Harmonising School Leadership And Foundations For Human Resource Development In Early Childhood Education

[1]Ahmad Nur Ismail, [2]Deriana Febrianti, [3]Umi Kasanah, [4]Heru Setiawan, [5]Edy Suprayitno
[1,2,3,4,5]STKIP PGRI Ponorogo, Indonesia.
[1]ismail@stkippgriponorogo.ac.id, [2]febriantiderian58@gmail.com,
[3]umikasanah624@gmail.com, [4]awan.hsetiawan@gmail.com, [5]edhysobatq@gmail.com

Correspondence Email: ismail@stkippgriponorogo.ac.id

Abstract: *This study aims to identify research gaps in the harmonisation of school leadership and foundations in the development of human resources (HR) within Early Childhood Education (ECE) institutions. Although several studies address the relationship between leadership and HR development, research specifically examining the dynamics between school leadership and foundations in the context of ECE remains limited. Employing a qualitative case study approach, data collection techniques include in-depth observations, and interviews. The data obtained is analysed through data reduction, presentation, and conclusion drawing. The findings indicate that the educator standards at TKIT Nurussyifa encompass four key competencies: pedagogical, social, personal, and professional. Each teacher is expected to possess these competencies to effectively fulfil their responsibilities. The headteacher's role is to lead and guide teachers in school activities and programmes, while teachers are accountable for the learning process. The foundation plays a crucial role in supporting the headteacher and teachers, as well as managing the school's operational funding. In terms of management and HR development, the foundation seeks to enhance teaching quality through selective and intensive teacher recruitment. The headteacher also actively contributes to the professional development of teachers through relevant seminars and training. The practical implications of this study suggest that school and foundation managers must continue to collaborate to create an environment conducive to the development of quality human resources. Consequently, this harmonisation benefits not only the educational institution but also positively impacts students and the broader community.*
Keywords: Leadership Harmonisation, Human Resource Management, Institutional Quality.

INTRODUCTION

The United Nations Sustainable Development Programme for 2030 has established principles of sustainable action for contemporary society, one of which is to achieve quality and more inclusive education. Our society has reached a stage where quality education is no longer a privilege for a select few, but rather a fundamental right. Consequently, the lack of access to quality education equates to the absence of opportunities for individuals to grow and develop fully, as should be the case in a free and just society, which necessitates inclusive leadership. Research

findings indicate that both the versions for school administrators and teachers, as well as those for families, possess optimal levels of validity and reliability in measuring the degree of inclusive leadership in Italian schools. The results of the study demonstrate that the effects of inclusive leadership are expected to operate most robustly through its influence in enhancing the quality of teaching and learning, as well as in promoting a supportive school climate and culture that emphasises high expectations and quality education (Moya et al., 2020).

The inclusion of all children in education represents a significant challenge faced by educational systems worldwide, in both developing and developed countries. Based on research evidence and ideas from various international literature, this paper argues that leadership practices are a crucial element in steering educational systems towards inclusive values and achieving sustainable change (Ainscow & Sandill, 2010). Pedagogical leadership is rooted in the specific context and pays attention to its own environment through engaging with the historicity, culture and subjective perspectives/realities contexts that are involved. Thus, the community in ECEC (researchers and practitioners) should seek its own end purpose (telos) rather than trying to bridge theory (sophia) from disparate and different communities (Palaiologou & Male, 2019).

Early childhood education institutions generally aim to develop various potentials in children from an early age as preparation for life and to enable them to adapt to their environment. The relevance of managing early childhood education (ECE) is crucial in advancing an institution, necessitating synergy and collaboration among administrators, staff, teachers, students, and parents to enhance the management of ECE conducted in a professional manner (Rahmalia & Agustina, 2025). However, in practice, several kindergarten institutions still face deficiencies in the provision of facilities and infrastructure to support learning activities (Ismail et al., 2021), as well as a lack of teacher skills that may adversely affect student learning outcomes (Putri Setyaningsih, 2021).

