

Educators' Role In Risk Management At Sps Al-Qur'an Al-Muhajirin

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ABSTRACT

This study examines the roles of educators and education personnel in implementing risk management at SPS Al-Qur'an Al-Muhajirin Balikpapan, an Islamic-based early childhood education institution. Using a descriptive qualitative approach, data were collected through observation, interviews, and documentation involving one school principal, five teachers, and three parents. While prior research has largely treated school management and risk management as separate domains, this study integrates human resource roles with risk management within an Islamic early childhood education setting. Findings show that educators play a key role in identifying potential risks, safeguarding student safety, and undertaking preventive measures against risks encountered both within and outside the school environment, while the school principal manages risk-related administration, maintains facilities and infrastructure, and ensures the safety and comfort of the school community. Risk management is implemented through student supervision, safety procedures, parental communication, and a disciplinary culture grounded in Islamic values. The study contributes theoretically by strengthening the concept of risk management within Islamic education and offers practical implications regarding the importance of collaboration among school stakeholders in fostering a safe, comfortable, and inclusive learning environment.

INTRODUCTION

The school environment ideally constitutes a space that provides a sense of safety, comfort, and conduciveness for all learners to study and develop. In the course of their operation, early childhood education (PAUD) institutions face various risks that may affect the continuity of educational activities, such as risks related to child safety, health, administration, facilities and infrastructure, and communication with parents. However, in recent years, the types of threats to school security have become increasingly diverse and complex. Such threats originate not only from physical factors, such as building damage, accidents in play areas, or negligence in the use of school equipment, but also from social factors, including bullying, violence among students, and psychological pressure that may

disrupt mental health. In addition, the emergence of new risks associated with technology use, such as the misuse of digital media and the potential for cybercrime, has further broadened the spectrum of risks that schools must confront (Novriza & Setiawati, 2025).

Risk management is a structured approach to identifying, evaluating, and managing risk within an organization (Raja et al., 2023). According to ISO 31000 (ISO, 2018), risk management is a systematic process encompassing the stages of identification, analysis, evaluation, and control of risks that have the potential to affect the achievement of organizational objectives. In the context of education, the implementation of risk management functions as a preventive strategy to reduce the negative impacts that may affect the quality of school services (Dearna Esza, Irsyadb, 2025). Risk management is of critical importance in education, including early childhood education, encompassing the physical safety and health of students, data and privacy security, the development of responsive curricula, and crisis and emergency management (Khotimah & Hefniy, 2024). Educators and education personnel play a vital role in ensuring that children are safe, comfortable, and secure at school, particularly during disaster events. Educators and education personnel serve not merely as instructors but also as facilitators, protectors, and drivers/creators of a disaster-aware culture within educational units (Kemendikdasmen, 2026).

Prior research on the implementation of risk management within early childhood education units remains highly limited. Studies concerning human resource management and risk management have largely been conducted separately. The novelty of this study lies in its integration of human resource management—specifically educators and education personnel—parental involvement, and the incorporation of Islamic values in risk mitigation, together with risk management specifically focused on Islamic-based early childhood education units.

SPS Al-Qur'an Al-Muhajirin Balikpapan was selected as the research site because it is considered representative of non-formal early childhood education units that maintain educational service standards equivalent to those of other early childhood education institutions and have already obtained accreditation, thereby ensuring that the resulting data are accurate and accountable.

This study aims to describe the role of educators and education personnel in the implementation of risk management at SPS Al-Qur'an Al-Muhajirin, as well as to analyze the supporting and inhibiting factors involved. The findings are expected to contribute to, and serve as a reference for, Islamic-based early childhood education units in the implementation of human resource management and risk management, thereby forming an important component of modern educational institution governance in building a safe and high-quality school culture.

RESEARCH METHODS

This study employs a qualitative approach with a case study design conducted at SPS Al-Qur'an Al-Muhajirin Balikpapan during May–June 2026. Data were collected through observation, in-depth interviews, and documentation, and were subsequently analyzed using descriptive qualitative analysis techniques (Miles et al., 2014). Miles and Huberman, as cited in Sugiyono (Sugiyono, 2016), argue that qualitative data analysis activities are carried out interactively and continue until completion, such that the data reach saturation. These activities comprise data reduction, data display, and conclusion drawing/verification.

