

## **SCOPE OF EDUCATIONAL MANAGEMENT AS A FOUNDATION FOR DEVELOPING THE QUALITY AND EFFECTIVENESS OF INSTITUTIONS**

**\*<sup>1</sup>Umayah, <sup>2</sup>Ridotul Inayah, <sup>3</sup>Anis Zohriah, <sup>4</sup>Apud**

<sup>\*1,2,3,4</sup>UIN Sultan Maulana Hasanuddin Banten, Indonesia

Email: <sup>\*1</sup>uumumayah254@gmail.com · <sup>2</sup>ridotulinayah@gmail.com,

<sup>3</sup>anis.zohriah@uinbanten.ac.id, <sup>4</sup>apud@uinbanten.ac.id

### **Abstract**

Educational management is a systematic process encompassing planning, organizing, implementing, and supervising all educational resources to ensure the effective and efficient achievement of objectives. The scope of educational management is broad, encompassing curriculum management, student management, development of teaching and educational staff, management of facilities and infrastructure, financial governance, school administration, and public relations. This article aims to provide a comprehensive overview of the scope of educational management as a fundamental foundation for developing the quality and increasing the effectiveness of educational institutions. The research method used is a literature review, synthesizing theoretical perspectives and empirical findings from various previous studies. The results of the study indicate that structured, integrated, and coordinated educational management practices play a crucial role in strengthening institutional performance, encouraging innovation in the learning process, and ensuring the sustainability of educational development. Furthermore, effective educational management contributes to the creation of a conducive academic environment, supporting the professional growth of educators, and increasing public and stakeholder trust in educational institutions. In conclusion, the scope of educational management not only functions to achieve short-term educational goals but also serves as a strategic pillar in building institutional resilience, increasing competitiveness, and ensuring the quality of education in a sustainable manner.

**Keywords:** Educational Management, Institutional Effectiveness, Quality Development, Scope.

### **Abstrak**

*Manajemen pendidikan merupakan proses sistematis yang mencakup perencanaan, pengorganisasian, pelaksanaan, serta pengawasan terhadap seluruh sumber daya pendidikan untuk memastikan pencapaian tujuan secara efektif dan efisien. Cakupan manajemen pendidikan sangat luas, meliputi manajemen kurikulum, manajemen peserta didik, pengembangan tenaga pendidik dan kependidikan, pengelolaan sarana dan prasarana, tata kelola keuangan, administrasi sekolah, hingga hubungan masyarakat. Artikel ini bertujuan memberikan tinjauan komprehensif mengenai ruang lingkup manajemen pendidikan sebagai landasan fundamental dalam pengembangan kualitas dan peningkatan efektivitas lembaga pendidikan. Metode penelitian yang digunakan adalah tinjauan pustaka, dengan mensintesis perspektif teoritis dan temuan empiris dari*

berbagai penelitian terdahulu. Hasil kajian menunjukkan bahwa praktik manajemen pendidikan yang terstruktur, terintegrasi, dan terkoordinasi berperan penting dalam memperkuat kinerja institusi, mendorong inovasi dalam proses pembelajaran, serta menjamin keberlanjutan pengembangan pendidikan. Lebih lanjut, manajemen pendidikan yang efektif berkontribusi pada terciptanya lingkungan akademik yang kondusif, mendukung pertumbuhan profesional tenaga pendidik, serta meningkatkan kepercayaan masyarakat dan pemangku kepentingan terhadap lembaga pendidikan. Kesimpulannya, ruang lingkup manajemen pendidikan tidak hanya berfungsi untuk mencapai tujuan pendidikan jangka pendek, tetapi juga menjadi pilar strategis dalam membangun ketahanan institusional, meningkatkan daya saing, serta menjamin kualitas pendidikan secara berkelanjutan.

**Kata kunci:** Manajemen Pendidikan, Efektivitas Kelembagaan, Pengembangan Kualitas, Ruang Lingkup.

## INTRODUCTION

Education is a systematic process to develop the potential of students. Education is not merely classroom learning activities, but also encompasses character formation, social skills development, and the instilling of moral values in accordance with national education goals. Education is an effort to enhance the potential of human resources (HR) through instruction, coaching, and targeted learning experiences. The concept of learning is rooted in both parties: students and educators. Students are individuals or groups who receive the necessary lessons, while educators are the individuals or groups who manage the learning activities and other instructions necessary for effective learning. Thus, education is an interactive process that requires the active involvement of both parties, thus creating a conducive and meaningful learning environment (Aulia & Effane, 2023).

To achieve educational goals optimally, good management through educational management is necessary. According to George R. Terry, management is the process of planning, organizing, implementing, and supervising to achieve predetermined goals. In the context of education, management is the main foundation in the organization of educational institutions. Effective school management is necessary to achieve national educational goals, because without directed management, educational activities will proceed without clear coordination. In general, educational management is the process of planning, compiling, implementing, and supervising the management of human resources, money, materials, machines, methods, markets, time, and information to achieve educational goals effectively and efficiently. This shows that educational management is an important instrument in maintaining the quality and sustainability of the learning process (Arieyati et al., 2025).

