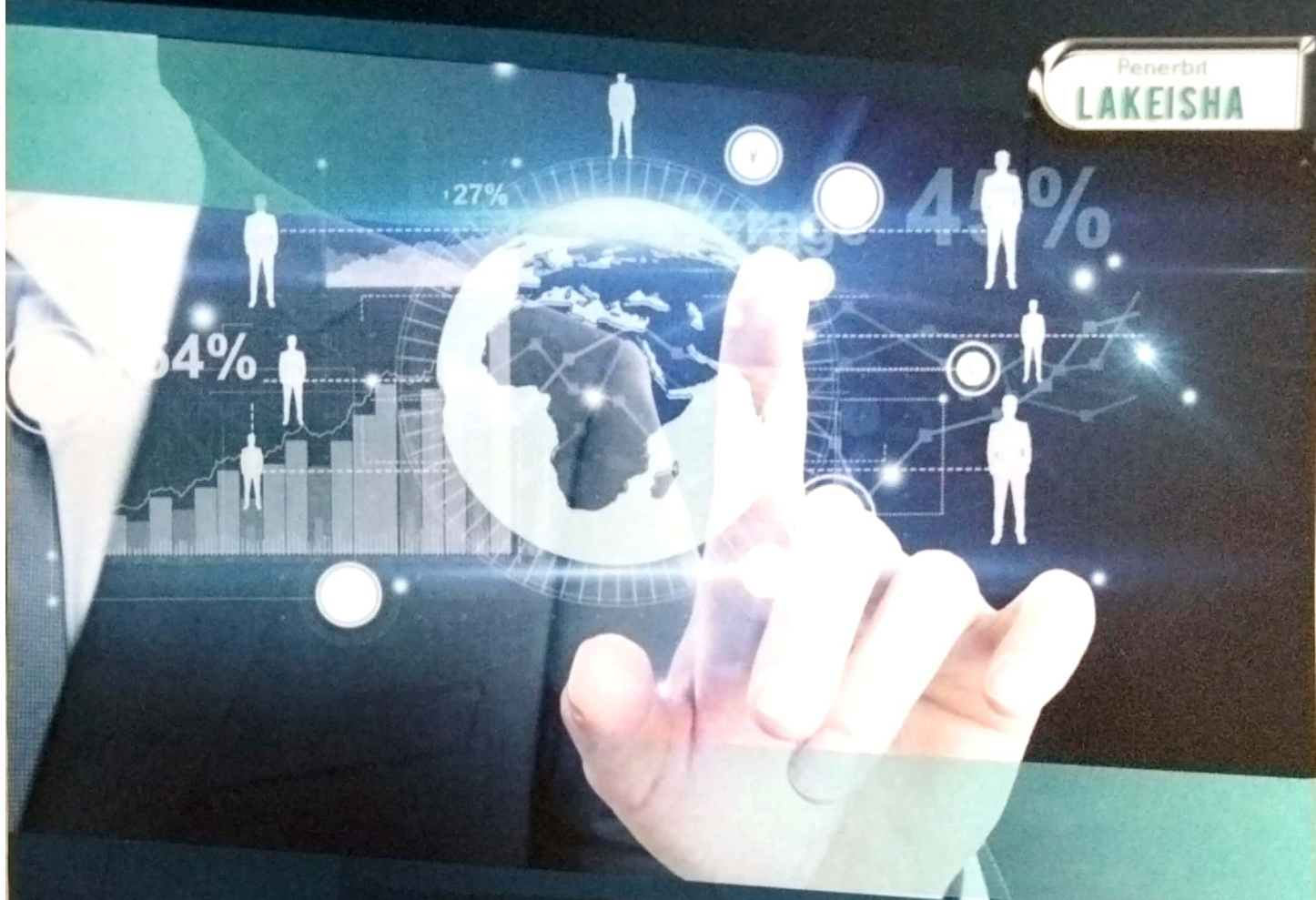


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The background of the cover features a hand in a white glove pointing towards a central globe. Surrounding the globe are various data visualization elements: a bar chart on the left, a line graph on the right, and several percentage values (27%, 45%, 64%) scattered across the scene. The overall aesthetic is futuristic and data-driven, with a color palette of dark blues, greys, and bright white highlights.

FROM EDUCATOR TO MANAGER

**Theories and Implementation of Language
Teaching Program Management and Evaluation**

Damar Isti Pratiwi | Nurul Khasanah | Novita Eka Tristiana
Azizah Maulina Erzad | Fera Sulastri | Hendra Putra
Mustakim Sagita | Alfu Nikmah

Undang-Undang Republik Indonesia Nomor 28 Tahun 2014 tentang Hak Cipta

Pasal 1:

1. Hak Cipta adalah hak eksklusif pencipta yang timbul secara otomatis berdasarkan prinsip deklaratif setelah suatu ciptaan diwujudkan dalam bentuk nyata tanpa mengurangi pembatasan sesuai dengan ketentuan peraturan perundang undangan.

Pasal 9:

2. Pencipta atau Pengarang Hak Cipta sebagaimana dimaksud dalam pasal 8 memiliki hak ekonomi untuk melakukan a. Penerbitan Ciptaan; b. Penggandaan Ciptaan dalam segala bentuknya; c. Penerjemahan Ciptaan; d. Pengadaptasian, pengaransemen, atau pentransformasian Ciptaan; e. Pendistribusian Ciptaan atau salinan; f. Pertunjukan Ciptaan; g. Pengumuman Ciptaan; h. Komunikasi Ciptaan; dan i. Penyewaan Ciptaan.

Sanksi Pelanggaran Pasal 113

1. Setiap orang yang dengan tanpa hak melakukan pelanggaran hak ekonomi sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf i untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 1 (satu) tahun dan/atau pidana denda paling banyak Rp100.000.000,00 (seratus juta rupiah).
2. Setiap Orang yang dengan tanpa hak dan/atau tanpa izin Pencipta atau pemegang Hak Cipta melakukan pelanggaran hak ekonomi Pencipta sebagaimana dimaksud dalam Pasal 9 ayat (1) huruf c, huruf d, huruf f, dan/atau huruf h untuk Penggunaan Secara Komersial dipidana dengan pidana penjara paling lama 3 (tiga) tahun dan/atau pidana denda paling banyak Rp500.000.000,00 (lima ratus juta rupiah).

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**From Educator to Manager:
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Language Teaching Program
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**Lakeisha Publishers
2022**

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**PROBLEM SOLVING BASED LEARNING: DEFINING THE
CONCEPT 108**

Alfu Nikmah

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Writer:

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Maulina Erzad, Fera Sulastri, Hendra Putra, Mustakim Sagita,
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Hp. 08989880852, Email: penerbit_lakeisha@yahoo.com

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PREFACE



Let's express our gratitude to Allah, the almighty God, who has given us health and guidance to compile a Book Chapter entitled "From Educator to Manager: Theories and Implementation of Language Teaching Program Management and Evaluation". Next, we would like to thank our lecturers from the Postgraduate Faculty of English Education of Universitas Negeri Semarang, Prof. Dr. Rudi Hartono, M. Pd., and Fahrur Rozi, S. Pd., M. Pd., Ph. D., for sharing their valuable knowledge and experience during the lecturers in Language Teaching, Program Management, and Evaluation. We are grateful to all contributors for their professional commitment to complete this project and sharing their creative thoughts.

This book chapter contains eight chapters: Motivation in English Language Teaching; Teacher as Manager: Good Characteristics and Managerial Styles; Challenges, Opportunities and Strategies in Participatory Management in Education; Leadership in Educational Institution: Concepts and Functions; Labor-Management and Relation in Education: Collective Bargaining and Beyond; School as Organization; Managing School Community Relationship; Problem Solving Based Learning: Defining the Concept.

We hope this book chapter benefits for the the readers especially for those want to be educators and managers instead of mastering the theory and implementation of the language teaching program management and evaluation. Last but not least, thank you very much for your particular attentions and keep going to implement the theories that have been read in this book.



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MOTIVATION IN ENGLISH LANGUAGE TEACHING

Damar Isti Pratiwi

A. INTRODUCTION

Motivated students are far more likely to achieve their goals and succeed. To properly educate and learn, motivation is essential. Not only does it result in improved student conduct, but it also contributes to a greater sense of well-being (Premana et al., 2021). To give children and adolescents the best possible start in life, we must first comprehend how to encourage them in the classroom. Motivation begins with a reason for change, guides the individual in the desired direction, and encourages their behavior (Fadilah, 2018). Individual motivation is a force that compels someone to perform in a particular manner (Okay & Balçıkanlı, 2017). From a supervisory standpoint, the goal of motivating someone is to encourage them to act in a manner that is most advantageous to the organizations.

According to Meşe and Sevilen (2021) researchers should focus on how behavior strengthens and adapts to target specific goals when investigating motivation. In addition, they argued that the primary focus of motivation is the "event condition," which gives power and purpose to behavior. When assessing an event for offensive and directed behavior, one must enter the realm of motivation (Iftanti, 2019). Regarding human mobility, motivation is the driving factor. In other terms, motivation is the driving factor behind human activity. In fact, a motivating agent is considered to be any inducer (internal or external) activity of a living species (Sabirli & Çoklar, 2020). Because people have distinct minds, education, and personal lives, the seeming

differences between them are specific and acceptable; this necessitates that they determine their driving reasons before acting on them, which requires learning more about their own attributes. In setting a goal and maintaining concentration, the intention drives human behavior.

This book chapter addresses motivation in education which includes the different types of motivation and how to motivate students in school. Next, the implementation of motivation in a specific field – English Language Teaching (ELT) is discussed to reveal the effect of motivation in the real-world context so that teachers and practitioners can be benefited from the review of empirical studies. Last part is a conclusion which underlines several important points about motivation in education, the implementation in ELT context, and the advantages of exploring motivation for teachers and students.

B. MOTIVATION IN EDUCATION

The word motivation comes from the Latin word *movere*, which means "to keep moving." Motivation is the 'why' underlying any activity and is described as our enthusiasm for accomplishing something (Zlate & Cucui, 2015). Motivation is the reason(s) for acting or behaving in a certain way that enables us to establish and achieve a goal (Harandi, 2015). Motivation in education encourages youngsters to take initiative, demonstrate resilience, channel their curiosity, and care about and appreciate their work. They have the tools necessary to direct their own learning experience. In other words, motivation is the state that can sustain pupils' attention and behavior, as well as offer the additional energy required to complete activities (Han & Yin, 2016). As a result, motivation can have a significant impact on students' performance and outcomes, such as:

1. assist students in directing their attention toward tasks that have to be completed,
2. allow students to complete these tasks in shorter periods of time while also maintaining attention for longer periods of time,

3. reduce distractions and resist them better,
4. affect how much information students retain and store,
5. influence the perception of how easy or difficult tasks may appear.

Not only is the energy that students need to be motivated to learn, but the motivation to study is also something that directs the activities of students in the direction of their educational goals (Wardani et al., 2020). There are three primary purposes of motivation, which are as follows: (1) the teacher's motivation is like a motor that releases energy, therefore it powers all of their activities; (2) Motivating students and teaching and learning activities must be done in accordance with the development of learning goals, which implies that motivation gives direction, and teaching and learning activities must be conducted in accordance with the creation of learning goals; and (3) determining which activities must be carried out in tandem with one another in order to achieve that objective, while ignoring those activities that do not contribute to the achievement of that objective. Further, there are two distinct categories of educational motivation, which are as follows:

1. Intrinsic Motivation

Intrinsic motivation is the desire to carry out an activity just for the sake of carrying out the activity itself, or for the sheer pleasure of carrying out the activity (Hennessey et al., 2018). Legault (2020) argued that it refers to doing things that are inherently satisfying or fun. It has nothing to do with getting something out of it. In other words, actions that are driven by something inside don't depend on anything outside of the behavior itself. Instead, the methods and the end are identical. For example, a child may engage in outdoor activities – running, skipping, jumping – because they are enjoyable and intrinsically rewarding.

A reduction in intrinsic motivation is common among adolescents. It might be difficult to keep a child's desire to learn

alive. Parenting, biology, age, gender, health, and relationships with peers all have a role in how interested children are in their education. Schools cannot do it alone when it comes to inspiring intrinsic drive-in students.

2. *Extrinsic Motivation*

People are said to have extrinsic motivation when they want to participate in activities in order to acquire something that is not directly related to the work at hand (Abdurashitovna, 2017). According to Legault (2020) it refers to acting in a way that depends on getting a result that is separate from the action itself. It is a task that is carried out with the goal of achieving a different result. For instance, a teen might do chores around the house in order to earn money.

It is feasible to increase intrinsic motivation via extrinsic methods. Cook and Artino (2016) argued that external motivation can increase children's desire to learn and is not detrimental to students' intrinsic drive. Once this practice of extrinsically motivating through incentives becomes routine, however, it can be difficult to decouple achievement with praise and reward, since the individual's attitude becomes governed by the stimulus alone. Some studies imply that deep learning cannot occur if people do not have a real desire to participate in the activity (Getie, 2020; Karaaslan et al., 2018).

Accordingly, it is important to motivate students in class all the time. Darvin and Norton (2021) suggested several strategies to motivate students, include:

1. Have a growth mindset

Due to the fact that education does not follow a predetermined path, students who adopt a growth mindset are always improving and refining their ways of thinking (Puspitarini & Hanif, 2019). They do not succumb to the pressure of test scores; rather, they use them as a springboard for further growth

and development. As a result, students with a fixed attitude are unable to move on from their current situation. They are unable to tolerate defeat, require immediate acknowledgment, and frequently succumb to adversity.

To foster a growth attitude in youngsters, praise the process rather than their intelligence or talents, as praising their intelligence or talents can make them susceptible. Recognize their effort, concentration, and hard work, as these are the characteristics that will make children resilient. This is especially significant considering the evidence that suggests short-term effort is a significant predictor of student performance on high-stakes exams (Lin et al., 2017).

2. Adopt a holistic approach

Schools must be consistent in their approach in order for children of all ages and abilities to develop trust in their surroundings. Schools should make their essential principles abundantly clear. Everyone in the school community should be aware of and contribute to the school's high expectations and shared values, as well as recognize that they all play a part in its success. The cumulative consequence of magnifying their shared views is that kids become driven and motivated by their school community (Lenz, 2021).

3. Improve your universal provision

If we want to keep students motivated, we need to make sure that everyone gets what they need. Universal provision includes both the environment in which a child learns and the high-quality teaching they can get. Every school should have a strong behavior policy that encourages people to do their best and makes them feel good. This will make sure that students are ready to learn on an emotional level. The school should put social skills at the top of its list of priorities so that all students can become caring, loving, empathetic, and supportive of one another. This is because healthy relationships between students can affect how motivated

they are to learn.

4. Praise

A student's willingness and accomplishment should be recognized because learning is an effort. When youngsters gain a sense of mastery over a skill, they become more receptive to new challenges and more eager to acquire new material. Teachers should encourage students to succeed early and often so that they feel empowered and confident as they go on in their educational journeys.

5. Priorities accessibility

It is important for schools to establish a climate of acceptance and equitable treatment for all students, regardless of their differences in neurodiversity. Students should be encouraged to develop their talents in areas where they shine and given many opportunities to do so. Motivate people to succeed by instilling self-belief in them. The more success you have, the more motivated you'll be to keep working hard. Teachers can be better equipped to help kids if they have access to professional development.

6. Empower students with knowledge

Make sure that students know what they did wrong and how to fix it, as well as how to do better next time. Metacognitive talk in the classroom can help students feel more confident because it makes them more aware of how they learn.

7. Make learning relatable

Students' motivation varies and shifts based on the situation and how valuable they consider the chance to be. As a result, in order to keep pupils motivated for future success, they must see the value in what they are learning now: Teachers must strive to make their students' education relevant, engaging, and purposeful. Furthermore, motivation is the drive that sustains students and provides them with the energy necessary to realize their potential (Archer, 2019). A motivated student is dedicated, enthusiastic, and

creative; they see the importance of what they are studying and are driven to attain their objectives. As a result, it is crucial to identify the factors that influence students' motivation in education (Aubret et al., 2019), as the following:

1. Class and curriculum structure

When students perceive or see that classes are structured and that the curriculum and class materials have been prepared in advance, they feel more secure. Therefore, teachers must create classes and curricula that outline the course objectives at the beginning of each semester or class. All necessary classroom materials should be prepared in advance.

2. Teacher behavior and personality

Negative feelings about a teacher might have a negative impact on a student's attitude toward the subject. Using disparaging or demeaning language toward kids might have a negative impact on their educational performance. Teachers, on the other hand, can have a beneficial impact on students' enthusiasm to learn by being friendly, optimistic, and encouraging.

3. Teaching methods

Teachers who use a variety of teaching strategies are more likely to keep their students engaged. That provides students with a wide range of options and keeps them from becoming bored. It is a good idea to allow employees to pick and choose their own working partners.

4. Parental habits and involvement

Numerous parental behaviors can indirectly influence children's motivation, especially intrinsic motivation. Showing an interest in the child's learning material, inquiring about the child's day, and paying attention to what the child has to say are some examples. Other examples include helping the child with schoolwork or attending parent-teacher conferences.

5. Family issues and instability

On average, children who live with both parents do better in school than those who do not. Family conflicts and disruption can result in poorer academic performance. Some examples include: divorce, loss of one or both parents, not living with the biological father or mother, not having contact with the biological father or mother, frequently moving from one home to another, being or having been involved with Child Protective Services.

6. Peer relationships

As children grow older, the influence peers have upon them increases as well. Therefore, problems and conflicts with peers can make students feel less secure about their social status among peers, increase their stress levels, and lower motivation in education.

