



Implementation And Standards Of National Education Management: How To Implement Education In Indonesia

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ABSTRACT

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Education is essentially a conscious and planned effort to create a learning atmosphere and learning process so that students are actively able to develop the various potentials that exist in themselves, education also has a very strategic role in advancing the nation and state, for that it is necessary to have an education management ideal and well-organized. This study uses a descriptive method with a qualitative approach and data triangulation analysis, the results of the study explain that, through the Government Regulation (PP) of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (SNP) mandates that every education unit at the primary and secondary education levels must prepare curriculum by referring to Content Standards, Graduate Competency Standards, Education Management Standards, Process Standards, and Assessment Standards, as well as guided by the guidelines prepared by the National Education Standards Agency. Education management standards are standards in managing education in an educational institution, in essence the management of education is an integral component and cannot be separated from the education process as a whole.

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1. Introduction

Education is one of the most important factors in building civilization and the progress of a nation, through optimal distribution of education, is expected to be able to change and prosper the entire community towards a better life, besides that education is also required to be able to shape students and have the ability and expertise in dealing with various competitions (Hajar, 2018; Sulaeman, 2021). The statement certainly refers to the National Education System Law No. 20 of 2003 Article 3 states that national education functions to develop skills and form a dignified national personality in educating the nation's life, to develop the potential of students to become human beings who are pious, have noble character, healthy, knowledgeable, creative, innovative, independent, in order to become a responsible citizen.

As for the efforts made by the state in order to form a quality education, namely by establishing several policies and management in the field of education management. This policy will later be used as a guideline or reference in the implementation of education according to the direction of the government. With the education standards that have been arranged and organized, the next step is to determine and optimize the education so that it can run in the direction that has been determined (Sriwahyuni et al., 2019; Rahayu, 2015). The implementation of educational standards will also determine the quality of education in the school, while education standards in Indonesia are formed by educational and cultural institutions that refer to eight educational standards, namely, graduation, content, process, management, educators and education staff, evaluation, financing, facilities. and infrastructure, all of these standards are expected to be achieved by schools in order to improve the quality of education in Indonesia.



Education is a long-term investment that can be felt by all human beings, education also plays an important role in advancing various aspects in an area, because education is very synonymous with the times and progress of human resources. Therefore, education is seen as one of the factors in supporting an area to continue to develop towards very promising changes. The implementation of education will be carried out even better if eight national education standards have been implemented in education units at each school level, as mandated in government regulation number 19 of 2005 concerning national education standards. The eight standards support each other in achieving the national goals of education. One aspect is management standards. Good school management is expected to support the success of education and the learning process for students (Asmara, 2021; Zenab, 2021).

Eight national standards that serve as the basis for planning, implementing, and supervising education in the context of realizing quality national education. In addition, the determination of educational standards is also used to ensure the quality of national education in the context of educating the nation's life, shaping the character and civilization of a dignified nation and creating prosperity for the wider community. The importance of the function of education for a nation is also emphasized in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Gustini & Mauliy, 2019; Indraswati & Sutisna, 2020; Palahudin et al., 2020) to formulate the functions and objectives of national education which is developed to improve Indonesian education.

Education is an effort made by the family, community, and government through guidance, teaching, and training activities, which take place at school and outside school throughout life to prepare students to be able to play a role in various living environments well for the future. Education is very important for society in advancing the country, but without a program and good management, the goal of quality education will be difficult to achieve. Therefore, it is necessary to develop and manage an educational climate that is systematically structured in order to meet the needs, expectations, demands and determine the direction of school policies in achieving educational goals. Educational management serves as a reference for schools in measuring, evaluating and revising activities that are deemed necessary to be developed more intensively for students. In addition, efforts to improve the quality of education through standardization of basic education management is not an easy thing, because it requires the ability of all parties to make various changes. In this case the role of the principal is considered as a leader and must seek various changes by inviting all school members to be involved and learn how to manage education, besides that the principal must also remain committed to carrying out various managements that can advance various important elements in the school environment. (Dadi, 2014; Lubis, 2018; Rubiana & Dadi, 2020).

Thus, to achieve the quality of education in accordance with the goals of national education and to overcome various problems that often arise in the world of national education, a good education management is needed, because education management is the main key to achieving quality education. Education management standards are various designs and concepts in managing education in an educational institution. In this standard, education is managed by the education unit, and the local government, while according to Permendiknas No.19 of 2007 there are six things that must be considered in the management of education carried out in primary and secondary education units. The six things are program planning, program implementation, program monitoring and evaluation, school leadership, management information systems, and special assessments. This Management Standard covers education planning, implementation and supervision of educational activities at the education unit level, education management at the district/city, provincial/national levels. With the aim of increasing the efficiency and effectiveness of education (Supardi, 2015; Aziz, 2016; Kurniawati et al., 2019).

So based on Government Regulation No. 19 of 2005, the scope of the Indonesian National Education Standards includes content standards, process standards, graduate competency standards, educators and education personnel standards, facilities and infrastructure standards, management standards, financing standards, education assessment standards. Thus, a level/level of education or educational unit, be it SD/MI, SMP/MTs, SMA/MA, SMK/MAK can be said to be qualified if it has fulfilled all the standard categories in its entirety. Including the standard components that are in each category of the national education standards.