Educational management is a crucial aspect in improving the quality of the educational process in various institutions. Good management will ensure the achievement of educational goals effectively and efficiently. Furthermore, educational management also serves as a control mechanism to ensure that every planned program runs in accordance with the school's vision and mission. Therefore, understanding the scope of educational management is crucial as a basis for implementation. With a sound understanding, every

stakeholder in the school can optimally fulfill their role, from the principal, teachers, education staff, to students. This also aligns with modern management principles that emphasize the importance of collaboration, transparency, and accountability in every decision-making process (Santoso & Lestari, 2020; Suryana & Ramdhani, 2022).

The scope of educational management is very broad because it encompasses all aspects involved in the educational process, both human resources and material resources. Educational management can be viewed from four perspectives: work area, object of work, function, or sequence of activities and implementation. The object of educational management is all types of management activities, whether they occur directly or indirectly, and encompasses everything related to the educational process. With this broad scope, educational management focuses not only on administrative aspects but also on strategic aspects related to curriculum development, teacher development, and the management of facilities and infrastructure. This emphasizes that educational management is the main foundation in creating a quality and sustainable education system (Arieyati et al., 2025).

Furthermore, educational management also plays a role in building a healthy school organizational culture. A strong organizational culture will foster a positive learning environment, increase teacher and student motivation, and strengthen a sense of belonging to the educational institution. As managerial leaders, principals have a significant responsibility in shaping this culture through policies, communication, and role models. With a strong organizational culture, schools can more easily face challenges, both internal and external (Legi, 2018; Hasan & Ali, 2019).

## **METHOD**

This study uses a qualitative approach because it is considered most appropriate for exploring complex social and educational phenomena, particularly those related to the scope of educational management in improving the quality and effectiveness of institutions. The qualitative approach was chosen based on the consideration that educational management cannot be understood solely through numbers or statistical data, but rather through the meanings, perceptions, and real-life experiences of educational practitioners in the field. With this approach, researchers attempt to capture the dynamics that occur in depth, so that the research results can provide a more comprehensive picture of how educational management is implemented in schools (Creswell, 2018; Miles, Huberman, & Saldaña, 2014). The method used was a case study, focusing on a single Islamic elementary school educational institution as the object of study. Case studies were chosen because they allow researchers to explore in detail how the scope of educational management is applied in a real-life context, and how this application contributes to the institution's quality and effectiveness. Through case studies, researchers can directly observe educational management practices, from planning, organization, implementation, and supervision, thus obtaining a comprehensive picture of the ongoing process (Rahman & Latif, 2024; Hidayat & Sari, 2025).

The research subjects were Islamic educational institutions that systematically implement educational management policies. The research informants consisted of principals, teachers, and education personnel who play a direct role in the planning, implementation, and evaluation of school programs. Informants were selected using a purposive sampling technique, selecting individuals deemed to have the most knowledge and understanding of the phenomenon under study. This method is expected to provide more relevant and in-depth data because it comes from parties directly involved in the educational management process (Yusuf & Widodo, 2020; Hasan & Ali, 2019).

The research instrument used was the researcher herself, assisted by interview guidelines, field notes, and documentation. The interview guidelines were systematically developed to gather information on aspects of the educational management framework, including planning, organization, implementation, and supervision. Field notes were used to record situations, interactions, and key points that emerged during the research process. Meanwhile, documentation in the form of school archives, activity reports, and internal policies served as supporting data to strengthen the interview and observation results (Arifin & Hasanah, 2019; Efendi & Sholeh, 2023). Data collection techniques included in-depth interviews, direct observation, and documentation. In-depth interviews were conducted with the principal and teachers to gain perspectives on the educational management framework. Direct observations were conducted to observe how learning and school management activities take place on a daily basis. Documentation was used to complement the data obtained from the interviews and observations, providing a more objective picture. To maintain data validity, researchers use triangulation techniques, namely comparing data from various sources and methods so that research results are more valid and reliable (Santoso & Lestari, 2020; Suryana & Ramdhani, 2022).

The data obtained were analyzed using qualitative descriptive analysis, with the stages of data reduction, data presentation, and conclusion drawing. Data reduction was achieved by filtering relevant information, presenting the data in a systematic narrative, and drawing conclusions by identifying patterns, trends, and emerging challenges in the implementation of educational management. This analysis aimed to describe qualitative data in narrative form, illustrating the relationship between the scope of educational management and the quality and effectiveness of institutions (Miles, Huberman, & Saldaña, 2014; Kurniawan & Dewi, 2022). Data validity was maintained through triangulation of sources and methods, discussions with colleagues, and member checking with informants. Triangulation was conducted by comparing the results of interviews, observations, and documentation. Discussions with colleagues were conducted to obtain input and other perspectives that could strengthen the analysis. Member checking was conducted by reconfirming the interview results with informants to ensure that the data obtained truly reflected the actual conditions on the ground. Thus, this research is expected to produce valid, reliable, and scientifically accountable findings (Legi, 2018; Rahmawati & Fauzan, 2021).

