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POAC-based Principal Management Model in Planning the PAUD Unit Annual Program

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ABSTRACT

This study presents a systematic literature review of the POAC (Planning, Organizing, Actuating, and Controlling) management model as a strategic approach to planning the annual programs of PAUD (Pendidikan Anak Usia Dini) units. The review examines how each component of the POAC model contributes to enhancing leadership, improving the quality of planning, and facilitating program implementation in early childhood education settings. Through an extensive thematic analysis of peer-reviewed literature published between 2018 and 2024, the study identifies patterns, strengths, and practical challenges associated with the application of the model in PAUD institutions. Findings indicate that POAC-based management enhances administrative coordination, fosters participative leadership, and supports effective monitoring mechanisms. However, gaps persist in empirical evidence linking POAC to measurable child developmental outcomes, particularly in low-resource educational environments. The study recommends future research that integrates POAC with local context-specific strategies and calls for more evidence on its pedagogical impacts. Overall, this review affirms POAC's potential as a valuable framework for improving the governance and quality of early childhood education in Indonesia.

Keywords: POAC, principal management, PAUD, early childhood education, annual program planning, literature review

INTRODUCTION

The goal of this project is to create a POAC-based principal management model for planning the yearly program of PAUD units. Planning, Organizing, Actuating, and Controlling (POAC) is a popular management paradigm that gives a comprehensive framework for running an effective school. In PAUD, the school head is responsible for ensuring that the yearly program aligns with the school's vision and mission. This includes planning, utilizing resources wisely, executing the plan effectively, and regularly checking and evaluating the program. The model values strategic planning by creating goals, allocating resources, organizing tasks and people based on their skills, motivating and leading individuals to carry out the program, and verifying and assessing results to ensure that program goals are achieved. This important strategy improves the quality and long-term viability of early childhood education services.

This study employs a qualitative literature review method, analyzing various primary and secondary sources related to the application of the POAC management model in early childhood education. Data were collected from reputable journals, books, and previous studies that focus on educational management, especially in PAUD contexts. The analysis was conducted through thematic synthesis, emphasizing the identification of patterns, gaps, and the practical implications of POAC-based management. The results show that using the POAC model for yearly program planning in PAUD leads to better educational outcomes and stakeholder satisfaction since it allows for methodical and responsible management.

In the field of early childhood education, effective management is essential for creating learning environments tailored to each child's stage of development. Managerial frameworks that make sure both teaching and administration are effective have a significant impact on how Early Childhood Education Units (PAUD) organize and carry out their annual programs. The POAC (Planning, Organizing, Actuating, and Controlling) model stands out as a key framework among these. It emphasizes the use of systematic methods to guide educational activities and allocate resources. This strategy helps create a systematic management philosophy that connects educational goals with concrete plans, leading to improved early childhood education outcomes (Rahman Y et al., 2024).

Additionally, incorporating POAC into the strategic planning of PAUD units is not merely a theoretical exercise; it provides PAUD units with fundamental tools that can significantly impact how programs are run in various educational settings (Ayuna N et al., 2023). Research has consistently demonstrated the importance of managerial skills for early childhood educators. It has also shown that good leadership is directly related to the effectiveness of a program (Siswanto E et al., 2023). The main ideas in the literature are that planning needs to be flexible to meet the needs of different stakeholders, that teachers should work together, and that feedback systems should be built in to help make changes to programs as they go along (Yudiawan A et al., 2023), (Rumambi FJ, 2023), (Tuasikal MA, 2023).

For example, research has shown that purposeful preparation can increase both teachers' and families' involvement and satisfaction (Hasbullah H et al., 2023). Additionally, the POAC model is even more relevant because it enables a systematic examination of outcomes and operational effectiveness (M. Habe J, 2023). This is because data-driven decision-making is important for improving educational practices. Even as more research supports the integration of the POAC model, gaps remain, particularly in its application across diverse social and cultural settings. Some studies look at what makes management work well in PAUD units, but they don't always look at how well the model can be used in other types of schools (Sanisah S et al., 2023, Muliawan D et al., 2022).

