

## Reorientation of Education Management in the Era of *Kampus Merdeka*

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### ABSTRACT

This study aims to analyze of the aspects of education management in the new era “Kampus Merdeka”. Components of education that require proper regulation are teaching and learning activities, human resources, infrastructure, financing, management, and evaluation. The accuracy in choosing the form of education management depends on the results of a comprehensive analysis of a number of influencing factors. This method used library research, used field and literature data. Based on further analysis, it is found that there are three closing notes can be stated. Education management to be designed, must consider the nature of education. The education carried out must be based on a view that places humans as noble beings and has various extraordinary and very valuable powers and potentials. Educational management is generally one of the most dynamic fields of science. The current development of education management has shifted from process-based educational management such as the main character to strategic management. The impact of Covid-19 pandemic and other disasters; various kinds of government policies, including the 2020-2030, Indonesian Education Roadmap and its derivatives; and the goals of moral education that have been achieved have not been encouraging

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## INTRODUCTION

Education is a means or media that is used by all people or all fields of business to achieve the formulated goals. It is known that in order to achieve a business, community support is needed, and so that people want to support it, it is necessary to provide comprehensive information, then inspire and encourage their minds to want to do it seriously. In order to explain, inspire and encourage people to carry out a business or activity, the most effective, strategic and measurable means is education.

This is possible, because education as a system is the most readily available means. In addition to having legal, philosophical and ideological foundations, education also has various components or factors that have been selected and formulated based on certain theories. The various components or factors are graduate competence, content/curriculum components, teaching and learning process components, teaching and educational staff components, infrastructure components,

cost components, management components, environmental components, and evaluation components and so on.

In the course of its history, education has been dominated by philosophers. Various philosophical ideas are conveyed to the public through educational activities. After that, education was controlled by the interests of the rulers, religions, scientists, and economists. About which people have succeeded in mastering education, it really depends on the support of the community for these people. The struggle between these groups causes the world of education to always be in experiment with all its pluses and minuses. Circumstances make it difficult to determine which educational management will be used.

The various components or factors of education as mentioned above (objectives, content/curriculum, etc.) are something that is very dynamic, considering that there are many theories that are scrambling to control and direct these various components. These theories come from the results of research by experts, especially the results of research on psychology, sociology, anthropology, philosophy, economics, and so on. Regarding which theory controls the various components of education, it really depends on who supports the theory.

In line with the Government's policy of prioritizing the development of the economic sector, education must also support it. For this reason, education must support the business world and industry, help prepare community members to be ready to enter the workforce, prepare community members to excel and be ready to compete with other nations. In such a strong pull, the influence of the sociological theory of development and capitalist-liberal economics will very strongly affect education. The existence of a policy on Freedom of Learning, an Independent Campus, relaxation of the curriculum, and not as usual education, are considered as showing the strong influence of the economic pull on the world of education.

With the KampusMerdeka concept, students from the time they are on campus, not only have deep concepts or theories about various sciences, but also must have experience and skills in conducting business businesses in the fields of services or goods. For that he must dare to get out of old habits. A student in addition to attending lectures at the Faculty and Study Program at a University, but at the same time he can take courses at the Faculty and Study Program at the same University or at a different University. If this policy is implemented, and if at each university the number of students undertaking independent learning or independent campuses, reaches thousands who come from tens or hundreds of universities, you can imagine the difficulties and complexity in its management. In this regard, education management must be able to overcome it.

## **METHOD**

This study uses a qualitative approach, with the method of analyzing the contents of various books (library research) written by experts and comparing them with empirical facts. Presentation of data with descriptive analysis. We followed procedures from data collection through analysis to report writing, coding, assessment, and concluding until we found results that met the validity and reliability criteria. We designed this study under a qualitative approach by following the model of qualitative data study of education and evaluation during the pandemic of *kampus merdeka* (García-Alberti et al., 2021).

## **RESULT AND DISCUSSION**

Educational management can simply be interpreted as management that is used to manage and utilize all components of education in order to achieve educational goals effectively and efficiently. Among the components of education that require proper regulation are teaching and learning activities, human resources, infrastructure, financing, management, and evaluation. The form or management systems that will be applied to manage the various components of education basically both have advantages and disadvantages. Accuracy in choosing the form of education management depends on the results of a comprehensive analysis of a number of influencing factors. The form or system of education management for the present and the future must consider the following things.

First, the education management that will be designed must consider the nature of education. The word "education" which is behind the vocabulary "management" in addition to containing the meaning of management that manages various factors or elements: teaching and learning processes, infrastructure, finance, human resources and others, also implies management that must carry out the mission of education, or the mission of educating, which is to empower all human potential and instill noble values into themselves in order to help themselves, society, nation and state. In Diknas (1999) as stated by Syafaruddin in *Educational Leadership*, (2010:88) that the principal's leadership is an event or effort by the principal in influencing, encouraging, guiding, directing and moving teachers, staff, students, parents and other parties who related to work or participate in achieving the goals that have been set.

