

Implementation of Management Functions in Improving the Quality of Elementary School Education

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Abstract: The implementation of management functions is very important to organize all activities, both formal and informal activities. An elementary school educational institution requires good management planning. The success or failure of an elementary school educational institution is determined by how the implementation of management functions in the educational institution. In reality, the problems faced by elementary school educational institutions are so diverse. Starting from problem management, leadership problems, human resources, finance, and institutional problems. Good management certainly refers to the management function itself, where the function in question is none other than POAC. Management must be applied in an effort to improve the quality of Educational Institutions because by implementing management aspects such as: planning, organizing, mobilizing, and controlling, the quality of educational institutions can be improved because the implementation of management functions is planned, systematic, sustainable and achieves the goals that have been made in this case educational institutions can achieve the quality standards of education that have been set. Improving the quality of educational institutions can be achieved through the collectivity of the education system involving various aspects such as curriculum, education policy, materials, strategies, approaches and learning methods, facilities, infrastructure, educators and education personnel, managerial processes carried out professionally, learning processes, application of information and communication technology especially in learning processes in the classroom, proper evaluation and control and control of the quality of education. Quality in educational institutions to ensure the quality of school input, process, output and results so as to improve the accountability of educational institutions.

Keywords: management function, quality of education.

INTRODUCTION

An elementary school requires sound management planning. The quality of an elementary school is determined by how well its management functions are implemented. The implementation of management functions in elementary schools will be realized if the educational management system is also professional. Professionalization can only be achieved if educational officials at various levels of management have the ability to understand their own problems and make decisions to take independent action to resolve them.(Lee & Chiu, 2017)In reality, the problems faced by elementary schools are diverse, ranging from management and leadership issues to human resources and finances and institutional issues. There is often a lack of harmony between educational institutions and the community, and vice versa.(Annisafitri & Toni, 2022)The relationship between community participation and educational institutions as a form of contribution to the advancement of educational institutions requires managerial attention. Even extracurricular levels require a sound management system. The problems that arise include incomplete administrative documentation for Scouts in Siaga and Pagalang in each Scout Group and the lack of written updates to the unit's work program and weekly training program, which serve as a reference for implementing extracurricular Scout activities.(Nurdiana & Prayoga, 2018).

Improving the quality of elementary school educational institutions needs to be continuously pursued by prioritizing the implementation of management functions. The quality aspect will benefit the world of education because improving quality is the responsibility of educational institutions to provide services to students and to ensure the quality of their graduates is acceptable in society and the world of work.(National, 2019). The issue of quality is always a concern for all parties, because an elementary school educational institution is known for its quality and forgotten and abandoned because of its quality. If the quality is good, the elementary school educational institution will be known and can have an impact on the number of students who enter the school. But if the quality of an educational institution is bad, it will also have an impact on the lack of interest in the elementary school educational institution.

The quality of an elementary school educational institution depends on the quality of learning, facilities and infrastructure, supporting facilities, teachers and students, and learning outcomes.(Yusutria, 2018). The higher the quality of learning, facilities and

infrastructure, supporting facilities, teachers and students, and learning outcomes, the higher the quality of graduates produced. Conversely, if low quality results in low graduate quality, it also impacts low interest and absorption into educational institutions. Improving the quality of education is not limited to one aspect, but encompasses all aspects related to the educational process, from input, process, and graduates. One benchmark for this improvement is the improvement in the implementation of good management functions. If the implementation of management functions is implemented well, elementary educational institutions will be able to produce quality graduates, performance, and work results.(Haryono et al., 2019).

Management in general is the process of determining the goals or targets to be achieved and determining the paths and resources used to achieve these goals as efficiently and effectively as possible.(Consistency, 2020). Similarly, when it comes to education. Responding to these expectations is certainly inseparable from the school's efforts to improve its performance, particularly in developing and implementing educational organizational management, which undoubtedly has a significant impact on educational success. Because the quality of educational development and implementation can lead every institution in general to success.(Hilman, 2017). To achieve quality education, good management is certainly needed. Good management refers to the management functions themselves. Management functions must be implemented in the implementation of teaching and learning activities because by implementing management aspects, teaching and learning activities can proceed in a planned, systematic, and sustainable manner and achieve the goals that have been created. In this case, students can achieve the predetermined educational quality standards.(Sunaengsih et al., 2019).

