

Case Study

Implementation of Education Management in Thailand (Case Study Mulnithi Azizstan School)

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ABSTRACT

This study aims at (1) Describing the implementation of education management in the Mulnithi Azizstan school (2) Analyzing the factors supporting and obstacles faced in the implementation of education management in the Mulnithi Azizstan school. The study used a qualitative field research method. The data gathered were in qualitative description form. Subjects of this study consisted of principals, teachers, staff, and students. The data were collected through observation, interviews, and documentation. Then the data were analysis method through deductive, inductive method, and the method of triangulation. The results of this study were (1) Implementation of education management in school is already well underway, then implementation is divided into two parts, namely the foundation board and administrators school sections, each of which has a different task. Management of the foundation section focuses on internal affairs (education) while the Management school section focuses on external affairs (financial and social). (2) In the implementation of education management there are several supporting factors and obstacles. Factors supporting the teachers with a spirit that works regardless of the salary provided by the school, in order to achieve the educational goals it has set. The limiting factor is the complete lack of teaching staff in different disciplines, as it also still lacking power management.

Keywords: Implementation, Education Management, Thailand

INTRODUCTION

Management is one of the crucial factors determining the effective implementation of educational goals in any institution in the world. It is often said that management education is a way to successful educational purposes. Management education is the whole (process) which makes the resources appropriate personnel and material available and effective for the achievement of common goals. This process includes planning, organization, coordination, supervision, implementation and service of everything regarding school matters directly related to school education such as

curriculum, teachers, students, methods, means of instruction, and guidance. In addition, the processes include issues concerning the land, school buildings, equipment supply and many others.

Tilaar (2001: 9) states function education management as one of the characteristics to realize the people's interest in obtaining a quality education, the planner implementation, control and evaluation of the implementation. To direct the development and operational in the education system. Planning directed at improving the ability to mobilize resources and funds for education in order to take

advantage of educational resources optimally based school group.

Management at the Mulnithi Azizstan school has been implemented, but not yet perfect to that extent if measured with the education management concepts. Management implemented in this educational institution is one function or role in delivering educational purposes. Education in particular in Thailand Pattani region is divided in two educational systems, namely religious education and general education. Religious education implements selected to be implemented in the morning until noon and public education is carried out during the day until late afternoon. It happened at the educational institution and is therefore very clear that the education management system is divided into two management systems at educational institutions.

According Mulyasa (2003: 39), the organizational form or components implement good education within the scope of that management; financial management, teacher management, student management, curriculum management and teaching programs, educational personnel management, educational facilities and infrastructure management, management of school and community relations, and dedicated service management. Following the components clearly may be a barrier for management education conducted in schools Mulnithi Azizstan. Based on the description above, this study examines the following key issues: 1) How is the management practices in school education in Mulnithi Azizstan. 2) What factors are the supporting factors and obstacles in the implementation of management education in Mulnithi Azizstan school?

METHODS

This is field research design using qualitative descriptions. This because it aims to describe the implementation of management education in the Mulnithi Azizstan school. Subjects of this study consisted of principals, teachers, staff, and

students at the School Mulnithi Azizstan. The study applied techniques such as observation, interviews, and documentation. Then the data were analyzed with the deductive method, inductive method, and the triangulation method.

RESULT AND DISCUSION

Implementation of the Education Management

In the implementation of education management at this school, the implementation of Azizstan Mulnithi is not separated from POAC theory that includes *planning, organizing, actuating and controlling*. Therefore, more explanatory and detailed implementation of management education at this school is described as follows.

Planning Education

Planning is the cornerstone of an organization or institution, as well as education management planning. Without a systematic planning the management will fail. In this Azizstan Mulnithi Schools there is a clear plan, including planning Principals and planning work meeting. Planning in the School Mulnithi Azizstan is planned by the school principal. The head of school plan teaching programs such as: the needs of teachers, supervision in settling the teachers, financial issues money in and out in the management. Also, facilities and infrastructure which must be a complete covering all buildings including the procedures for repairing the buildings and tools, procedures and terms for enrolling the new.

The Mulnithi Azizstan school hold weekly meetings and annual meetings. In the event of this working meeting the reports of various fields are presented, evaluated and discussed for the future plan of the programs. The meeting is attended by all teachers and school employees Mulnithi Azizstan in Pattani. There is a special discussion of management education in this school, in this discussion the evaluation of achievement management system of Islamic

education is conducted. Then it the plans for the next program are discussed.

