

Paradigm Development Education Management in Indonesia

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ABSTRACT

Education is business conscious and planned for realize atmosphere learning and the learning process for participants educate in a way active develop potency himself. Purposeful education for produce more youth skilled and able become an agent of change (bearer and giver influence to change). Management education is very important capital in develop potency participant educate in education to use shift the old paradigm is headed paradigm new with develop and prepare participant quality education tall. Study this aim for discuss how paradigm or view related development management education in Indonesia today this, whether experience rapid progress or only walking in place. Research design this use type study through approach qualitative with method literature study (library research). Data collected from results study literature, such as books and articles. Data later analyzed use technique descriptive-deductive, ie researcher presents data regarding concept, change paradigm management education, influencing factors, and forms paradigm (renewal) of management education in Indonesia. Research result This show that management education in Indonesia indeed experience rapid progress which was influenced by many things, include progress knowledge and technology so that's to be expected will happen enhancement equity, effectiveness, efficiency and relevance services in the field of education in Indonesia. As for things that influence paradigm education management in Indonesia, including; implementation autonomy areas that influence change system management education, still low equality access for obtain education and abilities management school still weak.

Keywords: *Paradigm, Development; Education Management.*

INTRODUCTION

Development revolution accompanying industry with rapidly rate knowledge knowledge and technology has change order life society, in particular in field Economy and Industry are highly dependent on quality and level education (Rohman & Jakaria, 2023). Development digital and information systems assessed has bring impact real in the world of education. One of the most real results from growth this digital economy and system is availability field more work wide.

This era changes no can avoid by anyone, so need exists setup source power adequate human resources (HR). For can adapt self and capable compete in scale global. This matter because the quality of human resources at a time nation is one of decider for enhancement economy (Adnani et al., 2022). With exists source Power qualified and competent human beings, then will arise lots of new ideas,

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innovations, methods work, new discoveries, as well other things that can be support and improve performance economics (Open et al., 2012), good seen from facet perspective need public in prepare power work nor in provide power work.

In prepare power work, things faced in the field in a way reality is low quality power work in our country. Many things come into play influence quality power work like condition physical, quality education, progress technical and ethos work (Daniel, 2018), this is very dominant in determine productivity power work.

For face revolution the industry is very close-knit connection with enhancement quality source power man. According to Samsul and Firmansyah (2016) people who get it quality more education good will own likely opportunities more big in get more work worthy. This matter that's what caused it importance field quality education, integrity and quality in order to achieve implementation educational goals.

Purposeful education for produce more youth skilled and able become agent of change (bearer and giver influence to change). Education is business conscious and planned for realize atmosphere learning and the learning process for participants educate in a way active develop potency himself for own religious spiritual power, control self, personality, intelligence, morals noble, as well necessary skills himself, society, nation and state. Along walking time and era the more developing, happening changes in behavior conduct and behavior changed humans from time to time (Ibnumalik, 2023).

For increase quality education in Indonesia then required something organizer of education, structuring, regulation, assessment and structured supervision in a way neat. All that can accomplished with good If manager education has have adequate knowledge about education system management (management education).

Management education is very important capital in shift deep old paradigm education going to paradigm new to use develop and prepare power quality work tall. According to Arikunto, management education is something Suite activities that include management processes business cooperation between group combined humans in something organization education, use for reach educational goals that have been set beforehand so you can effective and efficient (Efendi., 2020). Because of that, management education must be mastered with good and implemented with more wise to make education more easy developed. In management education displayed about Lots related matters with education, how? arrange good education, what just principle in arrange something

organization, and so on. Management education this is very important for studied To use prepare education available create power quality work. And enlightening child nation in build civilization in the field of Indonesian Education.

METHODS

The study that we use is a type of research through approach qualitative with method studies references (library research). Studies pustaka also often mentioned literature review. According to Hamzah (2020), library studies are similar research with activity analysis text or investigative discourse something events, form act in demand or researched writing for get facts in a way conceptual nor correct theory. Studies references is something activity search and collect all information as well as relevant data with topic issues raised in something objec study (Febrianti, Mentari, & HS, 2023), so that in carrying out this literature review, we are researchers and also writers can utilise all data and information as well as relevant thoughts that we have discovered.

