

THE 5C FRAMEWORK IN THE ANALYSIS OF EARLY CHILDHOOD EDUCATION MANAGEMENT

A Case Study at KB-TK Hidayatullah Surabaya

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Abstract: The 5C Framework in the Analysis of Early Childhood Education Management: A Case Study at KB-TK Hidayatullah Surabaya

This study examines the management of early childhood education (ECE) at KB-TK Hidayatullah Surabaya using the 5C framework, which includes common ground, complication, concern, course of action, and contribution. A qualitative case study approach was employed involving the principal, teachers, and educational staff as participants. Data were collected through observations, semi-structured interviews, and documentation, then analyzed using data reduction, data display, and conclusion drawing. The findings show that the institution has implemented educational management effectively, reflected in its clear Islamic educational vision, qualified educators, literacy-based learning programs, and active parental involvement. These strengths contribute to a supportive learning environment and the achievement of educational goals. However, several challenges remain, including limited financial resources, inadequate learning facilities, the need for continuous teacher competency development, and efforts to provide inclusive education for children with special needs. The 5C analysis suggests several improvement strategies, such as enhancing learning facilities, promoting innovative teaching practices, strengthening teacher professional development, expanding collaboration with parents, and conducting regular evaluations. The novelty of this study lies in applying the 5C framework as an integrated analytical tool to understand ECE management comprehensively. The findings provide practical insights for school leaders, educational foundations, and policymakers in developing sustainable strategies to improve the quality of early childhood education services.

Keywords: Early Childhood Education Management, 5C Framework, Educational Quality, Institutional Management, Early Childhood Education Development

Abstrak: Kerangka 5C dalam Analisis Manajemen Pendidikan Anak Usia Dini: Studi Kasus di KB-TK Hidayatullah Surabaya

Penelitian ini mengkaji manajemen pendidikan anak usia dini (PAUD) di KB-TK Hidayatullah Surabaya menggunakan kerangka 5C yang meliputi common ground (landasan bersama), complication (permasalahan), concern (kepedulian), course of action (langkah tindakan), dan contribution (kontribusi). Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus yang melibatkan kepala sekolah, guru, dan tenaga kependidikan

sebagai partisipan. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa lembaga telah menerapkan manajemen pendidikan secara efektif, yang tercermin dari visi pendidikan Islam yang jelas, pendidik yang kompeten, program pembelajaran berbasis literasi, serta keterlibatan aktif orang tua. Berbagai kekuatan tersebut berkontribusi dalam menciptakan lingkungan belajar yang kondusif dan mendukung pencapaian tujuan pendidikan. Namun, masih terdapat beberapa tantangan, antara lain keterbatasan sumber daya keuangan, belum optimalnya fasilitas pembelajaran, perlunya pengembangan kompetensi guru secara berkelanjutan, serta upaya penyelenggaraan pendidikan inklusif bagi anak berkebutuhan khusus. Analisis 5C menunjukkan beberapa strategi penguatan, seperti peningkatan fasilitas pembelajaran, pengembangan praktik pembelajaran yang inovatif, penguatan pengembangan profesional guru secara berkelanjutan, perluasan kerja sama dengan orang tua, serta pelaksanaan evaluasi secara berkala. Kebaruan penelitian ini terletak pada penerapan kerangka 5C sebagai alat analisis terpadu untuk memahami manajemen PAUD secara komprehensif. Temuan penelitian ini memberikan wawasan praktis bagi kepala sekolah, yayasan pendidikan, dan pembuat kebijakan dalam merancang strategi berkelanjutan untuk meningkatkan mutu layanan pendidikan anak usia dini.

Kata Kunci: Manajemen PAUD, Kerangka 5C, Mutu Pendidikan, Pengelolaan Lembaga, Pengembangan PAUD

INTRODUCTION

Early childhood education (ECE) represents the foundational stage of the education system and plays a critical role in shaping the quality of future human capital. This phase occurs during the golden age, a period of rapid growth and development that requires appropriate stimulation to optimally support cognitive, linguistic, social-emotional, and motor development. According to Fyffe et al. (2024), ECE is essential in preparing children for transition to subsequent levels of schooling. Beyond academic readiness, ECE contributes to early character formation, independence, and social competence. Learning activities that are developmentally appropriate, particularly those centered on play, can foster engaging and meaningful experiences for young children. ECE therefore functions as a strategic intervention to promote holistic and sustainable child development (Hapidin et al., 2020; Sando et al., 2023).

