

FUNCTIONS OF EDUCATION SYSTEM MANAGEMENT AND ITS PROBLEMS IN THE MODERN ERA TODAY

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Abstract

This paper examines the functions of education management and its challenges in the modern era. It highlights the critical role of education in shaping superior and adaptive human resources amidst technological advancements and globalization. The study discusses the main functions of education management, including planning, implementation, supervision, and evaluation, emphasizing the importance of aligning these functions with contemporary needs such as social competence and creativity. It also addresses challenges such as digital disparities, teacher quality, and curriculum adaptation, advocating for strategic steps to ensure national education can compete globally and benefit Indonesian society.

Keywords: *Education Management, Modern Era, Education Challenges, Education Functions, Digital Disparities*

INTRODUCTION

A. Background

In the modern era marked by technological advances and globalization, education has a very strategic role in forming superior and adaptive human resources. To achieve this goal, an education system is needed that is managed professionally, effectively, and responsive to changes in the times. However, the world of education in Indonesia still faces various challenges, ranging from the digital divide to a curriculum that is not yet adaptive. Management of the education system plays an important role in ensuring the success of the education process and the development of competent human resources who are able to compete globally. The main functions of education management include the planning, implementation, supervision, and evaluation stages which are carried out in an integrated and sustainable manner. In the context of the modern era, management of the education system is not only oriented towards achieving academic results, but also on developing social competence and creativity of students according to the needs of the times (Kurniawan & Supriyanto, 2022). Therefore, effective and innovative management is the main key to improving the quality of education nationally and regionally.

Along with the rapid development of information and communication technology, the management of the education system is faced with both opportunities and major challenges. Technology can improve the efficiency of educational administration, expand access to learning through online learning, and facilitate the collection and analysis of accurate data. However, the reality on the ground shows that there is a disparity in access and infrastructure, especially between urban and rural areas. The limited human resources who are competent in operating the digitalization of education are also an obstacle in optimizing the management process (Sari & Handayani, 2023). This condition shows the need for a management strategy that is able to adjust and correct these inequalities.

In addition to the technological aspect, other challenges in managing education are related to the quality of educators and the sustainability of innovative education programs. Many education systems are still conventional and less able to respond to the challenges of social change and rapidly changing industrial needs. The lack of managerial competence and leadership capacity in education is often an obstacle to achieving the expected quality standards.

Therefore, the role of managers is very important in developing competency-based management and innovation that can improve the quality of education services as a whole (Andriana & Widodo, 2021). In addition to internal factors, the dynamics of government policies and economic conditions also affect the management of the education system. Sudden policy changes, budget constraints, and other external variables often disrupt the continuity of programs and the development of the education system. In this context, managers must be able to adapt quickly and strategically so that the education system continues to run in accordance with the vision and designed mission. Strengthening managerial capacity, increasing managerial competence, and innovation in managing educational resources are a must to ensure the sustainability of quality and sustainable national education (Susanto & Putra, 2024).

With these challenges, the management of the education system must be able to produce relevant and future-oriented innovations. Good management will be able to improve the quality and sustainability of education, while increasing access and equity of education services throughout the region. Therefore, developing the capacity of managers, implementing appropriate technology, and managing resources efficiently are strategic steps that must continue to be developed so that national education can compete globally and provide maximum benefits for all Indonesian people.

B. Problem Formulation

1. What are the main functions in managing the education system?
2. What are the problems faced in managing education, especially in the current modern era?

C. Objectives

1. To explain the functions in managing the education system.
2. To identify and analyze problems of education management in the modern era.

DISCUSSION

A. Function of Education System Management

1. Planning

Planning in the education system is an important process that serves as the main foundation in effective and sustainable education management. Through planning, managers can set long-term and short-term goals and develop appropriate strategies to achieve the vision and mission of education. This process not only involves analyzing current needs, but also takes into account various economic, social, cultural, and technological factors that can affect the success of education programs in the future. Effective education planning must be systematic and participatory, involving various stakeholders ranging from policy makers, educators, students, parents, to the wider community. In addition, this function is the basis for the implementation of other management functions, such as organizing, controlling, and evaluating. Without careful planning, the entire education management process is at risk of losing direction and being unable to adapt to changes in the dynamics of community needs and the demands of the times.