The research done with a literature search consisting from journal articles, documents, and some books from 10 year the last one to use keywords “Paradigm Development” and “Educational Management”. Based on studies library that we have obtained, then we can do verification and analysis related things with Paradigm Development Education Management in Indonesia. So that can obtain a results problem namely how the paradigm or view related development management education in Indonesia today this, whether experience rapid progress or only walking in place.

RESULTS AND DISCUSSION

1. Paradigm New Education Management

By term or terminology, according to experts the meaning of paradigm is as following:

- a. Capra, 1991: paradigm is a form assumption accompanying basis with proof supporter to what it assumes, describing its interpretation to reality history of science.
- b. Deep harmony Moleong, 2004: paradigm is method fundamental in giving perception, thinking, and judging something related with reality and the world for do excavation justification.

Paradigm education is something method or draft see and understand education. Paradigm education is the lens that we use for understand and interpret meaning and purpose education. This

become base for various policies, practices and activities education. Change paradigm education means change method we looking role, function, and value education in life individual and society.

In the reform era, Indonesian people want change in all aspect life nation. Updates to the sector education that has role strategic and functional (Sanaky, 2003: 3 in Sudarmiani, 2009: 13), also requires paradigm that's a must emphasize change method think in management and implementation education. Education that has been walk during this no can become mover development in Indonesia, in fact education has hinder development economic and technology, the proof is with exists gap social, cultural, and economic. Various problems that arise the caused by increasing weak education national. Update education national that has been basic and comprehensive must started from look for explanation new on paradigms and roles education in development (zamroni, 2000: 5-6 in Sudarmiani, 2009: 13).

Paradigm must implications for change perspective in development education, start from perspective that considers education as sector service general to perspective education as something investment capable product push growth communities in various fields of life. Education as factors influenced by various problems that occur in various life.

Through paradigm new said, intended education must capable oppose various challenges and problems that occur in environment life. Education and life have united, then education can said as a humanizing process man. Education isn't it only just a process of transferring knowledge, but also the process of formation character and development potency man. Quality education will give birth to generation smart, creative and innovative young people who are capable bring nation this reach progress in various field.

Paradigm new this is also necessary consider various problems faced in public life. Education is a must capable answer challenges and needs continuing society develop. This matter can be done with develop relevant curriculum with labor market needs, building inclusive and friendly schools children, as well increase access education for all public circles.

Following are the steps for doing reconstruction education in frame build paradigm new system education national in Indonesia:

1. National education should own a vision oriented towards democratization nation . vision must embedded in all over aspect education, start from curriculum, methods learning, up to culture school.

2. National education should own mission to be created participation public in a way comprehensive. Education does not only focused in setup power work, but also for strengthen ability base learner so that possible for him to develop more deep context in global life.
3. Substance education base should refer to the development potential and creativity learner. Secondary and higher education should be directed at opening possibility development personality in a way vertical (scientific) and horizontal (connectedness) between field science.
4. Primary and secondary education need to develop system egalitarian and democratic learning so that it does not happen grouping class on base ability academic. This system must give the same opportunity for all student for learn and develop.
5. Higher education must prepare and strengthen the ability base student for possible they develop good in a way individual, as society, as well as internal citizens global context.
6. Policy curriculum for reach objective education national, must notice stage development learner and suitability with environment, development knowledge knowledge, technology, culture, art as well as in accordance with level of each unit education with develop the learning process creative.
7. Necessary actualize six element capacity learning, namely:

- a. Trust (confidence)

Believe self is the main foundation in the learning process teach. Students who have trust self tall brave for try matter new, take risk, and no easy give up when face difficulty.

- b. Curiosity

Curiosity is encouragement experience for learn and explore matter new. Students who have a passion know tall always wonder, seek know answer, and want understand the world around them.

- c. Aware purpose (intentionality)

Students who have awareness objective understand what do you want they achieved in study. Student own motivation is intrinsic for learn and try to reach objective.

- d. Control self (self-control)

Control self is ability to arrange self alone. Students who have control good self can focus on the task learn, finish task appropriate time, and no easy distracted with disturbance.

- e. Able to work together (work together)

Collaboration is ability for work the same with others to reach common goals. Capable student work the same with goals can communicate in a way effective, mutual respect, and resolve conflict in a way constructively.

- f. Ability to get along in a way harmonious and mutual understanding (relatedness)

Ability to get along in a way harmonious and mutual understanding is ability for intertwine positive relationship with other people. Students who have ability can understand feelings of others, empathize, and build mutual relationships honor.

