

TOWARDS BETTER MANAGEMENT OF PRIVATE EDUCATION IN INDONESIA: LESSONS LEARNED FROM MUHAMMADIYAH SCHOOLS

Sadam Fajar Shodiq¹, Syamsudin², Abd. Madjid³, Naufal Ahmad Rijalul Alam⁴

Department of Islamic Education, Universitas Muhammadiyah Yogyakarta, Indonesia

¹sadamfajarshodiq@fai.umy.ac.id, ²syamhs@gmail.com, ³abdulmadjid@umy.ac.id, ⁴naufal.ahmad@umy.ac.id

Article History: Received on 07th January, Revised on 19th February, Published on 19th March 2019

Abstract

Purpose: This study aims to examine problems related to the existing education management in Muhammadiyah schools in Indonesia.

Methodology: The present study is qualitative research, data obtained from observation, interview, and documentation. The results of the study show that Muhammadiyah, one of the private and independent institutions, has engaged in various fields, among which one of them is education. It has more than 4500 elementary, middle, and senior high schools spreading throughout Indonesia. In addition, the situations and conditions of education management at the Muhammadiyah School have different characteristics with public schools run by the government.

Results: The results of the study can be used to increase the quality of education, which directly affects other public schools.

Implications: The present research can help schools to provide the best educational services and produce competent and competitive graduates.

Novelty: This research has focused on the Muhammadiyah Schools, particularly its management and administration approach.

Keywords: *Reconstruction, Education Management, Education Administration, Private Education*

INTRODUCTION

The Indonesian government has issued a regulation from the Ministry of National Education (Permendiknas) No. 19 of 2007 on the standard of education management by elementary and senior education units, which is currently applicable. This regulation (Permendiknas) has turned as a benchmark of minimal standard in managing education by units of elementary and senior education. The standard of education management is then made by equally distributing quality education in Indonesia. Better education and qualification results from a better management ([Elmelegy 2015](#)).

Quality management ([Arditi & Gunaydin, 1997](#); [Reed, Lemak, & Mero, 2000](#); [Suwandej, 2015](#)) has a significant role in improving the education quality. [Goetsch and Davis \(2016\)](#) postulated that quality is dynamic condition related to product, service, people, process, and environment completing customers' necessities and expectations and it assists superior grade ([Goetsch and Davis, 2016](#)). According to the report of program for international students' assessment (PISA) in 2015, the quality of Indonesian education ranked at 62 of 72 countries. It depicted that there was something wrong with the management of basic and middle education management in Indonesia ([Raharjo, 2012](#)). Not all elementary and senior schools in Indonesia are government managed, but there are some schools which are managed by foundations, such as Muhammadiyah Schools.

Based on the data collected from the database of official website of Muhammadiyah, the total number of schools managed by Muhammadiyah, either in elementary or in senior level, comprises of 2252 Elementary Schools (SD/MI), 1111 Junior High Schools (SMP), and 1291 Senior High Schools (SMA). Such a total number of schools, either elementary or senior level, managed by Muhammadiyah is the largest managed by private entities. With a large number of schools, its education management requires special treatments ([Msila, 2011](#)). Geographic ([León and Burga-León 2015](#)), social, economy, and cultural factors ([Møllegaard and Jæger, 2015](#)) influence the ability of education management.

The objective of Indonesian education is to enlighten nation-state life and develop a complete Indonesian, a person having faith and devotion to God, good attitude, knowledge and skills, mental and physical health, good personality, and societal and national responsibilities ([Pemerintah Republik Indonesia 2003](#)). The Muhammadiyah Schools in Indonesia has fulfilled part of the objective of Indonesian education. It can be proven if the Muhammadiyah Schools in Indonesia

uphold Islamic values, since the Muhammadiyah School has private school background prioritizing highly on Islamic values. These should be developed continuously such that faith and submissiveness of each student is maintained. In addition, students are also required to have skills and knowledge equivalent to public school. Skills and knowledge must necessarily be sharpened through the school's learning process. The extracurricular can develop non-academic potency. For instance, it is in football, badminton, wrestling, and martial art. Art aspect is painting, dancing, and music. A mandatory extracurricular activity is Boy Scout. Boy Scout is highly required since it can train each student so that they can be independent, disciplined, and cooperative in a group.

