



EDUCATIONAL MANAGEMENT AND CONCEPTUAL FRAMEWORK IN IMPROVING THE QUALITY OF EDUCATION

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Abstract

Educational management is a good benchmark in the field of education. The quality of education is highly dependent on management. Many problems arise in the field of education because the goals and policies adopted by educational administrators are not appropriate. To be able to resolve these various problems, it is necessary to conduct research in this direction so that education is of high quality and has great meaning for the lives of Indonesian society. The purpose of writing this article is to determine systematic educational management and a conceptual framework for improving educational quality. This research is a qualitative study of a literature study that uses books, scientific articles and other literature as the main object. The results of this literature review are quality management occurs because within an organization certainly wants quality in education so that the public is more interested in choosing educational organizations that have good quality. In maintaining the quality of the educational organization, of course, there are steps to maintain that quality. These steps or methods are through management within the educational environment called quality management, because in quality management there are planning, supervision and commands to improve quality. Based on this, to improve the quality of education, quality management is necessary within it.

Keywords : Educational Management , Educational Quality , Literature Review

INTRODUCTION

The world of education today can be influenced by the increasingly rapid development of the times. Improving the provision of education, both non-formal (community), formal (school), and informal (school) education, is essential (Haerullah, 2020). Specifically, formal education plays a crucial role in developing academic skills, thus necessitating efforts to improve the quantity and quality of education.

Education, as an integral part of social life in the era of globalization, must be able to provide and encourage the growth and development of intellectual, social, and personal skills (Permana & Sudrajat, 2022). Education must develop various student competencies. Intellectual, social, and personal skills are built not only on reason and logic, but also on inspiration, creativity, moral intuition (emotions), and spirituality (Oktira, 2022); (Darvita, 2022). Mutia (2021) describes schools as educational intuitions and miniatures of society that need to develop learning in accordance with the demands of the global era. One effort that schools can develop is active, innovative, creative, and enjoyable learning (PAIKEM).

The quality of education in Indonesia is currently very worrying. This is evidenced by the fact that the human development index in Indonesia is declining (Sujarwo, 2014). According to Sukron (2021), the main problem in education is the quality of education, especially related to the availability of educators and education personnel who are not yet qualified in terms of both quantity and quality, as well as their welfare, learning facilities and infrastructure that are not yet available, even if they are not optimally utilized, education funding that is not able to support the quality of learning, and the learning process that is ineffective and inefficient.

The low quality of education in Indonesia is due to factors such as teaching staff, infrastructure, the environment, and other factors (Kurniawati, 2022). The reality on the ground shows that there is a tendency for students to be less active in the learning process, as they tend to learn by memorizing techniques explained by teachers and recorded in textbooks. Student activities related to the learning process are less than optimal due to inadequate learning resources. The learning resources used are generally limited to teachers and textbooks and do not involve real learning resources in the field. Teachers tend to use lectures and question-and-answer approaches, resulting in less than satisfactory learning media and inappropriate material, thus not stimulating optimal student learning activities.

Teachers play a key role in preparing and creating a conducive learning environment to achieve student competency development. Learning strategies are a series and totality of strategic actions teachers employ to create effective and efficient learning activities to achieve learning objectives (Azharin, 2021). Learning strategies relate to the methods teachers choose to deliver learning materials. These methods encompass the scope, nature, and sequence of activities that can provide learning experiences for students (Rahman, 2018).

Teachers must be able to select and use learning strategies appropriate to the objectives, situations, and conditions, as well as the material to be delivered. This aims to achieve educational success. This success is influenced by the teaching and learning process implemented. Poor learning strategies will also affect student achievement (Abidin, 2019). Students will more easily understand concepts if they actively seek information, develop their knowledge, and actively ask questions about things they do not yet understand. The selection of learning strategies used in the learning process is expected to facilitate students in learning biology concepts. Learning strategies are learning activities that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. Therefore, this article aims to analyze educational management and conceptual frameworks in improving the quality of education.

