

Comparison Of Education Management In Indonesia And Malaysia In Efforts To Improve The Quality Of Education

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Abstrak

Penelitian ini bertujuan untuk mengetahui esensi dari apa yang terjadi dalam dunia pendidikan di Indonesia dan Malaysia, serta peran yang dimainkan oleh kepemimpinan kepala sekolah dalam menerapkan manajemen pendidikan di Indonesia dan Malaysia. Penelitian ini akan dilakukan dengan menggunakan pendekatan kualitatif, dimana data penelitian diperoleh dari berbagai hasil penelitian dan penelitian terdahulu yang masih relevan dengan penelitian ini. Hasil penelitian ini menemukan bahwa secara fundamental, baik Indonesia maupun Malaysia memiliki esensi pendidikan yang sama, yaitu upaya peningkatan optimalisasi kemampuan siswa dalam bidang keterampilan, sikap, dan pengetahuan. Untuk meningkatkan kualitas pembelajaran, negara Indonesia berusaha membentuk tim yang berfungsi untuk meningkatkan kualitas dengan melakukan perbaikan terus-menerus kepada seluruh anggota lembaga pendidikan. Upaya negara Malaysia dalam hal ini adalah meningkatkan optimalisasi siswa atau guru dalam menjalankan perannya sebagai pendidik.

Kata kunci: Manajemen Pendidikan, Kepemimpinan, Kepala Sekolah, Kualitas Pendidikan

Abstract

This study aims to discover the essence of what is happening in the world of education in Indonesia and Malaysia, as well as the role played by the leadership of school principals in implementing education management in Indonesia and Malaysia. This research will be carried out using a qualitative approach, where research data are obtained from various research results and previous studies that are still relevant to this research. The results of this study found that fundamentally, both Indonesia and Malaysia have the same educational essence, namely efforts to increase the optimization of students' abilities in the fields of skills, attitudes, and knowledge. To improve the quality of learning, the Indonesian state tries to create a team that has a function to enhance the quality by carrying out continuous improvements to all members of educational institutions. The Malaysian state's efforts in this regard are to increase the optimization of students or teachers in carrying out their roles as educators.

Keywords: Education Management, Leadership, Principal, Education Quality.

INTRODUCTION

Schools are a place for educational institutions whose duty is to carry out learning activities to optimize absorption concerning aspects of knowledge, attitudes, or skills. The realm of knowledge can be interpreted as an ability to think logically or an ability to be able to have insight into expertise for students. The attitude domain can be construed as the domain of personality (Riinawati, 2021). Students are expected to have personalities that follow existing norms and noble character. At the same time, the skill domain is a domain where students can maximize their soft skills or the realm of aligning student activities to prepare themselves for the future. This opinion is also in line with Ahmadi's statement that the essence of education is the alignment and development of the ability to have a noble character, think, and develop their soft skills to prepare for their future (Suryawan & Widyastuti, 2020).

The function of schools today is also increasingly complex and complicated because it is used to prepare students to have quality, namely students who are characterized, intelligent, and competitive. Students need schools to get an education, although education does not only come from formal education, it's just that most students get an education from schools. Humans need education. Education can create quality human beings so that they can, together with other humans, create a better education (Elfrianto et al., 2020).

Schools are also a place for agents of change (agents of change) who have roles and duties to be able to educate and train students so that students can solve various problems. A school is also a place where students gain knowledge and knowledge. Therefore, schools are responsible for carrying out continuous and sustainable transformations to meet customers' needs, both primary, secondary, and tertiary (Wakkee et al., 2019). This is also in line with Hermawan's opinion that the school as an educational unit that functions to carry out education in its programs is not only whether the program has been running or not, instead, it must be able to meet customer expectations, be it primary, secondary, and tertiary customers or even meet stakeholder expectations. From here, the role of a principal is a senior manager who leads the school to achieve the goals and dreams of the school, following the vision and mission to improve the quality of the school (Hermawan, 2019).

