An Exploration of Ethics-Based Leadership in Human Resource Management at Institutionsof Early Childhood Education

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Abstract

This research aims to investigate the role of ethics-based leadership in human resource management within early childhood education of Ma'arif institutions Lampung. The study explores how ethical principles in leadership influence human resource management, the quality of educational services, and child development in these institutions. The research methodology employed involves interviews, observations, and document analysis. The results of this study are expected to provide deeper insights into the significance of ethics in leadership within early childhood education institutions and its contribution to holistic child development. This research holds practical implications for enhancing the quality of early childhood education through an ethically grounded human resource management approach.

INTRODUCTION

In an increasingly complex and dynamic era, human resource management (HRM) in the context of early childhood education has become a significant challenge. Through the proper arrangement of human resources and according to the field, it can provide good services to early childhood (Widyawati, Eryanti, & Hudha, 2023). This statement is a commitment as an early childhood education provider (Permasih & Adriansyah, 2021). Children are a valuable asset to our society because they carry potential and a future that has yet to be realized. As the next generation, children will be the leaders, innovators and workers of the future. Investing in children's early development and education is an investment in the development of a bright and sustainable future (Suwandi, Kurniawati, Werdani, & Kholidin, 2023). By providing them with the right opportunities, we can help them reach their full potential and contribute positively to society. Every child has unique potential and talents that can contribute greatly to society. Quality early education helps identify and develop their potential, so children can grow into individuals who contribute positively (Rusmiati, 2023). In addition, children who receive a good early education

have a greater chance of becoming a skilled and productive workforce in the future, which will improve the quality of a country's human resources.

Therefore, human resource management in the early childhood education sector plays a very important role in ensuring the provision of quality education services. Early childhood education (ECED) plays a very important role in shaping the foundation of children's development (Nurunniyah, 2023). A quality educational environment at this early stage has a lasting impact on children's social, emotional, and intellectual growth (Dhani, Muslihin, & Rahman, 2023). Therefore, the quality of ECD services is highly dependent on the human resources (HR) involved in its delivery. They interact directly with children, creating a safe, fun and supportive learning environment. Their ability to communicate, understand children's needs and design appropriate learning experiences influences children's development. In addition, ECD teachers design curriculum and learning activities, manage the classroom well, provide direction to children, and conduct supervision and evaluation. They also interact with parents and the community, build positive relationships, and monitor and assess children's progress. The quality of human resources in ECD is also related to their ability to monitor children's development and measure their achievements in various areas. Thus, quality human resources in ECD have a major impact on the quality of ECD services as they are the main pillars in providing children with good learning experiences, supporting their development, and creating a quality ECD environment. The success of children's education in early childhood is highly dependent on the quality of the human resources involved in the process (Mulia & Kurniati, 2023).

In this context, leadership plays a very important role. Ethics-based leadership is becoming increasingly relevant and important in addressing the challenges faced by early childhood education organizations (Mulyana, Sobandi, & Santoso, 2023). Ethics-focused leadership not only helps create a fair and inclusive work environment but also contributes to the moral and character development of the children served by each educational institution. In recent decades, there has been a growing awareness of the importance of ethics in leadership. Ethics serve to guide decision-making, build healthy relationships between staff and leaders, and create an inclusive work environment grounded in moral values. Ethics-based leadership places special attention on values such as fairness, integrity, social responsibility and respect for human rights (Tidung, 2023).

Through a better understanding of the relationship between ethics and leadership in human resource management in early childhood education institutions, we can identify best practices that can improve the quality of education provided to children. In addition, this research is also expected to provide valuable insights for educational practitioners and leaders of early childhood organizations to design more effective and ethical policies and strategies in managing their human resources (Brantasari & Hanita, 2020).

However, in the context of HRM in ECD institutions, there is a lack of comprehensive research investigating the role and impact of ethics-based leadership. Important questions arise, such as how do ethically grounded leadership practices affect staff motivation and job satisfaction in ECD institutions? How do these practices affect the professional development of early childhood education staff? And last but not least, what is the impact of ethics-based leadership on the educational

experience of children in ECD institutions? These questions underscore the importance of research that reflects the close interrelationship between ethics and leadership in the ECD context. Moreover, in an era where ethics and morality are under increasing scrutiny in society, understanding how ethics-based leadership can impact on improving early childhood education is highly relevant.