LIBRARY REVIEW

Educational management as a process or management system. Management activities in an educational system aim to ensure a good teaching and learning process (Oemar Hamalik, 2006: 78). Human resources are a crucial factor in an organization (Danang Sunyoto and Burhanudin, 2015: 1). Human resources are understood as the strength that arises from their potential within an organization. Good human resources are likely to be able to lead an organization to achieve its goals. Without good human resources, it is likely difficult to achieve an organizational goal. This is one of the functions of human resource management. Management is also the process of planning, organizing, directing, and supervising the efforts of organizational members and the use of other resources to achieve organizational goals. Therefore, all members or components of a good educational institution as part of an organization must implement good management so that the goals of the school's vision and mission are achieved properly and on time. Function



Management is divided into 2 (two) types, namely operative management and administrative management which are more concerned with setting goals and then planning, staffing, and supervising coordinated activities to achieve goals. Meanwhile, operative management covers more activities of motivating, supervising, and communicating with employees to direct them to achieve effective results (T. Hani Handoko, 2009: 19).

Educational management is an activity or series of activities that involve the collaborative efforts of a group of people within an educational organization to achieve predetermined educational goals effectively and efficiently. Educational management is a process or system of management. Management activities in an educational institution aim to ensure the effective implementation of teaching and learning processes.

RESEARCH METHODS

This study uses qualitative research in the form of a literature study using books and other objects as the main objects (Sutrisno, 2000). The type of research used is qualitative, namely research that produces information in the form of notes and descriptive data contained in the text being studied (Fathoni, 2006).

In qualitative research, descriptive analysis is necessary. Descriptive analysis methods provide a clear, objective, systematic, analytical, and critical picture of educational management and a conceptual framework aimed at improving educational quality. A qualitative approach is based on the first step: collecting the necessary data, then analyzing and describing it.

In the literature review method, selected data is researched, presented, and analyzed. The data sources for this study were library materials whose substance requires philosophical theoretical treatment. This literature review is a literature study without empirical testing (Muhadjir, 1998). The data presented requires concise and systematic processing. Data collection in this study involved collecting books and

article-article ilmiah.

RESULTS AND DISCUSSION

Research result

Educational Management

In English, Human Resource Management (HRM) is called " Human Resource Management," abbreviated to HRM (Fitriani , 2018). Humans are part of the resources needed by organizations. However, in practice, many management policies still pay little attention to the important role of human resources (HR) (Novitari, 2023). In general, human resource management is a very important part of the educational process. Therefore, the function of human resource management can be carried out optimally to achieve goals related to individuals, organizations/institutions, organizations, or institutions. Furthermore, through good human resource management procedures , it is hoped that the shortcomings and problems faced by the Indonesian nation, especially in terms of competitiveness, can be overcome.

Educational management is a good benchmark in the world of education. The quality of education is highly dependent on management. Many problems in the world of education are caused by inappropriate goals and policies adopted by educational managers (Pasaribu, 2017). To address these various problems, research is needed in this direction so that education has good quality and is meaningful to the lives of Indonesian society.

Educational management requires good and qualified human resources, therefore the implementation of educational management in schools is managed directly by the principal . According to Nur, (2016), the principal is a functional teacher who leads a school where the teaching and learning process and interaction between teachers who give lessons and students who receive lessons are held. Meanwhile, Article 12 paragraph 1 of Government Regulation Number 28 of 1990 concerning Basic Education states: "The principal is responsible for organizing educational activities, school management, development of other educational personnel, and utilization and maintenance of facilities and infrastructure. The principal's leadership must be influential in creating a conducive and harmonious working atmosphere and relationship between the human resources around him .

Therefore, the abilities, professional knowledge, and leadership skills possessed by the principal are very important in creating effective educational management to achieve educational goals.

Scope of Human Resource Management

Human resource management is a field that specifically studies the relationships and roles of people within an organization. Human resource management is essentially the human workforce (Ichsan, 2021). Therefore, the focus of human resource management studies is solely on issues related to the human workforce. Humans always play an active and dominant role in every organizational activity, as they are the planners, implementers, and determinants of the achievement of organizational goals. Goals cannot be achieved without the active participation of employees, even with sophisticated tools. Even sophisticated tools are of no benefit to the organization if employees are not actively involved.

Human resource management is a component of management, and therefore, general management theories serve as the basis for regulating human roles in achieving optimal goals (Kurniawati, 2018). These arrangements include planning (*human resource planning*), organizing, directing, controlling, procuring, developing, compensating, integrating, maintaining, disciplining, and terminating employees to help achieve organizational goals.

Humans are the most important resource in achieving an organization's goals. Human resources are the only resources with reason, feelings, desires, abilities, skills, knowledge, drive, and work. Therefore, no matter how perfect technological advances, information developments, or adequate capital and materials are, without human resources, it will be difficult for an organization to achieve its goals.

