



Implementation Of Education Management Functions In Elementary Schools In Indonesia

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Abstract. To produce quality learning, good management is needed to support the achievement of educational goals. Learning that does not pay attention to children's individual differences and is based on the teacher's wishes will be difficult to be able to deliver students towards achieving learning objectives. This can be seen from the attention of some teachers (educators) who make students as objects, not as subjects in learning. This study aims to describe and analyze: (1) curriculum and learning management; (2) Student management; (3) Educator management and personnel education; (4) Facility and infrastructure management; (5) Financing management in primary schools. The subject of this study is SDN Susukan 04 (Susukan 04 Primary School) in Semarang Regency, Indonesia. The research method uses a descriptive qualitative approach. Data collection techniques were carried out by interviews, documentation and observation. The results of this study are: (1) Curriculum and learning management at SDN Susukan 04 Ungaran Indonesia is carried out using the POAC management function, (2) volunteer management is running well. (3) The management of educators and education personnel has been carried out both based on management functions. (4) Management of facilities and infrastructure is in accordance with management standards. (5) Financing Management is managed in an accountability manner. This study contributes to the management or management of curriculum, learning, the use of management functions, funding in the school as well as the management of school facilities and infrastructure.

Keywords: Education, Management, Primary school, POAC

1 Introduction

Education is a process of changing people to be better and skillful. To achieve these goals, the role of teachers and principals is crucial. Every parent realizes that children

are the assets of the future to later continue and nurture this nation, which is why parents will send their children to school so that they will become children who are reliable, intelligent and skilled. This is what is offered by SDN Susukan 04 Semarang Regency Indonesia as an attempt to answer the demands of the community and prove to be one of the preferred schools by parents who want to send their children to school.

One of the characteristics of this school is the existence of subjects related to elementary school health that are taught since students are in first to sixth grade. The curriculum of this subject has certainly been adjusted according to the age of students. This is what attracts parents to send their children to this school. The management always tries to innovate and develop new ideas both in learning methods for students and also the effective management patterns for teachers and staff. This needs to be done considering that learning quality is not the sole factor that determines an educational institution's quality, but also impacted by the capacity of the educational establishment to manage its human resources by providing motivation and the potential of human resources owned in order to be able to do the best for the institution. First Section

2 Method

This research was conducted at Susukan 04 Primary School, Semarang, Indonesia. This study uses a qualitative approach specifically, case study design. Case study design is mentioned as one of the methods of social science research which is a suitable strategy if the question of a research is how and why. Qualitative research is descriptive analytical of the data presented in the form of words or images. According to Denzin & Lincoln (2013), qualitative research employs a natural background and incorporates a variety of currently used approaches in order to explain events that are observed.

Moleong (2013) state that the presence of research in a location in a qualitative study is absolute, because researchers act as research instruments and at the same time as data collectors. The advantage obtained from the presence of researchers as instruments is that the subject is more responsive to the presence of researchers, decisions related to research can be taken quickly and directed, also with information that can be obtained through the attitude and way informants provide information.

The research informants were the principal, the board of teachers, the staff, the management committee, and the parents. Non-human data sources are in the form of documents both in the form of writing and images or photos related to the implementation of education management activities at SDN Susukan 04 Semarang Regency. The main instrument is the researcher who conducted field observation and observed to collect information. The data collection in this study was carried out using three techniques used in data collection, namely: interviews with informants, observations or observations and documentation studies.

Working with data, organizing it, breaking it down into manageable chunks, looking for patterns, determining what is significant and what can be learnt, and selecting

what information may be shared with others are all steps in the process of analyzing qualitative data (Moleong, 2013). During the presentation of findings, the data are presented in detail, systematically, and interestingly in the form of explanations and images. The simplicity and interoperability of data obtained before to, during, and following the data gathering process form the foundation of the data analysis process. The simplicity and interoperability of data obtained before to, during, and following the data gathering process form the foundation of the data analysis process. Data reduction, data visualization, and conclusion drawing and verification are the connected activities.