By placing management or leadership as a strategy to realize educational goals, the education carried out must be based on a view that places humans as noble beings and has various extraordinary and very valuable powers and potentials. They must be treated fairly, wisely, humanely, pleasantly, happy, enlightening, democratic, egalitarian and so on. Such a view of human beings must underlie educational management. With such a view, the character of educational management with the character of management in general is different.

In industrial management, for example, humans are often seen as assets, capital, even as investments or resources as natural resources, and others. Thus, the human element and human honor are often reduced and eliminated. In such circumstances, dissatisfaction often arises which takes the form of criticism, protests, demonstrations, strikes to anarchic actions and so on. Likewise, if in business management, human profit is often seen as a profitable investment, then when the human is not old, unproductive, and unable to compete, then the human resource is lowered to a level below it, even dismissed.

In the context of education management, these various perspectives or logics must be adjusted. The term customer (customers) contained in Education Quality Management (Total Quality Management) for example must be changed to clients, partners or others who are more humane. Likewise, the benefits obtained through education are not only quantitative material gains, but also things that are more ideal, cultural, spiritual and spiritual.

Second, the transition period. As a result of advances in science and digital technology, the process of handling various problems has taken place quickly and based on information technology. Registration for university entrance examinations, examinations, payment of tuition fees, and even the course itself is IT-based. Thus, today's education management is already IT-based. For this reason, various hardware devices, such as the availability of IT centers, networks, hardware, systems (software)

designed, human resources, technicians and others must be designed and prepared in such a way. In this way the speed and accuracy of the management of education management will run quickly. Without IT support, education management will stumble, experience lags and delays, and disruption. However, in the midst of all kinds of changes, there are things that should not be changed. Among the things that should not change in education are a touch of love, freedom of expression, a happy atmosphere, character building, inculcation of spiritual values, critical, creative, and innovative thinking, and social intelligence. (See Kompas, Saturday, November 2, (2019:6). For this reason, various things that cannot change must be included in policy making in planning, implementing and evaluating education. one of the indicators in determining the success of education management.

Third, various new policies from the owner of the authority, the Government. CW Watson, in his article "Indonesian Higher Education in the Transitional Period," in Kompas, Saturday. 19 September (2020:6) said: One of the other things that drives the turmoil in the world of higher education today is the new view from the Ministry of Education and Culture, especially the call to become an Independent Campus. It was emphasized that students need an education that can adapt to the demands of the times, face the challenges of today's circumstances, and contribute to the realization of a just and prosperous Pancasila state. However, these new steps are still too tentative, half-hearted, because it seems that those in charge of policy are still haunted by threats from the specter of the old system. Thus, despite changes in the medium of teaching, namely PJJ—and there is an urge to take courses from across-campus faculties, even off-campus—the Merdeka Campus—students and lecturers remain trapped in a system that hinders them and prevents them from achieving improvement. and expected development. In line with that, the President's message to the Minister of Education and Culture is to make our education flexible, simple and not "as usual." The President asked Nadiem to apply technology to our education system, so that there would be a "leap in the quality of our human resources." (See Mohammad Abduhzein, Nadiem in the Jokowi-Ma'ruf Education Platform, Kompas, Monday, November 25 (2010:6).

If the Merdeka Campus policy is to be implemented, then there must be courage to break away from the old ghosts and be able to take decisive action, in the short term. This situation in turn must make changes to the management of education, by developing what is called the Management system of learning process (Management System on the Learning Process) which in its form and system is expected to be very sophisticated. If there are 1000 students, then at the same time their names are registered as students in tens or hundreds of campuses. This has an impact on registration arrangements, payment of tuition fees, setting student ID numbers, class schedules, exam schedules, and so on.

The new policy issued by the Government of Indonesia that must be considered in managing education is related to the Indonesia Education Roadmap 2020-2035. The Indonesian Education Roadmap as quoted by Hafid Abbas in Kompas, Friday 27 November (2020:6) is directed at efforts to build Pancasila students who have a faith profile, fear God Almighty, and have noble character, global personality, mutual cooperation, creative, critical reasoning, and independent. The Indonesian Education Roadmap shows three main parts, namely global trends and the future of learning, an overview of education in Indonesia and its challenges. The instrument that will be used to achieve this endeavor is Merdeka Learning. However, Hafid Abbas reminded of the importance of overcoming educational problems that have existed for a long

time in order to implement the Education Roadmap. The long-standing educational problems include the low quality of education, even though the budget has been increased to 444 trillion, as can be seen in PISA Indonesia, which fell from 65th (2015) to 72nd (2018) among 77 countries. . Other problems are related to the problem of the teacher-student ratio in Indonesia, which is very high, around 1:12-23; while the average international standard ratio is 1:20-21 students per teacher.