2. Method

This study uses descriptive analysis research with a qualitative approach. Researchers also want to examine a phenomenon that discusses the Effectiveness of the Implementation and Management of National Education Standards, qualitative research is a type of research that produces findings that cannot be achieved by using statistical procedures other than that qualitative research is research that can be used to examine people's lives, history, behavior, organizational functionalization, social movements, or kinship is a research procedure capable of producing descriptive data in the form of speech, writing, and the behavior of the people being observed. Through this qualitative research it is possible to gain an understanding of reality through inductive thinking processes (Nugrahani, & Hum, 2014).

The focus of this research is to find out the extent to which the national education management process forms a quality education system and is systematically integrated with the national education standards body. After observing some of the findings in the field, the researcher formulated them into a note and several documents to be continued to the next stage, namely grouping the data and describing them in detail. There are two sources of data used in this study, where the data includes primary data and also secondary data, then the facts of the findings are described in a very easy form of discussion so that researchers can find a complex and structured understanding in a directed manner.

3. Result And Analysis

3.1 Basic Education Program Planning

Management is defined as a series of work or efforts carried out by a group of people to carry out a series of work in achieving certain goals, management is a term that comes from the word management which means a series of efforts that aim to explore and utilize all the potential they have effectively and efficiently in order to achieve certain predetermined goals (Mulia, 2016). From the description above, it can be concluded that what is meant by management is a series of activities with the core of planning, organizing, mobilizing and supervising which aims to explore and utilize the natural resources that are owned effectively to achieve predetermined organizational goals.

The management of education comes from the word management, while the term management has the same meaning as administration. So we can conclude that education management is an effort to apply administrative rules in the field of education as a whole. Management standards are a system that regulates national education standards in Indonesia. The task is related to planning, implementing, and supervising educational activities at the education unit, district/city, provincial, or national level in order to achieve efficiency and effectiveness in the administration of education. The management of the education unit is the responsibility of the head of the education unit. National Education Standards are minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia as stated in Article 1 of Law number 20 of 2003 concerning National Education System and Article 3 of Government Regulation number 19 of 2005 concerning SNP (Poluakan et al., 2019; Feni, 2021).

To find out the extent to which schools have met the National Education Standards, one of the tasks of these educational institutions is to undertake unaccreditation efforts through the National Accreditation Board covering public schools and madrasah schools. The results of the accreditation will determine the status and ranking of the school, while some values will be issued by the accreditation body after carrying out its duties and functions, namely A, B, C, or not accredited. Accreditation is carried out once in five years. Some schools that were previously accredited C, when re-accredited were able to achieve a B accreditation. Likewise, several schools that were previously accredited B, when re-accredited were able to achieve an A accreditation. This is the result of the efforts and strategies implemented in improving the quality of schools. SNP aims to ensure the quality of national education in the context of educating the nation's life and shaping the character and civilization of a dignified nation (Article 4 of Government Regulation number 19 of 2005 concerning SNP).

In accordance with Government Regulation (PP) of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (SNP), it is stated that every education unit at the primary, secondary and upper education levels must develop a curriculum with reference to Content Standards, Graduate Competency Standards, Education Management Standards, Standards Process, and Assessment



Standards, as well as guided by the guidelines prepared by the National Education Standards Agency. Education management standards are standards in managing education in an educational institution. Under this standard, education is managed by the education unit, local government, and central government. According to Permendiknas No.19 of 2007 there are six things that must be considered in the management of education carried out in primary and secondary education units. The six things are, program planning, program implementation, program monitoring and evaluation, school leadership, management information systems, and special assessments, the education management process certainly requires the implementation of all management functions in the administration of education, which includes planning, regulation, and supervision (Novayani, 2017; Mustoip, 2018; Rahmawati & Dadi, 2020).

The function of education management follows the functions of management/administration in general, which includes planning, organizing, directing, supervising, and developing, without a well-organized program, the national education goals will be difficult to achieve. Therefore, management must be structured to meet the demands, needs, expectations and determining the direction of school policies in achieving balanced educational goals. School work management is a description of the duties and implementation of the Ministry of National Education policies that are adjusted to very objective conditions, in practice each activity refers to the existing management so that the process and implementation of activities in schools is more measurable, controlled and controlled. Educational management serves as a reference for schools in measuring, evaluating and revising activities that are deemed necessary. In addition, the management of education aims as an effort for schools to support and describe the nine-year compulsory education which has long been proclaimed by the government.

3.2 Efforts to Fulfill National Education Standards

Efforts to meet the National Education Standards are grouped into eight standards including content standards, namely conducting training and workshops for teachers, especially regarding the curriculum, KTSP, syllabus, lesson plans, use of ICT, and competency skills in their respective subject areas, in addition to conducting cooperation with DU/DI and similar SMKs in curriculum preparation, validating KTSP documents, increasing the implementation of MOUs with DU/DI, and school collaboration with DU/DI facilitated by the Government. Schools require teachers to work well together to meet content standards, prepare for learning, and develop the syllabus of each subject teacher.

