

Examining Community Service in Preschool Management: The Learning Processes of biMBA AIUEO Through a Literature Review

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Abstract.

Discussions about early childhood are always interesting, as they relate to future generations. Children's educational achievements today will determine their success in the future. Nonetheless, the number of early childhood children (ages 0–6) enrolled in preschool education in Indonesia remains significantly restricted. Therefore, biMBA, as a preschool educational institution, plays a very important role in shaping children's future success. This study aims to identify promising research areas through a literature review and determine the factors influencing preschool-aged children's learning at biMBA AIUEO. The findings show discussions on four topics: (1) learning processes, (2) human resource management, (3) marketing strategies, and (4) learning facilities. The teacher unit of analysis has the highest quantity, highlighting the role of educators in the preschool environment as parental figures who significantly influence children's development, especially during the formative years when independence is instilled. The findings indicate that pedagogical approaches are crucial for early childhood education and are an interesting subject to research because of their significance to (a) cognitive development and (b) socio-emotional development

Keywords: Learning Processes, Human Resources Management, Marketing Strategy, Learning Facilities and biMBA AIUEO.

I. INTRODUCTION

Early childhood, the age group between 0 and 6 years old, is often referred to as the golden age of human development. During this stage, children experience rapid physical, cognitive, emotional, and social development. Therefore, early childhood education (PAUD) plays a crucial role in laying the foundation for a child's future [1]. As accessibility increases, more children are dedicating the majority of their day to these educational environments. Early childhood learning methods encompass a range of approaches, strategies, and techniques that educators use to enhance learning in accordance with children's developmental characteristics. This methodology prioritizes active, participatory, and exploratory learning, allowing children to acquire knowledge autonomously through direct experience and social engagement. Researchers have thoroughly investigated the influence of tutoring on reading abilities in early preschool within both formal and informal educational contexts. Nonetheless, the quantity of early childhood children (ages 0–6) enrolled in preschool education in Indonesia remains significantly restricted [2]. Similarly, [3] asserts that access to high-quality education remains a substantial barrier in underdeveloped countries.

According to the March 2023 Susenas (Survei Sosial Ekonomi Nasional) data,

only 27.38% of the 30.2 million children aged 0–6 years attended preschool. This occurs despite the quantity of early childhood education institutions exceeding 200,000 by 2024 [2]. A study by [4] highlights various variables contributing to low literacy, especially among children, specifically internal and external factors. Internal factors encompass (a) low student motivation, (b) intelligence, and (c) insufficient student interest in learning. External factors encompass (a) infrastructure and facilities, (b) environmental conditions, and (c) educator competence.

Therefore, it is essential to analyse the aspects that affect toddlers' learning at preschools. This study focuses on biMBA AIUEO, which has a national network spanning nearly all provinces in Indonesia, as depicted in Figure 1. In 1998, Yayasan Pengembangan Anak Indonesia [5] established the inaugural AIUEO Playgroup and Kindergarten in Jakarta, using the biMBA methodology. From 2010 to early 2023, biMBA-AIUEO thrived, expanding to over 3,000 branches across 17 provinces and gaining significant student growth and numerous educational accolades.

In alignment with the convention of writing "bi" in lowercase and "MBA" in uppercase, "biMBA" refers to a methodology that directs children's learning interests, with the objective of fostering enthusiasm, enjoyment, and a positive disposition towards learning, thereby establishing a robust foundation for learner character and cultivating a generation of autonomous, lifelong learners [5].



Fig 1. biMBA AIUEO Branch Network

Source:[5]

The biMBA curriculum, founded in 1998, incorporates early childhood education for preschool and kindergarten [6]. biMBA is a reading and learning initiative that aims to improve the reading abilities of Indonesian children by fostering a love of reading and a thirst for knowledge in the early stages of life. Early childhood education is a developmental initiative targeting children from birth to six

years of age, implemented through educational stimulation to facilitate physical and emotional growth, so preparing children for subsequent educational endeavors [7]

Discussions about early life are always interesting, as they relate to future generations. Children's educational achievements today will determine their success in the future. Therefore, biMBA, as a preschool educational institution, plays a very important role in shaping children's future success. This study aims to identify promising research areas through a literature review and determine the factors influencing preschool-aged children's learning at biMBA AIUEO.

II. METHODS

This study investigates biMBA-AIUEO, a non-formal preschool according to the biMBA paradigm, supported by Yayasan Pengembangan Anak Indonesia. biMBA represents a framework designed to cultivate reading and learning enthusiasm in children. This research employs a literature review methodology by examining many publications that address subjects such as Learning Processes (LP), Human Resources Management (HRM), Marketing Strategy (MS) and Learning Facilities (LF). This literature review aimed to explore various national journal sources and databases, including GARUDA and Google Scholar. The phrase "biMBA AIUEO" is frequently utilized in this study assessment, covering the years 2025–2026. The publication period that can be accessed online is from January 2025 to May 2026. Inclusion criteria encompass national-scale literature, availability of full text, and the article's discourse on biMBA AIUEO. If the article is not fully accessible, it fails to satisfy the inclusion criteria.