Management of education can influence on education quality, such as finance, infrastructure, educators, and education staff, public relation management, etc. (Benoliel, 2017; Msila, 2011; Botha, 2012; Kacprzyk, 2010). Some issues experienced by Muhammadiyah schools in Indonesia, particularly in sub-urban areas, are non-supporting infrastructure in learning process, incompetent educators, and insufficient budget for operations in accordance with the education standard. As a consequence, Muhammadiyah schools located in sub-urban areas have low quality, compared with state schools. Another issue shaping education quality in Indonesia is the common input of students. The input of students becomes a highly important part as determiner, in either learning process or learning output (Crockett, 2007).

There are some levels in the history of education and administration that can be used as either criticism of domination system or reconstruction strength in assisting many countries and groups to recapture the foundation of substantial conceptual, ontology, and ethicology from the tribal society and traditional education, while preparing them in contemporary world. It requires changing to diversity and pluralism from having 'education administration' to familiarize with some 'education administrations', respectively, with validity, value, meaning, and social norms (Samier, 2017).

Varied issues experienced by Muhammadiyah schools in Indonesia must immediately be analyzed deeply. Moreover, this current situation leads to a disruptive age. By this recent condition, a majority of Muhammadiyah schools in Indonesia are still far beyond with other schools managed by government or other foundations. As result, the researcher aims to conduct an in-depth research to analyze some issues related to education management that existed in Muhammadiyah schools in Indonesia, so that these schools can really be agents of change and ready to accept any changes from the influence of either development or globalization in this disruptive age.

Concept of Education Management

Historically, education management can be characterized ideally as 'rational' or 'normative' approach. The rational approach refers to accounting and technic metaphor and the most preferred organizational manifestation is bureaucratic. Contrastingly, normative rhetoric discusses the social, emotional, and spiritual needs of employees. On such occasions, education management practically combines both types of rational and normative, but its stress related to each another is varied from time to time. The main purpose is to explore this variation in relation to education management, which has become a witness of more intensifying stress in normative approach, but has not sacrificed rational-technical bureaucratic control. The dimension of normative approach is problematized by three types of leadership –distributed, emotional, and in a low level, spiritual (Hartley, 2018).

The argumentative steps are as follows. First, it considers shortly normative and rational approach within a broad scope of management theory, which is how they can be defined and why they are varied in a reciprocal relation. This finds broader analysis within the perspective of critical theory. The second part is moved to rational and normative control mode in education management, especially in Indonesia.

The rational approach in education management refers to standard, audit, accountability, inspection, and performance management. They express bureaucratic mode of thinking (Hartley, 2018). While, the normative approach endeavors to answer both social and emotional needs of educators and education staff members. An example is the management theory of human relation, employee involvement, and organizational culture movement. The normative approach, then, tends to pop up in the level as rational management approach halts to obtain employees' support. In short, the normative approach aims to "re-affirm" the legality of management effort. Nonetheless, these two types are analytically different, but they practically stand side by side, where rational prevails dominantly in different degrees. Therefore, the normative approach 'softens' the bureaucratic approach (Samier, 2017).

Quality School Management

A difference between education and school is that education can be seen as an ideal personality and schools should be seen as social institutions. Both education and schools can imaginatively be related to each other, but they are essentially

different. Thus, analogically, it is likely that love differs from marriage (but we have to work on to turn it as a part of marriage), and justice differs from law (but we have to try to make it as a part of law). Hence, education is not similar with schools (but we have to strive for making it as a part of the schools). If we do not make difference of ideals and institutions, then we will face difficulties in real world, just to think that everything done by school is education or that dreams are unimportant ([Novak, 2002](#)).

Dreams are important, but have different functions from the institutions. Dream works as a compass directing us to our initial thoughts. They involve our deepest aspirations and can be reviewed and reconsidered implicitly through our daily school lives. The education dreams appears as worrisome outside the school ([Novak, 2002](#)) since they are related to valuable work and meaningful project and they can enable people to realize their potencies by assuming creative challenges.

Quality control and inspection are a process that assure only previously specified output fulfilling specifications, stated by school graduatoin. Yet, quality control is a process following event. It separates people from resulting in such a product. A quality is difficult to be determined and is a sophisticated concept ([Sallis, 1993](#)). Schools are qualified if they have certain stated standards.

Moreover, school performance has been related to organizational aspects and it increases innovation too. Organization committed to learn tends to have a higher innovation level, because stressing on learning helps organization to create more innovations ([Sitthisomjin, Somprach & Phuseeorn, 2018](#)).

Education leadership can be well-shaped as it encourages the cooperation process by viewing participants as valuable, capable, and responsible partners. An inviting and conducting process involves proactive decision-making on the message broadcasted within micro and macro education spheres.

