

Type of the Paper (Article)

Education Control Management

Saadah Hayida-o^{1,*}, Alwan Suban ²

Citation: Hayida-o, S. & Suban, A. (2024) Education Control Management. Nusantara: Journal of Cultural Research. 2(2), 8-12.

Received: 18th October 2024

Revised: 11th December 2024

Accepted: 25th December 2024

Published: 27th December 2024



Copyright: © 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license (<https://creativecommons.org/licenses/by/4.0/>).

¹ Universitas Islam Negeri Alauddin Makassar; saeidahdah22@gmail.com

² Universitas Islam Negeri Alauddin Makassar; alwan.suban@uin-alauddin.ac.id

* Correspondence: saeidahdah22@gmail.com

Abstract: Educational control management is an important part of the management process that functions to evaluate whether educational performance standards are in line with the goals to be achieved. In addition, it has an important role in ensuring the success and achievement of educational goals that have been set. In the quality control stage, it can be done in stages, including planning (plan), implementation (do), inspection (check), and follow-up (action). There are also several elements in the control process such as assensors (detectors), assessors, effectors, and communication networks. A deep understanding of educational control management can support the principal in carrying out his/her responsibilities to achieve the set targets, thereby being able to create an efficient and standardized education system.

Keywords: educational management; control management; educational control

1. Introduction

Education is one of the important elements in national development, because through education a quality society can be produced. In addition, education is also the main pillar in realizing social welfare and progress. The role of education is crucial as the main component that ensures the learning process takes place optimally and in accordance with the previously designed objectives.

To achieve efficient education, it is necessary to implement effective education management so that the educational goals that have been set can be achieved. According to Koontz & Weihrich (1990), the management process involves five main stages, namely:

1) Planning, 2) Organizing, 3) Staffing, 4) Directing, and 5) Controlling. Meanwhile, education management has main functions that include planning, implementation, and supervision [1]. Among these functions, control is one of the most important aspects because it ensures that all educational activities take place in accordance with the plans, standards and targets that have been set. In carrying out the control function, a supervisor acts as a director and monitor to ensure that every educational activity runs optimally [2]. This is the biggest responsibility for a supervisor.

Controlling is a process carried out by a leader to evaluate organizational performance to ensure that its implementation is in accordance with predetermined goals. In the context of education management, control includes efforts to assess the level of effectiveness of the work of educational institutions as well as efficiency in the utilization of educational resources to support the achievement of educational goals [3]. Education control aims to ensure the quality of education is maintained and ensure the achievement of the goals that have been designed. In addition, educational control functions to detect any deviations or discrepancies with the standards and plans that have been set. In this case, the role of control is to take the necessary corrective measures so that educational goals can be achieved optimally.

Education control management also includes the development of a continuous monitoring and evaluation system, focusing on the effectiveness and efficiency of the process. The concept of education control has a solid theoretical foundation, both from the perspective of general management and educational theory. In the context of education, the control function centers on various elements of the system, such as the curriculum, teaching staff, facilities, and student learning outcomes, all of which must be managed optimally to achieve national education goals. Therefore, an in-depth understanding of control in education management is key for supervisors to ensure the efficient achievement of education goals.

2. Results

Educational Control Management is a strategic process to ensure the implementation of educational programs in accordance with the objectives that have been set. This process involves planning, implementing, monitoring, and evaluating various aspects, including curriculum, resources, and achievement of learning outcomes. The main focus is to maintain the quality of education through effective management, such as the use of information technology for monitoring and evaluation, empowering educators through training, and implementing measurable quality standards.

Challenges often faced in educational control include lack of budget, resistance to change, and low stakeholder participation. Therefore, effective educational control management requires a collaborative and adaptive approach, which integrates innovation with the principles of transparency and accountability. The results of good control can improve operational efficiency and have a positive impact on the quality of graduates and the competitiveness of educational institutions.

3. Discussion

3.1. Definition of Education Control Management

Management is the process of utilizing all available resources to manage, plan, and create something in accordance with the goals or desires to be achieved [4]. Education is a process that aims to change the mindset and behavior of individuals and groups, supporting human development through learning and training. Meanwhile, education management involves the entire organizing process that relies on cooperation between two or more people, by utilizing resources optimally, efficiently and rationally, in order to support the achievement of educational goals [5]. The main objective of education

management is to ensure that the education process takes place effectively, so as to achieve the educational goals that have been set before.