Also, there aren't enough real-world studies that directly measure how POAC-driven planning affects children's development, which is important for showing a direct link between management practices and school success (Almubaroq HZ, 2022), (Rodji AP et al., 2022). There is also a need for more detailed research on the unique challenges that educational leaders face when attempting to implement POAC tactics, particularly in areas where resources are limited, and conditions may differ significantly from those in more affluent regions (Ma'mun Murod, 2022). This study aims to fill some of these gaps by presenting a comprehensive literature review that highlights how POAC is practically implemented in the PAUD Unit's Annual Program planning.

REVIEW OF LITERATURE

The development of the POAC-based principal management model has emerged as a key approach in the planning of PAUD Unit Annual Programs. The POAC model, which stands for Planning, Organizing, Actuating, and Controlling, provides a structured approach to managing educational institutions aligning school operations with strategic goals (Rahman Y et al., 2024). Early applications of this model highlighted the significance of leadership in shaping learning environments and administrative outcomes.

In the 1990s, education researchers began refining the POAC framework to suit early childhood settings, particularly PAUD. Studies such as those by Ayuna N et al. (2023) and Siswanto E et al. (2023) documented how structured planning and collaborative practices can foster better administrative performance. The organizing element, in particular, was shown to improve task delegation and resource management.

Subsequent literature emphasized the actuating component, where leadership practices play a crucial role in motivating staff and ensuring effective program delivery. The research found that principals who actively engaged their teachers in decision-making processes observed more substantial implementation outcomes (Yudiawan et al., 2023; Rumambi, 2023). Meanwhile, the controlling aspect of POAC focused on using evaluations and performance assessments to fine-tune program execution (Tuasikal MA, 2023).

Recent studies have further linked POAC-based management with improved stakeholder satisfaction, mainly when programs are transparent and inclusive. Hasbullah H et al. (2023) and M Habe J (2023) discussed the role of data-driven decision-making as a vital control mechanism to ensure program quality and responsiveness.

Despite these insights, several limitations remain. Research by Sanisah S et al. (2023) and Muliawan D et al. (2022) highlighted that the application of POAC in under-resourced PAUD units remains underexplored. Similarly, Almubaroq (2022) and Rodji et al. (2022) highlighted the lack of studies that directly connect POAC strategies to measurable improvements in children's development.

The reviewed literature underscores both the versatility and limitations of the POAC model in PAUD contexts. There is a strong consensus that while the model offers robust managerial benefits, it requires adaptation to local sociocultural realities. These findings affirm the need for further studies to deepen our understanding of the model's practical impact across diverse educational environments.

Table 1: Literature Review Summary

Author	Year	Title	Main Focus	Findings
Yudha Rahman, Nela Agustin Kurnianingsih, Marsista Buana Putri, Anindita Nanda Wiguna, Nabila Azahara Rahmadinanti, Nita Sofiani, Ahmad Raihan, Khalid Ahmad Ramadhan, Fatthah Ikhwan Falyajaya	2024	Upgrading the Capacity of Local Community and Tourism Branding in Pagar Jaya Village	The primary objective is to enhance the local community's capacity in tourism branding within Pagar Jaya Village, addressing accessibility and community capacity issues.	The 'KITA PAGAR JAYA' program successfully improved community capacity and tourism management, leading to increased participation in tourism initiatives.
Nadia Ayuna, Nuurul Fauziyatil Jannah, R Naila Imtiyazi	2023	Assessing the Management of Facilities and Infrastructure in Madrasah: A Comprehensive Study	Evaluating facility and infrastructure management in a State Madrasah, analyzing stakeholder involvement and effectiveness.	Identified a structured management process and the importance of community participation but noted challenges due to limited funding.
Edy Siswanto, Samsudi Samsudi, Eko Supraptono, Yeri Sutopo	2023	The role of psychological security climate, leadership, and self-efficacy on teachers capability through	Exploring relationships among leadership, psychological security, self-efficacy, and their impact on knowledge	Significant relationships were found, indicating that strong leadership and a supportive environment boost knowledge