However, the quality of education in Indonesia remains low. The number of teacher-student ratios is disproportionate to the quality because in addition to the low quality, the distribution in each region is still unequal. Meanwhile, the government was assessed by Hafid Abbas in his writing of the Red Report on Managing Teachers, in Kompas, Friday, December 11 (2020: 6) not yet present. Efforts to improve the quality of teachers through certification programs, coaching Education Personnel Education Institutions (LPTK), improving teacher welfare and others are still not complete. Education management must consider improving the quality of education through handling various fundamental educational problems.

The existence of various new policies in the field of education ultimately leads to the importance of improving the quality of teachers. Minister of Education and Culture NadiemMakarim's speech welcoming National Teacher's Day November 25, 2019, according to Abduhzein, in his article on Kompas, Sabfu, January 11 (2020:6) basically ordered teachers to be of high quality. This was based on Nadiem's invitation for teachers to make changes to realize learning independence. Teachers are asked to take the first step and not to wait for orders. Regarding the freedom of learning desired by the Minister of Education and Culture, NadiemMakarim, as quoted by PanutMulyono, it is directed to four policies, including the National Standard School Examination, National Examination (UN), Learning Implementation Plans and Regulations for Admission of New Students Zoning.

Fourth, maintain the quality of education. The choice of the form and education management system, whatever the name, must continue to strive to achieve the quality of education, because the quality of education is a force that determines the nation's competitiveness in the midst of other nations in the world, and as a strategy. Sri MulyaniIndrawati, in her article, "Towards an Advanced Indonesia through Superior Human Resources," in Kompas, Monday, August 19, (2019:6) said that in the next five years the government will focus on human resource development which is the key in determining the progress of a nation. . There is no country in the world that can progress without being supported by quality human resources. Development that focuses on humans will create a strong middle class that has national resilience and economic competitiveness is getting stronger. Measures to determine the quality of education are carried out by the School/Madrasah Accreditation Board (BAN/SM) and the Higher Education Accreditation Board (BAN/PT) using the national education standards as regulated in PP No.19 of 2005 and its amendments, must also use evaluation standards that carried out by internationally recognized accrediting bodies. The report on the evaluation results of the Program for International Student Assessment (PISA) in 2003 was 371 and in 2015 it rose to 397. But in 2018 it fell to 371. Mathematics from 360 to 386 in 2015, then decreased to 379 in 2018. Science from 393 to 403 in 2015 and then dropped to 396 in 2018. PISA is followed by 72 countries in the world. This situation raises big questions regarding the size of the education budget which is not directly proportional to the improvement of the quality of education. (See M. JusufKallla, "Education and PISA, in Kompas, Friday, December 20 (2019:6). With regard to the quality of this education, a management based on improving the quality

of education is needed. Some of the latest management concepts in the field business has been widely used in the management of education, because since the signing of the GATS (General Agreement for Trading Services), educational activities have been included as one of the traded commodities. On this basis, education management must use management profit business.

In order to maintain quality, and maintain the continuity of the education business, there are two management concepts that have been used in educational institutions that call themselves superior education, modern education, model education and so on. The two education management models are Strategic Management and Total Quality Management. Strategic Management is carried out in order to produce a competitive advantage. Fred David in his book *Strategic Management* (2005:68-434), Purwanto in *Strategic Management* (2007), suggests three main activities that must be carried out in strategic management, namely strategy formulation/strategy planning; strategy implementation, and strategy evaluation. Through strategy formulation/strategic planning, the formulation of the vision, mission, goals, objectives, programs, and financing is based on the results of an analysis of the strengths, weaknesses, opportunities and treatments which are overall based on valid empirical data and facts. Furthermore, through strategy implementation, strategic plans that have been formulated can be implemented which are supported by the ability of leaders who are visionary, effective and daring to execute, support human resources, or mini-managers and staff who are compact, committed, responsible, creative and innovative, and have a great culture. culture) and the implementation of a reward and punishment policy. Meanwhile, through the evaluation strategy, it can be known whether or not the planned program has been achieved, and whether or not the implementation is correct or wrong through the determination of indicators that must be achieved and measured quantitatively and can be felt quantitatively. Freddy Rangkuti, in the *SWOT Balanced Scorecard* (2017:57) said that this evaluation strategy is in accordance with the Balanced Scorecard concept, which is related to the financial perspective, customer perspective, internal business processes, as well as learning and growth perspectives. This TQM concept has subsequently been used as one of the policies of the Ministry of Education and Culture since 1990, among others with the accreditation policy for Schools and Madrasahs (BAN/SM) and accreditation for Higher Education (BAN/PT), as well as the existence of a Guidebook on the Implementation of Management Improvement School-Based Quality (2001), as well as a book written by Tony Bush & Marianne Coleman on *Quality Management of Educational Leadership* (2012).