8. For guard relevance of educational outcomes, with implement philosophy reconstructionism in various level policy and practitioners' education. Reconstructivism emphasize importance education in prepare student to solve problem social and building a better society fair and democratic.
9. National education should get proportion allocate sufficient funds adequate. Allocation of adequate funds will possible various programs and policies education for executed with effective.
10. Realization education in context local auxiliary agencies are needed in the world of education. for example, only the ' School Board ' has role to give inputs in various aspect.
11. Determine the recruitment model official education in professional way. Competence and certification of teachers and lecturers are also a must done with professional. Government must form an independent' professional body for teachers and lecturers whose members consists from power education professional, trustworthy and responsible answer that will evaluate competence professional, scientific, personal and social from teachers and lecturers.

The paradigm is a management education must in line with need society and developments over time. So declared School Based Management (SBM) as alternative paradigm new, with approach root grass (grass root approach).

2. Change Paradigm Education Management

Constitution about regional autonomy provides authority to area including authority in management education at school. Based on matter the so management education need do revitalization. Revitalization management education not an easy and instant process. Required time, effort, and strong commitment from all party for realize significant change. However, with determination and the right steps, we can build system more education quality and powerful

competitive, capable produce generation young people who are intelligent, creative and have character. Adjustments are also required from management old paradigm centralized going to management education paradigm new more nature democratic and decentralized. For reach implementation education quality, required paradigm new education focused on autonomy, accountability, accreditation and evaluation. The four pillars of management this expected eventually capable produce education quality (Wirakartakusumah, 1998).

3. Factor affecting Paradigm Education Management in Indonesia

Paradigm management education in Indonesia is influenced by progress knowledge and technology, aside that exists crisis economic and other multi-crises are pushing the world of education for increasingly strengthen self or at least can maintain achievements development education that has been there is now. The following things that influence paradigm Indonesian Education Management, including;

- a. Implementation autonomy areas that influence change system Education Management.

In implementation autonomy area in the field of education looks still face various problem. Problem that among them seen in policy education that is not in line with principle of autonomy areas and problems not enough exists coordination and synchronization. Such conditions can presenting a number of things such as: difficulties government center for control education in the region; area cannot develop appropriate education with its potential. Life systems together the required ability power high competition within work the same (Setyaningsih, 2017) so matter in life society that doesn't own Power competitive tend own slow development arrived That Commitment maintenance from government and society still low matter this result ethos work power education still so that low performance study student low Index Source Power Lowly humans, No. 112 of 175 Power countries competitive economy and power competitiveness investment low KKN and Candidate Practices.

In decentralization of education is very great required for become a model of educational management with effort repair quality and quality of education as well resource man like professionalism power educator as well as liveliness participant educate.

Decentralization in the field education no stop at level district/city, but precisely up to the institution education or school as end spear implementation education. In practice decentralization education that's so called Management Based School (MBS) (Hasbullah, 2010: 12-14). So that with

exists decentralization this expected change in development something areas that are not only made as an object but as subject to be able to historicize public.

- b. Still low equality access for obtain education, good because factor economic, cultural, gender, etc geographic. Process and output quality school we for part big not yet controlled matter this seen from achievements performance study participant educate and acquired skills. Outer school for part big not yet relevant with need development and the world of work.
- c. Ability management school still weak, quality school tightly connection with the quality of education in the education unit because that need done repair quality educators, participants education, discipline, services and facilities. This matter for minimize appear miscellaneous distortion like how difficult it is jack participation public to school. Efforts innovation or update education schooling is carried out not yet can implemented optimally, which is worth it consequence relatively weak commitment of teachers and staff education as well as support public for guard its sustainability.

4. Forms Paradigm (Renewal) of Educational Management

- a. Educational Decentralization Redirection not quite enough responsibility, authority, and resources (funds, people, equipment, etc.) for interest education from government center to government area, both at level province, district/city, or at lower levels. with exists decentralization this expected will happen enhancement equity, effectiveness, efficiency and relevance services in the field this with needs and conditions public local. With matter can increase guarantee quality of education, especially in the regions different corners in a way geographical, social, economic with notice quality educational professionalism, needs participant education, facilities and services.
- b. Community-Based Education (CBE): Community as the main pillar development education. Education is organized of, by, and for public. Maintenance education seen from exists religious, social, cultural, aspiration and potential aspects public as embodiment education of, by, and for public. Community-Based Education forum the education council is the accommodating body role as well as public in frame increase quality, equity and efficiency management education in the district/city. His presence committee school is an independent body that accommodates role as well as public in frame increase quality, equity and efficiency management education in the unit education, good at education pre-school, lane education

