

EDUCATION MANAGEMENT PARADIGM, PHILOSOPHY, AND POLICY

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Abstract

The implementation of the Merdeka curriculum is one of the efforts undertaken by SMA Al-Islam 1 Surakarta to address learning loss. The objective of this study is to explore the relationship between learning loss and the implementation of the Merdeka curriculum at SMA Al-Islam 1 Surakarta. A qualitative research method with a case study design was employed for this study. The research focuses on depicting the initiatives of SMA Al-Islam 1 Surakarta in implementing the Merdeka curriculum and assessing the effectiveness of the Merdeka curriculum in mitigating learning loss. The research findings indicate that students experience learning loss in the form of decreased learning motivation, declining academic performance, and the emergence of undesirable behaviors. However, the school can minimize these issues by implementing aspects of the Merdeka curriculum, such as project-based assessments and differentiated learning methods. These strategies aim to provide students with a sense of achievement and cater to their individual learning needs.

INTRODUCTION

Learning that is an inseparable part of familiar education is known as a process of transferring knowledge from educators to students which along with the times, the meaning of the transfer process itself is increasingly developing. The process that was originally centered on the teacher (teacher centered) began to shift and make students the center or source of the learning process itself (student centered).

The sustainability of each process, both student-centered and teacher-centered, is a combination of several processes in it and to maintain the continuity of the process, a separate discipline is needed. In the world of science, the science to organize is known as management. Although at the beginning of its birth, management was concerned with matters surrounding economics and business. But in line with the development of the world of education, management is also applied as one of the keys to success itself.

The realm of management movement in the scope of education has a decisive role because improving the quality and quality of education can be achieved, one of which is by improving education management itself. Education is other than a process, it is nothing but another form of organization. In organizations, management also plays an important role. Similarly in education. Management in the implementation of educational programs is not a goal, but a tool or method to achieve quality and improve educational performance as aspired to.

The ideal or function of education is to eliminate all sources of people's suffering from ignorance and underdevelopment, as described in the National Education Law No. 20 of 2003, namely developing abilities and Forming a dignified national character and civilization in order to educate the nation's life [1].

The intersection between the world of education and management is what will be described in this study. Starting with a discussion of paradigms or views in management, then related philosophies and theories, to education policy and politics in Indonesia, this research It is

expected to start discussions related to Education Management and Islamic Education Management

METHOD

The research paradigm used in this study is qualitative. Qualitative methods are used to obtain in-depth and meaningful data. This research method is based on the philosophy of post-positivism which is used to conduct research on objects that have natural life [2]. The type of research used is library research.

Literature Research is a series of activities related to collecting library data, reading, recording, and processing research materials [3]. This research was chosen using literature research because the main data was taken from a book by DR. Beni Ahmad Saebani, M.Si entitled "Philosophy of Education Management". In addition, this study also uses data from books, journals, and national articles that have a relationship with the topic of discussion.

This level of research is descriptive, comparative and analytical, where the data collected are then described and compared and analyzed. The nature of this research is descriptive analytic, meaning a research method with data collection that is focused on the present, nudity is compiled, explained, analyzed, and interpreted to be later inferred [4].

The data analysis method used in this study is content analysis. This method is a data analysis method used to draw conclusions through efforts to find message characteristics and is carried out objectively and systematically [5]. Through this method, conclusions are expected to be drawn regarding the paradigm, philosophy, and policy of education management.

RESULTS AND DISCUSSION

Paradigms in Management

Management linguistically comes from the English word 'to manage' which means to manage [6]. Efforts to define management in terms are carried out by many figures / experts, so that many figures / experts who define management with different language and points of view. According to Hasibuan, management is a science and art that regulates the process of utilizing human resources and other resources effectively and efficiently to achieve a goal certain [7].

Meanwhile, according to GD Terry, management is a process that has distinctive characteristics that include all actions of planning, directing, organizing, and controlling that aim to determine and achieve predetermined goals through the use of various resources, including human resources and others [7].

Another definition that summarizes some character delineation was presented by Mulyani A. Nurhadi more fully mentioned that management is an activity or series of activities in the form of a process of managing the cooperation of a group of humans who are members of the organization, to achieve pre-set goals effectively and efficiently. From the three definitions above, it can be concluded that management includes three important elements of cooperative efforts, carried out by two or more people and to achieve goals predefined [7].