Furthermore, Total Quality Management (Integrated Quality Management) is carried out in order to provide good and satisfying service to all customers (to give a good service and satisfaction for customers). Edward Sallis in his book *Total Quality Management in Education* (2006:7-11), and FandyTjiptono& Anastasia Diana, in his book *Total Quality Management* (2003:63-261), put forward several principles that must be done, namely continuous improvement (continuous observation), implementing quality assurance (quality assurance), quality control (quality control), changing culture (change of culture), organizational change (upside-down organization), maintaining relationships with customers (keeping close to the customer), focusing on customers, employee involvement and empowerment, leadership and teamwork, training, and benchmarking. These principles are still being developed in line with the increasing challenges. A study on the importance of superior culture and cultural change, for example, has been carried out by William J.

Byron in his book *The Power of Principles* (2010) which identifies 11 superior cultures, namely: 1) Integrity; 2) Honesty; 3) Justice; 4) Human dignity; 5) Participation in the workplace; 6) commitment 7) social responsibility; 8) general good; 9) transfer of power; 10) love, and 11) from one generation to another. In addition, a study on work culture was also conducted by Djokosantoso Moeljono and Steve Sudjarmiko (2007) who raised cases of implementing work culture in several SOEs with the results for the progress of the company.

Furthermore, in Performance Management which is the spirit of strategic management and TQM which relies heavily on human resource management, in particular Veithzal Rivai Zainal, et al, have compiled a book that specifically talks about Human Resource management (2015). The book which is almost 800 pages thick is very helpful for managers who work as HRD (Human Resource Development). The book discusses HRI planning, job analysis and design, recruitment and selection, introduction, placement and dismissal, HR training and development, career planning and development, competency-based and professional HR, TQM, performance and performance appraisal, performance measurement using balance scorecard, competence and remuneration, HR protection, adjusting employee expectations with company strategy through communication and work discipline, motivation and job satisfaction, maintenance of employee relations, work conflict and stress, HR information system and HR audit.

Studies on educational leadership, for example, have been widely carried out. Farid Poniman, in *Kubik Leadership* (2006) for example, has identified leadership as the leader of beliefs: the principles of man, nature and God; Action leadership: work ethic, hard work, smart work and sincere work, and character leadership. Furthermore, a study on the principle of customer satisfaction in depth, for example, has been carried out by Sudaryono with his book *Consumer Behavior* (2014). In chapter 2 of the book, thirteen aspects related to consumers are presented, namely with regard to the concept, characteristics of attitudes, components, functions, the relationship between attitudes and beliefs, behavior prediction based on attitudes, the concept of satisfaction, the concept of customer dissatisfaction, loyalty development, customer retention. , strategies to build customer loyalty and measurement of customer satisfaction. In the business management of services or goods, this control is non-negotiable, because it is the core and strength of the continuity of any business. At the local level, this principle has also been developed which is adjusted to the vision, mission and goals of the institution, as well as the existence of local wisdom and excellence (local genius and so on. Indicators of the use of this management model can be seen, among others, in every profile of educational institutions as outlined in the pamphlet or brochure which includes the vision, mission, goals and motto. The results are mostly quite encouraging where currently there are many excellent educational institutions in the community and provide increasingly varied choices for the middle to upper social class.

The change in the old management based on the process approach as proposed by Henry Fayol to strategic management and TQM essentially directs management to prioritize performance with highly competitive results and satisfy customers. Robert Bacal with his book *Performance Management* (2005) has helped managers to recognize various matters related to performance-based management, such as the challenges of performance management, performance management as a system, preparation for process implementation, performance planning, performance communication, performance evaluation, and others. etc.

Fifth, even without the Covid-19 pandemic, education is actually experiencing quite a shock. This situation in turn causes education to always be in a state of transition. Educational management that has been used so far, seems less powerless. The evidence is that the quality of our education is still lagging behind, both at the Asian level and at the world level. The results of the PISA and World Bank reports on the education ranking of all nations in the world, for example, show that education in Indonesia is not yet encouraging. Regardless of whether you agree or disagree with the results of the ranking, it must continue to be developed, and for this, effective education management is needed. This situation is getting worse with the emergence of the impact of Covid 19 which is forced to change all orders of life, including the field of education. AmichAlhumami, in his article, "Education in the Covid 19 Pandemic Period, in Kompas, Monday, October 26, (2020:6) said: Prior to the Covid 19 pandemic, education in Indonesia was faced with two serious problems that must be addressed simultaneously: unequal access. and low quality. The Covid-19 pandemic is clearly a very real threat in the implementation of education. First, children drop out of school which causes a decrease in the level of participation, as well as showing that education services are becoming increasingly unequal. Both the quality of learning experienced a significant decline due to school closures, hindering classical learning activities and face-to-face teaching in the classroom, causing learning loss.

