

Unpacking Resource Management and Parental Involvement at KB Alam Al-Fatah

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ABSTRACT

This study examines how resource management evaluation and parental involvement contribute to the implementation of Early Childhood Education (ECE) at KB Alam Al-Fatah. Effective ECE management requires active collaboration between the institution and parents, as well as structured management of educators, facilities, funding, and stakeholder relationships. To obtain a comprehensive picture of the learning process, curriculum implementation, and interaction dynamics within the school environment, this research employs a qualitative methodology that includes documentation, semi-structured interviews, and non-participatory observation. The findings indicate that KB Alam Al-Fatah applies clear institutional management, proportional task distribution, responsive leadership, and the Merdeka Curriculum supported by a deep learning approach that emphasizes meaningful learning experiences. The availability of both indoor and outdoor learning materials (APE) also supports children’s holistic development. Parental involvement is reflected in regular communication, assistance with memorization activities, and participation in school programs. In summary, high-quality and holistic ECE services that meet children’s developmental needs can be achieved through integrated resource management and active parental engagement.

Keywords: *Resource management; Parental involvement; Early-childhood education; Service quality.*

INTRODUCTON

Early Childhood Education (ECE/PAUD) is a vital foundation for the development, character formation (Ulum, 2023), social abilities (Rahayu & P, 2023), and readiness of children for the next educational level (Parwoto, 2015). ECE is not only influenced by programs and the learning process but also by sound management and resources, as well as active parental collaboration in shaping the child's growth.

Management in ECE—which includes managing educators, facilities and infrastructure, funding sources, and relationships among stakeholders—are all essential aspects (Lestari et al., 2020). The quality of this management directly influences the smoothness of organizational operations and the quality of educational services (Romini, 2021). Conversely, parental participation is crucial for effective cooperation between the school and home, which, in turn, enhances support for the child's developmental needs.

This necessity calls for a thorough analysis and understanding of the models for empowering parental involvement in ECE institutions, as well as strategies for resource management (Aguiar & Aguiar, 2020). This simultaneously addresses the challenges and gaps related to the lack of competent human resources, inadequate

facilities, and insufficient parental awareness to support existing institutional programs (Ardoin & Bowers, 2020).

The objective of this study is to thoroughly investigate the various ways in which ECE institutions can implement parental involvement, resource management, and quality enhancement in service delivery.

METHOD

This research uses a qualitative method because it aims to understand the management process of ECE provision at KB Alam Al-Fatah deeply and within its natural context. The qualitative approach allows the researcher to capture reality as it occurs in the field without manipulation, ensuring the information obtained is richer, more natural, and corresponds to the actual conditions. Through this method, the research does not only focus on the final results but also examines the processes, interactions, and dynamics that occur among teachers, children, parents, and the institution itself.

To implement the qualitative method, direct observation, interviews, and documentation gathering were utilized. Since observation was conducted non-participatorily, the researcher could observe learning activities, management patterns, and classroom atmosphere without influencing the ongoing activities. Semi-structured interviews were used to obtain deeper information from the institutional head and teachers, especially concerning policies, curriculum implementation, and resource management strategies. Physical evidence, such as photos, organizational structure, and other supporting documents, was obtained through the documentation method. These three methods work together to ensure the research findings are more valid and reliable.

Subjects of Research

We conducted observations in Classes A and B at KB Alam Al-Fatah, located at Jalan Sukses GG. Pesantren No. 37 RT.38 Kel. Mugirejo Kec. Sungai Pinang, Samarinda City, East Kalimantan, 75117. In this study, the subjects consisted of the institutional head, teachers, children, and parents. They were observed within the context of ECE management practices.

The institutional head serves as the primary informant who understands policy elements and the general outline of institutional management. Teachers are critical subjects as they are directly responsible for learning practices and classroom management. Children, while not formally interviewed, serve as the object of observation, as their behavior, interactions, and responses reflect the quality of learning management. Although not formally interviewed, parents remain an important element of the research because their involvement can be observed through their interactions with the institution, the submission of children's

memorization assignments, and participation in school activities.

Instruments and Interview Questions

This article utilizes a qualitative research type, which is an approach focusing on a phenomenon or case study event through methods like interviews, observation, and others. This research involved teachers, parents, and students at an early childhood education institution in Samarinda. The research was conducted by the researcher while the children were attending school. The proposed article structure includes: 1.) Analyzing and presenting the data, and 2) Testing the data by ensuring it aligns with the reality in the field. This allows for a conclusion regarding the influence of human resource management and parental involvement in a PAUD institution.

Data Collection and Analysis

Data collection employed a comprehensive qualitative methodology utilizing triangulation across three techniques: non-participatory direct observation, semi-structured in-depth interviews, and documentation review. Observations were conducted in Classes A and B at KB Alam Al-Fatah to systematically capture the natural dynamics of learning, classroom atmosphere, and management practices in action. Concurrently, in-depth interviews were held with the Principal and key teachers to elicit detailed information regarding institutional policies, curriculum implementation (Merdeka Curriculum), resource allocation strategies (HR and facilities), and the formal mechanisms used to facilitate active parental involvement. This primary data was supplemented by reviewing secondary documentation, including organizational charts, activity photos, and curriculum planning documents (RPPH), which provided contextual evidence to validate interview and observation findings.

