Education as the Foundation of Knowledge in Education Management: the Concept of Education and Comparison of its Application in Indonesia and Malaysia

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ABSTRACT

This article examines the foundational role of education in shaping the field of education management, focusing on its historical development, theoretical perspectives, and practical applications in Indonesia and Malaysia. It traces the evolution of educational thought and management practices, highlighting key schools of thought that have influenced education systems in both countries. By comparing the implementation of education management principles in Indonesia and Malaysia, the study provides insights into the similarities and differences in their educational approaches and policy adaptations. The findings aim to contribute to a deeper understanding of how educational foundations support effective management practices and the ways in which cultural and institutional contexts influence education management. This comparative analysis is expected to benefit policymakers, educators, and researchers interested in developing and enhancing education management systems.

Keywords: *Education Management, Historical Development, Comparative Analysis, Educational Policy*

INTRODUCTION

Education is a fundamental foundation in the development of society and the nation. In an increasingly competitive global era, the quality of education has become one of the main indicators of a country's success. Therefore, effective and efficient educational management is crucial to ensure that educational resources, such as teaching staff, curriculum, and infrastructure, can be utilized optimally. In this context, educational management emerges as a discipline that plays an important role in designing, implementing, and evaluating the educational process at various levels (Rasyid, 2015: 565-581).

Educational management not only focuses on managing educational resources but also includes strategic aspects in creating a conducive learning environment. With a deep understanding of education as a science, educational managers can make data- and evidence-based decisions and create innovations in the learning process. Along with the times, educational management has undergone significant transformation, influenced by various existing management streams and theories (Anwar Sewang, 2015: 17-22).

In Indonesia and Malaysia, the education systems have different characteristics and challenges, even though both countries share the same goal of improving the

quality of education. Therefore, it is important to analyze the differences and similarities in the implementation of educational management in both countries. This analysis will provide deeper insights into how education as a science underpins educational management practices and influences the development of educational systems.

Against this background, the purpose of this paper is to explore the relationship between education and educational management, analyze the historical development of management as a science, and delve into the streams within educational management. Additionally, this paper will compare the implementation of educational management in Indonesia and Malaysia, with the hope of contributing to the development of better educational management practices in the future. Education is one of the main pillars in the development of society and the nation. As a process of transferring knowledge, values, and skills, education plays an important role in shaping individual character and preparing the younger generation to face future challenges. In the context of globalization and rapid technological advancement, the quality of education has become increasingly crucial. Countries with a good education system tend to have higher competitiveness on a global scale. Therefore, improving the quality of education is a top priority for governments and stakeholders in every country (Heru Setiawan, 2020: 39-52).

However, the quality of education is not only determined by the curriculum and teaching materials but also by how educational management is carried out. Educational management is the process of planning, organizing, directing, and controlling educational resources to achieve effective and efficient educational goals. Without good management, the available resources—whether teachers, facilities, or curriculum—will not be optimally utilized. Effective educational management ensures that every component in the education system functions synergistically to achieve common goals (Bahar et al., 2024: 284-300). As time progresses, the challenges faced by the education system are becoming increasingly complex. Issues such as the gap in access to education, the quality of teaching, and the relevance of the curriculum to labor market needs are challenges that must be addressed. Therefore, adaptive and responsive educational management is essential to create an education system that is not only effective but also inclusive and sustainable. In this context, understanding the streams in educational management becomes crucial. Various approaches and management theories can be applied in the education sector to address existing challenges. Therefore, it is important to analyze how education as a science can underpin educational management practices and how comparing the implementation of educational management in different countries, such as Indonesia and Malaysia, can provide new insights for improving education systems.

METHOD

This study employs a descriptive qualitative approach to explore and analyze the relationship between education as a science and the implementation of educational management in Indonesia and Malaysia. This approach is chosen because it provides an opportunity to deeply understand various theories, principles, and practices underlying educational management, as well as to compare the application of these concepts in both countries. Through a qualitative approach, this research can explore a broader perspective on the dynamics of educational management in each country, offering a comprehensive view of the existing practices.