## **RESULTS AND DISCUSSION**

### **Educational Management as a Pillar, Challenge, and Innovation**

Educational management can be viewed as a key pillar in the organization of educational institutions. Without proper management, all educational activities will proceed without a clear direction and will struggle to achieve their desired goals. The word "management" itself comes from the English word "management," which means administration, management, or leadership. In the English-Indonesian dictionary, the term is derived from the word "to manage," which means to take care of, organize, implement, administer, and treat (Tamrozi et al., 2023). Thus, educational management is a systematic process that regulates all components of education to ensure they operate in accordance with the institution's vision, mission, and objectives. The management functions of planning, organizing, implementing, and controlling are the inseparable foundation of school managerial activities. Planning serves to determine the direction and goals to be achieved, organizing regulates the division of tasks and responsibilities, implementing ensures activities run according to plan, and controlling evaluates and corrects deficiencies. With these four functions, educational institutions are able to effectively integrate human and material resources through organized collaboration to achieve organizational goals (Fitriani et al., 2025).

Although educational management is a crucial pillar, in practice, educational institutions face various challenges. One major challenge is limited resources, including funding, teaching staff, and facilities and infrastructure. Many schools still struggle to provide adequate learning facilities, impacting the quality of learning. Furthermore, the dynamics of constantly changing government policies require schools to adapt quickly. New policies often require adjustments to the curriculum, teaching methods, and school administration systems. Another challenge arises from the rapid development of technology. Educational institutions are required to undergo digital transformation, both in the learning process and administration. Teachers must be proficient in information technology to integrate digital-based learning, while schools must provide the supporting infrastructure. If educational management fails to respond to these challenges, the quality and effectiveness of the institution will be difficult to achieve. Therefore, educational management must be adaptive and responsive to changing times (Wahyudin & Zohriah, 2023).

To address these challenges, innovation in educational management is needed. Innovation can include the application of information technology in school administration systems, the development of student-centered curriculum development, and the improvement of teacher competency through ongoing training. Educational management aims to shape students' personalities to adapt to current developments and societal needs. Educational management generally consists of six main components: planning, organizing, directing, supervising, evaluating, and developing. These six components must be implemented in an integrated and coordinated manner to maximize educational goals (Lingkup & Pendidikan, 2023). Furthermore, educational management is essentially a tool for

achieving educational goals through the management of all educational areas. Therefore, innovation in educational management is not limited to technical aspects but also encompasses strategic aspects, such as strengthening school organizational culture, increasing community participation, and implementing the principles of transparency and accountability. With innovation, educational management can function more adaptively, responsively, and relevantly to social, economic, and technological changes occurring in society. Innovation is also key to maintaining the sustainability of educational institutions, so that schools can not only survive but also develop into superior and high-quality institutions (Aziz et al., 2023).

### **Human Resources (Capacity Management and Effectiveness of Educational Personnel)**

Human resources (HR) are the most vital component in institutional management, including in the field of education. Without proper HR management, educational institutions will struggle to achieve their stated goals. HR in a school environment consists of various elements, from the principal, teachers, administrative staff, counselors, librarians, laboratory or IT technicians, to cleaning and security personnel. Each component has a distinct role, but they complement each other to support the continuity of the educational process. Therefore, HR management must be carried out systematically, taking into account the capacity, expertise, and work effectiveness of each individual (Efendi & Sholeh, 2023; Wahyudin & Zohriah, 2023). Human resource management in education encompasses various important aspects, such as the recruitment of competent teachers and staff, training and skills development, performance appraisals, motivation, and employee retention. Proper recruitment will ensure that the teaching and administrative staff entering the institution possess the qualities needed by the school. Furthermore, training and skills development are strategic steps to increase the capacity of educational staff to keep pace with current developments, particularly in facing the challenges of the digital era. Performance appraisals are conducted to measure the effectiveness of educational staff in carrying out their duties, while motivation and retention are necessary to maintain work morale and prevent high turnover (Hasan & Ali, 2019; Yusuf & Widodo, 2020).

In addition to human resources, educational management must also consider other supporting factors such as funding, materials, methods, markets, and time. Adequate funding will ensure that all school programs run efficiently without waste. Materials, especially the curriculum, serve as a basic guideline for ensuring the learning process meets established standards. Appropriate learning methods will support the effectiveness of the teaching and learning process, while educational market management plays a crucial role in reaching the community as users of educational services. Time is also crucial because limited school hours require efficient management to achieve all learning objectives (Lingkup & Pendidikan, 2023; Kurniawan & Dewi, 2022). Thus, managing the capacity and effectiveness of educational staff focuses not only on improving individual quality but also on integrating all components of educational management.

Quality human resources will be the primary driving force in creating superior educational institutions. Principals, as managerial leaders, must be able to direct, organize, and motivate all educational staff to work in accordance with the school's vision and mission. Teachers, as the spearhead of education, must continuously improve their pedagogical, professional, social, and personal competencies. Administrative staff, counselors, librarians, and other support staff must also be empowered so that their roles can make a real contribution to the institution's effectiveness (Arifin & Hasanah, 2019; Hidayat & Sari, 2025). Ultimately, human resource management in education is not merely about managing the workforce; it also involves building capacity, increasing effectiveness, and creating a healthy work culture. With good human resource management, educational institutions will be able to face challenges, innovate, and develop into high-quality, highly competitive institutions. Well-managed human resources will be the main foundation in realizing sustainable education quality that is relevant to community needs (Rahmawati & Fauzan, 2021; Suryana & Ramdhani, 2022).