The collected data was analyzed using the interactive model proposed by Miles and Huberman (1994). Analysis commenced with Data Reduction, where raw information from transcripts and field notes was carefully selected, simplified, and focused strictly on themes related to resource management and parental engagement. Next, Data Display involved organizing the reduced data into a coherent narrative presentation to clearly identify thematic patterns, such as the correlation between responsive leadership and effective resource utilization. Finally, Conclusion Drawing/Verification synthesized the findings to determine the effectiveness of the integrated management system and active parental support in achieving high-quality, holistic ECE services at KB Alam Al-Fatah, with iterative checks ensuring the validity of the interpretation.

RESULTS AND DISCUSSION

Observations at KB Alam Al-Fatah show that the institution successfully manages its early childhood education provision in a planned manner, actively involving various

parties. All institutional activities are executed through a clear organizational structure, open and responsive leadership, and the application of a curriculum emphasizing meaningful learning. The available facilities also support the children's comprehensive growth and developmental needs. The combination of all these elements demonstrates that the institution implements a holistic-integrative ECE approach, focusing not only on learning but also on the children's health, care, and character formation.

At the institutional level, the principal holds a key role in regulating programs, conducting supervision, and mentoring teachers. The tasks among the head of the institution, teachers, and administrative staff are clearly divided, ensuring everyone understands their responsibilities. Classroom teachers are responsible for managing learning, observing children's development, and communicating regularly with parents. Meanwhile, the administrative staff, who also function as the treasurer, ensure the smooth flow of financial and other administrative records. This proportional division of tasks makes coordination processes within the institution more effective.

In terms of curriculum implementation, KB Alam Al-Fatah has chosen the Merdeka Curriculum (Independent Curriculum) coupled with a Deep Learning approach. Learning is designed so that children can experience a process that is enjoyable, full of exploration, and relevant to their lives. Teachers act as mentors, encouraging children to actively ask questions, experiment, collaborate, and develop creativity and critical thinking skills. Assessment is based on the process, not just the final result, allowing the children's development to be seen more comprehensively. This approach shows the institution's commitment to providing natural and meaningful learning experiences.

Learning facilities are a primary support for the institution's activities. Indoor Educational Play Tools (APE) such as puzzles, letter cards, numeracy media, and role-playing tools are utilized to develop fine motor skills, language, cognitive abilities, and social-emotional skills. Simultaneously, outdoor APE, such as slides, swings, and obstacle courses, help stimulate gross motor skills and socialization abilities. The clean and safe arrangement of the classrooms reflects the institution's attention to the children's comfort. The balanced arrangement of the play and learning spaces also indicates that the institution consistently applies play as the foundation of ECE learning.

Human resource management at KB Alam Al-Fatah is implemented quite well. The teachers possess relevant competencies and are committed to carrying out their responsibilities. The principal also provides regular guidance and evaluation to maintain the quality of learning. The foundation's support in providing facilities,

teacher development, and fulfilling school needs further strengthens the institution's sustainability.

Overall, the observation findings demonstrate that KB Alam Al-Fatah successfully organizes early childhood education with effective management and an orientation toward holistic child development. Learning activities are enjoyable and exploratory, in accordance with the children's developmental characteristics. The solid collaboration among the principal, teachers, parents, and the foundation creates a warm, safe, and meaningful learning environment. With integrative and professional management, KB Alam Al-Fatah stands as an example of an ECE institution capable of delivering quality educational services tailored to the needs of young children.

CONCLUSION

The analysis of resource management and parental involvement at KB Alam Al-Fatah demonstrates that the institution successfully delivers high-quality Early Childhood Education (ECE) services through a structured, holistic-integrative management approach. The success is founded on a clear organizational structure, responsive leadership that ensures proportional task distribution among staff, and strong human resource management, characterized by competent and regularly guided teachers. In terms of academic implementation, the institution effectively uses the Merdeka Curriculum combined with a Deep Learning approach, providing children with meaningful, exploratory, and process-oriented learning experiences. This learning process is fully supported by adequate and balanced facilities, encompassing both indoor and outdoor Educational Play Tools (APE), which cater to all aspects of the children's holistic development (cognitive, motor, and socio-emotional). Crucially, the institution's quality is reinforced by active and integrated parental involvement, which extends beyond mere communication to include participation in school programs and assistance with children's learning at home. In conclusion, KB Alam Al-Fatah serves as an exemplary model of an ECE institution where professional management, dedicated resource allocation, and a solid partnership with parents synergize to create a supportive, safe, and meaningful learning environment that optimally meets the developmental needs of young children.

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