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One important step in this study is the literature review, which aims to gather and analyze various previously published information. This literature review serves as the foundation for understanding the context of educational management theory, as well as the streams of thought that influence the management of education in both Indonesia and Malaysia. The information sources used in this review are diverse, including books and academic journal articles discussing educational management theory in general, as well as research reports and publications from international organizations such as UNESCO and the World Bank, which provide a global perspective on educational management. Additionally, this research also utilizes educational policy documents issued by the Ministries of Education in both countries to understand the policy frameworks that underpin the management of education in each nation. These documents provide insights into the policies implemented within the educational systems and how these policies relate to broader educational management. Furthermore, comparative studies examining the differences and similarities in educational management practices in Indonesia and Malaysia are also used to explore the challenges faced in the implementation of educational management in both countries. By utilizing these various secondary sources, the literature review will provide a strong theoretical foundation to support the analysis in this study and foster a deeper understanding of the relationship between education as a science and educational management in both countries.

RESULTS AND DISCUSSION
Education as a Foundation for Educational Management
Definition of Education and Educational Management

Education is one of the most fundamental aspects of human life and serves as a foundation for the development of individuals and society as a whole. In a broader sense, education is not merely the transfer of knowledge; it is a complex and multidimensional process that involves various elements and social interactions.

Education is a systematic process designed to transfer knowledge, skills, and values. This process occurs through a series of organized and planned activities. In formal education, this process usually takes place through curricula determined by educational institutions such as schools and universities. In this context, educators, typically teachers or lecturers, act as facilitators who guide students in understanding the lesson material (Rhoni Rodin, 2020:3).

However, education is not limited to formal settings alone. Education also occurs in non-formal environments, such as courses or training programs, and in informal settings, often within families or communities. In this context, education becomes more flexible and adaptive, allowing individuals to learn from daily experiences, social interactions, and their surrounding environment (Syaadah et al., 2023:125-131).

The interaction between educators and students is one of the key elements in the educational process. This relationship creates a supportive learning atmosphere where students feel comfortable asking questions, discussing, and exploring new ideas. A participatory and inclusive approach in education is essential for encouraging active engagement from students, enabling them to internalize the knowledge and skills they acquire (Rahmat Rifai Lubis; Media Gusman, 2022: 18-33). (Ode Yahyu Herliany Yusuf; Feni Aprianti; Dian Mayasari; Satriwati; Waode Erma Balula, 2023: 511-514). (Ahmad, 2021:47-62).

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The primary goal of education is to develop human potential holistically. Education not only focuses on academic aspects but also includes the social, emotional, and spiritual development of individuals. Through education, individuals are prepared to face the challenges of life in an increasingly complex and dynamic world. This includes the ability to think critically, make wise decisions, and adapt to change (Ulfah Fauziah, Siti Qomariyah & Babullah, Rubi Jimatul Rizki, 2023:33-44).

Furthermore, education plays an important role in shaping good character and behavior. Values such as honesty, responsibility, and empathy are instilled in the educational process, with the aim of molding individuals into good citizens who contribute positively to society (Hanafiah et al., 2024:51-69).

In a broader context, education plays a vital role in creating a knowledgeable, cultured, and just society. Through education, people can increase their awareness of rights and responsibilities, as well as understand the importance of participation in democratic processes. Education also contributes to reducing social and economic inequality by providing better access to individuals from diverse backgrounds (Khuzaimah & Farid Pribadi, 2022:41-49). With quality education, society can foster innovation, technological advancements, and overall improvements in quality of life. In the era of globalization, education also helps individuals understand cultural differences and values around the world, fostering tolerance and respect for diversity.