Another intriguing finding from the research indicates that, in the psychosocial and learning aspects, data reveals the necessity for specific qualifications for teachers required to teach in ECE settings. Furthermore, regarding organisational aspects, particularly related to supporting learning facilities in ECE, it is evident that educational play tools are essential for assisting students in developing their inherent intelligences (Monika et al., 2021). In alignment with Monika et al., the

aspect of human resources in education plays a vital role in influencing the outcomes of achieving quality and professional educational development goals (Hasan, 2022).

The education sector is undergoing a transformation, characterised by innovation, as mandated by Law No. 20 of 2003 concerning the National Education System. This legislation posits that education should not solely focus on the transfer of knowledge but also on the holistic development of students' potentials in accordance with the evolving times (Rouf, 2016). Consequently, teachers serve as facilitators for students by providing learning tasks and fostering interaction (Abitolkha et al., 2020). Teachers also embody figures who inspire and instil a sense of purpose in students (Sauqy, 2019).

In the pursuit of enhancing educational quality, educational management must be designed and managed effectively to respond to the challenges and demands of contemporary developments. This underscores the role of education as a fundamental foundation for building quality, innovative, and competitive human resources (Firman, 2024). Improving educational quality is not merely a direct result of innovation; rather, innovation remains a key element in the educational transformation process (Ismail, 2023).

Educational institutions serve as platforms for cultivating a knowledgeable and civilised generation. Within an educational institution, there exists human resources that support the operational processes of the institution. Human resources are pivotal in determining the quality of an institution (Ismail, 2024). Educational institutions with competent resources can significantly aid in achieving their educational objectives. Each educational institution requires professional human resources to effectively fulfil its functions towards achieving its goals (Priyono R. et al., 2021).

Educational personnel constitute an integral part of the educational delivery system and are responsible for providing instruction, training, research, development, administration, and technical services in the field of education. Teaching staff encompasses members of the institution whose primary function is to teach (Ismail, 2023). The educational personnel referred to herein are teachers. Teachers represent a crucial component in education as they serve as role models for students. Therefore, teachers must possess adequate behaviour and skills to foster the abilities of their students (Wahab et al., 2016).

Teachers must also recognise that what is deemed appropriate in the present may not necessarily be regarded as such in the future. Consequently, teachers are expected to continuously enhance their skills and knowledge to support their profession. A professional teacher is one who executes their responsibilities competently and correctly (Ismail et al., 2021). Effective teaching also necessitates the skills required to facilitate the learning process efficiently. According to societal perceptions, educational personnel are believed to have two meanings. The first refers to informal educators, such as religious instructors, or respected elders within the community, and the second pertains to formal educators, such as teachers or staff in educational institutions (Ismail et al., 2021).

Educational personnel differ from educational staff. Educational institutions encompass both the providers of education and the managers of educational institutions (Haerudin, 2019). Educational personnel include employees of educational institutions; however, not all employees within an educational institution are classified as teachers (Nahrowi, 2019). An educator is an individual who works in an educational institution or organisation, possesses pedagogical knowledge (understanding philosophy and educational science), and is involved in the administration (at either the micro or macro level) or organisation of education (Ibrahim, 2014).

Human resource management entails the utilisation of human resources to achieve organisational objectives. To attain optimal results, management must be implemented in such a way that educational personnel and teachers can work more effectively and efficiently (Murtafiah, 2023). In this context, the management of educational institutions bears managerial functions such as recruiting, developing, rewarding, and motivating teachers to achieve educational objectives optimally. We support educational staff in attaining status and behavioural standards, maximising career development, and aligning individual, group, and organisational goals (Latifah et al., 2022).