Source triangulation to test data credibility was conducted by cross-checking data obtained from multiple sources, consisting of educators, education personnel, and parents. The study involved a total of nine informants, comprising one school principal representing education personnel, five teachers representing educators, and three parents.

Technique triangulation to test data credibility was conducted by cross-checking data from the same sources using different techniques, namely in-depth interviews, observation, and documentation.

Time triangulation of observations was conducted to obtain more accurate data. Observations carried out in the morning upon student arrival, during learning activities, and at student dismissal yielded more in-depth analytical results concerning the implementation of risk management at SPS Al-Qur'an Al-Muhajirin Balikpapan.

RESULTS AND DISCUSSION

4.1 Understanding of Risk Management

During May–June 2026, the author visited SPS Al-Qur'an Al-Muhajirin Balikpapan directly during teaching and learning activities to conduct observation, documentation, and interviews with the school principal, teachers, and parents.

The in-depth interviews revealed that the understanding of risk management among educators and education personnel at SPS Al-Qur'an Al-Muhajirin is already fairly sound. Each academic year, the school principal routinely schedules meetings with teachers and parents to disseminate information on child-friendly education units, anti-bullying measures, and restrictions on children's mobile phone use to prevent cyberbullying and the negative influence of social media or television content accessed through mobile phones. Ms. Netty Herlina, the school treasurer, stated that every academic year, the school holds a child-friendly education unit declaration together with parents and students, in the form of a banner-signing ceremony affirming that the entire school community supports the implementation of a Child-Friendly Education Unit at SPS Al-Qur'an Al-Muhajirin, as a demonstration of the school's and parents' commitment to protecting all students from the various risks that may arise at school—among them, the risk of bullying among students, the risk of violence potentially committed by teachers against students, the risk of natural disaster and fire, and various other risks that may occur within the school environment.



Picture 1. Signing of the Child-Friendly Education Unit Declaration by Parents. (Source: Research Documentation, 2026)

4.2 Implementation of Risk Management

The results of the observation and research documentation reveal that educators and education personnel at SPS Al-Qur'an Al-Muhajirin have received training on Child-Friendly Education Units and have obtained a Child-Friendly Education Unit Decree in the form of Balikpapan Mayoral Decree No. 188.45-493/2023. In addition, the school possesses a Decree establishing a TPPK (Prevention and Handling Team) within the SPS Al-Qur'an Al-Muhajirin environment, No. 09/SK-TPPK/PAAM/X/2023. Risk management at SPS Al-Qur'an Al-Muhajirin is further reinforced by a Personal Safety SOP, which serves as a reference for all educators and education personnel to ensure that all learning activities are conducted safely and comfortably for all students. Furthermore, the school also collaborates with various government agencies to enhance students' understanding of various risks, including the Transportation Agency for traffic safety awareness and the Fire Department for disaster preparedness awareness.



Picture 2. Traffic Safety Awareness Session in Collaboration with the Balikpapan Transportation Agency (Source: Research Documentation, 2026)



Picture 3. Disaster Preparedness Awareness Session in Collaboration with the Balikpapan Fire Department (Source: Research Documentation, 2026)

4.3 The Role of Educators in Risk Management

Interviews with teachers at SPS Al-Qur'an Al-Muhajirin revealed that all teachers are required to ensure that the learning environment is safe and comfortable for children. Dewi Pudiyani Sugito, S.E., a classroom teacher, stated that in planning instruction, teachers must prioritize children's safety and security. Educational teaching aids (Alat Peraga Edukatif, APE) must be selected with due regard for safety, ensuring that they pose no danger if handled or swallowed by children. Teachers also regularly conduct disaster mitigation drills and sexual abuse prevention education, and consistently integrate Islamic values as a foundation for learning across all subjects, given that SPS Al-Qur'an Al-Muhajirin is an Islamic-based school.

Fardina Auliya, one of the parents, stated that parents are consistently involved in school activities so that they may directly observe the children's learning process. Awareness-raising on the prevention of violence against children is delivered by the school principal through parenting sessions as well as regular meetings.



Picture 4. Disaster Preparedness Drill Conducted by Teachers and Students (Source: Research Documentation, 2026)

4.3 The Role of Education Personnel in Risk Management

The results of the observation and document analysis reveal that education personnel at SPS Al-Qur'an Al-Muhajirin—in this case, the school principal as the highest-ranking authority—are responsible for completing school administrative requirements and reporting learning activities to the Balikpapan City Education and Culture Office, preparing safe and child-friendly learning facilities and infrastructure, ensuring that all learning activities are conducted safely, and coordinating with parents and various other parties to support the implementation of risk management at SPS Al-Qur'an Al-Muhajirin Balikpapan.

