

Study of Malaysian Educational Leadership Model Vs Indonesian Educational Leadership Model

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Kata kunci

Leadership Education

Ideal Leadership

Leadership Quality

Abstrak

This study uses library research methods to collect relevant data from various sources such as books, journals, and magazines without the need to conduct field research. The data collected is qualitative and focuses on statements and scientific proportions from experts. The results of the study indicate that education is an essential process in individual transformation and has social and individual functions. In this context, educational management is defined as the coordination of various educational resources to achieve the stated goals. This study also discusses the differences in the education systems between Indonesia and Malaysia, which although have similar goals in creating quality human resources, have different characteristics and implementations. By highlighting differences in structure, curriculum, and principal leadership, this study aims to provide insights for policy makers and education practitioners to improve the quality of education in both countries. The findings show the importance of effective leadership and adaptive curriculum as key pillars in building a quality education system.

1. Introduction

Education in Malaysia basically adopts the system from England because Malaysia is one of the former British colonies. This is what causes Malaysia to advance in education, where England pays great attention to education for its colonies. This is different from Indonesia which is a former Dutch colony. The Netherlands only wanted to shrink the wealth of its colonies without providing intensive education. As a result, countries colonized by the Netherlands tend to be backward in education.

Malaysia has a strong desire to make its education go international. The proof is stated in the formulation of the main mission of the Malaysian Ministry of Education, which reads, "To realize a world-class education system to realize the full potential of each individual, in addition to fulfilling the aspirations of the Malaysian people."

There are three secrets to the success of education in Malaysia, namely: 1) willing to learn from other countries that have advanced first, 2) willing to allocate an adequate amount of education budget, 3) making systematic long-term planning and implementing it consistently. The leaders of Malaysia believe that only with quality education can the Malaysian nation become a respected nation in the eyes of other nations. Consequently, they implement the long-term planning that has been prepared and decided. Eliminating the arrogance of the performance of education in Malaysia which is very adequate has proven to bring significant progress to the Malaysian nation and in many ways has left behind the countries that were once considered its teachers.

Meanwhile, Educational Management in Indonesia began in the 1990s, many universities in Indonesia started educational management study programs, "replacing" educational administration study programs. This led to the development of educational management. Jakarta State University (UNJ), Malang State University (UM), Yogyakarta State University (UNY), and Medan State University (Unimed) are universities that have adapted to changes in the educational landscape and advances in educational management. The following year, when the education system was decentralized, the principal's leadership style also underwent modifications in addition, School-Based Management (SBM) was implemented in schools at that time.

There are four main principles of educational management identified based on various analyses of literature studies, namely: (1) relating to the administration of different educational materials, (2)

Educational management must be focused on achieving predetermined educational goals, (3) as a field of applied management located within the field of education, and (4) Educational management must be implemented efficiently and effectively.

Leadership in education is a leader in an educational institution. The role of educational leadership is very important in the educational process including learning so that it can run effectively and efficiently. In the educational or school environment, the existence of educational leadership is referred to as the Principal (principal or headmaster) who is determined or elected directly, appointed by the foundation, or appointed by the government. This means that he is officially elected to be a leader by members of the educational staff where he works.

The so-called educational leader is a person who has the ability to influence, invite, encourage, guide, move and coordinate other educational staff towards improving the quality of education. Education is a team work that is interrelated between one component and another, of course it requires professional management. Management is a vital component for all aspects of education. Poor management mechanisms will greatly affect the quality or output of education. By implementing such management professionally, it is expected to improve the quality of education.

We must indeed be concerned with the existing reality, but that alone is not enough, of course it must be accompanied by responding to the educational problems that arise. But what is certain is that the growth of creativity is expected to continuously strive to develop the education system. In order for a system to work well, good and orderly planning and organization are needed. All humans involved in it must be organized through prior planning so that they have responsibility and authority as well as rights and obligations, according to their respective positions and functions. In this activity, good coordination and supervision from the leadership are also needed.

