COURSE UNITS AND HAND-OUT
COURSE: EDUCATIONAL MANAGEMENT

BY

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Programme (Course) Content

Meeting	Main Discussion	Page
1	Programme Orientation (Lecture) a) Description of the importance of the course, vision, mission, and learning objectives b) Definition and lecture methodology c) Study load d) Evaluation components e) Study resources f) Organisational preparation and information on group work	
2 & 3	Basic Concepts on Education Management	
4	School Management Units	
5	Education leadership	
6	Education Supervision	
7	Education Information system	
8	Mid Semester Examinations	
9	Curriculum Management	
10	Management of Learners	
11	Education and Workforce Management	
12	Management of Education costs	
13	Management of Education Facility	
14	School Public Relations Management	
15	Classroom Management	
16	End of Semester Examinations	

FIRST (1) MEETING

Main Discussion   : Programme Orientation

Objective   : Students have got to prepare, and quickly adjust themselves
in accordance to the demands and objectives of the course.

Main Material   :

1. **Description of the importance of the course, vision, mission and course objective**

   An explanation about the position and identity of the course implies that students should be able to understand the importance of educational management and why it's offered in a given semester. Further, the expectations, and content to be obtained by students (competences) after taking this course and other related issues should be understood within the period of study without forgetting to put in consideration the rules that govern the academic success of students during lectures in order to be proved successful or not.

2. **Definition and lecture Methodology**

   To provide a clear understanding to both students and lecturers about their duties and responsibilities respectively; by providing an explanation about the position and what is to be obtained, such that the students are calm in obtaining knowledge on the course. In the process of learning, it will be easier for the students more so if they were earlier on introduced to the course and also able to understand the method to be used by the lecturer in the learning process. Therefore, the method of instruction in educational management has been clearly stated so that it can be easily understood and able to smoothen the ultimate acceptance of lecture materials which in turn will culminate into higher acquisition of knowledge, and the individual desire to seek for the enrichment of knowledge on educational management.

3. **Learning Load**

Study load is a total of activities that must be done by the students academically equivalent to 2 (two) credit units that adhere to the course of educational management. The study load referred to are the learning activities done by students with a weight of 2 (two) credit units, or about 100 minutes in the classroom and 120 minutes independently involving looking for learning materials and doing assignments either individually or in groups.

4. **Evaluation of Components**

Evaluation of components refers to student activities turned into indicators for success or failure of the course on power and authority.

5. **Learning Resources**

Learning resources are materials utilized by students as sources for learning besides the lecturer's explanation, whether in book form, handouts, newspapers, magazines, and or other reading sources from the Internet that support learning.

6. **Organization arrangement and Information on Group-work Report**

Organisation arrangement and information about work is one of the activities for the organisation of oneself in classroom so that the process of study can run smoothly and also each task and responsibility is finish well.

Source:
- Educational management syllabus
- Course Units.

MEETINGS: 2 AND 3

Main Discussion : *Basic Concepts on Education Management*

Objective : *Students are able to possess and understand the basic concepts related to educational management, functions and principles, and also approach in Educational Management*

Main materials :

1. **The Philosophy and Concept of Educational Administration**

   The study of philosophy and the concept of educational administration provide; direction and opinions on how an educational administrator can carry out his/her duties based on both the values of practical and theoretical truth. There are two forms of truth, namely: a) Absolute truth, this kind of truth is the foundation of all truth in this world. This form of truth comes from God. For example, the truth about heaven, hell, death etc. b) Relative truth, this kind of truth is a relative truth or derived from human experience or understanding based on a scientific study. This kind of truth has led to various types and forms of knowledge. For example, the laws made by human beings are said to be relative; this can be seen from the laws applied in Indonesia. These laws do not necessarily apply in other countries.

   In telling the truth, there are some general theories which act as the basis for how the truth can be logically accepted, i.e. the theory: correspondence, coherence, and pragmatism. In philosophy, the condition of something to be taken as knowledge or science, are characterized by the presence of the following elements: Ontology, epistemology and axiology. These elements can be explained as follows: 1) Ontology: This is a discussion about reality or about what is being studied. 2) Epistemology: The discussion is fundamentally about how to obtain knowledge or the methods used for acquiring knowledge and 3) Axiology: A discussion of the usefulness and functionality of scientific knowledge.