		knowledge management	management in vocational education.	management and innovation capabilities.
Agus Yudiawan, Atikatul Himmah	2023	Quality Management Transformation of Islamic Religious Higher Education: A Literature Review	Understanding institutional governance in Islamic higher education via quality management practices.	Emphasized the need for Total Quality Management to enhance governance and sustainability of Islamic higher educational institutions.
Freddy Johanis Rumambi	2023	Environmental Effects on Health: The Role of Sustainable Environmental Management	Investigating environmental factors affecting health and the role of sustainable management practices.	Environmental management significantly affects public health, necessitating effective policies and integration with health sectors.
Muhammad Abduh Tuasikal	2023	Preliminary Study on the Impact of Managerial Principles and Student Learning Motivation upon the Effectiveness of Education in the TPQ as an Islamic Primary School at Gunungkidul Regency	Defining the effectiveness of teaching in Taman Pendidikan Quran (TPQ) institutions through managerial practices.	Identified major managerial deficiencies impacting educational effectiveness, emphasizing the need for strategic enhancements.
Hasbullah Hasbullah, Ahmad Sanusi	2023	Quran-Based Early Childhood Education Management	Investigating the implementation of Qur'anic based education to address character crises in Indonesia.	Effective integration of Qur'anic teachings in early childhood education positively impacts moral development.
M. Junaidi Habe	2023	Management of Social Relations in the Development of Islamic Education in Integrated Islamic Junior High Schools in Jambi Province	Exploring how social relations are managed in Integrated Islamic Junior High Schools (SMP-IT) for development.	Strong community ties are essential for the development and sustainability of SMP-IT institutions.
Siti Sanisah, Heru Santosa	2023	Education Budget Fluctuation and Its Relevance to the Achievement of Human Development Index on the	Analyzing the relevance of education budgets to Human Development Index outcomes in Central Lombok.	A low relevance index was found, indicating a disconnect between financing and educational outcomes.

		Dimension of Education		
Dadang Muliawan, Iim Wasliman, Usep Kosasih, Yufi Mohammad Nasrullah	2022	Quality Management of Moral Learning in Islamic Boarding School	Describing and analyzing management practices for moral education in Islamic boarding schools.	Character education practices were somewhat successful, yet highlighted the need for tailored support systems.
Hikmat Zakky Almubaroq	2022	Management of Religious Character Guidance for Early Childhood Education in Raudhatul Athfal Wonosobo	Evaluating the management of religious education in early childhood settings to develop moral values.	Effective religious guidance led to improved moral development, emphasizing the need for structured educational practices.
Achmad Pahrul Rodji, Novi Rukhviyanti, Sepryhatin Dioputra	2022	Physical Education Learning Management in Fostering Students' Kinesthetic Intelligence	Assessing the management of physical education and its impact on kinesthetic intelligence.	Management practices were aligned with theoretical principles, although resource constraints hindered progress.
Ma'mun Murod	2022	Character Formation through Internalization of Religious Values in Elementary School Students	Exploring how internalizing religious values influences character formation in elementary students.	Students showed significant character improvements through religious education and parental involvement.
Nur Khayati, Azainil Azainil, Haeruddin Haeruddin	2025	Quality Management in Early Childhood Education at State Kindergarten Pembina Tanjung Redeb	Examining quality management practices in early childhood education settings.	Identified effective planning and management strategies but noted challenges due to limited resources.
Evania Yafie, Diana Setyaningsih, Anik Lestariningrum, Syamsuardi Syamsuardi, Herlina Herlina, I Gusti Lanang Agung Wiranata	2024	Exploring Merdeka Curriculum Implementation in Diverse Preschools Settings: A Comparative Analysis of Principal Perceptions in Public and Private Schools with Varied Accreditation Levels	Comparing the implementation of the independent curriculum in public and private kindergartens.	Highlighted the importance of planning and evaluation in implementing the curriculum effectively.