Every organisation aspires for its members to perform their primary tasks and functions optimally, leveraging their skills for the benefit of the organisation and completing their work more effectively (Skedsmo & Huber, 2018). In this context, it is also essential to conduct assessments and enhance the quality of teachers' performance in executing their duties (Ismail, 2024). Hence, the functions of mentoring and developing teaching staff, which are the responsibilities of operational staff, involve maintaining, improving, and enhancing the performance of educators

(Wahab et al., 2016). Such activities can be carried out through job training and training services. The activities undertaken in the implementation of mentoring and development encompass not only skill-related aspects but also the careers of educational personnel (Ismail, 2023).

In light of the advancements of the times and the increasing challenges of the present, educators and educational personnel should continually learn and develop creatively with the aid of new knowledge in the field of education (Ismail, Ari, et al., 2025). One of the most effective methods for developing human resources is through education and training, encompassing both formal and informal education. Career development involves the formulation of long-term plans. Managing individual and team performance is crucial in human resource development. School leaders must possess a clear vision and the ability to guide the school towards improvement. Inspirational leadership can enhance the motivation of teachers, staff, and students (Ismail, Hamidah, et al., 2025).

Teachers and staff are the greatest assets of a school. School management must ensure the provision of ongoing professional training and development so that they can continue to grow and provide the best for students. Providing continuous training to human resources is one of the best ways to enhance their skills and knowledge (Siregar & Fadillah, 2020). This may include technical training (e.g., the use of the latest technology) or soft skills training (such as communication, leadership, and time management skills).

One of the primary roles of a foundation is to provide financial resources for the operational activities of educational institutions. Foundations are typically responsible for fundraising, whether through donations, fundraising campaigns, or the management of assets owned by the foundation itself. The funds raised are used for various purposes, ranging from infrastructure development to the payment of salaries for teaching staff and administrative personnel (Latifah et al., 2022).

Collaborative leadership, decision-making focused on equity, pedagogical leadership, and professional development, as well as the establishment of supportive communities and data-driven practices, are essential components in the realm of education. The analysis reveals distinct patterns in how various leadership approaches contribute to inclusive education. The central role of instructional leadership and pedagogy emerges as pivotal for successful implementation.

Challenges include systemic barriers, resistance to change, resource limitations, and the management of diverse needs. The majority of the studies included are short-term and conducted in economically advanced Western countries, highlighting the necessity for longitudinal research in diverse global contexts. Practical implications: The findings provide actionable insights for policymakers and practitioners on how to integrate instructional leadership with systemic approaches to promote inclusive education, with a particular emphasis on the roles of pedagogical leadership and professional development (White et al., 2025).

The principal of TKIT Nurussyifa is a school leader who consistently engages in collaborative discussions when determining each programmeme to be implemented. The principal always provides support to teachers in enhancing the competence standards they have achieved. In addressing issues, teachers and staff are encouraged to communicate openly with the principal.

The teachers at TKIT Nurussyifa are also professional educators. They possess the competency standards that must be achieved. Their primary duty is to educate and guide students towards improved behaviour. The foundation at TKIT Nurussyifa actively supports every programmeme planned by the school. The foundation plays a significant role in enhancing human resources within the institution, aiming to develop quality human resources capable of fulfilling their duties and responsibilities effectively and maximally.

METHOD

This research employs a case study approach, which is a form of qualitative research conducted to explore in depth a programmeme, event, process, or activity involving individuals or groups. Consequently, the researcher endeavours to understand a phenomenon or situation comprehensively, including the context or interactions that occur. In this case study, it is crucial to view the phenomenon within an integrated context, encompassing the social, cultural, and environmental factors that influence it (Ismail et al., 2024).

The objective of this research is to describe the practices of educational management innovation in early childhood education at RA 'Aisyiyah Sidoharjo. To achieve this objective, data collection techniques are required. According to Sugiyono, observation is a data collection method that utilizes both direct and indirect observation. Additionally, interviews serve as a data collection

technique that involves obtaining information directly through communication with informants. Furthermore, documentation techniques are employed to gather data and information in the form of books, archives, documents, and images such as reports and notes that can support the research (Sugiyono, 2022).

