

Management Implementation In Educational Organizations (Case Study At Smp It Ruhul Islam Simeulue Aceh)

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ABSTRACT

This study is entitled *Implementation of Management in Educational Organizations (Case Study at SMP IT Ruhul Islam Simeulue Aceh)*. The purpose of this study is to determine the implementation of educational management in schools experiencing management problems. This research was conducted at SMP IT Ruhul Islam in Simeulue Regency, Aceh, using a qualitative method with pedagogical and sociological approaches. Data were collected through interviews, observations, and documentation, with informants selected using purposive and snowball sampling techniques, including the principal, teachers, students, parents, and school committee.

The results show that the implementation of school management faces various challenges, including suboptimal use of human resources, declining student competitiveness, and limited management effectiveness. Although support from parents with middle-to-upper economic backgrounds helps provide facilities, the school still faces risks due to economic disparities and its temporary infrastructure status. The study also found that the decline in school performance since 2019 was influenced by the COVID-19 pandemic, particularly due to the unpreparedness of school leadership in managing online learning. Strengthening discipline, improving management quality, and optimizing resources are essential to enhance graduate competitiveness.

Keywords: educational management, school leadership, qualitative study, COVID-19 impact, student competitiveness

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INTRODUCTION

The principal is a person who is very responsible in terms of school management, must be able and strive to achieve national education standards. As regulated by the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System Chapter IX Article 35 "National Education Standards consist of standards for content, process, graduate competencies, educational personnel, facilities and infrastructure, management, financing, and educational assessment which must be improved in a planned and periodic manner. Furthermore, it is explained in the Republic of Indonesia Government Regulation Number 19 of 2005 concerning national education standards, Chapter VIII Article 49 states that: "The management of educational units at the elementary and secondary education levels implements school-based management

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which is demonstrated by independence, partnership, participation, openness, and accountability." Community participation is an important factor in providing support for the management of educational units. Because community participation in educational units is closely related to partnership and independence and creates openness so that an educational institution can be recognized by the community for its accountability. Still related to the above, Article 50 states that: Paragraph (1): Each educational unit is led by a unit head as the person responsible for educational management. Paragraph (2) In carrying out his duties, the head of the SMP/MTs/SMPLB educational unit, or other equivalent forms, is assisted by at least one deputy principal of the educational unit. In general, management activities exist in organizations that are directed at achieving organizational goals effectively and efficiently. George R. Terry (1973:134) explains that management is the ability to direct and achieve desired results with the aim of human efforts and resources. others. Hersey and Blanchard (1988:156) state that management as a process of collaboration between individuals and groups and other resources in achieving organizational goals is a management activity. In other words, managerial activities are only found within an organization, whether a business organization, government, school, industry, hospital, and others. The process here presents various functions and activities carried out by managers and their members or subordinates in an organization. It can be concluded that management is the process of obtaining action from others to achieve desired goals. Managerial activities are carried out by managers so that they can encourage personnel resources to work utilizing other resources so that the agreed organizational goals can be achieved. In line with the opinion above, Mondy and Premeaux (1995:234) stated that the management process is carried out by managers in an organization, with certain methods or activities they influence the personnel or members of the organization, employees, staff or laborers so that they work according to procedures, division of labor, and responsibilities that are supervised to achieve common goals. From a broader perspective, management is the process of organizing and utilizing an organization's resources through the cooperation of its members to achieve organizational goals effectively and efficiently. This means that management is the behavior of members within an organization to achieve its goals. In other words, an organization is a platform for operationalizing management. Therefore, it contains a number of basic elements that shape management activities. namely: human elements (men), goods (materials), machines (machines), methods (methods), money (money) and markets (market). These six elements each have their own function and interact or influence each other in achieving goals. organization, especially the process of achieving goals effectively and efficiently. Clayton Reeser (1973:173) is of the opinion that management is the utilization of physical and human resources through coordinated efforts and is completed by carrying out the functions of planning, organizing, staffing, directing and supervising. The management implemented in schools is school management. In this case, school management is to ensure that all school potential functions optimally in supporting the achievement of school goals (Depdiknas Team, 1999:25). As the person in charge or top leader, the principal organizes teachers and other staff to work optimally by utilizing existing facilities/infrastructure and community potential to support the achievement of school goals. Management activities cover a very broad spectrum, because they starts from