This situation is a serious challenge and an answer must be found to minimize the lack of optimality in the teaching and learning process. Education management must work hard to overcome this fairly basic and serious problem. This situation is important, especially to help the social class of the poor who do not have the economic capacity, technical ability and the difficulty of obtaining an internet network, especially for those who live in remote or marginalized communities, where let alone the internet network, the electricity network is not yet available.

The implementation of the idea of critical education and education as a means of struggle for independence and humanism as initiated by Paulo Freire and Ki HadjarDewantara in the community by HAR Tilaar and others has not worked as expected. St. Sularto in his article, which was published in Kompas, Saturday, November 2, 2019, briefly introduced the anatomy of the idea of liberating education from the three figures, because it was considered something that needed to be reminded in the situation of the people affected by Covid 19. In his writings, St. Sularto said that the critical education that Freire practiced was a meeting between intellectual pursuits and educational praxis as part of culture. Paulo Freire's critical education paradigm calls for just social change. For this reason, awareness is required based on identity as an actor who is aware of his finger.

Meanwhile, Ki Hadjar, who lived several years earlier, was motivated by his political activities with TjiptoMangunkusumo and EF. Douwes Dekker, from the beginning, used educational activities as a means of fighting for independence. Therefore, he explores cultural values (Javanese) mixed with educational ideas and modern educational praxis. Three of them are Ana Montessori, Frobel and Kreschenteiner-the initiators of the work school which John Dewey later brought to the United States. The impact of the COVID-19 pandemic has caused the critical and liberating mission of education for these three figures and in relation to the expansion of access to education to be ineffective. Covid 19 causes the task of educating the nation

as mandated by the 1945 Constitution to not be achieved as expected. Education management must make this basic problem a major consideration in designing the education management design that will be implemented. In this way, the education management design has a vision, mission, spirit, and soul that frees the people from their backwardness caused by not having the opportunity to get an education.

Sixth, designing educational management designs in the present and in the future must pay attention to human psychological problems which in general are one of the inhibiting factors in carrying out various activities, especially jobs that require support for health and physical fitness, five senses, clarity of mind and inner psychological calm. as in carrying out educational activities. Teachers, lecturers, students and education managers need these various requirements. These spiritual psychological requirements will not only be shaken by the impact of the Covid-19 Pandemic, but also by other disease outbreaks that are expected to emerge new variants, if humans cannot eliminate the causes of their emergence. Indonesia, India, the Philippines, Singapore and South Korea have spent around 884 billion US dollars in response to the pandemic. However, in a study by the Climate Policy Initiative and Vivid Economics, whose report was released in February 2021, it is illustrated that the five countries relatively do not take climate into consideration in their fiscal stimulus response.

In Kompas' notes, citing data from Statista and the Global Green Growth Institute, from 1758 to 2018 after the health crisis, there was a drastic upward trend in emissions. For the record, there were six health crises during that period, namely cholera, Russian flu, Spanish flu, Asian flu, Hong Kong flu, and swine flu. In addition, there were also recorded outbreaks of Ebola and MERS. To overcome these problems we need green economic development. Namely an eco-friendly economy, not destroying, polluting or polluting the environment with exhaust emissions from vehicles, factory, household waste, deforestation, and so on. All of these can cause damage to environmental ecosystems, damage to the ozone layer, global warming, which causes anomaly of natural phenomena such as hurricanes, major floods that hit various countries, such as Germany, China, India, Australia and so on. Similarly, outbreaks of bird flu, Asian flu, Hong Kong flu, swine flu, Ebola, Mers cholera, and including the Covid 19 pandemic, are also caused by disrupted ecosystems. For this reason, we appreciate the achievements of several campuses in Indonesia who were awarded as the greenest campus in the world from the Green Metric World University Ranking 2017 which placed UI on the 23rd ranking in the World. Meanwhile, Nationally, UI was ranked first as the greenest campus in the world, while in second place was the Bogor Agricultural University (IPB), which was followed by the Ten November Institute of Technology (ITS) in third place. See *Republika*, Wednesday, December 13 (2017:5).

The COVID-19 pandemic, which has been going on for a year and a half, has ravaged all sectors of life: social, economic, trade, public services, education, religion and so on. Human activities are restricted, must take distance, leave the crowd. Any social activities that invite crowds, such as weddings, birthdays, dining together in restaurants, organizational conferences, and so on should be avoided. Likewise, industrial activities that employ a large number of people must be temporarily suspended and work from home.