Improving the quality of elementary school educational institutions must prioritize improving the quality of education, namely improving teachers through academic and professional education, developing a curriculum in a sustainable manner in accordance with the vision and mission of the institution and improving the quality of program implementation in educational institutions.(Díez et al., 2018). The success of elementary school educational institutions in organizing education is largely determined by their ability to implement management functions professionally. Educational management is a series of forms of cooperation between educational personnel and all madrasah resources to achieve goals that have been set together.(Muhammad & Rahman, 2017)The essence

of educational management in elementary school educational institutions can be seen from the implementation of its functions, which begin with planning, organizing, directing, implementing, and supervising.

Thus, every elementary school educational institution is required to prepare, implement, monitor, and evaluate future development plans to meet national education standards and subsequently strive to improve its quality to a higher standard. These efforts are certainly strongly supported by the managerial competencies possessed by the leaders of the educational institution. The managerial competencies referred to include the ability to prepare plans, implement, and supervise an educational institution's programs. The implementation of management functions in elementary schools in general has not been fully implemented so that elementary schools tend to be underestimated and become educational institutions with various problems. In response to this, it is appropriate for elementary schools to implement management functions in improving their quality so that elementary schools are no longer underestimated and become educational institutions with a million diverse problems.

METHOD

This research employed a literature study method. Literature research utilizes reference sources or theories to obtain research data. Literature research limits its activities to library collections only, without requiring fieldwork. This research references at least 10 international and 10 national articles related to management functions in educational settings, one of which can improve the quality of education, particularly at the elementary school level. Data were analyzed using interactive analysis.

RESULT AND DISCUSSION

Management

The term management has been interpreted by various groups from various different perspectives. Some interpret it as management, coaching, administration, governance, leadership, governance, administration and so on. John D. Millett, Management is the process of directing and facilitating the work of people organized in formal groups to achieve a desired goal (Management is a process of directing and facilitating the work of people organized in formal groups to achieve a desired goal)(Mamabolo et al., 2022).

James AF Stonner and Charles Wankel, management is the process of planning, organizing, leading, and controlling the efforts of organizational resources to achieve stated organizational goals (Management is the process of planning, organizing, leading, and controlling the efforts of organizational members and the use of all other organizational resources in order to achieve stated organizational goals) (Demir Yildiz, 2020) From the expert opinions above, it can be concluded that management is a form of cooperation to achieve common goals through certain stages.

Management Functions

(Malayu, SP Hasibuan: 2007) argues that the purpose of dividing management functions is: first, so that the systematic order of discussion of an organizational activity is more orderly, second, so that the analysis of the discussion is easier and more in-depth so that the direction is clear and more detailed, and third, so that it can be a guideline for implementing management for managers. Management of educational institutions is defined as joint management of the elements contained therein to achieve predetermined goals. Management in elementary school educational institutions is essentially carried out through management function activities, namely planning, organizing, actuating, and controlling, which are usually abbreviated as POAC (Bandur et al., 2022). Henry Fayol believes that the management functions are Planning, Organizing, Commanding, Coordinating, Controlling, while Harold Koontz and Cyril O'Donnel Planning, Organizing, Staffing, Directing, Controlling and Luther Gullick Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgeting are in line with that George R. Terry (Planning, Organizing, Actuating & Controlling) (Istikomah & Management, 2018). Based on expert opinion, the author can detail that the management functions are: 1) Planning is a management function related to plans that will be carried out by elementary school educational institutions in the future to achieve goals 2) Organizing is what is done by elementary school educational institutions to implement plans that have been prepared to achieve goals; 3) Actuating is an activity carried out by a manager to initiate and continue activities determined by the planning and organizing elements so that goals can be achieved; 4) Controlling is a continuation of the task to see whether activities are carried out according to plan, the implementation of activities is evaluated and undesirable deviations are corrected so that goals can be achieved properly.

Quality of Education

Quality means the measure of good or bad of an object; level; degree or degree (skill, intelligence, etc.), quality(Haryono et al., 2019). Looking at this definition, quality is also interpreted as quality, which generally has the same meaning. Quality relates to products and services. In the context of education, the meaning of quality is always based on the education system as a whole, starting from planning, the education process, evaluation, and education outcomes. Educational quality is the suitability between the needs of interested parties or stakeholders, both internal (students, educators, principals and other education personnel) and external (prospective students, parents, the community, government, the business world and industry), with the services provided by education managers.(Hilman, 2017). In general, the quality aspect in education refers to the learning and teaching process and learning outcomes.