Therefore, this study aims to explore more deeply the practices of ethics-based leadership in human resource management in ECD institutions. This research is expected to provide a deeper understanding of the role of ethics in improving the quality of ECD services as well as provide guidance for practitioners in developing effective ethics-based leadership strategies.Previous research notes the limitations of studies that focus on the relationship between ethics-based leadership and human resource management in the context of early childhood education. However, some past research provides initial insights into the topic. Riordan and Fairholm analysed the role of ethics-based leadership in managing organizational change. Although not specifically focused on early childhood education, the findings from this study can provide a basis for understanding the impact of ethical leadership on organizational culture. Similarly, research by Zhu, Riggio, Avolio and Sosik investigates how ethics-based leadership can influence the moral identity of followers, with relevant implications for early childhood education, given the aspect of moral development in children's education.

There is an increasing trend in applying ethical approaches to leadership, especially in educational contexts. Leaders in ECD institutions are increasingly recognizing the importance of practicing ethical values in human resource management. Some of the growing trends in the "state of the art" include the importance of building trust and transparency among staff through open decision-making, supporting staff professional development through training, and creating an ethically grounded organizational culture that creates an inclusive and supportive environment (Sihite & Saleh, 2019). Further theories that support this research include Ethical Leadership Theory which emphasizes the importance of leaders integrating ethical values in decision making, Work Motivation Theory which is relevant in the context of human resource management in PAUD, and Moral Learning Theory which emphasizes the importance of moral education in children's development (Paud, Bunda, & Metro, 2019). Building on previous research, an understanding of current trends, and relevant theories, our research will more deeply explore the relationship between ethics-based leadership and human resource management in early childhood education, focusing on its impact on organizational culture, staff motivation, professional development, and children's educational experiences. With a focus on ethical issues in leadership in the context of early childhood education, this research is expected to make an important contribution to the literature on ethics-based leadership and human resource management in early education. In addition, this study is also expected to provide practical guidance for leaders and practitioners in the field to promote ethics-based leadership in their efforts to improve the quality of early childhood education (Sarinastitin, 2019).

METHODOLOGY

This research will apply a qualitative approach to understand the role of ethics-based leadership in human resource management (HRM) in a number of early childhood education (ECE) institutions located in the area of Ma'arif Educational Institutions in Lampung (Janudin & Yusoff, 2021). The sample selection will include different types of PAUD institutions with consideration of diversity in size, leadership, and demographics. Data will be collected through in-depth interviews with ECD leaders, staff, and parents. Interviews will focus on ethics-based leadership practices, human resource management, staff perceptions of organizational culture, and parents' views on their children's educational experiences. In addition, examination of documents such as school policies, evaluation reports and relevant staff training materials will provide additional context. The collected data will be analyzed using a thematic analysis approach to identify patterns, themes and key findings relating to ethics-based leadership in HRM in ECD (Yulivan, Dina, Sukoco, Purnomo, & Fordian, 2021). Triangulation techniques will be used to ensure the reliability of the research results by comparing interview results, document data, and perspectives of various stakeholders. All research will adhere to the principles of research ethics, including obtaining permission, maintaining data confidentiality, and obtaining written consent from participants. The results of this research are expected to provide a deeper understanding of the influence of ethics-based leadership in HR management in PAUD associated with Ma'arif Educational Institutions in Lampung. This research will also provide a solid foundation for identifying best practices and opportunities for improvement that can enhance the quality of early childhood education.

RESULTS AND DISCUSSION

Management of Early Childhood Education Institutions

The management of early childhood education (ECD) institutions is a key aspect in ensuring the delivery of effective and quality education for young children. A good management helps create an ECD environment that is safe, child development-oriented, and meets the needs of children holistically (Antara, 2019).Planning and organizing are the first steps in ECD management. In this stage the vision, mission, and goals of the ECD institution are clearly defined. Furthermore, organizing involves determining the organizational structure, roles and responsibilities, as well as managing human and physical resources to support the established educational goals. The next step requires curriculum development as a map for academic implementation. Curriculum development is an important aspect of ECD management. The curriculum should be carefully designed, considering children's physical, cognitive, social and emotional development (Tri Anggini & Clara Riana Dea Suryani Retno Wulandari, 2022). It should provide learning experiences that match the needs and developmental levels of children in the early years. Human resource management in ECD institutions includes recruitment, training and management of teachers and caregivers. Qualified teachers are the key to providing quality education. They should have a deep understanding of child development and effective teaching methods for the early years.