In this study, the researcher employs interview techniques to extract information relevant to the forms of innovation in early childhood education management at RA Aisyiyah. The informants involved include the head of the RA, classroom teachers, RA administrators, and community members. Documentation techniques are utilized to compile data regarding the implementation of management innovations in early childhood education at RA Aisyiyah, which include work programme documents, daily work plan documents, weekly work plan documents, curriculum documents, learning activity documents, and records of completed collaborations.

Once the data has been collected, the researcher conducts qualitative data analysis using techniques of data reduction, data presentation, and conclusion drawing. The research identifies the main themes emerging from the results of interviews and observations, such as programme implementation, encountered obstacles, and factors influencing programme success. The data presentation technique involves the researcher presenting data in the form of diagrams or tables to illustrate the relationships among these themes. The third technique is conclusion drawing, where the researcher formulates a conclusion based on the research objectives that have been established, including how the programme can succeed, the contributing factors, and recommendations for improvement.

This research is classified as descriptive research employing a qualitative approach. The qualitative approach utilized in this study involves direct field observation. The researcher conducts direct interviews with educators and educational personnel at the TKIT Nurussyia Krebet institution. To select and determine informants for this research, the researcher consults with the school principal. The data collection procedure in this study employs three techniques: direct field observation, in-depth interviews, and documentation. Data analysis is conducted through data reduction, data display, and conclusion drawing. The validity of the research is ensured through data verification, which involves checking the methodology employed to obtain the data, reviewing the report results, and triangulation.

RESULTS AND DISCUSSION

Based on the research conducted at the Integrated Islamic Kindergarten (TK Islam Terpadu) Nurussyifa Krebet, Jambon, Ponorogo regarding the standards of educators and educational staff, their primary duties and authorities, as well as human resource development implemented by TK Islam Terpadu Nurussyifa, the following can be described:

Standards for Educators and Staff at TK Islam Terpadu Nurussyifa

The Integrated Islamic Kindergarten Nurussyifa operates under the auspices of the Nurussyifa Krebet Islamic Education and Da'wah Foundation. The Nurussyifa Foundation oversees three formal and non-formal educational institutions, namely the Integrated Islamic Elementary School (Madrasah Ibtidaiyah Alam Terpadu Nurussyifa), the Integrated Islamic Kindergarten Nurussyifa, and the Nurussyifa Diniyah Madrasah.

The educational and teaching staff at TKIT Nurussyifa comprises: 1 principal, 6 class teachers, 1 coordinator for the Ummi method of Quranic learning, 2 cooks, 1 cleaning staff member, members of the Nurussyifa Foundation, and the school committee. This was conveyed by Mrs. Ayu Herdiannur N.S, S.Pd, the principal, as follows: "There are 9 educational staff members including the principal, teachers, coordinators, and educational personnel such as those from the foundation, cooking staff, and cleaning staff. Teachers also serve as school operators and treasurers. At TKIT Nurussyifa, we implement full-day school learning until 12:00 noon and provide lunch supplied by the school."

The standards for educators and educational staff at TKIT Nurussyifa have been met and implemented. Most teachers at TKIT Nurussyifa hold bachelor's degrees and possess a good standard of educator competency. The standards for teachers encompass pedagogical competence, personal competence, social competence, and professional competence (Ismail, 2023). This was articulated by Mrs. Ayu Herdiannur N.S, S.Pd, the principal, as follows: "During the recruitment of teachers, I and the Nurussyifa Foundation always pay attention to the competency standards possessed by prospective teachers, so that when teaching, they can perform their duties effectively. The educators at TKIT Nurussyifa meet the four teacher competency standards."

To enhance the competency standards of educators, teachers pursue further education focusing on early childhood education (Ismail, Ari, et al., 2025). This was acknowledged by Mrs.

Anis Fadilah A.Md. Keb. in her statement: "It is true, given that my previous educational background was not in early childhood education, I pursued further studies focusing on early childhood education. I do this to enhance my knowledge and competence as a kindergarten teacher."