At this point, elementary schools need to demonstrate their existence. If the benchmark for quality refers to the educational process, then elementary schools are required to improve their quality. Furthermore, they must pay attention to stakeholder needs related to graduate competencies and the technical skills expected in the workplace. Connecting the needs and outputs of educational institutions will impact the increased absorption of elementary school graduates within the community. Furthermore, if quality indicators are directed at learning outcomes, graduate quality, and academic achievement, elementary schools must demonstrate quality with academic evidence that is acceptable and credible to all parties in accordance with established standards. Education is considered quality when measuring instruments, namely quality indicators, are used, which can be divided into five types: 1) input quality; 2) process quality; 3) output quality; 4) human resource quality; 5) facility quality.(Muhammad & Rahman, 2017)In the world of education, planning, control, and improvement or quality enhancement are crucial to ensure that education meets the standards set by the National Education Standards Agency (BSNP). Implementing both internal and external quality assurance activities is highly beneficial to education in general.

Management Functions in Improving the Quality of Education

The management functions in question are:

1. Planning function (planning) Planning is a series of activities that have been previously determined to achieve certain goals.(Maujud, 2018). Educational planning is an activity that will be carried out in the future to achieve educational goals. From the opinions of

several management experts, it can be understood that planning is the initial process of compiling and determining the goals of an educational institution that will be implemented in the future. So the essence of planning as a management function is decision making by selecting alternative activities that will or will not be carried out so that efforts to achieve organizational goals take place effectively and efficiently.

2. Organizing function. After preparing a plan, the next step is to organize/group the activities to be carried out within the framework of the collaborative effort. This requires organizing, grouping responsibilities, and assigning tasks to each individual with responsibility. Organizing involves grouping and determining various important activities and granting authority to carry out these activities.(Maujud, 2018)The quality of an activity is greatly influenced by the quality of its implementation. Incompetent implementation of activities will have fatal consequences, especially those concerning finances, such as underpayment of teacher honorariums. Classifying work programs is necessary to determine priorities. For example, which programs are urgent and which can be postponed. Thus, there are various tasks and activities carried out by many people, all of which require coordination from a leader. Good coordination will prevent unhealthy competition and confusion in actions. With good coordination, all departments and personnel can work together toward one goal, namely the institution's goals. Organization in an educational institution means the entire process of dividing tasks, responsibilities, and authority, including the allocation of resources and funds to those entitled to them according to their respective duties and responsibilities without managerial intervention.

3. Directing function (actuating) Directing in educational institutions is an activity to determine for subordinates what should or should not be done, so that the goals of an educational institution that have been set can be achieved.(Sergeeva et al., 2022). With direction, everyone can work together and work sincerely and enthusiastically to achieve goals in accordance with planning and organization. Direction and guidance must be carried out continuously by creating and developing open communication effectively and efficiently, without having to blame subordinates who make mistakes because they do need guidance and direction to be able to work well and correctly.

4. Supervisory function (controlling) Supervision is the final function of the management process which is very decisive in the implementation of other management functions, because the role of supervision is very decisive in determining the success or failure of

the implementation of a plan that has been previously determined.(Hanim et al., 2019). The term supervision is often associated with the words evaluation, correction, supervision, and monitoring. Thus, supervision in the context of educational institutions is an action to control the activities of the institution and at the same time as a correction to the previously established plan to prevent deviations. For every educational institution, quality is a central issue that needs to be considered. According to Ismail, the implementation of quality management in the world of education requires good and professional management, good organizational management and the provision of adequate personnel in carrying out good processes so as to produce quality and high-quality output.(Mtsweni et al., 2020).