ECD management includes aspects of children's health and safety. It is important to maintain a safe physical environment and good hygiene in ECD

institutions. This involves safety policies, monitoring children's health, and planning and implementing emergency procedures. Then to harmonize the programs that have been carried out in schools, it is necessary to communicate with parents. Communication with parents and the community is an important component of successful ECD management. Good relationships with parents and the community support positive collaboration and ensure transparency in ECD delivery. ECD management also includes ongoing evaluation of the institution's programs and practices (Susanti, 2023). By collecting data and feedback, ECD institutions can identify areas for improvement and take appropriate corrective actions.

In addition, ECD institutions must comply with applicable standards and regulations, both those set by education authorities and those relating to the health, safety and quality of children's education. Compliance with these standards is an important part of effective ECD management. In ECD management, strong leadership also plays an important role. A principal or director of an ECD institution should provide strong leadership, formulate a shared vision, and motivate the HR team to achieve the set educational goals. With good management, ECD institutions can provide an educational environment that supports the holistic development of young children. Effective management ensures that children receive quality, safe and development-oriented education. Speaking of leadership, PAUD institutions need to pay attention to the leaders within them, because with leaders who understand all conditions, and visionaries, can make PAUD institutions attractive to the community and the HR components within them can work to complete their tasks properly. Understanding each HR component requires a humanist approach such as the concept of leader ethics in early childhood education institutions (Humanis et al., 2023).

Exploration of Ethics-Based Leadership in the Management of Early Childhood Education Institutions

Ethics as the study of what is considered right and wrong, good and bad, and behavior that is considered moral or immoral, is an important foundation in understanding and regulating human actions. In order to live a life in accordance with values and norms, individuals and societies must understand the concept of morality, which includes a set of rules and principles that guide human behavior based on the values embraced by society. Ethics distinguishes itself in its various branches, including normative ethics that seeks to establish objective moral standards, descriptive ethics that examines human moral behavior, and applied ethics that refers to ethical issues in specific contexts. Ethical principles, such as the principles of autonomy, justice, and harmlessness, provide guidance in dealing with complex and often conflictual moral situations.

In the face of moral conflict, individuals or groups must choose and prioritize which ethical principles to follow (Fauzi, Pepilina, Warisno, Andari, & Anshori, 2023). Moral awareness, which reflects an understanding of ethical values and principles and the ability to recognize ethical situations, helps in the decision-making process. It is important to remember that ethics is not only a theoretical aspect, but also plays a role in daily practice. Ethics impacts leadership in decision-making, public policy-making, and the formation of social norms. Thus, ethics becomes a very important tool in shaping a more just and ethical society and promoting

responsibility and accountability in human behavior.Ethics-based leadership also faces complex moral challenges. Sometimes, leaders have to face situations where ethical principles conflict or potentially conflict with business interests. In such situations, ethical leaders must be able to strike the right balance between values and business needs. This can require creativity in finding solutions that adhere to ethics, while still meeting business objectives. Such decisions are not always easy, but they reflect the leader's ability to exercise ethical leadership in complex situations.

Moreover, ethics-based leadership is not only applicable to educational organizations, but also in broader spheres such as political, social and community leadership. Leaders in various sectors have an important role in shaping the culture, values and norms that affect society as a whole (Rivai, 2020). Therefore, ethics in leadership is not just about organizational success, but also about the positive impact it can have on society. Awareness of the key role of ethics in leadership is an important step in creating a world where values, integrity, and fairness are the cornerstones. Ethics in leadership is not just about following the rules, it is about shaping a culture that honors moral values and creates a positive impact in the lives of individuals and society as a whole.

