Implementation of Educational Management Innovations in School Management

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Abstract

Educational innovation is a reform step taken to overcome educational challenges, by presenting new ideas, products, or methods to achieve educational goals. In the school context, effective curriculum management is the key to ensuring quality, directed, and coordinated learning by established educational goals. This research aims to identify educational innovations that have been implemented in schools. The type of research used in this research is the library study method or library research namely the process of systematically searching and compiling data obtained from a collection of libraries (books, magazines, articles, biographies, journals, documentaries) and other relevant data sources, both primary and secondary. Educational innovation in the form of school-based management provides schools with great freedom and flexibility, accompanied by a set sense of responsibility. With autonomy which provides this freedom, schools can further improve the welfare of teachers so that teachers can concentrate more on their tasks. Apart from that, the implementation of school-based management can also encourage the professionalism of teachers and principals as school leaders, because the concept of school-based management requires freedom for teachers and principals in preparing school curricula and programs.

INTRODUCTION

Ki Hajar Dewantara taught the 3 N principles, namely *niteni, niroke, nambahi. Niteni* means observing, a kind of observation. *Niroke* is an impersonator, especially the one best practice, best practices. *Nambahi* that adds, so that the product or service we produce is better than the previous one (Sunarto, 2017; Rochmiyati & Putro, 2020). In other words, ATM science is observing, imitating, and modifying. Without innovation, a company or organization will be unable to compete or even go out of business, innovate, or die. Innovation is an idea, notion, practice, or object/object that is recognized and accepted as something new by a person or group for adoption. Innovation is an idea, practice, or object that is perceived as new by an individual or other unit of adoption (Elmualim & Gilder, 2014; Hristov & Reynolds, 2015; Rogers et al., 2019). Educational innovation is innovation in education or innovation to solve educational problems (Serdyukov, 2017; DiSessa & Cobb, 2020). Educational innovation is an idea, item, or method that is is perceived or observed as new for a

person or group of people (society), whether in the form of results invention (discovery) or discovery (newly discovered by people), which is used to achieve goals or to solve problems faced (Thurlings et al., 2015; Shanker et al., 2017).

Several studies show that leadership influences innovation. The transformational leadership model is an agent of change because it is closely related to the transformation that occurs in an organization (Feng et al., 2016; Bayraktar & Jiménez, 2020). Its main function is to act as a catalyst for change, rather than as a controller of change. A transformational leader has a clear vision, having a holistic picture of what the organization will look like in the future when all goals or objectives have been achieved. In the field of education, there are several examples of types of innovation, such as online student admissions, learning innovation, curriculum innovation, integrated academic system, innovation in teaching and educational staff, and organizational structure innovation (De Vries et al., 2016; Oermann & Gaberson, 2019; Schuh & Vogt, 2021).

Types of innovation include process innovation, method innovation, organizational structure innovation, relationship innovation, strategic innovation, mindset innovation, product innovation, and service innovation (Azar & Ciabuschi, 2017; Rajapathirana & Hui, 2018). Educational innovation boils down to the excellence or quality of educational units in providing services to stakeholders. Quality improvement is an important educational program on a national, regional, and international scale. The Education for All program launched by UNESCO (United Nations Educational, Scientific, and Cultural Organization) has shifted to quality education for all, quality education for all. Society's demands are now not only to obtain education but to increase quality education (Biesta, 2015). Open access to quality education is a necessity.

The Government of the Republic of Indonesia has standard criteria regarding the quality of education, namely eight national education standards; content standards, process standards, graduate competency standards, teacher and education staff standards, facilities and infrastructure standards, standards management, financing standards, and education assessment standards. In detail, this is regulated in Government Regulation Number 19 of 2005 concerning National Education Standards. This regulation was updated with Government Regulation Number 32 of 2013 concerning Amendments to PP Number 19 of 2005. However, with the policy of the Ministry of National Education regarding school based management or school/madrasah based management educational units have the freedom to improve educational 'standards'.