These four activities are the main functions of management. In other words, if these four functions can be applied with well as it should, then a system will work well too. The function of schools today is also increasingly complex and complicated because it is used to prepare students to have quality, namely students who have character, are intelligent, and are competitive. Schools are very much needed by students to obtain education, although education does not only come from formal education only most students get an education from school. Education is very much needed by humans. With education can create quality humans so that they can be together with other humans to be able to create a better education.

Schools are also a place as agents of change that have a role and task to be able to educate and train students so that students are able to solve various problems. Schools are also a place where students gain knowledge and science. Therefore, schools have a great responsibility to be able to carry out transformation continuously and sustainably to be able to meet the needs of primary, secondary, and tertiary customers.

Effective leadership must be able to provide a foundation for providing the latest breakthroughs in the context of learning programs, namely increasing the productivity of all human resources in a school environment and also being able to develop ideas or concepts that can be useful for improving the quality of the school. The quality of the school also depends heavily on the school management system. Schools with poor management systems will result in poor school quality, and vice versa if the school management system is good then the quality of the school will also be good.

The success and failure of a school also depends on the role played by the principal to create an idea or concept to improve the quality of the school. A successful principal who is able to lead a school is a principal who is able to carry out the role given to remain trustworthy in leading and improving the quality of the school. Therefore, the principal has very strategic duties and obligations in order to improve the quality of the school. When viewed from the definition of quality, it is a description of an organization or institution for the quality provided by producers to consumers in order to increase the satisfaction of these consumers. This means that if an organization or institution can manage well, then it must be able to have a good relationship with its consumers.

From this description, an organization or institution can be said to be of high quality. It can be concluded that leaders should be able to organize quality work plans and programs. In addition to

planning or compiling work programs, schools are also required to implement them consistently and carry out supervision continuously. Therefore, in carrying out leadership functions, leaders of educational institutions such as principals should always implement quality leadership, namely leaders who have a vision, mission, inspiration, openness in communication, develop work teams, meet customer expectations, make continuous improvements, and demonstrate their commitment to quality.

2. Method

This study uses the library research method, namely by collecting relevant data from books, journals, magazines, and so on without having to conduct a field review. Library research is a study that utilizes library sources to obtain research data. Library sources that are used as references in. This research is sourced from books, international and national journals that are relevant to the research topic. The data needed in this study are qualitative textual using a basis for statements and scientific proportions put forward by experts and researchers who are closely related to the discussion. Time with this topic research.

3. Result and Discussion

Education is any process by which a person acquires knowledge (knowledge acquisition), develops abilities/skills (skills developments) attitude or changing attitude (attitude change). Education is a process of transforming students to achieve certain things as a result of the educational process they follow. Education has a dual function, namely social function and individual function. Its social function is to help each individual become a more effective member of society by providing collective experiences of the past and present, while its individual function is to enable a person to live a more satisfying and more productive life by preparing him to face the future (new experiences). This function can be carried out formally as occurs in various educational institutions, or informally through various contacts with information media such as books, newspapers, magazines, TV, radio and so on. From the above definition, educational management is a process to coordinate various educational resources such as teachers, educational facilities and infrastructure such as libraries, laboratories, etc. To achieve educational goals and objectives. The objectives of education as stated in Law Number 2 of 1989 article 4, among others, are formulated: "National education aims to educate the life of the nation and develop whole people, namely people who believe and are devoted to God Almighty and have noble character, have knowledge and skills, physical and spiritual health, a steady and independent personality and a sense of social and national responsibility".

Education is one of the main pillars in the development of a country, because it is the foundation for the development of society and the progress of the nation. Indonesia and Malaysia, as two neighboring countries in the Southeast Asian region, have education systems that are rich in history, culture, and unique developments. Although both have the same goal of improving educational efforts and creating quality human resources, the implementation and characteristics of each education system have striking differences.