7. Learning environment

School environment refers to different norms and regulations that determine the overall climate in the school. Positive school environment makes students feel safe and secure, meets their basic needs such as daily meals, and provides an optimal environment for them to build healthy social relationships. Too many classes and a learning environment that's too serious can also lower motivation in education. Adding a fun element to classes can help to ease the atmosphere and improve motivation and results. Allowing enough time for play and rest can also have a positive effect.

8. Assessment

While standardized assessment increases the standards of attainment, it can negatively influence students' motivation in education, especially at a younger age. The opposite can be seen in countries like Finland where primary school children do not get any tests. Despite the lack of assessment, Finnish children display higher academic achievements. It is also common for students to lose motivation if tests are continuously too challenging. This

does not provide a sense of achievement and lowers motivation in education over time. Thus, it's important for educators to experiment with and apply different testing methods which would be able to address the different learning needs of students.

C. MOTIVATION IN ENGLISH LANGUAGE TEACHING

When it comes to learning a new language, there are numerous aspects that play a role, including one's level of intelligence, their attitude, their abilities, and their level of motivation (Fandiño et al., 2019). Among them, motivation is the most important aspect in foreign language learning since it influences the attitudes toward the target language and the outputs during the learning process (Mantiri, 2015). It incorporates a wide range of factors, including cognition, behavior, emotion, decision-making, and biology, which necessitates a multidimensional, multifactor, and integrative framework (Kazantseva et al., 2016). The previous sub-topic has explained in detail about the theory of motivation, benefits, strategies to motivate students, and factors affecting students' motivation. The subject then shifts to the application of the theory to ELT context study.

1. EFL Student's Motivation in Learning English in Langsa, Aceh, Indonesia

The study focuses on both the internal and extrinsic motivations of students learning English as a foreign language (EFL) (Ulfa & Bania, 2019). The intrinsic motivation includes interest, need, hobby, and goal; while the extrinsic motivation includes teacher, parent, and environment. The findings of this study have a number of consequences for the field of ELT, including: 1) both internal and external variables affect students' motivation to study English; 2) the teachers of English should always offer their students positive reinforcement for their progress in the subject; and 3) efforts made by teachers, such as coming up with and putting into practice innovative teaching methods and strategies and cultivating a warm and inviting

atmosphere in the classroom, can help activate and inspire students to make better progress in their English language acquisition.

2. *Motivation, Self-Construal, and Gender in Project-Based Learning in Japan*

The term "self-construal" refers to the process through which people identify themselves in relation to other people. This is an essential component of cognition, motivation, and social conduct (Tanaka, 2022). The purpose of this research is to investigate the relationships between self-construal, gender, and desire to learn English as a foreign language (EFL) in a problem-based learning context at Japanese universities. The findings of this study have several important implications for English language teaching (ELT), including the following: 1) gender and self-construal have a significant impact on motivation; 2) L2 learning was more likely to be pursued by female students and students who had a stronger sense of interdependence within their own selves; 3) students who have stronger interdependent self-construal motivation may benefit further from participating in a variety of peer interaction activities due to the fact that their socially-oriented motivations for behaviors will be stimulated; and 4) male pupils and those with a less interdependent self-conception had a tendency to be less driven. Due to the incongruity between the interaction-heavy nature of the PBL approach and the participants' individual values in social relationships, this may have a negative impact on second language learning in the environments.

3. *The Role of Motivation in EFL Students' Perceptions of Teacher/Learner Responsibilities and Learner Abilities in Turkey*

Ability and willingness are the two most important factors that determine a person's level of autonomy. An autonomous person is one who possesses the independent capacity to make and carry out the decisions that control his or her activities, and this capability is contingent on both of these factors (Littlewood, 1999). In addition, it is clarified that one's willingness to take responsibility for the decisions that must be made is contingent upon their possession of both the motivation and the self-assurance necessary to do so, whereas one's ability is more closely associated with their knowledge of the various options from which decisions must be made as well as the necessary skills for carrying out whichever options seem to be the most appropriate. As a result, the purpose of this research is to investigate EFL students' perceptions of teacher/learner duties and learners' skills to make decisions at the tertiary level (Okay & Balçıkanlı, 2017).

The findings of this study have a positive impact on English language teaching in the following ways: 1) High-motivated students are more likely to rate themselves as good or very good at decision-making than their less-motivated peers; 2) motivation was unrelated to students' perceptions of teacher/learner responsibilities; 3) motivation does not ensure learner autonomy; and 4) whether autonomy precedes motivation or motivation precedes autonomy, the mutual practice of decision-making doubtlessly have a positive effect on students' motivational and autonomous behavior.

4. *A Study of The Effects of Digital Learning on Learning Motivation and Learning Outcome in Taiwan*

The most important challenges for today's information technology integrated education are the creation of instructional activities for digital learning and the flexible application of various technological instruments. In this investigation, students

are given quizzes and then given a questionnaire in order to gain insight into their perspectives on digital education (Lin et al., 2017). The findings of the study indicate that 1) the favorable benefits that digital learning has on learning motivation are significantly bigger than those that traditional education does; 2) traditional teaching has less of a favorable impact on students' overall learning outcomes than does digital learning; 3) the relationship between learning motivation and learning effect and learning result demonstrates strong beneficial impacts; and 4) the favorable benefits that learning motivation appears to have on learning acquisition and learning outcome are remarkable. It is anticipated that this will be combined with the present trend in teaching and make use of the benefits of digital learning in order to build feasible teaching strategies for increased instructional efficiency.

5. *Motivation and E-Learning English as a Foreign Language: A Qualitative Study in Columbia*

The extent to which an individual is motivated to learn is a crucial factor in the ease with which they absorb new information. Since it is a requirement of the National Education Standard that English be taught in relation to an international demand, it is essential for the institution teaching English as a Foreign Language (EFL) in Columbia to have an understanding of the factors that inspire students to learn English. Therefore, the purpose of this study is to identify and analyze the factors associated with the motivation to learn English among undergraduate students enrolled in E-Learning (Fandiño et al., 2019). This study reveals two characteristics that affect motivation to learn: 1) personal factors include the relevance of English language study, and 2) environmental components comprise the qualities that distinguish the online setting. It has been discovered that there is substantial data about the impact that

external factors have on English language learning, and for the 19 respondents, virtual approach (CALL), course materials and teacher/tutor relationships are key external factors. However, a learner's motivation can be affected by a number of factors that are beyond the control of the instructor and the educational institution. These factors include the interviewee's socio economic stability, other responsibilities the learner is expected to deal with, and whether or not the learner feels comfortable with the activities associated with the course.

Internal and external factors were shown to be the most influential on EFL students' motivation in online learning, according to an empirical study conducted in Turkey with students learning English as a foreign language (Meşe & Sevilen, 2021). Internal aspects include course content satisfaction, the desire for communication, and self-regulation; external factors include teachers, the classroom, organizational issues, and situational issues. Participants attributed their lack of interest in online education to a variety of factors, including dissatisfied with the substance of the course and the materials, failure to complete the course due to a lack of self-discipline, and a lack of contact between the lecturers and the students, as well as a lack of private area in which the students can complete the course. This study has several instructional consequences, including the following:

- a) Measures should be taken to maximize interaction between teachers and students and within the group of students. It might also be a good idea to avoid putting students potentially with different goals in the same classroom in order to ensure group cohesion and working towards a similar goal.
- b) In order to optimize student engagement and learning, the content of the course as well as the resources should be useful and interesting.
- c) Instructional designers and teachers should direct students to learn on their own as much as possible because success in online

courses is mostly contingent on students' motivation to keep going.

- d) It has been determined that positive and reassuring comments from teachers are of utmost significance. The awareness of teachers is highly crucial in order to attain this and the other aspects listed above.
- e) In a virtual classroom, there is the potential for activities that fall under the category of "professional development" to be established in order to enhance the level of awareness among teachers regarding the requirements of the students.
- f) The teachers should continue to engage in conversation with one another in order to assist the teachers themselves feel more motivated.

D. CONCLUSION

Motivation is the driving force behind learning. Without it, even the simplest tasks might be difficult or impossible to accomplish. Consequently, it is essential to comprehend how to adapt and promote motivation in the classroom. Both intrinsic and extrinsic motivation have a role in education, and the two types of motivation can work well together. In order to develop a culture of performance and success, it may first be necessary to extrinsically drive students. When schools have created an atmosphere that is conducive to learning, they are then in a position to gradually replace extrinsic motivations with intrinsic ones in an effort to boost the intrinsic motivation of their pupils to study.

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TEACHER AS MANAGER: GOOD CHARACTERISTICS AND MANAGERIAL STYLES



Nurul Khasanah

A. INTRODUCTION

It is not enough for educational institutions to create teachers who are well-versed in their fields and adhere to effective pedagogical practices if they wish to fulfill the requirements placed on today's classrooms. Neither of these pedagogical qualities is of any use unless the graduates are able to keep their classrooms well-managed and in order (Steere, 1988). Teachers proficient in only one facet of classroom management are more susceptible to both stress and failure. For example, it is not enough to be proficient. In pedagogy, the proficient teacher has no Insurance against managerial problems. A teacher may be proficient in employing instructional skills but be Inefficient In producing student learning if students are not consistently on worthy tasks. Likewise, a high profile, rough instructor may temporarily make students subservient to her commands, but even more appropriate desist techniques are frequently short-lived Ineffectiveness. The third facet of solving managerial problems is another valuable and complex skill, but constraints on Instructional time limits the time that a teacher can devote to problem solving. Little achievement will be forthcoming from students if their instructional leader must spend excessive instructional time solving managerial problems (Romonini & Higgs, 1991).

In summary, public school teachers of this era must know appropriate managerial and instructional methods and be preventers of discipline problems. They must be professionals who not only know

how to prevent most problems, but who can also analyze situations and then employ either an established approach or develop a personalized, eclectic plan for improving the situation and for preventing its recurrence. But even possession of these skills is not enough. Educators must be able to effectively manage their classrooms while still providing a suitable learning atmosphere for their students to thrive in (White et al., 2008).

This book chapter intends to explore the teacher as manager, characteristics of a good manager, and managerial styles.

B. TEACHER AS MANAGER

There are many definitions of a teacher. First, a teacher used to be someone who has expertise and knowledge, and a teacher is someone who knows how to instruct others (Banasiak & Karczmarzyk, 2018). Second, a teacher is one that teaches, especially one whose occupation is to instruct (Osler & Starkey, 2017). Third, a teacher is a person who instructs or trains others, especially in a school (Walter, 2008). Fourth, a teacher is someone who helps others learn new things (Ashton-Warner, 1986). Fifth, a teacher is a person who teaches in a school (Roberts, 2016). From the definitions proposed by some experts above, it can be concluded that a teacher is someone who has expertise and someone who teaches, instructs, and trains other people at school.

The idea that managers are people who are at or near the top of an organization's hierarchy is gaining a reputation for being antiquated. However, this conception of management continues to be widely held. Those who work in the field of management development and education are becoming more aware of the fact that individuals at any level of an organization have the authority to be referred to as managers (Kakabadse et al., 2018). Indeed, they "manage" all of these aspects of their lives, from their jobs to their relationships with coworkers and customers, customers and family members. Of course, there are many who believe that seniority and length of service are the primary criteria for holding a managerial post. A hierarchy of

management and formal organizational links should be emphasized in this scenario (Mullins & McLean, 2019). In the words of McBer, a teacher as a manager may establish learning and behavioral settings in which students are well-managed and motivated to study (McBer, 2001).

The teacher is in charge of making sure that everything goes according to plan in the classroom. Teachers can take on the job of a manager in the classroom once class has begun and students and teachers have entered. It is especially crucial to have effective management in place during the initial sessions (Malik et al., 2011). Ramsey (1999) says “To be an effective manager, you must foster an environment in which people are encouraged to think outside the box and solve problems creatively.”

C. CHARACTERISTICS OF A GOOD CLASSROOM MANAGER

Classroom management skills are vital to student success and may be found in nearly every competent teacher. It is the teacher's job to ensure that the classroom functions as smoothly as possible. When it comes to learning, students should know exactly what to do, and how to do it. Good classroom management and student accomplishment depend on establishing a routine, creating procedures for common tasks, and following a predictable pattern for enforcing consequences for noncompliance (Bradley, n.d.).

1. Preparation and time management

Being prepared and managing class time wisely are two of the most crucial abilities for a competent classroom management. In addition to establishing a lesson plan, it is important to prepare the classroom for the class. There should be no "down time" as the teacher searches for supplies, equipment, or handouts. A pre-class technology check can also help prevent pupils from becoming distracted or interrupted by technical difficulties during a lesson.

2. Outlines and posts expectations

It is possible to have a smooth ride in the classroom if academic and behavioral expectations are clearly defined at the beginning of the first class. Students are more likely to succeed in school if the teacher communicates expectations clearly and allows students to ask questions. A daily reminder of the actions that must be taken in order to achieve success can be created by simply posting these expectations.

3. Outlines and posts consequences

Students need to understand the repercussions of not meeting standards in academics and behavior in order for this type of instruction to be effective. A good classroom manager makes clear the ramifications of not following the rules and publishes those consequences in plain sight. Posting reminders on a daily basis can assist children understand the importance of taking responsibility for their actions. These repercussions can be applied to both in-class misbehavior and indicators of a lacking work ethic.

4. Consistency

Consistency is key to being a good classroom manager. Students perform better when they are familiar with the routine. Classroom management and student achievement are made easier when routines are established. Because of this, there is less down time, and there are less disciplinary issues. Furthermore, children are more likely to accept consequences for their behavior and academic performance if they are implemented regularly.

5. Mapped Curriculum

In order to run a successful classroom, a well-planned curriculum is required. Every second of class time should be devoted to instruction by the teacher. They should plan the course of study in a way that builds on topics mastered earlier.

While based on institute of international teachers training, the characteristics of a classroom manager are (Training, n.d.):

1. Good classroom management is a simple set of skills that can be learned quickly. If you want to improve your management skills as a teacher, you'll need to be a good student as well. Students will constantly put you to the test when you are the instructor, but the best part is that they want you to succeed. That could be a problem since they might engage in disruptive conduct. Be aware of how your students are feeling and respond accordingly as a teacher. In this case, it's possible that being either overly severe or overly meek will backfire.
2. It is necessary for a good classroom manager to master the art of preparation and time management. Preparation and delicate time management are two of the most important characteristics of an effective classroom manager. Getting ready for a lesson involves more than just having a lesson plan ready; it also involves gathering all of the necessary teaching resources and ensuring that the classroom is ready for the session. Prepare your materials, handouts, and notes ahead of time so that you don't miss a beat while you're busy putting them together. If you plan to use computers or projectors as teaching tools, be sure there are no glitches that stop the class while you're using them.
3. You should also be able to build good relationships with your students as a classroom management. When teaching a varied group of pupils, you have to be prepared for the possibility that some will be more disruptive than others, or that others will lack sufficient self-control in class. Tactics and wisdom are essential when serving as a classroom manager. Do not, for example, place the responsibility on the entire class for a single student's misbehavior. Nevertheless, the disruptive student should not be rewarded with a punishment that is excessively severe. The keys to a competent classroom manager's lock are tact and wisdom.
4. If you're going to be a classroom manager, one of your most important responsibilities is to lay out standards for academic performance and behavior at the start of each class period. For

example, if a teacher acts like a manager by establishing clear expectations for both academic and behavioral behavior from his or her first class, the students will know exactly what they need to do in order not to annoy him or her. A soft board, for example, can serve as a reminder to pupils of these expectations.

5. A corollary to the fourth characteristic, which states that students will adhere to academic and behavioral norms only if they know what the repercussions will be if they fail to meet that standard, is to outline posts and consequences. The classroom management must explain and post the consequences of non-compliance with norms. Posting these acts as a daily reminder, pupils are reminded of the repercussions if they don't follow the rules, or suffer dire punishments.
6. A skilled classroom manager must also have a well-thought-out lesson plan and adequate teaching resources at their disposal. Becoming a good manager requires that you learn how to design a curriculum that is both efficient and effective. Additionally, be sure to prepare all of your teaching materials ahead of time. Maintaining a lesson's flow and minimizing any pauses is easier with careful curriculum planning and the creation of appropriate teaching materials.
7. Last but not least, a great classroom management is open and honest with their kids. Only if you are open and honest with your pupils, allowing them to know you and give you criticism, will they be able to abide by your guidelines for classroom management.

Being an effective classroom management is just as tough and critical to success as being an effective teacher. As a result, the importance of classroom management training becomes clear. If you want to become an expert classroom manager, it would be a good idea for you to take classes like classroom management courses or classroom material development courses.

D. TEACHING STYLES: SUBJECT AND LEARNER DIMENSIONS

The "managerial grid" created by Blake and Mouton can be used to detect and explain various managerial styles (Blake & Mouton, 1985). McBeath correctly points out that "no uniform agreement arose as to which style of leadership was most effective" based on these findings (McBeath, 1990).

What they've discovered, though, is a model suggesting a connection between a manager's managerial style, skills, and overall performance. Both "care for productivity" and "concern for people" influenced the dimensions used to describe their paradigm. A total of five management styles were identified as a result of this research: task, team, middle of the road, country club, and impoverished style. Additionally, they can be applied to the idea of a teacher as a manager.

In essence, the concerns about productivity and people embodied the goals of two important management schools. First, there's the classical school of management, which focuses mostly on "task" management and is also known as the conventional or traditional school. Hierarchical management and formal organizational links are emphasized here. Second, the school of human relations (HRS), which focuses on interactions between individuals (McGregor, 1989).

