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# The Success Implementation of Education Management in STAISA

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## Abstract

*The school system and its education management have a backbone role in the success and good reputation of any school. The schools use many different strategies to keep their education quality more effective than their competitors. In a similar myriad, the current study investigated the success factors and determinants followed by STAISA for the effective implementation and practice of education management system. The study has investigated different factors including the curriculum, learning facility, financing, school infrastructure, interaction or communication from the society, the education management instructors' quality, experience, training, course offering and qualification and others. The study investigated the STAISA education management system using a qualitative research methodology and an interview tool for the data collection from the administration authorities including the principal, vice-principal and other decision-making persons in the school. The data analysis technique was thematic analysis and mind mapping. The findings indicate that the school has been successful in implementation of a strong academic curriculum and has integrated departments focusing on cooperation and communication among all stakeholders.*

**Keywords:** STAISA, education management, Islamic education systems, communication and coordination.

## 1. Introduction

Improving quality rather than quantity is becoming the most pressing educational issue in Indonesia. The Indonesian government hopes to have a "world-class" educational system in place by 2025 (Shaturae, 2022). Nonetheless, several assessments of the country's educational performance show that there is still work to be done before that goal is realized. Students' learning outcomes are poor; there is a mismatch between graduates' abilities and employer needs; and a huge proportion of Indonesian teachers and lecturers lack the pedagogical skills and subject knowledge required to be effective educators (Rosser, 2023). Low public investment on education, a lack of human resources, unfavorable incentive structures, and inadequate administration have not been the only reasons behind Indonesia's subpar educational performance. Fundamentally, everything has always come down to politics and power (Pambudi & Harjanto, 2020). Thus, a change in the balance of power between rival coalitions that have an interest in the formulation and execution of educational policy is necessary for Indonesia's educational system to improve.

This study holds the significance level regarding the education management in determining the success of STAISA Jakarta Indonesia. The study will clearly describe the evaluation regarding the implementation of education management standards such as curriculum and learning,

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financing, infrastructural facilities, and school and community relations with the school environment. Thus, school-based management programmes must be adopted as soon as possible to ensure their sustainability.

The aim of the study is to evaluate success implementation of education management which postulates the efficacy of training programmes (TRP) in developing Indonesian management studies instructors by examining their experiences, qualifications, and course offerings (Ma'rifah & Sinaga, 2023b). Teachers provided the data that was gathered for this reason. It demonstrates that there were no statistically significant differences in the degree of evaluation of TRP's effectiveness for teaching management courses to teachers in Indonesian universities, irrespective of educational background. The investigation produced a corpus of work that may be regarded as a pioneer study but there is no study based on the STAISA education management, so this study adds noteworthy discoveries to the body of existing literature. Researchers and policymakers may find the findings useful in improving Indonesia's educational system.

The rest of the paper comprises, Section 2 will offer a thorough analysis of previous research. Subsequently, the study design and data collection procedures will be thoroughly discussed in the third section. Our empirical results will then be presented in the fourth section and critically analyzed in the fifth discussion section.

## **2. Literature Review**

There are many ways in which educational administration plays an important part in maximizing the achievement of students. Developing an atmosphere that prioritizes the implementation of strategies to improve student skills is one of the most significant methods to do this.

Schools that offer favorable conditions for implementing school-based administration need a proper allocation of responsibilities. The administration of school is demonstrated by the code of conduct, specifically in terms of their liberty, collaboration, and involvement in decision-making processes (Sumarsono et al., 2019). However, their commitment to the increasing the quality of education and organizational structures, as well as their active engagement in decision-making inside educational institutions, is evident in their actions (Imron et al., 2020). Moreover, a work program facilitates the transmission of community involvement requirements to a school committee to achieve the highest standard of education.

The implementation of school-based administration in eastern Indonesia is praiseworthy. The policy's fundamental nature, which has functioned as a guiding principle, is sufficient to improve the quality of education in accordance with the values of school-based administration (Sumarsono et al., 2019).