4.4 Supporting and Inhibiting Factors in the Implementation of Risk Management

The findings of this study indicate several supporting and inhibiting factors affecting the implementation of risk management at SPS Al-Qur'an Al-Muhajirin.

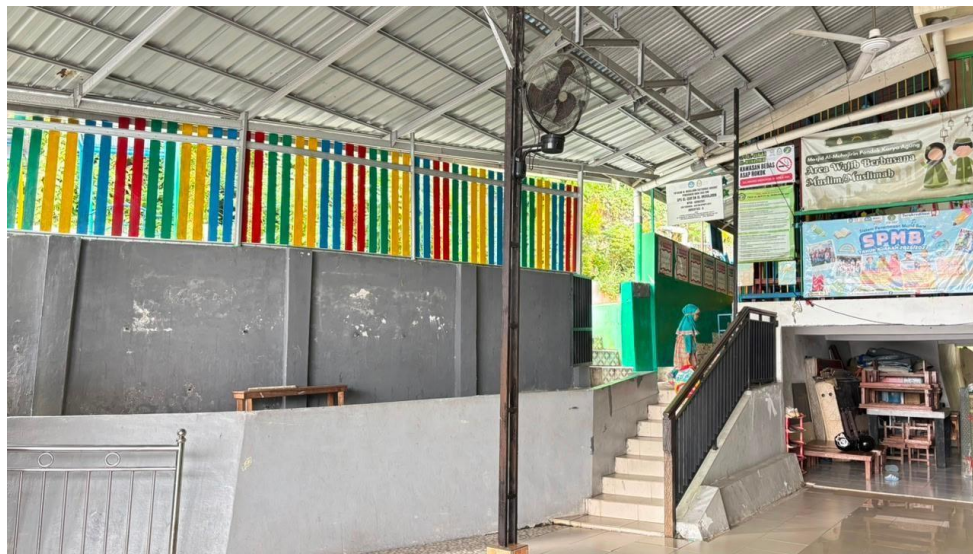
The supporting factors in the implementation of risk management at SPS Al-Qur'an Al-Muhajirin include:

1. A sound level of understanding and role fulfillment on the part of educators and education personnel with respect to risk management.
2. Coordination with parents, who fully support the implementation of risk management.

3. Government policy on Child-Friendly Education Units, which serves as a strength underpinning the implementation of risk management at SPS Al-Qur'an Al-Muhajirin. Meanwhile, the inhibiting factors in the implementation of risk management at SPS Al-

Qur'an Al-Muhajirin include:

1. The educational teaching aids (Alat Peraga Edukatif) currently available are not yet fully adequate or child-friendly.
2. The school's facilities and infrastructure remain highly limited.
3. The condition of the school building, located on the second floor, continues to pose a risk to the safety and security of students.



Picture 5. School Building of SPS Al-Qur'an Al-Muhajirin (Source: Research Documentation, 2026)

CONCLUSIONS AND RECOMMENDATIONS

The implementation of risk management at SPS Al-Qur'an Al-Muhajirin Balikpapan has proceeded effectively. Coordination among educators, education personnel, and parents in fostering a safe and comfortable school climate has been carried out and well documented. Limitations in the availability of child-friendly educational teaching aids (APE), as well as facilities and infrastructure, constitute a distinct challenge that the school must continue to address and improve. The role of teachers in conducting learning activities that prioritize student safety and security is of critical importance to the implementation of risk management, in order to prevent undesirable incidents and mitigate risks, particularly with respect to students.

Learning activities at SPS Al-Qur'an Al-Muhajirin take place from 7:30 a.m. to 11:00 a.m. WITA. Observations needed to be conducted concurrently with student attendance through to dismissal in order to obtain optimal research results. The limited time available to the researcher to be present at the school in accordance with the learning schedule may have affected the accuracy of the research findings. Interviews with educators and education personnel were consistently conducted after student dismissal, beyond 11:00 a.m. WITA,

which may have weakened the interview results owing to teachers' fatigue following teaching and learning activities.

Future research should take observation and interview timing into greater consideration in order to yield more optimal results. Research involving school documents could likewise be strengthened through the allocation of additional time.

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