

The Organization and Management of National Education System

**Wiflihani¹, Juliaans Eliezer Rulland Marantika², Hery Winoto Tj³, Dicky Hendrawan⁴,
Pradana Chairy Azhar⁵, Mohzana⁶**

¹Universitas Negeri Medan, Medan, Indonesia. E-mail: wiflihani@unimed.ac.id

²Universitas Pattimura, Ambon, Indonesia

³Universitas Kristen Krida Wacana, Jakarta, Indonesia

⁴Sekolah Tinggi Olahraga dan Kesehatan Bina Guna, Medan, Indonesia

⁵Sekolah Tinggi Keguruan dan Ilmu Pendidikan AL MAKSUM, Langkat, Indonesia

⁶Universitas Hamzanwadi, Mataram, Indonesia

Abstract

In Chapter II and Article 4, Law No. 20 year 2003 concerning the National Education System, it is said that; Education is held democratically and fairly, it is not discriminatory by maintaining human right, strict worth, social worth, and national pluralism. Instruction is sorted out as a foundational unit with an open and multi-meaning framework. Instruction is held as a procedure of edifying and engaging understudies that endures all through life. Training is sorted out by giving models, building self discipline, and building up understudies' innovativeness in the learning procedure. Training is completed by building up a culture of perusing, composing and math for all residents. Instruction is completed by enabling all segments of society through support in the organization and quality control of instructive administrations. In the administration of the national instruction framework, the party in question is the president, while the operationalization of the board by the president is allotted to the service or clergyman

answerable for training. In the book of Education Principles, in specific cases, the administration of national training that contains specificities, including religion and administration is a basic piece of the national instruction framework, presented by the president to services or other government foundations. In managing national education, the president is assisted by the National Education Board, whose members consist of management representatives and elements of society. The National Education Board functions as the president's adviser on national education matters, as well as an advisory institution for cooperation between national education managers.

Keywords: national education, organization, management, student, government

1. Introduction

National private universities are institutions that devote themselves towards national education, which are established and organized by the society, have the right to regulate their lives as long as they do not conflict with the basis, goals, and functions of national education. Private schools which are similar and equivalent to government schools with certain conditions can be recognized the same as public schools. The issue of requirements for recognition is regulated in the accreditation regulations which include standardization and minimum standardization of curriculum, personnel, facilities, and infrastructure [1]. Basically, the level of national private schools and the learning time of each type of national private school is the same as state schools. The contents of private school education are the same as the contents of public schools, and supplemented by the wisdom of the respective privatization, as long as they do not conflict with Pancasila and 1945 Constitution, the applicable laws and regulations in this country. The rights and obligations of private school students are the same as public school

children. Therefore, based on the applicable requirements, standardization and accreditation, private universities also get education budget as a category of government subsidy. Religious and service institutions are also an integral part of the national education system [2]. To smooth the process of implementing national education based on diversity or "unity in diversity", it is carried out in a decentralized way. Authority in certain aspects of the management and implementation of the national education system, needs to be delegated to the Level I Region or Province and the Level II Region or Regency / City. Thus, in each province and district / city, regional education council needs to be established known by the governor of the provincial head, and the regent / mayor of the head of the regency / city [3].

It should be understood that in the era of globalization and z-generation, which makes the world narrow and everything is instantaneous, the national education system must always be pursued to adapt the rapid development of science and technology and information technology. Therefore, efforts to reform education are needed in all types of education. The current national education system always faces new challenges because the society always experiences progress and thus new needs always arise. To meet this new challenge, education must always try to reform by perfecting its education system [4]. Very rapid changes in education due to the rapid globalization and information technology with the z-generation, the main thing that is very disturbed is the behavior of students and thus we need knowledge about behavior (behavioral science) and self-knowledge, self-concept in order the student can be strong in facing ever-changing times. And for that, knowledge about education principles become important, because we learn to know ourselves, to know who I am strong in facing globalization or information technology change very quickly [5]. In essence, knowing yourself means being able to manage yourself to face any challenges, because knowing yourself is correcting yourself: are you close to

living with God, familiar with fellow human beings, honest, fair, harmonious with the environment, loving the family, loving the progress of the nation, love unity, not bad-tempered, loving leader, basically creating a comfortable atmosphere, so they can live in peace and prosperity. The reader can imagine when every citizens knows themselves as the writer described, then certainly this nation will be at peace, not in poverty condition, and various things that contain negative elements may not be found [6].