### **2.1 Effectiveness of Education Management**

Ma'rifah and Sinaga (2023b) argued that the effectiveness of training programs (TRP) in developing management studies instructors in Indonesia can be evaluated through indicators such as their experiences, qualifications, and courses. The study conducted by (Ma'rifah & Sinaga, 2023b) suggests that there were no statistically significant disparities in the perceived efficacy of TRP's training for management studies professors in Indonesian universities, regardless of their educational background. The number of years of experience in Indonesian education does not have a statistically significant impact on the evaluation levels of the

effectiveness of TRP for teachers of prepared management studies. Additionally, the number of courses previously attended does not have a statistically significant impact on the evaluation of the usefulness of TRP in educating management studies professors in Indonesian institutions.

This study (Ma'rifah & Sinaga, 2023a) evaluate the influence of classroom management (CRM) features on student academic performance (ACP) in Indonesian educational institutions. It suggested that the Partial Least Squares (PLS)-Structural Equation Modeling (SEM) reveal that among the five dimensions, verbal instruction (VEI) has a positive and substantial impact on student academic performance (ACP). Corporal punishment (COP) also has a notable and beneficial impact on ACP. Supervising instructions also has a beneficial and noteworthy impact on ACP. The delegation of authority (DEA) has a good and considerable impact on ACP, as does the presence of data.

## 2.2 Evolution of Educational Management System

According to Selvaraj (2019), the education industry has seen significant changes due to the global technology transition. The advancement of Information, Communication, and Technology (ICT) technologies has made learning more engaging and immediate. The self-learning process of any technology involves acquiring knowledge and understanding of its ideas. E-learning is the process of acquiring knowledge and skills using electronic networks facilitated by the internet. E-learning enables online education by facilitating the connection between distinguished academics and learners from various regions of the globe.

According to (Martins et al., 2019), current literature uses many conceptual categories to describe Education Management Information Systems, including student management systems, student information systems, information technology in education management, and even "simple" information systems. Educational management information systems (EMIS) may be defined as information systems (IS) that have the capability to generate, handle, and distribute educational data and information inside an IT architecture. The integration of this original conceptualization with other theoretical conceptualizations and practical characterizations, such as Sanchez-Puchol et al. (2017) has led to the development of a more advanced concept. Furthermore, it should be noticed that this concept now includes systems that provide a two-fold perspective on their usage: Like, when employed by educational institution administrators to acquire vital information for strategic decision-making; and when utilized by students to oversee their personal learning process, collect and analyze information needed for decision-making about their learning activities, and actively interact with all participants in the educational process (such as other students and professors). (Almazova et al., 2020; Martins et al., 2019).

Although initially designed as a tool for planning and administration in the educational system, each of these systems has evolved into a more intricate and comprehensive framework, incorporating both its original functions and course-related features (Kisworo et al., 2022).

Schools and universities acknowledge that the main objective of developing advanced Educational Management Information Systems (EMIS) is to improve both organizational efficiency and students' academic performance. (Kisworo et al., 2022). The impact of information systems (IS) on the learning process and success of millennials, who currently make up the majority of university students, is a topic that is being discussed and debated. Some scholars contend that these systems ought to have an emotional dimension Yadegaridehkordi et al. (2019), while others believe that EMIS should have a motivational

aspect and also allow students and organizations to compare their current status and past progress with national and international data (Au-Yong-Oliveira et al., 2018).

### 3. Methodology

The method used in the research employed a qualitative approach to examine how STAISA, an Islamic educational institute in Jakarta, Indonesia, successfully applies governance of education. It was thought that qualitative research would be a good way to fully understand learning administration because it can provide in-depth insights into the many intricate details of the subject. The primary subjects of this study were four STAISA administrators, who were chosen specially to ensure a variety of roles as well as responsibilities in the STAISA learning management framework. It was feasible to conduct a thorough analysis of the many facets of managing learning because of this thoughtful selection. The intended audience for this study was STAISA administrators, including senior management personnel, department-specific managers, and academic heads. The objective of the research was on this specific group with the goal to gather information directly relevant to the educational administration procedures within the organization. The principal method of gathering data was conducting structured interviews of the chosen administrators. Meaningful comparisons as well as analysis were made possible by the structured layout, which guaranteed that all respondents received the same coverage of significant topics. Thematic analysis was done to find trends, similarities, as well as differences in the administrators' views. Also, the study complied with ethical standards, guaranteeing participants' privacy, informed approval, as well as confidentiality.

### 4. Findings

The present study aims to uncover underlying thematic concerns within the data gathered from administrators of STAISA, Indonesia via structured interviews.