In this context, the quality of ECE provision is determined not only by classroom pedagogy but also by the effectiveness of institutional management. ECE management encompasses integrated processes of planning, organizing, implementing, and evaluating designed to achieve early learning goals. Raikes et al. (2023) argue that management capacity serves as a key indicator of institutional

success, as the quality of educational services depends heavily on the ability to manage resources, programs, and learning environments in a systematic manner. This argument is reinforced by Öqvist and Cervantes (2024), who demonstrate that strong leadership and sound institutional governance significantly influence teacher performance and service quality in ECE settings. High-quality learning, therefore, requires an effective, purpose-driven management system oriented toward continuous quality improvement.

Nevertheless, many ECE institutions, particularly private providers, continue to encounter complex managerial challenges. The most prevalent issues include constrained funding, suboptimal infrastructure management, limited access to teacher professional development, and weak internal evaluation mechanisms. Raikes et al. (2023) note that ECE management practices often remain underdeveloped, preventing institutions from operating at full capacity. This finding is echoed by Suhud and Puspita (2026), who contend that 21st-century educational demands require ECE institutions to adopt more robust quality-based management approaches to remain responsive to changing needs. These conditions underscore that challenges in ECE delivery extend beyond instructional processes to encompass the broader effectiveness of management systems and institutional governance in sustaining educational quality.

Previous studies have examined the strengthening of early childhood education (ECE) management from multiple perspectives. Kahfi (2022) highlights the importance of community-based management in reinforcing ECE governance, particularly through the active engagement of families, school committees, and local communities as strategic partners. In addition, Dermawan et al. (2023) argue that effective classroom management and well-structured learning environments contribute to comfortable, conducive learning processes that are aligned with children's developmental stages. Meanwhile, Zöggeler-Burkhardt et al. (2023) emphasize that optimizing curriculum management plays a critical role in enhancing both the quality and relevance of ECE services. Taken together, these findings indicate that strengthening management systems is central to improving the overall quality of ECE provision.

KB-TK Hidayatullah Surabaya represents a private ECE institution that is particularly relevant for examining values-based management. In this context, Islamic identity extends beyond symbolic markers and is internalized into everyday governance practices and organizational culture. In leadership practice, the principal draws upon sincerity and patience as guiding principles in managing resource constraints. The principle of *musyawarah* (deliberation) is reflected in the school's openness to dialogue with parents in co-developing solutions to funding challenges. The value of *ukhuwah* (brotherhood) is manifested through active parental participation and voluntary support for school initiatives. Institutionally, the school's strength is anchored in an explicit vision to nurture an Islamic generation

that is pious, intelligent, and independent and in the adoption of a "discipline with love" classroom approach. This approach avoids scolding, rigid prohibitions, or authoritarian commands, positioning humane character development at the core of the learning process.

This study employs the 5C framework, consisting of common ground, complication, concern, course of action, and contribution, as an analytical tool to systematically examine the conditions and management of ECE institutions. The 5C framework is widely utilized in academic research and writing to construct coherent argumentation, beginning with the identification of foundational conditions (common ground), articulation of emerging problems (complication), clarification of their urgency (concern), formulation of strategic responses (course of action), and evaluation of resulting outcomes (contribution). Its application is particularly pertinent to ECE management, as it integrates institutional conditions, managerial challenges, and developmental strategies within a unified analytical structure. This relevance aligns with evidence indicating that ECE service quality is shaped by the dynamic interplay among policy, pedagogical practice, human resources, learning environments, and institutional governance (McLean et al., 2023; Sağlam et al., 2023).

Furthermore, research on leadership and management in early childhood education (ECE) institutions indicates that organizational effectiveness depends on leaders' capacity for strategic planning, collaborative decision-making, teacher professional development, and continuous program evaluation. This approach aligns closely with the stages embedded in the 5C framework, which positions problem identification, needs analysis, and action formulation as foundational to institutional quality improvement (Cross et al., 2024; Qizi, 2026).

The validity of applying the 5C framework in this study is reinforced by evidence that improving ECE quality requires comprehensive analysis across multiple governance dimensions, including policy, leadership, educator competence, parental engagement, and institutional resource management. The 5C framework is therefore well-suited to provide a holistic portrayal of management practices at KB-TK Hidayatullah Surabaya while generating more targeted recommendations for enhancing ECE service quality (McLean et al., 2023; Phillips, 2025).