Discussion

In terms of quality and quality of education, there is a standard that is determined in the national education standard. The national standard that is set is a standard that has been studied and can be achieved by every educational institution in Indonesia. The concept of national education standardization has implications for improving the quality of education, so it is hoped that with the existence of national standards, it can motivate schools to provide the best service for students in their educational environment. Therefore, quality assurance must continue to be carried out to achieve national education standards. The core of quality assurance is a systematic plan and action in providing confidence in quality(Chaikoed et al., 2017). In this activity, the main objective is to improve and strive to achieve National Education Standards and make improvements. Based on the quality assurance model, the quality assurance process contains four functional characteristics: standard setting, standard fulfillment, evaluation, and quality improvement.(Díez et al., 2018)In this regard, elementary schools need to conduct self-evaluations to determine the progress of the quality assurance process in each elementary school unit. This evaluation is crucial for determining the institution's position within established national education standards. Problems frequently encountered in elementary school management involve aspects of management, leadership, human resources, finance, and institutional aspects. Therefore, several efforts can be made to improve the quality of elementary school education. In terms of management, many elementary schools have not yet adopted modern management practices. However, elementary schools have begun to use modern terms and foreign words in the names of their

institutions and programs. However, the key lies in the managerial process, not the name or program.

Planning, implementation, evaluation, and follow-up serve as control tools for every element in maintaining the quality of elementary school education. Planning, implementation, and evaluation of elementary school education are directed at preparing quality graduates based on Pancasila student values. The quality of elementary school institutions can be improved by making improvements in aspects of quality planning, quality control, and quality improvement. The main content of quality planning is identifying the needs of society for elementary school educational institutions. What is expected of its graduates and what urgent needs are faced by 21st-century society. Next, elementary school educational institutions must translate these needs into activity programs and develop steps in the program implementation process to produce quality students. The quality control stage in elementary school education can be interpreted as a process to ensure that program implementation has been carried out properly. Operational aspects run according to predetermined plans. Students are able to demonstrate the expectations set out in the graduate competency standards. Then, as a follow-up, evaluation is needed for quality improvement to become a process for institutions to maintain quality and improve by making new breakthroughs in accordance with the demands of the times.

The elementary school curriculum must be able to meet the challenges of the times, thus requiring continuous development. Improvements to up-to-date subject matter, revisions to learning models and methods, are carried out simultaneously with improvements in the quality of school teachers. Learning should be more directed at solving actual problems in society, so that elementary school education becomes the answer to the problems faced. Provision of facilities and infrastructure is equally important. The development of religious material in the light of modern scientific theory needs to be prioritized to strengthen students and produce marketable graduates.

Improving the quality of education can be achieved through the collective education system involving various aspects such as curriculum, education policy, materials, strategies, approaches and learning methods, facilities, infrastructure, teaching and learning staff, professionally conducted managerial processes, learning processes, applications of information and communication technology, especially in the learning

process in the classroom, appropriate evaluation and control and management of education quality. Quality in educational institutions to guarantee the quality of input, process, output, and outcome of schools so as to increase the accountability of educational institutions.

CONCLUSION

The implementation of management functions is crucial for organizing all activities, both formal and informal. Activities within households, schools, organizations, communities, foundations, Islamic boarding schools, and elementary school educational institutions generally focus on achieving pre-planned activities. Management is a collaborative activity, so the participation of organizational members is crucial. An organization or institution will not run smoothly and orderly if each member does not cooperate well with each other. A series of management implementation activities carried out in educational institutions, based on their respective functions, all begin with the ability to understand management functions, thus enabling them to carry out organizational activities effectively and efficiently. Without a good understanding of management functions, elementary school educational institutions will not be able to lead an organization to success.

Improving the quality of educational institutions is something that requires continuous attention. Economic growth, technological and information developments, and the movement of social and cultural issues are some of the factors that cause improvements and enhancements in the quality of educational institutions. This is not only to achieve educational standards, but also to respond to the challenges of the times and respond to the demands of the modern world so that graduates of an educational institution are better prepared to face the realities of society. Elementary schools must improve the quality of their education, starting from facilities and infrastructure, activities, graduate quality, and so forth. Elementary school management needs to be directed at improving quality by making improvements in aspects of quality planning, quality control, and quality improvement. This can be achieved by reviewing aspects of the school curriculum, subject matter, learning models and methods, the quality of educators and education personnel, leadership, and the provision of facilities and infrastructure. Thus, it is hoped

that elementary schools can experience quality improvements and achieve national education standards.

ACKNOWLEDGMENT

We would to thanks for Yayasan Pendidikan Islam Diponegoro Surakarta and Doctoral program Ilmu Pendidikan FKIP UNS.

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