In relation to human resource management, as is known, management itself is known as "the art of completing work through others" or currently the definition is more emphasized on the meaning of managing, organizing, implementing and regulating so that in a broader sense this management is faced with the reality that what is being handled are human resources, not material or financial, which means it requires a strategy with considerations that are aligned with human values.

developed in carrying out an activity.

Education Quality Indicators

To measure quality education, Sewang (2015) revealed that there are several indicators of quality education, including:

1. The final result of an education which is the final goal, which expects graduates to be able to meet the demands of society when working or continuing their studies to a higher level.
2. Educational outcomes in the form of knowledge, attitudes and skills.
3. The educational process means, in other words, how all things in the school environment can be used for the learning process to take place so that students can learn well.
4. Instrumental input, such as curriculum, teachers, evaluation, guidance, and so on.
5. Raw input and environment.

School-based quality improvement management, commonly known as MPMBS, is a quality improvement concept implemented by schools. Under MPMBS, quality improvement is carried out by the school itself, or in other words, independently by the school administration, using a pre-determined planning and implementation process tailored to the school's needs, thereby achieving its goals (Puspita, 2022).

At every level of education, including basic education, quality improvement is based on three factors, namely:

1. The adequacy of educational resources that support the educational process refers to the number and quality of teachers and other educational staff, textbooks for students and libraries, as well as the provision of learning facilities and infrastructure.
2. Implementation of learning that encourages students to learn more actively and effectively.
3. The quality of the results of the educational process, in terms of the skills and knowledge acquired by students.

Creating superior human resources

This educational management program through digital transformation aims to create high discipline habits and strong competitiveness (Sudarma, 2022).

Another relevant objective of this program is to make students agents of change who can have a positive influence on the environment and society. The digital transformation program in the field of educational management to create quality human resources in the 4.0 era is divided into three programs to accelerate the transformation of educational institutions: (1) digital transformation, (2) human resource transformation, and (3) cultural transformation. Accelerating changes in educational management related to finance, students, infrastructure, educators and education personnel, and curriculum that can be improved through digital solutions . The main focus of this program includes digital campuses, digital processes, digital facilities, digital services, and digital learning. This human resource transformation is linked to the acceleration of improving overall human resource capabilities (Yulianto , 2020). The main focus is to make vocational and entrepreneurial training part of the educational curriculum. Cultural transformation is related to the acceleration of cultural sharpening in attitudes in carrying out work with a positive mindset, discipline, precision, enthusiasm, resilience, and sharpening deradicalization so that individuals become individuals who have a positive influence on the educational environment.

According to the Secretary General of the Ministry of Research, Technology, and Higher Education, Ainun Na'im, as quoted in Meigawati (2021), the five flagship programs for developing superior Indonesian human resources include:

1. Infrastructure technology information and communication (ICT).
2. Changes to curriculum content .
3. Competency certification .
4. Industry collaboration ; and
5. Entrepreneurial spirit

This is in line with the opinion put forward by Julius, (2020), who stated that there are four strategic steps towards developing superior Indonesian human resources which must be the main priority in developing the quality of human resources, including : (1) improving a good and quality education system ; (2) strengthening the role of religion in social life in order to strengthen the identity and personality of the nation (character building); (3) increasing the capacity of human resources through various education and training (diklat), competency, coaching; and (4) coaching and development of the community, especially the younger generation.

Educational Management in Improving the Quality of Education

Conceptual framework of school management Educational Management is a process or arrangement, management carried out by a person or manager in implementing an educational process or organization so that the organization can achieve common goals (Asrita, 2022). By applying management functions, namely planning, organizing, actuating and controlling. The Basic Conceptual Framework of Educational Management, namely philosophy, is a view or perception of truth developed from practical thinking. Philosophy is used as a basis for making assumptions about the environment, the role of the organization, and from these assumptions, principles are born that are connected to a framework or outline for action. Educational quality management is a management process to achieve optimal results. The application of educational quality management principles is very suitable for application in schools to be able to improve the quality of education, especially in an organization that seeks to uphold moral values by cultivating a culture of educational quality that must be supported by personnel such as administrators, teachers, counselors, administration, who are qualified and professional (Simanjuntak, 2022). The existence of satisfactory and complete educational institutions, infrastructure, media and learning resources, both in quality and quantity, as well as adequate funding , effective management and a nurturing atmosphere , are essential components for producing maximum productivity and output. Recently, the concept of quality has become a topic of conversation for many people because of its varied and dynamic nature in everyday conversation . It is often misunderstood as a concept with absolute parameters, such as luxury restaurants, luxury cars, or schools with ISO certification. However, quality, in relation to other attributes, is synonymous with goodness, beauty, and honesty.