In facing changes due to globalization and advances in information technology, educational effort can be made through curriculum renewal. There are two controlling factors that determine the direction of curriculum renewal, namely the nature of maintaining and changing. First, the philosophical foundation that is the philosophy of the Indonesia nation, It is Pancasila, 1945 Constitution and the historical foundation (including elements which from the past until now have controlled the lives of many people). As for the second controlling factor is something changeable, namely the social foundation (in the form of social forces in society) and the psychological foundation (the way learners learn, in this case many new discoveries support it), curriculum renewal can be seen in terms of orientation, strategy, content / program, and method. The 2013 curriculum was born as a refinement of the previous curriculum, namely KTSP (Education Unit Level Curriculum) based on student activities.

Other efforts to reform education beside of renewing the juridical foundation of the curriculum are to renew the period of study (length of study time), and the renewal of education personnel [7]. What is meant by educational personnel is personnel who are tasked with organizing teaching, training, researching, developing, managing, and / or providing technical services in the field of education. Renewal of the education workforce component is seen as very important factor because renewal to other components without the support of competent

personnel, it will not do you any good. Other personnel beside of the teacher are: laboratory assistant, librarian, counselor, learning resource technician, and tutor [8].

The management of national education system is the responsibility of the minister. The Government determines national policy and national education standard to ensure the quality of national education, the Government and / or regional governments administer one education unit at all levels of education to be developed into an international standard education unit. The provincial government coordinates the implementation of education, the development of education personnel, and the provision of cross-regency / city education facility for primary and secondary education. District / city government manages basic and secondary education, as well as education units based on local excellence. Higher education determines policy and has autonomy in managing education in its institutions. The management of early childhood education, primary education and secondary education is carried out based on minimum service standards with the principles of school / madrasah based management. Management of higher education units is carried out based on the principles of autonomy, accountability, quality assurance, and transparent evaluation [9]. The management of non-formal education units is carried out by the government, regional government and the society. Provisions regarding the management of non-formal education units will be regulated further by government regulation. Organizer and formal education unit are established by the government or society in the form of an educational legal institution. Educational law institution has the function to provide educational services to students [10]. Educational legal institution has non-profit principle and can manage funds independently to advance education units. Provisions on educational legal institution are regulated by separate laws.

According to UURI No. 20 year 2003 Article 54 concerning National Education System, it is explained that the role of the society in education includes the participation of individual, group, family, professional organization, employer, and community organization in the administration and control of educational service quality. The society can participate as a source, implementer, and user of educational outcomes. Provisions regarding community participation will be regulated further by government regulation. As for Article 55, regarding Community-Based Education, it is said that the community has the right to organize community-based education in formal and non-formal education in accordance with the specificity of religion, social environment, and culture for the benefit of the community. Community-based education providers develop and implement educational curriculum and evaluation, as well as management and funding in accordance with national education standards [11]. Funds for organizing community-based education can be sourced from organizer, the community, the Government, regional government and other sources that are not in conflict with applicable laws and regulation. Community-based educational institution can get technical assistance, funding subsidy, and other resources fairly and evenly from the government or local government [12]. Provisions regarding community participation will be regulated further by government regulation. In Article 56 concerning the Board of Education and School / Madrasah Committee, it is said that the network has a job in improving the nature of training administrations that spread arranging, oversight, and assessment of instructive projects through the training board and School/Madrasah advisory group. The instruction committee as a free organization is framed and assumes a job in improving the nature of training administrations by giving thought, heading and backing of work force, offices and foundation, just as management of training at the national, common and area levels that don't have progressive connection. School/madrasah boards of

trustees, as free establishments, are framed and assume a job in improving the nature of administrations by giving thought, bearing and backing of work force, offices and framework, and oversight of instruction at the degree of the training unit. Arrangements with respect to the development of the training gathering and the school/madrasah advisory group will be additionally directed by government guideline [13].