Likewise, trading activities that invite crowds, such as traditional markets, lapak markets, and others must also be stopped. As a result, many of them were laid off, while their necessities of life could not be stopped. Likewise, learning activities must be

changed from the face-to-face learning system (PTM) to the PJJ system, which most people are not ready for. The thing that poses the most frightening problem is for those who are rather advanced in age or who have comorbidities who contract Covid 19. When the symptoms are severe enough they have to be isolated and treated in a hospital, which is also difficult to obtain, considering the large number of people in need. the readiness of the treatment room, medical personnel: doctors, nurses, preparation of ventilators, oxygen and others are limited. Those who have been affected by Covid 19 are like people who have been abandoned from their families, and until death comes no one dares to approach them. If only the government pays for Covid 19 treatment, but if there is a congenital disease, the cost will be quite large.

In a situation where they have economic difficulties, plus such a terrible disease, and are shunned by their families, and think about the fate of the people they are responsible for, causing everyone to feel fear, anxiety, anxiety, confusion, indecision, stress, depression and can be desperate. suicide. This is the general state of the psychology of the impact of Covid 19 that is generally felt by humans. In such a situation, people need not only material things, but also spiritual, spiritual, spiritual and mental needs, which make it possible for them to remain steadfast, patient, sincere, calm, optimistic, happy and happy in this situation. In theory this is easy to say, but in practice it is very difficult to implement. The ability to manage the human mind who is in such a frightening situation must be taken into consideration in designing the required educational management model. Today's human fear can be a real fear, such as against criminals, but it can also be an imagination that hasn't happened yet. What if I catch Covid 19, what if I get laid off, and there are many other shadows that don't necessarily happen. See "Manage Fear" in Kompas, Saturday, July 31, (2021:7).

Seventh, that as a result of advances in science and technology, especially digital information technology used by all areas of life, including education, it has led to the emergence of various new paradigms which then affect the way of working that is faster and more systemic than the old way of working which is slow and sporadic. . The world of education sometimes experiences what is called dislocation, disorientation and disruption, because it is too late to respond to various changes that are so fast. This can only be overcome by the world of education who can take advantage of the blessings of technology to provide added value and greater blessings.

However, vigilance against internet abuse or crime also needs to be watched out, so as not to damage academic mentality and public confidence in the information conveyed by the world of education. RadharPancaDahana, in his article in the Kompas Daily (2018:6) said: Don't get me wrong, Google, combined with Facebook, Twitter, Instagram and even the 980 million pages on the internet are only a surface of what we call the world. Virtually, the internet itself is still another part of the world: the Deep Web, with the Dark Side or the Dark Web as its darkest part, which is the main body of the internet mountain. It is in this dark world that the black market-especially the trade in illegal drugs (drugs), operations to corrupt websites on the internet (botnets), scams by means of scams and others (fraudsters), falsification of personal/corporate accounts (phishing), bitcoin , hitman, quickly, terrorists (with 50,000 groups in it), human trafficking to pornography for all age classes are also "wandering."

In the atmosphere of the Covid-19 pandemic where classical teaching and learning activities or face-to-face learning (PTM) cannot be carried out, the alternative is to apply distance learning using IT as the main medium. Meanwhile, various obstacles that prevent the PJJ from running properly must also be overcome. These obstacles include: 1) For some people living in rural areas who do not have an internet

network, PJJ is difficult to implement; 2) For some people who can't afford it, because they don't have the ability to buy gadgets, laptops, and credit, this causes PJJ to not be implemented either; 3) The limited ability of insight and technique in using IT is also an obstacle not only for students, but also for some teachers; 4) The limitations of parents in playing their function as professional teachers, namely teachers who have academic, pedagogic, personality and social competencies; 5) Unpreparedness of the household environment that must turn into a social environment, 6) Limited reading materials or references that are relevant and accessible for learning activities, and many others.

In addition, the development of scientific and technological progress has changed the way of learning, has also changed the way people work. Education, especially higher education, must teach graduates to be able to work in new ways in accordance with the demands of the logic of scientific and technological progress. For this reason, all sectors and businesses remain relevant and competitive, requiring continuous renewal, diversification, and development of completely new skills. This situation demands continued investment in education, upskilling, and reskilling. But conventional education requires considerable investment, both financial and time, and sometimes with no clear return. For many prospective students, employability and return on investment are paramount to them. At the same time, many indicators predict that undergraduate degrees will become increasingly useless in the future.