As a top manager or senior manager, the principal has the task of carrying out administrative tasks and coordinating existing resources in the school. Senior managers must carry out administrative tasks, such as planning, organizing, implementing, and evaluating. If examined and observed, the roles and obligations of school principals are very diverse, which causes them to have challenges in carrying out planned and systematic education to improve the quality of the school they lead (Poortaghi et al., 2021). Efforts that can be made can be realized by means that the principal is required to have clear and directed observations and predictions to be able to improve the quality of the school he is leading. Because no matter how good a policy the government has decided is, it still depends on the tenacity of the principal in realizing and interpreting the school's vision and mission (Schildkamp, 2019). School progress can be seen in how a school principal plays his role in utilizing resources so that they can be used effectively and on target. The success or failure of the school depends on the chapters or obligations carried out by the principal (Szymkowiak et al., 2021).

The success and failure of a school are also very dependent on how the role played by the principal is to create an idea or ideas to improve the school's quality. Principals who are successful and able to lead schools are principals who can carry out their assigned roles to remain trustworthy in leading and improving the quality of schools. Therefore, principals have very strategic duties and obligations to improve school quality (Fernandes et al., 2019). If viewed from the notion of quality is a picture of an organization or an institution for the quality provided by producers to consumers to increase the satisfaction of these consumers. If an organization or institution can manage it well, it must have a good relationship with its customers. From this description, an organization or institution can be high quality (Özkan et al., 2019).

Effective leadership must be able to provide a foundation to be able to provide the latest breakthroughs in the context of learning programs; increase the productivity of all human resources in the same school environment, and are also able to develop ideas or ideas that can be useful for improving the quality of schools. The quality of schools is also very dependent on the school management system. Schools with poor management systems will result in poor school quality, and vice versa if the school management system is good, the quality of the schools will also be good (Schonert-Reichl, 2019).

So it can be concluded that leaders should be proficient in arranging quality plans and work programs. In addition to planning or compiling school work programs, they must implement them consistently and carry out continuous supervision. Therefore, in carrying out the leadership function, leaders of educational institutions such as school principals should always carry out quality leadership, namely leaders who have a vision, mission, inspiration, openness in communication, develop work teams, meet customer expectations, make continuous improvements, and demonstrate its commitment to quality.

Education Management

Management from the verb to manage is generally interpreted as taking care of managing. According to Stoner, management is the process of planning, organizing, directing, and supervising the efforts of members of the organization and using other resources to achieve stated organizational goals. Management is needed at least to achieve goals, maintain a balance between conflicting goals, and achieve efficiency and effectiveness (Bahri et al., 2022).

Concerning education, education has an understanding as a conscious effort to develop the personality of students. According to the National Education System Law No. 20 of 2003, article 1 paragraph 1, education is a deliberate and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and the skills they need, society, nation, and state. The existence of education is an effort to educate the nation, instill moral and religious values, foster personality, teach knowledge, train skills, and provide guidance, direction, guidance, role models, and others (Intania & Utama, 2020).

Education Quality

In general, quality implies the degree (level) of the superiority of a product (the result of work or effort) either in the form of goods or services, both tangible and intangible. Quality is a matter of passion and self-worth. Quality is sometimes seen as an enigmatic concept, perceived as confusing and difficult to measure. Quality sometimes also causes differences and contradictions between one opinion and another, giving rise to different perceptions from experts (You et al., 2020).

Quality has various meanings and implications if applied to something depending on what goods are produced, used, and perceived. Here are some thoughts on quality:

1. Gasper argues that the conventional definition of quality means the direct characteristics of a product, while the modern definition implies everything that can meet customer wants or needs
2. Arcaro argues that quality is a degree of variation that is expected to be used by standards and has low dependence on costs
3. Daming argues that quality means solving to achieve continuous improvement
4. Juran argues quality is defined as the suitability of use or appropriate for use (Chaigneau et al., 2022).