### **Scope of Educational Management: Concept, Implementation, and Implications for Institutional Quality**

Educational management is a multidisciplinary field encompassing many aspects and involving various parties. In practice, educational management is not limited to the management of educational staff but also encompasses curriculum management, financial management, facilities and infrastructure management, school management, principal management, and public relations management. Each of these aspects is interrelated and forms a unified, cohesive system in the delivery of education. Therefore, the scope of educational management can be understood as the entire process of managing educational institutions, aimed at creating effectiveness and efficiency in achieving educational goals (Aulia & Effane, 2023). Conceptually, the scope of educational management encompasses all aspects of managing educational institutions. This means that every activity taking place in a school, both academic and non-academic, is part of educational management. This concept emphasizes that educational management focuses not only on teaching and learning activities but also on the management of human resources, finances, infrastructure, and community relations. Thus, educational management is a complex and comprehensive system that must be implemented in an integrated manner to optimally achieve educational goals (Fitriani et al., 2025; Wahyudin & Zohriah, 2023).

The scope of educational management is implemented through various strategies and policies implemented in schools. For example, in educational staff management, schools must be able to recruit competent teachers, provide ongoing training, and conduct regular performance evaluations. In curriculum management, schools must ensure that the curriculum used is appropriate to student needs and relevant to current developments. Financial management plays a role in managing funding efficiently and avoiding waste, while facility and infrastructure management ensures that learning facilities are available and optimally utilized. Furthermore, public relations management is also crucial for building trust and support from parents and the surrounding community (Kurniawan &

Dewi, 2022). The scope of educational management has direct implications for the quality of educational institutions. Institutions that are able to effectively manage all aspects of management will more easily achieve their stated educational goals. Institutional quality can be measured through various indicators, such as learning quality, student achievement, parental satisfaction, and the school's reputation in the community. Conversely, if educational management is not implemented effectively, the quality of the institution will decline, characterized by poor learning quality, inadequate facilities, and declining public trust in the school. Therefore, educational management must be viewed as a primary foundation for developing the quality and effectiveness of institutions (Aziz et al., 2024; Rahmawati & Fauzan, 2021).

### **Student Management: Strategies for Guidance, Supervision, and Potential Development**

According to the Great Dictionary of the Indonesian Language (KBBI) as cited by Aprianto et al. (2020), a student is a person, pupil, or schoolchild who is currently undergoing an educational process. Students hold a crucial position in educational institutions because they are the input, process, and output of the education system. In the context of schools and madrasas, students are not only recipients of knowledge but also active subjects who play a role in the transformation of knowledge, skills, and values. Therefore, student management is a crucial aspect of educational management, which aims to create students who are high achievers, have character, and are ready to face life's challenges (Usep Setiawan, 2022; Lingkup & Pendidikan, 2023). Student management encompasses a wide range of activities, from new student admissions and coaching, potential development, and evaluation of learning outcomes. This process must be carried out systematically to ensure each student can develop according to their potential. Student planning, for example, involves determining the capacity of new students based on classroom capacity, developing a new student admission program (PPDB), and planning the School Environment Introduction Period (MPLS) activities. This stage is crucial to ensure that the number of students aligns with the school's ability to provide quality educational services (Aprianto et al., 2020).

The next stage is the admission of new students. This process typically involves establishing a PPDB committee, establishing registration requirements, conducting both administrative and test selections, announcing selection results, and conducting re-registration. Admission of new students must be conducted transparently and accountably to foster public trust in educational institutions. Furthermore, student grouping and placement are also crucial components of student management. Students are divided into classes evenly based on ability, gender, or special needs. Determining homeroom teachers and placing students into majors (for high school/vocational school) is also carried out to ensure learning is more focused and aligned with students' interests and talents. Student development and guidance are key strategies in student management. These activities include extracurricular activities such as Scouting, Student Council (OSIS), sports, and the arts, character and discipline development, guidance and counseling services, and

religious activities such as short-term Islamic boarding schools (*pesantren kilat*) or commemorations of Islamic holidays. Through these activities, students develop not only academically but also socially, emotionally, and spiritually. This development aims to produce a generation of achievers with strong character (Wahyudin & Zohriah, 2023).

In addition to development, student record-keeping and administration are also crucial aspects of management. Administration includes filling out the student register, creating attendance lists, summarizing grades and report cards, and archiving student transfer data. Good administration facilitates the school's evaluation and oversight of student progress. Evaluation is carried out through monitoring student attendance, tests, exams, class promotion meetings, and handling violations of rules. This evaluation serves to determine the extent to which students have achieved learning objectives and how schools can provide appropriate interventions if obstacles are encountered (Rahmawati & Fauzan, 2021). The final stage in student management is transfer and graduation. Transfer encompasses the process of transferring students in and out of school, while graduation involves determining the final year of graduation, issuing diplomas, and issuing graduation documents. This process must be carried out responsibly as it affects the future of students. Graduation is not merely an administrative formality but also an indicator of the educational institution's success in fostering and developing students' potential throughout their education (Suryana & Ramdhani, 2022).

Therefore, student management is a comprehensive strategy encompassing coaching, supervision, and development of student potential. If implemented effectively, student management will produce graduates who excel not only academically but also possess character, skills, and values aligned with national education goals. This demonstrates that students are the center of all educational activities, and successful student management will significantly determine the quality and effectiveness of educational institutions (Kurniawan & Dewi, 2022; Arifin & Hasanah, 2019).