The strategies employed by the principal of TKIT Nurussyifa to improve the competency standards of teachers include enrolling them in training, workshops, and seminars. Additionally, weekly evaluations are conducted to standardise the delivery of material to children in the classroom. This was expressed by Mrs. Ayu Herdiannur Niswatus S, S.Pd, the principal of TKIT Nurussyifa: "The principal designates teachers to participate in training or workshops to enhance their experience and knowledge. The expectation is that after attending training, teachers can improve their competency standards. Furthermore, the principal also conducts weekly evaluations held every Saturday after extracurricular activities. This evaluation activity also includes micro-teaching, which is useful for assessing the competency standards of teachers in aligning classroom learning activities." Consequently, in the formulation of the weekly lesson implementation plan (RPPM) and the daily lesson implementation plan, these are subsequently delineated into a semester programme (Prosem). Each semester is further divided into two components within the weekly planning framework, designed to ensure comprehensive coverage during each class session in collaboration with fellow educators. The Prosem (RPPH) for curriculum management necessitates the involvement of personnel with a high degree of professionalism (Ismail, Hamidah, et al., 2025). Educators engaged in ongoing training and professional development can leverage this educational management innovation to enhance the quality of their teaching. Innovation (Ismail, Ari, et al., 2025).

By conducting activities aimed at enhancing the competency standards of educators and educational staff, it is hoped that the learning objectives at TKIT Nurussyifa can be achieved optimally, as stated by Mrs. Ayu Herdiannur Niswatus S. S.Pd: "The training and seminar activities can also serve as a means to improve the quality and professionalism of the human resources at TKIT Nurussyifa." Innovation in the field of education has become a necessity, as the practice of educational management innovation is a crucial factor in enhancing the quality of

learning and the effectiveness of the management of early childhood education institutions (Ismail, Ari, et al., 2025).

Teachers, as school operators, also gain new knowledge and experience through training on school operations, particularly regarding the management of educational data. This can develop standards of competence that teachers may not yet possess and enable them to implement this in the school. This was articulated by Mrs. Endang Setyowati S.Pd as follows: "I was given the opportunity by the principal to participate in school operator training, which has enhanced my competencies as both a teacher and a school operator. Additionally, the training has also improved my social competencies by allowing me to connect with other school operators." The principal plays a crucial role in developing the competency standards of teachers. The principal must understand the needs of the school and its teachers, allowing for their development beyond their existing competencies. Consequently, this impacts the professionalism of educators and educational staff within the school. Characteristics of quality human resources include competent educators and educational staff, skilled administrative staff, certified teachers, and effective communication among the principal, teachers, and parents (White et al., 2025).

Duties and Authorities of Educators and Staff at TKIT Nurussyifa

Duties of Educators at TKIT Nurussyifa

The primary duty of teachers is, of course, to teach, guide, and direct students. In addition, a teacher is also responsible for preparing lessons, evaluating, and assessing the learning that has been conducted (Ismail, 2023). Teachers act as facilitators, providing motivation and character development to all their students. As stated by Mrs. Dwi Rahmawati S.Pd: "As a class A teacher at TKIT Nurussyifa, I have several duties, including serving as the class A3 Ar-Rasyid homeroom teacher. As a homeroom teacher, my responsibilities include teaching, guiding, and directing my students. I also prepare the lessons that I will deliver in class. Additionally, as a teacher, I am tasked with providing assessments and evaluations for my students and serving as a role model, such as being punctual, which is part of improving and enhancing the quality of the institution, resulting in effective outcomes consistent with expectations."

Improving the quality of learning through evaluation is the authority of both teachers and the principal. Teachers may also provide suggestions and recommendations for developing

learning in their classrooms (Ismail et al., 2024). This was articulated by Mrs. Anis Fadilah A.Md. Keb. as follows: "The authority of teachers is primarily in educating students, providing lessons, guiding, and directing students in the teaching and learning process according to the applicable curriculum. Teachers also have the authority to organise and manage the classroom atmosphere, creating a conducive environment for effective learning. Teachers play a role in nurturing attitudes and character, as well as providing guidance to students, both academically and non-academically."