3 Result

Management in general is defined as management, structuring or regulation. Management according to R.W. According to Ais Zakiyudin (2016), Griffin refers to a set of actions that involve organizing, leading, regulating, and making decisions regarding organizational resources (information, financial, physical resources, and labor) with the goal of effectively and efficiently accomplishing organizational objectives. Management according to Terry in Ambarita (2013) covers some functions, namely: Planning, Organizing, Actuating, Controlling. Meanwhile, according to Abidin Nata, (2010), The term "education management" refers to the comprehensive process of collaborative efforts in the field of education that includes organizing, planning, directing, reporting, coordinating, supervising, and evaluating in order to effectively and efficiently achieve educational objectives using the infrastructure-people, materials, and spirit-that is available.

3.1 The Implementation of Curriculum and Learning Management

Learning and curriculum management are based on the management responsibilities of POAC (Planning, Organizing, Actuating, and Controlling). The curriculum used in SDN Susukan 04 was the 2013 national curriculum. Before the entrance bell rings, there are students who get a sweeping schedule, there are students who play and chat and others outside the classroom. After the entrance bell rings, students quickly and orderly line up in front of their respective classes to do routine familiarization by being accompanied by their respective homeroom teachers. The habit is to sing national songs and traditional songs, sing school and class songs and read pledges of order in the school environment. The activities are done regularly every day for about 15 minutes.

From 9: 00 to 14: 00 students do learning-teaching activities in class. After the teaching and learning activities are completed, some children also attend extracurricular activities in keeping with the pupils' interests such as graphic design activities, fine arts, scouting, mentoring and others. The curriculum applied by SDN Susukan 04 Indonesia was the 2013 national curriculum. The outcomes of informant interviews revealed that the number of national load subjects was 8 subjects, while the number of local loads was 7 subjects. The implementation of curriculum management and learn-

ing is considered well implemented. POAC management functions which include: Planning which includes designing the curriculum and curriculum set as well as the learning model used so that it can produce good and supportive outputs; Organizing function includes determining the structure and content of the program where all classes use the 2013 curriculum; Actuating functions is an activity of preparing the lesson plan carried out after the evaluation results and before the new school year; Controlling functions conducted by the Principal on the implementation of curriculum planning and implementation of learning which includes device documents and implementation of learning in the class which includes assessment of learning outcomes.

3.2 The Implementation of Students Management

The process of admitting students at SDN Susukan 04 Indonesia is through the administration staff assisted by teachers in alternate and scheduled manner. Some requirements that must be met by prospective new students to be able to register are that the student is part of the area contained in the zoning of the same area as SDN Susukan 04, meaning that students have administrative information explaining that the students are in the same zone or area as SDN Susukan 04. In addition, students also fill in the registration form, submit a photocopy of the prospective student's birth certificate, photocopy of the parents' ID & family card and submit the latest 4x6 photo pass.

Teachers of course have a very big role to play in the success of learning in schools. Without the support and encouragement of the teacher, pupils' interests, skills, and potential will not develop to their full potential. In the teaching and learning process, teachers are required to have broad insight and be able to be facilitators who are tasked with giving ease in learning to all students so that they can learn in an atmosphere of fun, happiness, enthusiasm, and be brave to express their opinions openly. Teachers must also be innovative in the planning of education materials, learning resources and using interesting media. The implementation of student management starts from: 1) Planning (planning), which is an administrative obligation that must be fulfilled by new prospective students, including sufficient age requirements, 2) Organizing (organizing), which is the process of accepting new students carried out by administrative employees and assisted by teachers in turn and scheduled, 3) Implementation (actuating), which is building student discipline in complying with the rules and maintaining the school environment, 4) Supervision (controlling), which is supervision of student discipline both in terms of attendance levels and other habits that have been determined by the school.

3.3 The Implementation of Educator Management and Educational Personnel

Teachers, or educators, are crucial human resources in educational institutions. This is due to the fact that they work directly with pupils, meaning that a teacher's presence or absence throughout the learning process determines the achievement of the students. The hiring and mentoring of educators is a very important procedure. Naturally, there are other criteria that must be satisfied in terms of teacher recruitment in addition to academic qualifications. These include having a positive disposition, integrity,

and a sense of responsibility for their work. The efforts to improve the ability of educators carried out at SDN Susukan 04 include training, workshops, seminars and other education systems. Good cooperation between fellow teachers and with parents / guardians of students is indispensable, so that harmonious relationships are established.

