EDUCATIONAL MANAGEMENT FUNCTIONS: PLANNING, ORGANIZING, ACTUATING, CONTROLLING

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ABSTRACT

Education management is a key element in managing, organizing and administering educational institutions to achieve the desired educational goals effectively and efficiently. The research method used is library research, which involves collecting information from various sources such as books, notes, magazines and related articles. Data collection techniques are carried out by reading, reviewing and analyzing various existing literature. The data analysis technique used is content analysis. This article explains the functions of educational management including planning, organizing, actuating and controlling. Educational planning involves setting goals, identifying necessary resources, and designing strategies to achieve those goals. Organizing regulates the organizational structure, division of tasks, and allocation of resources to support the teaching and learning process. Movement involves motivating, directing, and coordinating individual and group efforts in achieving educational goals. Control is the process of monitoring and evaluating performance to ensure that educational goals are in accordance with plans. Evaluation serves to assess the effectiveness of educational programs, identify strengths and weaknesses, and provide a basis for improvement and further development. A deep understanding of the functions of educational management can help educational leaders manage their institutions effectively and efficiently so that they are able to achieve success in providing quality education for future generations.

Keywords*: Management Functions, Education Management, Effective and Afficient Education.*

INTRODUCTION

The role of education in the current era of globalization is increasingly crucial in forming and increasing human capacity to be able and adapt in various areas of life. Education management is one of the key elements in ensuring the effectiveness and efficiency of the educational process to achieve the goals to be achieved. Mary Parker Follet, believes that management is an artistic skill in completing tasks by collaborating with other individuals. This implies that a manager involves organizing and guiding others to achieve pre-planned goals (Rama et al., 2023). From this opinion, it strengthens that management is an effort that includes planning, coordination, organization and control of resources in order to achieve goals with maximum efficiency and effectiveness.

Management is basically a process that involves determining the goals or objectives to be achieved, as well as determining the paths and resources used to achieve these goals efficiently and effectively. This principle also applies in the learning context. The response to these expectations will greatly depend on the efforts carried out by educational institutions to improve their performance and implement effective educational organizational management, these factors have a major impact on the success of the learning process. Effective management is always guided by the application of management functions in organizing teaching and learning activities (Mariyah et al., 2021). This management practice ensures that teaching and learning

activities run in an orderly, structured and sustainable manner so that they can achieve previously established goals. Through the application of management aspects, students can achieve predetermined learning quality standards more effectively (Ahlerup & Hansson, 2011; Kim et al., 2020; Um & Cho, 2022).

Uswatun & Setiawan (2021) stated that management functions are a group of components in the management structure which aim to enable that part to carry out its role to achieve organizational goals. Management functions include: planning, organizing, actuating and controlling. Management functions are defined as a process carried out by a person or group within an organization to regulate the course of activities with the aim of achieving organizational targets, by collaborating and using available resources (Karliani & Triyani, 2021; Subagyo, 2021).

Learning institutions such as schools, universities or informal educational institutions have complex dynamics in carrying out their activities. In order to manage these various aspects, educational management exists as a structured system for planning, organizing, moving, controlling and evaluating the educational process. Through these functions, it is hoped that educational institutions can provide quality services that are in line with the demands of the times (Hastasari et al., 2022). Every educational institution requires planning to manage and organize learning well (Murharyana et al., 2023; Mutaqin et al., 2024; Sabarudin et al., 2023). The quality of a learning institution is determined in terms of the management functions of the institution.

The implementation of management functions in educational institutions will be achieved when the education management system has been proven reliable for use. Educational institutions, such as schools, have a much-needed role because they improve the quality of education. One of the main obstacles in improving this quality is the lack of professional development in school management and learning. From this objective perspective, it is not surprising that schools are the subject of questions frequently asked by the public (Mariyah et al., 2021). Therefore, it is important for schools as places where the educational process takes place to improve performance and produce creative ideas that are in line with current developments. This will help create the expected success in the world of education. One effort to achieve this is by improving school management and the quality of learning outcomes. Thus, a deep understanding of the functions of educational management is very important (Dakwah, 2022; Fuad & Masuwd, 2023; Nasution et al., 2022).