METHODOLOGY

This research is qualitative and has some characteristics, comprising of conducting within a scientific background. The researcher is both the main instrument and data collector, and analysis is conducted inductively ([Moleong, 2006](#)). In addition, it is a field research and descriptive-qualitative research that is aimed to reveal an issue or event, based on written and relevant data and supports the relationship with education management in the Muhammadiyah schools of Indonesia.

This research uses conceptual-study case approach and a research directed to collect data, take meaning, gain understanding from such cases ([Reeves et al., 2008](#)). The approach is executed by observing and understanding the real condition existing in the Muhammadiyah schools in Indonesia.

Data collection techniques in this study used observation, interviews, and documentation. Observations were carried out in 16 schools in Indonesia, out of which four were elementary schools, five were junior high schools, and seven were high schools. Three teachers in each school were interviewed, along with the headmaster and the leaders of the foundation. Documentation was carried out to retrieve data relating to programs implemented by the school. The steps in data analysis use the Miles and Huberman models, with data reduction, data description, and data verification. The steps in data analysis utilize the Miles and Huberman model, by data reduction, data description, and data verification ([Moleong, 2006](#); [Reeves et al., 2008](#)). Data reduction is done after the data is collected through observation, interviews, and documentation. The data is then selected according to the research needs. Data description is done to describe the reduced and analyzed data, and then the verification of data is done to ensure that the analyzed data is in accordance with the real conditions in the field.

RESULTS AND FINDINGS

Transformational leadership is found as the biggest factor in school performance. It means that transformational director is not only able to promote the capacity of teacher performance and make them realize of school's missions and objectives, but also to provide incentives for organizational contribution. Further, transformational leadership indirectly helps school performance with school's innovation, organizational learning, and human resource management theorizing the capacity of a school's director to aim for the objectives, learning results, learning processes, and professional development, enabling them to inspire teachers to be innovative.

Organizational learning is found to have direct influence on school invention after determining several factors related to human resource management and transformational leadership, which directly influence the performance of senior high school students. This result shows that organizational learning is a significant factor as it tries to improves school

performance and is supported by [Senge \(1990\)](#) stating that organization with a better education will be able to create strategy that enables organizations to be superior in market competition. Implicitly, it suggests that schools should develop their special capacities to solve proactive vision and a unique learning environment in terms of increasing organization management affecting organizational success.

Towards Better Management - Formulation of the School's Vision

The vision of the Muhammadiyah Schools in Indonesia comprises of cognitive, affective, and psychomotor aspects. If it is analyzed using theory, it has met the main target of organization performance in developing and growing aspects ([Malaklolunthu & Rengasamy, 2011](#)). Similarly, it is in accordance with [Bush \(2006\)](#) that vision, either written or oral, needs to be well-interpreted and must not have multi-interpretations, so that it becomes a reference to unite all parties in an organization (school). The Indonesian Muhammadiyah School's way of formulating, stating, and developing of this vision is turning it as a common dream of the school society and stakeholders in future. Vision having been formulated is able to provide inspiration, motivation, and power to the school society and stakeholders. According to the theory, it argues that vision must provide direction or guidance and motivation. Vision must be distributed amongst stakeholders. In addition, vision must be used to distribute decisions and important organization activities. Thus, vision formulated by the Muhammadiyah Schools in Indonesia has fulfilled the aforementioned three criteria.

The vision having been formulated by the Muhammadiyah Schools in Indonesia is based on the input of various stakeholders and school society, in line with the main foundation's vision and the vision of national education ([Pemerintah Republik Indonesia 2003](#)). Later, various inputs in formulating this vision are decided within the board of educators' meeting. The vision decided by the Principal is then socialized to all school society members and stakeholders. The aim is that school society and stakeholders must know and implement it in the school environment. Vision is periodically reviewed in accordance with the development and challenges within the society. Thus, inappropriate vision with societal development and challenge is replaced with novel vision by formulating and deciding new vision ([Silvius 2017](#)). Similar to vision stated above, a new vision replaces the old one.

Further, this vision of the Muhammadiyah School is turned as a common dream of school society and stakeholders in future. Vision made is able to provide inspiration, motivation, and power to school society ([Crockett, 2007](#)). Designing of vision is decided in the board of educators meeting chaired by the Principal and views on inputs from the school committee members having been made, and, will later inform all school society members ([Everard, Morris, & Wilson, 2004](#)). The formulation of vision in the Muhammadiyah School is arranged with various considerations, such as Foundation's vision and the Muhammadiyah's vision as the foundation organizing the Muhammadiyah schools. Vision is changed once in a year or several years by considering any developments that happen in the surroundings.

