approach with interviews, observation, and documentation techniques to collect data from the principal, teachers, and parents. The study results indicate that a strong partnership between schools, parents, and the community plays a vital role in creating an environment that supports the overall development of children. An open and communicative internal school environment contributes to an effective learning process despite limited access to more modern external facilities. The holistic curriculum implemented at RA Alam Ya Bunayya covers children's cognitive, social, emotional, and character aspects, emphasizing character development and social habits. These findings indicate that strengthening partnerships with parents and the community can improve the quality of education and child development. At the same time, increasing access to external resources is needed to support the implementation of a more innovative and technology-based curriculum.

Keywords: *Partnership, Parents, Community, Holistic Curriculum, Early Childhood Education*

INTRODUCTION

Early childhood education (PAUD) has a strategic role in shaping the character and abilities of children from an early age (Sutarman et al., 2022, Safitri, 2022). From an Islamic perspective, PAUD is not only oriented toward academic aspects but also instills spiritual, moral, and social values in a balanced manner. However, there is a gap between ideal theory and practice in the field. Theoretically, a holistic approach is a paradigm that is often recommended, where the development of children's physical, emotional, cognitive, social, and spiritual aspects is integrated comprehensively (Stodden et al., 2021; Li et al., 2022).

However, in reality, many PAUD institutions, including Islamic-based institutions, are still focused on cognitive or memorization aspects, with a lack of attention to the emotional and spiritual dimensions of children (Hasanah, 2020; Anam, 2021). Limited resources, lack of training for educators, and minimal support from the community and parents can cause this. As a result, the quality of holistic education that should be the main foundation has not been fully realized in various PAUD institutions. This condition is also seen in RA Alam Ya

Bunayya, Bungo, Jambi. As one of the Islamic PAUD institutions, this RA has made efforts to integrate Islamic values into its curriculum. However, based on initial observations, the holistic approach that covers all aspects of child development still faces various challenges. One of them is the lack of consistency in the implementation of comprehensive learning methods, as well as limitations in involving parents as strategic partners. In addition, optimal supporting facilities for holistic learning are also still limited. This condition reflects the need for a more planned and effective management strategy to address this gap.

Various previous studies have examined the importance of holistic education in PAUD. A study by Mondri et al. (2021) highlighted the effectiveness of a holistic approach in improving children's social and emotional abilities. Another study by Shinta (2022) showed that Islamic-based PAUD institutions have great potential to instill character values but are often hampered by limited resources. This study revealed that although many Islamic PAUD institutions have incorporated religious values into the curriculum, their implementation is still partial, so they do not fully meet the principles of holistic education.

In addition, research by Lawrence et al. (2021) and Kartel et al. (2022) (2022) discussed the importance of parental involvement in supporting the success of early childhood education. This study shows that strong collaboration between educators, parents, and communities can significantly improve the quality of education. Our research position is on the effort to bridge theory and practice, focusing on the development of management strategies that can be implemented in RA Alam Ya Bunayya as a specific case study. Thus, this research not only complements previous research but also offers relevant practical solutions.

This study offers novelty in its approach, namely developing an Islamic-based strategic management model that supports holistic early childhood development. This novelty lies in the combination of an Islamic values-based approach with modern methods that have been tested practically. This study also considers the involvement of multi-stakeholders, including educators, parents, and communities, in creating a holistic and sustainable learning environment.

This paper aims to examine management strategies that can be applied to holistic development in Islamic early childhood education at RA Alam Ya Bunayya. The problem to be answered is: How can a holistic management strategy based on Islamic values be applied at RA Alam Ya Bunayya to improve the quality of early childhood education?

Management strategies based on Islamic values, if applied consistently and supported by a collaborative approach, can overcome various challenges faced by PAUD institutions in implementing holistic education. Through the development of this strategy, it is hoped that RA Alam Ya Bunayya can become a model for other PAUD institutions in improving the quality of early childhood education comprehensively and oriented towards Islamic values.

RESEARCH METHOD

This study uses a qualitative design with a case study approach. This approach was chosen to explore the management strategies implemented at RA Alam Ya Bunayya in developing holistic education based on Islam. Case studies allow researchers to explore the context, challenges, and potential solutions specific to the research location.

The research location is RA Alam Ya Bunayya, Bungo, Jambi. This location was chosen because this institution is one of the Islamic PAUDs with great

potential in integrating Islamic values into holistic education despite facing many challenges. In addition, this location is relevant to describe the actual situation Islamic PAUD institutions face in similar areas.