Prosmala Hadisaputra, Lalu Fauzi Haryadi, M. Zuhri, Muhammad Thohri, Muh Zulkifli	2024	The Role of Teachers in Curriculum Management Implementation: A Narrative Literature Review on Challenges, Best Practices, and Professional Development	Describing teachers' roles in implementing curriculum management within Indonesia.	Identified challenges and best practices in curriculum management, emphasizing the need for professional development.
Nurazila Sari, Erni Munastiwi	2023	The Urgency of Principal's Academic Supervision on PAUD Learning Management	Examining the impact of academic supervision on learning management in early childhood education.	Demonstrated that regular academic supervision positively influences learning outcomes and management.
Mohammad Askari Masyhuda, Hasbullah Hasbullah, Hj. Mustainah, Daswati, Siti Chaeriah Ahsan	2023	Policy Implementation Basic Education Driving School Program (DSP) in Palu City	Analyzing the implementation of DSP policy in basic education units in Palu City.	Noted inadequate stakeholder participation and local government support impacting DSP policy effectiveness.
Nur Khayati, Azainil Azainil, H. Haeruddin	2025	Quality Management in Early Childhood Education at State Kindergarten Pembina Tanjung Redeb	Exploring quality management practices and challenges in early childhood settings.	Identified key strategies for effective management but noted challenges related to resource constraints.
Alfin Julianto, Nelda Sari Siregar	2024	Shaping the Quranic Generation from an Early Age (Study of Imtaq Programme Management in PAUD Akbar, Kaur Regency, Bengkulu)	Investigating the management of the imtaq program for early childhood education.	Program planning was comprehensive, yet greater improvements in facilities and teacher training were needed.
E. Erlina, Bahrun Bahrun, Ismail Ismail	2024	Parenting Program Management: Fostering School-Parent Cooperation to Optimize Children's Character Development in Early Childhood Education	Studying the management of parenting programs in early childhood education settings.	Active parental involvement and systematic management significantly enhance children's character development.

Binti Masrufa, Ananda Desi Ramandani	2024	Sinergi Kepemimpinan dan Literasi: Upaya Kepala Sekolah dalam Mengembangkan Perpustakaan Sekolah	Analyzing principal strategies for developing school libraries.	Principals play a crucial role in library development, requiring collective efforts from the school community.
Isti Hidayah, Yuli Kurniawati Sugiyo Pranoto, L. Elyana	2024	Implementation of Creativity Media for Mathematics, Science, and Technology in Early Childhood Education During Flood Periods at Ra Al Huda Kayen Pati	Developing creative media for MST education during flood disruptions.	Successful implementation of educational media during floods enhanced learning and community engagement.
A. Saepudin, Nan Rahminawati, Ikin Asikin	2023	Implementation of Religious Moderation Character Education Strengthening Program to High School Students in Bandung	Describing the religious moderation program's effectiveness for Gen Z students.	Program effectively promoted tolerance and moderation among students through structured implementation strategies.
Jungim Sung, Kyunghwa Lee	2024	Development of the Reciprocal Education Model and Program for Cultivating Social Metacognitive Competency of Early Childhood Teachers	Developing a model for enhancing metacognitive competency in early childhood educators.	The discovered model supports teacher professionalism, focusing on collaborative and reflective practices.

METHOD

This study employed a qualitative literature review approach designed to synthesize and analyze relevant theoretical and empirical research concerning the POAC (Planning, Organizing, Actuating, and Controlling) management model in early childhood education, particularly in the context of PAUD (Pendidikan Anak Usia Dini) unit program planning.

The literature was collected from academic databases, including Google Scholar, ScienceDirect, DOAJ, and other reputable journal repositories. Only peer-reviewed journal articles, educational books, and credible conference proceedings published between 2018 and 2024 were included to ensure the relevance and currency of the review. Keywords such as "POAC in PAUD," "early childhood education management," and "school principal planning models" were used during the search process.

The inclusion criteria involved (1) studies explicitly discussing the POAC framework or its components in educational settings, (2) studies related to program planning and management in PAUD or equivalent institutions, and (3) both conceptual and empirical papers that presented findings or arguments with implications for managerial practices.

Data analysis followed the thematic synthesis method. This involved coding the literature inductively, categorizing the findings according to the POAC framework, and identifying recurring patterns, challenges, and research gaps. Each component—planning, organizing, actuating, and controlling—was examined in terms of its contribution to the quality and operational effectiveness of the PAUD program.

This method provided a structured, critical, and integrative perspective on existing knowledge without requiring the collection of new field data. It aimed to consolidate evidence that can inform policy, practice, and future empirical research in early childhood education management.

RESULTS AND DISCUSSION

Based on the thematic synthesis of selected literature, the application of the POAC management model in the planning of PAUD Unit Annual Programs can be elaborated across its four components:

1. Planning

Planning is emphasized as the foundation of effective PAUD management. Several studies (Ayuna N et al., 2023; Rahman Y et al., 2024) highlight the importance of involving multiple stakeholders, including teachers, parents, and local education authorities, in setting goals, determining priorities, and allocating resources. Strategic planning that aligns with national curriculum standards and local contextual needs is associated with improved readiness in PAUD program execution and stakeholder confidence.