Ethics in the leadership of early childhood education (ECE) institutions has significant relevance (Nofriyanti & Nurhafizah, 2019). ECE leaders are responsible for shaping environments that have a profound effect on the development of the children they serve. They serve as the primary role model for teachers and staff working in ECE institutions, and therefore they must practice ethics in their daily interactions. Ethical decisions are often an integral part of ECD leadership, including how to handle conflict among children, setting discipline policies, and working with parents (Rahayu, 2020). Ethics also involves a commitment to educational values, such as valuing diversity and ensuring meaningful education. In addition, ethical relationships with parents, concern for the welfare of teachers and staff, and creating an ethical work environment are all integral parts of effective, values-oriented ECD leadership. Ethics in ECD leadership is a strong foundation for creating positive and valuable educational experiences for children and ensuring the overall success of ECD institutions (Nasir, Bagea, Sumarni, Herlina, & Safitri, 2020).

The exploration of ethics-based leadership in the management of early childhood education institutions illustrates the central role that ethical values play in improving the quality and impact of education in the early stages of children's development. A key concern revealed in this exploration is the need for leaders who exercise ethical leadership in the context of early childhood education (Falabiba, 2019). Ethical leadership emphasizes the importance of values such as honesty, fairness, integrity and moral consideration in decision-making. It provides a solid foundation for creating a healthy organizational culture, supporting children's development and promoting their well-being. One of the most significant outcomes of ethics-based leadership is its positive impact on organizational culture. When leaders espouse and practice ethical values, it creates an environment where staff feel valued, treated fairly and understand their social responsibility towards children. An ethically grounded organizational culture creates a positive atmosphere where the development and well-being of children is a top priority (Ambarwati, 2018).

Ethics-based leadership also influences staff motivation and professional development. Leaders who exercise ethical leadership provide staff with recognition,

responsibility and opportunities for professional growth. This encourages staff to improve the quality of children's education, as motivated staff tend to try harder and are committed to providing the best for children's development. In addition, children's educational experiences are also influenced by ethics-based leadership. Leaders who behave ethically set an example for children in terms of good moral behavior. In addition, moral and ethical education can be an integral part of the curriculum, helping children understand ethical values that are important in their lives (Julaeha, 2019).

The results of this exploration also support the application of ethical leadership theory, which prioritizes the importance of leaders integrating ethical values in their decision-making. This involves leadership practices that are fair, transparent and responsible. Therefore, the application of ethics-based leadership should be a key focus in the management of early childhood education institutions, with the aim of creating an educational environment that supports children's development and provides a quality educational experience.Ethics-based leadership in Early Childhood Education (ECED) institutions is a leadership approach based on ethical principles, moral values and integrity. The concept emphasizes the importance of leaders who are not only responsible for the management of the institution, but also as moral role models who influence the organizational culture and positively impact children's development. Key principles in ethics-based leadership in ECD institutions include:

Integrity

Integrity is said to be a fundamental value in ethics-based leadership. Leaders with integrity are committed to always acting honestly, fairly and consistently with their moral values. They do not compromise on ethical principles, thus building the trust of staff, children and parents. They not only talk about ethics, but also commit to living ethical principles in their daily actions. Integrity also includes a commitment to act fairly and equally towards all those affected by the leader's decisions or actions, and maintain consistency in their actions. Leaders with integrity build trust within their organization or community through honest, fair, and consistent actions, creating an environment where ethics are valued, and trust is strong. This, in turn, can help achieve organizational goals and maintain positive relationships with all parties involved.

Fairness

Justice encompasses the fair and equal treatment of all individuals involved in an ECD institution. Ethics-based leaders ensure that their policies and actions are fair and non-discriminatory. They respect the rights of individuals regardless of gender, race, religion or other backgrounds. Fairness is a very important concept in the leadership of Early Childhood Education (ECED) institutions as this is the early stage in children's education. Equity in the context of ECD institutional leadership includes several highly relevant aspects. Equity in ECD refers to an inclusive approach. This means ensuring that all children, regardless of background, physical condition, intelligence or special needs, have equal opportunities to develop optimally. ECD leadership should promote an inclusive approach that allows all children to receive an education that is appropriate to their needs. It is important for ECD leaders to

ensure equitable distribution of resources. This includes equipment, teachers and facilities. Fair distribution ensures that every child has access to the facilities and resources necessary to support their development. Fairness in ECD also includes a relevant and affordable curriculum. ECD leaders should ensure that the curriculum used is appropriate to the needs of children and accessible to all age groups. This includes using relevant materials and methods, as well as offering educational programs that are affordable for all families.