Control can be defined as a series of efforts or activities aimed at ensuring and monitoring that the work carried out is in accordance with applicable rules and policies. Control is a form of supervision or power to intervene in the implementation of established regulations and instructions. Control includes the right or power to act and intervene, and includes the effective and efficient implementation of orders and rules to achieve predetermined goals [2]. Educational control management is an important process designed to ensure that all activities within an educational institution are carried out properly, effectively and efficiently, and are able to achieve the targets that have been set. This process is carried out by supervisors or school principals through controlling and monitoring learning activities, with the aim of ensuring optimal achievement of educational goals [6]. It is instrumental in improving educational performance and achieving the set educational standards.

From the explanation above, it can be concluded that educational control is a process to ensure that every activity in an educational institution is carried out in accordance with the plan that has been prepared. This process is carried out through supervision or supervision carried out by the school director or supervisor.

3.2. Functions and Objectives of Education Control Management

Management refers to the process of carrying out various tasks to achieve goals by relying on other people in their execution. Management is the responsibility of an executive or leader to ensure that all members of the organization work together effectively and efficiently to achieve the goals that have been set. In the implementation of management, there are several stages, of which the final stage is control. Control or supervision is the process of measuring performance and taking the necessary steps to support the achievement of desired results, based on predetermined performance parameters [7]. Education control is a crucial element in the education system that aims to ensure that the education process is carried out according to plan and meets the desired quality standards.

The function of control is to monitor, which refers to the process of determining what can be achieved. In addition, control also includes evaluation and revision of the set standards if necessary, so that the plan can be implemented properly. Every activity has a goal to achieve, and so does control. According to [8] There are several objectives in controlling, including: 1) Prevent mistakes from recurring and create a better way; 2) Creating an atmosphere of openness and improving the smooth operation of the organization; 3) Improve organizational efficiency and instruct management to solve existing performance problems; 4) Provide feedback on organizational performance. The main purpose of control is to reduce the risk of loss by taking immediate action to restore the situation to its original condition or even better[9]. Control involves the process of monitoring, evaluating, and adjusting to ensure the successful operation of the organization, so that all activities and goals can be achieved efficiently and effectively.

Control has a very important role in monitoring actual performance to ensure that the activities carried out are in accordance with the established plan. If actual performance results are not in accordance with the plan, control serves to identify the root of the problem and take the necessary corrective steps[10]. Control also plays a role in determining the direction and strategy of the organization. With effective control, the organization can direct its resources and efforts in the desired direction, ensuring that long-term goals can be achieved in accordance with the established vision and mission.

Education control management comprises a wide range of activities, but aims to monitor and evaluate the education process in order to meet the set objectives. This includes the governance of educational inputs, processes and outcomes and ensuring all these elements work as efficiently as possible to achieve the expected quality of education.

3.3. The Control Process in Education Management

Education quality control includes inputs, processes and outcomes. This concept is in line with the educational quality approach which also involves input, process and outcome components. To achieve quality standards, there are several control measures that need to be taken. The quality control process can be done with the PDCA (Plan, Do, Check, Act) approach, known as the Deming cycle introduced by Edwards Deming. This approach helps in planning, implementing, checking and taking corrective actions to improve the quality of education in a sustainable manner [11]. An explanation of the stages in the PDCA cycle includes: 1) Plan, strategize and detail the steps to achieve the desired target; 2) Do (Implementation), carrying out actions based on the plan that has been made; 3) Check, evaluate the results of implementation to ensure conformity with the plan; and 4) Action, take corrective steps if necessary based on the results of the analysis.

In addition to these stages, according to [12] The control process includes four main elements, namely: 1) Sensor (Detector), a tool to observe and record what actually happens in the control of an organization; 2) Assessor, a tool to evaluate and compare actual events with predetermined standards; 3) Effector, an element that encourages certain actions if there is a mismatch between reality and standards, often called "feedback"; and 4) Communication Network, which functions to flow information between detectors, assessors, and executors.

In its application, sensors are tasked with recording events that occur, assessors compare these results with applicable standards or rules, and implementers will act if deviations from predetermined standards are found. These three elements must be interconnected in an effective communication network so that control can run optimally, ensuring that any corrective steps are taken appropriately and in a timely manner.