1. Concern for subject (Task)

Traditionally, managers were required to have a thorough understanding of the "task" and the nature of the work they were responsible for. A qualified engineer or biologist would suffice as long as the individual manager could demonstrate that he was a master of his trade. A philosophy like this means that teachers who work in a particular unit, department, or university are expected to know everything about the subject matter they teach, but the main focus of their work is on ensuring that students are learning, rather than the art of making sure that students are actually learning.

Theory X assumes that students are passive and uninterested in learning, and that the instructor has to take entire control of the situation to guarantee that appropriate subject matter is covered. This approach to teaching management is naturally based on these assumptions. Obviously, there is no need for teacher-student interaction or dialogue in a classroom if the teacher is solely in charge of the learning setting. The teacher has all the answers.

For the most part, traditionalists adhere to a regulated learning environment similar to the one used in nineteenth-century factories and workhouses, where asking questions, much alone suggesting new ideas, were considered acts of rebellion. They would have been reprimanded and eventually fired for their disobedience. In the classroom, this would involve sending someone to Coventry, shutting them up, failing them, and using even more extreme methods. In a closed system like this, the number of pupils who could fit in the auditorium or theater is probably the most important consideration. Almost no consideration is given to the quality of the student-teacher interaction, learning outcomes, or the likelihood that newly learned skills and knowledge will be applied in the workplace once the ordeal of receiving a degree or completing a training course is over. Professors who have the most students, research candidates, and administrative responsibilities, and who are also heavily immersed in number crunching research, become the darlings of the organization, and their efforts and contributions to the bureaucratic life of the institution can expect recognition and reward.

2. Concern for learners (People)

This model component depicts the values and beliefs of HRS-adherent leaders in the role of learning environment managers. According to HRS adherents, people's welfare and development are more important to them than completing a set of tasks. Theory Y, which emphasizes the idea that children are

innately active, capable, and ready to learn, is the best way to sum up this approach to education. Learners and students have a natural motivation in developing both their own potential and their own capacity for learning. It is also presumed that they are responsible individuals who enjoy taking responsibility for their own education and that there is little requirement for externally enforced control in their lives. In this manner, the concept of participation in the learning situation is actively pushed and made feasible for those who do it in this manner. The questions, inquiries, and even critiques that are aimed at the teacher are answered, and the teacher does not see the pupils' actions as an indication of disobedience or lack of discipline on their behalf. On the other hand, they are considered to be an unavoidable consequence of the dynamic learning processes.

In contrast to managers of the classical type, teachers of the HRS see their primary function as that of facilitators and givers of opportunities and motivation for the learners. This is in contrast to the classical form of management. If it turns out that the students know more about a certain issue or subject than the learning facilitator does, then the learning facilitator should not feel embarrassed or ashamed to disclose that they do not know as much as the students do. He or she would not feel threatened in any way, but rather ecstatic to have stumbled across the opportunity to enhance his or her own potential as a learning manager. Neither would you. The activities of studying and researching will no longer be seen as obligations, but rather as opportunities for personal and professional growth. According to the insightful assertions made by Kolb et al., "a key function of strategic management development is to provide [teachers] with access to knowledge and relationship networks that can help them become life-long learners and cope with issues on their continually changing agendas," (Key Function of Strategic Management Development).

The HRS teachers are likely to behave on the basis of the positive assumptions that they hold concerning the nature of people, learning processes, methods to be used for teaching, and the classroom, department, and institution or university as a whole. This is because of the contrast in attitude to the management of the learning situation that exists between the HRS teachers and the other teachers.

E. STYLES OF MANAGING THE LEARNING SITUATION

Since teachers like managers may subscribe to a combination of both sets of values and thoughts, it follows that their behavior in the learning situation may fit into one or other of the five identified categories which characterize their managerial styles. These are described briefly below (Analoui, 1995):

1. Hard teacher

In this role, the teacher is responsible for planning, preparing instructional materials, and directing the classroom and the students toward the goals that have been established. In the most extreme examples, this is carried out in such a mechanical manner that very little, if any, interruption or involvement is permitted, and the amount of interaction that occurs between the instructor and the students is reduced to the barest possible minimum.

2. Soft teacher

The social needs of the learners to have meaningful relationships are the primary focus of the teacher's attention. It is emphasized that there should be harmony and that a comfortable, non-threatening environment should be provided for the students, even though this may or may not result in good learning. When there is such a dynamic present, the learning environment is frequently driven more by the students than by the instructor. The get-together turns into a relaxing pastime, but there isn't much forward movement as a result.

3. Run-down teacher

The run-down instructor demonstrates very little care in either the students or the interpersonal relationships they have with one another, and he or she shows very little regard for the content that is to be taught and how it is to be presented. The glimmer of interest has been extinguished for some time now, and the administration of the learning situation is approached in the most deficient manner. It is acceptable to continue using lecture notes that were written several decades ago, and both the psychology of the students and the process of learning are disregarded.

4. Effective teacher

An effective educator works to gain the learners' commitment to the learning process. Achieving high-quality learning requires not just reaching a consensus on the content that will be taught but also catering to the socio-psychological requirements of the students. A teacher like this takes the job seriously and will pay attention to the research and the task of learning, in addition to managing the students and their social needs through participation and the use of semi-structured teaching methods. This kind of teacher takes his or her work seriously and will pay attention to the research and the task of learning.

5. So-so teacher

The average educator is similar to the "middle of the road" sort of management. Standards, as well as the enhancement of the educational and scholarly fields, will not receive a significant amount of attention from this individual. In point of fact, the mentality of a mediocre educator is best characterized by the phrase "this will do." Although the morale of the learner is thought to be very essential, any attention that is devoted to the learner's social needs and fulfillment is typically the consequence of a compromise made so that they can learn more effectively.

F. CONCLUSION

Managers frequently seek answers to the question, "Which management style is the most effective?" The response to this inquiry does not have a simple solution. It is generally accepted that successful managers are those who "contribute on the basis of the functions and outputs needed for their jobs." The output that is expected from the instructor is, in the vast majority of instances, highly intangible, qualitative, and difficult to measure, with the exception of its beneficial transfer to the learners or the job to which the learners are likely to apply it. One thing is for certain, though, and that is the fact that productive learning is not likely to take place unless attention is devoted not only to the topic at hand (the job), but also to the individual learner (people). It's possible for instructors and trainers to believe their pedagogical approaches produce adequate results. On the other hand, the approaches that were taken to manage the learning environment as a whole might or might not be seen favorably by education specialists.

A significant implication for the educator is that one's level of expertise in the subject area or field of inquiry might not be sufficient to guarantee the appropriate level of successful management of the learning setting. This is a significant implication. Knowledge of dealing with people, including becoming aware of their social and psychological requirements, as well as comprehending the dynamics of learning and group interactions, is required because there is a need to acquire this knowledge. In addition, it would be beneficial to open up our management styles to the scrutiny of others and invite their feedback in order to enhance them further. To put it another way, the competencies and competencies that are believed to boost the success of managers in other industries could just as easily be applicable to teachers in their roles as managers of learning settings.

When it comes to effectively managing learning situations, the work at hand; the individuals involved; and opportunities that may arise and need to be controlled if not exploited appropriately are all

part of the process of taking the first step toward effectively managing learning situations.

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CHALLENGES, OPPORTUNITIES AND STRATEGIES IN PARTICIPATORY MANAGEMENT IN EDUCATION



Novita Eka Tristiana

A. INTRODUCTION

A school is a structure that is organized by a group of individuals to attain an education aim. Inside the organization, there are a principal, vice deputy principal, coordinators, teachers, employees, students, administrators, security, parents, stakeholders, and communities. Good school administration does not only depend on the principal, but all of the individuals in the organization have vital roles and tasks to fulfill the purpose of the organization. The most significant issue is that the school principal should have good competence and performance in organizing the school's management. School leaders need to be appropriately equipped for their vital role in school management. Training for school leaders will include management of teachers, including monitoring assiduity, time keeping, professionalism, and performance; providing pedagogical support, guidance, and counseling to teachers; interacting with, and orienting learners and their parents; financial and other management issues, and school administration..(Luis & Moncayo, 2015). A school principal must be able to manage the organization and enlist the participation of all school components in the management system. As a result, the principal of the school should practice participatory management.

Participatory management is a transition from traditional management to a more innovative management style that gives lower-level employees a voice in organizational concerns in order to

improve job performance and achieve organizational goals. Glew, et al (1995 as cited in Olorunsola & Olayemi, 2011). Moreover, (Njuguna, 2021) stated participatory management is defined as a procedure in which subordinates are consulted and their perspectives are carefully considered before a decision is made. Participatory management is a leadership style that focuses on reducing the power gap between superiors and subordinates. As a result, in participatory management, the school principal enlists the help of the entire school community in making decisions inside the school.

Teachers also play a strategic role in school participatory management. The engagement of teachers in the management of educational institutions is critical to the achievement of their organizational goals. Teachers' participation in various programs and activities at their institutions may influence the amount of effort they put into their jobs, and their institutions' aims are dependent on the efficiency and effectiveness of their teachers. (Njuguna, 2021). Moreover, Lawal and Yusuf (as cited in Anna, 2020) stated that despite the benefits of a decentralized decision-making process, participatory management allows teachers to express their work-related obstacles to the school council so that issues affecting their welfare and work performance can be addressed. Observations indicate that participatory management presents leadership challenges for teachers who, as a result of their participation in decision-making, are entrusted with new responsibilities related to learning and development possibilities. This chapter will address the obstacles and opportunities associated with establishing participatory management in a school organization.

Implementing participative management in a school setting is difficult. This requires tremendous effort, strategy, creativity, and support. There are certain difficulties to the school's implementation of participatory management. The main impediments to the development of participatory management in educational organizations are: structural factors, such as rapid displacement and

insecurity in the position of executive management; a lack of appropriate determination of staff duties and responsibilities; a bureaucratic structure; weak regulations and procedures for employee participation; the promotion of relationships between superior and subordinate employees and managers; and a dearth of variety in employee participation opportunities (Safari & Sarcheghaie, 2016).

Inadequate employee participation in goal-setting, problem-solving, decision-making, and organizational change is another obstacle to implementing participative management. This could have a negative impact on employee morale, job satisfaction, and academic performance.(Gamede, 2011). All members of an organization must effectively communicate and work together to address this issue. In addition, the vision and goal of the school organization cannot be accomplished without precise job descriptions for all human resources. Therefore, the principal must be able to establish a productive working environment and an effective management system. With effective management systems, all of these obstacles may be overcome. In this situation, the principal should be able to meet the problems and seize the opportunities associated with implementing participatory management within a school organization.

B. CHALLENGES AND OBSTACLES IN IMPLEMENTING PARTICIPATORY MANAGEMENT

Principals, assistant principals, and department heads should implement participative management to develop good management in a school organization. This was employed to address the deficiency of staff participation in objective setting, overcome decision-making, and alter organizational structure. It is commonly acknowledged that effective leadership is a crucial factor in achieving school development. The data from international literature suggests that strong leaders exert a powerful but indirect influence on the effectiveness of the school and on student accomplishment. Each company has its own vision and mission. This requires the

engagement of full personalities for formulation. As the leading organization, the principal has a crucial role in setting the objective. Nahavandi in (Meraku, 2017) mentioned that a leader is described as anyone who exerts influence over individuals and groups within an organization, assists them in identifying goals, and directs them in achieving these objectives. In a school organization, the headmaster is tasked for coordinating and influencing the instructors, staff, students, parents, stakeholders, and community in order to achieve the vision and goal. Participatory management is therefore essential. Therefore, participatory management is really needed.

Implementing participative management in schools is fraught with numerous difficulties. One of the greatest obstacles has always been how to make the most of limited resources to pursue and achieve educational objectives. Some educationists have paid attention to the fact that, in order for schools to satisfy society's skill requirements, they must increase the quality of their education in order to deal with the resultant social changes and their consequences on education. (Anna, 2020) Moreover, According to (Jabal, 2006). The true challenge facing the majority of schools is not how to improve, but rather how to sustain improvement. In addition, they suggest that "sustainability will be contingent on the school's own capacity to maintain and support development work." Sustaining improvement requires the leadership capacity of the many as opposed to the few, and learning enhancements are more likely to occur when leadership is instructionally focused and placed near to the classroom. Internal and external variables contribute to the implementation of participative management challenges and hurdles. The structural factor, the human factor, the planning system, and the information system are the primary hurdles to the growth of participative management in educational institutions (Safari & Sarcheghaie, 2016).

The structural component, which includes the altering of the organizational structure or the reassignment of personnel over a short period of time, usually presents as an obstacle in participative

management. Consequently, this has an effect on administrative management and employees in each division, as there is often a lack of expertise, experience, and understanding of the jobs' objective. Staff or employee engagement is also influenced by organizational and centralized characteristics, bureaucratic structure, inadequate regulations, procedure, and wisdom. Next, factors include good communication and relationships among top leaders, subordinate staff, and managers; lack of variation in work activities; dissimilarity between staff objectives and organization objectives; public schools and burdensome regulations; personal conflicts of managers to respond to letters and office circulars; and lack of decentralization to schools.

Also contributing to the obstacles of establishing participatory management are human considerations. This includes the weaknesses of the managers (self-centeredness), the weaknesses of the subordinates (self-centeredness), and the weaknesses of outreach managers better than the interest of individuals towards the collective interest of the staff, lack of skill and cooperative life in society, the lack of trust of the senior management to promote participation at the school, the lack of a strong desire to participate in administration, and the staff's sense of belonging to the school organization.

Another obstacle to participatory management is the planning process. This term refers to actual time judgment and cross in education; a high number of short-period necessities and restrictions in education; an impediment to education in planning for societal issues; flaws in educational procedures and regulations; and a lack of training or human resource development for staff on how to participate and improve.

Last but not least is the information systems factor. This includes the lack of information, experience, and expertise of the staff, the absence of an appropriate cultural basis in education, the political contemplation, and the absence of education research. All of these obstacles impede the implementation of participatory management. To

prevent and resolve these issues. This requires the principal's utmost attention and effort in order to increase performance in managing the managerial system, self-learning, and self-reflection, and to involve all personalities in the company in accomplishing the organization's goal.

C. OPPORTUNITY IN IMPLEMENTING PARTICIPATORY MANAGEMENT

Everyone in a school organization desires to play a significant role in decision-making to achieve the vision and goal. In the 21st century, the success of a corporation will depend on its people. According to research, employees are beginning to place greater demands on their employers. They desire team membership and greater participation in decision-making (Shagholi & Hussin, 2009). A participatory leader would provide several opportunities for people to participate in any given situation. Teachers play a vital role in involving the school administration. Therefore, teachers require extensive development opportunities in order to acquire a wealth of information, knowledge, experience, and skill that also assists school administration. The opportunity in implementing participatory management gives some advantages, such as:

- a. Enhancing group confidence participative leaders will ensure that every team member has a voice. Since teachers have a key role in the school's performance, they are more motivated and engaged with their duties and obligations.
- b. Boost cooperation. Teachers are permitted to collaborate in order to accomplish goals, develop tactics, and assist one another. Collaboration has the added benefit of boosting morale and improving communication between team teachers.
- c. Find innovative solutions. Since teachers are incentivized to collaborate, they can openly share knowledge and ideas while developing new solutions.

- d. The group was more excited about the decisions. Since each team contributes to the decision-making process, the employees are more confident in the final outcome.
- e. Increase maintenance for employees. Participative supervisors foster an environment in which individuals feel exceptionally valued. They provide employees with several development possibilities, demonstrating that there is a place for them to grow within the organization, and an opportunity to implement their ideas. This adds to the advancement of representative maintenance as a whole.

Moreover, as teachers play a significant role in decision-making, participatory management offers them an opportunity to have a sense of belonging in the school system. Teachers are essential to the functioning of the educational system. Consequently, their work performance is crucial to the attainment of educational objectives and goals. For this to occur, teachers must be professionally prepared and qualified, as well as given the ability to participate in decisions and arrangements affecting their job and well-being.

Next, I also recommend that school administrators provide teachers with meaningful opportunities to provide input on policy issues pertaining to effective instructional delivery, as such opportunities will empower teachers to make decisions affecting their work performance and productivity that improve student achievement (Anna, 2020). This is also supported by Mohammed in Grace et al. (2020) who stated that participatory management, often known as the direct involvement of secondary school teachers in school governance, has been identified as one of the management intervention strategies that may improve teachers' job performance. Teachers can improve their teaching and work performance in order to attain school goals if they have the opportunity to participate in participatory management. This can be accomplished by participating in the teacher personal development program and teacher organization, being communicative with school administration, establishing interactive communication

with all school personalities, and continuously gaining experience, knowledge, and social connections.

