



## **Management Education In Improving Plenary Human Resources**

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**ABSTRACT:** *This study discusses about Education has the task of preparing human resources for development. The pace of development is always sought in tune with the demands of the times. Age development always raises new problems that have never been thought of before. This chapter will examine the main problems of education, and the interrelationships between these points, the factors that influence their development and actual problems and how to overcome them. An education is seen as quality-measured from its position to participate in educating the nation's life and advancing national culture-is education that has succeeded in forming a young generation that is intelligent, characterless, moral and personable. For this reason, it is necessary to design an education system that is able to create a pleasant atmosphere and learning process, stimulate and challenge students to develop themselves optimally according to their talents and abilities. Providing opportunities for each student to develop optimally according to their talents and abilities is one of the principles of democratic education. Regarding the problem of education, the attention of our government still feels very minimal. This picture is reflected in the variety of problems of education that are increasingly complicated. The quality of students is still low, teachers are less professional, education costs are expensive, even the rules for education are chaotic. The impact of poor education, our country going forward will be worse. This downturn can also be a result of the small average education budget allocation at the national, provincial and city and district levels. Settlement of education problems should not be carried out separately, but steps or actions must be taken that are comprehensive. That is, we not only pay attention to budget increases. Because it's useless, if the quality of human resources and the quality of education in Indonesia is still low. The problem of implementing a nine-year compulsory education is actually still a big task for us. The fact that we can see that many in the periphery do not have adequate educational facilities. With the abandonment of the nine-year compulsory education program many Indonesian children have dropped out of school before they complete the nine-year compulsory education. With these conditions, it is impossible for us to educate them to become complete human beings for their future.*

**KEY WORDS:** *Management, Islamic Education, Human Resources, Plenary*

### **I. INTRODUCTION**

Education has the task of preparing human resources for development. In development it is always sought in tune with the demands of the times. Age development always raises new problems that have never been thought of before. This chapter will examine the main problems of education, and the interrelationships between these points, the factors that influence their development and actual problems and how to overcome them. An education is seen as quality-measured from its position to participate in educating the nation's life and advancing national culture-is education that has succeeded in forming a young generation that is intelligent, character, moral and personality.

For this reason, it is necessary to design an education system that is able to create a pleasant atmosphere and learning process, stimulate and challenge students to develop themselves optimally according to their talents and abilities. Providing opportunities for each student to develop optimally according to their talents and abilities is one of the principles of democratic education. Regarding the problem of education, the attention of our government still feels very minimal. This picture is reflected in the variety of problems of education that are increasingly complicated. The quality of students is still low, teachers are less professional, education costs are expensive, even the rules for education are chaotic. The impact of poor education, our country going forward will be worse. This downturn can also be a result of the small average education budget allocation at the national, provincial and city and district levels.

Settlement of education problems should not be carried out separately, but steps or actions must be taken that are comprehensive. That is, we not only pay attention to budget increases. Because it's useless, if the quality of human resources and the quality of education in Indonesia is still low. The



problem of implementing a nine-year compulsory education is actually still a big pr for us. The fact that we can see that many in the periphery do not have adequate educational facilities. With the abandonment of the nine-year compulsory education program many Indonesian children have dropped out of school before they complete the nine-year compulsory education. With these conditions, if there are no significant policy changes, it is difficult for this nation to get out of existing educational problems, let alone survive in competition in the global era.

## II. LITERATURE REVIEW

Education Management is a branch of science whose age is relatively young so it is not strange if many do not know. The old term that is often used is administration. To clarify the understanding of management, it seems that there needs to be another, more varied explanation of the meaning of management. Education Management in the Dutch-Indonesian language dictionary states that the term management comes from administration which means administration. In the management sense, the administration refers to paperwork in the office. This understanding has led to the emergence of examples of complaints of management slowness that have been mentioned, because management is limited in scope as paperwork. Other definitions of management are from the English administration as them management of executive executive.

With the definition of understanding like this, management is synonymous with management, an understanding in a wider scope. In the definition of Education Management, management is not only a regulation related to paperwork, but regulation in a broad sense. In addition, Management comes from the word to manage which means managing. Management is carried out through a process and managed based on the order and functions of management itself. Management is managing resources owned by schools or organizations which include human, money, methods, materials, machinery and marketing systematically in a process.