The data collection process was carried out through three main methods: observation, interviews, and documentation. Observations were conducted to directly understand the learning and management activities at RA Alam Ya Bunayya. In-depth interviews were conducted with the principal, teachers, and parents to gain a comprehensive perspective on the strategies implemented. Documentation includes document analysis such as curriculum, activity reports, and evaluation records.

Data analysis was carried out through several stages: data condensation, data presentation, and data verification. In the data condensation stage, information obtained through observation, interviews, and documentation is reduced to filter relevant data. The reduced data is then presented as tables or narratives to facilitate analysis. The final stage is data verification, where the findings are further analyzed to ensure the validity and reliability of the data and draw in-depth conclusions regarding effective management strategies in the context of this study.

RESULTS AND DISCUSSION

Result

Internal and External Environmental Analysis

The operational definition of this sub-finding includes identifying the strengths, weaknesses, opportunities, and threats that influence the management strategy of RA Alam Ya Bunayya in developing holistic education based on Islam. The internal environment includes human resources, infrastructure, and learning methods. The external environment involves the role of parents, community, and government regulations that impact the institution's operation.

Based on the results of the interview with the principal, he stated, "The main obstacle in holistic development is the lack of training for teachers and community support (KS_01)." A teacher added, "We have great potential in terms of the Islamic values taught, but our facilities are still very limited (SA_06)." This statement shows that although the institution has the strength of Islamic values integrated into the curriculum, the main weakness lies in the infrastructure and human resources aspects, which are less than optimal.

The observation results showed that learning in the classroom focuses more on cognitive activities, such as memorizing short verses, while children's creativity and emotional aspects are less accommodated. In addition, the available play facilities are still minimal. The researcher interprets that this gap requires intervention in improving facilities and teacher training to support holistic learning.

Table 1. Internal and External Environmental Analysis

Aspect	Strength	Weaknesses	Opportunities	Threats
Human Resources	Teachers have high commitment	Minimal training	External training	High teacher turnover
Infrastructure	Integrated Islamic values	Minimal playing facilities	Government assistance	Limited operational funds

Table 1 shows that the school has strengths in the Human Resources (HR) aspect with highly committed teachers, but on the other hand, there are

weaknesses in terms of minimal training provided to teachers. Even so, there are opportunities to improve teacher quality through external training, although the threat of high teacher turnover can disrupt teaching stability. Regarding infrastructure, Islamic values have been well integrated, but student play facilities are still limited, hindering their social and physical development. However, government assistance can be available to improve these facilities. Another major challenge is limited operational funds, hindering further infrastructure development. Overall, although there are strengths and opportunities, existing weaknesses and threats need to be addressed through appropriate strategies so that the quality of education can be optimally improved.

The data shows management strategies should strengthen infrastructure and community involvement to support holistic development. The researcher also found a pattern in which internal challenges were more dominant regarding infrastructure weaknesses, while external challenges came from a lack of community support. Thus, targeted improvements in these two aspects can improve the quality of education at RA Alam Ya Bunayya.

Holistic Curriculum Development

Holistic curriculum development is an approach that integrates various aspects of the learning process to create a holistic learning experience at RA Alam Ya Bunayya. This sub-finding consists of three main elements: multi-aspect integration, local contextualization, and the STEAM (Science, Technology, Engineering, Arts, and Mathematics) approach. Multi-aspect integration involves the use of various interrelated disciplines to enhance student understanding. Local contextualization refers to adapting the curriculum to local needs and conditions. At the same time, the STEAM approach emphasizes the integration of science, technology, engineering, arts, and mathematics to create creative solutions to problems faced by students.

The results of the interview with the Head of RA Alam Ya Bunayya revealed that "We try to integrate social, cultural, and environmental aspects in every subject. We also ensure that the material taught is not only theoretical, but also applicable to local conditions (KS_01)." According to the researcher, this statement reflects a strong effort to link learning to contexts that are relevant to students, focusing on fundamental understanding and application in their daily lives. On the other hand, an interview with one of the teachers highlighted the importance of the STEAM approach in their curriculum. "Our curriculum combines science and art with technology. This is important to develop students' critical and creative skills (SA_03)". The researcher's interpretation shows that the implementation of STEAM in this school supports the development of students' multidimensional skills, both in academic and creative aspects.

