Implementation Of Educational Management Functions: A Case Study At SDIT Wirausaha Indonesia

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ABSTRACT

Educational management is the main key in creating a focused and quality learning process. This study aims to examine the implementation of educational management functions including planning, organizing, implementing, and supervising. Using the library study method, this article examines the literature and practices of educational management in a real context, especially through a case study at SDIT Wirausaha Indonesia. The results of the study indicate that the implementation of the four management functions in an integrated manner can increase the effectiveness of the learning process, build a positive work culture, and strengthen the involvement of all school residents.

1.   INTRODUCTION

Education is a conscious individual effort in producing quality learners, through various activities, such as mentoring, learning, and training (Hamidu, et al., 2023). Not surprisingly, education is one of the long-term investments in human resources. In an increasingly dynamic global context, education is required to not only teach theoretical knowledge, but also shape character, creativity and life skills. Developed countries pay great attention to the quality of education as the foundation of the sustainability of civilization. Indonesia, too, places education as one of the priorities in achieving national development goals (Rama et al., 2023). In practice, quality education cannot run optimally without good management. Educational institutions require an organized system so that the teaching and learning process not only takes place but also has a real impact. This is where the importance of educational management lies. Educational management as a series of processes that include planning, organizing, implementing, and supervising educational activities to achieve goals effectively and efficiently.

Etymologically, management comes from the old French word "management" which means to organize, plan, manage, manage and lead. Meanwhile, educational management is an orderly organizational structure and is in the world of education. Stated that management functions in education are often abbreviated as POAC: planning, organizing, actuating, and controlling. These four functions are interrelated and are the backbone of school management. Education management must be implemented properly to enable schools to realize organized educational functions, so that it can help in realizing quality education management (Hamidu, et al., 2023). Not only in terms of administration, but also in terms of achievement of learning outcomes, learner satisfaction, and public trust in the institution. Schools that are able to implement management well usually show positive developments, both in terms of academics and non-academics. This proves that management theory is very applicable in the world of education. The success of educational management is largely determined by the quality of the principal's leadership, cooperation between teachers and staff, and active involvement from parents and the surrounding environment. According to, good management reflects a positive school culture, where each element has a clear role and responsibility and works towards a shared vision.

Nevertheless, in reality, it is not uncommon to find schools that are constrained in the implementation of educational management activities, where schools fail to implement management functions, such as program planning is not optimal, the organization of human resources is not accompanied by training for teachers and staff, the implementation of educational programs is only a formality, until the evaluation is weak and without follow-up action (Yarham, et al. (2022) and Wandayu, et al. (2024)). This suboptimal implementation of education management creates a gap between the ideal theory of education management and the practice that occurs in reality. Furthermore, the failure of implementation will reduce the quality of learning and education in general. Therefore, it is important to examine in depth how the implementation of education management functions is applied at the school level.

SDIT Wirausaha Indonesia is an elementary school that combines Islamic values and entrepreneurship in its learning approach and is known for its transparent and creative management (Komariah, 2018). SDIT Wirausaha Indonesia is one of the schools that stands out in various innovations, such as adjusting the curriculum and learning methods, as well as improving leadership patterns and school community participation. The innovations made by SDIT Wirausaha Indonesia are certainly inseparable from the application of educational management functions that are carried out efficiently and consistently.

Based on this background, the author wants to examine the implementation of education management functions at SDIT Wirausaha Indonesia to see how education management theory is applied so that it can produce various good innovations and help improve the quality of learning amid the rise of the issues related to the failure of the implementation of education management. Therefore, this article is entitled "Implementation of Education Management Functions: A Case Study at SDIT Wirausaha Indonesia." The purpose of this research is to find out how the functions of planning, organizing, actuating, and controlling are implemented at SDIT Wirausaha Indonesia.

2. METHODOLOGY

The writing of this article uses a qualitative approach with a literature study method that takes opinions and explanations from previous studies that are relevant to the topic of education management. This method was chosen because it can provide in-depth understanding through analysis of various thoughts, theories and results of previous research. The sources reviewed included articles from relevant national and international journals, as well as supporting documents from the school that became the object of study. The data collected were then analyzed according to the Miles and Huberman model (Sugiyono (2018) in Akbar, et al. (2021)). The steps applied in data analysis are: 1) data reduction, which is sorting and focusing raw data from various literature sources; 2) data display, which is compiling data into a logical, systematic, and in-depth narrative, and; 3) conclusion, which is concluding the meaning of the findings so that it can describe the application of education management in the context of the real world, especially at SDIT Wirausaha Indonesia.

Table 1. Article to Review Results

No.	Author	Title	Research Method	Main Topics
1.	Nur Komariah (2018)	Implementasi Fungsi Manajemen Pendidikan di SDI Wirausaha Indonesia	Descriptive qualitative method	This article discusses education management which includes curriculum and learning, students, educators and education personnel, facilities and infrastructure, and financing management at SDIT Wirausaha Indonesia
2.	Ais Zakiyudin (2018)	Manajemen Pembelajaran Siswa Inklusi di SDIT Wirausaha Indonesia	Descriptive qualitative method	This article discusses about the implementation of inclusive education management and the the obstacles faced to handle children inclusion in the SDIT Wirausaha Indonesia.

