



## **Dynamics of Indonesian and Malaysian Education Management**

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**Abstract** : A comparative study of Indonesian and Malaysian education management shows that there are significant similarities and differences. Both countries have a common goal of improving the quality of education, but the approaches used are different. Indonesia tends to be more decentralized with a flexible curriculum and high community participation, while Malaysia is more centralized with a structured curriculum. Both have adopted various innovations in education, but still face similar challenges such as equalizing quality and increasing teacher competency. This study concludes that understanding the differences and similarities between the two systems can provide valuable input for developing education policies in each country.

**Keywords:** Education Management, Indonesia, Malaysia, Quality Of Education, Curriculum

### **Introduction**

The dynamics of educational management in Indonesia and Malaysia is an interesting phenomenon that is worth researching. Even though these two countries have the same cultural roots, they have developed educational systems with unique characteristics. Comparison of the education systems of these two countries is important because it can provide insight into the factors that influence the quality of education, as well as identify best practices that can be adopted. Previous research (for example, Rizkita, 2021; Aslan, 2019) has highlighted differences and similarities in educational leadership, curriculum, and the role of teachers in the two countries. However, the ever-changing dynamics in the context of globalization and technological developments require a more in-depth study. It is hoped that this comparative study will contribute to the development of more effective education policies in both countries.

Indonesia and Malaysia are experiencing major transformations in their education systems. In Indonesia, the Independent Curriculum is in the main spotlight with an emphasis on flexibility, relevance and student character development. Meanwhile, Malaysia, through the Malaysian Education Development Plan, is also carrying out curriculum reforms aimed at improving the quality of graduates and preparing the younger generation to face the challenges of the 21st century. These two countries are both trying to create an education system that is more responsive to current developments and the needs of society.\

Indonesia and Malaysia, despite having similar cultural and historical backgrounds, have significant differences in educational management concepts, practices and policies. The education system in Indonesia tends to be more centralized, with a uniform national curriculum and strict supervision from the central government. In contrast, Malaysia has implemented broader school autonomy, giving schools the freedom to develop curricula and learning programs that suit local needs. This difference is also reflected in the funding mechanism, where Indonesia relies more on the central government budget, while Malaysia has a more diverse funding mechanism, including donations from the public and the private sector.

The dynamics of education management in Indonesia and Malaysia are influenced by various internal factors. First, government policies that continue to change along with changes in leadership and the demands of the times. Second, the diverse and dynamic socio-



cultural conditions of society also shape the direction of educational development. Third, the quality of human resources, especially teachers, is a determining factor in the success of implementing education policies. Fourth, the availability of budget and educational infrastructure also greatly influences the quality of education produced.

Education management is a reflection of the social, cultural, political and economic context of a country. History A nation forms values, belief systems, and educational practices that are passed down from generation to generation. Culture also plays an important role in determining educational goals, curriculum, and learning methods. Politics greatly influences education policy, budget allocations, and the structure of educational governance. Economy affecting access to education, quality of education, and the relevance of education to labor market needs. The complex interaction of these four factors forms unique educational management dynamics in each country. Research purposes Identify and analyze the differences and similarities in education management in Indonesia and Malaysia.

Identifying and analyzing differences and similarities in education management in Indonesia and Malaysia is an important step in understanding the dynamics of education in both countries. Difference can be seen from the educational government structure, curriculum, learning methods, and funding sources. Equality can be found in the goals of education, the values upheld, and the challenges faced. By understanding this, we can learn from each country's best practices and formulate more effective strategies to improve the quality of education. Understand the factors that drive change and development in educational management in both countries.

Understanding the factors that drive change and development in education management in Indonesia and Malaysia is key to designing relevant and effective education policies. Globalization, technological development, and changes in labor market demands be the main driver of change. Besides that, internal factors like change of leadership, changes in government policy, and socio-cultural dynamics also influences the direction of educational development. By understanding the interactions between these factors, we can design appropriate strategies to improve the quality of education.

Contribute to the development of more effective education management policies and practices. Every individual has an important role in advancing the quality of education. Teacher able to innovate learning methods, student can actively participate in learning activities, and parent can be a school partner in supporting children's learning process. Wide community can also contribute through volunteering, donations, or advocating for better education policies. Thus, we all have a responsibility to create a conducive learning environment and encourage the creation of an intelligent and characterful generation.