Educational control has a positive impact on educational institutions, such as increasing the efficiency and effectiveness of resource use, and improving the quality of teaching through teacher training. It also creates an organizational culture that can adapt and respond to change. In addition, the active involvement of all stakeholders, including directors, teachers, students and parents, is essential to support the achievement of overall educational goals. Therefore, education control serves not only as a monitoring and evaluation tool but also as a driver of innovation and quality improvement in the education system.

4. Materials and Methods

This research uses the literature study method (library research), which is an approach that utilizes various relevant reference sources to answer research problems. Data collection techniques were conducted through reviewing literature sources, such as books, journals, and websites related to the research topic. Data analysis is applied with a descriptive approach, which includes steps such as identifying the topic and focus of the research, collecting related data, grouping information, presenting data systematically, analyzing it in a relevant context, and drawing conclusions.

5. Conclusions

Controlling is the last step in management and plays an important role in running operations. Particularly in education, control plays a vital role in monitoring actual performance to ensure that activities are carried out in accordance with the established plan. As a supervisor, it is important to understand more about educational control management in order to create an education that meets the set standards and is effective. Educational control not only serves as a monitoring and evaluation tool, but also acts as a driver of innovation and quality improvement in the education system.

References

- [1] yasya fauzan Wakila, "Konsep dan Fungsi Manajemen Pendidikan," *Equivalent: Jurnal Ilmiah Sosial Teknik*, vol. 3, no. 1, p. 6, 2021.
- [2] E. Sugiyanto, *Pengendalian Dalam Organisasi*, vol. 53, no. 9. Jakarta Selatan: Lembaga Penerbitan Universitas-Universitas Nasional (LPU-UNAS), 2016.
- [3] S. Amar Tarmizi, "Filosofi manajemen pengendalian pendidikan," *Ittihad*, vol. 6, no. 1, pp. 89–93, 2022.
- [4] audia amanda br. Taringan, futhri raudhatul Kabry, m. farhan Kahairuman, N. Aini, Z. Lubis, and A. Siahaan, "Pelaksanaan Fungsi Manajemen Dalam Lembaga Pendidikan di MISS Al – Khairiyah Sunggal," *Aurelia: Jurnal Penelitian dan Pengabdian Masyarakat Indonesia*, vol. 3, no. 2, pp. 1471–1483, 2024.
- [5] Intan Azmi, A. Maharani, R. Siti Syaiban Muhammad, Y. Aprianti, F. Adzani, and I. Suriyani, "Implementasi Fungsi Manajemen Pendidikan Dalam Pengembangan Pendidikan," *Journal of Educational Management (jEM)*, vol. 1, no. 1, pp. 1–13, 2023.
- [6] I. Meriza, "Pengawasan (Controlling) dalam Institusi Pendidikan," *At-Ta'dib: Jurnal Ilmiah Pendidikan Agama Islam*, vol. 10, no. 1, pp. 37–46, 2018.
- [7] C. Zahri, "Analisis Pengendalian Manajemen Terhadap Beban Usaha Pada Koperasi Serba Usaha Dusun Vii Desa Paya Geli Kabupaten Deli Serdang," *Jurnal Warta Edisi*, no. April, pp. 1–10, 2018.
- [8] Y. Murdianigrum, U. T. Rahmadi, and Dra. A. I. D. Martini, *Pengendalian Mutu Penyelenggaraan PAUD: dalam rangka Pemenuhan Standar Pelayanan Minimal PAUD*. Jakarta: pusat penelitian kebijakan pendidikan dan kebudayaan, badan penelitian dan pengembangan, kementerian pendidikan dan kebudayaan, 2019.
- [9] Sumiati and A. Ahmad, "Pengendalian Mutu Pendidikan: Konsep Dan Aplikasi," *IQRA : Jurnal Pendidikan Agama Islam*, vol. 1, no. 1, pp. 43–50, 2021, doi: 10.17509/jap.v13i1.6384.
- [10] Fauzan, *Sistem Pengendalian Manajemen Indigo Media*. tangerang: indigo media, 2024.
- [11] N. Rohmah, "Peran Kepala Sekolah Dalam Melakukan Control Pendidikan," *jurnal tarbiyatuna*, vol. 2, no. 1, p. 27, 2017.
- [12] P. Setyono, "Karakteristik Sistem Pengendalian Manajemen," *Sistem Pengendalian Manajemen*, no. 2, p. 1.4, 2004.