In a simple context of educational administration, the education of a country develops from beliefs and philosophy of the nation which helps to guide the country's education (education policy). (see the chart below)
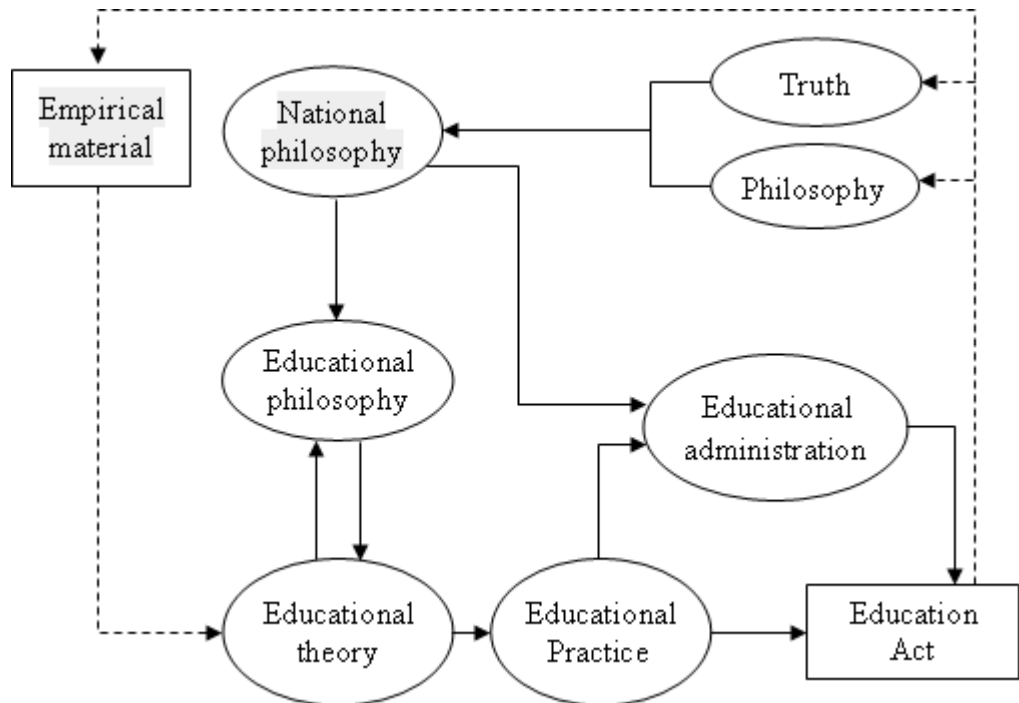
Educational Philosophy (ISPI, 1995)

2. **The Basic Concept of Educational Management**

The word management is derived from the word to manage, whereas the term management is synonymous with administration (Oteng Sutisna: 1983). Therefore, education management can be interpreted as an attempt to apply the rules in the field of educational administration.

On the hand, Sondang P Siagian (1983) defines the notion of administration as a whole process of cooperation between two or more persons based on certain rationalities to achieve predetermined goals. Based on this definition of administration, it implies that the understanding of administration refers to the existence of: (1) goals that must be realized to meet the interests of the institution, individuals or groups, (2) the involvement of personnel, material, and also financial support all act as complement to one another, (3) a

continuous and sustainable process beginning from small and simple to something huge and complex, (4) regularity supervision or control, balance and alignment, (5) appropriate and effective manner so as not to waste time, efforts, costs and also facilities in order to achieve success and productivity, (6) human connections that places a human being as the main point with respect and of importance therein.

3. **Functions and Principles of Education**

   a. **Decision Making**

   Decision making is part of our daily life either individually or in groups or within an organization. Oteng Sutisna (1983:149) argues that actual decision making is a process of choosing a particular action between two or more of the possible alternatives. To make decisions is one of the administrative functions that must be done by an administrator; this has impact on the entire organization, behaviors and the predetermined results services. This is because the process of decision-making is an attempt to achieve the goals of the units under a leader's responsibility. The steps in decision-making are as follow:

   - Determine the problem;
   - Analyze the existing situation;
   - Develop possible alternatives;
   - Choosing the most likely alternative

   b. **Planning**

   Planning refers to preparatory activities in anticipation of actions to be taken. Planning can also lead to formulation of objectives and techniques in order to realize the goals.

   c. **Organizing**

   Organizing is a step towards the implementation of the plan that has been prepared previously. Implementation of the organized functions must be able to the organization into unity. Organizing is one of the functions of

administration after the planning function. In a good organization, all the units should be able to work in a harmony with another in order to lead to a to a solidified body.

e. Communication

Communication means channeling information, ideas, explanations, feelings, and questions from one person to another or from one group to another group. In an organization, communication is intended to influence attitudes and behaviors of the organization members individually or in groups.

f. Coordination

Coordination refers to a series of activities which connect members' contributions, opinions, materials and other resources within the organization with the aim to achieve the mutually agreed upon organizational goals. In other words without proper coordination within an organization, it can be difficult for the organization to attain its goals with out organized activities. In the process to coordinate the different organizational units, efforts have to be made to bring together different units so that they are mutually influenced to create harmonious coordination. Coordination helps to unify the different units and each unit is created to complement and support one another.

g. Supervision

Supervision is defined as one of the processes, functions and principles of administration which help to observe what takes place. Whether not appropriate with what is needed to be done. In other words, the administrative function of supervision is to ensure that what is done is in accordance with the arrangements made in advance.

h. Evaluation

Assessment is a set of activities that can determine whether programs or activities should be run simultaneously by an organization in order to

achieve the predetermined goals. By applying the evaluation process on a program or any running activity, the organization's strengths and weaknesses can be known, hence leading to maintenance of the strength and gradually minimizing the weaknesses in running the following organisation programmes.