D. THE STRATEGY IN IMPLEMENTING PARTICIPATORY MANAGEMENT

The more satisfying the employee involvement in the management of the company's affairs, the more likely it was to find more strategic planning meetings in the company, more prioritization of employees' issues in the planning process of the organization, more involvement of staff in critical decisions affecting the organization, and greater willingness and readiness of employees in the company to partner and implement management policy decisions.(Juma, 2014). In school organization, teachers as employees also have an important role in success goals. The role of the teachers is not only in the teaching and learning process, but also supporting the school programs. For example; arrange the syllabus, arrange the lesson plan, design the material, evaluate the students' performance, and report the student's learning achievement. Furthermore, the teachers were also involved in the school accreditation, outdoor school activities, and the other non-academic activities. So, the principal should be able to involve the teachers in participatory management. To realize it, the principal need to implement some strategies in participatory management, such as:

a. Consider Numerous opinion

In order to establish a participatory management style, the principal should solicit input regarding the policies, decisions, and solutions, as well as their implementation. Individuals from various divisions will have differing perspectives, therefore their combined contribution can provide a clearer picture of how the institution should achieve its goals. The principal may wish to have multiple potential options from which to choose the best option.

b. Provide the Information to teachers

By applying participatory models in school organization, the principal can request that teachers offer innovative and creative solutions, collaborate, and respect one another in order to achieve the school's goals.

c. Employ People with Leadership Qualities

Choosing the teachers who have good experience in school management and leadership quality is needed to help the principal make the wise decision. Those teachers will give good contribution to the school management.

d. Establishing Regular meeting

The meeting is an opportunity for the principal to hear the teachers' opinions, suggestions, and proposed solutions. In this situation, each individual will play a crucial role in reaching the goal.

e. Providing Training

Teachers can take use of the school-provided training to enhance their ability to make judgments that benefit the institution. The institution that provides training in exchange for their participation will gain.

By those strategies, the teachers will feel that their opinion regarding the school goal is important. They will not be reluctant to share their ideas, experience and knowledge for school improvement. Therefore, the principal should give good support to the teachers by allowing them to establish the program, take part in positive activities on their teaching development, participate in teachers' organization and other activities related to teacher professional development. Furthermore, the school principals also need to establish some activities, like regular meeting, forum group discussion, workshop, seminar and gathering that provide the chance for the teachers to get involved in the school program.

E. CONCLUSION

Implementing participative management presents numerous difficulties and problems. Challenges and impediments are presented by structural factors, human factors, planning systems, and information systems. Participatory management provides instructors with opportunities to acquire a wealth of information, knowledge, experience, and skills, which also benefits school administration, despite a number of obstacles. Opportunities include improving team self-confidence, collaboration, the discovery of inspired ideas, the formation of a strong team, and staff retention. In this instance, the responsibility of the principle in applying some participatory management practices is required without ignoring the role of the instructors. Consideration of diverse viewpoints, dissemination of information to educators, employment of individuals with leadership skills, establishment of frequent meetings, and provision of training are techniques that can be employed.

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LEADERSHIP IN EDUCATIONAL INSTITUTION: CONCEPTS AND FUNCTIONS

Azizah Maulina Erzad

A. INTRODUCTION

Leadership is strongly needed to run an organization. It becomes an important factor to achieve success. Leadership is also crucial in educational institutions since leadership and education are two different things but cannot be separated from each other. Every educational institution cannot be separated from the role of a leader. The school principal is the leader of an educational institution. In his position as the official educational leader, the school principal is responsible for the management of teaching, personnel, students, facilities and infrastructure, finance and relations between educational institutions and the community, in addition to his duties in the supervision of education and teaching.

School principals also need to continuously follow developments in policies that are being considered by the government. The success of education is the result of the cooperation, dedication, and commitment of many parties. In running a school organization, it is necessary to have a skillful principal's leadership. This writing will discuss leadership and its aspects in relation to educational institutions.

B. DEFINITION OF LEADERSHIP

The term "leadership" is often encountered in an institution, organization, or company. When we hear this term, what comes to our mind is something related to structural positions. Leadership is often interpreted in a narrow sense, namely someone's attitude who has the ability to give orders and restrictions on team members. In addition, some people are still confused about the meaning of the terms

leadership and leader. Then, what exactly is the definition of leadership itself? And what is the difference with the leader?

There are many definitions of leadership stated by some experts. Through her writing, Rosari (2019, p.18) focused on the leadership definitions from three experts. Bernard M. Bass (1990), John P. Kotter (1988), and Joseph C. Rost (1993) defined leadership with different meanings. Bass (1990) defined leadership as do the leader's wishes, Kotter (1988) defined leadership as influence, and Rost (1993) defined leadership as a relationship.

According to Bass (1990), leadership is an interaction between two or more members of a group. Meanwhile, Kotter (1988) defined leadership as the process of moving a group or groups in some direction through (mostly) non-coercive means. Rost (1993) stated that leadership is an influential relationship among leaders and followers who intend real changes that reflect their mutual purposes. From those definitions, it can be concluded that the term leadership refers to the process of influencing and corresponding among leaders and their followers to achieve certain common goals of the group or the organization. Meanwhile, a leader is someone who influences the work and behavior of his followers or staff to achieve specific goals. Thus, it is clear that leader and leadership are different. Someone who has good leadership is automatically a leader. However, not all leaders are able to demonstrate exemplary leadership attitudes.

The term leadership is also found in educational institutions. Leadership in educational institutions plays a significant role. The success of education in schools is largely determined by the success of the principal as a school leader in managing and leading education personnel and educators in schools (Prastiawan et al., 2020, p. 438). The school leader has many responsibilities to manage and run the institution. His responsibilities involve everything related to education, from educators to facilities and infrastructure of the school. Leadership on the educational unit will look at the way leaders determine policy, basic decision-making considerations, ways and

parties that receive delegates, benchmarks in work, and supervisory references. (Dacholfany et al., 2018). Meanwhile, Amalia et al. (2020, p. 135) views leadership in the world of education as an ability and process, guiding, coordinating and moving other people who have to do with the development of the science of education and the implementation of education and teaching, so that the activities carried out can be more effective and efficient in achieving educational and teaching goals.

To summarize, it can be stated that what is done by the school leader in managing the school and its components will have a big impact on the development and success of the school. The quality of educational institutions can be seen from the educators and the school facilities. Good educational institutions are in line with good facilities and infrastructure and the expertise of educators in teaching.

C. CHARACTERISTICS OF LEADERSHIP

To influence and become a role model for their followers, leaders must have leadership characteristics. These leadership characteristics refer to the skills and abilities as a leader. This skill can be seen from the leaders' attitude or behavior that is reflected in every action and decision.

According to Sahadi et al. (2020, pp. 518–519), there are eight ideal leadership characters. Those characters are described as follows.

1. Smart

In this case, a leader will be able to quickly and precisely make a decision. Furthermore, all problems will be quickly resolved.

2. Be responsible

An ideal leader must be responsible for himself and his members in an organization as well.

3. Honest

An ideal leader must be honest, so that he will be able to be open to his members in all policies taken. In addition, an honest

leader will surely make all members believe in all his words and actions.

4. Trustworthy

An ideal leader must be trusted, so that he will be able to trust each other and there is no suspicion.

5. Initiative

An ideal leader must take the initiative, so that he will be able to make the right decision. In addition, he has the ability to find good solutions for the progress of his organization.

6. Consistent and Firm

A leader will be able to carry out all rules and policies.

7. Fair

The ideal leader must be fair to his members, so he is able to treat his members with the same treatment according to their respective duties and fields.

8. Straightforward

An ideal leader must be straightforward, so that he will be able to explain his thoughts directly and without rambling.

The aforementioned characteristics are the leadership characteristics in general. In addition, Olanrewaju & Okorie (2019, p. 142) has confirmed that the ability to stand alone without supervision, make critical decisions, and being a good listener are the crucial characteristics of a good leader. The leadership characteristics in the world of education are almost the same. The school leaders should have those characteristics in order to be a good and ideal leader. They have to build a good relationship with education personnel and educators/teachers. In addition, a relationship among the school leaders, parents, and the community around the school is also important.

D. ROLE OF LEADER

A leader certainly has heavy duties and responsibilities in leading the organization. Leaders should not only guide other people but work

with them to attain common goals. Leaders should be more flexible and well prepared to immediately respond to change. Moreover, a leader must be a source of creative ideas and able to recognize future opportunities and threats.

As Koziół-Nadolna (2020, p. 1) reported in his study that the role of a leader is to stimulate the creativity of employees and reward their innovative behavior. This research suggests that leaders should play the following roles in stimulating innovation (e.g., a performer/creator of employee creativity and a promoter of rewarding the innovative behavior of employees).

In further discussion, Koziół-Nadolna (2020, p. 15) elaborated that leaders should first and foremost play the following roles in stimulating innovation.

1. Performer/creator of employees' creativity
2. Promoter of rewarding the innovative behavior of employees
3. Inspirer who sets goals and clearly communicate the expectations towards others
4. Innovator who is open to new ideas and ways of doing things
5. Animator of teamwork, intra-group cooperation and interdepartmental networking
6. Propagator of innovative behavior among employees and their own idea
7. An inspirer whose innovative behavior sets an example to employees

The role of leader in educational context will be very significant. The success of students in obtaining satisfactory achievements is largely determined by the leader figure and how leadership is carried out in school institutions. The results and achievements of students become evidence for the community and as a reference whether the school institution is successful in educating children. It is in line with the study conducted by Wong & Ng (2021, p. 264) that school leaders play the role of leading their schools to achieve education success. They are responsible for creating a conducive environment where

teaching and learning practices where future readiness can be fostered in learners.

Other experts have also stated the importance of the school leader role. Mulyasa (2003) explains that the principal has a role as a mediator and figure, both for educators in his institution, education staff, or students as well as mediators and figures for the development of the community and its surroundings. Meanwhile, Khatimah (2021, p. 266) mentioned that besides being a leader and builder of supervision programs, the principal also has a role in formulating improvements related to the learning process and improving the results or students' achievements in their schools. It is clear that a school leader or principal has many roles and responsibilities for the success of education. Due to his important and heavy responsibilities, the school leader should meet the qualifications and be selected according to his competence.

E. QUALITIES OF LEADER

A leader should have qualities or skills in a certain field so that he is able to influence others to carry out certain activities together in order to achieve certain goals. Everyone can be a leader at least be a leader for himself. This has also been explained in a hadith "Each of you is a leader, and every leader will be asked for accountability for those he leads" (HR. Al-Bukhari dan Muslim).

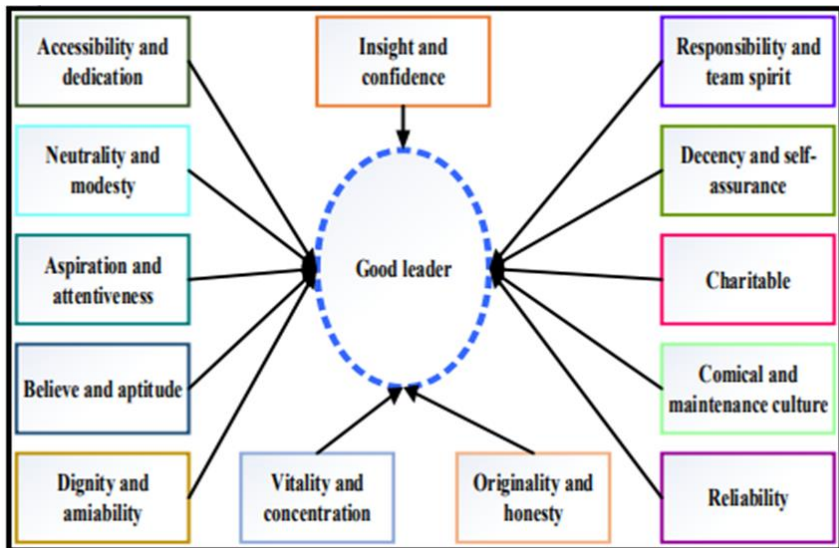
The qualities of a leader have been a topic for previous research. Many previous studies elaborated different qualities that should be owned by a leader. The various qualities of a leader identified in past studies have been summarized as follows.

1. Hopeful, confident, optimistic, transparent, resilient, ethical, and future oriented (Toor and Ofori, 2008)
2. Honesty, ability to delegate, communication, sense of humor, confidence and commitment (Lencioni, 2008)
3. Genuine, self-awareness, leverage, transition, and supportive (Clark, 2010)

4. Communication, people skills and decision-making skills, self-discipline, influence, integrity and reputation, and attitude (Archer et al., 2010)
5. Humility, empowering, collaborative, and communicative and fearlessness (Sprou, 2011)
6. Honesty, vision, inspiration, communication, delegation, decision, courage, fairness, kindness, magnanimity, forward-looking, knowledge, competency, confidence, commitment, gentle, accountability, creativity, sense of humor, intuition, focus, assertiveness, optimism, and balance (Hossain, 2015)
7. Confidence and honesty (Shah and Pathak, 2015)

Despite various qualities of a leader identified in previous studies, (Olanrewaju & Okorie, 2019) have examined the qualities of a good leader using principal component analysis (PCA). The data were obtained from one hundred and twenty-seven questionnaires which were administered to top management of companies. This research adopted a quantitative research approach by obtaining the respondents' perception on the qualities of a good leader through a structured questionnaire.

The findings revealed that there are thirteen principal qualities of a good leader to be. By conducting this research, the researcher recommended that leaders should demonstrate these leadership qualities to enhance organizational effectiveness and efficiency. Since the qualities of a leader may influence the operational efficiency of an organization and determine the overall success of an organization. Below is the figure of thirteen principal qualities of a leader obtained from Olanrewaju & Okorie's study.



Model for qualities of a good leader (Olanrewaju & Okorie, 2019, p. 146)

F. THE FUNCTIONS OF LEADERSHIP IN EDUCATION

Leadership certainly has an important function in an organization. Without leadership, an organization cannot run well, face many obstacles in carrying out programs or activities, and there are no definite goals to be achieved. Like a ship with many passengers and guided by a captain, they have the same desire to reach their destination together. Therefore, an organization must have a unified vision and mission to achieve. Leaders and their members must have the same perception and goals so that they can work together to achieve success.

Educational institutions such as schools also view the importance of leadership in carrying out education. School is an important unit which cannot be separated from society. School is a place to educate the nation's generation who will return to dedicate themselves to society. Therefore, school development programs must be well planned and student oriented.

The school principal is a leader who has a central position in an educational institution. The roles, duties, and responsibilities of a school principal are very important and absolute and have a big influence on the school community involving teachers, education staff, and students. The principal is also needed in the organization and management of educational programs that have been planned in the institution.

The leadership role of the principal as a leader figure in school institutions is very important in determining the success of students in obtaining achievements. The principal as the head of an educational institution is responsible for motivating teachers, employees, and students to take action according to the vision and mission as well as educational goals. In relation to improving students' achievement, Khatimah's research (2021, p. 267) reveals that there are five obligations and responsibilities of school principals as follows.

1. Initiative in improving teaching techniques and methods
2. Implementing the curriculum properly according to student needs
3. Organizing teachers to motivating students at optimal levels
4. Providing opportunities for teachers to take part in teacher personal development programs
5. Organizing teachers to provide coordination and placing them in teaching certain subjects at a good level

Those responsibilities illustrate the heavy duty of a school principal as a leader in educational institutions. The responsible principal will try his best to carry out his duties and obligations as well as possible. A principal who has good leadership will arrange some plans and programs to make his goals achieved. A good leader also certainly understands the importance of cooperation in leadership. So, school leaders or principals should involve the entire school community to achieve their goals.

Regarding the responsibilities of the school principal, it is shown that the principal has important and diverse functions. The school principal at least must be able to function as educators, managers,

administrators, supervisors, leaders, innovators, and motivators (Khatimah, 2021, p. 264). The principal should carry out his diverse functions simultaneously. Thus, he cannot do it by himself without the cooperation from the entire school community.

Similar to the function of leaders in schools, leadership in education also has a significant function. The function of leadership in education is to empower teachers, staff, students and the community to support all activities in schools (Jannah et al., 2021, p. 147). It is in line with the previous discussion that the principal should involve or empower the entire school community to support all programs or activities in schools. Furthermore, Anwar in Jannah et al. (2021, pp. 147–148) has mentioned that there are three main functions to realize the goal of leadership in school. The following is the elaboration of those functions in carrying out school leadership.

1. Formulating the educational goals. A definite educational goal becomes a guide or reference before planning the activities to be carried out so that they can still focus on something to be achieved.
2. Empowering school members including teachers, staff employees, students, and the community. School members have their respective roles but are related to each other. If one of the roles is not carried out, it will disrupt the education program. The establishment of good school community cooperation will determine the success of the school.
3. Building a dynamic, harmonious, and comfortable school environment. Leaders must be able to present an Islamic culture and a safe atmosphere in schools. A good and supportive environment can affect the work ethic of school members. With a good environment, it is hoped that each educational staff can work productively without any compulsion so that the results of their work can be satisfactory.

G. CONCLUSION

The expertise of a leader in education requires skills in how he can influence, guide, and collaborate with the entire school community. Hence, being a school principal requires certain competencies and skills not only in terms of leadership but also in the intricacies of education. In addition, everyone in the school community should understand their respective roles and responsibilities in education. It aims to create efficient and effective activities for the achievement of educational goals. The success of a leadership is indicated by the ability of the leader to carry out his leadership duties in influencing all existing resources in the educational institution he leads.

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LABOR-MANAGEMENT AND RELATION IN EDUCATION: COLLECTIVE BARGAINING AND BEYOND



Fera Sulastri

A. INTRODUCTION

To create a good quality of education, one that must be considered is the quality assurance engaged in all the aspects, such as the employee (in this context can be teachers, lecturers, and education administrators). When every aspect of the parties is in a good condition, the goal of having the best quality can be achieved. The good relations between the employers and the employees should be harmonious as it will represent a labor-management relationship. (Hasan, 2016) Meanwhile, to create a good labor-management relationship, collective bargaining is considered one of the ways. This book chapter will discuss labor-management relations in the general context as well as in education specifically. As a part of labor-management relations, this chapter will also discuss this issue and how it occurs around the world.