## Library Review

Educational management is a series of activities aimed at planning, organizing, directing and controlling existing resources in an educational institution so that educational goals can be achieved effectively and efficiently. The scope of education management is very broad, including educational program planning, human resource management (teachers, staff), financial management, facilities and infrastructure management, and program evaluation. According to Arikunto, educational management is a process of managing the cooperative efforts of a group of



people who are members of an educational organization. (Nur Efendi., 2020). Approaches in educational management (classical, modern, postmodern).

Education management is a dynamic process that involves planning, implementing, and evaluating educational activities. The main goal of educational management is to create a conducive learning environment, improve the quality of learning, and achieve predetermined educational goals. The scope of educational management covers various aspects, from curriculum planning to managing relations with the community.

### The role of leadership in educational management

Leadership plays a very crucial role in educational management. An educational leader, such as a principal or dean, has a significant influence on the success of an educational institution. Effective leadership is able to create a clear vision, motivate staff and students, and build a positive school culture. Through his leadership, a leader can direct all school components to achieve the educational goals that have been set. (Arikunto, 2010).

Educational leadership is not only limited to managing daily routines, but also encourages change and innovation. A visionary leader is able to identify the latest educational trends and implement new innovations in learning. Transformative leadership can change school culture to be more responsive to changing times and student needs. (Fullan, 2001).

There are various leadership styles that can be applied in educational management, such as democratic, authoritarian and laissez-faire leadership. Each leadership style has its own advantages and disadvantages. Choosing the right leadership style really depends on the situation and context faced by the educational institution. (Yukl, 2010).

The educational planning process is a systematic series of activities in formulating educational goals, strategies and programs to achieve predetermined goals. This process involves needs analysis, goal formulation, program planning, implementation, evaluation, and improvement. Effective educational planning requires a deep understanding of the social, cultural, and political contexts that influence education. (Nur Efendi., 2020).

Educational planning is not just about making plans, but also involves choosing the right model to achieve the desired goals. There are various educational planning models that can be used, each with different characteristics and focus.

**Comprehensive Planning Model:** This model is used to analyze changes in the education system as a whole. This model functions as a benchmark in outlining more specific plans towards broader goals. **Model Target Setting:** This model focuses more on achieving specific goals that have been set. Each goal is broken down into smaller, measurable targets. **Model PPBS (Planning, Programming, Budgeting System):** This model integrates planning, programming and budgeting into one complete system. The aim is to ensure that existing resources are used efficiently and effectively to achieve the stated goals. **School Based Model:** This model emphasizes the role of schools in designing and implementing educational programs according to the needs and characteristics of students at the school.

One example of the application of the educational planning model is in curriculum development. A good curriculum is prepared based on a clear planning model, so as to ensure that learning material is relevant to students' needs and the demands of the times. Apart from that, the planning model can also be used in developing teacher quality improvement programs, inclusive school programs, and distance education programs.

Evaluation of educational planning is a systematic process for measuring the extent to which educational goals that have been set can be achieved. This evaluation is important to



determine the effectiveness of educational programs that have been implemented, identify deficiencies, and obtain feedback for future improvements.

Evaluation of educational planning does not only focus on the final results, but also includes the implementation process. In this way, evaluation can identify the obstacles faced during program implementation and find solutions to overcome these problems.

Measuring success: Knowing the extent to which educational goals have been achieved. Identifying shortcomings: Find aspects that need improvement in educational programs. Provide feedback: Provide information for future program improvements. Accountable: Provide evidence that the education program has been implemented effectively and efficiently.

Types of Evaluation: Formative evaluation: Carried out during the program implementation process to provide regular feedback. Summative evaluation: Conducted at the end of the program to measure the final results achieved. Evaluated Aspects Relevance: The extent to which the educational program is appropriate to needs and context. Efficiency: To what extent the resources used have been optimal. Effectiveness: The extent to which educational goals have been achieved. Impact: Short-term and long-term impacts of educational programs.

Education Policy: Public policy is a series of decisions or actions taken by the government or other public institutions to respond to problems or issues faced by society. This policy aims to achieve certain goals, be it to improve community welfare, overcome social problems, or achieve other development goals. Definition of Public Policy Several experts provide different definitions of public policy, but in general, public policy can be defined as: A process: Public policy is a process that involves various stages, from problem identification, policy formulation, to implementation and evaluation. A set of decisions: Public policy consists of various decisions that are interrelated and aim to achieve the same goal. Government action: Public policy is an action taken by the government or other public institutions to overcome public problems.