4. **Some of the Approaches in Education Management**

    a. **Classic Organizational Approach**

    The classic organizational approach is often referred to as the scientific management movement which was pioneered by Frederick Taylor, whose background and experience was as a worker, typist, mechanic, and finally as head of engineering who lived between the years 1856 to 1915. This movement seeks to put man to use effectively in industrial or organizational setting. The concept of this movement is that a person can also work like a machine. Frederick Taylor and his friends believed that workers are encouraged by economic motivations and desires limited by psychological needs that require proper directions.

    b. **Human Relation Approach**

    Human relation approach is a movement that was born and developed as a reaction to the classic organizational approach. Human relations approach was pioneered by Mary Parker Follett (1868-1933) who first learned about the importance of human factors in the administration. Mary Follett also wrote extensively on issues concerning people in administration. Mary Follett believed that the fundamental problem in all organizations is to develop and maintain a dynamic and harmonious relationship. Despite the conflicts, according to Follett Mary, conflict is a normal process for development to take place.

    c. **Behavioral Approach**

    Behavioral approach in administration is combined with the formal structure of social relations and in addition with propositions drawn from

psychology, sociology, political science, and economics. The approach was pioneered by Chester I. Barnard, who lived between the years 1886 to 1961. Barnard was a chief executive at Bell Telephone Company in New Jersey who wrote a book titled "Functions of the executive" (1938). In this book, there is a complete review of Barnard's theory of cooperative behavior in formal organizations. Barnard concluded that the concept of 'work' contribution is related to structural and dynamic concepts. The structural concepts considered to be important are; individuals, cooperative systems, formal organizations, complex formal organizations, and also informal organizations. The most important dynamic concepts according to Barnard, include; willingness, cooperation, communication, authority, decision processes, and the balance of dynamical issues.

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THE FORTH (4th) MEETING

Subject   *: Education (School) Management*

Objective   *: Students have to possess the basic concepts in education or (school) management.*

Main materials   *:*

1. Functions of School Management

To achieve efficiency and effectiveness in management, action and new activities should be implemented taking in consideration rationality.

Inline to the above, necessary and clear activity steps are required, so that there is no ambiguous existence between steps being taken.

Formulation of these steps is referred to as management function. Management functions constitutes of the mental (mind, will, and feeling) and physical factors which may lead to the achievement of the goals. Thus, the functions of management are to direct activities towards predetermined goals.

The processes in the mentioned activities are mainly based on three kinds of management functions, or other people mention that management functions include: a) Planning; b) Implementation, and c) Evaluation.

2. Principles of School Management

a. To prioritize the aims above in meeting personal interests and work mechanisms.

The goal of an organization is to act as a last point considered important, because its goals must be recognized and internalized by the executive.

b. Coordinating authority and responsibility

If one wants to see a person's job responsibilities, he must be given the authority and opportunity similar to the responsibilities at one's work place.

c. To give responsibility to the school personnel should be in accordance with the character and capabilities of a person.

The responsibility given to a person shall be in accordance with one's own character. Placement of that person shall be in accordance with his talents, exercises and experiences he has.

d. To understand human psychological factors.

In order for leaders not to experience serious errors (blunders), the human psychological factors should be properly understood. In each situation, the cooperation of every individual's needs; will, ambition, prejudice, etc, which need to be known by leaders because they are sensitive issues. Thus, in formulating a "policy" or any procedure, it should not only consider the indirect influence of the attitudes of those involved in the implementation, it must also pay attention to:

e. Value Relativity

Understanding relativity is a situation or a circumstance which is always associated with other factors. In the implementation of management activities, values of the existing principles are dependent on something or have a relationship with values that exist in the working environment. This includes the values that exist in other principles, because this doesn't justify decisions which result into conflicts between one another.

3. School Sector Management

The school activity management can be divided into various kinds and different terms that are sometimes "substantive problems" (Stephen J. Kozenovik, 1982), it is also called an activity (team work, elementary school administration, 1981:5) and it is also sometimes called management (JF Tahalele and Soekarto Indrafachrudin, educational leadership, 1975:38), and so forth.

James M. Lipham and James A. Hoeh formulated five different types of school management system, namely:

a. "Instructional program"

b. "Staff personnel"

c. "Student personnel"

d. "Financial and physical resources"

e. "School-community relationship"

(James M. Lipham and James A. Hoeh, The Principal ship, 1974:4-5)

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THE FIFTH (5th) MEETING

Main Topic   *: Educational Leadership*

Objective   *: Students have to possess basic knowledge and gain understanding on educational leadership*

Subject matter   *:*

1. **Definition of Leadership**

   The term "educational leadership" consists of two terms, they're: "education" which refers to the field and where direct leadership takes place, and also at the same time explains the features or characteristics that must be possessed by a leader, while the notion of "leadership" is universal, functional and it's in various activities of human life. Therefore, before discussing the specific definition of leadership in relation to education, the notion of universal leadership must first be understood. So, the following are some of the definitions of leadership.

2. **Functions of a leader**

   The primary function of educational leadership is to act as a group for study on decisions and work, among others:

   a. A leader helps to create an atmosphere of brotherhood, cooperation, with complete freedom;

   b. A Leader helps to facilitate groups to organise themselves, by stimulating them to participate and providing assistance to groups in determining and explaining their objectives;

   c. A leader helps the group to determine working procedures, he assists the groups to analyze and to determine situation in which the procedures are most effective and practical;

   d. A Leader is responsible in making decisions along with the group. A Leader provides opportunity to the groups to learn from experience. A Leader has the responsibility to train the groups', create awareness on the process and

the content of work to be done and dare judge the results fairly and objectively;

e. A Leader is responsible for developing and maintaining the organization's existence.

3. Types of leadership

The concept educational leadership is about the leadership which projects the power in the form of self-direction, attitudes, behavior and nature of leaders which developed in educational institutions which affect the working conditions, morale of staff members, the nature of human relations among each other, and affects the quality of work run by an institution.

Based on the concepts, traits, attitudes, and the ways leaders tend to perform and develop the leadership activities in a working environment, educational leadership can be classified into four types, that is: authoritarian type, the laissez-faire type, democratic type and pseudo-democratic type.