Duties and Authorities of Educational Staff at TKIT Nurussyifa

The Nurussyifa Islamic Education and Da'wah Foundation strongly supports the implementation of learning and activities at TKIT Nurussyifa. The foundation is also responsible for managing the finances used for school operational needs. The foundation has the authority to oversee and evaluate the performance of the principal, teachers, and educational programmemes aimed at achieving learning targets (Ismail, Ari, et al., 2025). This was expressed by Mr. Mulyono, M.Pd., as follows: "The Nurussyifa Islamic Education and Da'wah Foundation is tasked with overseeing every activity at TKIT Nurussyifa. The foundation is responsible for managing and regulating the school's operations, ensuring the continuity of operational activities and school development. The foundation is also responsible for managing school finances, from receiving funds (such as donations, BOS funds, etc.) to allocating them for school operations, facility improvements, teacher and staff salaries, and other educational needs. The foundation also has the authority to supervise the educational processes in the school. They evaluate the performance of the principal, teachers, and educational programmemes to ensure that educational objectives are met."

The cleaning staff is also responsible for maintaining the cleanliness of the school environment, ensuring it remains clean and comfortable for teachers, students, and school staff. This was articulated by Mrs. Endang, who stated: "In maintaining cleanliness and comfort in the environment at TKIT Nurussyifa, I always clean the teachers' room, classroom terraces, and school grounds every morning. I also plant ornamental plants to make the school look beautiful and comfortable."

The lunch programmeme at TKIT Nurussyifa involves meals prepared by the kitchen staff. The kitchen staff prepares food from early morning to serve when the children have lunch. They are also responsible for creating the daily meal schedule for the children. This was conveyed by Mrs. Yuli as follows: "Together with Mrs. Siti as the kitchen staff, we are responsible for preparing lunch for the children every Monday to Thursday. I am also tasked with organising the meal schedule for the children."

Management and Development of Human Resources at TKIT Nurussyifa The management and development of human resources (HR) at TKIT Nurussyifa is crucial to ensuring that the quality of education provided to children is optimal. The following are several important aspects of human resource management at TKIT Nurussyifa, as conveyed by the Foundation Chair, Mr. Mulyono M. Ag: "In developing human resources at TKIT Nurussyifa, the foundation assists by conducting recruitment and selection of prospective teachers who will teach at the kindergarten, providing periodic training and development for all teachers and educational staff at the kindergarten, and providing supportive facilities for teaching, leadership, and managerial functions from the foundation to all human resources at TKIT Nurussyifa."

To create quality human resources, effective management and organisation within the institution are necessary. Characteristics of quality human resources include competent educators and educational staff, skilled administrative staff, certified teachers, and effective communication among the principal, teachers, and parents (White et al., 2025). The primary objective of human resource development at TKIT Nurussyifa is to enhance the skills, knowledge, and competencies of workers to improve productivity and the quality of work outcomes. This includes increasing competitiveness by developing competent and skilled workers to compete in the global job market. Additionally, improving welfare by providing opportunities to enhance living standards through skills development that enables individuals to secure better employment.

The findings indicate that instructional leadership is prominently evident in the supervision and evaluation of teaching, the development of high academic standards and expectations, the monitoring of student progress, the promotion of teachers' professional development, and the safeguarding of instructional time. Teachers exhibit competence in pedagogical and content knowledge, classroom management, assessment practices, and the adaptation of instruction to

meet the diverse needs of students. The active involvement of stakeholders, including parents, community members, and local government units, has been observed. This research identifies a satisfactory level of implementation of School-Based Management (SBM) across various key areas and a significant positive relationship between instructional leadership, teacher competence, stakeholder engagement, and School-Based Management (Rupole & Ching, 2025).