Overall, education is not merely a process of knowledge transfer; it is a process involving social interaction, character development, and the formation of a better society. By understanding the broader definition and context of education, we can recognize the importance of education's role in individual and societal life. This also highlights the need for effective educational management to ensure that the educational process runs effectively and achieves its intended goals.

After understanding education, the next topic to discuss is educational management. Educational management is a crucial discipline within the educational system. Its definition refers to a comprehensive and structured process in managing all resources related to education. This includes planning, organizing, implementation, and supervision, all aimed at achieving the established educational goals (Arnab Chowdhury; Jayanta Mete, 2020:1-2). (Rama et al., 2023:130-136). (Nurcahya et al., 2024). (Fina Azizah Dantika; Kamaludin; Miftahul Anwar, 2024).

The educational management process includes:

1. Planning: The planning process in educational management includes identifying educational goals and developing strategies and steps needed to achieve those goals. This involves situation analysis, determining necessary resources, and developing short- and long-term plans. For example, in the context of curriculum development, educational managers need to formulate learning objectives, select appropriate teaching materials, and determine effective teaching methods (Iskandar et al., 2022:7229-7238). (Moh. Arifudin, 2021).

2. Organizing: After planning, the next step is organizing, which involves structuring the organization needed to support the implementation of education. This includes assigning educational staff, arranging teaching teams, and managing educational facilities. In this stage, educational managers must ensure that all components work together synergistically to achieve educational goals (Nurhikmah, 2024:82-91). (Al Afgani & Ariyani, 2023:261-274).

3. Actuating: Actuating is the phase where the educational plans are put into action. Here, all resources that have been planned and organized begin to be

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applied in practice. This process involves teaching and learning in the classroom, managing extracurricular activities, and interactions between educators and students. Good educational management should be able to create a conducive learning environment and motivate students to actively participate in the learning process (Sulaeman et al., 2023:1-21). (Misini et al., 2023:207-216). (Fath & Hayati, 2023:311-320).

4. Controling: Controling is the process of evaluating and assessing to ensure that all educational activities proceed according to plan. Educational managers need to monitor the implementation of educational programs and evaluate the results and impacts. This can be done through assessing students' learning outcomes, feedback from educators, and statistical data analysis. The goal of supervision is to identify strengths and weaknesses in the educational process and make necessary improvements (Mutakallim, 2016: 351-365). (Sari et al., 2023). (Wahyu, 2020: 67-77).

Educational management encompasses various interrelated aspects, including: 1) Curriculum Management: Designing and developing a curriculum that meets the needs of students and the demands of the times, including adaptation to societal and technological changes; 2) Teacher Development: Involving the recruitment, training, and professional development of educators to improve the quality of teaching and learning; 3) Facilities Management: Organizing and maintaining educational infrastructure such as buildings, libraries, laboratories, and other facilities to support the teaching and learning process; and 4) Budgeting: Preparing and managing the education budget to ensure appropriate and efficient allocation of resources while considering educational priorities (Patimah et al., 2024). (Edy Siswanto; et al., 2024). (Sabrina et al., 2022:2622-2205).

The primary goal of educational management is to ensure that all educational processes run effectively and efficiently. In other words, educational management aims to create an optimal learning experience for students so they can reach their maximum potential. Furthermore, educational management plays a role in enhancing the overall quality of education by making strategic decisions and responding to changing societal and environmental needs (Rozik, 2020:10-22).

Overall, educational management is an integral process that not only encompasses administrative aspects but also involves human interaction, curriculum development, and responsiveness to social and cultural dynamics. With effective educational management, the educational process is expected to proceed smoothly, result in positive outcomes, and adapt to existing challenges, thereby producing a quality generation ready to face the future.

B. The Relationship between Education and Educational Management

Education and educational management have a close and interdependent relationship. Both play a crucial role in creating an effective and efficient educational system. Here is a further explanation of the relationship between education and educational management:

1. Education as the Theoretical Foundation of Educational Management: Education as a discipline provides the theoretical framework underlying educational management practices. In this regard, educational concepts such as educational goals, curriculum, teaching methods, and learning assessment form the basis for planning and managing the educational system. For example, learning theories and student development help educational managers design

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suitable curricula and effective teaching strategies (Hakim & Mukhtar, 2018). (Wanda, 2023).

