BUILDING THE FUTURE OF EDUCATION: DEFINITIONS AND CONCEPTS OF EDUCATION MANAGEMENT

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ABSTRACT

This study aims to examine the definition and basic concepts of educational management and the application of its principles in the implementation of education, particularly in efforts to improve the quality of education in secondary education institutions. Educational management principles such as efficiency, effectiveness, participation, accountability, and transparency are analyzed through a literature review using a descriptive qualitative approach. Data were obtained from various relevant literature sources, including books, journal articles, and policy and institutional documents. The results of the study indicate that the consistent application of educational management principles can improve the efficiency of resource management, strengthen school governance, and encourage stakeholder involvement in the educational process. Furthermore, this study emphasizes the importance of educational management as a systemic framework in creating quality, adaptive, and sustainability-oriented educational institutions. These findings are expected to serve as a conceptual foundation for policy formulation and the development of managerial practices in Islamic and general educational institutions.
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***Keywords:** Management, Education, Quality of Education*

INTRODUCTION

The word management comes from the old French "management" which means the art of carrying out and organizing. Management does not yet have an established and universally accepted definition. The word "management" probably comes from the Italian *"maneggiare"* meaning "to control," especially "to control a horse" which comes from the Latin manus meaning "hand". This word has been influenced by the French manege meaning "horse ownership" (which is derived from the English meaning the art of controlling horses), where the term in the English term is "management" (Edi Siswanto et al.., 2024)

The term management is widely used in general which has various interpretations. Mullins assesses that management is connected to activities that occur in a structured and procedural manner in an organizational environment. The link with this is the emergence of the role and direction of the goals and objectives that will be carried out in accordance with the system function (Sari et al., 2022).

According to Langeveld, education is every effort, influence, protection, and assistance given to children aimed at the maturation of the child, or more precisely helping to be sufficient, capable of carrying out their own life tasks. (Muhammad Karistiawan, 2017). Education is an effort to develop humans as living beings and

beings who are able to take responsibility for themselves and for the welfare of society (Wakila, 2021).

Education management in general is the process of determining the goals or objectives to be achieved and determining the ways and sources used to achieve goals as efficiently and effectively as possible. This is also the case when it comes to education (Yuliana, 2017). Education management is essentially a process of structuring educational institutions that involve human and non-human resources in mobilizing them to achieve educational goals effectively and efficiently. This structuring process will involve the implementation of several management functions by educational management experts often referred to as POAC (*planning, organizing, actituating, controlling)* (M. Riduan 2020).

Thus, education management is an applied science in the field of education which is a series of activities or the overall process of controlling the cooperative efforts of a number of people to achieve educational goals systematically and about education management is very relevant to understanding the concepts, principles, and best practices in the management of educational institutions.

Previous studies have discussed the importance of education management in improving the quality and effectiveness of education delivery. Sulkifli et al. (2024) emphasized that the application of the principles of efficiency, participation and accountability in education management determines the quality of education services in schools. Tambunan and Sari (2021) reviewed the role of management in curriculum development and human resources in secondary schools, but it is general without focusing on strengthening research in the study program environment. Meanwhile, Fitriani (2020) showed that strategic planning in higher education requires a structured research direction so that study programs are able to adapt to the needs of society and scientific developments. Another study by Ramadhan and Wibowo (2022) highlighted the role of the research roadmap in encouraging the productivity of scientific publications, but has not specifically explained the content and stages of developing roadmaps based on certain scientific fields.

Different from these studies, this research offers novelty by designing a research roadmap formulated specifically for the Islamic Education Management (MPI) Study Program, through a phased approach ranging from basic research to advanced research, as a strategic effort to direct lecturer and student research systematically and sustainably. The purpose of this study is to compile and explain the MPI Study Program research roadmap that is relevant, applicable, and in line with the scientific vision, the times, and the needs of the Islamic education community at the national and local levels.

RESEARCH METHOD

This research uses a qualitative approach with a type of library research. This approach is used to examine in depth various literatures, documents, and regulations relevant to the preparation of the research roadmap of the Islamic Education Management (MPI) Study Program. The library study was chosen because the focus of

this research lies in collecting, analyzing, and synthesizing information from various written sources that are already available, both in the form of books, scientific articles, policy documents, and institutional documents.