Then the second is the standard process, at this stage the efforts that need to be made by teachers in organizing education management in the school environment are (1) implementing a more interactive, creative, innovative, and attractive learning process then making structured and scheduled learning activities, (2) utilizing materials, information and communication technology, and media in the surrounding environment, (3) increasing student absorption to maximize KKM achievement, (4) motivating students to be more creative, thus encouraging independence according to students' talents and interests, (5) class management that follows the learning process, and (6) documenting all documents of the learning process.

The suitability of planning this education program has certainly met the standards set by the national education unit, this can be proven by the documents, vision, mission and goals that have been set by the principal as the party most responsible for managing the learning program, as well as reports and lists. attend the formulation, determination, and review activities. Likewise with the Medium Term Plan (RKJM) and Annual Work Plan (RKT), as evidenced by the existence of evaluation documents from schools using Accreditation or other instruments. Government Regulation (PP) of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards (SNP) mandates that every education unit at the primary and secondary education levels must develop a curriculum with reference to Content Standards, Graduate Competency Standards, Education Management Standards, Process Standards, and Assessment Standards, as well as guided by the guidelines prepared by the National Education Standards Agency (Anwar, 2017; Nulhaqim & Sulastri, 2019; Maulida, 2020).

3.3 Components of Education Management Standards

Education unit program planning includes the formulation of the school's vision, mission, goals, and work plans (Permendiknas Number 19 of 2007 concerning Management Standards). Vision is a spoken or written statement and is a management process that spans the future. While the mission is a statement about the things that the organization must achieve for the interested parties in the future. The vision of the school/madrasah according to Permendiknas Number 19 of 2007 concerning Education Management Standards includes, formulating and establishing a vision and developing it into an educational institution,

this vision can be used as a shared goal of school/madrasah residents and all interested parties in the future. come. Another function of the formation of the vision is to be able to provide inspiration, motivation, and strength to the school/madrasah community and all interested parties, besides that the vision is also formulated based on input from various school/madrasah residents and interested parties, in line with the institutional vision. above it as well as the national education vision (Maulida, 2020; Adhara et al., 2020).

Meanwhile, the mission of the school/madrasah is to (1) provide direction in realizing the vision of the school/madrasah in accordance with the national education goals, (2) be a goal to be achieved within a certain period of time, (3) be the basis for the school/madrasah's main program, (4) emphasizes the quality of student services and the quality of graduates expected by schools/madrasahs (5) contains general and specific statements relating to school/madrasah programs. And the purpose of the school/madrasah is to describe the level of quality that needs to be achieved in the medium term, these goals refer to the vision, mission, and goals of national education and are relevant to the needs of the community, besides that the school's goals are also expected to accommodate input from various interested parties. including the school/madrasah committee and decided by a board of educators meeting chaired by the principal. In the management of education there are several elements that must be met and among them, organizing is the activity of compiling and forming working relationships between people so that a business unit is realized in achieving the goals it has set. In this case lies how the principal's ability to organize teachers and other employees in carrying out their daily duties so as to create a harmonious and smooth cooperation.

3.4 National Education Management Curriculum Content Standards

Content standards cover the scope of the material and the level of competence to achieve graduate competence at certain levels and types of education. The content standard contains the basic framework of curriculum structure, learning load, unit level curriculum, academic calendar. The educational curriculum can be classified into two parts, namely content and process. . The curriculum also includes teaching techniques and strategies, learning activities in the form of the use of space and time or the overall planned student activities. graduation requirements, learning outcomes tests, national subject guidelines and curriculum, school evaluation and certification, material selection process, teacher certification requirements, and school management information systems. The above requirements are from time to time expanded and strengthened by national policy regulations.

The education curriculum in Indonesia, in its journey since the nation's independence has undergone six changes, the tendency of curriculum changes that occur, is mostly caused by field implementation that does not go according to expectations, plus the lack of teaching staff support or lack of cost, not because less systematic planning design. The development of a competency-based curriculum (KBK) which is the cornerstone of improving educational content for all Indonesian people, is also still experiencing a lot of debate. KBK is contrary to the understanding of Indonesian children's education because in essence an educational curriculum that is in accordance with the understanding of the Indonesian people is to be able to acquire and master competencies in accordance with the goals that have been set (Wanti, 2018; Maulida, 2018; Pratama et al., 2021).

4. Conclusion

The implementation of national education management consists of several aspects of planning even though the education program does not meet management standards. To meet national management standards in accordance with the mandate of the Constitution, however, the role of schools is still required to prepare medium-term work plans and annual work plans, in accordance with the school's vision and mission, by involving all parties, as well as regulating the implementation of annual and long-term work plans. middle school, then socialize the school's vision, mission, and goals and expertise programs, annual and medium-term work plans in each activity, create a good school management system and implement transparent and accountable budget management. Of course this is an important concern for the school in order to develop an appropriate education management plan in order to create an adequate school environment and provide the best service for students, then the plan can be carried out together optimally and assist the development of educational institutions in accordance with the objectives and guidelines of the 1945 Constitution of the State.



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