Table 2. Holistic Curriculum Development

Aspects	Description	Examples of Application
Multi-Aspect Integration	Combines various disciplines, such as social, cultural, and environmental in learning.	Learning that includes local social and cultural values in subject matter.
Local Contextualization	Adapts learning materials to local conditions, needs, and culture.	Learning materials that are relevant to environmental issues and community culture.

STEAM Approach	Combines science, technology, engineering, art, and mathematics in the learning process.	Projects that integrate science experiments, technology development, and art elements to solve problems.
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The development of a holistic curriculum aims to create a comprehensive learning experience by integrating three main aspects: Multi-Aspect Integration, Local Contextualization, and the STEAM Approach. Multi-aspect integration combines various disciplines, such as social, cultural, and environmental, to provide a more holistic understanding to students. For example, the material is taught in history subjects by linking relevant local cultural values. Local Contextualization focuses on adjusting learning materials to the conditions and environmental issues around students, such as using pollution or climate change problems in science learning. This helps students see the relationship between theory and the reality they face.

Meanwhile, the STEAM Approach integrates science, technology, engineering, art, and mathematics to develop students' critical and creative skills through application-based projects, such as designing an environmentally friendly house that involves various disciplines. By combining these three aspects, the holistic curriculum aims to improve students' academic knowledge and prepare them with practical skills relevant to the real world, creating individuals who are sensitive to their surroundings, creative, and ready to face existing challenges. The results of field observations show that the development of a holistic curriculum in this school involves various learning elements that are not only limited to academic content but also include the development of student character. Observations show that the teaching carried out already includes various approaches to the needs and context of students. The STEAM approach is visible in projects involving science and technology. At the same time, the integration of local values is practiced by using materials relevant to the surrounding culture. The researcher assessed that this observation shows success in designing a holistic curriculum relevant to students' lives.

The data shows that the holistic curriculum development in this school includes three main components: multi-aspect integration, local Contextualization, and the STEAM approach. Multi-aspect integration is seen in efforts to link learning with social and cultural values. Local Contextualization is applied by adjusting learning materials to local conditions and needs. Meanwhile, the STEAM approach is implemented to simultaneously develop students' science, technology, art, and mathematics skills. Overall, the curriculum implemented seeks to create a comprehensive learning experience relevant to students real-world the data collected, the pattern that emerged was the significant attention to developing a comprehensive curriculum directly related to students' lives. Although there are differences in focus between multi-aspect integration, local Contextualization, and the STEAM approach, all three provide a picture that the curriculum implemented is oriented toward holistic, creative, and context-based learning.

Partnership with Parents and Community

Partnership with parents and community is a collaboration between educational institutions and the surrounding environment, including families, communities, and other related parties, which aims to support the development of students. RA Alam Ya Bunayya implements this partnership through various

activities involving parents and the community in the children's learning process, thus creating an environment that supports holistic growth and development. In this context, the partnership strengthens the synergy between educational institutions and both parties to improve the quality of education and child welfare.

According to an interview with the Head of RA Alam Ya Bunayya, "We really appreciate the role of parents in supporting their children's education. Every month, we hold meetings with parents to discuss children's development and provide an opportunity for parents to convey their needs or complaints (KS_01)." This shows that the school provides learning in the classroom but has to build close relationships with parents as essential partners in the education process. The Head of RA Alam Ya Bunayya also stated, "Good communication with parents makes it easier for us to detect children's problems early on (AR_04)." This shows the importance of parental involvement in directly monitoring children's development.

In addition, a teacher at RA Alam Ya Bunayya also said, "We always try to involve parents in school activities, both in the form of routine meetings and in other social activities such as community service or family events." The teacher emphasized that parental involvement is limited to formal meetings and more relaxed and social activities. This indicates that the school is trying to establish a more personal and open relationship with parents, creating an atmosphere that supports children's development.

During observations at RA Alam Ya Bunayya, researchers noted that the partnership between the school and parents appeared very active. Parents were present at routine meetings and involved in more in-depth activities, such as organizing events to celebrate big days or raising funds for social activities. The interaction between teachers and parents went very well, where parents were allowed to provide input and share experiences related to their children. Researchers interpreted that this school has succeeded in building a strong relationship with parents, which is reflected in parents' active involvement in various school activities.

From the data collected, the partnership with parents at RA Alam Ya Bunayya is perfect and effective in improving the quality of children's education. Open and participatory interaction between the school and parents allows for the exchange of information beneficial for children's development. Parents are involved in academic aspects and social activities that increase a sense of togetherness and support for the school. The researcher concluded that the success of this partnership is highly dependent on good communication and the active involvement of both parties.