4. Requirements of an educational leader

To become a good and successful education leader there are some requirements which need to be fulfilled, they include; physical, spiritual, good morals and also proper social-economic conditions. However, in this section, the requirements to be discussed, include: a) being simple and keeping a low profile, b) able to help others, c) patient and can control your emotions, and d) Have good self confidence, e) honest, fair and trusted, f) a professional on job.

5. Educational Leadership Skills

A leader must have skills. Below are some of the necessary skills to be possessed by an educational leader: a) skills to lead, b) human relations skills, c) group process skills, d) personnel administration skills, f) skills to judge.

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THE SIXTH (6th) MEETING

Subject   *: Education Supervision*

Objective   *: students have to possess and understand the basic concepts in education supervision*

Subject matter   *:*

1. **Definition of education supervision**

   The term education supervision has been in use for a long period in the field of education within Indonesia. Education supervision generally refers to efforts under taken to improve the condition of teaching and learning. But there seems to be many more other opinions in interpreting this term. This often leads to different implications in implementation.

2. **Functions of supervision**

   In the execution of education supervision, there is need to understand the functions of supervision as the primary duties of an education supervisor. The main functions of educational supervision are as follow:

   a. Conducting Inspection

   b. Research results on Inspection constitute the data

   c. Evaluation

   d. Training

   e. Guidance

3. **Objectives of Supervision**

   They are:

   a. Fostering school principals and teachers to better understand the real purpose of education and the role of schools.

   b. Increasing the ability of school principals and teachers to prepare student into effective community members

c. Help principals and teachers to have a diagnosis of the teaching and learning activities to access the difficulties, and to help them plan for improvement.

d. Raising awareness of school principals and teachers and other school members on the democratic and cooperative work procedures, as well as to help increase the willingness to coordinate.

e. To rise the teachers' ambitions towards improving their quality of work in the field of their professionalism (skill) to increase their hope for "achievement of motives".

f. Help school leaders to popularize the school to the community through the development of good educational programs.

g. Help principals and teachers to be able to evaluate their activities in the context of activity development, and students' aims, and

h. Develop "esprit de corps" of teachers, namely the feeling of unity and unity (collegiality) amongst teachers.

4. Supervision Techniques

Several supervision techniques can be used which may include:

a. Planned class visits to get the views on the teaching and learning activities.

b. Private meeting between the supervisors with teachers to discuss the specific problems faced.

c. Meetings between supervisors with teachers in schools, usually to discuss general issues concerning how to improve and or improvement of educational quality.

d. Class or school visits (University) is an activity that primarily intends to promote mutual exchange of experience among teachers or principals about improvement on teaching and learning.

e. Meetings with the working group superintendent, the principal working groups and working group meetings for teachers, head teachers' activities and so forth. These meetings can be conducted by each working group, or

combinations which are mainly intended to find problems, seeking alternative solutions, and implement an appropriate alternative to solve the problems.

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THE SEVENTH (7th) MEETING

Subject   *: The Education Information System*

Objective   *: Students have to attain and understand the basic concepts in management of education information systems.*

Main materials   *:*

1. Definition of Information Management

The main work of information management system is to process data into information. To be processed into information, the data must be authentic. Authentic data is data containing an original signature, not photocopy, film, telegraph, telex, computer media, or photographs. Authentic data is generally found in traditional medias like papers, acting as evidence or proof to transactions consisting money deposits to the banks, money transfer, receipts, checks, etc; evidence such as letters on bills of loading of goods, warrant delivery of goods, list of goods, receipt of goods, a doctor's prescription, and so forth; a proof on communication, such as official letters, mail orders, letter of agreement, reports and so forth. Authentic data acts as a reminder of facts, which can be used as evidence for administrative purposes, legal evidence, historical evidence, documentary evidence, and so forth. In an organization activity, authentic data is very important or vital material. In addition to paper records, of recent, data is also on computer devices. Computer printout of data on paper can be signed in ink so that it's said to be authentic data.

2. Developing a desirable National Education Information System

Inline with the need for the existence of an integrated system with connected components of information, there are some general principles in the information management system that should be considered. The most important principles are:

a. Having an objective. The clearer the objective, the more proper the program.

b. Based on proper planning. Effective management information system is characterized of clear and needed data, when, who and how it's to be got or delivered, if there are any costs, in terms of relevance and priority, and how the monitoring and evaluation is done.

c. It has an orientation to the importance of management. In this case the directions given by the leader should not be duplication in data collection (redundancy).

d. Embracing open systems. Internal and external data are equally important.

e. Giving priority to quality information. The characteristic of the discussion covers accuracy, promptness, completeness, conciseness, and conformity.

f. Adhere to the principles of centralization and decentralization.

3. The Process of developing Education Information System

The basic steps that can be taken to develop an information system include:

a. Feasibility Studies;

b. Determining system requirements;

c. Designing and implementing a system of devices comprising: database, physical preparation, work steps, and program solution;

d. Organizational change;

e. Testing solutions;

f. Conservation; and

g. Project Management.

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THE EIGHTH (8th) MEETING

Mid Semester Examination

Faculty Of Education
Indonesia University of Education

THE NINTH (9th) MEETING

Main subject : *Curriculum Management*

Objective : *Students have to understand the basic concepts in the management of an education curriculum.*

Main materials :

1. Definition of an education curriculum

The curriculum as an educational design possesses a strategic position in all educational aspects or activities. In other words, it acts as a reminder in education and a guide for students' development, so it can't be designed without a solid and strong foundation.