III. RESULT AND DISCUSSION

Table 1 presents the findings of the literature review, which yielded 14 publications that satisfied the criteria.

Table 1. Outcomes of the Literature Review

Author	Theme	Method	Result
[8]	LP	CSA	Enhancing instructor proficiency in the design and execution of diverse and innovative learning experiences.
[9]	LP	CSA	Preliminary enhancements in preschool ' academic discipline are characterised by their adaptation to documenting learning activities and heightened enthusiasm for completing homework.
[10]	LP	R&D	Developed interactive multimedia teaching materials are suitable and successful in enhancing reading interest in early childhood.
[11]	LP	Qual	The results indicate a systematic pedagogical framework wherein Fun Learning serves as the foundational philosophy
[12]	LP	Qual	Children cultivate mathematical skills through activities such as number recognition and nomenclature, counting

			items, understanding fundamental numerical concepts, identifying patterns, categorizing by shape, size, and color, and solving basic addition and subtraction problems using interactive learning techniques.
[13]	LP	Quan	Participants in the tutoring program at biMBA AIUEO demonstrated enhanced word-reading abilities.
[14]	LP	Qual	The integrated framework facilitated literacy growth despite resource constraints; nonetheless, obstacles included inconsistent progress, facilitator capability, and material shortages.
[15]	HRM	Qual	The research findings indicate that the ESQ guidance at biMBA AIUEO Ciparay is systematically implemented through biMBA Joint Learning (BBb) activities, Volunteer Refresher Training (TPR), and Rohis Study, all of which are conducted regularly. The implementation emphasizes internalizing faith values, fostering a learning mindset, and engaging in benevolent actions through an enjoyable and accountable mentoring process.
[16]	HRM	Quan	Employee job satisfaction is positively and significantly impacted by both workload and compensation.
[17]	HRM	Quan	Work stress and work motivation exert a favorable and strong simultaneous influence on employee performance
[18]	HRM	Quan	Training, motivation, and work discipline each exert a positive and significant influence on teacher performance
[19]	MS	Qual	SWOT Analysis: biMBA AIUEO employs three methods, specifically 1. Distributing brochures through both online and offline channels. 2. Conducting events external to the educational institution, 3. Offering registration reductions
[2]	MS	Quan	The marketing strategy exerts a positive and substantial impact on parental decision-making, demonstrating a considerable contribution. This suggests that a more effective marketing strategy increases the likelihood that parents will select that school. Nevertheless, the study affirms that marketing techniques are not the sole determinant, as parental decisions are also influenced by factors such as educational quality, reputation, and social endorsements.
[20]	LF	CSA	The work program for the utilization of digital media to record SPP payments at the biMBA AIUEO Bedulu unit has been completed, achieving a 100% completion rate.

Table 2 delineates our literature review, classifying publication topics into four categories: Learning Processes (LP), Human Resources Management (HRM), Marketing Strategy (MS), and Learning Facilities (LF). The summary indicates that there were three publications in 2026 and four in 2025 concerning learning processes. Additionally, there were four papers on HRM in 2025 and two on marketing strategy in 2025. In 2025, a journal published an article on learning facilities.

The topic of Learning Processes comprised seven articles, the largest number of any category. Furthermore, learning approaches were a prominent topic, as evidenced by the number of works published in 2026 focusing on this area. Human resource management came in second with four articles. Marketing Strategy came in third, with two publications released in 2025. Finally, Learning Facilities, with one article published in 2025, was outnumbered by the other themes.

The methodology in this study pertains to the process of disseminating material and/or gathering data. The method section indicates an equal number of research projects employing qualitative and quantitative methodologies, with five publications for each in 2025. Community service activities totalled 1 in 2025 and 2 in 2026. Notably, in 2026, one paper employed the Borg & Gal Research and Development (R&D) methodology [10]. The Borg & Gall model for R&D in education comprises ten steps: (1) research and information collection, (2) planning, (3) development of preliminary product form, (4) preliminary field testing, (5) revision of main product, (6) main field testing, (7) revision of operational product, (8) operational field testing, (9) final product revision, and (10) dissemination and implementation [21][22].

Moreover, the published articles indicate the highest number of publications in national journals, specifically 9 articles in 2025 and 2 articles in 2026. Two essays are included in the Proceedings of 2025, and one article is included in 2026. Consequently, it can be inferred that articles pertaining to biMBA AIUEO are predominantly published in national journals (11 articles), with 3 pieces in the proceedings.

The literature evaluation indicates that nine investigations were undertaken in 2025 and two studies in 2026, resulting in a total of eleven studies. The findings of this study indicate that 78.57% of educational talks at biMBA AIUEO were facilitated through research.