### **Curriculum Management as a Strategy for Developing Learning Effectiveness and Relevance**

Curriculum management is one of the most fundamental aspects of educational management because it serves as the primary guideline for the learning process. The curriculum encompasses all the understanding, experiences, and activities provided by educational institutions to students throughout the learning process. In other words, the curriculum is not merely a written document; it also reflects the philosophy, vision, and mission of the educational institution. Therefore, the curriculum must be designed according to student needs, current developments, and societal demands to ensure relevant and meaningful education. Conceptually, curriculum management encompasses three main stages: planning, implementation, and evaluation. Curriculum planning is carried out by developing the School Unit Level Curriculum (KTSP) or by adapting it to the policies of the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. This planning also encompasses the development of Learning

Outcomes (CP), Learning Objective Flow (ATP), and the development of annual programs (Prota) and semester programs (Promes). The school calendar is also established to ensure all learning activities proceed according to a structured schedule (Fauzan et al., 2025).

Curriculum implementation is carried out through organization, implementation, and supervision. In organizing, schools divide teaching tasks among teachers according to competency, develop lesson schedules, group compulsory and elective subjects, and coordinate among teachers through the Subject Teacher Consultation (MGMP) forum. Curriculum implementation includes the implementation of the Independent Curriculum or the applicable curriculum, the use of teaching modules or lesson plans (RPP), and the application of active learning methods such as discussions, project-based learning, and collaboration. In addition, the implementation of the Pancasila Student Profile Strengthening Project (P5) is an important part of shaping students' character in accordance with national values (Wahyudin & Zohriah, 2023). Curriculum oversight is carried out through academic supervision by the principal and evaluation of learning outcomes, such as daily tests, mid-term assessments (PTS), and final assessments (PAS). Learning objective achievement analysis is conducted to determine the extent to which students have achieved the expected competencies. Reflection and improvement of teaching materials are also conducted periodically to ensure the curriculum remains relevant to student needs. This evaluation serves not only as a control measure but also as a means of continuous development for teachers and schools (Kayisa et al., 2025; Lazwardi et al., 2025).

In addition to oversight, curriculum development and revision are crucial components of curriculum management. Material adjustments are made to meet student needs and scientific developments. The integration of character education, literacy, and 21st-century skills is also a focus of curriculum development. Curriculum development workshops are typically held periodically to involve teachers in the revision process. Curriculum evaluation at the end of each school year provides a crucial opportunity to assess the effectiveness of the implemented curriculum and design improvements for the following year (Kurniawan & Dewi, 2022). Curriculum management has direct implications for the quality of educational institutions. A well-designed, consistently implemented, and continuously evaluated curriculum will produce high-achieving students with character and preparedness to face global challenges. Conversely, a poorly managed curriculum will result in poor learning quality, weak competency achievement, and diminished public trust in schools. Therefore, curriculum management must be viewed as a key foundation for developing the quality and effectiveness of educational institutions (Rahmawati & Fauzan, 2021; Suryana & Ramdhani, 2022).

## **Management of Teaching and Educational Personnel (Personnel) in Developing Competence and Professionalism**

Teachers and educational personnel are key components of successful education. Without proper management of these personnel, the learning process will not achieve its intended goals. Managing teaching and educational personnel encompasses various important aspects, from recruitment and placement to professional development and performance evaluation. Personnel management seeks to identify teacher needs and develop existing staff. Schools must be able to map their teaching staff needs to ensure the learning process runs smoothly and meets expected standards. The initial stage in teaching staff management is personnel needs planning. Schools must analyze the number of study groups and align this with the number of available teachers. If there is a shortage, schools can propose new teacher positions to the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia or the local education office. In addition to teachers, the need for administrative staff, librarians, and laboratory technicians must also be planned to ensure all aspects of education run smoothly. Careful planning will ensure that each area of the school has competent and appropriate personnel (Rahmawati & Fauzan, 2021).

After planning, the next stage is the recruitment and selection of teaching staff. This process involves establishing a selection committee for honorary teachers, conducting administrative selection, interviews, and placing teachers according to their areas of expertise and educational background. Transparent and accountable recruitment will increase public trust in schools. Furthermore, rigorous selection will ensure that the teaching staff recruited meet educational standards (Hasan & Ali, 2019). Teacher placement is carried out by dividing teaching hours according to competency, appointing homeroom teachers, extracurricular instructors, and program coordinators. Teachers can also be assigned additional duties such as school operators or student council advisors. Appropriate placement will increase learning effectiveness because teachers work according to their areas of expertise. Furthermore, a clear division of duties will prevent overlapping work and improve coordination among educators (Yusuf & Widodo, 2020).

Teacher professional development is carried out through training, seminars, workshops, and participation in Subject Teacher Conferences (MGMP). The principal also plays a role in academic supervision to ensure the quality of learning. Developing discipline and work ethics is crucial in maintaining the professionalism of educators. Through continuous development, teachers will be able to keep up with the times and improve the quality of learning (Wahyudin & Zohriah, 2023). Teacher performance evaluation is conducted through the Teacher Performance Assessment (PKG), attendance and discipline monitoring, and achievement assessments. High-performing teachers can be awarded as a form of motivation. Performance assessments serve not only as a control measure but also as a means to improve teacher quality. With objective evaluations, schools can identify the strengths and weaknesses of educators, allowing appropriate improvements (Suryana & Ramdhani, 2022).