Furthermore, equity in ECD leadership involves child protection and safety. This means protecting children from any form of violence, abuse or discrimination. ECD leadership should create a safe and supportive environment that prioritizes children's well-being. Equity also includes parent and family engagement. ECD leaders should ensure that parents from different backgrounds and economic situations feel heard and have access to information and opportunities to participate in their child's education. Equity in ECD leadership also includes a fair evaluation system. This means that each child's progress is measured objectively, and corrective action is taken where necessary. This can help ensure that all children get the attention and support they need. Equity in ECD leadership focuses on ensuring that all children have equal opportunities to grow and develop in a safe, supportive and inclusive environment. A leader who prioritizes equity will help create a strong foundation for a meaningful and positive early education for children.

Respect

Respect for all members of the ECD community is a key element in ethics-based leadership. Leaders who respect staff, children and parents create an environment that is inclusive and supportive of children's development. They listen and pay attention to the opinions and needs of all parties involved. It is important to understand that in ECD inclusivity is a key element. When a leader practices respect for all individuals in the ECD community, they create an inclusive environment that accepts all children, regardless of background or special needs. This creates a strong foundation for children's optimal development in the early stages of their education. Respect also manifests in the act of listening and paying attention. A leader who respects the members of the ECD community will carefully listen to the opinions, concerns and needs expressed by staff, children and parents. This creates an open channel of communication, where all parties feel that their voices are valued and cared for.

Leaders who respect members of the ECD community also serve as models of positive behavior. When leaders show respect, this influences the way others interact within the ECD community. Thus, respect can become a norm that promotes a more harmonious, collaborative and welcoming environment. Leaders who respect members of the ECD community also empower them to actively participate in educational and decision-making processes. This creates a collaborative spirit that supports children's development and improves the quality of education provided. Thus, respect is an important element in ethics-based leadership in ECD institutions. It creates an inclusive environment, builds effective communication, and provides a solid foundation for meaningful and positive education for children in the early stages of their education.

Social Responsibility

Ethics-based leaders understand that they have a broader social responsibility towards the community and environment surrounding the ECD institution. They participate in social initiatives and are committed to making a positive contribution to the development of children and the community. Leaders who adopt an ethical approach understand that they have a broader responsibility towards the community and environment surrounding the ECD institution. They realize that their role is not limited to the education of children, but also includes making a positive contribution to the development of children and society as a whole.

Ethics-based ECD leaders participate in various social initiatives. They are active in charity programs, community activities, and projects that aim to improve the quality of life around the ECD institution. By engaging in social initiatives, these leaders help create a better environment for children and the surrounding community. Social responsibility also includes making a positive contribution to children's development. Ethics-based leaders are committed to ensuring that their ECD centers are places that enrich children's experiences. They may provide specialized support to children who need it, so that every child has an equal opportunity to thrive. In addition, ethics-based leaders also have a concern for the physical and natural environment surrounding the ECD institution. They may promote sustainable and eco-friendly practices that teach children about sustainability. This helps shape children's attitudes towards the environment and teaches them to care for the earth.

Collaboration with various stakeholders, such as parents, teachers and the surrounding community, is also part of social responsibility in ethics-based ECD leadership. This collaboration creates synergies that result in benefits for all parties involved in children's education. The education of social values, such as empathy, caring and responsibility towards others, is also an important part of ethics-based leadership in ECD. Ethical leaders help create an environment where these values are applied in daily practice, shaping children's character and providing a strong moral foundation. Social responsibility also involves parents' involvement in social initiatives and community activities. This strengthens the link between ECD institutions and families and teaches children the importance of social responsibility and active involvement in society. Social responsibility in ECD leadership is a reflection of an awareness of the important role these institutions play in shaping future generations and influencing the surrounding environment. Ethics-based leaders strive to make positive and sustainable contributions in all aspects that can affect the development of children and the well-being of society.

Moral Policy

Policies and practices in ECD institutions should be based on moral values. Ethics-based leaders formulate policies that prioritize the interests of children and support their development. They not only comply with regulations, but also follow moral principles in decision-making. Moral policies are a very important foundation in running an Early Childhood Education (ECED) institution. In the context of ethics-based leadership in ECD, leaders understand that moral values should be the primary guide in formulating policies and practices that affect children, staff and the

surrounding community. This is because ECD is an early stage in children's character formation, and the moral values implemented in this institution can provide a strong foundation for their ethical development. One of the characteristics of ethics-based leadership is the priority given to the interests of children. Ethical leaders ensure that any policies and practices implemented in ECD institutions always consider and prioritize children's development and well-being. This includes developing learning methods that are appropriate to the child's developmental stage and creating an environment that is safe, supportive and inspiring for their growth.