The teacher is the central focus of the research within the analytical unit, as they play a crucial role in the teaching and learning process. In studies on collaborative learning, the unit of analysis comprises unit heads, motivators, parents, and children [14]. On the other hand, marketing strategy analysis uses SWOT analysis, which involves the head of the unit, teachers, and guardians/parents [19]. In the realm of interactive teaching materials development, the units of analysis comprise professional experts, supporting educators, and students [10]. The examination of mentoring to enhance teaching quality involves collaboration among lecturers, student interns, and teachers [8]. The Community Service Program [9] seeks to enhance children's academic discipline by utilizing daily monitoring sheets and homework assessments, involving educators and guardians in the analytical modules. A daily monitoring sheet is an integral part of the plan, facilitating control and communication between parents and teachers. Maternal support is crucial as an educational influence within the family unit. This is due to mothers typically dedicating more time to their elderly children [23]. The summary results indicate that the teacher analysis unit possesses the

maximum quantity. In the school environment, educators assume parental roles and significantly influence a child's development, particularly during the formative years when independence is being cultivated [24].

Table 2. Summary of Literature Review

		2025	2026	Total
Themes				
Learning (LP)	Processes	4 [11]–[14]	3 [8]–[10]	7
Human Management (HRM)	Resources	4 [15]–[18]		4
Marketing (MS)	Strategy	2 [2][19]		2
Learning (LF)	Facilities	1 [20]		1
Total		11	3	14
Method				
Community Activities (CSA)	Service	1 [20]	2 [8], [9]	3
Quantitative (Quan)		5 [2] [13] [16]–[18]		5
Qualitative (Qual)		5 [11], [12], [14] [15], [19]		5
Research and Development (R&D)			1 [10]	1
Total		11	3	14
Publication				
National Journals		9 [2] [12]–[18] [19]	2 [8] [10]	11
Proceedings		2 [11][20]	1 [9]	3
Total		11	3	14
Analytical Unit				
Students		2 [13] [14]	2[9] [10]	4
Teachers		6[11], [12], [14], [15], [18], [19]	2 [8]–[10]	8
Employees		3 [16][17][20]		3
Parents/guardians		3 [2] [14][19]	1 [9]	4
Experts			2 [8] [10]	2
Head of Unit		3 [11] [14][19]		3
Total		17	7	24

Appropriate learning methods for early childhood have been scientifically proven to be crucial for supporting cognitive, social-emotional, and motor development. Various approaches, such as play-based learning, Montessori, project-based learning, and STEAM/STEM, have been recognized as effective in the indexed international and national literature. The following is a discussion of why learning processes are important for early childhood in the teaching and learning process, and are also an interesting topic to research, namely, (a) Cognitive Advancement. Meta-analyses and field research show that children engaged in active learning achieve better cognitive development than those in conventional methods. The use of appropriate learning methods, such as experiments, problem-solving, and STEAM, has been shown to improve critical thinking and mastery of basic science and mathematics concepts in early childhood [25]. A study by [14] found that game-based engagement can

improve children's motivation to learn. (b) Social-Emotional Advancement. Social-emotional development during early childhood profoundly impacts a child's well-being and future success, encompassing the capacity to comprehend and regulate one's emotions and to engage effectively with others [26]. In line with [10] a very strong relationship was observed between increased literacy skills and the integration of visual-auditory-interactive stimuli. the integration of visual-auditory-interactive stimuli significantly enhances literacy skills, suggesting that when children's social-emotional capacities are nurtured, they are more receptive to multimodal learning approaches. Thus, fostering emotional regulation and social engagement not only supports well-being but also amplifies the effectiveness of literacy interventions that rely on interactive and sensory-rich experiences. This indicates that literacy extends beyond the mere comprehension of written language to include the ability to process information conveyed through diverse media. A person's reading skills correlate positively with their capacity to employ a blend of visual, aural, and interactive inputs in learning.

The role of parents in supporting children's learning success needs attention. In a community service program aimed at improving children's learning discipline through the implementation of daily monitoring sheets and homework evaluations, obstacles were still found, including a lack of consistency in students' completion of the monitoring sheets and suboptimal involvement of some parents [9]. Encouraging student through motivation can enhance their enthusiasm for learning, as motivation significantly influences academic success [27]. In addition, teachers' emotional intelligence influences the work environment and their attitudes towards students [28]. Therefore, it is important to understand the factors that most influence student achievement. An integrated framework has proved effective in supporting literacy development under limited resources, although implementation challenges arise, including uneven student progress, limited facilitator capacity, and a scarcity of materials [14].

From the recapitulation results, there are several limitations to the research, including that the research subjects are still limited to one biMBA AIUEO [10]. Besides that, as a single-site and short-term case study, the findings have limited generalisability [14].

IV. CONCLUSION

Selecting the right learning method is crucial for optimizing early childhood growth and development. Methods such as play-based learning, Montessori, project-based learning, and STEAM/STEM have proven effective in supporting children's cognitive, social-emotional, and motor development. Selecting a method that aligns with a child's characteristics and needs will have a long-term positive impact on their school readiness and future success. Investing in appropriate learning methods during childhood is crucial for the future.

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