Mission of School

The Muhammadiyah Schools in Indonesia have formulated, decided, and developed its mission, which comprises of:

- a. Shaping Islamic students to practice religious activities, either *Habluminaaloh* (to Allah S.W.T.) or *Habluminanaas* (to people).
- b. Shaping noble students practicing Pancasila values and honored culture.
- c. Having ability to improve students' achievement in academic aspects, religion, art, and sport.

The above-mentioned mission has provided guidance in establishing the vision of the Muhammadiyah Schools in Indonesia, in accordance with the objectives of national education and objectives of the Muhammadiyah as a movement. The objectives of national education is the of enlightening of nationwide-statewide human life and developing a complete Indonesian person having faith and devotion to One God, good attitude, knowledge and skills, mental and physical health, good personality, and societal and national responsibilities ([Pemerintah Republik Indonesia 2003](#)). This mission is stated as the objectives within five years.

It is then turned as the basic program of the Muhammadiyah Schools in Indonesia. If the Muhammadiyah Schools in Indonesia plan certain programs, then this mission is the basic principle, which stresses on the service quality of students expected by schools ([Troisi, 2015](#)). Alumni quality and excellence can be seen in the commonly stated mission ([She, 2000](#)). If a mission stated is in accordance with the expectations to be achieved, then it will create better and excellent alumni ([Akinloye, Adu & Ojo, 2017](#)). The mission stated contains the general and specific statements related to the programs of the Muhammadiyah Schools in Indonesia. General statement as stated in the mission is academic program,

and specific statement is mentioned in non-academic program, such as improving art and sport achievement. Further, this mission stated also provides flexibility and accessibility in developing the activities of school units. For example, improving art and sport achievement, the Muhammadiyah Schools in Indonesia provides the accessibility by commencing extracurricular activities as the development of students' talents.

The mission stated is based on the input of stakeholders including school committee. After it is formulated and stated, the next step is socialized to school society and stakeholders. It is then socialized in a way similar to the vision aimed to be implemented in the school environment. In addition, it is periodically reviewed and reformulated in line with the societal development and challenges.

Working Plan of School towards Better Management

Based on Permendiknas 19 of 2007 on the standard of education management, schools or Madrasah make the Middle Term Working Plan (RKJM) and the Annual Working Plan (RKT) stated in the School / Madrasah Activity Plan and Budget (RKAS/M) conducted according to RKJM/T and agreed by the board of educators' meeting after the consideration of School / Madrasah committee and legalized by the district or city education service ([Usman, 2012](#)).

A four-annual school plan is made according to the vision and mission and school objectives so that its detail is seen in the implementation of vision and mission. The schools do not discriminate its new students degree in the admission process ([Troisi, 2015](#)).

Based on theory, it states Law No. 20 of 2003 on the National Education System, Article 4 (management of education fund is based on justice, efficiency, transparency, and public accountability). From the research findings, the Muhammadiyah School in Indonesia has fulfilled the above-mentioned laws, concerning the upholding of the justice principle in managing education funds, efficiency in using funds, either grant or other funds, and transparency in maintaining either incoming or outgoing funds.

Implementation of Working Plan towards Better Management

Based on Permendiknas No. 19 of 2007, each of the education units must fulfill the nationally applied standards of education management. Implementation of working plan in school or madrasah includes all operational aspects of school, such as guidance of school or madrasah, organizational structure of school or madrasah, implementation of activities in school or madrasah, student affairs, curriculum and learning activity, educator and education staff, infrastructure, financial and funding, culture and environment, public participation, and school partnership ([Wilkinson & Brooks, 2018](#); [Education, 2007](#); [Sallis, 1993](#); [Everard, Morris & Wilson, 2004](#); [Pemerintah Republik Indonesia, 2003](#); [Usman, 2012](#)). Those aspects are commenced and managed by the education unit formed in the organizational structure of school or madrasah. The organizational structure of school consists of all directors, educators, and education staff members having the details of duties, authorities, and responsibilities on the overall implementation and administration of the schooling aspects ([Novak, 2002](#)).

The implementation of working or activity plan in schools is implemented on the basis of the annual working plan by the managers of activities. The following are some of the examples of implementation of school activities on the basis of the field, such as student affairs. The student affairs have to decide the manual of operational implementation on the admission process and the student counseling services. Counseling service for students is aimed to discipline them to obey the school's code of conduct ([Botha, 2012](#)). This service also provides guidance for students in the selection of a higher education level.