At this time the terms used in designating the work of service activities are management, management, regulation, etc., which are defined by various experts in various ways. Among other things: According to Hasibuan, management as a science and art regulates the process of utilizing human resources and other sources effectively and efficiently to achieve a certain goal.

Education Management is a series of all activities that point to the collaborative effort of two or more people to achieve predetermined educational goals. By applying these definitions to the educational endeavors that occur within an organization, the complete definition of Education Management is as follows: Management of Education is an activity or series of activities in the form of a process of managing collaborative efforts of a group of people engaged in educational organizations, to achieve educational goals predetermined, to be effective and efficient. Mulyani A. Nurhadi further emphasized the existence of characteristics or understanding of Education Management contained in the definition as follows Management is an activity or series of activities carried out from, by and for humans. The objectives and benefits of education management include:

1. Realizing an active, creative, effective, fun and meaningful learning and learning process (Pakem).
2. The creation of active students develops their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country.
3. Fulfill one of the 5 competencies of education staff (the support of managerial competencies of education staff as managers)
4. Achieving educational goals effectively and efficiently
5. The completion of education staff with theories about the process and tasks of educational administration (the support of the profession as an education management manager or consultant)
6. The problem is the quality of education, because 80% of quality problems are caused by management
7. The creation of an equitable, quality, relevant and accountable education plan
8. Improve the positive image of education.

In the realm of activity, the implementation of management towards the management of education must be oriented to effectiveness (all aspects) of all aspects of education both in growth, development, and blessing (in the Islamic perspective). The following is the urgency of management in the field of education management.



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## a) Curriculum Management

- 1) Striving for planning effectiveness
- 2) Striving for effective organizing and coordination
- 3) Striving for effective implementation
- 4) Striving for effective control / supervision

**b) Personnel Management:** This management revolves around staff development (teacher development), including (Staff and Teacher Development): 1) Training (Training) 2) Subject Teacher Consultation (MGMP) 3) Inservice Education (Advanced Education / Education Intern).

## c) Student Management

- 1) Student Admission (Capacity, Selection)
- 2) Student Development (Grouping, Class Upgrading, Program Determination, Extracurricular)
- 3) Student Council Empowerment

## d) Financial Management

In financial management of education, management must be based on the principle: effectiveness (efficiency), efficiency (savings) and equity

In relation to money and education, school administration employees have a duty and must be responsible.

## e) Environmental Management

The management's urgency towards the educational environment aims to embrace all relevant parties who will influence all policies and sustainability of education, and empower the community around the school.

To examine more about management, especially management of education, it is necessary to convey the views on management, especially management of education:

### a. Management as a system

Management is seen as a framework that consists of various interconnected parts that are directed in order to achieve organizational goals. b. Management as a process Management as a series of stages of activities directed at achieving goals by utilizing available resources. Management as a process can be learned from management functions carried out by managers. c. Management as a problem solving process. The management process in practice can be assessed from the problem solving process carried out by all parts / components in the organization. Concretely in educational service organizations, such as those carried out in the Office of Education, namely, identification of problems à formulation of problems à continued with problem solving steps. Through these stages, the results of the activities are expected to be achieved effectively and efficiently. From the above views, it can be concluded that there are two fundamental reasons why education planning management is needed, namely:

- 1) To achieve reasonable 9-year completeness, education management is needed as a framework of cooperation to achieve goals, namely achieving 95% of APK and also the purpose of the educational institution itself.
- 2) To succeed in 9-Year Completion, education management is needed as a problem solving process in an effort to achieve goals.

Education management is one branch of social science whose core is to learn about human behavior in its activities as subjects and objects. Philosophically, human behavior is formed by interactions between humans, organizational climate (organizational context) and the system adopted. These three interactions, both individually and together interact with their external environment. Thus it can be concluded that the factors that influence the behavior of education management are:

- 1) Human interaction
- 2) Organizational climate
- 3) Adopted education system (Sisdiknas)
- 4) External environment.