determining the future direction of the organization, creating organizational activities, encouraging cooperation among fellow members of the organization, and overseeing activities to achieve goals. Understanding School-Based Management Etymologically, "management" comes from the word to manage which means to regulate. While there are several definitions of management in terms of terminology, including Fatah Syukur, management is defined as the process of planning, organizing, leading and controlling organizational efforts with all its aspects so that organizational goals are achieved effectively and efficiently. Management is everything that is planned and determined by someone while the implementer of the plan and provisions is another person.² Management involves carrying out the functions of planning, organizing, driving and controlling a series of fundamental and comprehensive decision-making activities in the process of utilizing all resources at all levels in an organization to achieve organizational goals. Educational management is the process of developing cooperation between a group of people to achieve predetermined educational goals. The group control process includes planning, organizing, actuating, and controlling as a process to turn vision into action. ⁴ Meanwhile, according to Knezevich, quoted by Mulyasa, he equates the meaning of educational management with educational administration. He further defines that educational management has very complex and interconnected activities. Engkoswara stated that educational management in the broadest sense is a science that studies how to organize resources to achieve predetermined goals productively and how to create a good atmosphere for people to participate in achieving mutually agreed goals. School-Based Management grants schools broad autonomy, along with a set of responsibilities. This autonomy, which provides responsibility for managing resources and developing strategies tailored to local conditions, allows schools to better empower their teaching staff, allowing them to concentrate on their primary teaching duties. Schools as educational institutions are given broad authority and power to develop curriculum and learning programs according to the conditions and needs of students in accordance with community demands.

b. Community and Parent Participation. In School-Based Management, the implementation of school programs is supported by high community and parent participation. Democratic and Professional Leadership in School-Based Management The implementation of school programs is supported by democratic and professional school leadership. The principal and teachers as the core implementing staff of the school program are people who have professional abilities and integrity. The principal is a professional education manager recruited by the school committee to manage all school activities based on established policies.

d. Solid and Transparent Teamwork In School-Based Management, the success of school programs is supported by the performance of solid and transparent teamwork from various parties involved in education at the school. The success of School-Based Management is the result of synergy from the collaboration of a solid and transparent team. Principles of School-Based Management According to Nurkholis¹⁰, the theory used by School-Based Management to manage is based on four principles the principle of equifinality, the principle of decentralization, the principle of self-management systems and the principle of human resource initiative. This principle is based on modern management theory, which assumes that there are several different ways to achieve a goal. School-Based Management emphasizes

flexibility, so schools must be managed by the school community according to their respective circumstances. Due to the complexity of today's school work and the significant differences between schools, such as differences in student academic levels and community situations, schools cannot have a standard structure across cities, provinces, or even countries. The Principle of Decentralization Decentralization is an important phenomenon in modern school management reform. This principle of decentralization is consistent with the principle of equifinality. The principle of decentralization is based on the basic theory that school management and teaching activities are inevitably faced with difficulties and problems. The principle of equifinality, as stated earlier, encourages the decentralization of power by providing schools with greater room to move and develop, and to work according to their unique strategies to run and manage their schools effectively, including: The principle of the MBS Self-Management System does not deny that schools need to achieve goals based on established policies, but there are various different ways to achieve them. School-Based Management (SBM) recognizes the importance of allowing schools to become self-managed systems under their own policies. Schools have a certain autonomy to develop teaching objectives, management strategies, distribution of human resources and other resources, solve problems, and achieve goals based on their respective circumstances. Because they are managed independently, they have more initiative and responsibility. 2) The Principle of Human Initiative This principle recognizes that humans are not static resources, but rather dynamic. Therefore, human resource potential must always be explored, discovered, and then developed. Schools and educational institutions more broadly can no longer use the term "staffing," which connotes only managing people as static objects. Educational institutions must use a human resources development approach that has dynamic connotations and considers and treats people in schools as very important assets with the potential for continuous development. The Purpose of School-Based Management School-based management is one of the government's efforts to achieve excellence in the nation's society in mastering science and technology.

METHOD

This study uses a qualitative method with pedagogical and sociological approaches. The pedagogical approach is used to understand the implementation of educational management in teaching and learning activities, while the sociological approach is used to analyze the interactions between the school, students, parents, and community.

2. Research Location

The research was conducted at SMP IT Ruhul Islam, located in Simeulue Regency, Aceh. This location was chosen because the school is the only Islamic integrated private school in the regency and faces various problems in implementing educational management.

3. Data Sources

The data sources in this study weare divided into two categories:

- Primary Data: obtained directly from key informants, including
 - School principal

- Teachers
- Students
- Parents/guardians
- School committee members
- Secondary Data: obtained from supporting documents such as school profiles, school work and budget plans, and foundation policy documents.

4. Data Collection Techniques

The data collection techniques used in this study were as follows:

Technique	Description
Interview	In-depth interviews were conducted with key informants to explore information regarding the implementation of management functions, problems faced, and expectations of stakeholders.
Observation	Direct observation was carried out to examine the teaching and learning process, interactions between teachers and students, and the condition of school facilities and infrastructure.
Documentation	Documentation was done by collecting official school documents, such as student achievement data, curriculum, and other administrative documents.