This research aims to provide a complete understanding of the functions of educational management and their application in the context of educational institutions. With an in-depth understanding of planning, organizing, movement and supervision in educational management, it is hoped that this research can provide correct guidance for educational leaders and practitioners in improving the performance and quality of their institutions. In addition, the aim of this research

includes increasing general understanding of the importance of educational management in achieving desired educational goals, both from an academic and practical perspective.

RESEARCH METHODS

This research is qualitative research that adopts the library research method. Literary research involves in-depth exploration related to collecting information and data through various literature, books, notes, magazines, other references, as well as the results of relevant previous research to obtain answers, comprehensive understanding, and theoretical foundations related to the problem that is the focus of the research (Zamili et al., 2021). This type of research helps researchers to obtain various references that are relevant to the topic of educational management functions.

The data sources in this research were obtained through literature study which includes research reports, books, literature and other sources relevant to the research topic. Data collection techniques are carried out by reading, reviewing and analyzing various available literature. Qualitative research methods produce descriptive data by conducting studies or research on an object in its natural context without testing hypotheses. This research technique uses data analysis techniques in the form of content analysis. According to Burhan Bungin, content analysis is a research technique to produce inferences that can be replicated and valid data by paying attention to the context. This content analysis is related to communication and the content of the communication (Weol et al., 2019).

RESULTS AND DISCUSSION

Management involves a series of specific tasks that must be fulfilled, known as management functions. Various experts have identified and explained these management functions, which can be seen in the following table:

Table 1
Expert Opinions about Management Functions

Member Name	Management Functions
Louis A. Allen	Leading, Planning, Organizing, Controlling
Prajudi Armosudirdjo	Planning, Organizing, Directing, Actuating, Controlling
John R. Beishline	Planning, Organizing, Commanding, Controlling
Henry Fayol	Planning, Organizing, Commanding, Coordinating, Controlling
Luther Gullich	Planning, Organizing, Staffing, Directing, Coordinating, Reporting, Budgetting
Kontz dan O'Donnel	Organizing, Staffing, Directing, Planning, Controlling

Member Name	Management Functions
William H Newman	Planning, Organizing, Assembling Resource, Directing, Controlling
Sondang P. Siagian	Planning, Organizing, Motivation, Controlling
George R. Terry	Planning, Organizing, Actuating, Controlling
Lyndal F. Urwick	Forecasting, Planning, Organizing, Commanding, Coordinating, Controlling
Winardi	Planning, Organizing, Coordinating, Actuating, Leading, Communicating, Contolling
The Ling Gie	Planning, Decision Making, Directing, Coordinating, Controlling, Improving

Source: (Setyawan, 2015)

Table 1 contains details regarding management functions according to several experts. From the twelve management experts who conveyed the functions of management, it can be concluded that all management activities are inseparable from the processes of planning, organizing, implementing, controlling and evaluating. The commanding function can actually be considered as part of the organizing function, considering that every organization has a systematically structured leadership or managerial hierarchy. In this structure, there is a hierarchical line of command that regulates the authority and responsibilities of organizational members.

There are five combinations of fundamental management functions that are used to achieve goals. Combination A includes planning, organizing, encouraging, and supervising/controlling. Combination B includes planning, organizing, motivating and supervising. Combination C consists of planning, organizing, staffing, directing and supervising. Combination D includes planning, organizing, staffing, providing direction, supervision, innovation, and providing roles (Angelya et al., 2022). From these five combinations, four main functions of management can be identified, namely planning, organizing, moving and controlling.