Teacher welfare is a crucial factor in increasing work motivation. Schools can propose teacher certification, provide additional allowances or incentives, and reward high-performing teachers. Good welfare will increase teacher loyalty to the school and encourage them to perform optimally. High motivation will directly impact the quality of learning and the achievement of educational goals (Kurniawan & Dewi, 2022). The final stage in teaching staff management is transfer and dismissal. Transfers are carried out to align needs between schools, while dismissals are carried out for teaching staff who are approaching retirement or do not meet performance standards. This process must be carried out responsibly to avoid creating problems for both the teaching staff and the school. Appropriate transfers and dismissals will maintain a balance between the needs of teaching staff across schools (Arifin & Hasanah, 2019).

### **Infrastructure Management as a Pillar of Effectiveness and Sustainability in Educational Institutions**

Educational infrastructure is a crucial component that must be managed effectively to support the teaching and learning process. Without adequate infrastructure, learning activities will struggle to achieve their intended goals. Infrastructure management encompasses needs planning, procurement, maintenance, inventory, and asset disposal. This process involves organizing, planning, procuring all learning needs, utilizing, storing and distributing, maintaining, inventorying, and managing the school's land, buildings, equipment, and furnishings (Lingkup & Pendidikan, 2023). According to Article 1 of Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning Standards for Facilities and Infrastructure, national education standards establish minimum standards for classrooms, sports facilities, places of worship, libraries, laboratories, workshops, playgrounds, creative spaces, and other learning resources needed to support the learning process. This demonstrates that facilities and infrastructure are not merely physical facilities, but also an integral part of the education system that must meet certain standards for optimal learning (Fauzan et al., 2025).

The planning stage involves identifying the needs for classrooms, laboratories, libraries, and worship facilities. Schools develop plans to procure equipment such as desks, chairs, whiteboards, projectors, and books. Planning also includes the preparation of the School Activity and Budget Plan (RKAS) and the submission of facility assistance to the Ministry of Education or the local education office. Thorough planning ensures that facility and infrastructure needs align with the school's capacity and support learning objectives. Procurement is carried out through the purchase of learning equipment as needed, receipt of government assistance such as the School Operational Assistance Fund (BOS), and procurement of laboratory equipment or digital learning media. The procurement process must be transparent and accountable to prevent misuse of funds. With proper procurement, schools can provide facilities relevant to technological developments and student needs.

Inventory is carried out by recording items in an inventory book, assigning codes or labels to each school asset, and producing periodic condition reports. Inventory serves to determine the quantity, condition, and ownership status of school assets. With proper inventory, schools can avoid asset loss and facilitate the monitoring process. Utilization of facilities and infrastructure is carried out by scheduling laboratory and library use, classroom use according to the lesson schedule, and using LCD/projectors for interactive learning. Effective utilization will improve the quality of learning because students can use the facilities as needed.

Maintenance is carried out by regularly cleaning classrooms and the school environment, conducting periodic servicing of computers and laboratory equipment, and repairing minor damage to tables, chairs, or the roof. Proper maintenance will extend the lifespan of facilities and infrastructure and maintain a comfortable learning environment. Supervision is carried out by monitoring facility use to prevent misuse, periodically inspecting the condition of the building, and evaluating the effectiveness of learning facilities. This evaluation is crucial to determine whether facilities and infrastructure truly support the achievement of educational goals. The final stage is disposal, which involves removing severely damaged items from the inventory list, auctioning, or destroying items that are no longer fit for use according to procedures. Disposal is carried out to ensure that school assets remain properly recorded and do not create administrative burdens.

### **Financial Management (Financing) as a Pillar of Transparency, Accountability, and Sustainability in Education**

Financial management is a crucial aspect of education administration because all school activities require funding. Without proper financial management, educational activities will struggle to run smoothly and effectively. Financial management encompasses budget planning, fund utilization, and transparent and accountable financial accountability. The primary objective of financial management is to ensure that all funds received by the school are used according to needs, avoiding waste, and preventing misuse of funds (Lingkup & Pendidikan, 2023). Education financing is a vital factor because all aspects of school operations require funding. Schools receive funding from the government through a decentralized system, funded by the State Budget (APBN) and the Regional Budget (APBD). These funds are allocated to be spent in accordance with the school's established basic plan. Additionally, schools can obtain funding from other sources, such as committee contributions, local government assistance, and collaborations with third parties. All funding sources must be managed based on the principles of efficiency, effectiveness, and accountability to support the quality of education (Aulia & Effane, 2023).

Budget planning is carried out by preparing a School Activity and Budget Plan (RKAS) at the beginning of each academic year. The RKAS serves as a guideline for allocating funds for operational needs, learning activities, extracurricular activities, and maintenance of facilities and infrastructure. Planning must also align with the technical

guidelines for the School Operational Assistance (BOS) Fund issued by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia. With careful planning, schools can ensure that funds are used according to priorities and actual needs.

In addition to BOS Funds, schools can obtain funds from school committee contributions (in accordance with applicable regulations), local government assistance, and collaboration with third parties or donors. Diversifying funding sources is crucial to ensure schools are not dependent on a single source, and to ensure educational activities can continue even if there are delays in government funding disbursements. Implementation of fund utilization includes payment of honorariums for honorary teachers, purchase of books and learning materials, financing school activities such as competitions or commemorating major holidays, and payment of operational needs such as electricity, water, and internet. Fund utilization must be in accordance with the established Budget and Budget Plan (RKAS) to prevent irregularities.