Additionally, educational principles oriented toward character development, values, and skills serve as guidelines in policy-making and decision-making within educational management. By understanding the fundamentals of education, educational managers can implement practices that support the achievement of overall educational goals (Cucun Sunaengsih; Mayang Anggarani; Mia Amalia; Silmaulan Nurfatmala; Syifa Diana Naelin, 2019: 79-91).

2. Educational Management as a Quality Assurance for the Educational Process: Educational management is responsible for ensuring that the educational process is carried out effectively and efficiently. By managing various educational resources—ranging from educators, curriculum, facilities, to budgeting—educational management strives to create a conducive learning environment for students (Muhammad Kristiawan; Dian Safitri & Rena Lestari, 2017). (Tanjung, 2021:139-144). (Agustina Muliati et al., 2022:901-916).

    Furthermore, educational management plays a role in supervising and evaluating the implementation of educational programs. This process includes assessing learning outcomes, gathering feedback from students and educators, and analyzing data for continuous improvement. Thus, educational management is key to improving educational quality and ensuring optimal outcomes (Luthfiananurlatifahgmailcom, 2024:929-937). (Sari et al., 2023:675-686).

3. Integration in a Quality Educational System: Both work together to create a quality, inclusive, and adaptable educational system in line with the times. Effective educational management requires a deep understanding of educational principles to make appropriate and relevant decisions. Conversely, quality education requires the support of effective management to achieve the desired outcomes.

    The integration of education and educational management is also seen in efforts to create a learning environment that focuses not only on academics but also on the social and emotional development of students. Educational managers who understand educational values are better equipped to create programs that encourage community engagement, character development, and strengthen relationships between educators, students, and parents (Sánchez et al., 2019:18-24).

4. Response to Change and Challenges: In an era of globalization and rapid technological advancement, education and educational management must adapt to emerging changes and challenges. Responsive educational management can adjust educational programs and policies to meet societal needs and scientific progress.

Additionally, flexible and adaptive education requires proactive management support in handling changes, whether in terms of curriculum, teaching methods, or the use of technology in learning. Thus, education and educational management complement each other in addressing contemporary challenges (Izzati & Heti Baniati, 2023:1024-1029). (Malik, 2018:9-20). Overall, the relationship between education and educational management is one of mutual reinforcement and support. Education provides the theoretical foundation needed for educational management practices, while educational management ensures the quality and effectiveness of the educational

process. Together, they work to create a quality, inclusive, and adaptable educational system that can prepare future generations to face the challenges of the future.

Education and educational management have a close and complementary relationship; both serve as the foundation for creating a quality educational system. Education is a systematic effort to develop an individual's potential through the learning process, transferring knowledge, skills, and values to students. This encompasses various contexts such as formal, non-formal, and informal settings, with the goal of shaping character, enhancing critical thinking abilities, and preparing individuals to face life's challenges.

On the other hand, educational management is a process that includes planning, organizing, implementing, and supervising all educational resources to achieve set objectives. Educational management aims to ensure that the educational process runs effectively and efficiently. This involves managing various aspects such as the curriculum, teacher development, facilities, budgets, and making strategic decisions to improve the quality of education.

The relationship between education and educational management can be viewed as two sides of the same coin. Education provides the substance or content that is organized through educational management. Without good educational management, the teaching and learning process can become directionless and less optimal in achieving educational goals. Conversely, without quality educational content, effective management will not have a significant impact on the development of students (Nurcahya et al., 2024:9-20). Educational management also plays a role in responding to changes occurring in society, such as technological advancements, labor market demands, and socio-cultural dynamics. With adaptive and innovative management, the education system can adjust to the changing times, staying relevant and capable of producing graduates ready to face global challenges. Furthermore, educational management ensures accountability in the implementation of education, so that the effectiveness of various programs and policies can be measured and continuously improved.