Educational Planning Techniques

- a. *Forecasting*: This technique is used to predict future needs and developments based on current data and trends. Examples include estimating the number of students, facility needs, or funding needed in the next few years.
- b. *Benchmarking (Comparison with Best Standard)*: This technique involves analyzing the standards and best practices of other educational institutions that have achieved certain successes. The goal is to adapt and adopt these best practices into the local context.
- c. *Scenario Planning (Scenario Based Planning)*: This technique helps managers prepare for various possible future scenarios, both optimistic and pessimistic, and design flexible and adaptive strategies.
- d. *Participatory Planning*: This approach involves active participation from all stakeholders such as teachers, principals, parents, and even students themselves, so that the plans made are truly representative and according to needs.

Educational Planning Instruments

- a. *Long Term Development Plan (RPJP) for Education*: A strategic document containing a description of the vision, mission, goals, and direction of national or regional education development in a certain time period, generally 10-15 years.

- b. *Strategic Plan (Renstra) for Education*: The main pillar that contains the achievement of certain strategic targets in the medium term (usually 5 years), as an integrated tactical step of the RPJP.
- c. *Operational Plan (Renop) for Education*: Describes activities, programs and budgets in detail to achieve strategic targets that have been set in the Renstra, usually for one year or several years ahead.
- d. *School Work Plan and Budget (RKAS)*: A document that serves as a guide for activities and budgets at the school level, as part of direct management of school programs.
- e. *School Development Plan (RPS)*: Describes the steps for developing facilities, teaching staff competencies, and learning quality at a particular school level according to regional needs and potential.

With the use of these techniques and instruments, the educational planning process can be carried out systematically, effectively, and on target. Educational managers must be able to choose and apply techniques and instruments that are appropriate to the context and needs of each so that educational goals can be achieved optimally.

Factors Influencing Educational Planning

Internal Factors

Human Resources (Educators and Education Personnel)

Human resources are the main asset in the education system. The quality and competence of teachers, education personnel, and principals greatly determine the success of the implementation of education programs. Competent and professional teachers are able to provide meaningful, innovative, and relevant learning experiences. Conversely, lack of competence, lack of motivation, and minimal ongoing training will hinder the achievement of education quality standards. Therefore, continuous development of the capacity of education personnel must be a top priority.

Education Budget and Financing

The availability and distribution of adequate funds greatly affect the quality of education services. Limited budget can hinder the fulfillment of basic needs such as facilities, books, technology, and teacher training. Transparent and accountable financial management is needed so that available funds can be used optimally and on target, supporting the implementation of programs to improve the quality of education and equalize education throughout the region.

Educational Facilities and Infrastructure

Physical facilities such as classrooms, laboratories, libraries, as well as internet access and digital technology are the main supports for the teaching and learning process. Incomplete or inadequate facilities will reduce the effectiveness of learning and have a direct impact on student motivation. Strengthening infrastructure must be adjusted to the needs so that the education process runs smoothly and is able to meet academic standards.

Organizational Culture of Educational Institutions

A conducive, transparent, innovative, and quality-oriented organizational culture greatly supports the success of education management. Discipline, collaboration, courage to innovate, and a culture of continuous evaluation are known as important elements in building a healthy and productive learning environment. Strengthening this culture must start from the management of the principal, education staff, and the entire education community.

External Factors

Government Policy and Regulation

National policies and related regulations directly affect the education system. Appropriate and flexible policies are very important in determining the success of implementing education programs, curriculum development, and fund management. Sudden regulatory changes or those that are out of sync with field needs can cause chaos in the education system and hinder innovation.

Development of Science and Technology

The rapid development of science and technology requires the education system to be able to follow global trends and adjust the curriculum and learning process. Digital innovation, big data, artificial intelligence, and other technologies open up new opportunities in the learning process, but at the same time require the readiness of institutions and teachers to utilize these technologies effectively.

