
Education Administration Perspective Policy Makers and Educational Institutions

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Abstract

Education Administration is a process or effort to achieve an educational goal by taking into account various components of education so that it can improve the education system by utilizing various tools to support learning and teaching activities. The scope of education administration is not just school administration or learning administration. Such a view is a narrow view. Education administration is broader than that, although the estuary of all policies is an educational unit at all levels and types. So education administration is at the level of policy makers and at the level of education units. Educational administration is the science of structuring human resources, curriculum or learning resources and facilities to achieve educational goals optimally and create an agreed-upon atmosphere for humans. Doubts about the function of the school as the best place for learning are still doubted by several related parties, and facts regarding the capacity building program have failed to hone the skills of teachers, which has resulted in the poor quality of the learning they have built.

INTRODUCTION

There are many efforts that can be done to achieve the goals of education management. For example, ensuring that people get 9 years of compulsory education, continue to high school, and even college if possible. It is stated that education is not only in the academic field, but also includes other education. For example, character education obtained from the family, skills education, etiquette education, and others.

Educational administration is a collaborative process to achieve educational goals by looking at the relationship between educational components so as to improve the education system by using tools that support learning activities.

In short, educational administration is the whole process and joint activities that must be carried out by all parties that have to do with educational tasks. The running of educational institutions certainly needs money, especially in quality educational institutions that want their educational institutions to meet national standards and have qualified administration, (Rahmatullah, AS, 2022) to be more credible and accountable, school administration must be internet-based (online), (Syahrani, S. . 2021) Internet-based school administration is currently considered a modern school (Syahrani, S. 2022) is considered more advanced in terms of management (Syahrani, S. 2022) because this type of organization looks more prepared to face the times (Syahrani, S. 2022) and is considered ready to compete with the outside world, (Shaleha, Radhia, and Auladina Salihah, 2021) because they are used to and adaptive to information technology that continues to develop, (Syahrani, S. 2018) especially in the Koran, there are actually many verses that talk about this , so that Islam is not left behind (Syahrani, S. 2019) of course there are many strategies that must be carried out in order to be able to master the latest technology in today's world. I school organization development, (Chollisni, A., et al., 2022) no matter how great a school, without adapting to the times, it still feels like something is lacking (Syahrani et al, 2020) especially now that there are many quality schools and their technology is also advanced (Syahrani, 2018) if these two things are fulfilled, of course it will be easier to promote schools, (Syahrani, 2017) so it is hoped that the course of a school will be more ideal according to dreams, (Syahrani, 2017) although there are still many weaknesses, they must always be improved (Syahrani, 2018).

METHODS

This research is a literature review, where the study in this study has its own procedure so that it is considered that there is no difference in the making of scientific papers. According to Zed, (2008) the library method should not be underestimated, because this method is also a method that not only collects related theories but also analyzes the theoretical studies carried out.

The study in this study collects various kinds of literature studies that are in accordance with the study material to be studied, then the relevant theory is examined and conclusions are drawn from the research conducted.

RESULTS AND DISCUSSIONS

Education administration

According to Drs. M. Ngalim Purwanto, the definition of Educational Administration is the entire process of directing and integrating all personal, spiritual, and material matters relating to the achievement of educational goals. According to Hadari Nawawi, the notion of educational administration is a series of activities or the whole process of controlling the cooperative effort of a number of people to achieve educational goals systematically which is held in a certain environment, especially in formal educational institutions. According to Oteng Sutisna, the notion of educational administration is an effort to coordinate the interdependent activities of people and groups in achieving the common goal of children's education.

Administration in a narrow sense, namely administrative activities whose essence is routine activities of taking notes, documenting, organizing correspondence with all its aspects and preparing reports. Educational administration in the broadest sense is the whole process of mobilizing and integrating everything, both personnel, spiritual and material, that is related to the achievement of educational goals. So, in the educational administration process, all the efforts of the people involved in the process of achieving educational goals are integrated, organized and coordinated effectively, all required and existing materials are utilized efficiently. Educational administration is often misunderstood as merely educational administration. Defining educational administration is not so easy, because it involves a broad understanding (Husaini Usman, 2014). Education Administration is all joint efforts to utilize resources (personnel and material) effectively and efficiently to support the achievement of education (Husaini Usman, 2014). Administration is all activities in any cooperative effort carried out by a group or more. Administration comes from Latin which consists of the words *ad* and *ministrare*. The word *ad* has the same meaning as the word *to* in English which means *to* or *to*. While the word *ministrare* has the same meaning as the word *to serve* or *to conduct* which means *to serve*, *help* and *direct*. In English *regulate*, *maintain* and *direct*. Educational administration consists of two words, each of which has its own meaning. If the two words are combined, it will add a new meaning. The word Administration according to the origin of the word (etymologically) from the Latin, *ad* + *ministrare*. *Ad* means intensive, while *ministrare* means serving, helping and fulfilling. So the main task of an administrator or manager is to provide the best possible service.