To respond to predictions about the future of conventional university bachelor's degrees, universities must remove existing departments, programs and functions and merge with one another. In the end it becomes more focused on employability, skills upgrading and retraining of pre-employment skills. Universities will have no choice but to focus on practice-based training and modify their curricula to meet the demands of employers and the job market. See Said Irandoust, "Higher Education and Universities, in Kompas, Friday, April 3, (2020:6). The idea that emphasizes the concept of Higher Education which Malik Fadjar in *Reorientation of Islamic Education* (1999:102) calls *Studiosorum University* as used in the Anglo System as used in various universities in America and other Western countries seems strong enough to be applied in Indonesia. The *Studiosorum University* model shows the magnitude of the intervention of the community, capitalists and industrialists on campus. It is true that a university graduate must have technical skills for professional work as is generally held by the intelligentsia, but he must also have a role as a scholar, and an enlightened intellectual. Namely intellectuals who carry out a prophetic mission, namely the mission of making changes and improving the fate of the people, building a society that is knowledgeable, cultured and highly civilized as played by the prophets and apostles. The point is that technical abilities and skills for professional work abilities, breadth of scientific insight, and the calling to help people prosper physically and mentally must also be grown. Various problems faced by universities, especially in responding to pressure from capitalists and industrialists on the one hand (see "Education Capitalization in the Job Creation Bill," Kompas, Thursday, October 8 (2020:5), with the obligation to build human resources who have complete integrity as intelligentsia, intellectuals and enlightened intellectuals on the other hand, ultimately requires an education management that is relevant to these challenges.

Eighth, the design of education management must also pay attention to various policies related to higher education. CW. Watson in his article "Indonesian Higher Education in PancaPancaroba, in Kompas, Saturday, September 19, (2020:6) for example said: The world of higher education in Indonesia is moving. Inevitably we are

forced to change the teaching system. The emergency situation caused by efforts to overcome Covid 19 forced us to implement a distance learning system (PJJ). This situation forces universities to dare to make changes in learning management. In addition, the world of PT is still haunted and restrained by the desire to maintain prestige and achieve high rankings in the World Ranking; Class University (WCU). In this regard, PT policy makers are faced with the problem of having the courage to free themselves from these old ghosts and be able to take decisive action, in the short term. The key word is the courage to reform. Independent Campus needs to be realized in actions, not in words. If the courage to make changes on behalf of the Merdeka Campus requires the existence of an education management formula based on the Merdeka campus. If this is the thing that will be taken, various matters related to management functions: strategic formulation or strategic planning, strategic implementation, and strategic evaluation with various principles must also be formulated.

In addition, universities also need to follow the turmoil, desires, obsessions and hopes of the holder of the state authority, namely the Government, so that what PT does answer national problems. Some time ago, President Joko Widodo, for example, asked universities in Indonesia to be more adaptive and renew themselves to transform into dynamic educational entities that are able to create a superior generation. Yudi Latif in his article, on *Kompas*, Friday, August 16 (2019:6) states: The Supreme Being makes human development the center of attention. For this reason, a number of new policies must be formulated and implemented.

Furthermore, the President at the virtual launch of the Merdeka Learning Episode 6 program at the Presidential Palace, Bogor, West Java, Tuesday (3/11/2020) conveyed four messages: namely about curriculum changes, adaptation to the new normal, new paradigms of the digital era, and the importance of collaboration. . To implement and realize the President's expectations, it is clear that management measures are comprehensive, effective, measurable and efficient. In order to realize this situation, experts, observers, designers, and practitioners of educational management are challenged with their abilities, commitments and responsibilities. The President's ideas and expectations are also in line with the Government's commitment to developing the quality of Indonesian human resources in the next five years. According to Jonanes Eka Priyatna in his article, "Ideas of Higher Education Development" in *Kompas*, Monday, August 26 (2019:6) that this commitment will ultimately rest on the empowerment of thousands of universities (PT) in producing quality graduates and research. The problem is, Indonesia has more than 4,500 PTs, most of which are still struggling to become healthy organizations. Jokowi's new cabinet must formulate a PT development framework that is in accordance with the circumstances, namely the number is very large, varies from various sides, and is not of good quality.

Ninth, the design of the concept of education management must also pay attention to the achievement of character education which includes moral, moral, ethical, character, manners, and personality education. The President has signed Presidential Decree No. 87 of 2017 concerning Strengthening Character Education, with the aim of preparing a golden generation of character in 100 years of Indonesia's independence. Article 5 of the Presidential Regulation states that character education is based on principles, namely developing the potential of students, exemplary educators and habituation. See Saifur Rohman, "Education Minus Character" in *Kompas*, Monday, September 18, (2017:7). Some of the character values that are prioritized in the

Character Education, as mentioned by Zubaidi (2011: 74-76) are 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity; 10) national spirit; 11) Love for the homeland; 12) appreciate achievements, 13) friendly/communicative; 14) Peaceful love; 15) likes to read; 16) care for the environment; 17) social care, and 18) responsibility.