Although prior research has addressed ECE management through lenses such as leadership, curriculum, community participation, and instructional management, studies employing the 5C framework as an analytical tool for examining ECE management remain limited. Most existing work has focused on discrete management components, offering only partial insights and failing to capture the interrelationships among institutional baseline conditions, emerging challenges, the urgency of intervention, development strategies, and resulting outcomes. The novelty of the present study lies in its application of the 5C framework to analyze

ECE management holistically within the context of a private institution, thereby providing a more integrated understanding of managerial dynamics and yielding development recommendations that are both systematic and contextually grounded.

Based on the background and research gap, this study focuses on analyzing the management of KB-TK Hidayatullah Surabaya through the application of the 5C framework. The analysis aims to identify the institution's foundational conditions, the managerial challenges encountered, the urgency of addressing these challenges, potential development strategies, and the contribution of strengthened management to improving the quality of early childhood education services.

Accordingly, this research seeks to examine ECE management at KB-TK Hidayatullah Surabaya by employing the 5C framework, which encompasses common ground, complication, concern, course of action, and contribution. The framework is used to capture the institution's baseline conditions, identify key managerial issues, assess the significance of resolving these issues, formulate actionable development strategies, and elucidate how management strengthening contributes to enhanced ECE service quality.

From an academic perspective, this study is expected to broaden the discourse on ECE management by demonstrating a more comprehensive application of the 5C framework. Practically, it aims to provide insights for other private ECE institutions with similar characteristics seeking to strengthen their educational governance.

RESEARCH METHODS

The study was conducted at KB-TK Hidayatullah Surabaya in October 2025, employing a qualitative approach with a case study design. The site was selected due to the institution's distinctive practice of Islamic educational management amid resource constraints, providing a context that is particularly relevant for in-depth analysis. Participants were selected through purposive sampling, comprising six informants. These included one school principal serving as the key informant and primary decision-maker, four classroom teachers responsible for daily instruction including support for children with special needs, and one school administrative officer handling documentation and reporting. The inclusion of multiple roles was intended to facilitate source triangulation, ensuring a more comprehensive understanding of institutional governance beyond a single perspective. Data were collected through three primary techniques: field observation, semi-structured interviews, and document analysis. To ensure alignment with the research focus, the interview guide and observation sheets were specifically developed with reference to the five elements of the 5C Framework: Common Ground, Complication, Concern, Course of Action, and Contribution. The operationalization of each element is presented in Table 1.

Table 1. Operationalization of the 5C Framework for Data Collection

5C Component	Focus of Inquiry / Data Collection Indicators
Common Ground (Baseline Conditions)	Institutional profile, vision and mission (including the "discipline with love" approach), organizational structure, flagship programs, and initial school facilities.
Complication (Challenges/Problems)	Real managerial constraints: limited funding (dependence on tuition fees and government operational assistance/BOP), insufficient digital learning aids, and teachers' adaptive burden in supporting children with special needs (inclusion).
Concern (Urgency)	Potential impacts if issues remain unaddressed: decline in instructional quality, failure to meet accreditation standards, and risks to institutional competitiveness and sustainability.
Course of Action (Strategic Steps)	Development plans: inclusive education training for teachers, formulation of facilities maintenance plans, funding diversification, and institutionalization of a parent participation committee.
Contribution (Impact)	Improvements in institutional governance quality, enhancement of educators' professional competence, children's developmental outcomes, and increased community trust.

Source: Researcher's processed data, 2026

Data analysis integrated the Miles and Huberman interactive model with the structural logic of the 5C Framework, ensuring that the process operated at a technical level rather than remaining purely conceptual. The first stage was data reduction. All interview recordings were transcribed alongside field notes, and information unrelated to school governance was excluded. The remaining data were then coded and categorized according to the five 5C components. The second stage was data display. Coded data were summarized in a 5C narrative matrix to examine interconnections among elements, for example, how funding-related complications corresponded to strategic actions undertaken by the principal. The third stage was conclusion drawing. At this point, an evaluative synthesis of the effectiveness of management at KB-TK Hidayatullah was developed, and development recommendations were formulated based on findings across the five elements.