The definition of administration in a broad sense, not only as a note-taking activity. Administrative activities which are more often referred to as administration in an organization have very important benefits or results, so they have functions that should not be underestimated.

In this broad sense, the term administration can also be interpreted that administration is an activity or series of activities in the form of a collaborative business

management process of a group of people who are integrated in an organization to achieve common goals that have been previously set to be effective and efficient. above, the meaning of administration can be broken down into at least five main meanings, namely: 1) Administration is a human activity. 2) The series of activities is a process/management of a complex activity, therefore it is dynamic. 3) The process is carried out with a group of people who are members of an organization. 4) The process is carried out in order to achieve a predetermined goal. management is carried out so that the objectives can be achieved. 5) Process effectively and efficiently.

Educational institutions such as school organizations are institutional frameworks in which the education administration can play a role in managing the organization to achieve the goals that have been set. Judging from the levels of an organization in terms of schools, education administration can be seen in three levels, namely: Institutional level, managerial level, and technical level (Murphy and Louis, 1999).

The institutional level is related to the relationship and understanding above, it can be concluded that First. Education Administration has the meaning of cooperation to achieve educational goals. Second, Education Administration implies the process to achieve educational goals. Third, Education Administration can be seen with a systems thinking framework. Fourth, Education Administration can also be viewed from a management perspective. Fifth, Education Administration can also be seen in terms of leadership (Soepardi, 1988) between educational institutions (schools) and the external environment, managerial levels related to leadership, and institutional organization (schools), and technical levels related to the learning process. Thus, education management in the context of educational institutions has a broad scope, in addition, the areas that must be handled are also quite numerous and complex, starting from the physical, financial, and human resources involved in the activities of the education process in schools. According to the Consortium on Renewing Education Schools (educational institutions) have five forms of capital that need to be managed for educational success, namely: Integrative capital, Human capital, Financial capital, Social capital, Political capital.

With the understanding as stated above, it appears that one of the important functions of education management is related to the learning process, this includes aspects of preparation to evaluation to see the quality of a process, in this connection the school as an educational institution that carries out activities/processes Learning clearly needs to manage these activities well because the teaching and learning process is the main activity of a school (Hoy and Miskel, 2001). Thus the teacher as an educator is an important factor in education management, because the core of the education process in schools is basically the teacher, because of his direct involvement in learning activities. Integrative capital is capital related to the integration of four other capitals to be used for the achievement of

educational programs/objectives, namely: 1) Human Capital is human resources with the ability to use knowledge for the benefit of the education/learning process. 2) Financial Capital is the funds needed to run and improve the educational process. 3) Social Capital is a bond of beliefs and customs that describe schools as a community, and 4) Political Capital is the basis of the legal authority possessed to carry out the education/learning process (Murphy and Louis, ed. 1999).

Therefore, Human Resource Management Educators in an educational institution will determine how they contribute to the achievement of goals, and teacher performance is something that must receive attention from the education management in schools so that they can continue to develop and increase their competence and with this increase their performance will increase. , so that it will have an effect on improving the quality of education in line with the demands of today's global developments. Based on its substance, education administration can be viewed from two approaches, namely the task approach and the school process approach (Sutisna, Oteng, 1989). The task-focused approach in educational administration answers the question what administrators should do?.

According to the Ministry of National Education of the Republic of Indonesia, education administration is a whole process of joint activities in the field of education which includes planning, organizing, directing, coordinating, supervising, financing, and reporting, by utilizing available facilities, both personal, material, and spiritual in order to achieve educational goals as a whole effective and efficient. In the context of education in Indonesia, education administration is a subsystem of the national education system. That way, the goal is to support the achievement of national education goals.

Educational Administration Purpose

Broadly speaking, the purpose of educational administration is to achieve the goals of education itself or as a tool to achieve educational goals.

According to Sergiovanny and Carver, there are 4 administrative objectives, namely: Production effectiveness, efficiency, adaptability and job satisfaction. As stated in the Preamble to the 1945 Constitution, the purpose of education for the Republic of Indonesia is to educate the nation's life. This is redefined in Law no. 20 of 2003 concerning the National Education System which states that the purpose of national education is to educate and develop students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and responsible. It can be concluded that the purpose of this administration is so that all efforts in utilizing various resources can be carried out effectively and efficiently in achieving educational goals.

Educational Administration Function

In general, there are 8 functions of education administration, including:

Planning (Planning)

The content of planning in education administration includes what will be done, and how it will be done.