Demands of the World of Work and Industry

Changes in competency needs in the world of work force the education system to be able to prepare graduates who are in accordance with market needs. Technical skills, soft skill competencies, and adaptability are very relevant to meet the challenges of industry 4.0 and the digital era. The mismatch between the curriculum and industry needs is often an obstacle in creating a ready-to-use workforce.

Social, Economic, and Cultural Changes in Society

Social and cultural changes will affect people's perceptions of education, including trust in educational institutions, learning paradigms, and competencies that are considered important. Social and economic inequalities also affect access to and quality of education received by children from various backgrounds. The education system must be able to adapt and be inclusive in order to meet these challenges.

Global Trends in Education

Global phenomena such as sustainable education, inclusivity, and lifelong learning are becoming major trends. An adaptive education system must be able to integrate these principles in order to produce graduates who are not only academically competent, but also able to compete globally and have characters that are in line with global values.

2. Organizing

Organizing is an important step in ensuring that all resources and activities in an educational institution are systematically arranged to support the achievement of organizational goals. The right organizational structure will facilitate coordination, clarify who is responsible for what, and facilitate communication between departments. In this process, managers need to identify the main tasks and functions of each unit, group similar activities, and delegate authority to staff according to competence and needs. For example, the curriculum department must work with program developers, while the administration department is responsible for managing school data and finances.

The principles of organization that must be adhered to include:

- **Unity of Purpose**, all activities are directed towards achieving the established educational vision and mission.
- **Unity of Command**, each individual only has one direct superior so that there is no conflict of authority and responsibility.
- **Span of Control**, namely the number of subordinates who can be effectively supervised by a manager or department head.
- **Delegation**, delegation of authority must be carried out appropriately and proportionally so as to increase work efficiency.
- **Specialization**, division of tasks based on the expertise and competence of each teaching and education staff.
- **Balance**, between duties, authority and responsibility must be proportional so that there is no unbalanced burden.
- **Flexibility**, the ability to adapt organizational structures to changing conditions and needs in the field.

3. Implementation (Actuating)

After the planning and organizing process is complete, the next stage is implementation, where all the programs and policies that have been designed are implemented in real terms. At this stage, managers and educators must motivate and direct existing resources to work according to their respective roles. Clear communication, effective leadership, and high motivation are determining factors for the success of program implementation. Implementation also requires discipline, direct supervision, and the ability to overcome field obstacles that arise quickly and appropriately. In addition, this process involves optimal management of time and resources, as well as the integration of all components of education such as educators, students, facilities, and curriculum. Success in this stage will show the success of the previous plan and confirm that the education program is able to provide a real impact on the teaching and learning process and improve the quality of education.

4. Supervision (Controlling)

Supervision in educational management plays a role as a process of monitoring and controlling all activities to ensure that they remain in accordance with the plans and standards that have been set. Through supervision, managers can identify deviations early on and take corrective action so that educational goals can still be achieved. Supervision is

carried out continuously through various techniques such as inspections, audits, direct observations, and the use of success indicators. In practice, supervision includes evaluating the performance of teachers and education personnel, checking the use of funds, and assessing student learning outcomes. Data collected from the supervision process is then analyzed to determine the gap between the plan and realization. If a discrepancy is found, corrective steps can be implemented immediately so that the process runs according to the desired target.

5. Evaluation (Evaluating)

Evaluation is a systematic assessment process of the results and effectiveness of the entire series of educational activities. This function is important because it provides an objective picture of whether the programs and policies implemented have achieved the desired goals. Through evaluation, managers can assess the success of student learning, the performance of educators, the efficiency of resource use, and the sustainability of educational development programs. The results of the evaluation are used as a basis for decision making to make improvements, adjustments, or develop programs in the future. In addition, evaluation also supports the accountability of educational institutions to stakeholders and the wider community. The use of various instruments such as exams, observations, interviews, and questionnaires is very helpful in obtaining relevant and objective data. A continuous evaluation cycle will encourage continuous improvement in the quality of education.