In the context of the quality of education, the concept of quality is elite because only a few institutions can provide high-quality experiences to students. In the perspective of education, quality can be seen in terms of student achievement, the learning process, the ability of graduates to develop their potential in the community, as well as in terms problem-solving and critical thinking (Logan et al., 2020).

Thus, to find out quality education, it is necessary to examine the quality in terms of the process and the product or internal side and suitability. In terms of the process, the quality of education means the effectiveness and efficiency of all the factors that play a role in the educational process. These factors are as follows:

1. Teacher quality
2. Facilities and infrastructure
3. Learning atmosphere
4. Implemented curriculum
5. School management (Iskarim, 2018).

Regarding internal efficiency, quality education is education whose institutional and curricular goals can be achieved. Meanwhile, when viewed from the suitability perspective, quality education is education whose graduates' abilities follow the market's labor needs and the criteria for graduate users (Afista & Bakar, 2021).

The multidimensional education quality includes aspects of the quality of input, process, and output. Therefore, the development of quality achievement must be holistic, starting from the input, process, and output. Thus the quality of education is the quality of the various services of educational institutions to students and teaching staff for the occurrence of

a quality educational process so that it will produce graduates who have the abilities, skills, and knowledge that follow the needs to enter the community (Dhouchak & Kumar, 2022).

So it can be understood that the quality of education includes aspects of input, process, and output. The quality of education can be seen from five kinds of assessments as follows:

1. Student achievement is linked to national and religious norms using a grade scale
2. Student achievement is related to the ability
3. Quality of teaching and learning
4. Teaching quality
5. School performance (Saptono et al., 2021).

METHOD

This research will be carried out using a qualitative approach as method. The data used in this research comes from various studies and previous studies still relevant to the research theme. After the researcher has successfully collected the data, then the data will then be analyzed by the researcher, so that the conclusions from this research can then be found.

RESULT AND DISCUSSION

The results of the literature review that researchers have done to obtain data about the essence of education in Malaysia and Indonesia and the leadership role of school principals in Malaysia and Indonesia are as follows. The essence of education in Malaysia and Indonesia is almost the same, namely to optimize students' ability in the realm of knowledge, attitudes, and skills. Whereas in Malaysia, in terms of realizing the essence of education, it is more focused on optimizing students' skills, in other words, the role of teachers as educators in Malaysia significantly affects the continuity of education. Therefore, it can be concluded that the essence of education is an effort to lead students in terms of developing the potential knowledge, attitudes, and skills that exist in students. Education, in this case, teachers and principals, has to produce a more moral and ethical generation.

The role played by school principals in Indonesia concerning improving the quality of schools is by forming a quality improvement team, making continuous improvements by communicating and passing it on to all members in educational institutions, and creating a comfortable working atmosphere. In addition, the leadership role of school principals in Malaysia can be implemented in a way that principals can realize the school's vision and mission, focus on managing the teaching and learning process to increase school rankings, and commit to creating favorable learning conditions or environments while empowering all school community with a friendly and open approach. Therefore, it can be concluded that the principal's role in terms of leadership in schools can be realized by being committed to being able to realize the school's vision and mission, communicating to all school members related to the school's vision and mission, and always provide facilities to teachers and students to be able to continue to develop their achievements both academic and non-academic.

The Essence of Education in Developing Countries

The notion of education is an effort that directs students and creates learning situations and conditions to optimize the abilities that exist in students. In addition to spiritual, religious, and personality development, education is also a process of developing an individual's skills in the affective, cognitive, and psychomotor domains. This opinion is also in line with the statement of Ahmadi that the essence of education is the alignment and development of the ability to be virtuous, think, and develop their soft skills to prepare for their future. This opinion is also supported by Mudyahardjo's view that education functions to advance a nation, state, and society so that they can compete globally, both in the fields of economy, government, and service to the community (Ardiwinata & Mulyono, 2018).

It can be concluded that education is a planned and structured effort to optimize students' abilities. The abilities possessed by students are undoubtedly diverse, and that is the task of a teacher to observe and sharpen the students' abilities to become human beings. The task in the field of education is to produce a moral and ethical generation or successor.