school, or track education outside school. Role of the providing education board consideration (advisory agency) in determination and implementation policy education. Supporters (supporting agencies), both tangible financial, thinking nor power in education. Controller (controlling agency), in frame transparency and accountability maintenance and output education. Intermediary government (Executive) and Regional People's Representative Council (DPRD) (Legislative) with public. Committee Role School giver consideration (advisory agency) in determination and implementation policy education in the unit education. Supporters (supporting agencies), both tangible finances, thoughts, or power in maintenance education in the unit education. Controller (controlling agency) in frame transparency and accountability maintenance and output education in the unit education. Intermediary government (Executive) with community in the unit education.

- c. Community School-based Management (MBS). School authorized big in planning programs, implementing curriculum, organize source power human and budget school need support from various parties, such as parents of students and society management school need done in a way democratic, transparent, communicative and participatory head school share authority and responsibility answer to implementers task.
- d. School-based Quality Improvement (MPMBS). Schools is the main and functional unit in increase quality education school authorized in determine superior mainly school own opportunity for compete healthy with schools other school chance for develop alternative programs in accordance with potential, context and needs.
- e. Competency-Based Curriculum a set knowledge, skills, and values are reflected in habit think and act intelligent action for do tasks in the field work certain full not quite enough answer for do tasks in the field work certain development base ability personality.
- f. Competency-Based Curriculum ability mastery knowledge and skills (know how and how why) ability work (know to do) ability respond and behave in work so that can independent, judging, and taking decision in a way responsible answer (to be) got it life social with work together, mutually respect, and appreciate values pluralism and peace (live together).
- g. Life-skills Education School must be capable prepare student for not only know, but also skilled in face challenge live in society. School prepares student with various skills, like mastery

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field study, analyze and extract decision in a way rational, communicate good write nor oral in language foreign, cooperation, empathy, and skills vocational certain.

- h. Contextual Teaching and Learning (CTL) planning learning in accordance with mental development (developmentally appropriate) of students. Form mutual study groups dependent (interdependent learning groups). Consider diversity students (diversity of students). Organize environment learning independently (self-regulated learning) with point press awareness thinking, use of strategy and motivation sustainable. Pay attention to multi-intelligence student. Use technique asking (questioning) which improves learning, development solution problems and skills think level tall from student.
- i. Authentic-based Assessment Evaluation no limited for measure what the participants know educate, but rather is he can displays self or do on base his knowledge that. with based assessment emphasize ability participant educate for demonstrate knowledge possessed in a way real and meaningful. With matter this can explore more in abilities and expertise in a way real that has been mastered authentic assessment monitoring and measuring ability student in many kinds of possibility solution problems encountered in situation or real world context. In a learning process, assessment authentic measure, monitor and assess all aspect results learning (which is covered in the cognitive, affective and psychomotor domains), both visible as results end from a learning process, as well as form change and development activity, and acquisition study during the learning process inside class or outside class (Nisrokha, 2018).

CONCLUSION

Development revolution industry supported by rapid growth knowledge and technology has change order life society, especially in sector the economy and industry are highly dependent on quality and level education. Change this no can avoided, so important for prepare source power competent human resources (HR) to be able adapt yourself and compete in global scale. Education becomes base main in preparation of required human resources. With effort conscious and planned, education create environment learning is possible participant educate for develop potency self in a way active. Objective education no only create skilled individual, but also becoming agent change in public. Management education hold role key in direct this process, prepare participant educate going to paradigm new with high quality.

Paradigm education is something method or draft see and understand to meaning as well as objective education. As lens view, paradigm this influence policies, practices and activities education. Change paradigm education means change perspective to role, function, and value education in life individual and society. Updates to the sector strategic and functional education need adoption paradigm new emphasis change in management and implementation education. This including adjustment from management old centralized paradigm going to approach management education new more democratic and decentralized. For reach quality education is important emphasized paradigm new ones that focus on autonom, accountability, accreditation and evaluation.

Things that influence paradigm education management in Indonesia, including; implementation autonomy areas that influence change system management education, still low equality access for obtain education and abilities management school still weak. As for forms paradigm update management education expected will form enhancement equity, effectiveness, efficiency and relevance services in the field of education.

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