Planning Function in Educational Institutions

Planning in its essence is a method that is carried out logically and structured to determine decisions, activities or steps that will be taken in the future with the aim of achieving effective and efficient results. Meanwhile, planning in the educational context refers to the process of careful research and decision making in selecting information and connecting one fact with other facts in educational activities (Istikomah, 2018). Furthermore, this process involves predicting future conditions and formulating educational actions needed to achieve the desired targets in the realm of education.

The meaning of planning explained above includes several important aspects. First, planning emphasizes the importance of managers or leaders carrying out careful, planned thinking with the goals and actions to be taken. This is based on methods,

plans, or logic, not just relying on instinct or feelings alone. Second, the plan directs the organization's goals and determines the best procedures necessary to achieve them. Third, the plan also acts as a guide for the organization in identifying, obtaining and allocating the resources needed to achieve the stated goals (Alwi, 2023). Thus, planning is a rational and systematic process to ensure the achievement of organizational goals effectively and efficiently, as well as ensuring the appropriate use of resources.

Planning can be defined as the effort involved and determining the steps necessary to achieve the desired results. Stoner stated that planning is the process of implementing goals and the steps needed to achieve these goals. The latest approach to planning involves solving the following questions: 1) What actions should be taken? 2) Why is it important? 3) Where is it done? 4) When will it happen? 5) Who will carry out this action? and 6) How to carry out this action? (Rama et al., 2023). By answering these questions, planning can be prepared systematically and structured to achieve the desired goals.

Jejen believes that in planning there are eight aspects that must be determined which include: work program, program costs, time, person in charge, objectives, program benefits, targets, partners, implementers. Of course, determining these aspects is based on the agreement of the working team led by the leadership of the relevant institution. By paying attention to these aspects comprehensively, planning can be prepared in a more structured and effective manner. An optimal plan must be prepared systematically using concrete facts and data to ensure effective achievement of institutional goals. This enables stakeholders to clearly identify the institution's improvement and development needs through comprehensive plans that are based on real needs.

Organizing Function in Educational Institutions

Organization is a structured collaboration between two or more people to achieve certain goals. Organizing refers to the process of grouping individuals involved in an organization and coordinating their tasks and functions within the organizational framework. In this process, detailed assignments of duties, authority and responsibilities are made based on each section and field, so that an integrated working relationship is formed with synergy, cooperation, harmony and harmony in achieving the agreed goals.

Hikmat emphasized several things that leaders must pay attention to when carrying out organizing tasks, namely:

1. Ensure the availability of equipment and personnel needed to carry out the plan.
2. Organize and divide work into a well-organized organizational structure.
3. Establish an authority structure and coordination mechanism to ensure efficiency and effectiveness in carrying out tasks.

4. Establish clear work methods and procedures to guide consistent implementation of tasks.
5. Select, train and provide information to staff so that they can carry out their duties well in accordance with organizational needs.

Basically, organizing is a step to determine "who does what" within the organizational structure. By detailing individual or group tasks, responsibilities become more defined. A leader needs to assign tasks to individuals that are appropriate to their position and qualifications, ensuring that work can be carried out or completed with the desired level of quality. Characteristics of a good organization include (Istikomah, 2018):

1. Have clear and well-defined goals.
2. Every member understands and accepts the goals of the organization.
3. There is consistency in the direction of the organization, resulting in actions and thoughts
4. Each member has one direct superior, receives instructions from them, and is responsible to that superior.
5. Each member has equal authority and responsibility.
6. The division of tasks is adjusted to individual abilities, skills and talents to create harmonious cooperation.
7. The organizational structure is designed to be as simple as possible with the necessary coordination, supervision and control.
8. Members feel safe from threats of dismissal or arbitrary action.
9. Members are given salaries or incentives commensurate with their services or work to increase work motivation.
10. Lines of power, responsibility and work procedures are clearly reflected in the organizational structure.
11. Directions given to all members to carry out their work proportionally and professionally, avoiding unbalanced activities in various fields.