Following the expectations of education in Indonesia itself, namely by producing a moral and ethical generation, this is following the people's dream of education in Indonesia in 2045, including aspects of character education and multicultural values. In addition, education can lead to an understanding of personality and consider characteristics of globalization.

The purpose of education from one country to another is undoubtedly very different. It is adapted to the basis and philosophy of life of the nation. In line with Long's opinion, the sense of national difference causes a country's educational goals to vary to differences in places, people, and cultures. The dream of education in Indonesia in 2045 is more oriented towards character education and understanding personality. This is because the current education system in Indonesia places too much emphasis on formal diplomas, such as the existing social order is more determined by the diplomas owned by someone in the community, not based on competence and quality. In essence, if you have a formal diploma, the person can achieve important positions in a bureaucratic environment and influential societal positions by using a measurement scale with only a diploma.

As a result, in Indonesia, many people pursue a formal diploma to occupy a particular position. People go to school or college no longer to seek knowledge but a diploma to get a position. Education that is oriented just for the sake of getting a diploma is deceptive. The nature of the desired education, namely education that focuses on the moral formation of students, is not on the hunt for a formal diploma or the search for a mere degree. Therefore, the implementation of the educational process in developing countries is not as high as in developed countries in the international arena because it is only award-oriented, which is only based on achievements in the classroom environment.

Malaysia is a country whose people are part of the Malay tribe. From a historical perspective, Malaysia was also a part of Indonesia. This happened in the 12th century AD during the Majapahit kingdom. Indonesia has been a former Dutch colony for 350 years, and Malaysia is also a former British colony. Of course, the education system that applies in Indonesia uses the legacy of the Dutch education system, and Malaysia will, of course, also use the legacy of the British education system. Malaysia's style or education model is essentially the same as in Indonesia. Malaysia is also eager for continuous improvement in the field of education.

Malaysia has a concept that the success of a student depends on the role of teachers and principals. Therefore, Don revealed that schools are the most appropriate means to optimize students' skills in that the part of teachers as educators in Malaysia significantly affects the continuity of education in Malaysia, with the teacher as the core role. Therefore, teachers must compile and develop a curriculum well so that the education model that has been arranged in such a way by the government can be implemented.

Principal Leadership Roles in Malaysia and Indonesia

Leadership can be interpreted as a leader's effort to influence his members to change a more positive direction. In line with Kartono's opinion, leaders must also be able to influence others to be willing to carry out the tasks assigned by the leadership for the sake of an institution or organization's goals (Basman et al., 2022). Sudarmanto revealed that leadership is a potential that a leader must possess to influence employees to take a more positive attitude (Ernawati, 2022). Therefore, it can be concluded that the notion of principal leadership is an attempt by the principal to influence all school members to want to work to achieve the institution's or organization's goals. Today's society wants quality and quality education. Some people think a society's order will improve with quality education. The community hopes its graduates can be skilled in knowledge, skills, and attitudes.

The talk about quality and quality will never be separated from management for schools. Management here in the sense of school leaders or principals. Schools can be of high quality if they have competitive advantages and can implement management. Therefore, proper management is needed to regulate school management and learning activities to sustain school quality. Sallis also argues in his book that successful quality development must require commitment from the management, commitment here can be interpreted as

management's awareness always to be responsible for an educational institution and find a solution. One of the principal's commitments is to form a quality improvement team (Naveed Bin Rais et al., 2021).

The quality improvement team is expected to maintain the quality of learning and school management. Effective communication is also very much needed between the principal and the quality improvement team to be elaborated to find new strategies to develop quality improvement plans. It can be concluded that the quality of the school can be maintained with the principal's commitment so that the school is more advanced and competitive with other schools. Therefore, it would be better if there is always a continuous improvement of school programs and a needs analysis to support the continuous improvement of school programs. Rohiat said that part of school activities that also have critical values for the school could be called school management. Efforts need to be made to advance the quality of schools in terms of achieving educational goals, both the goals of the central government and the schools themselves (Rohma et al., 2020). Principals are forced to work optimally to carry out their functions in managing schools and achieving school goals. The principal is also responsible for organizing educational activities, whether administrative or coaching employees.