## III. RESEARCH METHODS

### 1. National Education Strategy

To anticipate problems in the second long-term development of the government through education development policies, among others:

1. Strive to expand and equalize opportunities to obtain high-quality education for all Indonesians towards the creation of high-quality Indonesian people by significantly increasing the education budget.
2. Increasing academic and professional abilities and increasing the welfare of education personnel so that educators are able to function optimally, especially in improving character education and character in order to restore the authority of institutions and education staff.
3. Reforming the education system including curriculum renewal, in the form of curriculum diversification to serve the diversity of students, the preparation of applicable national and local





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curricula in accordance with local interests, and the diversification of types of education professionally.

4. Empowering educational institutions both schools and outside schools as a center for civilizing values, attitudes, and abilities, and increasing the participation of families and communities supported by adequate facilities and infrastructure.
5. To renew and strengthen the national education system based on the principles of decentralization, scientific autonomy and management.
6. Improving the quality of educational institutions held both by the public and the government to strengthen the education system that is effective and efficient in facing the development of science, technology and art.
7. Develop the quality of human resources as early as possible in a directed, integrated and comprehensive manner through various proactive and reactive efforts by all components of the nation so that the younger generation can develop optimally accompanied by the right of support and protection in accordance with their potential.
8. Increasing the mastery, development and utilization of science and technology, including the nation's own technology in the business world, especially small, medium enterprises and cooperatives to improve the competitiveness of products based on local resources.

Then the policy poured into development programs includes:

1. Basic and Preschool Education Programs
2. Secondary Education Program
3. Higher Education Program
4. Out of School Education Development Program
5. Synchronization and Coordination Program for National Education Development
6. Research, Capacity Building and Resource Capability Development Programs in Science and Technology
7. Program for Increasing the Independence and Excellence of Science and Technology

While for the management of national education as described above, the study in his book divides into 4 parts, namely: First, discussing the main problem of the development of the National Education System, which refers to Law No. 20 of 2003 concerning National Education System. According to him the National Education System needs to be managed as a sub-system of the national development management system. In this case, Tilaar proposed the idea to develop an integrated national education and training system (Sisdiklatnas), the reason being that the problem of skilled labor had been and would be a serious problem that needed to be addressed immediately in the second Long Term Development Plan. This chapter is published extensively and analytically regarding the management of basic education. Second, this section presents three cases of education management that deal with the functions and roles of private education, higher education and education in remote areas;

Regarding private education took the case of the educational institution organized by PGRI, which was discussed about the partnership of private education in the National Education System in an effort to find the identity of the educational institutions. According to Tilaar, the policy of developing and managing private education nowadays tends towards conformism, which means turning off the private education itself. Conformism will kill creativity, innovation which is actually a fertilizer for a dynamic life. Regarding higher education requires continuous institutional and program orientation to the dynamics of Indonesian society. Therefore management is needed in accordance with and of course professional education managers. And regarding education in remote areas revolves around the problem of equitable development and poverty reduction. Third, Tilaar explained first about the results of education management, namely the gap in the quality of education and education staff who run and manage the National Education System, especially teachers at the elementary level. Second, about education in globalization, where Tilaar urged developing countries about the need for new breakthroughs in teacher education strategies. Among them were expressed about professional teacher education to face the technology and information community, as well as the teaching profession as an education manager to prepare the future community. Fourth, this section Tilaar presents its thoughts on the function and role of the National Education System as part of the second long-term national development strategy, to prepare Indonesian people to enter and confront modern industrial societies.

In this case, Tilaar revealed ten trends (megatrends) from the National Education System. One of them is menenagi management education that is rational, integrated, and managed by professional education managers.



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One of the educational problems we face today is the low quality of education at every level and the education unit, especially primary and secondary education. Various efforts have been made, among others through various training and improvement of teacher qualifications, provision and improvement of educational facilities / infrastructure, as well as improving the quality of school management. However, various indicators of the quality of education have not shown even improvement. Some schools, especially in cities, show encouraging quality improvements, but others are still apprehensive. From various observations and analyzes, there are at least three factors that cause the quality of education not to increase evenly.