Quality is also something that satisfies customers beyond their perceived desires and needs, as quality is only in the eye of the beholder. This is crucial because , one risk we often overlook is the fact that customers are the ones who make decisions about quality , and they make these judgments based on the best quality that can survive the competition.

Quality management occurs because in a product, of course you want quality in your product so that customers will be more interested in buying it.

To maintain product quality, there are of course steps to maintain it . These steps or methods are through management within the educational environment , known as quality management , because it involves planning , monitoring, and directing efforts to improve quality. Therefore, to improve the quality of education , quality management is essential .

Factors Affecting the Quality of Education

Improving the quality of education can be influenced by educational input factors and factors related to educational management . Educational input is everything that must be available and necessary for the educational process to take place. Educational input includes all existing school resources. According to Supurwoko (2021), school components and resources consist of people, funds (money), facilities and infrastructure (materials) , and regulations (policies). From the definition above , educational input which is a factor that influences the quality of education can be: Human resources of school administrators include: 1) Principals, namely teachers who have additional responsibilities as principals. 2) Teachers, namely teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. 3) Administrative staff.

1. Facilities and Infrastructure. Educational facilities and infrastructure are media or learning aids that essentially make communication and interaction between teachers and students more effective in the educational process .
2. Student behavior is one of the elements that determines the success of the educational process . Student admission is based on clear and financially accountable criteria. One factor that impacts the quality and adequacy of education is an adequate education budget . Schools must have sufficient funds to provide education. Therefore, funds allocated for school education must be managed transparently and efficiently.
3. Curriculum. One application or implementation of educational methods is the educational curriculum.
curriculum. This principle seeks to ensure the smooth running of the learning process.

learning by measuring student achievement of goals and encouraging teachers to develop and continuously improve their learning strategies .

4. Organization. Educational institution administration is one factor that helps improve the quality and services of educational institutions. Organization is the activity of arranging and grouping work into smaller, more manageable parts.
5. Physical environment. Learning and work must be supported by the environment. The environment influences the activities of teachers and students, including learning activities .
6. Scientific Developments: In addition to teachers and other educational facilities, there are also external factors in the form of developments in science and technology. As a place to gain knowledge and impart it to students, schools must keep up with the latest scientific and technological developments relevant to the fields they teach.

Discussion

The low quality of education in Indonesia has long been a topic of discussion. However, the issue of education quality remains unresolved . Yet, education is a key factor in shaping human personality (Hidayah, 2022). It is undeniable that individuals prefer to study at educational institutions that maintain high standards . Therefore, it is crucial for schools and educational institutions to provide excellent and high-quality services to remain competitive. This approach is expected to produce the next generation with the skills and qualities needed to bring positive change to society, the nation, and the state. Educational management continuously addresses the issue of improving educational quality , as this is a crucial effort that must be continuously pursued to achieve relevant and quality education .

Based on the explanation above, it can be said that the quality of education or schools can be improved if schools have:

1. Government support ,
2. Effective principal leadership ,
3. Good teacher performance ,
4. Relevant curriculum ,
5. Qualified graduates ,

6. Effective organizational culture and climate ,
7. Support from the community and parents of students. For more details, each metric is explained below.

Qualified Graduates

The primary goal of education is to produce competent and skilled graduates. As stated in Article 2 of Law Number 20 of 2003, the foundation of national education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia. Quality graduates are not limited to cognitive abilities and competencies alone, but encompass all aspects of development, including cognitive, psychomotor, and affective domains. This aligns with the guidelines set out in Government Regulation No. 32 of 2013, which outlines national education standards. Specifically , Article 25 paragraph 4 emphasizes that graduate competency standards encompass attitudes, knowledge, and skills.

CONCLUSION AND RECOMMENDATIONS

The success of educational management in improving the quality of education can be seen from the way schools and those who manage them. Schools and all their aspects are crucial components in advancing education, especially since the quality of education in Indonesia remains low due to a lack of qualified teaching staff. Therefore, teachers have a significant responsibility within a school. Schools have several elements that contribute to the quality of education in schools. These elements include staff, teachers, programs, facilities and infrastructure, and the learning process. These elements must perform well and develop in accordance with the times and the surrounding environment. School effectiveness refers to the empowerment of all school components that make the school a place of learning. Every school must have a predetermined program structure so that student learning can achieve the predetermined outcomes , namely developing competencies.

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