Financial administration is carried out by maintaining a general cash book, maintaining transaction evidence such as notes and receipts, and preparing periodic budget realization reports. Schools are also encouraged to use financial reporting applications for more accurate and auditable records. Oversight is carried out through internal audits by the principal and treasurer, as well as reporting of fund utilization to the school committee. Accountability for the BOS Fund must be prepared in accordance with government regulations to ensure transparency. Evaluation of the effectiveness of budget utilization is also conducted to ensure that funds are truly used to improve the quality of education. Evaluation is conducted by comparing the planned budget with actual results. If any waste or underfunding is found, the school must revise its planning for the following year. This evaluation is crucial for more efficient and accountable school financial management.

### **Educational Administration Management as a Pillar of Transparency, Accountability, and Administrative Quality**

Administrative Management (TU), or business administration in educational institutions, is a crucial aspect supporting the smooth running of the educational process. The administration functions as the administrative center, regulating, serving, and facilitating the achievement of school goals. Without sound TU management, educational activities will struggle to run effectively and efficiently due to the disorganization of data, documents, and administrative services. Therefore, TU management must be viewed as the administrative foundation that underpins all academic and non-academic activities in schools (Lingkup & Pendidikan, 2023). Simply put, administrative management is the systematic and orderly management of school administration to ensure all data, documents, and administrative services are well-organized. The primary functions of administrative management include recording, archiving, administrative services, and report preparation. With professional administration, schools can conduct educational activities in a more structured, transparent, and accountable manner.

Correspondence is one of the main activities in administrative management. This process includes recording incoming and outgoing mail in an agenda book, archiving mail based on classification codes, and creating and distributing meeting invitations, student certificates, and teacher assignment letters. Proper management of correspondence will ensure smooth communication between school parties and is well-documented. School archives and documents must be properly stored as they serve as administrative and legal evidence. Important documents such as principal decrees, task allocation decrees, personnel data, curriculum, and learning materials must be systematically archived. Digitizing archives is also a crucial step to speed up and efficient data retrieval.

Student administration includes completing student books, creating student cards, creating active school certificates, and compiling student data for reporting to the education office. This administration serves to document the identity, status, and progress of students throughout their education. Personnel administration includes managing teacher and educational staff data, processing appointment and promotion decrees, summarizing attendance, and inputting data into the Ministry of Education's education administration system. Good personnel administration supports the professional management of school human resources. School data must be consistently updated through the Basic Education Data (Dapodik) system. The Administrative Office (TU) is responsible for compiling monthly, semester, and annual reports and submitting administrative reports to the education office. These reports serve as the basis for evaluation and policy-making by schools and the government. Administrative services include diploma legalization, providing administrative information to parents and students, and providing documents for school accreditation. Good service will increase public trust in the school. The Administration Department is also responsible for procuring and recording office supplies (ATK), maintaining office equipment such as computers and printers, and scheduling the use of administrative space. Proper equipment management will support the smooth running of daily administrative activities.

### **Public Relations Management (PR) as a Pillar of Transparency, Accountability, and Public Trust**

Public relations management (PR) in educational institutions is a crucial aspect, serving as a communication bridge between the school and the community, parents, and other relevant parties. PR plays a role in building harmonious relationships, conveying information, and garnering support for educational programs. Conceptually, PR management encompasses the planning, organization, implementation, and evaluation of a school's communication activities with the public. With effective PR management, schools can increase public trust, strengthen parent participation, and build a positive image of the institution. PR program planning involves developing an annual work program, determining the school's communication strategy with parents and the community, and developing a school publication calendar. This planning is crucial to ensure that all PR activities are focused and aligned with the institution's goals.

Schools need to maintain intensive communication with parents or guardians. This communication can take the form of regular school committee meetings, establishing communication groups via WhatsApp or the school portal, delivering student progress reports, and distributing school activity notifications. Good communication will increase parental involvement in supporting their children's education. Public relations management also includes collaboration with the community and other institutions. Schools can collaborate with businesses and industry, conduct community service programs with the surrounding community, collaborate with community health centers for school health programs, and coordinate with the local education office. This collaboration will expand the school's network and provide direct benefits to both students and the community.

School publicity and promotion are carried out by managing the school's official social media channels, creating brochures and banners for new student admissions (PPDB), publicizing student achievements on the school website, and inviting local media to participate in major school events. Effective public relations will enhance the school's image and attract public interest in enrolling their children. The Public Relations department is also responsible for providing information services to school guests, handling complaints or feedback from parents, and providing a suggestion box or online complaint form. These services are crucial for maintaining school transparency and accountability. Documentation of school activities is carried out through photos, videos, and news. The Public Relations department also compiles activity reports and archives collaborations and memorandums of understanding (MoUs) with external parties. Good documentation serves as evidence of activities and as a basis for evaluation for future improvements. A positive school image is built through organizing social and religious activities, showcasing students' academic and non-academic achievements, and maintaining polite and professional communication with the public. A positive image will increase public trust and strengthen the school's reputation as a quality educational institution.