The data sources in this research consist of primary data and secondary data. Primary data is in the form of official documents that are the basis for preparing the research roadmap, such as the vision and mission of the Islamic Education Management (MPI) Study Program, the strategic plan (Renstra) of the Faculty of Tarbiyah and Keguruan Sciences and Raden Fatah State Islamic University Palembang, as well as national policy documents governing the direction and priorities of Islamic education research published by the Ministry of Religious Affairs and the Ministry of Education, Culture, Research and Technology. Meanwhile, secondary data includes various scientific literature such as journal articles, textbooks, previous research reports, and other academic publications relevant to the topic of Islamic education management, strategic planning of study programs, and the development of higher education research roadmaps. The data collection technique was carried out through documentation, namely by searching, identifying, and organizing written sources relevant to the research topic. The literature reviewed was selected based on the suitability of the theme, the credibility of the sources, and the relevance to the context of roadmap development in the study program environment.

The data analysis technique in this research uses content analysis, namely by reading carefully, classifying the contents of literature sources based on main themes such as the stages of roadmap development, research management models, and integration of scientific vision in research management. The analysis process was conducted systematically through data reduction, presentation of findings, and drawing conceptual conclusions. To maintain data validity, a literature source triangulation technique was used, namely by comparing and confirming findings from various references in order to obtain objective and academically accountable conclusions.

RESULTS AND DISCUSSION

A. Definition of Education Management

The word "management" has its origins in Latin, French, and Italian, from the words *"manus," "mano," "manage/menege,"* and *"meneggiage."* In these languages, "meneggiage" means training a horse so that it can step and move according to the trainer's wishes (Hasanah, 2021). In the context of management, there are two main activities, namely the activity of thinking and the activity of carrying out actions. The term "management" comes from the English verb *"to manage,"* which means *to* control. In Indonesian, this concept can be understood as controlling, handling, or managing.

The word "management" refers to the ability to take care of things, including controlling and leading. According to the Big Indonesian Dictionary, management is defined as an effort to use all available resources to achieve a desired goal. On the

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other hand, in Arabic, management means organizing things and ensuring that everything is where it should be (Andi Rasyid Pananrangi, 2017).

Management is often understood as a series of processes that include planning, organizing, directing, and supervising. The main purpose of management is to direct the efforts of organizational members and utilize existing resources to achieve predetermined goals. Basically, the essence of management is organization. According to Weihrich and Koontz "management is the process of planning and maintaining an environment where individuals work together in groups to effectively achieve selected goals." From this definition, it can be understood that creating a conducive environment is crucial to the success of an organization.

Management is a process that involves various activists, such as planning, organizing, directing and supervising all resources in an organization. The main purpose of management is to achieve mutually agreed goals (Casmudi, 2020). On the other hand, education management can be understood as a series of processes that include planning, organizing, implementation, and control in the context of education. The goal is to achieve educational goals efficiently. This process involves various activities carried out by school principals, administrators and other educational staff, in order to ensure that the implementation of education goes well and the expected results can be achieved (Rifky, 2024).

Educational planning aims to prepare all components involved in the educational process, so that teaching and learning activities can take place optimally. On the other hand, educational organization focuses on gathering the potential and skills that exist in an institution, so that it can operate synergistically in organizing effective education. The implementation of education refers to the various activities that have been planned and implemented by the organizing institution. Finally, controlling education serves to ensure that all educational activities are carried out in accordance with the predetermined plan, while optimizing the role of all educational components effectively (Elfrianto et al., 2020). Education management is essentially not solely focused on administrative aspects, but also includes dimensions of leadership, strategy, and quality development. This involves managing the curriculum, educational facilities, teaching staff and students comprehensively (Tambunan et al, 2021).

B. Principles of Education Management

The principles of education management are likened to the foundation of a building, if the foundation is strong, then the building will be able to stand upright and firm. These principles are statements or fundamental truths that serve as guidelines in completing tasks, as well as directing efforts to achieve optimal balance in the process of achieving goals. According to Aziz. The following are the principles of education management:
1. Prioritize common goals over personal and coworker interests.
2. Coordinate competencies and responsibilities well.

3. Delegation of responsibilities to school staff should be tailored to their respective characters and competencies.
4. Recognize the psychological factors that influence human behavior.
5. Understand the relative nature of values.

Henry Fayol, as explained by Wahib, N, categorized the principles of management into four categories. These management principles include: division of labor, authority and responsibility, discipline, unity of command, unity of direction, subordination of individual interests to the public interest, labor compensation, centralization, chain of command, order and justice, job stability, initiative, and spirit of togetherness (Rama et al., 2023).

The principles of educational management serve as fundamental guidelines that aim to direct, organize, and supervise the educational process, so that it can take place in an effective and efficient manner.