Overall, the relationship between education and educational management is symbiotic, ensuring that education is not just a process of knowledge transfer but also a structured effort that produces competent, virtuous individuals ready to contribute to the development of society.

C. The Concept of Education as the Science Behind Educational Institution Management

Education as the science underlying the management of educational institutions is a concept that positions education not only as a practical activity but also as a field of knowledge with theoretical foundations, principles, and methods that can be applied in various contexts. As a science, education provides a conceptual framework used to understand how teaching and learning processes can be designed, implemented, and evaluated to achieve specific goals. Therefore, education serves as the basis for effective and efficient management of educational institutions (Connolly et al., 2019:1-16). (Fina Azizah Dantika; Kamaludin; Miftahul Anwar, 2024: 688-690).

The management of educational institutions or educational management involves systematic efforts to plan, organize, implement, and evaluate all aspects related to the educational process. In this context, education as a science provides the theories, approaches, and strategies used to make decisions in managing various

components of educational institutions, including the curriculum, teaching staff, resources, and facilities.

The concept of education as a science also includes an understanding of various learning theories, child development, and educational psychology, which help educational managers design teaching methods that are appropriate to the needs and characteristics of students. Additionally, education as a science provides tools to assess the quality and effectiveness of educational programs, allowing educational institutions to make continuous improvements based on data and scientific analysis (Sijabat et al., 2023:30-38).

As a foundation for educational management, the science of education guides administrators in establishing the vision, mission, and educational objectives aligned with societal needs and global developments. With a strong theoretical foundation, educational administrators can adopt appropriate approaches in responding to social, technological, and economic changes, as well as design innovative strategies to improve the quality of education (Doringin, 2022:33-38).

In its application, education as a science also helps in the development of policies that support the implementation of inclusive, equitable, and quality education. Educational institution management based on the science of education ensures that all students have equal opportunities to develop according to their potential and supports the creation of a conducive and safe learning environment (Kinanthi et al., 2024:1-9). (Hidayat & Nuruzzaman, 2024:355-364).

Overall, education as the science that underpins the management of educational institutions plays a crucial role in creating a sustainable, adaptive, and relevant educational system. With a science-based approach, educational administrators can provide educational services that are not only effective administratively but also meaningful in shaping individuals who are competent, critical, and of high integrity.

2.4 Comparison of Educational Management Implementation in Indonesia and Malaysia

The comparison of educational management practices in Indonesia and Malaysia covers various aspects influenced by each country's social, cultural, political, and economic context. While they share similarities in some respects, such as colonial history and aspirations to improve educational quality, both countries also show significant differences in the principles and practices of educational management (Julius Tito Kurniawan & Timbul Dompak, 2024: 226-231).

A. Educational Context in Indonesia

1. Education System Structure:

Education in Indonesia consists of primary education (elementary and junior high school), secondary education (high school/vocational school), and tertiary education (universities). Primary education is compulsory for 12 years, supported by the government through a compulsory education program.

The Ministry of Education, Culture, Research, and Technology holds the main control over education policies, with decentralization to regional governments in managing schools and allocating budgets.

2. Main Challenges and Issues:

The quality gap between urban and rural areas remains a significant problem, due to differences in facilities, teacher resources, and access to technology.

Efforts to improve education quality often face bureaucratic obstacles and budget constraints.

The curriculum in Indonesia frequently changes with each new government, leading to inconsistency in the implementation of educational management.

3. Educational Management Approach:

Educational management in Indonesia is largely bureaucratic and administrative, although efforts to adopt Total Quality Management (TQM) principles have begun to be implemented in some educational institutions (Word Bank, 2020:10-26).

