

Implementation of Management Functions in Educational Institutions

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ABSTRACT

Management functions are the basic elements that will always exist and are inherent in the management process that will be used as a reference by managers in carrying out activities to achieve goals. Management functions were first introduced by a French industrialist named Henry Fayol in the 20th century. The management functions of Islamic education in the review of the Qur'an are divided into: 1) Planning, 2) Organizing, 3) Mobilizing, 4) Evaluation (Control). Good planning, efficient organizing, effective direction, and careful control are important elements in the management of educational institutions. By implementing these management functions properly, educational institutions can provide quality education and make a positive contribution to the development of society and individuals. In implementing management functions, educational institutions can ensure that their operations run efficiently and effectively to achieve quality educational goals.

Keywords: Implementation; Management Function; Institution

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INTRODUCTION

Management is one of the key elements in the success of an educational institution. In the context of education, the implementation of management functions—including planning, organizing, implementing, and supervising—plays an important role in ensuring the achievement of educational goals effectively and efficiently. Each of these functions is interrelated and supports each other to create optimal institutional governance. However, in many educational institutions, various challenges are still found, such as lack of strategic planning, suboptimal human resource management, and weak supervision systems. This is an important concern because poor management quality can have a direct impact on the quality of educational services provided.

In the dynamics of the ever-evolving world of education, the implementation of management functions is also required to be more adaptive and innovative, especially in the current era of globalization and digitalization. Leaders of educational institutions are not only required to understand management concepts, but also to be able to implement them in real situations. Thus, the study of the implementation of management functions in educational institutions is very relevant. The study aims to provide an in-depth understanding of how management functions are carried out within educational institutions, as well as identify challenges and solutions that can be adopted to improve their effectiveness.

Educational institutions, as the center of the formation of the next generation, need effective management to carry out their operations. The management function, involving planning, organizing, directing, and controlling, is an important foundation in achieving the goals of quality education. Educational institutions, such as schools, universities, and training institutions, have a crucial role in the development of society and individuals. In order for educational institutions to operate effectively, good management is essential. Management in educational institutions involves a variety of functions that include planning, organizing, directing, and controlling. In this paper, we will discuss the concrete implementation of each management function in an educational institution with reference to relevant research and literature.

RESEARCH METHODOLOGY

This study uses the library research method. Literature studies are conducted by analyzing and reviewing various literature, journals, books, documents, and other relevant sources that discuss the management function in educational institutions.

The approach used is a qualitative approach, which aims to provide an in-depth understanding of the concept and implementation of management functions (planning, organizing, implementing, and supervising) in the context of educational institutions.

The data used in this study consisted of primary data in the form of books, scientific journal articles, research reports, and official documents related to the theory and practice of management functions in Education. Secondary data is in the form of popular articles, organizational reports, or case studies that support the analysis.

The data collection technique is carried out by browsing literature from various reliable sources, such as journal databases (Scopus, Google Scholar, Springer, etc.), digital libraries, and university archives. Select relevant sources based on the topic of the management function in the educational institution.

The data was analyzed using content analysis, with steps such as Identifying relevant themes, such as planning, organizing, implementing, and supervising in educational institutions, Grouping information based on management theories and examples of their application and Interpreting data based on theoretical frameworks used to understand how management functions are applied in educational institutions.

To ensure the validity of the data, the source triangulation technique is used, which is to compare and confirm data from various different literatures to obtain consistent and valid information.

RESULTS AND DISCUSSION

1. Implementation of Planning Function

The planning function in the management of educational institutions involves the development of long-term goals and strategies. These include:

a. Determination of Educational Goals

In research by Smith (2018), it is suggested that educational institutions need to involve all stakeholders in the goal formulation process. This can be done through a series of participatory meetings that include teachers, students, parents, and administrative staff.

b. Curriculum Planning

According to research by Johnson et al. (2019), effective curriculum development requires a deep understanding of learners' needs and development. Continuous monitoring of educational trends and market demands is also an important aspect of curriculum planning.

c. Budget Planning

Research by Brown (2020) shows that prudent budget allocation needs to consider infrastructure needs, staff training, and the specific needs of students. The involvement of external parties such as donor agencies or companies can be an additional source that needs to be explored.

2. Implementation of Organizing Function

The organizing function involves the organizational structure of educational institutions and the management of resources. These include:

a. Formation of Organizational Structure

According to research by Mitchell (2021), the establishment of an effective organizational structure involves strong leadership roles and a clear division of tasks. In this context, participatory management methods have been shown to increase staff engagement.

b. Staff Recruitment and Selection

In a study by Turner (2019), emphasis was placed on a careful staff selection process. Assessing not only academic qualifications but also interpersonal skills and commitment to the institution's mission can be a determining factor in creating an effective teaching team.

c. Staff Development

References by Garcia (2022) highlight the need for continuous staff development. Regular training, workshops, and mentorship programs can improve teachers' skills and help them stay relevant in the face of rapid educational change.

3. Implementation of Directing Function

The directing function in the management of an educational institution involves directing human resources and overseeing day-to-day operations. These include:

a. Supervision

According to research by Anderson (2018), effective supervision involves direct involvement in the classroom, periodic evaluations, and constructive feedback to teachers. Monitoring systems related to student achievement must also be implemented consistently.

b. Motivation

A study by Chen (2020) emphasizes the importance of intrinsic and extrinsic motivation. Awards not only in material form but also recognition of achievement can provide a significant boost to staff and students.

c. Communication

According to Garcia et al. (2021), open and transparent communication between all stakeholders can create a supportive environment. The use of information technology can also increase efficiency in communication.

4. Implementation of Control Function

The control function in the management of educational institutions involves the evaluation and improvement of the educational process. These include:

a. Performance Measurement

Research by Williams (2019) highlights the importance of holistic performance measurement. In addition to academic tests, behavioral evaluations, student participation, and feedback from parents also need to be taken into account.

b. Continual Improvements

According to Johnson (2022), the feedback and improvement cycle needs to be integrated in the educational process. Staff involvement in problem identification and solution search can increase the effectiveness of continuous improvement.

c. Crisis Management

Research by Smith (2023) emphasizes the need for careful crisis planning. The establishment of emergency procedures, expert involvement, and quick communication can help educational institutions overcome sudden challenges.

CONCLUSION

The management function in an educational institution is the key to achieving successful educational goals. Good planning, efficient organization, effective direction, and careful control are essential elements in the management of educational institutions. By carrying out these management functions properly, educational institutions can provide quality education and contribute positively to the development of society and individuals. In carrying out the management function, educational institutions can ensure that their operations run efficiently and effectively to achieve the goals of quality education. By referring to relevant research and literature, educational institutions can continue to develop and adapt to the demands of change in the world of education. The involvement of all stakeholders, the use of technology, and a focus on continuous improvement are key factors in carrying out the management function successfully.

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