Curriculum Management is a management system in curriculum that is cooperative, comprehensive, systemic, and systematic with the intent to achieve curriculum goals. In implementation, curriculum management should be developed in the context of school-based management and at department level. Thus giving autonomy to institutions or schools to manage their curriculum independently helps to prioritize the needs in accordance with the goals, vision and mission of the national philosophy already in place.

2. Principles and functions of curriculum management

Some of the Principles and functions that must be considered in curriculum management are:

a. Productivity, the results to be obtained in the curriculum-activities is the management aspect. By considering how students can be helped to achieve success in their learning in accordance with the curriculum objectives, there should be targets in the curriculum management.

b. Democratization, the implementation of curriculum management should be based on democracy whereby the manager, executor, or students are in a position to carry out duties with full responsibility to achieve curriculum goals.

c. Cooperative, to achieve the expected results in curriculum management, the various parties involved should be in position to work together.

d. Effectiveness, and efficiency, a series of curriculum management activities should consider the effectiveness and efficiency if the objectives of the curriculum are to be achieved, in order to contribute to useful results with relative costs, manpower and time.

e. Directing the vision, mission and goals set in the curriculum, management process must be able to strengthen and direct the vision, mission and objectives of the curriculum.

In the educational process, it is necessary to involve curriculum management in order to be able to yield more effective, efficient, and optimal components to the curriculum empowerment. There are several functions of curriculum management which include:

a. For the efficient use, empowerment of the sources and the components of the curriculum thatcan be enhanced through a proper management plan.

b. To promote equity (justices) and equal opportunity to students towards achieving better results, one's capacity cannot only be achieved through the learners' intra-curriculum activities, but also through extra –curricula activities and this can be co-managed through the integrated curriculum objectives.

c. Improving the relevance and effectiveness of learning in accordance with the learners and the environmental needs, a curriculum that can be managed effectively provides opportunities and rewards that are of relevance to the needs of the students and the surrounding.

d. Improving the effectiveness of teacher performance and student activities in achieving the goals of learning, professional curriculum management, effective, and integrated to provide motivation in the performance of both teachers and students in learning activities.

e. Improving the efficiency and effectiveness of teaching and learning process, obtaining the learning process is monitored in order to see the consistency between the designs that have been planned with the implementation of learning. Thus, the discrepancy between the design and the implementation can be avoided. In addition, teachers and students are always motivated to implement an effective and efficient learning, due to the support of the positive conditions created in the curriculum management activities.

f. Increasing community participation to help develop the curriculum, a professionally managed curriculum will involve the community, especially in filling teaching materials or learning resources need to be adjusted to the characteristics and needs of local development.

3. **Components and stages of curriculum management**

Curriculum is a system that has certain components. What components form up the curriculum? What are the connections between these components? Curriculum components can be seen in the figure below:
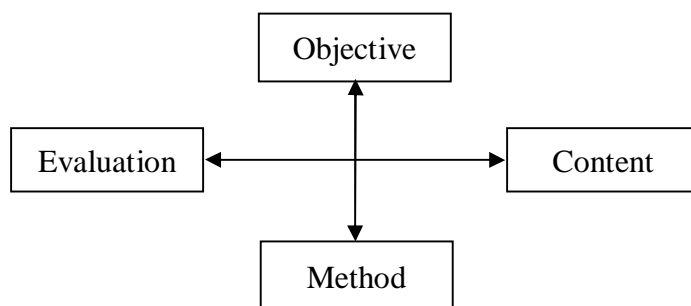
The chart above illustrates that the curriculum system is formed by four components, namely, objective component, curriculum content, methods or strategies for achieving objectives and evaluation component. As a system, for each component it must be interconnected with each other. Whenever one component forms a curriculum it is then the curriculum system that will as well be disrupted.

The stages of implementing a curriculum in schools include:

a. Planning,

b. Organizing and coordination,

c. Implementation, and

d. Control.

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THE TENTH MEETING

Subject   *: Managing the learners*

Objective   *: for students to understand the basic insights in managing learners*

Main materials   *:*

1. **Understanding the learners**

Learners are people / individuals who receive education services according to their talents, interests, and their abilities to grow and develop properly and have the satisfaction in receiving the lessons given by lecturers/teachers. Student management or pupil personnel Administration is focusing on setting, monitoring, and student services in the classroom and outside the classroom such as: introduction, interests, needs until he/she is mature at the school. (Knezevich, 1961). Students' management can also be interpreted as an effort towards setting learners from these students to attend school until they graduate.

2. **The objective and student management function**

The objective of Learner management is to regulate the activities of learners so that these activities support the learning process in educational institutions (schools); furthermore, the learning process in these institutions (schools) can run smoothly, orderly and thus contribute to the achievement of school goals and objectives of education as a whole. Learner management functions is as a vehicle for students to develop themselves as optimal as possible, both with regard to the aspects of individuality, social aspects, aspirations, needs and aspects of other students' potentials.