Public Policy Objectives: The goals of public policy vary widely, depending on the problem at hand. In general, the goals of public policy are: Solving public problems: Addressing problems faced by society, such as poverty, unemployment, or environmental damage. Improving community welfare: Improving people's quality of life, such as access to education, health and employment.

Achieving development goals: Supporting the achievement of national development goals, such as economic growth, sustainable development and social justice. The process of forming public policy involves several stages, starting from problem identification, policy formulation, decision making, implementation, to evaluation. Each of these stages involves various actors and interests that interact with each other.

Implementation and Evaluation of Education Policy. Implementation of education policy is the process of translating policy into real action in the field. After a policy is prepared, the next stage is how the policy can be implemented effectively and efficiently. The implementation process involves various parties, from policy makers, bureaucrats, to teachers and students.

Evaluation of education policy is a systematic process for measuring the extent to which policies that have been implemented achieve the stated goals. This evaluation is important to determine the effectiveness of policies, identify obstacles faced, and provide recommendations for future improvements. Stages of Education Policy Implementation. In general, the stages of implementing education policies include: Communication: Convey policies to all related parties, both internal and external. Resource allocation: Providing the necessary resources for policy implementation, such as budget, personnel and infrastructure. Training: Conduct training to



parties involved in policy implementation. **Monitoring:** Monitor the implementation of policies on a regular basis. The main goal of public policy is to realize the welfare of society. Public policy is expected to improve people's quality of life, overcome social inequality, and solve complex problems such as poverty, unemployment, and the environment.

**Comparative Studies in Education.** Comparative education studies are studies that compare education systems from various countries or regions with the aim of identifying similarities, differences, strengths and weaknesses of each system. Through this study, we can gain a deeper understanding of the factors that influence educational success and identify best practices that can be adopted or adapted to local contexts.

**Comparative Study Framework.** The framework of educational comparative studies generally includes the following aspects: **Choice of country or region:** Selecting countries or regions to compare based on certain criteria, such as level of development, political system, or cultural characteristics. **Study focus:** Determine the aspects of education that will be compared, for example curriculum, educational structure, funding, or student learning outcomes. **Theories and concepts:** Using relevant educational theories and concepts as a basis for analysis. **Research methods:** Choose appropriate research methods, such as literature studies, surveys, or case studies. **Data analysis:** Analyze the data obtained to identify patterns, trends, and significant differences. **Relevant Previous Research.** Previous research on comparative education studies is very diverse, covering a variety of topics and approaches. Some examples of relevant research include: **Curriculum comparison:** Compare the structure, content and objectives of curricula in various countries to identify best practices in curriculum development. **Education system:** Compare the structure and organization of education systems, including the roles of government, schools, and society. **Quality of education:** Comparing the quality of education based on various indicators, such as student learning outcomes, equitable access, and efficient use of resources. **Education financing:** Compare the sources and allocation of education funds in various countries.

## Method

Qualitative research with a comparative case study approach is an appropriate method for exploring the complexity of education policies and practices in Indonesia and Malaysia. By focusing on policy makers (ministries, education offices), educational practitioners (school principals, teachers), and academics (lecturers, researchers) as research subjects, we can gain a deeper understanding of the factors that influence curriculum implementation, perceptions of stakeholders, as well as the impact of policies on student learning outcomes. A comparative approach allows us to identify similarities and differences in education policies and practices in the two countries, as well as uncover contextual factors that influence the success or failure of a policy.

Several previous studies have used this approach to analyze education policies in various countries. For example, [Researcher Name, Year] conducted a comparative case study of the implementation of competency-based curricula in several Southeast Asian countries, including Indonesia and Malaysia. This research provides a comprehensive picture of the challenges and opportunities in implementing a competency-based curriculum at the national level. By conducting comparative qualitative research involving various stakeholders, we can make a significant contribution to the development of education policies that are more effective and relevant to local and global contexts.

In this research, data collection will be carried out through in-depth interview, document study, and participant observation. An in-depth interview will be conducted with education policy



makers (ministries, education offices), education practitioner (principal, teacher), and academy (lecturers, researchers) to gain an in-depth understanding of their perceptions, experiences and challenges they face in implementing the curriculum. Document study will include analysis of curriculum, regulations, evaluation reports, and other related documents to obtain more objective data. Participatory observation will be carried out to directly observe the learning process in the classroom, interactions between teachers and students, as well as other curriculum-related activities.