In practice, each educational unit wants to showcase the superiority of its school/madrasah. This advantage is what attracts educational units so that people are interested in enrolling their children in these educational institutions. School based management is a form of educational reform that seeks a change from unfavorable conditions to better conditions by giving authority to schools to empower themselves. Therefore, school based management as an educational reform, in principle schools have obligations (responsibility), authority (authority), and responsibility (accountability) which is high in improving performance for each stakeholder. School based management is an alternative form of decentralized management as a form of educational reform (Arar & Abu-Romi, 2016; Greany, 2020).

This school based management offers close cooperation between schools, communities, and government with their respective responsibilities. This development is based on a desire to provide independence for schools to be actively and dynamically involved in the process of improving the quality of education through managing existing school resources. In principle, school based management places authority on schools and communities, avoiding centralization and

bureaucratization formats which can cause the loss of school management functions. Therefore, school based management is seen as a political approach to designing and modifying government structures by transferring authority to schools, transferring central government decisions to local stakeholders, and risking school empowerment in improving the quality of national education.

METHODS

The research method used in this research is the library research method. This method involves a systematic process of searching and organizing data from various library sources such as books, magazines, articles, journals, and other relevant data sources, both primary and secondary. Literature study, as explained by M. Nazir, is a data collection technique that involves in-depth analysis of literature related to the focus of the research problem. By using this method, researchers can develop a solid and in-depth research framework based on a comprehensive understanding of existing literature (Ebneyamini & Sadeghi Moghadam, 2018; Rashid et al., 2019; Dawadi et al., 2021).

RESULT AND DISCUSSION

In the following, the author will explain that in this school management, the school area is not only limited to the school fence with family members consisting of the principal, teachers, students, and administrative staff but extends to the local community environment. Members of school organizations are not limited to local community members but anyone who cares about school affairs even though they live very far from the school. Schools have great autonomy in determining, planning, and implementing their programs. The status and role of supervisors from the government, in this case, the Regional Office of the Ministry of Education and Culture, acts as a guide if necessary.

To make it more interesting, the author tries to explain it starting from the terminology aspect, then continuing with expert opinions and related theories. The author also discusses the results of this research with the results of research by recent educational researchers who discuss this problem in more or less the same context and issues.

Innovation Management Concept

Management according to Stoner in Sumidjo and Soebedjo is a series of activities to plan, organize, mobilize, and control all efforts to organize and utilize human resources, facilities, and infrastructure efficiently and effectively to achieve predetermined organizational goals. From a school perspective, so that educational goals in schools can be achieved effectively and efficiently, the educational management process has a vital role. This is because a school is a system that involves various components and many activities that need to be managed well and orderly (Hawkins et al., 2015).

Schools without the support of good management processes will produce poor organizational performance that will not be able to achieve educational goals. Thus, every educational activity in schools must have clear and realistic planning, effective and efficient organization, mobilization and motivation of all school personnel to always be able to improve the quality of their performance, and continuous supervision (Motola et al., 2013; Rapanta et al., 2020). Innovation management is the process of managing innovation in a company so that it can be useful for creating sustainable competitive advantages for the company. Innovation Management is needed because it recognizes that fresh ideas must continue to flow as quickly as possible and at all times in anticipation of developments in an increasingly fast, diverse, and dynamic world.

This is where innovation management must play an important role.

Management is carrying out management functions to manage resources, both human resources and other resources to achieve goals effectively and efficiently. If the management function is planning, organizing, actuating, controlling, and managing resources are man, money, materials, methods, machines, markets, minute (7M), then management can be interpreted as a management process (planning, organizing, actuating, controlling) resources (7M) to achieve goals effectively and efficiently. Educational innovation management is the process of managing new resources (ideas, practices, objects, methods) in education to achieve educational goals or solve educational problems. The new ideas, practices, objects, and methods referred to are something that is already running, already exists and has been practiced in the daily madrasa management process.