3. **Stages in student management**

a. **Analysis of the needs of learners**

The first step in management activities of students is to conduct needs analysis as the determination of students' requirement by educational institutions (schools);

b. Recruitment of learners

Recruitment of learners in an educational institution (school) is essentially a search process, to identify and attract applicants who are able to become learners in the concerned educational institutions (schools);

c. Selection of learners

Selection of students is an activity to determine whether or not the candidate is accepted as a student in the educational institution (based on existing school regulations).

d. Orientation

Learners Orientation (new students) is a new student activity by introducing the situation and conditions of educational institutions (schools) where students were educated.

e. Placement of students (class division)

Before learners have been accepted at an educational institution (school), the following learning process first needs to be placed and grouped in group learning. Grouping of learners performed at most schools is based on the class system.

f. Coaching and development of learners.

The next step in the management of students is doing the building and development of learners.

g. Recording and reporting

Recording and reporting of learners at an educational institution (school) is very important.

h. Graduation and Alumni

The process of graduation is the most recent activity of the management of learners. Graduation is a statement of educational institution (schools) regarding the completion of education programs that must be followed by learners.

4. The role of teachers in learner management

Participation of teachers in the service of students occupies the top spot, meaning that every teacher should understand the functions of those services of the learners. Some things to note in the services of the learners in schools are as follows:

a. The students' attendance and the problems;

b. Acceptance, orientation, classification, and guidance for new students about classes and courses;

c. Evaluation and reporting of students' progress;

d. Program for students who have disorder, such as teaching, teaching and extraordinary repairs;

e. Disciplinary control of students;

f. Guidance and counseling program;

g. Health and safety programs; and

h. Personal adjustment, social and emotional learners

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THE ELEVENTH MEETING

Subject   : *Education strength management of and educational*

Objective   : *for students to understand the basic insight in education strength management and education.*

Main materials   :

1. **Understanding education strength management and education**

    According to Law no. 20th of 2003 on national education system article 1 paragraph 5 and 6, the educational staffs are members of the community who dedicate themselves and are appointed to support the organization of education. While educators are qualified educational staffs as teachers, lecturers, counselors, tutors to learn Senior Lectures, tutors, instructors, facilitators, and other appropriate designations with specialty and participate in organizing education.

    Management of Educator's, strength and education is an activity that must be done starting from educators and educational organizations that enter into education to a halt through the process of human resource planning, recruitment, selection, placement, compensation, awards, education and training / development and dismissal.

2. **Stages in managing educator's strength and education**

    a. **Planning**

        Management of educator's strength and education is the development and strategy and preparation of educators and their education (human resources) are comprehensive in order to meet the needs of organization in the future. Human Resource Planning is the beginning of the implementation of human resource management functions. Although an initial step must be implemented, these plans are often not addressed effectively and efficiently.

b. Selection

"Selection" is defined as a decision making process where an individual is selected to fill a position that is based on the evaluation of how much the individual's characteristics are as required by the job.

Although the selection process is important and will determine the success of the organization, problems often arise when the process of staffing a competent employee from recruitment to the stage of the selection process.

c. Guidance and Development

Establishing or developing the strength of education is an effort to use the educational staff, to promote and enhance the productivity of educational staff who work at every level of management throughout the organization and of education (schools). The purpose of these development activity is the growth ability of each educational staff which includes the growth of their knowledge, insight into his thinking, attitudes towards work and skills in the daily execution of their duties so that work productivity can be improved.

d. Assessment

Assessment of educational staff is an effort to determine how well a person's performance is in implementing the job duties and how much potential is for growth. This performance can include job performance, work and personal way, while the potential for growth involves creativity and ability to develop careers.

e. Compensation

Compensation refers to all forms of prevailing wages or benefits for a job. Generally, this compensation has two components, namely: 1) direct compensation in the form of wages, salaries, incentives, Commissioner, and bonuses and 2) indirect compensation, for example in the form of health insurance, facilities for recreation and so on.

f. Discharge

Dismissal of education personnel is a process that makes a person no longer to perform the job duties or functions of his office either temporarily or forever. There are many reasons that cause an educational staff quit his/her job (working breakup), namely:

- Voluntary retirement

- Has reached the retirement age according to the civil service demands of the nation

- Because of the simplification of the organization that resulted in simplification of tasks on the one hand and on the other hand it obtained surplus labour.

- Because of the conduct of fraud or criminal acts, such as violation of regulations such as violate the oath of office; violate the rules of discipline, corruption, etc.

- Because the relevant competence is not enough either physically or spiritually, such as disability and other factors that make him/her no longer able to work; suffering from diseases that endangers himself and the environment, memory loss and so forth.

- Because of leaving the task within a specific period as a violation of the provisions of the applicable regulations.

- Because of death or because of missing, as stated by the official authorities

3. **Challenges in managing education personnel**

The description of the various challenges faced in the management of education personnel among others, are:

a. Professionals in the field of education (other than teachers) are still not widely known by the community (such as laboratory assistants, librarians), so less support towards professional development, because one measure of

the profession is the recognition from the public about the existence of the profession.

b. The presence of behavior that is less favorable among the educational staff, such as the paternalistic attitude that occur because of subordinates' reluctance to think or because the dominance of superiors to subordinates is very strong, quasi-compliance, lack of independence in their work; consensus that emphasizes the cultivation of informal behavior and formal forum / only confirms the existence of official and evasive behavior that is not only words with deeds.

c. The Behaviors of education staff primordialism, that is, reluctant to leave their places of origin, so that equality of educational experts in the field is very difficult to be conducted. This is also marked by the difficulty of adapting to new environments, so they are not easy to work in new places.

d. Mutations that occur in environmental education organization sometimes connote a bad result with educators displacement from one area to another is very rare. This is bad for staff development, in other words, an area with shortage of experts will be difficult to receive a new supply of skilled personnel.

e. Work productivity is still considered low, caused by the carelessness, recklessness in the implementation of management activities with educators themselves, such as: planning / procurement of educational staff who are not yet effective, screening is not maintained, the reward system is not adequate and fair, and supervision does not receive adequate attention.

f. Various changes have occurred outside the educational system or school system, due to the speed of population growth, the progress of science and technology and changes in global, regional, or local conditions that occur in social, economic and cultural. These changes have brought unfavorable

impacts on the living conditions of employees or educators who live in an environment of national education organizations as open systems.