Not only that, ethical leaders also follow moral principles in their decision-making. They not only adhere to regulations and rules, but also commit to living ethical principles in every action and policy they make. They consider the ethical implications of their decisions, ensuring that their actions are in line with high moral standards. Moral values education is also an integral part of ethics-based leadership in ECD. Ethical leaders feel responsible for educating children about important moral values, such as honesty, empathy, caring and cooperation. This helps shape children's character early on and equips them with strong social skills. In addition to implementing moral policies, ethical leaders also create an environment where ethics are part of daily interactions. They model behaviors that reflect the moral values espoused by the ECD institution. Thus, staff, children and parents can learn from positive examples and practice ethical values in their relationships.

Openness and transparency are important elements of a moral policy in ECD. Ethics-based leaders are committed to providing honest and accurate information to staff, children and parents. Thus, all parties in the ECD community can understand the moral foundations underlying the institution's policies and practices. Ethical leaders conduct continuous evaluation of existing policies and practices. They ensure that moral values are consistently applied and relevant in the ECD setting. Moral policies in ethics-based ECD leadership are a reflection of an awareness of the significant influence these institutions have in shaping children's character. Ethical leaders aim to create an environment where moral values are a strong foundation for children's development and where each individual feels supported in their ethical development.

These principles form the basis of ethics-based leadership in ECD institutions. Leaders who apply these principles create a healthy environment, support children's development, and model good moral behavior. They also play a role in guiding staff and parents in understanding and applying ethical values in early childhood education. Ethics-based leadership is key in creating an organizational culture that supports children's holistic development and makes a positive contribution to society as a whole. Colleagues' satisfaction with the leader of the Lampung Region Ma'rif Early Childhood Education (PAUD) institution who leads through ethics can be very positive. In this context, leaders who lead with ethics offer a number of benefits to coworkers and their work environment.

Leaders who lead through ethics in PAUD Ma'rif Lampung Region will apply high moral principles in running the institution. They will prioritize the interests of children, staff and the community as a whole. This creates a work environment based on integrity, honesty and responsibility, which tends to increase coworker satisfaction. Ethics-based leadership also tends to create strong trust among coworkers. They will understand the importance of running an ECD institution with

fairness and justice, and providing constructive feedback. Colleagues will feel valued, heard and treated fairly, all of which contribute positively to their satisfaction. Leaders who lead with ethics also tend to create a collaborative work environment. They encourage teamwork, effective communication, and a strong team spirit. This increases coworker satisfaction as they feel involved in a supportive and productive team.

In addition, leaders who emphasize ethics in their leadership at PAUD Ma'rif Lampung Region tend to be concerned about the psychological well-being of their coworkers. They provide support in colleagues' career development and help them achieve their personal and professional goals. This may also contribute to higher levels of satisfaction. Leaders who lead through ethics will set an example in their daily behavior, reflecting the moral values espoused by the ECD institution. Colleagues will feel inspired and motivated by their leaders, which in turn can increase their satisfaction and performance. Colleague satisfaction under ethics-first leadership at Ma'rif PAUD in Lampung Region is a mirror of positive relationships, a supportive work environment, and strong moral values. This creates optimal conditions for high productivity, motivation and development of coworkers at the institution.

CONCLUSION

Ethics-based leadership in Early Childhood Education (ECED) institutions emphasizes ethical principles that include integrity, fairness, respect, social responsibility and moral wisdom. Ethics-based leadership plays an important role in creating an organizational culture that supports children's development. Ethics-based leaders act honestly, fairly and consistently, build trust and ensure that their policies and actions are non-discriminatory. They respect the rights of individuals regardless of background. In addition, ethics-based leaders have respect for all members of the ECD community, listen and attend to the needs of all parties involved, and have a social responsibility that includes positive contributions to society. Policies and practices in ECD institutions are based on moral values that prioritize the interests of children and support their development. Ethics-based leadership creates an environment that supports children's holistic development, promotes ethical values in early childhood education, and makes a positive contribution to society as a whole.

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