3.4 The Implementation of Facility and Infrastructure Management

One of the supporting elements in making the teaching and learning process in schools successful is the infrastructure and amenities. This is feasible as long as there are sufficient infrastructure and facilities available together with excellent management. SDN Susukan 04 gradually strives to complement the existing educational infrastructure in both physically and non-physically in improving the efficiency of the learning process.

The suitability of teaching infrastructure facilities at SDN Susukan 04 Indonesia must still be improved. The obstacle faced in procuring infrastructure facilities is that the budget from the government is still limited, so priority scale is needed in completing it.

3.5 The Implementation of Financing Management

The governance of financial management at SDN Susukan 04 is well conducted. This is because it involves people who have skills in their field and experience so that the financial accountability system can be carried out properly, effectively and efficiently. The supervision of budget implementation is carried out both periodically and incidentally.

Management functions start from: (1) Planning, which is budget planning for school operational purposes, (2) Organizing, which is the preparation of school expenditure budgets involving the Principal, the Teacher Council, the Administration and the Committee, (3) Actuating, which is in the form of organizing bookkeeping in an orderly and accountable manner, (4) Controlling, which is reporting the results of budget implementation and making reports when periodically closing the cash book.

4 Discussion

4.1 Curriculum and Learning Education Management

The learning process carried out at SDN Susukan 04, namely: The process of implementing learning has been compiled in the lesson plan as an elaboration of content standards, competency standards and basic competencies, annual and semester programs, the use of learning media adjusted to the material taught, the school supports efforts made by teachers to explore and innovate so that learning becomes better, the assessment of students is carried out through attitudes and the extent of mastery and

achievement of learning objectives achieved by students. Thus, the implementation of the curriculum and learning is in accordance with expectations.

4.2 Students Management

Schools as educational institutions have done well starting from the registration process to serve, guide and direct their learners. Student management plays an important role in supporting the education process at school.

4.3 Educator Management and Educational Personnel

Educator management and education personnel play an important role to support the education process. Educator and education personnel management contains the qualified educators and educational personnel so that they have good quality and have full duties and responsibilities in educating their students.

4.4 Facility and Infrastructure Management

Facility and infrastructure management plays an important role in supporting the education process. Facility and infrastructure management is organized based on the suitability of needs and budget availability owned by the school. The availability of learning facilities and infrastructure at SDN Susukan 04 is adequate even though there are still those that need to be equipped.

4.5 Financing Management

Financing management at SDN Susukan 04 is carried out well and successfully. The management of this financing must be carried out properly considering the limited funds compared to school needs that must be carried out according to the priority scale in an erective and efficient manner. A good financial system makes it possible to finance the implementation of the program efficiently and the most important thing is to minimize the occurrence of budget abuse.

5 Conclusion

Based on the results and discussion of the study, the researcher concludes that there are four management functions, namely: 1) Planning (planning); 2) Organizing (organizing); 3) Actuating (implementing), and 4) Controlling (controlling). In order to build a better future, it may also be said that management is a means by which individuals can arrange or manage their time and relationships with others inside the firm. Management of learning is an activity to manage which will produce good learning. In managing learning, what happens is policy changes that must be adjusted and can be implemented and are dynamic. The POAC management function in its implementation is not only carried out in one aspect but also the implementation of Planning,

Organizing, Actuating, Controlling can be carried out in other aspects. This goes along with POAC management functions in curriculum and learning education, management for learners, educators and education personnel, facilities and infrastructure even in terms of financing. The general implementation includes preliminary learning activities, conveying objectives, exploring initial abilities, explaining material, grouping participants into small groups, distributing media, making conclusions, strengthening and affirming. The point is implementing learning by combining human resources and their potential, namely administrators, educators, students, learning objectives, learning materials, learning media, learning places, and other supporting facilities. Learning evaluation is carried out by educators when exploring students' initial abilities, during the learning process, and after the learning activities are completed. This is to show that the four management functions if carried out appropriately will achieve the desired objectives of an organization

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