Data trustworthiness was strengthened through two procedures. First, methodological triangulation, which involved comparing the principal's interview statements with classroom practices observed in the field and supporting school documents. Second, member checking, whereby interpretations were reconfirmed with informants to ensure that the meanings captured accurately reflected their intended perspectives.

RESULTS AND DISCUSSION

The findings indicate that the governance of KB-TK Hidayatullah Surabaya can be systematically mapped using the 5C Framework. Based on observations and

interviews, the institution demonstrates a relatively sound foundation yet requires further strengthening in financing and inclusive services. The following sections juxtapose field findings with theoretical debates for each component.

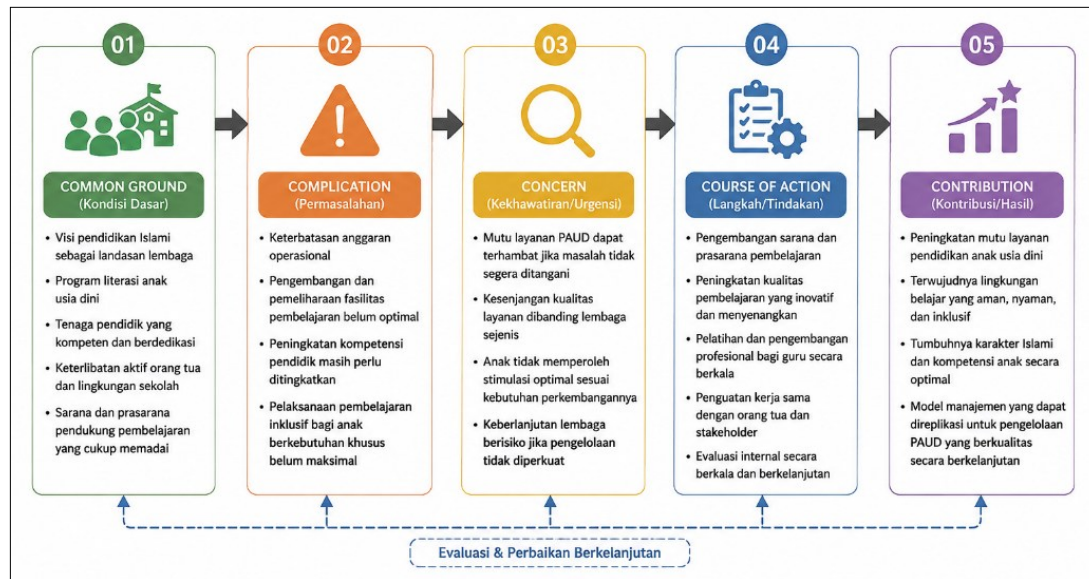


Figure 1. The 5C Framework in ECE Management Analysis

Common Ground

KB-TK Hidayatullah Surabaya was established in 2008 to address the absence of Islamic-based ECE services in the surrounding community. The institution articulates an explicit vision: to nurture an Islamic generation that is pious, intelligent, and independent. At the time of the study, the school served 44 learners with four teachers holding bachelor's degrees and one administrative officer. Basic facilities included five classrooms and an outdoor play area.

TK Hidayatullah was established in 2008. Initially, there was no early childhood education institution in our area, so children had to travel quite far... Our vision is to shape an Islamic generation that is pious, intelligent, and independent. Therefore, all school programs are directed toward supporting character formation and holistic child development.



Figure 2. Facilities and Learning Activities at KB-TK Hidayatullah Surabaya

Complication

Two structural constraints were prominent: dependence on parental tuition fees and government operational assistance (BOP) for funding, and limited capacity

to support children with special needs without a dedicated Special Needs Assistant Teacher.

The greatest challenge is funding. Our main sources of income are student fees and BOP funds... sometimes these are still insufficient. For additional activities such as teacher training or facility improvements, we must manage the budget carefully.

Difficulties usually arise due to the diverse characteristics of children... We also have children with special needs such as autism. As a general school, we cannot refuse them, so teachers must adapt their instructional methods.

Concern

If these issues remain unaddressed, the immediate risk is disruption to the learning process. The school responds with personalized approaches as a short-term mitigation strategy.

If not addressed, it will certainly affect children's learning processes. But Alhamdulillah, so far, we have been able to manage it well. For example, children who struggle to adapt are approached personally to help them feel comfortable. As a result, the children become more active and enthusiastic about learning.

Course of Action

[as presented in the source text] The school addresses potential disruptions to learning through personalized mitigation in the short term.