In line with Nuryani's opinion that the role of school principals as leaders of educational institutions to be able to improve quality is not only focused on optimizing from the side of students but also must be able to utilize and optimize all parties such as students, staff, employees, and school committees. The principal also has a relationship or link in determining school progress. Therefore, school principals must be well prepared in administration, commit, and be flexible in carrying out their duties. The principal must also be able to empower teachers by involving these teachers in coaching activities. Therefore, school principals must be skilled to lead educational institutions and solve problems contained in the learning process.

The principal is expected to be able to communicate the vision and pass it on to all members of the educational institution. Expectations from the central and local government schools must be able to realize the curriculum. Also, schools must be able to meet customers' needs internally and externally. As a result, the principal's duties are growing and becoming more complex. Zakaria explained several roles that school principals must carry out in terms of implementing learning in the form of creating a productive, creative, and fun work climate for teachers. Furthermore, the principal's goal as a learning leader is to provide facilities or services to teachers to optimize learning achievement, creativity, and innovation. It can be concluded that the principal's duties in terms of leading and school administration are very interrelated.

Yusup said it could be realized as a leader in teachings, such as formulating a school vision, sharing leadership, determining teaching decisions, and monitoring whether teaching and learning activities follow the curriculum and teaching. The role of school principals in Indonesia, and principals in Malaysia, must also have the skills to lead an educational institution. However, there is a slight difference between the roles of principals in Indonesia and Malaysia, in Indonesia, a leader, both experienced and new to being a leader, still has to comply with regulations, both from the central and regional levels, when it comes to job transfers. Meanwhile, in Malaysia, the leadership emphasizes school principals who have become professionals to decide to remain as principals at the schools he currently leads.

The appointment of an experienced principal serves to help resolve school quality failures. This is because Malaysia believes that if a school principal is transferred to another school and encounters an obstacle or failure, but soon the principal is replaced again, this does not result in a change but creates a new problem. Therefore, principals with experience solving a problem are analyzed to the roots. Following the opinion that quality failures can only be addressed from the management side by looking for data related to failures and observing them on an ongoing basis.

Principals also need to be equipped with the skills to solve complex problems to direct the school and bring it to a high level of quality in all aspects. In line with the role of school principals in Indonesia, it turns out that the realization of the vision and mission is essential for the success of an educational institution in Malaysia because a vision and mission must be

improved to develop all other aspects. The principal is also required to support the school's success in achieving the highest quality performance. Noman, Hasim, and Abdullah conveyed that a successful school leader or principal in Malaysia was implemented by always focusing on managing the teaching and learning process to increase school rankings; committed to creating favorable learning conditions or environments while empowering all school members with a friendly and open approach; carry out clear communication about the school's vision and goals; and focus on academic achievement. Overton gives a message that the quality of future leaders should have high morale, integration, and ethics.

CONCLUSION

The nature or essence of education is an effort to lead students to develop spiritual potential, attitudes, and knowledge. Education, in this case, is that teachers and principals have to produce a more moral and ethical generation. The nature of education in Malaysia and Indonesia is almost the same, namely how education builds students' potential. Placing principals and teachers the essential factors in the education system, principals as senior managers in a school who have the right to lead and direct, and teachers are tasked with compiling and developing the curriculum. The principal's role in improving the quality of education must focus on all the resources available in the school. Successful principals are realized by always focusing on managing the teaching and learning process to improve school rankings and quality; committed to creating favorable learning conditions or environments while empowering all school members with a friendly and open approach; communicate the vision and goals of the school; and focus on academic achievement. The principal is expected to always be proactive in improving the quality of an educational institution he is leading because the critical quality improvement responsibility lies with the principal, although all school members also have a role, it is still the principal who has more roles, because as a senior manager in the school.

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