

# Model of Educational Synergy Management

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**Abstract**—Education aims are to improve human thinking and good behavior. Those would be obtained through the process of formal and non-formal education which require a new concept in building the education system. Therefore, the Model of Educational Synergy Management is very appropriate for achieving the above objectives. This model offers a new concept, namely the Education Management Cycle Model. The cycle model explains that the good education will be able to produce good human resources, and good human resources will be able to make the process natural resources and others as well. If the human resources have been managed properly, education will certainly make the country's economy level higher. If the country's economy is high, then the people will be in prosperity. Finally, the funds for the education budget will be easily obtained. This study used the good education indicators; such as (1) school principals / directors / chairmen / chancellors of college are high achievers and excellent people, (2) qualifications of Teachers / lecturers who teach must be in accordance with their fields of science, (3) using the plus, relevant and global curriculum; (4) utilization of good learning facilities; in the forms of classrooms, laboratories, libraries and supported intems; (5) providing the budget according to real needs.

**Keywords**—*education system, higher human resources, natural resources management, prosperity*

## I. INTRODUCTION

Indonesia is an archipelago country that has the abundant potentials of natural and human resources. The Republic of Indonesia is a large country with an area of 5,455,675 km<sup>2</sup>, with details of the land area 1,919,675 km<sup>2</sup> and sea area 3,257,483 km<sup>2</sup>. It has the total population around 265 million; 133.17 million males and 131.88 million females. Furthermore, it deserves to be said as an archipelago, because it has 17,504 islands (Badan Statistik Nasional Indonesia (2016). However, not all have been named or already managed well. The new large, medium and small islands which are named are 7,870. While the remaining 9,634 islands have not been given a name and require quality human resources to arrange them, so they do not disappear and move ownership.

As a country that has the fifth largest population in the world, Indonesia is one of the countries that has many tribes. The number of scattered and grouped tribes is 1,340 tribes. They use a variety of languages with a number of approximately 742 regional languages, with regions stretching from Sabang to Merauke. Then in terms of the workforce, there are currently 133.44 million people. Whereas those who belong to the poor category are around 26.58 million people [1]. This condition is contrary to Indonesia's natural potential which is said to have abundant natural wealth and has the highest number of higher education institutions in the world.

In terms of the quality of education, Indonesia has a great gap in education sector. Starting from elementary, middle school, to higher education, with a very long range of education completion, starting from elementary, middle and high schools which are expected to take a maximum of 30 years to complete. This is a measure that is difficult to find in other developed countries. Especially for higher education, currently there are 4,498 colleges, and have a total of 25,548 study programs. Although the number of tertiary educational institutions is relatively large, the Gross Enrollment Rate is quite low at only 29.50%. This figure looks lower compared to Thailand's 54%, South Korea 98.2% and including a small country, Singapore 78%.

### A. The Problem of Study

As a large country and has the abundant natural potential, as well as the vast territory of the Republic of Indonesia, plus the variety of ethnicity, language and population, Indonesia has a large number of human resources, while the quality of human resources is still low and the number of educational institutions is so large. This study has some questions; as follows:

1. How do we improve the quality of human resources to be able to have the process natural resources well and earnestly?
2. Indonesia has already got its independent for 73 years and needs to be developed; so what should be done in education management, especially higher education?
3. What type of the education management model that should be synergized in order to obtain national progress?

### B. Theory of Model of Education Synergy Management

One of the ideals of state leaders is to prosper the society and make the country to be developed. It is to build a more justice and dignified nation; to develop fair and prosperous country. There is no other way than to advance education. Education can form someone's character and improve knowledge and mastery of technology in students [2]. Therefore, it is necessary to improve the teaching and learning process, leadership, curriculum, facilities and education costs, the system and good rules for the foundation of education. The quality of higher education graduates is important, because the undergraduate workforce is a locomotive to bring technological progress to improve the economy of a nation and country.

Therefore we need to fix the higher education system through a measured and consistent system. To achieve the better and more measurable educational outcomes, the Model of Educational Synergy Management is offered in this occasion [3]. Although so far, there have been many educational models applied at various levels of school, such as links and mach, business and industry-based education. However, the results of those methods are not yet in line

with real expectations. To achieve good quality of education, it is usually marked by having the qualified and competent and well behaved human resources. Because the superior leader and the qualified workforce that can only improve the welfare of the society and this has not been achieved. Although there have been many visions and missions delivered at the beginning of being candidates for heads of state, heads of regions, including leaders of higher education, all of them aspire to prosper and build justice in the midst of society, by improving education, health, economy, social and security and politics.