If not addressed, it will certainly affect children's learning processes. But Alhamdulillah, so far, we have been able to manage it well. For example, children who struggle to adapt are approached personally to help them feel comfortable. As a result, the children become more active and enthusiastic about learning.

Contribution

The anticipated contribution of these strategies centers on two primary outcomes: strengthening children's learning motivation and enhancing teachers' creative capacity. The principal projects a direct link between improved facilities and instructional quality.

We hope that children will increasingly enjoy learning because the classroom atmosphere is more engaging, and the facilities are adequate. Teachers can also be more creative in their teaching. With improvements in educator quality and learning facilities, we are confident that the quality of education at TK Hidayatullah will continue to improve.

This section examines the findings in Hidayatullah Surabaya Kindergarten by juxtaposing field data against two poles, which corroborate and refute.

Common Ground: Islamic Values as a Managerial Adhesive

In practice, governance at Hidayatullah is driven by the values of amanah (trustworthiness) and syura (deliberation). This pattern resonates with Kahfi (2022), who argues that community-based management in Islamic institutions thrives when religious values function as social capital.

However, when positioned alongside Roponen et al. (2024), a tension emerges. Roponen contends that organizational cohesion in modern ECE should be built on standardized procedures and professional incentives, rather than on value-

based bonds alone. Hidayatullah reflects a reality situated between these positions. Islamic values have successfully sustained emotional closeness between teachers and parents, yet they have not been fully crystallized into a formally documented governance system.

Complication and Concern: Constrained Funding versus Quality Standards

The finding that limited funding constrains teacher training confirms the classic vulnerability of private ECE institutions documented by Raikes et al. (2023). Conversely, Suhud and Puspita (2026) assert that 21st-century ECE management cannot function without a guaranteed budgetary allocation for human resource development.

At Hidayatullah, the prevailing response is a survival strategy, relying on managerial agility and informal negotiation with parents. In the domain of inclusion, the practice of regular classroom teachers managing children with special needs without specialized support clearly diverges from the framework proposed by Öqvist and Cervantes (2024). They stipulate the presence of a Special Needs Assistant Teacher as minimal infrastructure for inclusion. Without such support, the adaptation burden falls on regular teachers, risking an overall decline in service quality.

Course of Action: WhatsApp Deliberation versus Formal Committees

Parental engagement through WhatsApp groups and informal consultations has proven effective in maintaining involvement, aligning with the findings of Otero-Mayer et al. (2025) on the positive impact of family participation. The limitation becomes apparent when tested against the logic of School-Based Management.

Dermawan et al. (2023) argue that participation must be institutionalized through a formal School Committee to ensure accountability. At Hidayatullah, participation remains fluid and dependent on personal relationships. Consequently, support tends to be situational and transactional rather than a transformative institutional force.

Contribution: Managerial Belief versus Measurable Evidence

The principal's optimism that improved facilities will enhance quality finds support in Bahera and Nurlina (2024), who link sound governance to teacher productivity. Nevertheless, when assessed against contemporary evaluation standards, a methodological gap emerges.

McLean et al. (2023) require that managerial contributions be demonstrated through standardized, data-driven child outcome indicators. At Hidayatullah, assessment still relies on qualitative narratives and leadership perceptions. This underscores the need to develop a more objective evaluation system, so that contributions are not confined to belief but can be empirically verified.

CONCLUSION

The management of KB-TK Hidayatullah Surabaya rests on a relatively solid managerial foundation, reinforced by Islamic values such as *amanah* (trustworthiness) and *syura* (deliberation). However, this cultural strength has not fully compensated for three structural challenges: limited funding, gaps in digital infrastructure, and inclusive practices implemented without the support of a Special Needs Assistant Teacher.

Analysis using the 5C Framework indicates that the primary urgency extends beyond maintaining daily operations to ensuring compliance with National Standards for Early Childhood Education and securing the institution's long-term sustainability. Development efforts must therefore shift from informal participation rooted in personal relationships toward more formal institutionalization, particularly through the activation of a school committee, alongside the establishment of a data-driven evaluation system.

Accordingly, this study recommends that the foundation and policymakers move beyond reliance on religious social capital and advance more professional governance through procedural documentation, capacity-building for inclusive teaching, and planned budget allocation for human resource development. The integration of both value-based cohesion and professional management constitutes a prerequisite for sustainable ECE quality at Hidayatullah.

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