Comparative studies of education between Indonesia and Malaysia are an interesting topic to explore, considering that both countries have similar colonial histories, but have experienced different developments and influences in the field of education. In this study, we will explore the essential differences in the structure, curriculum, teaching methods, and educational achievements between Indonesia and Malaysia. Through a deep understanding of these two education systems, it is hoped that it can provide insight which is better for policy makers, education practitioners, and the general public in efforts to improve the quality of education in both countries.

Education is an effort for educational purposes. Training work includes three main elements, namely input elements, elements of the business process itself, and output elements of business activities. In other words, it can be said that the education system is a collection of interconnected parts to organize an educational process that prioritizes the same values sought by the community itself. The Education System or everything related to Education is the goal of good Education. A good country that wants to develop must also have a good education system, and of course the most important factor that must be built in education is quality teachers. Because in essence every country that is part of ASEAN has an official ideology that contains certain norms and values. The education

system is actually related to the development process that applies in society, if you want to link the country's education system with development and needs.

There are four levels of education in the state of Malaysia in addition to moral potential and ideal values. The levels of education include 6 years of primary school, then 3 years of primary school and 3 years of high school, then 2 years of academic or technical education. After that, complete 2 years of primary school, and 2 years of high school if you want to continue your education if you pass the exam. Regarding the curriculum used in Malaysia, it is a national curriculum that combines mastery of natural sciences, spirituality, nationalism and patriotism, as well as commendable attitudes and deeds. The main languages used in the government education process are Malay and English.

State-run education includes general education and religious education. The British public education system has greatly influenced general education. Since 1982, the Malaysian government launched an integrated secondary school curriculum called KBSM, replacing the old secondary school curriculum (KLSM) which is still used and adjusted to modern needs. The Malaysian curriculum has changed not only because of the political system but also because of ideology, pedagogy, social needs and technological developments.

The differences in the Education System in Indonesia The Indonesian education system has several paths and levels of education. The Indonesian education system is the Republic of Indonesia Law no. Article 13(1) Article 20 of 2003 states that education consists of formal, non-formal, and informal learning. Formal education is a structured and tiered education path consisting of early education (TK/RA), basic education (SD/MI), secondary education (SMP/MTs and SMA/MA) and higher education (university). Non-formal education is an educational path outside formal education that can be organized in a structured and tiered manner. Forms of informal education include educational institutions, courses and training, study groups, studios and others. Daily learning is a path of family and environmental education that takes place in the form of independent learning.

Regarding the curriculum implemented in Indonesia, there are various types, namely the Curriculum (1947), 1952 (Distributed Learning Plan), 1964-1968) Basic Education Curriculum, 1975 Curriculum, 1984 Curriculum, 1994-2004 Curriculum (Competency-based Curriculum), 2006 Curriculum, 2013 Syllabus, and the one currently used is the Merdeka Curriculum. Several differences found arise from the background and dynamics of the development of Islamic education as follows: a. Compulsory education in Indonesia is 7-15 years, while in Malaysia it is 16-11 years. b. Compulsory secondary education at this level in Indonesia is 13 years (3 years of elementary school and 3 years of high school) and 12 years in Malaysia (3 years of elementary school and 4 years of junior high school). c. Indonesia is the destination country for only 3,023 foreign students, while Malaysia is the destination country for 41,310 foreign students (almost 14 times more than Indonesia).

The Leadership Role of School Principals in Malaysia and Indonesia

Leadership can be said as an effort from a leader to influence his members to create a change. Every leader must succeed in making a member so that he can carry out the tasks he gives to achieve the goals that have been set by an institution or organization. According to Sudarmanto, a leader must have a leadership spirit in influencing employees to do something positive. Thus, the principal's leadership can be said to be an effort to influence all school residents to work and work together in achieving the goals set. If all goals are achieved, a quality school environment will be created. Many people are looking for the best quality school for their children. By placing each child in a school that has good quality, they hope that their sons can be skilled in terms of knowledge and attitude. For educational institutions, especially schools, when discussing the issue of quality and quality, it cannot be separated from management. A quality school is a school that can compete outside and implement management management. In addition, school management plays a very important role in school management and learning.