B. CONTENT LABOR MANAGEMENT RELATION

Description of Labor-Management and Relations Generally, labor-management relations are the interacting relations between labor and management. (Ramzan, et al, 2012) It can also consider a relationship between employers and employees. It is not only about relationships, (Amstrong, 2011) argues that labor-management relation is also about developing psychological contract. It means that the aspect concerned either physical aspects such as health, prosperity and safety and psychological aspects such as mental health, work

convenience, and tolerance.

It is also called a dynamic socio-economic process that makes a social dialogue among employees, employers, and the organizational social environment. (Ify, 2021) Dynamic means that all the process is done by negotiation to make both employees and employers comfortable. In addition, labor-management relations should be based on mutual benefits and perception. (Chowdhury, 2019) Both parties should be in the same view to reach the goal of the organization. If one party has a different one, there might be no good labor-management relations. Therefore, it is considered important as a pillar of a healthy and strong organization.

In addition, according to Ify (2021) there are three kinds of labor-management relations;

a. Guest Model of Labor: management

The model of this LMR is based on the goals of strong commitment, and high quality in products, personnel, and services. However, this model also agrees on flexible staff, meaning that their relations are not in an uptight environment.

b. Fombrum, Tichy and Devanna model of Labour Management

This model emphasizes the importance of coherent and interconnected operations of labor management. There are four basic rules on this model, they are: employee selection, performance assessment, professional development, and rewards for appreciation.

c. Beer, Spector and Lawrence Labour Management Model

It also refers to the “Harvard Model” of labor management model. These are the basic components of this model, among others; (1) situational factors that focus on the situation that is profitable for both employers and employees, and all the decisions are based on situational strengths and weaknesses. (2) Stakeholders' interest emphasizes the mutual interest between employers and employees. (3) Labor management policy choices emphasize that the decision is based on effective communication

between two parties. (4) Labor outcomes refer to employees' commitment to achieving the goals of the organization. (5) and long-term consequences individually, organizationally, and societal level. (6) The feedback loop which emphasizes the importance of evaluation.

In addition, here are the benefits of labor-management relations. Firstly, it will create a harmonious relationship as well as effective communication among every aspect of the parties. Secondly, there will be peace in the industry/company since all aspects have a good relationship. In addition, it also will reduce industrial action such as having an urgent unnecessary meeting. Thirdly, it also creates organizational stability as well as a managerial system.

In the school context, labor-management relations are important since it is a knowledge of the dimensions of a contract, how to bargain it, and how to manage it to enable educational leaders to lead and improve their organizations, schools, and unions. By having this knowledge every part of the organization/company/institution will know their role, rights, and responsibility. Therefore, there will be no overlapping tasks, right violations, etc.

COLLECTIVE BARGAINING

1. Description of Collective Bargaining

Collective bargaining refers to a process that mandates the engagement of organizational management and unions in exchanges and brokering related to the terms and conditions of employment (Boniface & Rashmi, 2013). It refers to a process of bargaining about terms and conditions of employment between the union and the employers. Different from individual bargaining, collective bargaining is usually under a particular union. This union is an organization that manages employees' voices, rights, and aspirations. In addition, Ify (2021) argues that collective bargaining takes place between an employer and one or more workers of an organization. It is a method to determine the

working conditions and terms of employment through negotiations. Therefore, basically, collective bargaining is the process of negotiation related to the term of employment between the union and the employers.

In an educational context, collective bargaining gives educators a voice, such as in economic security. According to Youngs (2015), collective bargaining can potentially influence teachers' assignments in a productive way for the flexibility of the negotiation. In this context, the impact will be also felt by the students since it supports teachers' wealth, in turn, it will have a good impact on students because of the good quality of the teachers. In addition, the collective bargaining process enables educators to work together so that everyone is connected. (National Education Association, 2014). Every teacher will be connected to one another since they are placed in the same union. Therefore, they will have the same facility and treatment as the other teachers.

The importance of collaborative bargaining puts everyone in the same position. This makes one take a higher position than the others. The basic rule of collective bargaining is flexible agreement and negotiation that puts everyone in a comfortable place of work. Poole (2000) adds more specific benefits related to professional development and social justice such as anti-racism and anti-sexism. Since it is done collectively, everyone's rights and justice are protected, such as the issue of race, religion, or sexual preferences.

There are three benefits of collective bargaining in education, such as improving teaching and learning. Educators are negotiating on a variety of concerns in addition to wages, benefits, and working conditions. Class size limitations, more time for teachers to exchange good classroom techniques, guaranteed recess hours, induction and mentoring, professional development, restorative practices, and school-related health and

safety issues are among the issues they are negotiating. In addition, Doellgast and Benassi (2020) argue that collective bargaining can involve partnership and can be complementary to direct forms of voice, such as individual or team-based worker involvement. Moreover, a collectively bargained contract ensures that all employees are treated fairly because both parties have discussed and agreed upon rules and procedures for the workplace.

According to the National Education Association, (2014) there are three steps of collective bargaining occurring in public education. They are;

- a. Preparation. This phase is used for both parties to collect the data. The team of the union is usually chosen by the particular regulation owned by the union. Meanwhile, the management team is chosen by the employers. This phase aims at identifying and evaluating the present collective bargaining that will be discussed later. Both parties also identify their partnership.
- b. Conducting Negotiation: in this step, both parties form a negotiation. This is the time when the union does a survey, assessments on the previous agreement, or the potential changes that can be made before the negotiation. This phase also can potentially improve some aspects such as well-being issues, wages, workplace safety, etc.
- c. Ratifying the contract: This is the phase where both the parties (the union and the employers) have reached the agreement tentatively written in the contract. This phase also gives them the opportunity to discuss and negotiate about all terms related to employment.
- d. Resolving a contract dispute. This phase might happen when one of the parties does not meet an agreement. Generally, when it happens, they do mediation, or arbitration to meet the agreement.

- e. Changing or clarifying the contract: when they already meet an agreement, both parties can either revise or clarify the contract made. They also can create an MOU (Memorandum of Understanding) as a sign of their agreement.
2. Collective Bargaining on Primary and Secondary Education

Collective bargaining of the education system in every country can be different. In the American context, in the sector of private school most of the teachers have done individual bargaining. On the contrary, collective bargaining occurs in public schools between unions and the schools. According to Koski (2012) The scope of the collective bargaining among others;

- a. Compensation: The Step-and-Column Salary Schedule

Different from blue-collar workers, teachers are not merely paid based on their level of difficulty or level of performance. Their salary is particularly based on the regulation of the government. However, their salary is usually based on the length of their work, position, or level of education. It all represents their level of professionalism.

- b. Teacher Evaluation, Discipline, and Contract Renewal

Collective bargaining also manages the rules of how the government evaluates teachers' performance, discipline them when they violate the rule, and ultimately fires teachers guided by the government. However, some collective bargaining also adopted the rules that have been made by the government, especially for the private schools or other private institutions.

- c. Teacher Assignment, Transfer, Leave, and Layoff

Bargaining between the union and the school collectively also represents teachers' responsibility in the school such as working hours as well as transfer and leave when teachers need to rest or work free for other urgent matters. It also includes layoff, even though it happened in primary and secondary school.

Even though those scopes are usually discussed in collective bargaining, these issues are also as important to be discussed. Presumably, these will become the issue involved in collective bargaining. The first issue is related to the family-centered issue, such as balancing time between work hours and family. The second issue is the right to criticize the administrators as Academic freedom has always been a major subject of bargaining, as well as a major historical issue concerning academic professionalization and autonomy. The last one relates to merit pay and compensation issues. On the administration side, there will be a growing demand to pay faculty based on performance, as well as student and institutional outcomes measures.

3. Collective Bargaining in Higher Education

The primary and secondary education bargaining system in higher education aims at creating freedom of expression. Mostly there are four kinds of bargaining systems that occur in all higher education. Those are;

- a. By direct state regulation. This kind of bargaining might put the government as the employer. The government has an absolute right to manage everything related to employment. Therefore, there is no bargaining system in this kind of institution. For example, public universities in Indonesia are carried by state regulations where all the employees cannot implement the bargaining. They are managed by the rules of the government as the employer.
- b. By individual contract between each employer and employee. The bargain can be done between individuals/ employees and the employers. In the Indonesian context, it can occur in particular prestigious private universities. Usually, the bargaining will be done in the pre-requirement of the employee. This is a sign of a quality assurance provided by the institution.

- c. By a system of binding arbitration by state agencies. These can range from a genuinely independent quasi-judicial tribunal to de facto political determination.
- d. By collective bargaining. This kind of bargaining is usually monitored under a particular union. Higher education in most countries does not hold a collective bargaining system. The reason is that most universities, colleges, or other higher education institutions are public facilities owned by the government. However, to protect the rights of the employers of private universities, collective bargaining can be done through the union.

Most universities and colleges depend on their bargaining system based on two standards. The first standard comes from UNESCO recommendation on the status of Higher Education Teaching Personnel. It passed by its general conference in 1997. These standards specifically highlight the importance of academic freedom and institutional autonomy as core standards that are expected of all higher education institutions. The second regulation is based on International Labour Organization (ILO) conventions which, while not specific to higher education, also support the rights of higher education staff to collective bargaining. Therefore, those two institutions are the basic rule of the individual or collective bargaining system in higher education.

In general, these standards have been seen to be necessary in order to ensure that all higher education institutions are able to assure freedom of expression and maintain an independent voice without government suppression. In some countries, these freedoms are defined in national or regional legislation, but for others, it is the right to collectively bargain that provides a solid foundation for the roles and rights held by higher education teaching and research personnel. In addition, Youngs, et al (2015) emphasize that the essence of collaborative bargaining is rooted

in a joint emphasis on communicating interests and avoiding taking positions. Both parties should view the final negotiated agreement as a flexible, living document, subject to change as needed. This approach allows districts and unions the opportunity to address problems as they arise rather than waiting for formal negotiations to resume.

4. Collective Bargaining in Higher Education around the World

This section will discuss the bargaining system of their higher education in some countries around the world briefly.

a. United States of America

The collective bargaining system in America is under the regulation of the National Labor Relations Act (NLRA). The institution that manages the collective bargaining in higher education. Although fragmented to the level of each institution, and often broken into different bargaining units representing academic staff, part-time academic staff, and non-academic staff, academic bargaining is coordinated to a limited extent by the three national organizations representing academic staff.

b. United Kingdom

In the United Kingdom, the public sector dominates higher education, but universities remain separate autonomous employers. Nevertheless, collective bargaining on pay and related matters occurs at a national level between unions and employers for all academic and non-academic staff, through the Joint Negotiating Committee for Higher Education Staff (JINCHES). However, in 2006-2007, the University and College Union was the new institution to make some changes to the regulation of the bargaining system.

c. Russia

A new labor code (NLC) for Russia was ratified in 2003 amid mass protests, weakening some union rights and making union organizations more difficult for smaller unions.

Collective bargaining is permitted through the NLC, and employees can walk off the job if their pay is more than 15 days overdue. An employee cannot be terminated for taking subsequent strike action.

d. India

Collective bargaining around pay and pensions does not occur directly between the universities and the unions representing university staff. Pay for university staff and other public employees is set by the central (union) government on the recommendation of national pay commissions, which are established from time to time.

e. South Korea

Korea's universities have faculty-based unions, although there has been a move toward national unionization. The Korean Federation of Teachers Associations covers all education workers, including university staff, and a new professors' union was established in Korea in 2001

f. Indonesia

Indonesia began with the association called *Sentral Organisasi Buruh Seluruh Indonesia* (SOBI) that was founded in the 1960s. The fall of Soekarno brings great power to the military in some aspects, including the labor-management system. The 2003 labor legislation, while entrenching freedom of association, failed to guarantee a right to strike (particularly for public servants, including in higher education) and does not protect collective bargaining. In practice, collective bargaining agreements rarely exceed statutorily.

C. CONCLUSION

Labor-management relations are considered important in a company, organization, and institution, including education institutions. The quality of an institution is assured by the quality of its employees. (In this case teachers and staff). There is a need to create a

harmonious relationship between employees and employers. Labor-management relations must have mutual goals for both parties so that they can bring the organization/institution into a good place. In addition, collective bargaining refers to the process of negotiation under the union that accommodates the employees' rights, voices, and aspirations. It is collectively done to represent the union's members' voices. Collective bargaining involves wages, lay-off, discipline, and so on. In addition, it should facilitate both parties to create an agreement that cannot be violated.

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SCHOOL AS ORGANIZATION



Hendra Putra

A. INTRODUCTION

Education is a vital component of one's life. Education is what transforms a country into a developed country. Education teaches us how to live in a developed and educated society. Education is an academic process aimed at improving social value, culture, morality, and religion, as well as preparing students to face obstacles and experiences in real life (Munir, 2009). It means that education is one of the processes that enables people to get value in all aspects of their lives.

In general, the goal of education in Indonesia is to make people more intelligent in all aspects of their lives. The five basic principles of the Republic of Indonesia are: belief in one God; just and civilized humanity, including tolerance to all people; the unity of Indonesia; democracy led by wisdom of deliberation among representatives of the people; and social justice for all. According to Law No. 2/1989, the national education system's objectives are: • to develop citizens whose values are based on Pancasila (i.e. state ideology, spelled out in the five basic principles of the Republic of Indonesia: belief in one God The goal of education in the broad context of society and national development is, on the one hand, to preserve Indonesia's cultural heritage and, on the other hand, to promote national development. , on the other hand, to create the knowledge, skills, and scientific breakthroughs that will keep the country ahead of the curve in the twenty-first century. National education should increase the nation's quality of life and completely develop the Indonesian people (i.e.

intellectually, morally, spiritually, physically and socially).

The other experts then share their thoughts on the purpose of education. As an education expert, John Dewey expresses the aim of education as a learning process. Education, he believes, is a process of gaining experience. For John Dewey, life is a process of growth, and the goal of this viewpoint is to see education as an effort to aid in the development of the human mind without regard to age. Growth is a process in and of itself. To gain abilities in human development to respond to each phase According to Ki Hajar Dewantara of Indonesia, the objective of education is to educate children so that they might live a flawless life. A perfect life entails having a life and balancing one's existence with the passing of time and society. It is also important to understand the function of education in addition to the purpose of education. The functions of education that you should be aware of are as follows: 1. To prepare all people to be self-sufficient in earning a living. 2. Build and develop each person's interests and talents for personal fulfillment and the common good. 3. Assisting in the preservation of local culture 4. Develop the abilities required for personal gratification and the common good 3. Assisting in the preservation of local culture 4. Provide training in the skills required to participate in democratic processes. 5. Make society's sources of social innovation available.

In Indonesia, there are four stages of education: elementary (grades 1–6), junior secondary (grades 7–9), senior secondary (grades 10–12), and higher education (grades 13–18). The first two levels are referred to as 'basic education' in the Indonesian setting. Characteristics of education (formal, in both formal and non-formal education). There are three types of education in our country: official, informal, and non-formal education. Elementary school, junior high school, senior high school, and higher education are examples of formal education. For example, English courses, training, and service institutions can be perceived in both formal and informal settings.

B. THE NATURE OF THE SCHOOL

This topic has been researched by a number of writers and researchers. Before telling about it, various terminologies are defined so that the reader understands the subject. Now, because school is one of the sorts of education in Indonesia, it is discussed first. Formal education in Indonesia can begin in elementary school and continue until high school. Many specialists have expressed their views about the school. The following are some examples of school definitions. An educational institution's teachers and students, the process of being formally educated at a school, the period of instruction in a school; the time period while school is in session, educate in or as if in a school, teach or refine a group of creative artists, authors, or thinkers linked by a similar style or by comparable teachers, to be discriminative in taste or judgment According to these definitions, a school is a location where people are educated in order to live in society.

C. THE SCHOOL'S PURPOSE

In general, schools serve a purpose. They provide general knowledge, basic skills, social personality development, human resource development, and culture transfer tools. The job of a school for students is to serve as an institution that helps students develop their basic potential. The purpose of school is to foster intellectual, emotional, and behavioral development. The school also provides assistance and advice for all cognitive, emotional, and psychomotor subjects. In order for kids to not be able to concentrate In order for students to not be solely concerned with their grade. Aside from that, school serves as a socialization and transmission norm as well as a cultural value.

D. THE VARIOUS TYPES OF SCHOOLS

Following the role of the school, the sorts of schools are discussed. There are seven sorts of schools. They range from public schools, such as magnet schools, charter schools, urban schools, rural

schools, and high-needs schools, to private schools, such as military schools and boarding schools. Schools are divided into two categories: public and private. Magnet schools, charter schools, urban schools, rural schools, and high-need schools are all examples of public schools. Then there's private school, such as a military or boarding school. Public schools are available to everyone. Three tiers of government fund and control public elementary schools, middle schools, and high schools. Charter schools are usually formed by parents, educators, entrepreneurs, or existing schools, and the primary difference between them and other public schools is the founders' stated aim. Magnet schools get extra funds to keep their specialized programs going. The additional funds enable them to spend more on supplies, books, and resources, allowing them to retain their high standards and reputations. Their funding comes from grants and donations from local, state, and federal sources. Many religious institutions built private elementary and secondary schools in the United States in order to include religious ideas and teachings into their students' education. incorporating it within a standard academic program "Within the top quartile of elementary and secondary schools statewide, as ranked by the number of unfilled, available teacher positions; or is located in an area where at least 30% of students come from families with incomes below the poverty line; or is located in an area with a high percentage of out-of-field teachers, high teacher turnover rate, or a high percentage of teachers who are not certified or licensed," according to the definition. urbanicity or urban school definitions Large: (Within an urbanized area and a major metropolis with a population of at least 250,000 people), Midsize (Inside an urbanized area and principal city with a population of 250,000 or less) (Within an urbanized area and) Military school, of course, trains and prepares students to work in the military in a major city with a population of less than 100,000.