In addition to the three understandings above, there are several paradigms or points of view that develop in the world of science. Some of them are management as a science / science, management as an art, and management as a profession.

Management as a Science

A science can be bound as a science if it has been systematically arranged and built from theories. Theories must also be formed from interrelated concepts that can present a systematic view of an event and can predict what will happen as well as prove The forecast is through research and data [8].

Can then management meet the requirements to be called a science? According to Luther Gulick, management qualifies as a science because it has a series of theories despite its general and subjective nature. Nevertheless, existing theories in management can be proven through experiments [8].

Management as an Art

Management is considered an art when it is able to carry out work through others (the art of getting things done through people). The meaning is that management in reality can achieve organizational goals through others.

According to Henry M. Botinger, management as an art requires three elements: outlook, technical knowledge, and communication. Therefore, skills need to be developed and honed through management training. When learning about management itself will be obtained information about a set of actions. However, before mastery of this knowledge / information, a manager usually relies on intuition and makes his own judgment in achieving a goal organization. So according to experts who discuss the management paradigm as an art / tips is that although many aspects of management have become scientific, there are still many elements Management which is a manager's own tips [8].

Management as a Profession

Profession is a job that demands certain requirements. The requirements of a profession require various competencies as a basis for specific expertise, recognized and valued by society and government and have a code of ethics. According to Robert L. Katz, a professional must possess at least three abilities; conceptual, social, and technical [8].

1. Conceptual: The ability to perceive the organization as a system, understand changes in each part affect the entire organization, the ability to coordinate all activities and interests of the organization.
2. Social: This ability is needed by a manager to be able to work together and lead his group by understanding members as individuals and groups.
3. Technical: Ability to use tools, procedures, and techniques in specific fields such as program preparation techniques, budgets, and so on [9].

Similarly, for management when viewed from the paradigm as a profession.

Management and Administration

The term management tends to appear later than administration. Matters related to governance used to be known as administration. However, after the development of the term management in the world of science, there are some differences in the definition of both. Some people consider management and administration to be the same thing, others consider them to be different things. Regarding the differences between the two, there are at least three well-known opinions as follows.

1. Management is broader than administration because administration is only a function of implementing the manager's policy matters.
2. Administration is broader than management because management is the core and implementing tool of administration.
3. Management and administration are the same thing or synonymous.

The elaboration of the above differences can be observed from the tabel designed by Didin Kurniadin and Imam Machali below.

TABLE 1. Elaboration of differences designed by Didin Kurniadin and Imam Machali

Opinion	Argument	Source
Broader management than administration	- Management includes in it administration - Administration is an implementation function in management - Every management practice in it has administration - Administration is at the discretion of the manager	E.F.L Brech, <i>Principle and Practice of management</i> (1961) Most thinkers from England argue that management is broader than administration.

	- Management shows at a high level in managerial activity, namely in formulating goals, making policies, and determining strategies	Owen E. Hughes dalam bukunya <i>Public Management and Administration</i>
Broader administration of management	- Administration is the operative part	
	- Administration includes in it management	Oliver Scheldon, William Ascoll, Spriegel, and others
	- Management is the core and administrative tool	
	- Management is the operational part of administration	
	- Administration determines the policies to which an organization is taken, while management formulates how to implement the organizational policies that the administrator has outlined	
	- Administration determines ' <i>what</i> ' and policy making, while management determines ' <i>how</i> ' and <i>policy execution</i>	
Management is the same/synonym of administration	- Between management and administration only language differences (English and French)	Orlosky (1984), Stephen P Robin (1982), J.C. Denyer (1969), R. W. Morell (1969), Albert Silalahi (1987), and others
	- The uses of both are interchangeable	
	- Both aim for effective and efficient organization	
	- Both are activities in organizational practice	

According to the author's analysis, the terms management and administration have the same position, role, and scope. The thing that makes it different is the point of view used in seeing it. If it departs from administration, then management becomes part of it. And vice versa. If we also look at the use in the community, terms that originally used administration such as educational administration, hospital administration, and so on have now changed to hospital management, school-based management and so on. Both those that use the terms administration and management all run in the same position, role, and scope.