3. RESULTS AND DISCUSSION

3.1. Planning in Educational Management

Educational management is a systematic process in organizing all educational activities so that they run effectively, efficiently, and are directed towards the desired goals. In the context of schools, educational management includes planning, organizing, implementing, and supervising, all of which are interrelated and mutually supportive. Planning is the first and most basic stage in the educational management cycle, because it determines the direction, strategy,

and priority of activities to be carried out. Good planning is not only administrative, but also pays attention to the psychological, social, and cultural aspects of students and the school environment.

SDIT Wirausaha Indonesia was established and started operating in 2012. This school is located in Karang Raharja Village, North Cikarang District, Bekasi Regency. At SDIT Wirausaha Indonesia, educational planning is carried out with a collaborative approach involving the principal, teachers, and parent representatives. Every year, the school prepares an Annual Work Plan containing academic and non-academic programs, including worship habituation activities, student entrepreneurship projects, and character strengthening based on Islamic values. This shows that planning in this school does not only focus on learning targets, but also on developing the personality of students. As stated, effective planning is that which is able to answer the needs of students comprehensively, both from cognitive, affective, and psychomotor aspects.

3.2. Organizing in Educational Management

After the planning stage is prepared, the next management function is organizing. In the context of education, organizing means dividing tasks, establishing a structure of responsibilities, and regulating working relationships between parties involved, both internal and external to the school. The main goal is for each component of the school to have a clear role and to be able to collaborate optimally to achieve educational goals. A good educational organization requires a neat structure, but remains flexible to answer daily challenges. As stated by Margiati & Puspaningtyas (2021), effective organizing will create a conducive work climate, increase productivity, and minimize overlapping tasks and authorities.

At SDIT Wirausaha Indonesia, the organizing function is carried out by forming a transparent and participatory leadership structure. The principal as the main manager carries out his role by dividing tasks to teachers according to their fields and competencies, while the administrative staff is responsible for the smooth operation of the school. The school committee and parents are actively involved in various programs, including in strategic decision-making. Coordination between units is carried out routinely through internal meetings, weekly reports, and digital communication media. This strengthens the findings of Bendriyanti et al (2024) which states that organizing in education is not only about formal structures, but also about a culture of cooperation and healthy communication among school residents.

3.3. Implementation (Actuating) in Educational Management

Implementation is the stage where plans and organizational structures are actually implemented. In the context of educational management, implementation means mobilizing all human resources to play an active role according to their duties and responsibilities. At SDIT Wirausaha Indonesia, the implementation of educational activities pays close attention to the emotional involvement and work spirit of all school residents. Teachers, staff, and students are involved in a positive work culture that fosters a sense of ownership of school programs.

Teaching and learning activities are carried out not only in the classroom, but also through outdoor activities such as entrepreneurship projects and worship habituation programs. The school emphasizes the importance of character building and student independence through direct practice and contextual approaches. This is in line with the view of Imtiyaz & Najicha (2022), that implementation in educational management must be able to create an active and participatory learning environment. With a focused implementation, SDIT

Wirausaha Indonesia has succeeded in creating a fun and meaningful learning atmosphere for students..

3.4. Supervision (Controlling) in Educational Management

Supervision is an important process in educational management that functions to ensure that all plans and activities run according to objectives. This function also helps schools to identify deficiencies and make continuous improvements. At SDIT Wirausaha Indonesia, supervision is carried out routinely by the principal through class monitoring, program evaluation, and feedback from parents. This evaluation is not just about assessing results, but also becomes a reflection tool to improve the quality of teaching and school services.

The school also holds monthly evaluation meetings involving teachers and committee representatives to discuss student progress and the effectiveness of school activities. In addition, indicators of success such as discipline, academic achievement, and entrepreneurial skills are the basis for formulating improvement steps. According to Huda et al. (2023), good supervision not only assesses performance but also strengthens a reflective culture in schools. With consistent and comprehensive supervision, SDIT Wirausaha Indonesia is able to maintain the quality of education and increase public trust.

4.   CONCLUSION

Based on the results of the research that has been conducted, conclusions can be drawn regarding the application of educational management functions, which consist of planning, organizing, actuating, and controlling at SDIT Wirausaha Indonesia, as follows: 1) planning, carried out with a collaborative approach with parent representatives, in addition to preparing an Annual Work Plan containing academic and non-academic programs; 2) organizing, carried out by forming a transparent and participatory leadership structure with the division of tasks of teachers and staff according to their respective competencies; 3) actuating, carried out through teaching and learning activities in the classroom and outdoors, besides that teachers, staff and students are involved in a positive work culture; 4) controlling, carried out regularly through class monitoring, program evaluation, and feedback from parents, as well as monthly evaluation meetings involving teachers and committee representatives.

This research was conducted using the literature study method, where limitations were found in direct field data collection. Recommendations that can be given to future researchers, namely conducting qualitative research directly to the location of SDIT Wirausaha Indonesia to obtain empirical data on the extent to which the education management function is actually implemented. In addition, future researchers can focus only on one function of education management that is most influential in improving innovation and quality of learning at SDIT Wirausaha Indonesia, so that it will produce sharper and more applicable findings.

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