E. STRUCTURE OF THE SCHOOL

When it comes to Indonesia, there are numerous structures to consider. The school began with elementary school, followed by junior high school, and finally senior high school. Primary school is included in the elementary and kindergarten gardens. Secondary school is included in junior high school and senior high school. It focuses on Indonesian senior high schools. Higher education is the last structure. In general, there are three types of school systems in Indonesia, including elementary school, secondary school, and higher education. There are certain parallels and differences in every school structure and level. There are teachers, students, and facilities, to name a few parallels. These three elements are inextricably linked, and education would be impossible to achieve without the two words that come to mind. The age of the kids in that school is one of the differences among them. Primary pupils, secondary students, and students in higher education are all of different ages.

F. THE NATURE OF ORGANIZATION

The school is well-organized. Let's take a look at the arrangement at the Indonesian school. The school organization is an association under school management that attempts to help create an effective situation for school activities. The seamless operation of the school as a whole is the responsibility of school administration. It means that a school organization is concerned with the management of resources, events, and students. It is possible to interpret this as a place where professors, staff, and students may enhance their abilities. Furthermore, school organizations are the organization of a school in a group of people who work together to achieve group goals. The shape of the firm or institution, as well as the arrangement, is referred to as the organization. of the enterprise's human and material resources working together to achieve the enterprise's goal It portrays two or more people, each specialized in a different role, working together to achieve a common objective that is guided by explicit norms of

behavior. School organization can be summarized as teamwork to attain group goals.

G. DEFINITION OF ORGANIZATION SCHOOL

Schools are social organizations founded by the community, both legal and non-legal bodies, that serve as a means of community engagement in the nation's and state's development. Humans build social structures to achieve certain goals that they cannot achieve alone as beings that always dwell together. Individuals who require each other establish social institutions, which are then governed by laws known as social norms. Social institutions are frequently referred to as such.

The school, according to Philip Robinson (1981), is an organization, i.e., a social unit that is purposefully constructed for a specific purpose. Schools were designed with a specific goal in mind: to make the teaching of a variety of subjects easier. As an organization, schools have groups, such as factory organizations or football teams, for example. In general, the purpose to be reached is what distinguishes all organizations from one another. A shoe factory, for example, wants to generate finished items in the form of shoes, but a school aims to develop educated people. It might be said that the organization of a school differs in various ways. For example, consider the goal of the organization, the role of the organization, management, and other factors.

H. ELEMENTS OF SCHOOL ORGANIZATION

It can be extended beyond the concept above to include features of school organization. The division of labor is an important aspect of school organization. In order to attain common goals, students are assigned various duties and responsibilities. They are also given authority to carry out their duties. Coordination among various workers also guarantees that school activities are appropriately and correctly organized. We can deduce from the foregoing that the school

is organized as follows: An organization that brings together many forms of school activities. Associations made up of resources from schools A group of school staff have formed an association. A set of ideas and beliefs that include things like fostering relationships and creating a positive school climate. It refers to the individuals who are involved in a school, starting from the top and ending with the school's employees.

A school organization concept should also include ideal traits such as simplicity. This suggests that each member of a school's organization should have distinct roles, responsibilities, and authorities. Its goal is to avoid confusion and turmoil, resulting in better results for school organization activities. School activities should be organized. Dynamism/flexibility. Any type of change can occur in an ideal school structure without interfering with other operations. To fulfill the demands of the school, rules and regulations must be adaptable. Stability. A school organization must be dynamic, but it does not imply that it must operate outside of established norms and procedures. The objective is to achieve a balance of stiffness and flexibility. Powers and responsibilities are defined clearly. Each member working together in a school organization must have a clear grasp of their powers and responsibilities. This is crucial to avoid misunderstandings about each member's obligations. Furthermore, there must be a fair division of powers and responsibilities of every member. or each individual. In an ideal school structure, there must be coordination between different activities as well as coordination between physical and human resources. To fulfill their objectives, schools must be able to bring all of the pieces together. Human capital. Human resources are required in an ideal school organization. Everyone in the school should be able to voice their views, opinions, and constructive suggestions in order to bring about positive improvements. Control is the part that pauses action and then assesses the outcome. This is important in order to prevent power misuse in schools.

I. ORGANIZATIONAL SCOPE OF THE SCHOOL

To avoid overlap and misinterpretation in performing school duties, the scope of the organization school must be limited. The following is an explanation of the scope of school organization: Academic work organization and school administration This encompasses essential aspects including teaching and learning planning, libraries, e-content, and curricular activity structure. The organization of administrative work is concerned with the organization of all old and current school records, registers of all types, and other papers. They must be well-organized and kept in good working order. Physical resource management at the school, Its goal is to aid in the management of all of the school's physical resources to ensure that they are used to their full potential. This has to do with the division of labor. the delegation of tasks and responsibilities to each member of the school staff, the delegation of decision-making authority, and the direction and coordination of school personnel Furthermore, school organization encompasses a variety of activities that promote professional and personal development, as well as motivation, harmony, and the development of interpersonal relationships among employees. a democratic structure Its goal is to get students to work in a democratic manner while adhering to management norms. It is critical to create a work environment that encourages school workers to work efficiently and with dedication. A suitable climate is aided by adequate working hours, freedom to develop, opportunities for professional progress, acceptance of human relations, and a variety of other variables. A strong school organization should always try to foster a climate that inspires and preserves school personnel's enthusiasm for learning. A successful school organization should always seek to create a climate that inspires and retains school personnel's commitment to the school's growth and development.

J. ADVANTAGES OF SCHOOL ORGANIZATION'S

The benefits of school organization are numerous. The benefits are as follows: Assist in the smooth operation of the school. Avoid wasting school resources by ensuring that they are used efficiently and effectively. To aid in the development of school personnel's abilities in accordance with their areas of knowledge and experience. Can help you save time and increase the clarity and efficiency of your job. This is due to the clarity of the roles and responsibilities that school workers must fulfill. To assist in the smooth completion of school goals and objectives. To provide the school a professional image. Building relationships amongst school staff in order to establish mutual trust and interdependence, which is required for school personnel to develop team spirit. A student will gain more opportunities by joining a school organization. ability to find a solution to a problem Students who are used to following organizations are less likely to be surprised when they encounter a problem. He is able to deal with situations more calmly. A pupil is taught in an organization how to sort out difficulties, which ones should be prioritized, and which ones can be postponed. Students' ability to make the best decisions will be strengthened in this way. It can assist students in making new friends and buddies through arranging. An organization is the source of many connections and deep friendships. Because of the volume of conversation, sharing, and communication, this is the case. This is what will lead to friendship connections, emotional bonds, and friendship later on. Getting involved in school activities might be a great way to meet new people. We know that the rewards of deliberation are critical for schoolchildren's future success means for students to learn to express their opinions, ideas, and ideas through deliberation Students can learn how to manage, procedures, and the framework of administrative science by following the school organization. Meeting, speaking with one another, and discussing, as is customary in an organization, is an opportunity to learn more about the personalities of fellow members

from other circles. The group serves as a venue for students to improve their leadership skills and grow as individuals. Because someone can become a leader in their own right, it does not mean they can lead other individuals or organizations. By becoming a member of a school organization, students can learn how to manage, procedures, and the structure of administrative science. By joining a school organization, a student will certainly be better known by others, this will certainly affect his popularity in the public eye. By joining a school organization, a student is able to learn about self-taught diplomacy, negotiation, and lobbying and influencing others. This of course will have an impact on his future after graduating from school.

K. EXAMPLE OF ORGANIZATION AT SCHOOL

The last part that is explained in this section is example organization at school, whether it is for the headmaster, teachers and even for the students. For headmaster there is *musyawarah kerja kepala sekolah* (MKKS). The Principal Work Consultation, abbreviated as MKKS, is a forum for the association of school principals in one regional or sub-district cluster. Its members consist of principals of public and private schools in the same sub-district. In one sub-district there is one MKKS. MKKS is not structurally bound to other educational institutions, but its supervision is carried out in stages through school supervisors in one particular sub-district. MKKS is a non-profit organization that usually gets funding from the agreed-upon contributions. Usually the amount is a number of rupiah times the number of students in the school. The greater the number of students in a school and the greater contribution is given to MKKS activities. The technique of collecting funds is not the same from one MKKS to another MKKS. These funds are used to finance activities to improve the quality of school principals which can take the form of workshops, seminars, technical guidance and training. The choice of duration and theme of training at MKKS adjusts to the need for an increase in the number of credits required for each civil servant for

rank purposes. In a broader scope, MKKS cooperates with the local education office to organize activities related to the field of education for teachers, laboratory technicians, librarians and other education personnel. Funds in MKKS also come from government assistance which is usually used for the smooth running of USBN (National Standard School Examination) activities and PPK (Strengthening Character Education) activities. Planning and utilization of funds in MKKS activities are regulated in a household budget. As an association of school principals, MKKS is sometimes used as a venue to highlight the image and educational achievements of the sub-district. So, the position of this organization is taken into account in decision making at the sub-district level.

For teachers, one of familiar organization for the teacher is Persatuan Guru Republik Indonesia (PGRI). The Indonesian Teachers Association (abbreviated as PGRI) is an organization in Indonesia whose members work as teachers. This organization was founded in the spirit of the struggle of indigenous teachers during the Dutch era, in 1912 under the name of the Dutch East Indies Teachers Association (PGHB). PGRI has affiliation with the ASEAN Council of Teachers. PGRI is also a member of Education International, a world teacher organization consisting of 172 countries.

For students at high education level it has students executive organization. The student executive organization is an intra-campus student organization which is an executive agency at the university and institute level. There are some functions of the student executive organization. As a student institution that will accommodate all student interests on campus. It is as an agent of change in the life of the nation and state. It is as social control in viewing every policy both in campus institutions and in the government of the Republic of Indonesia (regional and national). To build synergy with all students organization on campus. It is as a facilitator in capturing student aspirations.

After explaining about the functions, it is written about the benefits of student executive organization. The beneficiaries are: it can create a conducive situation on campus, can realize the welfare of students in universities, can uphold national values and it can be a means of student learning. It can be said that student executive organization is one of place to train and develop and even to improve students ability whether it is emotionally moreover mentally.

L. REVIEW OF SCHOOL AS AN ORGANIZATION

Now, the writer would like to review some theories related to the topic of school as an organization. Let's take a look at the article entitled: *Communication And School Organization On Distance Learning* by Rosvina Sari S, Joharis Lubis, Nathanael Sitanggang. They are Master of Education Administration at Medan State University Postgraduate Lecturer at Medan State University. The abstract is this study aims to find out how the conditions of communication and school organization at the time of distance learning are carried out, in terms of the individual scope, relationships between social groups and organizational groups, as well as emerging policies. Distance learning, individual attitudes to school organizations, relationships between social groups, and policies. The results obtained in this study are that schools can continue to achieve educational goals with good quality with the integration between principals and teachers and all school resources, between organizations and policies must run according to the situation.

It is retold about the article review above. First, it is about introduction. In the introduction the researchers talk about three parts, namely the impact of pandemic moreover for the education side, problems faced by personal education and online learning. Now, it is discussed impact of pandemic. According to Aji (2020: 395–402), the policy of closing educational institutions is an effort to contain the spread of the COVID-19 pandemic. It means that all of school in the world moreover in Indonesia is closed. So the teaching and learning

must be replaced into online learning. Because of online learning is due to of course appear the problems.whether it is from the teacher moreover from students and parents. It is proposed by Problems that arise include lack of technological literacy, limited budget, lack of communication service providers, parents are not maximal in accompanying children, teachers' working hours are not limited to communicate and coordinate with parents, fellow teachers, and school leaders (Purwanto et al., 2020). Because many problems are faced, the researcher wants to know the condition of communication and school organization in the long pandemic era. Because the pandemic era happens, the teaching and learning process is just carried out by online learning. Gikas & Grant (in Firman & Rahman, 2020) stated "Online learning in its implementation requires the support of mobile devices such as smartphones, tablets and laptops that can be used to access information anywhere and anytime. Online learning can not be separated from distance learning that can be used on some platforms like WA, google zoom, google meeting and so forth. In this case the researchers want to conduct the research about communication and school organization

Second, it is about the method the researchers use. This study uses a qualitative approach with a literature review. The literature review was carried out by reviewing texts that discussed how distance learning was carried out to deal with pandemic conditions, schools were affected organizations. Therefore, schools must defend themselves by adjusting their strengths to the existing challenges. The study in this manuscript is in the form of a text that discusses schools in the framework. Third, it is regarding results and discussion, there are three results of research in this article. The first result is about Understanding Learning Effectiveness. According to Miarso (in Rohmawati, 2015:16) "learning effectiveness is one of the quality standards of education and is often measured by the achievement of goals, or can also be interpreted as accuracy in managing a situation, "doing the right things". While Sadiman said (in Al-Tabany, 2017:21)

"the effectiveness of learning is the results obtained after the implementation of the teaching and learning process." Hamalik (in Rohmawati,2015:16) states that "effective learning is learning that provides opportunities for self-study or doing the widest possible activities for students to learn." Based on the above understanding, it can be concluded that the effectiveness of learning is a standard of educational quality and is often measured by the achievement of objectives, which are obtained after the implementation of the teaching and learning process, which provides opportunities for self-study or carrying out the widest possible activities for students to learn.

The second result is about distance learning According to Dogmen (in Rahmawati, 2020:414) "distance learning is learning that emphasizes self study. Independent learning is systematically organized in presenting learning materials, providing guidance to students, and supervising students' learning success." According to Munir (2012:16) "distance learning is when the learning process does not occur in direct face-to-face contact between the teacher and the learner. Communication takes place in two directions which is bridged by media such as computers, television, radio, telephone, internet, video and so on. Kearsly and Moore (in Jerusalem, et al, 2020:483) stated: Distance learning is learning that is planned elsewhere or outside the place of teaching. Therefore, special techniques are needed in designing learning materials, special learning techniques, special methodologies of communication through various media, and special organizational and administrative arrangements as well. Based on the above understanding, it can be concluded that distance learning is learning that is carried out without direct face-to-face meetings between teachers and students.

Based on the result and finding it can be concluded that schools can continue to achieve educational goals with good quality with the integration between principals and teachers and all school resources, between organizations and policies must run according to the

situation. It can be said that teaching and learning activities can be done outside of the classroom. Teachers, staff and students can meet via some application or zoom meeting. The important thing is that the student can get knowledge from the teacher, then the teacher gets some experiences about teaching with distance learning.

From the explanation above it can be summarized that the impact of the current COVID-19 pandemic has made a significant contribution to the world of education, because with the Covid-19 outbreak, teaching and learning activities that are usually carried out face-to-face have been transformed into distance learning from home. In accordance with the circular (SE) issued by the Minister of Education and Culture of the Republic of Indonesia on March 24, 2020 regarding the implementation of educational policies in times of emergency of the spread of COVID, the circular explains that the learning process is carried out at home through online / distance learning to provide a meaningful learning experience for the students.

The organization as a complex system is expected to become an organization that can promote physically and mentally healthy living behaviors in the midst of a pandemic. School organizations are surrounded by individuals with their knowledge, attitudes, and behavior. School organizations are surrounded by individuals and their social groups. There are some experts who give opinions about school organization. School organization refers to the advocated policy (Nurochim and Siti N, 2020). Schools as organizations are social associations formed by the community, both legal entities and non legal entities, whose function is as a means of community participation in the development of the nation and state. As social beings who always live together, humans form social organizations to achieve goals that cannot be achieved alone (Abdullah Idi, 2011). It means that school organization involves policy then human beings can not live alone. To reach the goal human beings must live together.

M. CONCLUSION

Based on the explanation above, it can be concluded that education is one process that is not only to share knowledge and experiences but also one of effort to guide the person or student to have changed something cognitively, affectively and psychomotorically. It means that education has an important role to develop someones' life and future. It can be seen from real life someone' life become more welfare one of fac factors is because the education. It can be viewed also in the life, before going to school someone' or students' knowledge is still low, bad attitude and low motivation by schooling make them into better for their life. Wherever students go to school, whether it is in government or private, between students or personnels at the school, they need each other. In the school has some level the class started from primary until high education. Beside that, the school also has some structure that is led by the headmaster or headmistress. Not only structure in the school but also some organization available whether it is for students, headmaster and also for teachers. Whatever the organization, as long as the organization is legal the important thing is always to keep peace in this country. A school organization will succeed if all of personnels have the same mission and vision to achieve the goal of the organization.

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MANAGING SCHOOL COMMUNITY RELATIONSHIPS



Mustakim Sagita

A. INTRODUCTION

Building active community participation to support various activities in schools is a very important part of the overall school quality improvement program. Schools do not only need support from parents but also require the support of all parties, namely the community, stakeholders/ community leaders, educational institutions, the business world, as well as professional organizations, and other organizations. This is necessary to realize graduates who have good scientific quality supported by character and other skill competencies. Moreover, if we relate it to the 2013 Curriculum, then competency 1 (K1) is a religious attitude, competency 2 (K2) is attitude competency, competency 3 (K3) is knowledge competency and competency 4 (K4) is skill competency. These four competencies will be difficult and even impossible to achieve if you only rely on the ability of the school without collaborating, partnering or collaborating with the community in general. In this regard, Epstein et al (2009), the school and the excellent school). These organizations and institutions are as follows:

1. Business and corporations (local and national firms, as well as franchisees).
2. Educational institutions (colleges and universities; community colleges; vocational, trade, and technical schools; high schools; and other educational institutions).