However, the implementation of the working plan in the Muhammadiyah School in Indonesia has not been completely conducted. This statement can be proven from various working plan programs, but, in reality, its realization is far beyond expectations. A realization of program is influenced by several supporting factors, such as principal, educator, students, school committee members or students' custodians ([Akinloye, Adu & Ojo, 2017](#)). In addition, regarding the implementation of school quality, students make evaluation each year comprising the consideration of class upgrading, completion achievement, assessing learning results, and teachers' performance, to facilitate the designing of the annual working performance in the following year, wherein these evaluation materials are used as a reference to minimize the annual plan, causing trouble in the annual working plan in the following year. Hence, school quality can be maintained and student and educator quality can keep improving.

In each semester, schools provide results of students' learning evaluation, including school's final grades, mid-term grades, and national exams. It is expected that students' custodians can know the result of education conducted during

this time. Further, schools have an academic calendar that regulates all school activities, but unfortunately, this calendar is placed only in the management office. It is better if every student is given this calendar so that their parents know the schedule of activities conducted in the school. Schools have performed optimally in the implementation of activities.

Additionally, schools have optimized the available educators and education staff members. Specifically, it is mandatory for the teachers of subject material to act professionally during the learning process ([Rissanen, 2012](#)), so that the code of ethics stated by PGRI is not violated by teachers' performance. Then, between educators and education staff members, it should be the coordination in designing the schedule of the subject material so that there is no misunderstanding in the schedule between educators and other teachers.

Creating, making, and learning processes have to be as fun as possible ([Kadir Fatimah St., 2014](#)) and should not demand students to master all subjects material. It is hoped that students have abilities in certain subject material that can cause other students to have difficulty in mastering such subject material. Indeed, it must be done by a teacher by differentiating the learning methods or techniques among clever or 'special' students.

Concerning the supervisory of students, teachers, or management staff members, the schools have implemented what has been stated by the school committee and the standard of national education. It is informed to all school society members, so that any educator under the supervisory does not confuse and commit any mistake during the learning process. The supervisory is also objective and the principal can be responsible for the results of the supervisory. It can be evaluation material for students and educators during the working evaluation meeting ([De Nobile, El Baba & London, 2016](#)). In addition, it can be biased as there is accreditation process, which must conduct supervisory activities in each school. This supervisory is also conducted every year by the committee and the principal can perform a self-performance evaluation in the Muhammadiyah School in Indonesia. The results will be the learning material for the next year so that it will be better and can implement the standard of national education as stated by the Ministry of Education.

In detail, the evaluation of learning process is conducted each semester as the result of the learning evaluation of students is announced. The benchmark is used as a reference in evaluating educators from the students' results. If a value is above, the average of understanding level of students can be said higher since a majority of students have understood the material taught by teacher, but otherwise, educator should be trained so that any educator can conduct effective learning process so that the students' quality will be higher.

In procuring information facility, a majority of the Muhammadiyah School has not implemented. For example, especially, in the Muhammadiyah School in Indonesia located in remote areas, it is not supporting Wi-Fi connection aimed for the school society. In fact, it is important to have Wi-Fi facility for school society in the globalization era, so that supporting material can be accessed as learning media.

Additionally, schools also direct all school society (either educators or education staff members) to always accept any suggestions and criticisms from external sources ([Galanis et al., 2016](#)). It is also beneficial as the material of performance evaluation conducted by school. If this kind of activity provides an effect making a better education quality, then it has implemented efficiency of the principal, since any assessment from external sources can qualify the school's education quality. This data can be documented since it has information given to the education service in school territory for the material of education evaluation existing in Indonesia. Either with teacher training or budget assistance from education service, it can help schools having a low level of education facility and quality.

Student affairs conducted in the Muhammadiyah School in Indonesia start from the admission process. The schools makes an interesting program so that the public are interested to apply in the Muhammadiyah School in Indonesia. One of programs is the free registration cost. Researcher analyzed that this program is held since there is a close and tight competition among education institutions in searching for the education input. They offer a program for attracting the public. The next level is the orientation of new students. In this phase, the principal introduces all matters about school, like introducing the school society, school programs, school's code of conduct, education facilities owned by the school, and the organizational structure ([Novak, 2002](#)) so that new students in the Muhammadiyah School in Indonesia become familiar with the school. Another step containing in student affairs is that the Muhammadiyah School in Indonesia counsels their students so that their potential can develop ([De Nobile, El Baba, & London, 2016](#)), and the extracurricular program commence. The researcher analyzes that student affairs in the Muhammadiyah School in Indonesia run well because there is the management of admission process, students' orientation, and counseling new students from the beginning until graduation.