Organizing

Organizing is the activity of compiling and establishing working relationships between individuals. That way, the unity of effort in the effort to achieve the aims and objectives of the education administration can be realized.

Coordination (Coordinating)

Coordination is an effort made to avoid confusion in acting. In other words, coordination is an activity that brings people, materials, ideas, techniques, and goals into a harmonious and productive relationship.

Communication (Communicating)

Communication is very important in the implementation of an educational program. This communication activity (read: the notion of communication) includes the dissemination and delivery of ideas and intentions, both in writing and orally.

Supervision

In the implementation of educational programs, of course, must be accompanied by supervision. The process of monitoring educational programs must be carried out carefully so that educational goals can be achieved.

Staffing

The staffing function has been running starting from the planning and organizing process. In this case, the education administration strives that those who are chosen to occupy certain positions are people who have the ability and capability in accordance with the given position.

Budgeting (Budgeting)

Budgeting is a budget that is planned and realized for the achievement of educational administration goals.

Evaluation

This evaluation activity aims to examine and determine the effectiveness of the implementation of the entire organization's processes in an effort to achieve results according to the established program in relation to achieving educational goals.

Scope of Educational Administration

Sagala (2005:19) explains that the scope of educational administration is not just school administration or learning administration. Education administration is broader than

that, all policies related to schools or educational units at all levels and types. So education administration is at the level of policy makers and at the level of education units. Educational administration at the government level, both central and local, is related to education budgets, curriculum standards, personnel standards, school accreditation, and services for school needs as formal education and non-formal education, namely education outside of school and official education. Educational administration in education units is related to the application of educational theories in learning services, learning counseling techniques, school management, and all activities that support and facilitate the activities of educational units to achieve goals (Sagala Syaiful, 2005).

Scope of Educational Administration

These are things that can help organize various educational activities so that educational goals can be achieved properly. Referring to the definition above, the following are some important areas that are included in the scope of education administration: 1) School Administration Sector, including; Organization and structure of administrative staff, school financial budget, school staffing and personnel issues, finance and bookkeeping, correspondence/correspondence and problems with appointments, transfers, placements, reports, filling out the main book, report cards, and so on. 2) Student Personnel, including; Student organization, Student health issues, Evaluation of student progress, Student welfare issues and Guidance and counseling for students. 3) The field of Teacher Personnel includes; Appointment and placement of teachers, Organization of teacher persons, Staffing problems, Problems with conditions and evaluation of teacher progress, Refreshing and upgrading of teachers. 3) Supervision (Supervision) including; Efforts to increase the spirit of teachers and administrative staff, Seek and develop good cooperation between teachers, students, and school administrative staff, Seek and create guidelines for evaluating educational and teaching outcomes, Efforts to improve the quality and experience of teachers. 5) Fields of Curriculum Implementation and Development including; Guide and implement the school curriculum, in an effort to achieve the basics and objectives of education and teaching and Implement the organization of the curriculum and its methods, in accordance with the renewal of education and the community environment.

Education Bureau

Educational bureaucracy is the use of bureaucratic practices in educational services by government officials to citizens. The education bureaucracy in Indonesia, starting from the central government level to local governments, both at the provincial and district/city levels, is tasked with compiling the applicable curriculum, providing educators and education staff, determining budget allocations, procuring facilities and infrastructure and their maintenance, paying attention to the implementation process. teaching and learning, preparing an educational evaluation system, ensuring the quality of education, and so on.

Educational institutions such as schools are organizational forums where educational administration can play a role in managing the organization to achieve the goals that have been set. Similarly, the policy of centralization or decentralization in the administration of education. Political decentralization also provides adequate opportunities for optimal community participation in education management in a forum for school boards (boards of local schools) or school committees at the school, district/city, and provincial levels.

The regional autonomy paradigm also touches on the management of higher education institutions. In the current era of regional autonomy, in addition to regencies/cities, universities also have the autonomy to determine their role in programming the interests that are deemed urgent by the universities according to the context of their regional needs. With the freedom of universities to regulate themselves and communicate with local governments at the provincial or city/district level, the world of higher education is expected to be able to fulfill whatever is most needed by the local government.

CONCLUSION

Educational administration is a process of utilizing educational resources through a collaboration carried out by a number of people by carrying out the functions of planning, implementing, and evaluating, to achieve educational goals effectively and efficiently.

Good education administration reflects the implementation of good education. In other words, if the administrative process is done well, it means that there is good performance, because one of the main tasks of administration is "only" recording events or processes that occur in organizational activities. However, it could also happen is the opposite, where in an organization, the goals and objectives of its projects there are never achieved in the real sense, but only "achieved" in administrative reports, not in practice and results.

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