#### 4.1. Thematic Analysis

The discussion was thematically analyzed to delineate recurring thematic patterns. Table 4.1 shows the thematic patterns and their characteristics.

**Table 4.1:** Main Themes in Data

Themes	Characteristics
Theme I: Tactics and Procedures for Success	<ul style="list-style-type: none"> <li>Strategic Academic Objectives</li> <li>Active Decision-Making</li> <li>Student-Centric Technique</li> </ul>
Theme II: Issues in Management of Education and their Solutions	<ul style="list-style-type: none"> <li>Managing Changes in Technology</li> <li>Aligning Stakeholder Aspirations</li> <li>Addressing Economic Constraints</li> </ul>
Theme III: Role of Cooperation and Communication	<ul style="list-style-type: none"> <li>Enhanced Collaboration</li> <li>Unified Efforts</li> <li>Success through Collaboration</li> </ul>
Theme IV: Education Goals in Line with Values	<ul style="list-style-type: none"> <li>Aligned Purposefulness</li> <li>Integrated Direction</li> <li>Harmonious Vision</li> </ul>

#### 4.1.1. Theme I: Main Tactics and Procedures for Success

Strategic planning was essential to the success of STAISA. The most important strategies were to establish an atmosphere of constant enhancement, evaluate educational programs on an ongoing basis, as well as implement obvious educational objectives. A unified strategy for

education management was also guaranteed by administrators' excellent communication and teamwork. Moreover, active decision-making had been the key to STAISA's effective management of education. Important measures included faculty development programs, ongoing evaluations of the curriculum's applicability, and quick adaptations to new developments in education. Putting a focus on diversity and openness in how decisions were made increased the overall efficacy of management techniques. According to one of the administrators:

“A student-focused strategy was the cornerstone of STAISA's successful education management program. Crucial strategies included developing an atmosphere that prioritizes students' wellness, putting in place pupil input mechanisms, and adapting educational initiatives to fit students' changing needs. Additionally, encouraging student involvement and feeling of belonging had a positive effect on our accomplishments as a whole.”

Figure 4.1.1 illustrates the word cloud for theme I:



**Figure 4.1.1.** Word Cloud for Theme I.

#### 4.1.2. Theme II: Issues in Management of Education and their Solutions

It was difficult to adjust STAISA's educational program to the quick changes in technology. The administrators worked with technology specialists, adopted cutting-edge teaching strategies, and made investments in staff development to deal with this. The education management was kept at the top of advancements through constant review and modification. Furthermore, bringing different stakeholder expectations into alignment was a major obstacle to education management. They developed periodic input mechanisms, involved stakeholders in the process of making decisions, and put in place honest communication means. This inclusive strategy promoted communication and teamwork, which helped to resolve problems and enhance the overall effectiveness of the educational programs. One of the participants stated:



“Budgetary barriers made it difficult to carry out certain educational initiatives. To overcome this challenge, we sought additional funding sources, formed cooperation agreements, and maximized the use of our existing assets. We were able to preserve program quality as well as guarantee the long-term viability of the effective management of education at STAISA due to this creative strategy.”

Figure 4.1.2 illustrates the word cloud for theme II:



**Figure 4.1.2.** Word Cloud for Theme II.

#### **4.1.3. Theme III: Role of Cooperation and Communication**

At STAISA, administration collaboration and interaction are essential. Reorganizing the curriculum together, exchanging techniques that work, and arranging assistance for pupils have all greatly increased the effectiveness of educational management. Besides, at STAISA, effective administration of education depends on smooth collaboration and cooperation between administrators. The collaborative efforts have been successful in carrying out faculty development initiatives, restructuring methods for evaluation, and streamlining management procedures. According to one of the administrators:

“At STAISA, effective management of education is based on robust administrator collaboration. As an instance, consider working together to create a streamlined admissions procedure, organizing workshops, and putting in place a single system for pupils' input to promote ongoing development.”

Figure 4.1.3 illustrates the word cloud for theme III:



**Figure 4.1.3. Word Cloud for Theme III.**

#### 4.1.4. Theme IV: Education Goals in Line with Values

The general efficacy of management has been greatly improved by the synchronization of educational objectives with STAISA's principles and mission, which has fostered a purposeful and integrated strategy for education. In addition, the effective alignment of educational objectives with STAISA's principles and vision has been essential in enhancing the overall efficacy of management of education by providing a clear and focused path. According to one of the administrators:

“The alignment of educational objectives with STAISA's principles and vision has enhanced management efficacy and fostered a peaceful atmosphere that advances the organization's overarching educational perception.”