RECOMMENDATIONS

According to the Content Standard of Permendiknas No. 22 of 2006 on the content standard of elementary and senior high school units, the Muhammadiyah Schools in Indonesia should formulate a program plan related to the content standard, such as a series of curriculum in education units in line with the standard and a series of learning in accordance with KTSP standard. Based on the process standard, the Muhammadiyah School in Indonesia formulates several program plans containing:

- a. Establishment of RPP and syllabus of all subject materials from all teachers;
- b. Improvement of learning fulfillment to increase the effectiveness and efficiency of the class management;
- c. Increasing the usage of learning media;
- d. Maintaining and improving the management of analysis of assessment results and reporting materials of evaluation on learning results.

Educators and Education Staffs

Related to the standard of educator and education management, the Muhammadiyah Schools in Indonesia must formulate some program plans, such as:

- a. Improvement of Principal's performance;
- b. Increasing teacher and staff competency through workshop or short course in line with the certificate of each teacher and staff;
- c. Teachers should have computer literacy; and
- d. Increasing of teacher competency via MGMP.

Infrastructure

Concerning the formulation of program plan of the standard of infrastructure, the Muhammadiyah Schools should perform as follows:

- a. Infrastructure completeness;
- b. Laboratory renovation;
- c. Locker procurement in the following year;
- d. Clock procurement in each class;
- e. Submitting proposal to central for the procurement of science learning tools.
- f. Submitting proposal for adding computers as the learning media in the computer laboratory and addition of computer facilities in the management room;
- g. Procurement of fans in each class;
- h. Addition of print and copy machine;
- i. Procurement of LCD projectors as learning media; and
- j. Fulfillment of sports equipment as required.

Financial Aspects and Financing

Based on the program on the standard of financing existing in Muhammadiyah Schools in Indonesia, the financial aspect comprises of improving accountability in reporting the fund allocation in school. The Muhammadiyah Schools in Indonesia should report the financial allocations on the basis of accountability and transparency so that school society knows the usage. Therefore, there is no misunderstanding concerning the financial reports. In addition, schools should use a well-measured financial system or make a new system in line with the school situation.

CONCLUSION

The Muhammadiyah Schools in Indonesia have formulated school programs, such as formulating the schools' vision and mission, objectives, and working plan. The researchers have analyzed that management of school programs in

Muhammadiyah Schools in Indonesia requires the improvement and refinement in line with Permendiknas No. 19 of 2007 on the standard of education management in elementary and senior high school units. The vision of schools is formulated in accordance with the vision of Indonesian education. The implementation of vision in school or madrasah stating vision as a reference and bridge to achieve the school's targets and objectives has also been in accordance with the expectations of elements in the school's objective as a common dream, and it should synchronize between the institutions and any elements involved in school. This school has turned its vision as a common dream of the school society and stakeholders in achieving the school's targets and objectives. Additionally, the researchers have analyzed that the formulated vision is able to provide inspiration, motivation, and strength to the school society and stakeholders. The researchers have observed that schools stress on the aspect of common interests and it does not stress on individual interests resulting from the achievement of schools' objectives and targets. It is then obvious that it has fulfilled the school's criteria with an appropriate vision as schools' dreams and targets, meaning that the understanding on some of the aforementioned points have been in line with the schools' targets and objectives stated in the existing vision, since each vision consist of inspirational and motivational values that the school society have easy access to and achieve the objectives of national education and the schools' targets. The existence of vision is known by every element of the school society that can highly motivate in realizing the schools' vision and mission. Vision, as a reference of school, is formulated and decided within the board of educators' meeting with stakeholders, such as school committee, and agreed by and socialized to all school society members. Therefore, vision formulated must be known by all school society members. The management of vision should be reviewed periodically in accordance with the societal development and challenges.

Further, any success of management in programs of Muhammadiyah Schools in Indonesia can be seen from the formulation of the schools' mission. The Muhammadiyah Schools in Indonesia not only formulate the mission, but also design and develop it periodically in accordance with the existing necessities. The researchers have analyzed that the formulated mission guides in establishing vision of Muhammadiyah Schools in Indonesia. This mission becomes the basic program of the school and the school's programs are the derivations of formulated vision. Moreover, similar with its vision in school or madrasah, the schools' mission is also formed, because there is an agreement of decision based on the input of stakeholders including school or madrasah committee, and adjustment with the objectives of national education is undoubted, meaning that this point is important in deciding the results of mission formulation on the basis of the meeting chaired by the principal.