5. Informant Selection Technique

Informants were selected using purposive and snowball sampling techniques

- Purposive: Informants were deliberately chosen based on specific criteria (principal, teachers, school committee) because they were considered to have the most knowledge about school management problems.
- Snowball: After interviewing the initial informants, the researcher asked for recommendations to interview other relevant informants (e.g., parents and foundation administrators).

6. Data Analysis Technique

Data analysis in this study was conducted in the following stages:

1. Data reduction – filtering and selecting data from interviews, observations, and documentation relevant to the research focus.
2. Data display – organizing data systematically in the form of narratives, tables, and direct quotations.
3. Conclusion drawing – interpreting the displayed data to answer the research questions about the implementation of management at SMP IT Ruhul Islam.

7. Data Validity

To ensure data validity, this study used triangulation techniques, including

- Source triangulation – comparing information from the principal, teachers, students, parents, and the school committee.
- Technique triangulation – comparing the results of interviews, observations, and documentation.

RESULTS AND DISCUSSION

A. UNDERSTANDING IMPLEMENTATION

Implementation in the Indonesian dictionary means "implementation, application Management means: 1). Effective use of resources to achieve goals, 2). Leaders are responsible for running a company or organization. "School" means a building or institution for learning and teaching as well as a place to receive and give lessons, "superior" means better, clever, good.

School management is understood as a way of leading, handling, organizing or guiding other people so that they are interested and influenced to carry out their work or tasks and responsibilities so that the school is managed better than other schools.

B. GENERAL DESCRIPTION OF SIMEULUE RUHUL ISLAM ISLAMIC JUNIOR HIGH SCHOOL

Ruhul Islam Simeulue IT Middle School was established in early 2016 with a total of eight students who were the children of the siblings and close friends of the founder of the Al Jazeera Foundation, Ust. Rasmanudin H. Rahamin. SE. The school ran as usual even though the condition of the room and office was a bit cramped and sports and ceremony fields were limited.

As time passed in 2017 – 2018. Seeing the enthusiasm of the community interested in the school, the number of students increased to 50 Seeing the condition of the building exceeding capacity, the foundation and school committee dared to rent a private building owned by residents located in Air Dingin Village, East Simeulue District Even though the building still had plywood walls and wooden planks, the parents were very enthusiastic about entrusting their children to study.

However, the school continues to strive to provide the facilities and infrastructure to maximize educational goals. In 2019 and 2020, student enrollment increased to 125, with classes starting at 7:30 a.m. and continuing until 5:00 p.m. WIB. The principal, teachers, and security guards welcomed the students, beginning with prayers.

Together they continued in other learning processes. In general, students come from elementary schools around the city of Sinabang and from other districts. Effective or excellent schools are in the field of school management. The characteristics according to Edmonds in Beare et al (1989:43) are: (1) teachers have strong leadership (2) teachers have high expectations to support student achievement (3) the school atmosphere is not rigid, cool without pressure and conducive to the entire learning process or a comfortable climate (4) schools have a broad understanding of the focus of learning and strive for school effectiveness with school energy and resources to achieve maximum learning goals and (5) effective schools ensure that student progress is monitored periodically. The principals and teachers realized that student achievement progress is related to learning goals.

Schools can be both effective and efficient in their operations. Effective schools are characterized by achieving good results, whereas efficient schools are characterized by the efficient use of resources. Indicators of student achievement include attendance, school behavior, reports of crime/deviance, and national examination results. A superior school is both effective and efficient, promising the best graduates with competitive and comparative advantages. Competitive advantages are shared among

graduates of the same type in the same major, whereas comparative advantages differ from one school to another.

Efforts to increase school effectiveness in the context of the importance of effective schools as a movement towards integrated quality as stated by Edmonds in Beare et al (1989:47), namely:

(1) School effectiveness is about schools. (2) Effective schools have implications for the existence of outcome measurements regarding achievement score standards in reading and mathematics. (3) Effective schools also focus on productivity, efficiency, and accountability. (4) Determining reactions in creating program objectives in social class life, and (5) Effective schools usually involve several types of evaluation and review. The effective school movement runs with risks in supervision, especially regarding management and political influence. Especially in determining the form of curriculum for children in schools. Therefore to create an excellent or effective school, the principal as a manager must carry out quality improvement management for all school managerial components include in teaching/curriculum, student affairs, personnel, finance, facilities and infrastructure, and relations with the community.

CONCLUSION

From the results of this research and discussion, we can draw several conclusions based on the formulation of the problem and the results of the data analysis as follows: how big the influence of the management function in relation to the eight national education standards in an educational institution is on the implementation of school management.

School management is heavily influenced by planning, organizing, and implementing established plans, as well as monitoring and evaluating the progress of the school. A principal's effective management function yields optimal results consistent with the nine technical principles implemented for the school and its students. Therefore, the results of this study serve as an evaluation for me and require corrections and advice for researchers.

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