Organizing Education

Organizing Azizstan education schools, which function organizer of education includes various series of events that began in the orientation of the planned Islamic educational goals and objectives to be achieved based on the normative ethical value that al-Quran and al-Hadith, and ends when the frame organization created-complete with the procedures and methods of work, the authority, personnel and the availability of the necessary equipment. Here the process of organizing education in the Mulnithi Azizstan school is divided into two parts: the management of the foundation section, and Management of the school section.

Management of the foundation section, a board that focuses on the internal affairs. In this Azizstan Mulnithi school, the board part of the foundation structure and subordinates. It is composed of the headmaster and his deputy, Section Employees Work, Student Section, and Religion Section and Public. And management of the school section, it is a committee focused on external affairs on this Azizstan Mulnithi school. This section consists of a caretaker manager and his Deputy Chief, Deputy Finance Section, Deputy Section Infrastructures, Transportation and Society Vice Section.

Actuating Education

Implementation of management section consists foundation on some sections to be management that is part of student management, parts management and parts management working employees of religion and public education. Management students who are in Mulnithi Azizstan school is divided into 2 management school students and management students on a student organization (OSIS). Azizstan Mulnithi school has two thousand three hundred and eighty-nine (2389) students, ranging from grade one to three Tsanawiyah Ibtida'iyah (Aliyah), with a considerable amount, students are organized to live in

groups. These groups are recorded for extracurricular activities conducted in the program. To enable these activities, they are organized born a banda which is a student organization (OSIS).

Management of Religion and Public Education, included several small parts such as; first, management professor at the Mulnithi Azizstan school, teachers not only served as an employee teaching but also have other tasks to improve education and solve the problems faced. Second, student management is an attempt to regulate the students in the classroom by teachers who are conducting learning activities, so that each student receives services according to the needs. Third, the implementation of education at school is divided into two, namely the education system, the implementation of the system of Islamic education in the form of boarding school system, the materials and methods applied are evening and after dawn. Then another system that is the implementation of Islamic education in the form of the school system. The method applied is the morning hours of 08:00-12:00 implementing religious education and hours 13: 00-16: 00 carry out public education.

Implementation of the management of the school section is divided into several parts, namely, first: Financial management which is managing the overall budget at this school. Second, transportation and social management on the relationship between the school and community cooperation and partnerships between school with other educational institutions. Third, the proposition and infrastructure management are to maintain order and organize the facilities and infrastructure in Mulnithi Azizstan school. The application of standards aimed at improving the quality of education with regard to the minimum criteria of the study room, a place to exercise, places of worship, libraries, laboratories and others.

Controlling Education

Mechanical supervision of management education in the Milnithi

Azizstan school runs using two ways: (1) Direct supervision is supervision through meetings. Supervision by the way may guidance and resolve issues directly with the deal and take a joint decision to get satisfactory results. In Mulnithi Azizstan school convene is divided into two types of weekly meetings and annual meetings. (2) Indirect supervision is supervision through meetings but this oversight is done through reports or direct guidance individually. This oversight can be done through the headmaster of the subordinate, the head of the field to input or criticism of his subordinates and subordinates to superiors.

Supporting and Inhibiting Factors in Educational Management Implementation

In the implementation of management education, it has become a habit with the aim to uphold truth and progress. Then it cannot be separated by the enabling and inhibiting factors. Likewise, Azizstan Mulnithi school has those factors, whether the emerge from within or from outside. The following were supporting factors: first, among the school board members stay motivated in order to awaken school and enforce Islamic education in order to freshen up the national education. Second, teachers with passion to work regardless of the salary provided by the school, in order to achieve the educational goals, set. Therefore, they have the belief that by working hard all matters will be resolved. Thirdly, the support from the government every year, so that the planned activities can proceed smoothly. Fourth, keep the salaries of teachers paid by the government, so that the principals and school administrators do not load or objections in giving salaries to the para-teachers.

Then there are factor inhibitors in the implementation of management education in the of Azizstan school: first, complete lack of faculty in different disciplines, which resulted in students failure to master a particular discipline. Besides it is also still lacking power

management. Secondly, the complete lack of library books that are needed in education as a guide to deliver learning materials to students. Third, less disciplined teachers to comply with the regulations set by the school.

CONCLUSION

After conducting research and discussion on the implementation of education management at the Mulnithi Azizstan School in Patani, Southern Thailand, it can be concluded that the implementation of management education at the Mulnithi Azizstan school is well conducted and smoothly. However, it has not been perfect in its implementation because of the limiting factors as discussed in the findings.

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