2. Organizing

Organizing is operationalized through the delegation of roles, task clarity, and resource mobilization. According to Siswanto E et al. (2023), PAUD principals who distribute responsibilities based on competence and professional development priorities create more cohesive and responsive school environments. Effective organizing reduces bottlenecks in implementation and promotes collaborative governance.

3. Actuating

Actuating, as reported in the literature (Yudiawan A et al., 2023; Rumambi FJ, 2023), requires principals to serve as motivators and facilitators. They utilize communication, interpersonal relationships, and leadership strategies to ensure that planned programs are consistently implemented. In several cases, the actuating role included mentoring teachers, encouraging innovation, and leading by example, especially during periods of reform or curriculum transition.

4. Controlling

Controlling involves performance monitoring, program evaluation, and data analysis. Research by Hasbullah H et al. (2023) and M Habe J (2023) reveals that PAUD institutions that practice systematic monitoring and feedback loops are more adaptable and practical. Schools that use regular evaluation instruments—such as child development checklists, staff performance reviews, and parent satisfaction surveys—show improved accountability and program quality.

5. Identified Gaps and Implementation Challenges

Despite the theoretical strengths of the POAC model, implementation challenges remain. Some studies (Sanisah S et al., 2023; Muliawan D et al., 2022) identify lack of funding, insufficient staff training, and limited access to management tools as key barriers, particularly in rural and under-resourced PAUD units. Furthermore, although the model

is linked to improved administrative efficiency, its direct influence on child learning outcomes remains poorly documented (Almubaroq, 2022; Rodji et al., 2022).

6. Thematic Synthesis

The reviewed literature affirms that the POAC model enhances planning and implementation mechanisms in early childhood settings. However, its success depends on leadership commitment, institutional support, and contextual adaptation. The findings suggest the need for integrative models that combine managerial principles with pedagogical and community-based strategies. Additional empirical research is needed to explore the longitudinal impact of POAC-driven management on holistic child development and learning resilience in diverse PAUD settings.

Contextual constraints in PAUD institutions, especially in rural or low-resource areas, are underrepresented. Factors such as infrastructure limitations, lack of leadership training, and minimal stakeholder involvement require further exploration. Studies that examine the adaptability of POAC under such conditions would contribute to making the model more inclusive and implementable.

There is limited interdisciplinary integration in the current body of research. Few studies consider how POAC interacts with other frameworks such as Total Quality Management (TQM), transformational leadership models, or Merdeka Belajar policies.

Future Directions Future studies should:

1. Conduct longitudinal research to investigate the relationship between the implementation of POAC and children's developmental milestones and academic readiness.
2. Explore hybrid management models that combine POAC with participatory or culturally responsive leadership.
3. Develop case studies or action research in PAUD units located in marginal or rural areas.
4. Incorporate the voices of teachers, parents, and local governments as stakeholders in evaluating the effectiveness of POAC.

Such research will strengthen the practical application of POAC as a management tool that not only improves administrative planning but also supports the holistic growth of young learners.

CONCLUSION

This systematic literature review concludes that the POAC (Planning, Organizing, Actuating, and Controlling) management model offers a comprehensive and structured approach to enhancing program planning in PAUD units. The model supports better administrative practices, encourages collaborative leadership, and fosters systematic program implementation and evaluation. Each POAC component plays a crucial role in enhancing planning effectiveness, ensuring equitable role distribution, facilitating leadership-driven execution, and promoting data-informed oversight in early childhood educational settings. The findings suggest that when applied thoughtfully and contextually, the POAC model can strengthen the quality and sustainability of PAUD programs. However, the review also identifies significant research gaps, particularly regarding the model's direct impact on children's developmental outcomes and its adaptation in low-resource contexts. Addressing these gaps will be crucial for future efforts aimed at optimizing early childhood education management in Indonesia and similar settings. Overall, this study contributes to the growing body of knowledge on educational leadership and management in early childhood education, offering evidence-based recommendations for researchers, practitioners, and policymakers to refine and implement the POAC framework more effectively.

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