Innovation is a discovery that is different from what previously existed. Someone consistent in innovating can be called an individual who has an innovative entrepreneurial spirit. This concept is in line with religious teachings, especially Islam, which teaches that every individual must strive to continue to develop and become better (Ismail, 2016). Therefore, educational innovation management is a series of activities that include planning, organizing, mobilizing, monitoring, and assessing, which aims to organize and utilize human and non-human resources efficiently and effectively to achieve the stated educational innovation goals.

In the world of Islamic boarding schools, the principle of maintaining good old values and transferring new, better values has the implication that backward orientation or salaf orientation is still much stronger than forward orientation (Bareket et al., 2021; Jiang et al., 2018). Educational innovation theory can adopt Rogers' theory of innovation diffusion. According to Everett M Rogers, diffusion is a process where an innovation is communicated through certain channels over a certain period among members of a social system. Diffusion is the process by which an innovation is communicated through certain channels over time among the members of a social system other words, rogers defines innovation as an idea, idea, practice or object/thing that is realized and accepted as something new by a person or group for adoption (Caniago, 2020; Sitorus, 2020).

Educational innovation includes an idea, item, or method, which is perceived or observed as new for a person or group of people (society), whether in the form of an invention or discovery, which is used to achieve educational goals or to solve educational problems. Educational innovation is an idea, item, or method that is perceived or observed as new for a person or group of people (society), either in the form of an invention (discovery) or discovery (newly discovered by people), which is used to achieve goals or to solve problems faced.

Educational innovation targets cover several key aspects, including teachers, students, curriculum, facilities, and the social sphere of society. The concept of educational innovation emphasizes changes that are not only new but also qualitatively different from what has existed before. This aims to improve the ability to achieve the goals that have been set in the realm of education. Understanding educational innovation also includes an understanding of several important principles. First, innovation does not only mean the introduction of new things but also the ability to rearrange elements in education effectively. Second, educational innovation covers all components and aspects of the education system, from ideas to the implementation of new techniques. Third, deliberate and careful planning in carrying out educational innovation shows a commitment to improving and perfecting the learning process.

The main goal of educational innovation is to increase efficiency and effectiveness in achieving optimal educational outcomes (Mursyida et al., 2022; Nasril et al., 2023; Simbolon et al., 2022). This involves a clear understanding of the goals to be achieved as well as the ability to measure the difference between conditions before

and after implementing the innovation. Although not all innovation results are always good, a planned and goal-oriented innovation process will bring significant changes in educational development.

Education, as a system, spans various components, from schools, and universities, to the national education system as a whole. Educational management involves important functions such as planning, organizing, driving, monitoring, and assessing. The interaction between these functions forms a complex management process, which Everett M. Rogers explains through the characteristics of innovation that influence the level of acceptance, including relative advantage, compatibility, complexity, trialability, and observability.

The success of innovation in education depends greatly on the extent to which the innovation can provide relevant benefits for the recipient, as well as the extent to which the innovation is in line with the recipient's values, experiences, and needs. Innovation complexity also plays an important role in acceptance rates, where innovations that are too complex may be difficult for recipients to understand and adopt. The ease of trying and observing the results of innovation also influences how quickly or slowly it is accepted by society, where innovations that can be tried and whose results are easy to observe are more likely to be accepted quickly.

CONCLUSION

Overall, educational innovation in schools in the context of school management has a crucial role in increasing the effectiveness and efficiency of the education system. By integrating management concepts such as planning, organizing, driving, monitoring, and assessing, schools can strengthen their ability to respond to change and achieve set educational goals. The importance of innovation lies in its ability to provide new solutions, which can include changes in teaching strategies, curriculum management, use of technology, and improvements in educational facilities. By understanding the characteristics of innovation and management principles, schools can maximize their innovative potential to meet the demands of the times and educational needs that continue to develop.

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