Education Management

Education management is a branch of science that is relatively young and the old term that is more often known is administration. Education management in the Indonesian-Dutch dictionary states that the term management comes from 'administratie' which means administration – as discussed earlier [7].

Through an explanation related to the understanding and definition of management that has been discussed earlier, education management can be interpreted as 'an activity or series of activities in the form of a process management of cooperative efforts of a group of people who are members of educational organizations, to achieve educational goals that have been previously set to be effective and efficient [7].

The management process here starts from planning, organizing, directing, monitoring and assessing. This process is also a function of education management itself. In short, education management is cooperation to achieve educational goals [10].

Purpose and Benefits

Departing from the definition of education management as explained earlier, the purpose and benefits of education management in general are to form an effective and efficient education in achieving goals education. In terms of students, the creation of students who actively develop their self-potential both in the spiritual, personal, intelligence, and skills needed in the fields of social [10].

The purpose and benefits of management for teachers / education personnel is the formation of an education system with professional education personnel . Also, the problem of education quality is resolved and the creation of equitable, quality, and accountable education planning.

Education Management Functions

As explained earlier that the function of education management is based on the definition given by each figure. In essence, differences of opinion between figures regarding the definition of management affect the function of management itself.

In general, the main functions of management are divided into four activities, namely planning, implementation, supervision, and coaching. Planning has two main functions, the first is a systematic effort that describes the preparation of a series of actions to be carried out to achieve the goals of the institution by considering sources that are available or that can be provided. Second, planning is an activity to direct or use limited resources efficiently and effectively to achieve goals [10].

Implementation is an activity to realize plans into concrete actions in order to achieve goals effectively and efficiently. Supervision is an effort to observe systematically and continuously; recording; provide explanations, instructions, and directions to things that are not right and correct mistakes. Coaching is a series of efforts to professionally control all elements of the organization to function properly.

Specifically, each figure maps the management function as follows [9].

TABLE 2. Management functions

Members	Management Functions						Acronym	
Luther Gullick	Planning	Organizing	Staffing	Directing	Coordinating	Reforting	Controlling	POSDCRB
Ernest Dale					Innovating	Representing		POSDIRC
Koonts & Daniel								POSDC
William Newman			Assembling	Resources	Directing	POARDC		
Henry Fayol			Comanding	Coordinating		POCCC		
George Terry			Actuiting			POAC		
John F. Maye		Motivating			POMC			
Deming		Fro m	Check	Art			PDCA	
John D. Millet		Directing			Faciliting		DF	

1. Planning: Determination of a series of actions (goal setting, policy, procedure, budget, and program) to achieve a desired result.
2. Organizing: Grouping of activities needed, namely the determination of the organizational structure and tasks and functions of each unit.
3. Staffing: Preparation of personnel in an organization and its development up to efforts so that officers provide maximum use.
4. Directing: Directing is a management function related to giving guidance, guidance, orders or instructions to employees in the implementation of their respective duties.
5. Coordinating: Management function to carry out various activities so that there is no chaos, disputes, activity vacancies, and also a way to integrate and harmonize the work of members so that there is directed cooperation.
6. Controlling: Controlling or supervision often called control is a management function in the form of conducting assessments and corrections.

In its implementation in the world of education, the entire management function as described above can run in the line of education or if described, the scope of education management lies in

school program plans, school program implementation, leadership, supervision / evaluation of school programs, and school management information systems.

Philosophy and Theory of Educational Management

Philosophy has a radix nature or rooted so that it is the beginning of all branches of science as well as management. The discussion of management philosophy is the same as philosophy for other sciences. So that in management can also be found the division of branches of philosophy of science, namely ontology, epistimology, and axiology of management philosophy.

Ontology of Management Philosophy

Ontology as it exists in philosophy is the science of 'being'. Ontology seeks to find the core contained in every existing reality that encompasses all reality in all its forms.

In the context of management, ontology in management philosophy is a thought that is based on the essence and meaning contained in management science, namely the creation of order, regulation, or governance within the organization.

