



A Comparison of the Elementary School Educational Management in Malaysia and Indonesia

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Abstract: In the development of a country, education is an important aspect and a good management system is an important factor for achieving an educational goal. Indonesia and Malaysia have similar backgrounds but these two countries have differences in terms of providing education management of elementary school. Reflecting on it, this study raises the topic of a comparison of elementary school educational management in Indonesia and Malaysia. This paper aims to compare the elementary school educational management in Malaysia and Indonesia. A qualitative approach was used in this research. Data were obtained through literature studies of books and scientific journal articles that pay attention to their relevance. Data analyzed by comparative analysis. The results show education management planning, organizing, actuating, and controlling in both countries that have differences and similarities. This study shows the actualization of elementary educational management in these two countries and hopefully this study can recommend improvements in terms of education management.

Keywords: Educational Management; Elementary School, Indonesia and Malaysia

Introduction

In the development of a country, education is an important aspect. Education is one way to develop human resources. Education is a factor in achieving the competitiveness of a nation (Krstić et al., 2020). Success in the implementation of education is not only influenced by the implementation of learning and teaching activities alone. Good educational management is an important factor in achieving an educational goal. Education management is an ongoing process carried out by educational institutions that contains efforts to influence each other, direct each other, and supervise each other so that the goals of education can be fulfilled (Singh et al., 2021). Elementary educational management is important because elementary school is a crucial early stage of education because it is in the initial phase to form the foundation of knowledge, attitudes, and skills needed in the future. These four components are the key to the implementation elementary educational

management such as planning, organizing, actuating, and controlling of school management, both in primary, secondary, and tertiary education (Marmoah & Poerwanti, Suharno, 2022). Synergy is needed from various parties in managing education to create an optimal elementary school educational environment so that it has an impact on educational progress.

Elementary educational management begin the government prioritised 'outstanding' schools for conversion, early Converters are largely represented by high-achieving schools, and the vast majority were rated either outstanding or good by Ofsted inspections. The impact of different government models in elementary autonomous schools on student achievement and school inputs using a Difference In Differences (DID) strategy (Neri & Pasini, 2023).

Elementary School is a place for the educational process for children aged 7-12 years, has a complex, dynamic, distinctive system that is very unique. In its activities, school is a place that is not is just a gathering place for teachers and students, but is in a complex and

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interrelated system, therefore elementary schools are seen as an educational organization that requires very intensive education quality management (Darling-Hammond et al., 2020).

The implementation of development-based education management here is practically marked by the involvement of community participation. The involvement of community elements in this case, among others, is shown through their participation in decision making, taking a role in providing support for meeting resource needs, known as 5 M (man, materials, machines, methods, and money). In addition, the community often plays a role as a companion and implementer of activities, and as a supervisor either directly or indirectly in the use of educational resources (Keiler, 2018). The Factors affecting management education namely: educators, learners, materials or materials education is curriculum, educational facilities and infrastructure, and educational purposes (Yanto, 2020).

Indonesia and Malaysia are countries in Southeast Asia that are located side by side with each other. Even though they have background similarities, these two countries have differences in terms of providing education. One of the differences lies in the management of elementary school education. Malaysia as one of the countries in Asia that are close to Indonesia has a rapidly growing education development. This was also another researcher stated that Malaysia has a fairly good development in terms of economy and education (Lo, 2023).

This study discussed about education in Malaysia and Indonesia and also the role of school principals in Malaysia and Indonesia (Rizkita & Supriyanto, 2020). This study examined the development of Islamic education in both countries (Kosim et al., 2023). Management of primary school education in the two countries is one of the factors in achieving education in each country. Reflecting on this, this paper raises the topic of a comparison about Indonesian and Malaysian elementary school educational management. This aims to actualize the development of management of primary school education in the two countries and hopefully it's able to recommend improvements in terms of education management, especially in elementary schools.

Method

This research used a qualitative approach. Data were obtained through literature studies of books and scientific journal articles that are relevant. This study is reviewed from the education management function which includes planning, organizing, actuating, and

supervising. Data were analyzed by comparative analysis (Bingham et al., 2019).

Result and Discussion

All matters relating to human life and the existence of nature have been included in the Koran, including education management (Iqbal & Skinner, 2021). Allah says in Surah Al-An'am verse 38:

مَا فَرَّطْنَا فِي الْكِتَابِ مِنْ شَيْءٍ ثُمَّ إِلَىٰ رَبِّهِمْ يُحْشَرُونَ

"We have left nothing out of the Record. Then to their Lord they will be gathered all together".

There is not a single issue that escapes the reach of the Koran, including education management. Education management is the application of management in educational field to manage resources effectively and efficiently. Education management is closely related to efforts to create and maintain the functions and standing of institutions, including schools. Teachers have a huge contribution to the success of students in school. Teachers carry out two main activities, namely teaching and educating their students, in order to be able to produce a smart and skilled generation (Nguyen et al., 2022). Indonesia and Malaysia have similar backgrounds but these two countries have differences in terms of providing educational management of primary school education. The following is a comparison of elementary educational management in Malaysia and Indonesia.

Planning

Planning is an activity of determining the goals to be achieved including how to make them happen. Other opinion says planning is formulating and planning activities needed to achieve the desired individual (Maduretno & Fajri, 2019). Identifying the characteristics of elementary school management interaction is beneficial to the teachers in managing their classrooms. With this understanding, the teachers might plan strategies and apply suitable teaching techniques to build a responsive classroom (Gaias et al., 2019). With planning, it is expected that the implementation process can run effectively and efficiently (Errida & Lotfi, 2021). In Malaysia, educational planning is carried out through five stages. These stages is started by developing policy, followed by developing program, delivery planning, delivery provision, and evaluating & giving feedback (Edwards & Higa, 2018).