There is a very high level of involvement between parents and schools. Parents are involved not only in routine meetings but also in more relaxed and community-based activities. This shows that the established partnership is flexible and covers various dimensions of the students' lives. In addition, effective communication and mutual trust between parents and schools are the keys to success in establishing this relationship. This pattern reflects a high level of awareness from the school to involve parents directly in every aspect of the child's life.

Discussion

The results of this study indicate that RA Alam Ya Bunayya has an internal environment that is very supportive of the learning process, with an open and

communicative culture between teachers and parents. This is in line with the theory put forward by Osher et al. (2021) in the developmental ecology model, which states that a supportive environment, both internal and external, is critical in influencing child development. In terms of external aspects, although the surrounding environment is quite supportive, there are challenges with limited access to more sophisticated educational facilities, which can affect the quality of learning. These limitations are not entirely in line with the literature revealing that access to technology and infrastructure is crucial in supporting a developing curriculum (Costan et al., 2021; Magunje et al., 2022,). The implications of this finding suggest that even though a good internal environment has been created, there is still a need for increased access to external resources to maximize learning outcomes. This study also identified that RA Alam Ya Bunayya has implemented a more holistic curriculum development, which includes intellectual, emotional, and social aspects. This is in line with the holistic education approach widely supported by various literature, such as that put forward by Schneider et al. (2022), who stated that early childhood education should not only focus on cognitive aspects but also social and emotional aspects. Differences were found in the curriculum's implementation, which emphasized development and social habits, which were not fully explained in the more general literature. The researcher saw that strengthening children's moral character and social skills was more influenced by the practical approach applied by educators at RA Alam Ya Bunayya, which focused on daily social activities and values-based learning. The implications of these findings suggest that even though a holistic curriculum has been implemented, there are challenges in balancing academic achievement and more holistic character development, so both need to be balanced.

The strong partnership between the school and parents at RA Alam Ya Bunayya is seen to be very significant in supporting child development, as seen in the finding that parents are actively involved in school activities. This finding aligns with the concept of school and family partnerships put forward by Yulianti et al. (2022) and Panaoura (2021), which states that parental involvement in children's education can directly improve children's academic achievement and social development. However, there are differences in how parents are involved. In contrast, at RA Alam Ya Bunayya, parental involvement is limited to routine meetings, social activities, and cooperation with the surrounding community. This shows a more flexible and contextual adaptation to the local community's needs. This finding implies that a more inclusive and community-based partnership model can significantly impact child development because parents and the community feel more ownership in the child's education process. From the results of this study, it can be understood that the success of RA Alam Ya Bunayya in managing the internal and external environment, as well as developing a holistic curriculum supported by good partnerships with parents and the community, is highly dependent on the school's ability to balance these various factors. These findings show that active partnerships with parents and the community and a holistic curriculum play a massive role in creating an educational environment that supports optimal child development. The implication is that schools must continue developing stronger relationships with parents and the community and pay more attention to increasing access to external resources to support a more innovative and inclusive curriculum. A key factor in RA Alam Ya Bunayya's success in achieving these goals is the structure that supports open communication between the school, parents, and the

community, which forms a strong foundation for mutually beneficial collaboration. This strong relationship increases parental participation in the educational process, directly impacting children's social and academic development. However, lack of access to more modern educational facilities can hinder the development of a more comprehensive, holistic curriculum. This shows a clear causal relationship between a solid partnership structure and better quality education and the important role of access to external resources in supporting the success of the curriculum implemented in schools.

CONCLUSION

The study results at RA Alam Ya Bunayya show that a strong partnership between the school, parents, and the community significantly supports holistic child development. An open and communicative internal environment creates a conducive atmosphere for child development despite limited access to more modern external facilities. Implementing a holistic curriculum that covers children's cognitive, social, emotional, and character aspects has proven effective. However, it is implemented with more emphasis on strengthening character and social habits through daily experiences. Partnerships that involve parents not only in academic aspects but also in social and community activities have successfully created mutually supportive collaborations. Overall, the education success at RA Alam Ya Bunayya is highly dependent on the synergy between the school's internal environment, holistic curriculum development, and active involvement of parents and the community. However, to optimize educational outcomes, there needs to be increased access to external resources to support the implementation of a more innovative and technology-based curriculum. Strengthening these partnerships and attention to increasing external access will further improve the quality of education and support the holistic development of children, ensuring better and more inclusive education in the future.

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