There are two schools in the ontology of management philosophy: positivism and rationalism. Positivism focuses on the conscience / heart, while rationalism departs from reason as the main focus in leading an institution or organization [9].

Epistimology of Management Philosophy

Epistimology in philosophy deals with the origin of science. Starting from what knowledge really is, where the source of knowledge is obtained to how to obtain that knowledge. It was differences of opinion among philosophers that later gave birth to several schools in philosophy such as empiricism (knowledge acquired through experience, observation, or sense), rationalism (knowledge is obtained through ratio training without facual observation), intuitionism (the result of the expression of the uniqueness of individuality so that the validity of this knowledge is personal), and so on.

In its proof, three theories of truth are known, namely correspondence theory (said to be true if there is an interactional relationship between subject and object), coherence theory (said to be true when referring to to the previous statement which is a logical truth), and the theory of pragmatism (considered true if something works for life).

In line with other social sciences, management applies a philosophical approach in terms of sources of knowledge, use of methods, validity , and others [9].

Axiology of Management Philosophy

Axiology is the branch of philosophy that studies values. There are many values to be achieved in the study of management philosophy. These values include efficiency, effectiveness, economy, and rationality, the value of justice, the value of environmental responsiveness (ecological management), and so on [9].

Politics and Policy in Education Management

The word Politics comes from English, Politics which means political game. While in Indonesian, politics is defined as knowledge of statehood or statehood, such as government procedures and so on, and can also mean all affairs and actions, wisdom, tactics and so on, regarding the government of one country or towards another. In Arabic the word politics is known as siyasah which means creation, strategic efforts and organization of something.

Education and politics have a dynamic relationship. Education and politics are closely related and influence each other. Various aspects of education always contain political elements, and vice versa, every political activity has something to do with educational aspects. Policies in education are the result of three components, namely administrators, management and politicians.

Education politics is all efforts, policies and tactics related to educational problems. In its historical development, the politics of education is a common explanation or understanding determined by the highest educational ruler to direct thought and determine actions with devices Education in various similarities and the goals and programs to realize it. Based on this understanding, according to Nata political education contains five things as follows:

1. The politics of education contains the policies of the government of a country. A State government in communicating with its people usually uses various policies. This policy is then implemented by all servants of the State and society in accordance with their fields, including education.
2. Education politics is not only in the form of written laws and regulations, but also includes other policies. For example, socio-political, cultural, security and government relations with the international world and the situation and conditions. Although these conditions are not directly related, they are quite influential on the process of providing education in a country.
3. Education politics is aimed at the success of education delivery because the government has a stronger infrastructure and superstructure in carrying out the duties and responsibilities of the implementation of education, Although the private sector also plays a role in it.
4. The politics of education are carried out for the achievement of the goals of the State.
5. Education politics is a system of education delivery of a country.

Through good education will create wise politicians or in Mochtar Buchori's terms as wisdom that can be achieved through reflective thinking. Furthermore, Mochtar Buchori in Sindhunata (2000: 25) conveyed the requirements for humans to be wise, namely:

- a. Extensive knowledge (to be learned)
- b. Kecerdikan (smartness)
- c. Common sense
- d. Insight, knowing the essence of what is known
- e. Careful attitude (prudence, discrete)
- f. Understanding of the norms of truth
- g. Ability to digest life experiences

CONCLUSION

Management includes three important elements of cooperative efforts, carried out by two or more people and to achieve predetermined goals. In addition, there are several paradigms or points of view that develop in the world of science such as management as a science / science, management as an art, and management as a profession. In the philosophy of management education is divided into several branches of philosophy of science, namely ontology, epistemology, and axiology of management philosophy. Ontology in management philosophy is a thought that is based on the nature and meaning contained in management science. In epistemology management applies a philosophical approach in terms of sources of knowledge, the use of methods, validity, and others. Meanwhile, in management axiology, the values achieved in the management philosophy such as efficiency, effectiveness, economics, and rationality, the value of justice, the value of environmental responsiveness (ecological management), and so on. In its historical development, the politics of education is a general explanation or understanding determined by the highest educational authority to direct thoughts and determine actions with educational devices in various similarities along with goals and programs to realize them.

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