B. Educational Context in Malaysia
  1. Education System Structure:

Malaysia has a similar education system to Indonesia, consisting of primary education (6 years), secondary education (5 years), and tertiary education. This system is regulated by the Ministry of Education Malaysia, which is responsible for education policy and implementation.\

Education in Malaysia is centralized but with greater autonomy at the school level in terms of curriculum management and certain programs.

2. Main Challenges and Issues:

Malaysia faces challenges in managing ethnic and cultural diversity within the education system, with schools based on language such as national schools, Chinese schools, and Tamil schools.

The issue of quality disparities between urban and rural schools also persists, although efforts are being made to reduce this gap through educational infrastructure development programs.

3. Educational Management Approach:

The educational management approach in Malaysia is more structured and well-coordinated, with an emphasis on student learning outcomes and educational quality. TQM principles and systems approaches have been integrated into national education policies, such as the Malaysia Education Blueprint (2013-2025) (Wahab Syakhrani et al., 2022:320-327).

C. Comparison of Principles and Practices of Educational Management in Both Countries

1. Decentralization vs. Centralization:

Indonesia implements decentralization in educational management, with significant authority held by local governments. However, this also leads to variations in the quality of education across different regions.

Malaysia, although centralized in policy, grants considerable autonomy to schools in curriculum implementation and daily management, making its implementation more structured.

2. Quality Approach:

In Indonesia, the TQM approach is not evenly implemented across all schools, and most management remains administrative. Innovation in educational management is sometimes hindered by bureaucracy.

Malaysia is more advanced in implementing TQM in educational institutions, emphasizing the evaluation of learning outcomes and meeting national quality standards.

3. Role of Technology in Educational Management:

Indonesia still faces challenges in adopting technology in various regions, especially in remote areas that lack infrastructure.

Malaysia is more progressive in integrating information technology into education, such as through the "Smart School" initiative that began in 1997, which utilizes technology for learning and school management.

4. Multicultural Approach in Education:

In Indonesia, multicultural education is reflected in the teaching of cultural diversity in the curriculum, but it still faces challenges in effective implementation, especially in regions with high cultural homogeneity.

Malaysia has a unique challenge in managing an education system that includes various ethnic groups but has tried to unite students through a national education program that emphasizes social cohesion (safrul muluk, 2020:10). (Albab, 2022:258-276).

5. Quality Assurance and Accreditation:

Indonesia has a quality assurance system controlled by the National Accreditation Agency, but accreditation standards often vary depending on the capabilities of each institution.

Malaysia has a more consistent quality assurance system, with agencies like the Malaysian Qualifications Agency (MQA) ensuring that the quality of education meets international standards (Syahid & Tulung, 2016:52-67).

This comparison shows that although there are similarities in structure and challenges, the approaches taken by Indonesia and Malaysia in managing education are heavily influenced by their respective contexts, which affects the effectiveness of educational management in both countries.

CONCLUSION

The conclusion of the discussion on education as the foundation of educational management, as well as the comparison of its application in Indonesia and Malaysia, provides several important findings and implications for the future: The Relationship Between Education and Educational Management. Education and educational management have a complementary relationship. Education provides the theoretical foundation and primary goals, while educational management offers the framework to achieve these goals efficiently and effectively. The different streams in educational management, such as the classical, human relations, systems, contingency, and total quality approaches, offer various methods that can be applied according to contextual needs. The Development of Management Theory. The evolution of management theory from classical to modern streams shows an adaptation to the changing needs and challenges of organizations, including educational institutions. Each stream has its strengths and weaknesses, which influence management practices, with some approaches being more relevant in specific contexts than others. Differences and Similarities in Educational Management in Indonesia and Malaysia. Although both countries share similarities in educational structure and face similar challenges, such as educational quality disparity and access to technology, the approaches to educational management differ. Indonesia is more decentralized, while Malaysia shows a tendency toward well-coordinated centralization. Both countries demonstrate efforts to implement modern management principles like Total Quality Management (TQM), though with varying levels of success.

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