Good management cannot be separated from the school leader or principal. In this case, a principal must be responsible and committed to the school institution he leads in carrying out reforms related to new problems that are created. The commitment made can be realized in the form

of improving quality. In improving the quality of each school, the principal is required to be able to optimize all elements of the school community, both from students, staff, employees, and school committees. Basically, the role of the principal in Indonesia and Malaysia is the same, namely that every principal is required to have skills in leading an educational institution. In addition, every principal is required to improve the vision and mission for school development. However, there are only a few differences between the two countries. Regarding principals in Indonesia, both experienced and inexperienced must comply with central and regional regulations related to job transfers. In Malaysia, a professional principal has the right to continue or resign from the position of principal that he currently holds. This is because Malaysia has a principle that states that quality failure can only be fixed by management that seeks the source of the problem from its roots. So, it is not a solution if the principal is transferred to another school institution if he fails in the school institution that he currently holds.

According to Noma, Hasim and Abdullah (2016) there are several characteristics of principals in Malaysia who can successfully lead their institutions because they adhere to several goals, including: Improving school rankings, realizing a positive school environment with a friendly and open approach, clarity of communication related to vision and mission, focusing on academic achievement. In short, there are similarities and differences in the role of principals in Indonesia.

Basically, the definition of education is an effort to direct students and create learning situations and conditions in order to optimize the abilities of students. In addition to the process of developing spiritual, religious, and personality, education is also a process of developing an individual's skills in the affective, cognitive, and psychomotor domains. Education functions to advance a nation, state, and society so that they can compete globally, both in the fields of economy, government, and service to the community.

It can be concluded that education is a planned and structured effort that is carried out to optimize students' abilities. The abilities possessed by students are certainly diverse, and that is the task of a teacher to be able to observe and sharpen the abilities that have been possessed by their students, so that students are able to become perfect human beings. The task in the field of education is to produce a generation or successor who is moral and ethical. In accordance with the expectations of education in Indonesia itself, namely by being able to produce a generation that is moral and ethical, this is in accordance with the dreams of the community regarding education in Indonesia in 2045, including aspects of character education and multicultural values.

In addition, education can also lead to understanding personality and can consider aspects of globalization. The purpose of education between one country and another is certainly very different. This is adjusted to the basis and philosophy of life of the nation. We need to know that the sense of national difference is what causes the educational goals of a country to differ, both from differences in place, people, and culture. The dream of education in Indonesia in 2045 is more oriented towards character education and understanding of personality because the current education system in Indonesia emphasizes too much on formal diplomas such as the current social order is more determined by the diploma held by someone in that social order, not determined by their competence and quality. In essence, if they have a formal diploma, that person can achieve important positions in a bureaucratic environment and important positions in the midst of society by using a measurement scale with only a diploma.

4. Conclusion

Related to the material that has been presented by the author related to the education system in Indonesia and Malaysia that the author has explained above, the following conclusions can be drawn: 1) The education system in Malaysia is an effort for educational purposes. that the education system is a collection of interconnected parts to organize an educational process that prioritizes the same values sought by the community it self. The curriculum plays a very important role in the growth of individual students and the environment. To achieve this, the Indonesian Curriculum Development Foundation must be used as a strong foundation in between various stakeholders who design or implement education. Regarding the development of education in Indonesia. Education policy in Indonesia is based on the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System. Comparison of Education in Malaysia and Indonesia. The school education system in Malaysia is tied to a language system that requires English and Malay. While in Indonesia only

Indonesian. There are several similarities and differences between the educational leadership systems in Indonesia and Malaysia

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