CONCLUSION

Firstly, in the context of human resource development at the Integrated Islamic Kindergarten Nurussyifa, it is crucial to note that the standards for educators and educational personnel at this institution have been satisfactorily met. These standards encompass various essential competencies for an educator, such as pedagogical competencies that enable them to design and implement effective learning experiences, social competencies that support positive interactions with students and parents, personal competencies that reflect character and integrity, as well as professional competencies that demonstrate in-depth knowledge in their respective fields. For instance, a teacher who employs a project-based learning approach not only exhibits pedagogical competence but also fosters strong relationships with students through their active participation in the learning process. The strategies implemented by the principal and the foundation to enhance these competency standards, such as seminars and training sessions, provide opportunities for educators to continually learn and adapt to the latest developments in the field of education.

Secondly, the roles and responsibilities of educators and educational personnel at the Nurussyifa Integrated Islamic Kindergarten are critically important in creating a conducive learning environment. The primary responsibilities of teachers, which include teaching, lesson planning, and motivating students, are at the core of the educational process. For example, a teacher who not only imparts subject matter but also exemplifies positive behaviours, such as discipline and cooperation, can have a significantly greater impact on the character development of students. Conversely, the principal functions as a manager who not only oversees the operational aspects of the school but also nurtures teachers to enable their professional growth. They are responsible for developing a relevant curriculum and programmes that support student learning. The foundation, as the entity supporting the school's operations, has the responsibility to manage

finances that are allocated for various purposes, including the evaluation of educators and educational personnel, to ensure the quality of education is maintained.

Thirdly, the management and development of human resources at Nurussyifa are conducted by the foundation through a planned and systematic approach. The recruitment and selection process for prospective teachers focuses not only on academic qualifications but also on interpersonal skills and alignment with the institution's values. For example, the foundation may conduct in-depth interviews and teaching simulations to ensure that prospective teachers possess adequate knowledge and can interact effectively with students. Additionally, the provision of facilities that support the learning process, such as comfortable classrooms and access to educational technology, is an integral part of the human resource development strategy. The ultimate goal of these efforts is to ensure that educators and educational personnel at Nurussyifa possess strong competencies and continuously enhance their skills, thereby delivering quality education to students.

An in-depth analysis of the relationship between school leadership and the foundation reveals that the synergy between these two entities is vital in achieving the desired educational outcomes. The principal and the foundation must collaborate harmoniously, supporting each other in every programme implemented. For instance, when the foundation plans training for teachers, the principal can provide insights into specific needs based on daily observations. Consequently, every decision made is informed not only by theory but also by practical experience, ultimately enhancing educational quality.

In reflection upon this research, its theoretical and practical contributions are notably significant. Theoretically, this study offers new insights into how leadership harmonisation can influence human resource development in educational institutions, particularly within Islamic education settings. Practically, the findings may serve as a guide for other educational institutions in designing more effective human resource development strategies. From the key findings presented, the implications for educational management practice are evident. Firstly, the importance of continuous training for educators is paramount to ensure they are prepared to face new challenges in education. Secondly, systematic evaluations of educator performance are necessary to provide constructive feedback for individual development. Thirdly, close cooperation

between the principal and the foundation is essential to create a supportive environment for human resource development.

For future research, it is recommended to focus on expanding the context of institutions, such as conducting studies in other educational establishments with similar characteristics. Additionally, employing a more diverse methodological approach, such as case studies or longitudinal research, could provide deeper insights into the dynamics of leadership and human resource development.

In conclusion, the harmonisation between school leadership and the foundation in human resource development at the Integrated Islamic Kindergarten Nurussyifa is not merely theoretical but a practice that must be effectively implemented to achieve quality educational objectives. By meeting competency standards, executing clear roles and responsibilities, and applying effective human resource management, this institution can continue to evolve and positively contribute to education in Indonesia.

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