However, after each term ends, the vision and mission of the goals have not yet been achieved, until new leaders emerge who also propose a new vision and mission again. As a result, there is no balance between the vision and mission proposed by one leader to the next leader from the past until now. Then we need to find a system to improve the education model in Indonesia. Therefore there needs to be the Model of Educational Synergy Management. This can be measured, if carried out relevant, transparent and supported by all parties. Until now the foundation of education in Indonesia does not yet have a vision and mission that can be measured and accounted legally, both input and output, such as education graduates who have not perfect learning, illegal educational institutions, unemployed workers, poor society and so on. This is also due to the inconsistent attention of the government and the society to the process of building education that produces the quality of human resources, education, especially higher education. Such as the low amount of budget, of the provision of learning facilities, and diversification of qualifications of teachers / lecturers, including changes in curriculum make the education sector in low progress. However, the principle is that the government has not been able to do equal distribution of teachers, even though the number of teachers is sufficient, but the fact in certain schools is very lacking. Those are due to the low human resources produced, especially graduates to get knowledge and technology and have good behavior [4].

Indonesia, which has been independent for seventy-three years should have enough time to start building and realizing the welfare of the society through the stages of a sustainable development plan. But the achievements of the society progress and welfare are not as expected. This is certainly an inappropriate problem in the field of education, economic and political management [5]. Education management is fundamental in advancing education from primary, secondary and high education. The philosophy of the education foundation in Indonesia is the National Education System Law No. 20 of 2005, that education is divided into three, namely (1) formal education, (2) non-formal education, and (3) informal education. The education starts from elementary school, junior high school, high school, D1,2,3,4 and S1, S2, S3. The formal education consists of: (a) academic education, (b). vocational education; and (c) professional education.

## II. METHOD

This study was conducted based on the Comparative Analysis Design [6]. A refined comparative methodology provides useful tools for assessing the scholarly value of individual comparative studies [7]. Comparative Analysis Design means that some models of management in education

were analyzed and compared to obtain a new suitable one that could be applied in Indonesian higher education context. Two or more models were combined to produce a new synergy management. Comparative research differs from non-comparative work in that it attempts to reach conclusions beyond single cases and explains differences and similarities between objects of analysis and relations between objects against the backdrop of their contextual conditions [8].

Comparative research seeks to compare and contrast nations, cultures, societies, and institutions [6]. Scholars differ on their use of the terminology; To some, comparative study is strictly limited to comparing two or more nations (also known “cross-national research”), but other scholars prefer to widen the scope to include comparison of many different types of social and/or cultural and social boundaries [6]. Comparative research guides our attention to the explanatory relevance of the contextual environment for communication outcomes and aims to understand how the systemic context shapes communication phenomena differently in different settings [8]. The research is based on the assumption that different parameters of political and media systems differentially promote or constrain communication roles and behaviors of organizations and actors within those systems. Thus, comparativists often use factors at the macro-societal level as explanatory variables for differences found in lower level communication phenomena embedded within the societies [8].

Every comparative study [7] is configured in a certain way with regard to its goal(s), mode(s), scale, and scope(s). However, the decisions that lead to its final configuration are rarely all made at the outset. More often, new insights emerging during the course of the research process yield reconsiderations and revisions of preliminary decisions. Thus the categories proposed here—which are also linked to one another in important ways—are set up and defined merely for analytical purposes. They may be useful in evaluating (and also in conducting) comparative studies, but they do certainly not reflect a linear research process. Research flows are often complex and unpredictable [7].

Generally speaking, comparative analysis performs several important functions that are closely interlinked. More specifically, comparative analysis enhances the understanding of one’s own society by placing its familiar structures and routines against those of other systems (understanding); comparison heightens our awareness of other systems, cultures, and patterns of thinking and acting [8].

## III. DISCUSSION

Academic education learns more in terms of theory or concept and has very little practice, such as high school and general higher education. While vocational and vocational education is the opposite, namely more practice and a little learning theory and concepts, such as vocational schools, polytechnic and other vocational schools. Then professional education is education that has special abilities, such as teachers, doctors, nurses and so on. Furthermore, non-formal education is unstructured education such as elementary school for packet A learning groups and junior high school equivalent to package B, and high school equivalent package C. Including certified skills education conducted by the

government, in the form of skills training such as electric welding work, salons, bridal makeup etc. Next is informal education, namely education in the family in helping, maintaining and meditating on children's behavior.