Figure 4.1.4 illustrates the word cloud for theme IV:



**Figure 4.1.4.** Word Cloud for Theme IV.

## **5. Discussion and Conclusion**

### **5.1. Discussion on the Highlighted Results**

The data analysis revealed 4 themes that have reflection of participants' viewpoints. The first theme has highlighted that the school management has a strong active participation in the education objectives, show active decision-making and have student centered curriculum setup means that the school administration has a holistic approach covering all the academic or curriculum aspects in their system to sustain the effectivity of their education management system and the similar active decision-making, healthy collaboration, and renewal of classroom system approaches have been highlighted by another recent study (Shen, 2023). The next themes have indicated the roles of corporation, communication and alignment of the goals with values as key drivers or success factors for the education management system and have revealed that the management use these factors, focus on constructive communication and keep in main line the main objectives and values together to foster and maintain the education management. These results were justified with the empirical findings of a study (Strinati & Barbarossa, 2021), that have concluded that communication and goal seeking strategies have robust capabilities to transmit the blocked knowledge in the systems and give powers to the chains within the system and lead to the system effectiveness and sustainable performance i.e., success.

The identified themes have also enlightened some challenges that have been tackled or still in the phase of overcoming by the management of the school and that included the issues related to innovative and complicated technology, limitation of stakeholders' aspirations alignment and some economic reservations and these limitations were mitigated with the help of enhancing technological adaption and stakeholder periodic participation in the decision making just like mentioned in a study conducted by Martínez-Peláez et al. (2023) which has illustrated the effective role of stakeholder, technological adaptation and digital transformation for increasing the sustainability in the system performance.

### **5.2. Conclusion of the Study**

The study investigated the key determinants that have supported the school STAISA in Jakarta for its effective education management system. The study used a qualitative research strategy and targeted the administration of the school for interview data collection. The collected data from interviews was analyzed using thematic analysis and theme formation. The results output highlighted 4 themes covering different factors associated with the education management system practiced by STAISA. By compiling the results, the study has concluded that the education management system of STAISA has covered the most effective strategies, tools and mechanisms to equip themselves with a successful education system.

### **5.3. Significance, Contributions and Implications**

The study has provided different key contributions and implications to the researchers, policymakers and the management of the education sector. This study has investigated basically the key pillars behind the success story of education schools and has enlightened the key factors that have the most influential role in accelerating the education quality of the schools that can be used by the researchers in understanding the antecedents of an effective education system. The same contribution can be utilized by other education institutes to understand the gaps and deficiencies in their education system and develop or strengthen their system quality.



#### 5.4. Observed Limitations

The study including the implications also has some limitations present within its structure. First of all, the study has targeted the success determinants of only one school in Jakarta and has not investigated any other education institutes under observation and has provided confined implications limited to only one institute. In addition to this, the study has provided no understanding related to the effective outcomes of the successful implementation of the education management systems. Last, this study has provided an in-depth understanding of success factors but the generalizability concept is not addressed.

#### 5.5. Future Research Suggestions

The future researchers can use a mixed-method approach and investigate the success factors from two different target populations including the administration and the teachers of the education institutes. Further, different education institutes or a large sample size can be counted in the data collection strategy and multiple viewpoints of different institutes can be provided to the literature for more comprehensive understanding. Third, the researchers can use a comparative analysis by investigating the school and higher education institutes success determinants and can facilitate more rigid knowledge revealing the difference between the determinants that act as base for defining the success story and quality education in schools and higher education institutes.

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### Interview Questions

1. Throughout your time as a manager at STAISA, what are the main tactics and procedures that you think have made education management successful?
2. What particular difficulties have you, as a manager, faced when implementing management of education, as well as how did the institute or you resolve these difficulties to guarantee success?
3. In your opinion, what part do cooperation and communication between administrators play in promoting efficient management of education at STAISA? Could you give specific instances of joint initiatives that have been successful?
4. How, in your opinion, has the overall effectiveness of the institute's management of education been impacted by the compatibility of educational goals with STAISA's values as well as mission?