These various character values must underlie educational management. This is very important to emphasize, because the basis of the strength or weakness of a nation is in the end the extent to which good character or morality does or does not underlie all life activities. The history of the rise and fall of nations in the world since thousands of years ago stems from noble character education. That is why, some Islamic education experts such as Muhammadiyah al-Abrasyi in his book *Islamic Education and Philosophy* (1975), Mohammad al-Toumy al-Syaibani in his book *Philosophy al-Tarbiyah al-Islamiyah* (1975), Hasan Langgulung in his book *Principles Islamic education* (1985) places noble character as the soul of Islamic education. Without noble character, Islamic education will lose its healthy soul, and will be lost.

### C. Forms and Education Management Systems

The description shows that the problem of education management is not a simple problem, because the problems related to education have so many aspects. Likewise, various disciplines such as psychology, sociology, anthropology, philosophy, religion, ideology, economics, politics and others participate in directing and influencing the world of education. They have all influenced the world of education to become a tool to fight for its vision, mission, and goals. This situation, on the one hand, will mature and strengthen the ontology, epistemology and axiology of education. But on the other hand, it can be confusing for educators. But about which concepts or theories will be chosen and used by education is a matter of choice. The goals and philosophy of a country, as well as the choices of the development agenda that it carries out are very influential in determining the type of education that will be carried out. The Indonesian Education Roadmap 2020-2035 with its various derivatives, such as independent learning and independent campuses, for example, is considered to be too pro-economic and industrial development. As a result of this strong tendency, subjects that are considered to have less direct contribution to the ideology of the Educational Roadmap, such as history, Pancasila, and even religion, tend to be marginalized. Until finally there was a reaction that reminded education to return to reality, namely Law Number 20 of 2003 concerning the National Education System based on Pancasila and the 1945 Constitution and other considerations, finally the plan to marginalize the three subjects was not carried out.

Seeing how strong the pull of economic and industrial development is, the education management that is applied still uses Strategic Management combined with Total Quality Management which is adapted to various problems that must be considered as mentioned above. These problems must be the basis on which strategic management and TQM will be applied. Because there are quite a number of issues that must be considered, there are quite a number of strategic management and TQM bases. Among them are:

First, the management of education and TQM strategies based on humanistic behavior. This basis is based on the nature of education which is the mission of management to be the noblest, most dignified, honorable creature of God, having multiple potentials, namely physical, physical, intellectual, spiritual and spiritual potential, fitrah, gharizah and various other extraordinary potentials.

Second, management of education and TQM strategies based on Information Technology. This base is based on the extraordinary advances in science and information technology that have changed the way all sectors of life work, including education.

The three management strategies of education and TQM are based on performance that is out of the box (out of the boxes or extraordinary) and does not work like that (not as usual). This is due to the transitional state as a result of advances in the field of science that are less able to be followed by human abilities, as a result of the delay in the world of education in providing adequate and concrete responses to it.

Fourth, management of education and TQM strategies based on the ability to produce services and goods that have competitive advantages and satisfy customers that are adapted to various new government policies, as well as the vision, mission and goals of the educational institution concerned.

Fifth, management of education and TQM strategies based on human friendliness. This is based on the need to overcome the extraordinary impact of Covid 19. Among other things, it has caused fear, anxiety, confusion, giddy, restless, sad, sad, stress and depression.

Sixth, education strategy management and TQM based on the Indonesian Education Roadmap with its derivatives such as Merdeka Learning, Merdeka Campus and its implications for changes to all components of education: objectives, curriculum, teaching materials, teaching and learning processes, competence and performance of education and education personnel, infrastructure, financing, management, evaluation and so on.

Seventh, management of education and TQM strategies based on noble character. This is based on the view that noble character is the spirit, soul, and even the most educational goal, but in its implementation the results are considered to be less than encouraging.

## **CONCLUSION**

Based on the description and analysis as mentioned above, closing notes can be stated as follows. First, that education management is the busiest component of education. Considering that almost all other components of education: curriculum, teaching materials, teaching and learning processes, educators and education staff, infrastructure and others require management handling in order to achieve the educational goals set effectively and efficiently. Second, that education management in general is one of the most dynamic fields of science, considering that there are a lot of research and development research on education management, in line with the many factors, elements and educational problems that must be solved. One source said that references to education management are among the most numerous compared to references in other fields of science, with an estimated tens of thousands of titles of books, journals, and so on. Third, in general, the current development of educational management has shifted from process-based educational management such as the main character Henry Payol to strategic management with characters including Fred R. David, and TQM with characters including Edward Sallis who in its implementation must pay attention to various problems. which must be considered, such as regarding the nature of education, the development of science and information technology, the changing conditions in life which are very fast; the quality and competitiveness of education as well as various related problems that have not been resolved, the impact of the Covid 19 pandemic and other disasters; various kinds of government policies,

including the 2020-2030 Indonesian Education Roadmap and its derivatives; and the goals of moral education that have been achieved have not been encouraging.

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