First, the policy and implementation of national education uses an educational production function approach that is not implemented consistently. This approach sees that educational institutions function as centers of production, if all inputs (inputs) are needed in the production activities, then this institution will produce the desired output. In reality, the quality of education expected does not occur, why? Because so far in implementing the education production function approach, it has focused too much on educational inputs and less attention to the education process. In fact, the education process greatly determines the output of education. Second, the implementation of education is conducted centrally, so that schools as providers of education are very dependent on bureaucratic decisions, which sometimes policies issued are not in accordance with the conditions of the local school.

This schools lose independence, motivation, and initiatives to develop and advance their institutions including improving the quality of education as one of the national education goals. Third, the participation of the community, especially parents of students in the implementation of education so far is very minimal. Community participation in general has so far been more funded, not in the education process (decision making, monitoring, evaluation, and accountability). Regarding accountability, schools do not have the burden to account for the results of the implementation of education to the community, especially parents of students, as one of the main parties with an interest in education.

Based on these facts, improvement efforts need to be made, one of which is being developed is the reorientation of the implementation of education, through school management (School Based Management).

School-based management can be defined and the matching of resources carried out independently by the school by involving all interest groups directly related to the school in the process of making decisions to meet the school's quality needs or to achieve school quality goals in national education. The essence of SBM is autonomy and participation decision making to achieve school quality goals. Autonomy can be interpreted as authority (independence), which is independence in regulating and managing itself. Thus, school autonomy is the authority of the school to regulate and manage the interests of school members in accordance with applicable national education legislation. The independence must be supported by a number of capabilities, namely the ability to make the best decisions, the ability to democratize / respect differences of opinion, the ability to mobilize resources, the ability to choose how to implement. School-Based Management (SBM) aims to empower or empower schools through the provision of authority, flexibility, and resources to improve school quality. Thus, schools will gradually form that have high independence

## 2. Challenges and Solutions to Overcoming National Education Problems

Development of Indonesian National Education received a new spirit in its implementation since the enactment of Law No. 23 of 2003 concerning the National Education System. In line with the National Education System Law, the vision of national education development is "The Realization of an Intelligent, Productive and Noble Indonesian Man". Some indicators are the benchmark for success in national education development:

1. An effective, efficient education system.
2. Equitable and quality national education.
3. Community participation in education.

Classical problems in the world of education and until now there have been no strategic steps from the government to overcome them, among others;

- a. Lack of equal opportunities for education. Most people feel that only getting educational opportunities is still limited at the elementary school level.
- b. The low level of relevance of education to the needs of the workforce. This can be seen from the increasing number of unemployment in Indonesia, which in fact is not only influenced by limited



employment. But there is a considerable difference between the results of education and work requirements.

- c. Low quality of education. For indicators of the low quality of education can be seen from the level of student achievement. Such as the ability to read, science and mathematics lessons. The study of the Third International Mathematics and Science Study Repeat TIMSS-R in 1999 stated that among 38 countries the achievement of Indonesian junior high school students was at number 32 for Science and 34 for Mathematics.

#### IV. DISCUSSION

Teachers are a determining factor for the high and low quality of educational outcomes. However, the strategic position of teachers to improve the quality of education outcomes is strongly influenced by professional abilities, welfare factors, etc. Today the teacher's problem still arises, namely with a large number of teacher shortages, especially in remote areas, we also cannot expect the quality of education to be created. Besides that the problem of teacher distribution is also uneven, both in terms of the area and from the school side. In many cases, there are elementary schools that only have three to four teachers so they have to teach in parallel and simultaneously.

Not to mention things related to academic prerequisites, both concerning minimum education and the suitability of the background of the field of study with the lessons that must be given. For example, there are still quite a number of high school / vocational school teachers who have not qualified undergraduate or undergraduate education. As required by the Teacher and Basic Law.

Since the initial discussion of the Teacher and Lecturer Law, the question that has arisen in the wider community is: "Who is the Teacher and Lecturer Law for?" This was raised because there was a concern that the Act could not cover all teachers. In other words it is feared that there is a process of discrimination between PNS teachers and private teachers. Especially the position of private teachers so far is indeed as if it is not covered by the existing law even though it is explicitly stated in Law No. 20 of 2003 concerning the National Education System (Sisdiknas). From the point of view of the employment law it is clearly not specific to teachers, because the regulated are government employees (PNS) while from the point of view of the Manpower Law it will also be very difficult because education providers are foundations. So that the teacher cannot be categorized as labor or labor. It can be said that before the Teacher and Lecturer Law was passed, the teachers did not have a clear legal umbrella. Which indeed regulates everything specifically concerning the teacher, as is the case with the Labor Law and the Civil Service Act.