To implement education management effectively, there are several basic principles that need to be considered, among others:

1. Effectiveness in education management refers to achieving educational goals in the most appropriate and productive way. This involves applying strategies, methods and practices that have been proven effective in improving student learning outcomes. Effectiveness can be measured through various indicators, such as standardized test results, graduation rates and student participation in teaching and learning activities.
2. Efficiency can be interpreted as an effort to optimize the use of existing resources to achieve maximum educational goals while avoiding waste. This aspect includes the management of time, manpower, funds and educational facilities, so that the desired goals can be achieved with the maximum possible cost and effort.
3. Adaptability refers to the ability of education management to adjust to changes that occur around it, be it changes in education policy, technological advances, or community needs. This includes flexibility in decision-making and the ability to establish changes quickly and efficiently.
4. Accountability demands transparency and responsibility in every action and decision taken in education management. This aspect is essential for building trust among all stakeholders, including parents, students and the community. Accountability can be realized through transparent financial reports, regular audits and performance evaluations.
5. Participation recognizes the importance of involving all parties involved in the education management process. This includes collaboration between educators, students, parents and the community to create a conducive educational environment and providing opportunities for all stakeholders to provide input and be involved in decision-making.
6. Openness plays an important role in promoting clear and transparent communication among all parties involved in the education process. Thus, all

interests can have a uniform understanding, contribute effectively, and collaborate in identifying and resolving problems that may arise (Tahrim, 2021).

By applying these principles, Education Management can operate more effectively and efficiently, and become more responsive to the needs and challenges faced. In addition, it also supports the optimal utilization of resources, so that educational goals can be achieved to the maximum.

C. Scope of Education Management

The scope of education management covers various aspects of educational institutions, aiming to achieve optimal educational outcomes. The following are some important aspects included in the scope of education management:

1. Curriculum Management

   Curriculum management is a series of processes designed to plan, organize, implement, supervise and evaluate the curriculum in educational institutions. The main objective of curriculum management is to achieve educational goals effectively and efficiently.

2. Student Management

   Student management in schools aims to manage and develop the potential of students from the early stages until they complete their education.

3. Management of educators and education personnel

   The principal is responsible for identifying the competencies of each staff member, providing appropriate direction, and carrying out training and promotions based on demonstrated performance.

4. Facilities and infrastructure management

   Facilities and infrastructure play an important role in achieving quality education. The facilities and infrastructure management process includes various stages, from planning needs, procurement, deviation, to the elimination of equipment that is no longer used.

5. Financial management

   Financial management includes various aspects, such as planning, utilization, recording, reporting, and accountability of the funds managed. In the context of education, the principal has a great responsibility for the financial management.

6. Public Relations Management

   Public Relations serves as a bridge between the community and the school. The public relations function in management aims to assess and understand public attitudes, as well as adjust organizational procedures to gain support and understanding from the community.

7. Specialized Services

   Special services in the school environment, such as student activity units, student organizations, counseling guidance, and school canteens, are designed to support the success of the educational process and prepare students for their future (Ingen Ayudia et al, n.d.).

Based on the analysis of the work area, the scope of education management can be divided into several levels as follows:

1. Education management at the national level covers all aspects of education, not only limited to schools, but also includes out-of-school education, youth education, training, and research and development related to educational issues. In addition, it also touches on aspects of culture and the arts.
2. Education management at the provincial level covers all working areas within a province. The implementation of this management is supported by education management officers at district and sub-district levels, with the aim of ensuring that education activities can be carried out properly.
3. Education management at the district/city level focuses on all education matters within the region, covering the various levels and types of education available.
4. Education management at the work unit level is more directed at specific entities directly involved in the learning process, such as schools, training centers and other educational institutions, including courses.
5. Classroom management is a specific activity in the world of education, which is considered the "core kitchen" of all types of educational management. In this context, the term "Classroom Management" emerged, which includes both instructional and managerial aspects (Fikri, 2020).

The education process cannot be separated from the role and purpose of education management. Everything from planning to assessment involves various aspects of the school, with the leader as the main director. Resources in the educational environment include various elements, such as human resources, finance, materials, machinery, teaching methods, markets, information, and time (Nanny Mayasari et al.., 2023)

CONCLUSION

Education management is an important process in organizing and managing all components of education to run efficiently, effectively and purposefully. Based on the results of the study, it can be concluded that the application of education management principles such as efficiency, effectiveness, productivity, participation, transparency and accountability determine the success of education implementation, especially in improving the quality of services in education units. These principles not only guide institutional management but also serve as the basis for decision-making, curriculum development, human resource management and the creation of a conducive learning environment. Therefore, an in-depth understanding of the definitions and basic concepts of education management is essential for education stakeholders, both at the school level and higher education institutions, in order to realize a superior, adaptive and sustainable education system.

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