According to the analysis outcomes, the formulation of the schools' objectives for short- and long-term periods is another issue that has become a benchmark of management in programs within the Muhammadiyah Schools in Indonesia. The Muhammadiyah Schools in Indonesia has a target that describes the objective to be achieved. The researchers analyzed that Muhammadiyah Schools in Indonesia targeted several issues, such as academic quality. It was observed that Muhammadiyah Schools in Indonesia improved education quality by changing the curriculum and developing the learning model referring to the process standard and involving the students actively. Similarly, working plan having been made, either annual working plan or medium-term working plan is developed to handle the existing challenges and used to achieve opportunities in improving quality education in schools.

However, the management of educators and education staff members in Muhammadiyah Schools in Indonesia has not been optimal. Even though Principals have tried to manage educators and education staff members in Muhammadiyah Schools in Indonesia through training, workshops, and/or benchmarking studies aimed to affirm the material mastery of skills related to their duties, such as foreign language skills, computer skills, administration skills, financial skills, and laboratory management skills. The purpose of these kinds of development for educators and education staffs is to refine the employees' effectiveness in achieving the stated work results, by refining the employees' knowledge, skills, attitudes, and duties. Ideally, based on the researchers' analysis, each school has empowerment programs for educators and education staff members to improve their abilities in performing their duties. In addition, the researchers have analyzed that the management of educators and education staff members in Muhammadiyah Schools in Indonesia is inefficient, because educators and education staff members are supervised less by their principal in performing their duties and responsibilities. Therefore, one form of management of educators and education staffs is that the Principal assigns additional educator and education staff on the basis of provisions stated by school, such as possessing academic qualifications and competencies to establish the educational objectives and improving control functions as the leaders.

REFERENCES

- Akinloye, Gbadegesin Mutairu, Emmanuel O Adu, and O A Ojo. 2017. "Record Keeping Management Practices and Legal Issues in the School System." *The Anthropologist* 28 (3): 197–207. DOI: 10.1080/09720073.2017.1335832.
- Arditi, David, and H. Murat Gunaydin. 1997. "Total Quality Management in the Construction Process." *International Journal of Project Management*. DOI: 10.1016/S0263-7863(96)00076-2.
- Benoliel, Pascale. 2017. "Managing Senior Management Team Boundaries and School Improvement: An Investigation of the School Leader Role." *International Journal of Leadership in Education* 20 (1): 57–86. DOI: 10.1080/13603124.2015.1053536.
- Botha, R. J. 2012. "School-Based Management and School Expenditure: A Case Study in Selected Primary Schools in the Gauteng Province of South Africa." *Journal of Social Sciences* 30 (2): 137–45. DOI: 10.1080/09718923.2012.11892990.
- Bush, Tony. 2006. "Theories of Educational Management." *Educational Leadership*. <https://eric.ed.gov/?id=EJ1066693>
- Crockett, Jean B. 2007. "The Changing Landscape of Special Education Administration." *Exceptionality* 15 (3): 139–42. DOI: 10.1080/09362830701503487.
- Education, Minister Of. 2007. *Education Management Standards by Primary and Secondary Education Units*. Retrieved Mei 06, 2019 from <http://bsnp-indonesia.org/standar-nasional-pendidikan/>
- Elmelegy, Reda Ibrahim. 2015. "School-Based Management: An Approach to Decision-Making Quality in Egyptian General Secondary Schools." *School Leadership and Management* 35 (1): 79–96. DOI: 10.1080/13632434.2014.962499.
- Everard, K B, Geoffrey Morris, and Ian Wilson. 2004. *Effective School Management*. DOI: 10.4135/9781446211427.
- Galanis, Nikolas, Enric Mayol, Marc Alier, and Francisco José García-Peñalvo. 2016. "Supporting, Evaluating and Validating Informal Learning. A Social Approach." *Computers in Human Behavior* 55: 596–603. DOI: 10.1016/j.chb.2015.08.005.
- Goetsch, David L, and S B Davis. 2016. "Quality Management for Organizational Excellence: Introduction to Total Quality." Pearson. Retrieved Mei 06, 2019 from <https://doi.org/British Library Cataloguing- In Publication data>.
- Hartley, David. 2018. "The Emergence of Blissful Thinking in the Management of Education." *British Journal of Educational Studies* 00 (00): 1–16. DOI: 10.1080/00071005.2018.1491951.
- John M. Novak. 2002. *Inviting Educational Leadership*. London: Pearson Education.
- Kacprzyk, Editor-in-chief J. 2010. *Advances in Intelligent and Soft Computing*. *Soft Computing*. DOI: 10.1007/978-3-642-29455-6.
- Kadir Fatimah St. 2014. "Keterampilan Mengelola Kelas Dan Implementasinya Dalam Proses Pembelajaran." *Jurnal Al-Ta'dib* 7 (2): 16–36.
- León, Federico R., and Andrés Burga-León. 2015. "How Geography Influences Complex Cognitive Ability." *Intelligence*. DOI: 10.1016/j.intell.2015.04.011.
- Malaklolunthu, Suseela, and Nagappan C. Rengasamy. 2011. "School Redesign for Fostering Multiculturalism in Malaysia: Augmenting the 'Vision School.'" In *Procedia - Social and Behavioral Sciences*. DOI: 10.1016/j.sbspro.2011.03.056.
- Moleong, L.J. 2006. *Metodologi Penelitian Kualitatif: Kualitatif Sasial*. Bandung: RosdaKarya.
- Møllegaard, Stine, and Mads Meier Jæger. 2015. "The Effect of Grandparents' Economic, Cultural, and Social Capital on Grandchildren's Educational Success." *Research in Social Stratification and Mobility*. DOI: 10.1016/j.rssm.2015.06.004.
- Msila, V. 2011. "School Management and the Struggle for Effective Schools." *Africa Education Review* 8 (3): 434–49. DOI: 10.1080/18146627.2011.618650.
- Nobile, John De, Mariam El Baba, and Teola London. 2016. "School Leadership Practices That Promote Effective Whole School Behaviour Management: A Study of Australian Primary Schools." *School Leadership & Management* 36 (4): 419–34. DOI: 10.1080/13632434.2016.1247041.