The quality of an activity really depends on the quality of its implementation. Incompetent and careless implementation of work can have serious consequences, especially in terms of financial matters such as inadequate payment of honorariums for teachers. Classification of work programs is important for setting priorities, such as determining which programs must be implemented immediately and which can be postponed. In this context, there are various tasks and activities carried out by many people, and all of them require coordination from a leader. Effective coordination and preventing unhealthy competition and confusion in actions. With good coordination, all departments and individuals can work together towards one goal, namely the goals of the institution or organization.

Movement Actuating Function in Educational Institutions

Actuating is an activity that seeks to encourage workers to carry out the tasks for which they are responsible. Workers who take over each part with expertise and in accordance with their respective proportions, must immediately carry out plans into concrete actions that are in accordance with the goals that have been set. Apart from that, it is important to maintain good communication, build positive relationships/interactions, provide encouragement and motivation, and carry out supervision to improve the attitude and morale of each team member. Therefore, there are several things that need to be considered when actuating, including:

1. Determine the start of work plan decisions.
2. Give an example of how work is carried out by the leader.
3. Give motivation to workers to carry out tasks according to their responsibilities.
4. Ensure effective communication between all directions and work units.
5. Improvements in worker groups.
6. Improve overall work quality.
7. Provide supervision of employee morality and performance (Weol et al., 2019).

The explanation above can confirm that management involves placing all group members to be able to work systematically and consciously in achieving the goals that have been set according to the plan and organizational structure. Meanwhile, in the Islamic view, movement involves efforts to provide guidance, direction and motivation to all individuals in the organization so that they can carry out their duties with high awareness**.**

Controlling Function in Educational Institutions

Control and supervision are two important elements in management which aim to assess and improve the activities of subordinates so that they are in line with predetermined goals. Supervision involves checking/examination to ensure that each task is carried out efficiently and in accordance with applicable regulations and individual job descriptions. Supervision can be carried out in two dimensions, namely vertical and horizontal, where superiors control the work of their subordinates, and conversely, subordinates can provide criticism to their superiors. This approach is known as an embedded supervision system, which emphasizes the importance of awareness and sincerity in carrying out work tasks.

Work is never perfect, there are always shortcomings in its implementation, and employees often feel bored in carrying out their work routines. The way they work is greatly influenced by internal and external conditions. Therefore, the supervision system must be prepared carefully, thoroughly and comprehensively. Leaders must be able to provide warnings to their subordinates regarding work situations that are not in accordance with predetermined plans (Wijayanti & Wicaksana, 2023). An effective monitoring function aims to prevent and ensure that work can be saved from failure before it occurs completely. To achieve this, leaders must carry out strict supervision. Through careful supervision, leaders can measure the extent to which a program

achieves its goals, both in terms of quantity and quality of achievement (Prihatini & Dewi, 2021). In this way, they can identify potential problems and take the necessary steps to deal with them before they become more serious problems.

The leader's task is to ensure that solutions to problems identified in the field are carried out in accordance with available data. Supervision is carried out continuously to ensure the implementation of organizational plans and maintain sustainable continuity (Uswatun & Setiawan, 2021). By carrying out continuous supervision, leaders can ensure that all activities related to organizational planning are carried out appropriately and in accordance with the stated objectives.

CONCLUSION

Based on the research results in this article, it can be concluded that there are four main functions in educational management, namely planning, organizing, implementing, and controlling or supervising. These four functions are central in helping to realize the education planned by each institution so that it can be realized according to mutual wishes. Even though experts have different approaches in formulating management processes, in essence there are similarities covering four management functions that must be considered.

By paying attention to the four functions of education management, the overall quality of education is expected to improve. Educational institutions will be able to improve the quality of educational processes and outcomes, as well as encourage the optimal development of students' potential. The discussion in this article has covered all management functions in a coherent manner. However, this research can be developed especially with other expert approaches to help explain more variations in the explanation of management functions from several expert perspectives.

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