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THE TWELFTH (12th) MEETING

Main Topic   *: Managing school costs*

Objective   *: Students must understand the basic concepts in managing school costs (education costs)*

Main materials   *:*

1. Definition of management of school costs

Financial management refers to management of the financial functions. While the function of finance constitutes major activities, that must be carried out by those who are responsible in certain areas. The function of financial management is mainly on how to use and how to get funds, (Suad Husnan, 1992:4).

The management of a company business consists of a number of several individuals, they can be grouped into three: 1) Operational management which includes all the supervisors, 2) the central management group, which covers heads of department, division managers, and branch managers, and 3) executive management or also known as the top management which is made up of the President, the Vice President, and several executives as responsible persons of the system: marketing, spending, production, finance and accounting. The executive management in principal is to make long-term decisions, the central management is concerned with seasonal decisions, and operational management is concerned with the making of the short-term decisions, (Usry, Hammer, 1991:2).

2. Education management dimensions

a. The acceptance dimension

This dimension involves the various sources of revenue, both from the central and the local governments in the form of taxes derived from each level. However, the problem faced is how to obtain adequate funds in accordance with the needs and how to enhance community participation in the country's education.

b. The expenditure dimension

Allocations can be roughly classified into two types of expenditure, i.e. recurrent expenditure or routine nature of the assets (capital expenditure). Routine or recurrent expenditures is a cost that is used regularly in a certain period (monthly or annual) as salaries of teachers, salaries of managers, employee wages, purchasing of stationery materials, maintenance costs of buildings, the school yard, and operational funds.

c. Reporting

In order to account for state funds, there are nine types of books that should be provided, namely: 1.) General Cash Book, 2) Bank Book, 3) the Cash Position Book, 4) Pay warrant Book, 5) Imprest work book, 6) Book to calculate tax / sales tax, 7) Cheque Book, 8) Inventory Book, and 9) and other required books.

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THE THIRTEENTH (13th) MEETING

Subject : *Management of Education Facilities*

Objective : *Students have to acquire a basic insight and understanding on how to manage education facilities.*

The main materials:

1. **Definition of the management of educational facilities**

   Educational facilities can be grouped into four categories, namely: land, buildings, equipment, and school furniture. In order for all these facilities to contribute significantly to the educational processes, they should be managed properly. The Management referred to, involves: 1) planning, 2) procurement, 3) invention, 4) storage, 5) arrangements, 6) the usage, 7) maintenance, 8) and termination.

   Educational facility and infrastructure management in foreign terms is known as "school plant administration", which includes land, buildings, furniture and education equipments / school equipments.

2. **Basic principles of education facility and infrastructure management**

   The basic principles in carrying out the mentioned management are as follows:

   a. Buildings, Land, school furniture and equipment must express the ideals and image of society as expressed in the school philosophy and educational goals;

   b. Planning for land, building, furniture and paraphernalia of the school should be a shared responsibility taking in consideration the team experts which is capable in the community;

   c. Farm buildings, furniture and paraphernalia would be adjusted and adequate schools for the benefit of educating children, for the formation of their character and can serve as well as ensure they are in time to learn, work, and play in accordance with their respective talents;

d. Building land, furniture and school paraphernalia and tools should be appropriate to educational purposes as well as finance or benefit the interests of children / pupils and teachers;

e. As a responsibility, it must be able to help school programs effectively, train officials and to select the appliance and how to use them so that they can adapt and carry out their duties in accordance with its function and profession;

f. A person in charge of a school must have the ability to recognize, both qualitative and quantitative ways and use them with the proper function of the building equipment;

g. A person in charge must be able to maintain and use buildings and the surrounding land so that he can help the realization of health, safety, happiness and beauty as well as the progress of the school and the community;

h. A person in charge of a school should not only know which school properties are entrusted to him, but he/she must consider all the tools needed for education purposes by his/her students.

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THE FOURTEENTH (14th) MEETING

Subject   *: Managing the relation of the school and the community*

Objective   *: students to have a basic insight and understanding of managing the school relations with its community.*

The main materials:

1. Understanding the relations of the school and the community

A school as a social institution is held and owned by the community, it must fulfill the community needs. A school has a legal and moral obligation to always provide information to the public about the goals, programs, needs and circumstances, and a school should as well know clearly the needs, expectations and demands of the society.

Etymologically, "public relations" means school's relation with community is a reciprocal relationship between an organization (school) with the community.

2. Principles in a school and community relation

In school's relation with the community, it should adhere to the principles that form the basis / guidelines for actions and policies which will be taken.