Elementary education in Malaysia uses the Lower School Standard Curriculum. This curriculum was implemented in 2011. In Malaysia, the standard elementary school curriculum has the principle of

providing comprehensive education, providing equal education, using an integrated approach, and implementing lifelong education (Munastiwi & Marfuah, 2019). The political and economic angles involved in planning science education policies direct the expected outcomes for Malaysian youth in science toward skills and competencies (Le et al., 2022). The curriculum in Malaysia has an additional focus on spirituality, the arts and sport through formal in-class activities as well as through extracurricular activities. It aims to develop children holistically (İleritürk, 2023).

Currently, the curriculum in Indonesia that is still dominantly used is the 2013 curriculum. Before using the 2013 curriculum, Indonesia used the 2006 curriculum. Learning in the 2013 curriculum emphasizes modern pedagogic dimensions using a scientific approach (Ismaniar Hikmatusholikhah et al., 2022). Making good planning will make the implementation of learning. It goes well this because good time management will reflect on the appropriate allocation of time, in addition to the results of the interview that the author. Do related aspects of planning every week the principal always providing online supervision is also good in making plans mass or one cluster that is done remotely as well (Dhawan, 2020).



Figure 1. Workshop and training on curriculum planning for teachers in Indonesia.

Organizing

Organizing is the activity of structuring organizational resources to carry out tasks and functions. Organizing is the division of authority according to the expertise. Indonesia and Malaysia have massively implemented school-based management (SBM). SBM is a decentralization of authority to make educational decisions involving various parties in the framework of school autonomy, flexibility, participation, independence, responsibility and accountability.



Figure 2. Mentoring Program for Putrajaya Corporation Officers Malaysia

Malaysia provides breadth in terms of school management autonomy to accelerate school performance. School leaders have flexible operational authority regarding schedules, budgets, etc., in proportion to the performance of their schools. The central government plays the role of coordinator and administrator, districts act as supporting and monitoring partners, and schools manage on the basis of SBM (for schools that already meet standards regarding performance). In Indonesia, the SBM model assumes that school principals and teachers have great discretion in managing schools without ignoring government policies and priorities (Ratnasari, 2020). The organization, execution, evaluation, and follow-up on the findings of the evaluation of teaching and learning activities are all tasks that teachers must perform professionally and competently in order to ensure ongoing and ideal improvement (Allolangi & Kurniati, 2023).

Actuating

Actuating is an act of moving personnel to work together to achieve goals effectively, both individually and collectively (Askari et al., 2020). Indonesia and Malaysia, these two countries have in common that both countries emphasize the importance of education for their students (Kholis, 2019). As previously explained, the implementation of these two countries has promoted a school-based management model in which there is a decentralization of authority so that policies can be taken according to the real conditions in each school. Based on statistics from the United Nations (2013, 2014), spending on education in Malaysia in general was 5.9% of GDP during 2011 with a GDP of 1.24 trillion, and 3.6% of GDP in Indonesia during 2012 with a GDP of IDR 507 billion.

In implementing education management in elementary schools, principals and teachers must pay attention to several things such as shaping student personalities, developing student character, managing

curriculum, managing students, managing teaching staff, managing finances, and managing school and community relations. This will assist school principals and teachers in carrying out education management in schools effectively and efficiently.



Figure 3. Learning Process at Sekolah Kebangsaan Putra Jaya Presint 16 Malaysia



Figure 4. Learning Process at Sekolah Kebangsaan Putra Jaya Presint 16 Malaysia

Controlling

Controlling is an action to ensure the implementation of an activity in accordance with the plan. In Malaysia there is a self-assessment that must be held annually by the school. The assessment uses the Malaysian Standard of Quality Education. The evaluation includes various matters regarding school quality, namely: leadership and direction, administration of student welfare organizations, curricular and co-curricular activities, sports and student affairs, teaching and learning, and student achievement. Evaluation is the process of determining a thing's worth, and it might involve the use of data to determine the importance of a programme, product, technique, aim, or benefit when designing a different

strategy to achieve the same objectives (Matondang et al., 2023). Every year, an evaluation of school principals is carried out which includes aspects of leadership skills and student outcomes improvement (Robinson & Gray, 2019).

In Indonesia, Evaluation of the Basic Education System is carried out by the central government and local governments. Aspects that are evaluated by the central government at least include the level of effectiveness in developing student competencies, equity of access and quality of education services, quality and relevance of learning, quality of management, and human resources in education units related to the number, distribution and competence. The form of the evaluation is in the form of a national assessment and analysis of data from education units, educators, education staff, and the regional government.

Evaluation of the education system by the regional government is carried out by identifying educational problems that need to be given priority based on indicators in the regional education profile and exploring the results of the identification of educational problems to find the root of the problem and formulate corrective steps.

Conclusion

Education management in Malaysia dan Indonesia has many similarities as well as differences in its implementation. The various similarities and differences that exist are expected to be a reference for the actualization of the development of elementary school education management in these two countries and can recommend improvements in terms of education management, especially in elementary schools.

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Author Contributions

Conceptualization, S. M, J. I. S, P. P, S. I, S. S, S. S &H. M.; methodology, S. M.; validation, J. I. S. and P. P.; formal analysis, S. I.; investigation, S. S and H. M.; resources, S. S and S. M.; data curation, J. I. S.: writing—original draft preparation, P. P and S. I.; writing—review and editing, S. M.: visualization, and H. M and S. S. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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