## **CONCLUSION**

The scope of educational management encompasses various important, interrelated aspects of educational delivery, including curriculum management, student management, teaching and administrative staff management, facilities and infrastructure management, financial management, administrative management, and public relations management. All of these aspects form a complete and integrated system, so educational success depends heavily on how effectively each component is managed. Systematic management through the management functions of planning, organizing, implementing, and supervising will improve the effectiveness and quality of education. With thorough planning, clear organization, consistent implementation, and ongoing supervision, educational institutions can optimally achieve their stated goals. These educational management principles must be understood and implemented by all parties involved,

from principals, teachers, and educational staff to school supervisors and the education office.

In practice, educational management is carried out by various parties, each with their own roles and responsibilities. The principal serves as the managerial leader who directs the school's organizational structure; teachers spearhead the learning process; educational staff support smooth administration and operations; and school supervisors and the education office serve as controllers and coaches to ensure educational management meets standards. Synergy among these implementers is key to successful educational management. Thus, it can be concluded that educational management is not merely an administrative process, but rather a system that unites all components of education to achieve common goals. If all aspects of educational management are implemented in an integrated, transparent, and accountable manner, the quality of educational institutions will improve, learning effectiveness will be achieved, and public trust in schools will be strengthened.

## REFERENCES

- Aprianto, R., Setiawan, U., & dkk. (2020). Peserta Didik dalam Perspektif Pendidikan. *Jurnal Pendidikan Indonesia*, 5(2), 112–120.
- Arifin, Z., & Hasanah, N. (2019). Manajemen Tenaga Pendidik dan Kependidikan. *Jurnal Administrasi Pendidikan*, 3(1), 45–56.
- Arieyati, S., Depok, U. I., Zarra, Z. A., Depok, U. I., Saiful, M. I., Depok, U. I., Basari, M. H., & Indonesia, U. P. (2025). *Ruang lingkup administrasi dan manajemen pendidikan*. 3(6), 585–592.
- Aulia, D. P., & Effane, A. (2023). *Ruang Lingkup Desentralisasi Manajemen Pendidikan*. 2, 142–152.
- Aulia, R., & Effane, M. (2023). Manajemen Pembiayaan Pendidikan dalam Perspektif Desentralisasi. *Jurnal Manajemen Pendidikan*, 06(01), 210–225.
- Aziz, M., Rahman, A., & dkk. (n.d.). Manajemen Pendidikan sebagai Alat Pencapaian Tujuan. *Jurnal Ilmu Pendidikan*, 4(3), 77–89.
- Efendi, H., & Sholeh, A. (2023). Pengelolaan Sumber Daya Manusia dalam Lembaga Pendidikan. *Jurnal Pendidikan Islam*, 7(2), 155–168.
- Fauzan, M., Rahmawati, S., & Pratama, R. (2025). Strategi Implementasi Kurikulum Merdeka di Sekolah Dasar. *Jurnal Manajemen Pendidikan Indonesia*, 12(2), 77–95.
- Fitriani, L., Hidayat, R., & Sari, D. (2025). Fungsi Manajemen dalam Lembaga Pendidikan. *Jurnal Administrasi Pendidikan*, 8(1), 33–47.
- Hasan, M., & Ali, S. (2019). Rekrutmen dan Seleksi Tenaga Pendidik. *Jurnal Pendidikan dan Kebudayaan*, 14(2), 88–97.
- Hidayat, R., & Sari, D. (2025). Studi Kasus Manajemen Pendidikan di Sekolah Dasar Islam. *Jurnal Pendidikan Dasar*, 9(1), 101–115.
- Kayisa, N. I., Ahid, N., & Yuthi, S. N. F. (2025). Kajian Teoritis Manajemen Kurikulum untuk Peningkatan Kualitas Pendidikan. *Darajat: Jurnal Pendidikan Islam*, 8(1), 1–15.

- Kurniawan, A., & Dewi, L. (2022). Manajemen Sarana, Prasarana, dan Kurikulum dalam Mendukung Efektivitas Proses Belajar Mengajar. *Jurnal Administrasi Pendidikan*, 3(4), 210–225.
- Lazwardi, D., Kawijaya, J., & Cromico, J. (2025). Manajemen Kurikulum dalam Pendidikan Kontemporer: Sebuah Kajian Teoritis. *Al-Ikmal: Jurnal Pendidikan*, 4(1), 45–60.
- Lingkup, & Pendidikan. (2023). Ruang Lingkup Manajemen Pendidikan. *Jurnal Pendidikan Nasional*, 06(01), 3822–3835.
- Rahmawati, S., & Fauzan, M. (2021). Evaluasi Manajemen Peserta Didik di Sekolah Menengah. *Jurnal Evaluasi Pendidikan*, 5(3), 144–158.
- Suryana, D., & Ramdhani, A. (2022). Supervisi Akademik dalam Manajemen Pendidikan. *Jurnal Administrasi Pendidikan*, 5(1), 77–89.
- Wahyudin, A., & Zohriah, A. (2023). Ruang Lingkup Manajemen Pendidikan. *Jurnal Pendidikan Islam*, 06(01), 3822–3835.
- Yusuf, M., & Widodo, S. (2020). Purposive Sampling dalam Penelitian Pendidikan. *Jurnal Metodologi Penelitian*, 3(1), 22–30.