As a developing country, Indonesia needs the truly and synergize management of education. It means that if education is not managed professionally, so the results always get failure. It is caused by: (1). Individual motivation for learning is relatively low, (2). The facilities owned are very limited, both individually and by the government, and (3). Community economy is relatively low.

The use of the Model of Educational Synergy Management offers a new concept in the form of cycle education management [9]. The education cycle management model explains that good education will be able to produce the good human resources and it will be able to process natural resources and others well. If the human resources have been treated properly, it will certainly make the country's economy high. If the country's economy is high, of course the society will be prosperous. If the state and the society have prospered, naturally the education fund will be easily obtained. Furthermore, this model uses several indicators.

There are five indicators to get a good education, namely (1) As the principal / director / chairman / chancellor of college must be high achievers and superior, (2). For the qualifications of Teachers / lecturers who teach must be in accordance with their fields of science, (3). In the process of teaching and learning using the plus, relevant, broad and global curriculum, (4). As a place and study room must use good facilities, in the form of classrooms, laboratories, and libraries and their contents, and (5). Then use the budget according to real needs.

The results of this good education have resulted to human resources who have: (1) high and relevant science and technology, (2). good behavior. Then the good human resources will be able to process natural resources and others well with natural resources and various service / industrial business sectors. When it has been achieved like this concept in its implementation in the field, it is certain that the country's economy is high, measured by state revenues and expenditures, both central and regional. This effect can be ascertained that the society will be prosperous, measured by income per capita / year / person. If the society have prospered, then funds for education will be easily obtained. Then only through good education and quality, it will be able to reach a developed country, due to having superior and professional human resources [10].

**The Cycle Of Education Management Function**

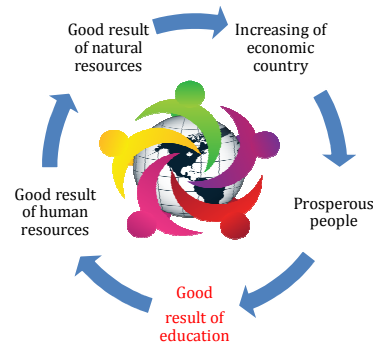


Fig. 1. The Cycle of Education Management Function

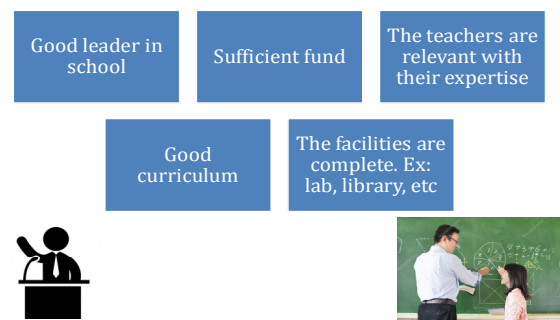


Fig. 2. Good Result of Education



Fig. 3. The result of Good Human Resources



Fig. 4. Good Result of Natural Resources



Fig. 5. Increasing of Economic country

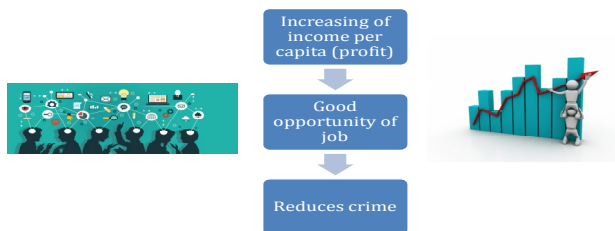


Fig. 6. Prosperous People

**IV. CONCLUSION AND RECOMMENDATIONS**

Based on the description above, the Model of Educational Synergy Management can be described as follows:

1. The basis of the importance of implementing the model of educational synergy managements that it has not been successful in totality in improving the quality of education graduates, because some educational institutions have not been managed optimally. The leadership, teaching staff, curriculum, facilities and budget are still low.
2. The model of educational synergy management which is focused on education cycle management is believed to improve the quality of education graduates, because

it has clear and measurable indicators in each stage of the process carried out.

3. The implementation of cycle education management are good education, as a leader is a high achiever and superior person, the teachers are relevant to the field of knowledge, an expanded and relevant curriculum, complete learning facilities and available funds according to real needs. When the quality of the school is good, it is certain that good graduates will be born, in the form of having high knowledge and technology and behaving well. These reliable personnel are those who will process natural resources and develop industry and services. So that it can be ascertained that the country's economy will be high in state revenue and expenditure. If the country's economy is high, it is certain that society will be prosperous. If the society has prospered, surely the education funds will be easily obtained. This is what is called the model of educational synergy management through the concept of cycle education management.

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