3. Health-care institutions (hospitals, health care centers, mental health facilities, health departments, health foundations and associations).
4. Government and military organizations (fire department, police department, chambers of commerce, city councils, and other local and state government agencies). National service and volunteer organizations (rotary club, lion club, and other organizations).
5. Religious groups (mosque, synagogues, and other organizations)
6. Organizations for Senior Citizens (nursing homes and senior volunteers and service organizations).
7. Cultural and recreational establishments (zoos, museums, libraries, and recreational centers).
8. Media companies (local newspapers, radio stations, cable networks including foreign language outlets and other media).
9. Sporting franchises and organizations (sports organizations, football and other organizations).
10. Other communal groups (foundations, neighborhood associations, alumni and local service organizations), Community volunteers (individuals from the community surrounding the school).

On the other hand, the world of education is experiencing developments and shifts in paradigms, including the school management paradigm. This paradigm change is known as the school-based management paradigm. The paradigm shift in the administration of education in the reform era, and in the era of autonomy in the administration of education to the district/city level and even autonomy at the school level, provide flexibility for every school to be creative and innovate in school administration. Thus, it is hoped that it will accelerate the acceleration of improving the quality of school administration, which in turn accelerates the improvement of the overall quality of learning outcomes. The consequence of the educational paradigm that provides autonomy to the school level requires schools to empower all the resources it has. One of the potential resources owned by schools in the community and parents of

students.

In the United States, the development of schools in rural or urban areas is in the hands of the school community council (SCC). This board consists of elements of education professionals and members of the community, in the context of staff development. The structural aspect of community involvement means that there is a similarity or balance between the structures involved in decision-making. The procedural aspect of community involvement means that there is common input from professional groups and community members in determining staff development activities to improve quality school management practices. Organizationally, the SCC board has the joint responsibility of the school to improve the quality of school services. On the other hand, the SCC also has the responsibility to analyze school needs and community needs through the survey it conducts. The results of the analysis carried out by the board were discussed with the school by involving experts such as consultants and so on to be translated into school policies and programs. This model of community involvement in education through SCC institutions like in America has actually been known and implemented for a long time by education and schools in Indonesia, starting from *POM*, *POMG*, to *BP3*. However, the results are not very visible because they are more involved in helping school finances. Recently, the Indonesian government, in this case, the Ministry of National Education, has made a new policy by changing the term *BP3* to the Education Council at the Regency/City level and the School Committee at the school level. The government (*Depdikbud*) currently provides opportunities for schools in community empowerment through an institution that is confirmed by a Government Regulation, namely the School Board or School Committee. What and how the institutions mentioned above and how they function in helping to improve educational services in schools will be described in the following section.

B. THEORITICAL REVIEW

1. Definition and Name

In the era of centralization, the role of the community in the field of education was more as a supporter of funds and materials to support the smooth implementation of education in schools. In the era of decentralization of education called school autonomy with the concept of school-based management (SBM), community participation becomes important to improve the quality of education. Conclusion from the World Bank Education in Indonesia report: From Crisis to Recovery (September 1998) regarding the condition of our primary and secondary education, among others: (1) in general, principals have very limited autonomy in managing school resources, (2) the principals themselves are not able to manage schools properly, (3) there is little community participation in managing education. One recommendation is the need to involve the community in making decisions to improve school quality.

The implementation of education requires support from the community which is the stakeholders education, considering that society is very complex and the number is unlimited so that schools have difficulty interacting. The concept of community needs to be simplified so that it is easier for schools to interact with the community, namely by implementing a representative system by forming a school committee organization/organization at the education unit level. Decree of the Minister of National Education Number 044/U/2002 concerning the Board of Education and School Committees dated April 2, 2002, it is necessary to establish a school committee in each education unit to bridge the interests of schools and the community as well as to accommodate and channel the aspirations and initiatives of the community to participate in improving the quality of education. The school committee is a non-profit and non-political body or institution that is formed based on democratic deliberation

bystakeholders at the level of the education unit, as a representative of various elements must truly represent the community from diversity and be responsible for improving the quality of educational processes and outcomes.

Therefore, the birth of the school committee or school board, is actually not too foreign or something completely new for schools. The only possibility that is new is the expansion of the role of the institution and the expansion of its members. School committees/boards seen from their understanding can be seen as regulated by Government Regulations as follows:

- a. The School Committee is an independent body that accommodates community participation in order to improve the quality, equity, and efficiency of education management in education units, both in school education and out-of-school education.
- b. The name of the agency is adjusted to the conditions and needs of each educational unit/school, such as the School Committee, Education Committee, Out-of-School Education Committee, School Council, School Assembly, Madrasah Council, Kindergarten Committee, or other agreed names. This agreement should be born from the results of member deliberation during the preparation of the articles of association and by-laws involving all members. The name agreement is very important because the name can bring a good or bad image to the school.
- c. BP3, existing school committees and/or school boards can expand their functions, roles, and membership in accordance with this reference. The expansion of functions and roles should be discussed so that the functions and roles of school committees do not overlap with the roles of schools or can confuse which functions and roles must be carried out by schools which are the functions and roles of committees.

The school committee is formed based on a mutual agreement that grows from cultural, socio-demographic roots and local community values, therefore the school committee is an autonomous and independent body that adheres to togetherness towards improving the quality of services and educational outcomes for students as regulated in Statutes and bylaws. (Fatah, 2003) The existence of this school committee is to accommodate community participation in efforts to improve quality, equity, efficiency and effectiveness of education management at the education unit level. From the definition and name of the agency as mentioned above, it appears that this agency is only an extension of the BP3 that has existed for a long time in each school. Because the forerunner already exists, it is not difficult for the principal to work with this committee.

2. Position and Characteristics

- a. The School Committee is domiciled in an education unit or school.
- b. The School Committee may consist of one educational unit, or several educational units within the same level, or several educational units at different levels but located in adjacent locations, or educational units, or due to other considerations.
- c. This agency is independent, does not have a hierarchical relationship with government institutions.

3. Purpose

The School Committee aims to:

- a. Accommodating and channeling community aspirations and initiatives in producing operational policies and educational programs in education units.
- b. Increase the responsibility and participation of the community in the implementation of education in the education unit.
- c. Creating a transparent, accountable, and democratic

atmosphere and conditions in the implementation and quality of education services in education units.

If the principal wants school programs to suit the needs of their customers, then this committee must really be used by the school as a partner in improving the quality of school administration, because from the members of this committee basically the aspirations that need to be accommodated and realized in school programs. Thus they will be willing to fully assist all school programs. The more committee members are invited to discuss various school problems and the preparation of school programs, the more they feel responsible for joint decisions made by the school. Therefore, schools must create a democratic and friendly atmosphere for all members of the school committee that is formed. Furthermore Fatah (2003) states that the purpose of forming a school committee is (1) to accommodate and increase community participation as a stakeholders education at the education unit level, to participate together in formulating, determining, implementing and monitoring towards the implementation of school policies and be responsible and focused on the quality of student services in a proportional and open manner, (2) accommodate community participation to participate in school management in accordance with their roles and functions, with regard to planning, implementation and evaluation of school programs proportionally, (3) accommodate community participation both individually, groups, education observers who care and are responsible for the quality of education, (4) bridge and participate in socializing school policies to related parties.

4. Roles and Functions

The School Committee as a forum that provides opportunities for the community to participate and take the initiative in assisting the implementation of the educational process towards a quality direction, acts as a:

- a. giver of consideration (advisory agency) in determining and implementing education policies in education units.
- b. b. Supporter (supporting agencies), both in the form of financial, thought and energy in the implementation of education in the education unit.
- c. c. controller (controlling agency), in the context of transparency and accountability in the implementation and output of education in education units.
- d. Mediator between the government (executive) in the education unit.

To apply the roles mentioned above in organizational activities, the School Committee functions as follows:

- a. Encouraging the growth of public attention and commitment to the implementation of quality education.
- b. Cooperating with the community (individuals/organizations/business/ industry) and the government, with regard to the implementation of quality education.
- c. Accommodate and analyze aspirations, ideas, demands, and various educational needs proposed by the community.
- d. Provide input, considerations, and recommendations to educational units regarding: 1) education policies and programs; 2) the planned Education and School Expenditure Budget (RAPBS); 3) educational unit performance criteria; 4) educational staff criteria; 5) criteria for educational facilities; 6) matters related to education; 7) encourage parents and the community to participate in education in order to support improving the quality and equity of education; 8) raise public funds in the context of financing the implementation of education in education units; 9) evaluate and supervise the policies, programs, implementation, and outputs of education in the education unit.

5. Authority and Duties of the School Committee

School committees on the concept of school-based management should be oriented towards community participation in order to improve the quality of both the process and school graduates. In order not to overlap the duties of the school committee management, it is necessary to grant authority and division of tasks. The rights and obligations as well as the duties of the management and members need to be clearly defined in the Bylaws on the basis of agreement, togetherness and kinship.

a. School Committee Authority

The existence of the school committee as a school partner according to Fatah (2003) has the following authorities.

- 1) Establish Articles of Association and Bylaws.
- 2) Together the school establishes a strategic plan for school development.
- 3) Together, schools set school service standards.
- 4) Together the school discusses the welfare of school personnel.
- 5) Together with the school set the RAPBS.
- 6) Reviewing the accountability of school programs
- 7) Review and assess school performance.
- 8) Recommend teachers and principals to be promoted.
- 9) Accepting promoted principals and teachers to work together.

b. School Committee Tasks

The school committee is an organization that accommodates and channels the aspirations of the people who care about education so that their duties can be directed and a clear division of tasks is needed among members and other administrators. In accordance with its authority, the duties of the school committee according to Fatah (2003) are as follows.

1. Organizing board meetings according to the established program.

2. Together the school formulates and sets the school's vision and mission.
3. Together with the school, the standard of learning services in schools is developed.
4. Together with the school, the school will develop a strategic plan for school development.
5. Together with the school, prepare and determine the school's annual program plan and RAPBS.
6. Discuss and participate in determining the provision of additional welfare for school personnel.
7. Together with schools to develop excellent programs, both academic and non-academic.
8. Collect and explore sources of funds from the community.
9. Manage community contributions in the form of money given to schools.
10. Evaluating school programs including monitoring the use of school facilities and infrastructure, and finances on a regular and continuous basis.
11. Identify various problems and solve them with the school.
12. Responding to the curriculum developed by national and local standards.
13. Provide motivation and appreciation to outstanding school personnel.
14. Provide professional autonomy to teachers in carrying out their educational tasks according to the rules and competencies of teachers.
15. Build a network of cooperation with parties outside the school.
16. Monitor the quality of service processes and educational outcomes.
17. Reviewing the accountability report for program implementation in consultation with the school principal.

18. Submit proposals or recommendations to local governments to improve the quality of education services in accordance with school needs.

6. Process and Procedure for Establishing a School Board/Committee Principle of Formation

The formation of the School Committee adheres to the following principles: Transparent, accountable and democratic; Is an education unit partner. Mechanism of the Preparatory Committee, the first step that must be done is the formation of the Preparatory Committee with the following activities:

- a. The community and/or the head of the education unit form a preparatory committee. The Preparatory Committee consists of 5 (five) people consisting of education practitioners (such as teachers, heads of educational education units, and education providers), education observers (NGOs concerned with education, community leaders, religious leaders, the business world, and industry), and parents of students.
- b. The preparatory committee is tasked with preparing the formation of the School Committee with the following steps:
 - a) Hold a socialization forum to the community (including the management/ members of BP3, the School Council, and the existing School Committee) regarding the School Committee according to this Decree;
 - b) Develop criteria and identify potential members of the community;
 - c) Selecting prospective members based on suggestions from the community;
 - d) Announce the names of prospective members to the public;
 - e) Arrange the selected names;
 - f) Facilitate the selection of school committee members and administrators;

- g) Submitting the names of the management and members of the School Committee to the head of the education unit;
- h) The Preparatory Committee is declared disbanded after the School Committee is formed;
- i) Determination of the formation of the School Committee.

C. COOPERATION WITH THE GOVERNMENT/COMMUNITY IN GENERAL

In the era of school autonomy, especially with the implementation of a community-based school management approach, schools do have greater flexibility and/or autonomy. Government autonomy based on district/city local governments places the development and implementation of education at the district and city levels, so it seems that the role of the provincial and central governments is not dominant. However, this does not mean that the center and provinces do not have responsibility for education. In the current autonomy paradigm, it is necessary to have the ability of schools (read principals) to build harmonious cooperation with various government institutions from the central level to the district/city/sub-district level and even the kelurahan.

In addition to government institutions, schools also need to build synergistic cooperation with community institutions such as youth organizations, scouting and various NGO institutions that are engaged in assisting and developing education. It is very important to note in collaboration with this institution is not to let schools dissolve and can be brought to other problems other than for educational purposes. Schools should not be carried away by practical political activities and the interests of certain groups.

Cooperation with the various institutions mentioned above is an absolute for schools in an effort to develop schools optimally because schools are social interaction institutions that cannot be separated from society as a whole, especially the surrounding community. There are many things that schools cannot do without the help of the

community, say the school is holding a school anniversary celebration, to maintain security, the school absolutely asks for help from the police or local environmental security officers. Various forms of cooperation that can be developed with these various institutions include:

- 1) Provision and or use of shared facilities. Various facilities that are not owned by schools may exist and are owned by certain institutions.
- 2) To support educational activities, schools can build cooperation with the owners of these facilities. For example, exhibition venues, sports halls and others.
- 3) Implementation of student capacity-building activities. For example, schools want to improve students' understanding and abilities about health, can cooperate with health centers in utilizing various facilities including human resources facilities, want to carry out school arts performances, and can work together with arts institutions in the community to take advantage of various art facilities (art tools, such as traditional arts).).
- 4) Effective use of human resource mutualism, schools can take advantage of human resources in the community, and vice versa the community can take advantage of the human resources of the school.

D. SCHOOL COOPERATION WITH PROFESSIONAL ORGANIZATIONS

At this time some very many people bind themselves in one organizational group, both social organizations, professional organizations, organizations for-community certain regional and profit-oriented organizations. Of the various organizations mentioned above, many are very concerned about education, but not a few organizations are also a stressor for the world of education. It is realized that the role of these organizations has a very large role in helping education if they are optimally empowered for pure education.

Some organizations that focus on education include:

- a) Indonesian Bachelor of Education Association (ISPI)
- b) Indonesian Bachelor of Education Management Association (ISMAPI)
- c) Indonesian Teachers Association (PGRI)
- d) Indonesian Education Care Society
- e) Indonesian Counseling Guidance Association (ABKINS)
- f) Foster Parents National Movement (GNOTA)
- g) Indonesian Psychological Society Association (HIMAPSI)
- h) Cultural Group, Dance and Music i. And others.

Of these several professional organizations, several professional organizations are very beneficial for schools if they can partner synergistically with these professional organizations. Several professional organizations which can practically contribute to quality improvement in schools such as the Indonesian Education Management Bachelor Association (API), the Indonesian Teachers Association (PGRI), the Indonesian Counseling Guidance Association (ABKINS), the National Movement for Foster Parents (GNOTA), the Indonesian Psychological Society Association (HIMAPSI).

1. Indonesian Education Management Bachelor Association (ISMAPI)

The ISMAPI organization is very beneficial if the school can make it a partner for the development and improvement of school quality. For example: if schools want to improve how to implement quality school-based management, the Indonesian Education Management Graduate Associations in each region can be used as partners, both in concept development, implementation of activities, and daily coaching. API as an educational management professional organization consists of school management experts who can serve as a consulting agency for schools in the implementation of various school activities and even help schools design various work programs as a form of school independence in school management.

2. Indonesian Association of Education Graduates

The Indonesian Bachelor of Education Association is professional and scientific in the field of education carrying out efforts, including: Organizing scientific and research meetings on science and art and technology; Holding mutually beneficial cooperation with government and private institutions as well as professional organizations both at home and abroad; Control the communication media of science, arts and educational technology; Protect the professional interests of members and develop the educational profession; Protecting the public interest from harmful professional educational practices. From these efforts, it is very clear the benefits that can be obtained by schools if schools are able to foster harmonious partnerships with these professional organizations.

3. Indonesian Counseling Guidance Association (ABKINS) and Indonesian Psychological Society Association (HIMAPSI)

At school, students are often faced with various problems related to students, such as students with problems, learning guidance, personality problems, adjustment problems, and so on. But it is very possible that schools lack the resources that have the ability to help students with problems because certain experts are needed. For this reason, it is very possible that a school today wants to increase the role of the teacher in addition to being a teacher as well as a mentor. To improve the ability of these teachers, schools can cooperate with guidance associations (ABKINS), or also with HIMAPSI (Indonesian Psychological Society Association).

In everyday reality, it is often the case that community organizations carry out their activities using schools as targets, such as their community service regarding drug counseling, this must be used by schools as opportunities in fostering students in their schools. Therefore, it is not wrong if schools always

program these various activities in an effort to improve quality in schools (understanding quality here is not just the value of the National Examination).

E. SCHOOL COOPERATION WITH OTHER INSTITUTIONS

1. Health Institutions

Health institutions in this case the Ministry of Health (central level), Health Offices (provincial and district/city levels), and community health centers in each sub-district are institutions that should also collaborate with schools. Or the school must cooperate with the institution for the benefit of the school. Many things can be done together with these institutions for school progress, such as assisting schools in fostering student organizations, especially coaching on school health efforts (UKS) that exist in each school. Even Puskesmas doctors can be asked for help to foster students in doing first aid in accidents (P3K) or minor doctors. In addition, periodical medical check-ups of students can also be carried out, including student dental health.