The Teachers and Lecturers Act received a warm welcome, especially from educators. This law is considered to be a legal umbrella for teachers and lecturers without any different treatment between public and private teachers. Although in some parts it is still very warmly discussed and a very exciting debate. The Teacher and Lecturer Law clearly and clearly regulates in detail the aspects that have not been regulated in detail. For example, the position, function and purpose of the teacher, the rights and obligations of the teacher, competence etc. What needs to be underlined and received a positive response from the public towards the Teachers and Lecturers Law are matters relating to:

1. Qualifications, competencies, and certifications.
2. Rights and obligations.
3. Coaching and development.
4. Awards,
5. Protection
6. Professional organizations and ethical codes.

There are a number of things in the Teachers and Lecturers Act which are still being discussed so far, these things are:

1. Standardization.

- Standardization of the implementation of education.

Until now there are quite a number of education providers (foundations) whose existence is unclear. In its implementation, many educational institutions have not met the quality standards of education services and expected quality standards of education. This is because these foundations seem to force themselves to establish educational institutions, so that many educational institutions are not feasible, because educational facilities and infrastructure are far from adequate, incompetent teachers, poorly managed organizations etc. Education providers such as the above are quite large in Indonesia. With the birth of the Teacher and Lecturer Law, it is hoped that it can become a reference to improve the quality of education services in the community, both public and private.

- Standardization of teacher competencies.

This will be stated in Article 8 of the Teachers and Lecturers which explains the Educator Professional Certificate. Article 8 states: "Teachers must have academic qualifications, competencies,



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certificate educators, physical and spiritual health, and have the ability to realize national education goals". Many people will be organized by the LPTK, and will eventually end up with a number of people who will be able to do this. The in turn will work on the condition of the nation's education. The teaching profession. With certification, it is a teacher's profession that will be more valued and improve teacher quality in Indonesia. This is a step to make the teacher a professional. 1. Welfare or Benefits. 11 items of Teacher Rights listed in article 14 of the Teacher and Lecturer Law are forms of government and community appreciation to teachers. For the income indicators of PNS teachers, Article 15 paragraph 1. The teacher has the right to receive benefits, namely: 1. Professional allowances. 2. Functional Allowances. 3. Special Allowances The three types of benefits above are regulated in articles 16, 17 and 18 of the Teacher and Lecturer Law. Professional allowances are given to teachers both civil servant teachers and private teachers who already have educator certificates.

Besides the above allowances, the teacher is also entitled to obtain "additional benefits" as stated in article 19 of the Teacher and Lecturer Law. These additional benefits include:

1. Educational benefits. Educational insurance.
2. Scholarship
3. Appreciation for teachers.
4. Ease for teachers' children to obtain education.
5. Health delivery.
6. Other forms of well-being.

The Teachers and Lecturers Act may still be debated in order to improve it in the future. Moreover, there are some things that cannot be implemented immediately. Providing benefits to all teachers, will be very dependent on the government budget. So that when the education budget has not reached 20% of the state budget, it will be very difficult to implement. Likewise with the certification program etc., it still requires a process to implement and achieve the expected goals. But it is expected that with 2 (two) laws, namely Law No. 20 of 2003 concerning the National Education System, the Teachers and Lecturers Act is expected to improve the overall quality of national education.

In the realm of activity, the implementation of management towards the management of education must be oriented to effectiveness (all aspects) of all aspects of education both in growth, development, and blessing (in the Islamic perspective). The following is the urgency of management in the field of education management:

a) Curriculum Management

- 1) Striving for planning effectiveness
- 2) Striving for effective organizing and coordination
- 3) Striving for effective implementation
- 4) Striving for effective control / supervision

b) Personnel Management This management revolves around staff development (teacher development), including (Staff and Teacher Development):

- 1) Training (Training)
- 2) Discussion of Subject Teachers (MGMP)
- 3) Inservice Education (Intern Education / Advanced Education)

c) Student Management:

- 1) Student Admission (Capacity, Selection)
- 2) Student Development (Grouping, Class Upgrading, Program Determination, Extracurricular)
- 3) OSIS Empowerment
- d) Financial Management In financial management of education, management must be based on the principle: effectiveness (efficiency), efficiency (savings) and equity In relation to money and education, school administration employees have a duty and must be responsible.
- e) Environmental Management The management's urgency towards the educational environment aims to embrace all relevant parties who will influence all policies and sustainability of education, and empower the community around the school.