Data obtained from various sources will be analyzed using thematic analysis. Thematic analysis will be carried out systematically to identify the main themes that emerge from the data, both inductively and deductively. Comparative analysis will be used to compare research findings between Indonesia and Malaysia, as well as identify similarities and differences in education policies and practices in the two countries. Data triangulation will be implemented to increase the validity and reliability of research findings. Triangulation can be done by comparing data obtained from various sources, for example by comparing interview results with observation results.

## Results and Discussion

The organizational structure of education management in Indonesia and Malaysia shows significant differences. Indonesia has adopted a decentralized education system, where the authority to manage education is largely handed over to local governments. This is reflected in an organizational structure that is more complex and involves many stakeholders. In contrast, Malaysia has a more centralized structure, with the Malaysian Ministry of Education holding strong control over all aspects of education.

The roles of central and regional governments in education management in the two countries are also different. In Indonesia, the central government is responsible for formulating national education policies, developing curricula, and setting education quality standards. Meanwhile, local governments have the authority to manage education units, recruit teachers, and allocate education budgets. In Malaysia, the central government has a more dominant role in determining the direction of education policy, while local governments act as policy implementers.

Education funding mechanisms in Indonesia and Malaysia also have different characteristics. In Indonesia, education funding comes from the State Revenue and Expenditure Budget (APBN), Regional Revenue and Expenditure Budget (APBD), as well as other sources such as community donations and education funds. The central government sets a minimum budget allocation for education, but regional governments have flexibility in managing the budget. In Malaysia, education funding mostly comes from the APBN, with a fairly large allocation for the education sector.

Education management practices in Indonesia and Malaysia, although they have many similarities, also show significant differences. In terms of educational planning, both countries are equally focused on developing curricula that are relevant to the needs of the job market and current developments. However, Indonesia tends to place more emphasis on curriculum flexibility and school autonomy in its development, while Malaysia focuses more on strict national standards. For learning, both countries have both adopted various active learning methods, but their implementation in the field still varies. In terms of evaluation, Indonesia is starting to shift from knowledge-based evaluations towards more comprehensive evaluations, involving assessments of skills and attitudes. Malaysia, on the other hand, has been implementing a



competency-based assessment system for longer.

Regarding school management, Indonesia has adopted the concept of school-based management (SBM) which provides greater autonomy to schools in managing resources and making decisions. However, the implementation of SBM still faces various challenges. Malaysia also applies a similar concept, but with a more structured approach and stricter supervision. In terms of human resource development, both countries pay equal attention to increasing teacher competency through various training and professional development programs. However, Indonesia still faces challenges in terms of equal distribution of teacher quality, especially in remote areas.

The dynamics of a situation are the result of a complex interaction of various factors that influence each other. Historical and cultural factors are the foundation that shapes the identity and values of a society, so they greatly influence the way they think, behave and respond to change. Political factors, with the policies and regulations they issue, can significantly change the social and economic landscape. Economic factors, such as income levels, distribution of wealth, and economic growth, also play an important role in shaping social structures and political dynamics. Finally, social factors, such as demographics, urbanization, and changes in social values, can drive profound changes in society.

Based on a comparison of best practices in Indonesia and Malaysia, several policy recommendations can be put forward to improve the quality of education management in both countries. First, the importance of balance between centralization and decentralization. Indonesia can learn from Malaysia in terms of standardizing the quality of education, while Malaysia can emulate Indonesia's higher flexibility and innovation. Second, increasing human resource capacity both teachers and other education personnel through training programs that are sustainable and relevant to current developments. Third, strengthening the role of information technology in the learning process and educational management to increase efficiency and effectiveness. Fourth, increasing community participation in decision making in the field of education to create a sense of shared ownership and responsibility.

## Conclusion

Based on various research and comparative studies, it can be concluded that management practices, planning and education policies in Indonesia and Malaysia have significant similarities and differences. Both countries are both trying to improve the quality of education, but with different approaches and emphasis. Similarities include: Focus on improving the quality of education: Both Indonesia and Malaysia have the main goal of improving the quality of graduates and the nation's competitiveness.

Level of centralization: Indonesia tends to have a more decentralized education system, while Malaysia is more centralized. Curriculum flexibility: The curriculum in Indonesia tends to be more flexible, while in Malaysia it is more structured. Role of society: Community participation in decision making in the field of education is higher in Indonesia than in Malaysia, Funding mechanisms: Education funding mechanisms in the two countries are also different, both in terms of sources and budget allocation.

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