- Pemerintah Republik Indonesia. 2003. "Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional." Departemen Pendidikan Nasional, 1–33. Retrieved Mei 06, 2019 from http://kelembagaan.ristekdikti.go.id/wp-content/uploads/2016/08/UU_no_20_th_2003.pdf.
- Raharjo, Sabar Budi. 2012. "Evaluasi Trend Kualitas Pendidikan Di Indonesia." *Jurnal Penelitian Dan Evaluasi Pendidikan*. DOI: 10.21831/PEP.V16I2.1129.
- Reed, Richard, David J. Lemak, and Neal P. Mero. 2000. "Total Quality Management and Sustainable Competitive Advantage." *Journal of Quality Management*. DOI: 10.1016/S1084-8568(00)00010-9.
- Reeves, Scott, Mathieu Albert, Ayelet Kuper, and Brian David Hodges. 2008. "Qualitative Research: Why Use Theories in Qualitative Research?" *BMJ*. DOI: 10.1136/bmj.a949.
- Rissanen, Inkeri. 2012. "Teaching Islamic Education in Finnish Schools: A Field of Negotiations." *Teaching and Teacher Education* 28 (5): 740–49. DOI: 10.1016/j.tate.2012.02.001.
- Sallis, Edward. 1993. *Total Quality Management in Education*. DOI: 10.4324/9780203417010.
- Samier, Eugenie. 2017. "Towards a Postcolonial and Decolonising Educational Administration History." *Journal of Educational Administration and History* 49 (4): 264–82. DOI: 10.1080/00220620.2017.1343288.
- Senge, Peter M. 1990. *The Fifth Discipline: The Art and Practice of the Learning Organization*. Performance Instruction. DOI: 10.1002/pfi.4170300510.
- She, Lian. 2000. "System Reconstruction for Enterprise Organization: Forewarning Management and System Analysis." *International Journal of General Systems* 29 (3): 385–93. DOI: 10.1080/03081070008960946.
- Silvius, Gilbert. 2017. "Sustainability as a New School of Thought in Project Management." *Journal of Cleaner Production*. DOI: 10.1016/j.jclepro.2017.08.121.
- Sitthisomjin, Junrat, Kanokorn Somprach, and Songsak Phuseeorn. 2018. "The Effects of Innovation Management on School Performance of Secondary Schools in Thailand." *Kasetsart Journal of Social Sciences*, 2–7. DOI: 10.1016/j.kjss.2018.02.007.
- Suwandej, Niyom. 2015. "Factors Influencing Total Quality Management." *Procedia - Social and Behavioral Sciences*. DOI: 10.1016/j.sbspro.2015.07.361.
- Troisi, Jordan D. 2015. "Student Management Teams Increase College Students' Feelings of Autonomy in the Classroom." *College Teaching* 63 (2): 83–89. DOI: 10.1080/87567555.2015.1007913.
- Usman, Husaini. 2012. *Manajemen Teori, Praktik Dan Riset Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Wilkinson, Jane, and Jeffrey S. Brooks. 2018. "The Past, Present and Future of Educational Administration." *Journal of Educational Administration and History* 50 (1): 1–2. DOI: 10.1080/00220620.2017.1401985.