B. Problems of Managing the Education System in the Modern Era

1. Digital Divide

The digital divide is one of the main obstacles in implementing technology-based learning. Many schools, especially in remote and isolated areas, still lack stable internet access and digital devices such as laptops, tablets, or computers. Inadequate technological infrastructure causes the digital-based teaching and learning process to not run optimally, thus widening the gap in the quality of education between urban and rural areas. This condition hinders the realization of equal education and requires innovative solutions from the government and relevant stakeholders to improve access and facilities in disadvantaged areas (Kurniawan & Supriyanto, 2022).

2. Teacher Quality in the Digital Era

The mastery of technology by educators is an important factor in the success of learning in the digital era. Many teachers have not received adequate training or sufficient technological literacy to make maximum use of digital devices in the learning process. This lack of competence makes teachers more comfortable using conventional methods, so that the process of transferring knowledge becomes less interesting and less in accordance with the needs of 21st century students. Continuous training programs and professional development are needed that focus on improving teachers' digital literacy so that they are able to teach effectively through technology (Sari & Handayani, 2023).

3. Less Adaptive Curriculum

The current curriculum is considered not flexible enough and responsive to the needs of 21st century skills. Changes in technology and the dynamics of the world of work require the curriculum to be innovative and able to adapt to the development of relevant competencies, such as digital literacy, creativity, and critical thinking and problem-solving skills. Unfortunately, relatively rapid curriculum changes often cannot be implemented optimally in the field due to limited resources and the availability of trained teachers (Andriana & Widodo, 2021).

4. Mental Health of Students

Students' mental health issues are increasingly becoming a concern due to the lack of psychological support and counseling services in schools. Academic pressure, heavy workloads, and social pressures in the school environment can cause stress, anxiety, and even depression in students. Lack of attention to these psychological aspects has the potential to reduce learning motivation, disrupting students' personal and social development processes. Schools need to integrate adequate character education programs and counseling services to support students' mental health holistically (Susanto & Putra, 2024).

5. Administrative Overload for Teachers

Teachers currently face a fairly heavy administrative burden, ranging from filling out report cards, assessment reports, attendance administration, to making final reports. This burden often interferes with their focus and time in the process of educating and paying attention to the needs of students directly. In addition, complex and

inefficient administration can also cause dissatisfaction and physical and mental fatigue in teachers, which ultimately affects the quality of their learning and professionalism (Kurniawan & Supriyanto, 2022).

6. Lack of Parental and Community Involvement

Parental and community participation in education is still relatively low and often only limited to seeing academic results without understanding the child's learning process. The lack of active involvement from parents, as well as the lack of synergy between schools and the surrounding environment, leads to a lack of moral and moral support outside the classroom. Often, there is tension or even conflict between teachers and parents due to a lack of understanding of each other's responsibilities, so that the education process becomes less effective and unsustainable as a shared responsibility (Sari & Handayani, 2023).

7. Commercialization of Education

The phenomenon of commercialization of education has caused access to quality education to become increasingly unequal. High-cost schools often offer better facilities and teaching quality, while education at the middle and lower levels still has to struggle to obtain adequate resources. This causes inequality in the quality of education and hinders the ideals of providing quality education for all levels of society. The quality of education should not depend on the financial ability of parents, and there needs to be a mechanism and policy that ensures equal access and inclusive quality of education (Andriana & Widodo, 2021).

CLOSING

A. Conclusion

Education management encompasses essential functions such as planning, organizing, actuating, controlling, and evaluating. The study identifies several key challenges in modern education management, including digital gaps, teacher quality, curriculum adaptation, student mental health, administrative overload for teachers, minimal parental and community involvement, and the commercialization of education. It stresses the need for comprehensive reforms and collaborative efforts from various stakeholders to address these issues and improve the overall quality and accessibility of education in Indonesia.

B. Suggestions

1. The government needs to accelerate equal digital access and teacher training.
2. The curriculum must be revised to be relevant to the needs of the 21st century.
3. Schools need to strengthen counseling and character education services.
4. The administrative burden of teachers must be adjusted to needs.
5. Parents and the community must be actively involved in supporting education.

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