2. Sports and Arts Organizations

Many sports organizations are growing and developing both at the central and regional levels. Sports organizations such as (SSI, PBSI, PBVSI and other organizations), or arts organizations at the regional and central levels (such as art, dance, music and other groups) are very strategic to be invited to partner with schools. Through this partnership, schools will benefit from coaching students in the field of sports according to their interests and talents. In addition, sports and arts organizations will also have the opportunity to find special talents among students.

3. Religious Organizations

The 2013 curriculum emphasizes that the first student competence (K1) is religious competence. This competency can be developed optimally by the school if the school has sufficient human resources and facilities and infrastructure resources owned by the school. But it is realized that so far this has not been owned by schools, therefore, schools need to partner with organizations that are also engaged in religion.

There are so many religious organizations that grow and develop in a society whose aim is also to increase awareness and practice of religious values. One of them is the youth of the mosque, for example, this group is very intensive in carrying out various discussion activities and studies about Islam. If this group can be used to help schools, then the school will get great benefits and support in forming religious competence for its students. In addition, there are many other similar groups that can be invited to partner with schools, such as mosque organizations and other organizations. By partnering with them, schools also benefit from being able to use the various religious facilities they have for the learning process at school. The more religious groups that can be partnered with the better for the school, and the more the school benefits and parents of students and the community in particular the formation of religious competence. If these conditions can be developed, the school will be able to produce quality graduates with religious competence.

4. Scouting Organization

Scouting organizations have existed for a long time and have experience in scouting development in Indonesia. Nationally there are kwarnas organizations while in the regions there are awards. Meanwhile, scouting activities are now being re-developed and promoted at the school level. The school does have a number of teachers who may be able to foster students in

scouting activities, but they are aware that they have limited time because they are also busy with learning activities in class. For this reason, partnerships with scouting organizations will help schools in fostering scouting activities in schools to be more effective and efficient.

Many character values can be developed through scouting activities in schools such as leadership, independence, cooperation, mutual help, mutual respect, struggle, a sense of nationalism, and other very positive values for children as a provision for life as adults. With values like that, it seems very in line with the competencies mandated by the 2013 Curriculum, namely attitude competence (K2).

5. Museums and Other Historical Relics

There are many things that can be learned from the school if the school is able to work together with museums and various other historical heritage sites as a place for students to learn more about history and historical heritage. This is very necessary because it is almost certainly difficult for schools to fulfill the existence of museums and various historical relics as learning media in schools. With this harmonious partnership, schools will easily take advantage of the facilities owned by museums and historical relics for the benefit of the learning process and character building of students.

F. CONCLUSION

Program planning that is effective and efficient is the center of attention for all those who feel responsible for the success of the institution they lead or members of the organization who feel they own the organization. In order for program planning to produce results in accordance with what the organization's goals are, Ruslan (2002) states that program planning must be based on an analysis of the following:

- a) **A searching look backward**, namely tracing the past, the experience of the organization to find out the determining factors that play an important role in the success or failure of the program implementation.
- b) **A deep look inside**, namely an in-depth study of facts and opinions in the organization's internal environment. This means that planners must involve everyone in the organization's internal environment in the form of deliberation, in order to obtain complete and accurate information as a basis for preparing school programs, especially the school's relationship program with the community and parents of students.
- c) **A wide look around**, namely looking at the trends that are around us, as well as the current situation and conditions to design future plans. Accuracy in predicting environmental trends will give a high probability of successful program implementation. On the other hand, inaccurate predictions will allow the possibility of program implementation failure.
- d) **A long, long a head**, namely looking at what is the main mission and vision of the organization. In preparing the program plan, the main guide that must be seen is the school's vision and mission. The program is basically an effort to achieve the school's vision and mission. At this time, many program planning models have been developed.

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PROBLEM SOLVING BASED LEARNING: DEFINING THE CONCEPT



Alfu Nikmah

A. INTRODUCTION

Education has an important role for the progress of a nation. Education can instill the character, values, attitudes, and competencies needed by students. The progress of a nation can be seen from how advanced the education sector is. Therefore, the quality of education. It is very important to be improved and is the responsibility of all parties. To increase the quality of education requires a quality learning effort. Qualified Learning can be created with a learning process that pays attention to the objectives, materials, learning models, student characteristics, and learning media. These various things become the focus of attention for all subjects, including in learning mathematics, science, social and even language.

Problem solving skills are very important for students to master, but the problem solving of students in Indonesia is still low. This is evidenced by the results of the tests carried out by two international studies. Based on the results of the Program for International Student Assessment survey (PISA) in 2012 it was found that Indonesia was in the order of 64 out of 65 participating countries (OECD, 2014). Based on the results of TIMSS in 2011, Indonesia ranks 38th out of 42 participating countries with an average score of 386, while the international average is 500 (Ministry of Education and Culture of the Republic of Indonesia, 2011). Data from the Education Assessment Center (Puspendik, 2015) also shows that in the national exam for questions with indicators Problem solving has a lower absorption

capacity than non-problem questions. For the provincial level of Central Java, the percentage of absorption is less than 50% of them are in problem solving for the material of numbers and series (37.41%), functions (41.33%), one-variable linear equations/inequalities (43.40%), and two .linear system of equations variable (47.40%) (Puspendik, 2015). This is an indication that students experience difficulty in problem solving,(Kurniyawati et al., 2019, p. 2)

Problem solving, according to Ormond (2006) in Doghonadze and Gorgiladze (2008, p. 101), is using existing knowledge and skills to address an unanswered question or troubling situation, whereas problem based learning is an instructional approach in which students acquire new knowledge and skills while working on a complex problem similar to those encountered in the real world (Ormond, 2006:121). Problem resolution is an unavoidable part of human life and is necessary for survival (Md. Mehadi Rahman, 2019, 71). It is one of the most important 21st-century abilities. Students' most significant ability in recent years has been problem-solving. Students must learn to be creative and imaginative in order to tackle the problem on their own.

The most recent curriculum, the 2013 curriculum, encourages the use of a scientific approach in the teaching and learning process. It also recommends using teaching techniques such as project-based learning, problem-based learning, and discovery learning. These new procedures are vastly different from those previously employed. These strategies place a greater emphasis on the learning process rather than the end result. The students, not the teacher, are at the heart of teaching and learning (Khotimah, 2014, p. 51). Problem Based Learning is one of the approaches included in the 2013 curriculum. According to Yew (2009:11), Problem Based Learning is a learning approach that aims to create an environment where students learn in the context of meaningful problems while actively constructing mental models, constructing ideas with peers in a collaborative manner, and developing self-directed learning skills. As a result, PBL combines

four relatively novel perspectives on learning, specifically, that learning can be viewed as a constructive, self-directed, collaborative, and contextual activity.

According to Sanjaya (2010: 133), problem-based learning can help students improve critical thinking skills. This is a technique that requires students to solve problems on their own. The learning process in this method also places a strong emphasis on mental processes. It needs students to do more than just listen and take notes; it also requires them to engage in thinking activities in order to gain knowledge. It agrees with Djamarah (2006: 92), who claims that problem solving is not just a teaching approach, but also a thinking method because it can be coupled with other ways from data collection to conclusion drafting.

Problem solving based learning will familiarize students to think creatively. Students will try to solve problems both individually and in groups. By identifying the problem, students will try to solve the problem through observing the problem and then analyzing the problem to find the answer in solving the problem. This research was conducted to prove four hypotheses. Based on the previous study by Kurniyawati et al., (2019) have been obtained, namely: (1) PBL is effective in terms of problem solving skills; (2) PBL is effective in terms of independent learning; (3) there is a significant relationship between ability problem solving with students' mathematical learning independence; and (3) PBL is more effective compared to conventional learning in terms of problem solving skills and independent learning mathematics. Mathematical problem solving skills in this study is a student's skill to solve mathematical problems related to four aspects, namely understanding the problem, planning a solution, solving the problem according to the plan, and interpretation / meaning of the results. However it is required to the teachers develop problem based learning.

B. DISCUSSION

What is Problem?

The issue affects everyone. A problem arises when someone sets a goal but is unable to achieve it. They have no idea how to tackle the issue. Mayer (2003) defines an issue as a scenario in which a goal or objective state needs to be achieved yet there is no predictable or consistent technique of achieving it. It also occurs in the sphere of education, where students discover an issue while studying. The pupil, on the other hand, must figure out how to solve the problem. It will be successful if teachers use problem solving based learning in their teaching. Teacher has to lead the students to identify the problem and acquire students to find the solution. Brown (1994) in Sajidin, (2013, p. 76) defines teaching as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or to understand. Students will be familiarized to think and be creative to develop their knowledge.

C. THE CONCEPT OF PROBLEM SOLVING BASED LEARNING

The PBL curriculum was created to stimulate learners, assist them in seeing the relevance of learning to their future lives, sustain high levels of desire for learning, and demonstrate responsibility to learners. PBL is now being used in a variety of educational settings, including science, law, math, education, economics, business, social studies, engineering, and so on. PBL can be set for the entire subject.

"Real world issues and tasks as the initiative target in developing knowledge and increasing learning experience" is the goal of Problem Based Learning (Tai and Yuan: 2007:1). Students appear to be forced to locate the problem while employing problem-based learning, and they must then enhance their thinking in order to improve their learning experience. Learning experience will enrich students' knowledge. Moreover students will remember and acquire the things

in their mind longer.

Based on Rayne and Symons (2005: 6) there are some components in Problem Based Learning which will be explained as follows:

- a. Work in a group. Students collaborate in small groups to create a framework in which they can test and improve their grasp of the content.
- b. Problem Solving. The challenges presented in a PBL setting are frequently daily difficulties, meaning students encounter them on a regular basis and require investigation and critical analysis to solve.
- c. Discovering new knowledge. Students will need to learn new things in order to come up with a relevant solution.
- d. Based on the real world. The major goal is to encourage students to think like experts early in their careers, making it easier for them to handle problems in their everyday lives.

Based on the definition of problems based learning it can be inferred that problems based learning will be easily conducted by using discussion methods in teaching. Students will be grouped and they are required to discuss finding the problems by identifying furthermore students have to find the new insight to find the solution. Abdalla and Gaffar (2011, p. 15) state that there are three steps in implementing PBL in the teaching learning process.

- a) PBL's first session. The goal of this phase is to talk about the goals of Problem Based Learning, which include testing students' knowledge and experience in order to solve the problem they've been given. During this phase, the group must establish its roles and responsibilities in group discussion, including the group's leader, secretary, and members. This session should last between one and two hours. After the initial PBL session, students will have several days to study independently in order to complete the task assigned by the teacher. In this session students will find the solution according to their roles and duties. Students will be train

- to mind map the problem individually
- b) Second session of PBL. The goal of this session is for students to share what they've learnt on their own in order to address the challenge. This session should last between one and two hours. Meanwhile, the goals of this session are to teach students how to be active thinkers, collaborate with others, be accountable for the tasks they are assigned, learn how to inform others, and receive early feedback on the learning process. Students will find some opinion regarding the solution or answer. Therefore in this session they will be trained to formulate their knowledge with others to get the perfect answer and trained to find the agreement.
 - c) Third session of PBL. The final session should last about 1-2 hours. The goal is to provide a conversation platform where students can ask the expert questions about the problem that has been presented. They must present the results of their group discussion to other groups in order to receive feedback from their friends from other groups or teachers. This session takes into account the presentation time. In this session students will find some criticism from other groups. The criticism will develop the knowledge and enrich the solution.

Based on the step in implementing PBL, students are trained to think creatively beginning from individually to be a role. Students will do the task given by solving the problem based on the role given. For instance, in grouping it is decided the role or position, like being a captain, secretary and members. As a leader, students have to manage their members to give the task or job. Then in time they have to gather to formulate the solution together in a group. Each student must discuss and give their opinion based on their job or task. Then the last is a presentation. It is the time to find the feedback from the expert or other group to find the right solution.

D. CRITICAL THINKING AND PROBLEM SOLVING BASED LEARNING

Critical thinking is very essential in the case of problem-solving. Critical thinking and problem-solving skills are interrelated with each other. Sometimes these are used as synonym words.(Md. Mehadi Rahman, 2019, p. 75). In case, that problem solving obtains critical thinking. Solving problems needs creative thinking to develop the knowledge. Critical thinking will lead students to be creative, sensitive and get ready in facing the problem. Critical thinking and problem-solving skills comprise the skill of persons. In the term of learning, students tend to act. For instance, students familiar with

- a) giving reason efficiently,
- b) asking clear questions and crack problems,
- c) breaking down and assess alternative perspective, and
- d) reflecting critically on choices and procedures

Harlen (1987) in Rahman (Md. Mehadi Rahman, 2019, 75). Trilling and Fadel (2009) suggested that the capability to analyze, understand, evaluate, abridge, and generate new information are known as critical thinking. The capability must be acquired for the students in the learning process. Students must be able to identify the problem and try to find out the solution. Therefore students must be equipped with problem solving skills in determining the problem solving in earning.

E. THEORETICAL FRAMEWORK OF PROBLEM SOLVING SKILL

Indonesian Ministry of National Education (in Power, 2009) formulates life skills into following scope and categories:

- (1) Personal Skills, which include being devoted to the one and only God, having noble morals, understanding oneself, believing in oneself, self-study skills, rational thinking, valuing oneself, being a human who reflects God's morals, and reaching one's maximum potential;

- (2) Working in a group, demonstrating social responsibility, being responsible, managing emotions, interacting with the community, participating in local and global culture, developing physical potential, sportsmanship, discipline, cooperation, and living a healthy lifestyle are all examples of social skills.
- (3) Academic skills that cover having knowledge, using scientific skills, scientific attitude, scientific thinking, thinking strategically, life-long learning skills, communication skills, scientific and technological skills, critical, creative and independent thinking, decision making, problem solving, skills of research and exploration, and ability to use technology;
- (4) Vocational Skills that consist of skills connected to a profession which link with one specific area such as sewing, farming, raising animals, automotive, business skills, ICT skills, industry, and good attitude for the work environment.

In addition, the following life skills are frequently mentioned in some literatures, Hernández-March, del Peso and Leguey. 2009; and WHO, 1997): (1) communication skills, (2) Interpersonal skills, (3) Life- long learning, (4) Problem Solving, (5) Creative Thinking, (6) Leadership, and (7) Empathy.

Problem solving tends to be crucial to be fulfilled, in teaching and learning. Problem solving is creativity in developing, analyzing, and evaluating the problem. Problem solving which is in line with critical thinking should be inserted in the teaching and learning process. Students must be equipped with the critical thinking skill to solve the problem. There are six sub-skill of Critical Thinking skills proposed by Md. Mehadi Rahman, (2019)

1. Conceptualizing skill: When a person conceptualizes something, it indicates they have a thorough understanding of it. It means that students will be able to recognize the topic and the difficulty they will be studying. They will be able to comprehend the investigation problem in part or in full. Be a result, the ability to conceptualize is referred to as the first step in critical thinking.

2. **Logical Reasoning:** The science of reasoning might be defined as logic. Inferences are made or performed through reasoning, which is a type of mental activity. Logical reasoning is a process in which students gather relevant information, interpret it, and then develop arguments based on their understanding. An argument is a set of statements that can be used to justify and draw a conclusion.
3. **Application Skill:** Application skill is the ability to apply what you've learned in new or familiar settings to solve problems utilizing the facts, information, ideas, and strategies you've learned. Students will be able to select an acceptable strategy, carry out, or effectively employ a procedure for executing or implementing in the problem-solving process.
4. **Analytical Thinking:** Analytical thinking abilities assist students in gathering information, articulating it, visualizing it, and solving difficult problems in today's fast-paced, trend-driven world. Analytical thinking talents, according to Falcoine (1990), include analyzing an argument, claims, or facts, forming inductive or deductive interpretations, assessing or evaluating, and making decisions or solving issues. The ability to think logically, deconstructs activities or problems into their constituent elements, and perceives cause and consequence. Students will be able to create a list of tasks and resources required to solve the problem, compare and contrast elements based on features, classify data in order to discover patterns, and draw conclusions.
5. **Decision-Making Skill:** Making decisions entails making options, solving difficulties, and selecting the best option. By assessing the sources of evidence, a student can select an appropriate assumption and utilize judgment to pick an appropriate and timely plan of action. Students can assess the solution's effectiveness and provide reasoned arguments to explain the solution approach.

6. **Synthesizing Skill:** The ability to integrate pieces of a whole in new and varied ways is known as synthesis. It requires students to think critically, connect information from various sources, identify alternatives, generalize ideas based on facts learned, and come up with creative ways to complete a task. Synthesize allows you to think at a higher level of abstraction.

F. CONCLUSION

The focus of 21st-century skills is not only on mastery of core academic subjects, but also on skill-based learning outcomes. Problem-solving-based pay is one option for preparing the next generation to think critically. Students must be taught problem-solving skills in the case of problem-solving-based learning. It is the most important skill expected by modern society, and it is a critical component in improving students' comprehension of content and preparing them to face future problems. To help students reach their full potential, we must not only improve their problem-solving skills, but also integrate our teaching and learning in order to achieve the aim of 21st-century skills. To adequately prepare children for the fast-changing future, teachers must incorporate problem-solving abilities into the curriculum to prepare the students adequately for the fast-moving future. The government, education policymakers, and other interested parties must work together to transform the educational system so that individuals may become "problem solvers."

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