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  - 1) To achieve reasonable 9-year completeness, education management is needed as a framework of cooperation to achieve goals, namely achieving 95% of APK and also the purpose of the educational institution itself.
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- 1) Human interaction
- 2) Organizational climate
- 3) Adopted education system (Sisdiknas)
- 4) External environment.

After the functions that need to be involved in achieving the objectives are identified, the next step is to determine the level of readiness of each function and its factors through SWOT analysis (Strength, Weakness, opportunity, and Threat). School functions needed to achieve the set goals.

From the results of the SWOT analysis, the next step is to choose the solving steps (elimination) of the problem, namely the actions needed to change the function that is not ready to be a ready function. As long as there are still problems, which means that there is an unpreparedness of the function, then the set targets will not be achieved. Therefore, in order for the target to be achieved, actions need to be taken that change unpreparedness into readiness of functions. The action referred to is usually called the steps to solving the problem, which is essentially an action to overcome the





meaning of weaknesses and / or threats, in order to become a strength and / or opportunity, namely by utilizing one / more factors that mean strength and / or opportunity.

Based on the steps to solve the problem, the school together with all the elements make plans for the short, medium and long term, along with the programs to realize the plan. Schools do not always have sufficient resources to meet all the needs for the implementation of the MPMBS, so priority scales for the short, medium and long term need to be made.

In implementing a plan to improve the quality of education that has been agreed upon jointly between the school, parents, and the community, the school needs to take proactive steps to realize the goals set. Principals and teachers should make the most of available educational resources, use past experiences that are considered effective, and use theories that are proven to improve the quality of learning. The principal and the teacher are free to take the initiative and be creative in carrying out programs that are projected to achieve the targets set. Therefore, schools must be able to free themselves from bureaucratic attachments which usually hinder education.

To determine the success of the program, schools need to conduct program evaluation evaluations, both short and long term. Short-term evaluations are conducted at the end of each quarter to determine the success of the program in stages. When in one quarter chess is judged by the existence of factors that do not support, then the school must be able to improve the implementation of the quality improvement program in the next quarter. Mid-term evaluation is carried out at the end of each year, to find out how far the quality improvement program has achieved the quality objectives that have been previously set. With this evaluation, the strengths and weaknesses of the program will be known to be improved in the following years.

As stated earlier, the results of previous evaluations are useful as a tool for improving the performance of future programs. But no less important, the evaluation results are input for schools and parents of students to form new quality goals for the coming year.

## V. CONCLUSION

Education Management is an activity or series of activities in the form of a process of managing a collaborative effort of a group of people who are engaged in an educational organization carried out with a joint and effective and efficient effort, to utilize all existing resources and potential for achieving predetermined educational goals:

- a. Realizing an active, creative, effective, fun and meaningful learning and learning process (Pakemb) 2. The creation of active students develops their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country.
- b. Fulfill one of the 5 competencies of education staff (the support of managerial competencies of education staff as managers)
- c. Achieving educational goals effectively and efficiently
- d. The completion of education staff with theories about the process and tasks of educational administration (the support of the profession as an education management manager or consultant)
- e. The problem is the quality of education, because 80% of quality problems are caused by management
- f. The creation of an equitable, quality, relevant and accountable education plan
- g. Improve the positive image of education

From that it is necessary to suggest advice given to all those who have an interest in this government for better management of education.

- a. All stakeholders who are involved and responsible for the education system and process in Indonesia should know and fully understand the management of education given the importance of education management in educational success
- b. Management of education in the future should be carried out by conducting collective efforts effectively, effectively and efficiently and conducting curriculum management properly and correctly, so that the goals and ideals of education can be realized.

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