The following are the principles of the relations of a school with the community:

a. Cooperation must be modeled with good faith to create a good image about education;

b. Parties lay in the role and help realize the programs of the school, they should respect and obey the rules / regulations that apply in the school;

c. In connection with technical and educational principles, the school is more obligated and entitled to handle it better;

d. Any suggestions relating to the interests of a school must be channeled through the official institutions responsible for the implementation;

e. Participation / public participation not only in the form of ideas / proposals / suggestions but also follows the organization and the stewardship that felt really useful for school improvement;

f. Community participation will be constructive, as a layman, if they are given the opportunity to learn and understand the problems and how to solve it for the benefit and progress of schools;

g. To be successful "each participant" must understand completely the value, way of work and patterns of life in the society;

h. Cooperation must be developed fairly, starting from the simplest, developed to greater things;

i. The effectiveness of the participation of the layman needs to be fostered feasibly in developing ideas / inventions, suggestions, criticisms to the business solutions and achieve success for the improvement of the school.

3. **Techniques of school and community relations**
Several techniques can be done to provide a snapshot about a school should be made known to the community, among others are:

a. **Reports to parents**

This report can be conducted each quarter, quarterly, semi-annually, or annually. The report should not only be in the form of numbers, but it should involve information that is diagnostic, meaning that in the report, the strengths should also be listed and weaknesses of learners.

b. **School Bulletin**

This bulletin contains the activities of the school, articles for teachers and students, school announcements, and others.

c. **Newspaper**

The contents of the newspaper should concern all aspects of the success of the educational programs.

d. **School Exhibition**

School exhibition is a method to provide a snapshot of the various activities existing in the school.

e. "Open House"

Open House provides opportunity for the public to know about the school and observe the activities and the works of pupils and teachers in accordance with the schedules.

f. School visitation

This technique provides the opportunity for parents to view the activities of students, the learning circumstances of the school.

g. Home visitation of the students

This is conducted to see the background of students, in addition to strengthening relations between the school and parents.

h. Through an explanation by the school staff

Principals should strive to have all school personnel to actively participate in taking part in the success of the relations between schools with community. The school personnel can provide an explanation to the public on policies, programs of the school organization.

i. Image of the state of the school through students

Pupils can also be encouraged to inform the public about the situations. Do not let the students spread the issues that are not well related to the school to the community.

j. Through radio and television

Radio and television have a strong capacity to spread influence through airing information. Radio and television quickly form "public opinion" which is needed in the relations between the community programs with the school.

k. Annual reports

The annual report is prepared by the principal granted to the school superintendent or the head office of the Department or to his superiors. The Principal may assign to his staff or his own direct giving this information to

the public. He/she fills in the information regarding the contents of the annual report. The contents of the annual report include activities that have been done, curriculum, personnel, budget and the situation and condition of pupils.

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THE FIFTEENTH (15ᵗʰ) MEETING

Main Discussion   : Classroom Management

Objective   : students have to acquire a basic understanding of classroom management in school management.

Main materials   :

1. The Concept Class Management

Class management refers to all efforts directed towards realizing an effective teaching and learning environment which motivates the students to acquire knowledge. In other words, class management refers to consciousness in activity organization in an effort to attain a systematic learning process. It is a conscious effort that leads to preparation of learning materials, preparation of facilities and teaching aids, classroom setting, creation of a learning situation / good condition for teaching and learning process and the timing so that the learning goes on well so that curricular objectives can be achieved.

2. Classroom Activity Management

The management of activities in a classroom constitutes of two events, namely:

a. Organizing of people (students)

Students are a group of people who carry out activities and events in a classroom; they are regarded as the object in the development of knowledge and in the raising of human consciousness, and then later they occupy a subject's function. This means that students are not only subjects or objects to be influenced, but also are people with the potential and capacity to transform. The movements take place in the context of achieving goals arbitrary; this makes a teacher a leader, director and a guardian in every activity that must be done by students. Therefore, the organization of people or students constitutes of how to organize, and placement of students in classes according to their potentials for the intellectual and emotional

development. Students are offered the opportunity to decide on their fate, based on learning interests and desires.

b. Arrangement of facilities

The classroom activities including, those of both teachers and students will be heavily influenced by the condition and the physical situation of the classroom environment. Therefore, the physical environment in the form of infrastructure should help to fulfill and to support the interaction, so that there is harmony which either directly or indirectly facilitates the learning and teaching taking place. The minimum criteria include safety, aesthetics, healthy, pretty, quality, and comfort, the most important thing note, is that few people can be properly managed with using much energy. The arrangement and setting of classroom facilities is student's job, such that all students can be facilitated with in the classroom. The physical arrangement or setting of the classroom is done to enhance the effectiveness of students' learning so that they're happy, comfortable, safe, and ready to learn.

3. Problems in managing a classroom

Classroom management by teachers is an attempt to provide learning services in accordance with students' potential so that all students learn and are able to feel facilitated physically and psychologically. But recurring problems do not always take place in the organization of the classes. We can consider the problem from the stormy side, so that teachers can be informed of highly structured planning but still problems will emerge in the implementation.

4. Efforts to prevent classroom problems

Classroom management is an activity or action of teachers in order to provide optimal support for effective teaching and learning processes to take place. Such actions may include preventative and or corrective actions. The prevention (preventive) action is that kind of action that provides a good physical and socio-emotional condition so that the students feel the sense of comfort and safety in learning. While the corrective action is an ongoing act of

deviant behavior, it damages the optimal conditions in teaching and learning process. Corrective actions are divided into two, that is, the actions that happen immediately with the intent to disrupt the teacher (the dimension of action) and healing (curative) against deviant behavior which is already happening so that it's not protractive.

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