2. The Function of National Education

The function of national education is as a tool of personal development, citizen development, cultural development, and the development of Indonesia nation. According to RI Law No. 20 year 2003 concerning the National Education System, Chapter II, Article 3, it is said that; National education function is to develop capabilities, to shape the nation's character and civilization with dignity in order to educate the life of the nation. It aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble, healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen [14].

Each type and level of education has different function which will be more clearly read in Law No. 20 year 2003 concerning National Education System. It has been explained above that in terms of institutional, the implementation of education in Indonesia through two channels, namely the path of school education and education channels outside of school. The path of school education is education in school through learning activities in stages and continuously, while the path of education outside of schools is education that is held outside of school through learning activities, it does not have to be tiered and continuous. The function of non-school education provides several abilities, namely the ability of expertise, the ability of expertise for career development, for example: through refresher courses, upgrading course, seminar,

scientific conference, as well as education and training. Family education is part of out-of-school education carried out by families by providing religious education (giving confidence in their religion), character education, national cultural values, moral values, skills, manners, knowing themselves to live as human beings, preparing to seek life partner, preparation to become a parent towards a peaceful and prosperous family life [15].

At the SKKNI Construction Services preparation workshop, which was carried out by the Center for Construction Competence Development and Training, the Department of Public Works, cited the definition of Competency Standards from the Competency-Based Construction Services Assessor Training Material Booklet. A standard is something that is determined or standardized and is arranged based on the consensus of all parties concerned with regard to: the specified requirements, the development of science and technology, and experience to obtain the maximum benefit. Competence is a person's ability based on knowledge, skill and work attitude to carry out a job. Competency based on knowledge contains indicators; mindset, conceptual, basic theory, and have a reference. Competency based on skill contains dimension; management and technical [16]. The management dimension contains indicators: leadership, time management, analysis, decision making, communication, teamwork, and human relationship. The technical dimension contains indicators; drawing, time control, part estimator, installation, quality control, finishing, and design. Competence based on work attitude contains indicators: attitude, awareness for others, the culture of note, positive thinking, oneness, continuous improvement. Thus, Competency Standards are the formulation of the minimum capability requirements that must be possessed to carry out work based on knowledge, skills and work attitudes in accordance with the required performance [17].

The Indonesia National Work Competency Standard (SKKN) is the formulation of work capabilities that cover aspects of knowledge, skills and expertise as well as work attitudes that are relevant to the implementation of duty and job requirement in accordance with the provisions of the legislation. In the study of print and digital literature, it is explained that in every education level, there must be Competency Standard, Basic Competency, and indicator because to know what material will be studied and what objective must be achieved so it is easy because it is directed and structured program in each school. From the Competency Standard [18], Basic Competency, and indicator, it can be identified the ability, skill and attitude of students so it can specifically be used to assess the achievement of learning outcomes and also be used as a benchmark for the extent of student mastery of a particular subject. Therefore, it is very important to have Competency Standard, Basic Competency, and indicator in education because it is a benchmark in the learning process to achieve learning objective.

The definition Competency Standard, Basic Competency (KD), and Indicator can be explained as follows. Subject Competency Standard is the description of knowledge, skill, and attitude that must be mastered after students learn certain subjects at certain levels of education. Competency Standard is a framework that explains the basis for developing structured learning program.

In each subject, Competency Standard has been determined by curriculum developers, which we can see from the Content Standard. If the school deems it necessary to develop certain subjects, for example the development of a local content curriculum, it is necessary to formulate a Competency Standard in accordance with the name of the subject in the local content. Basic Competence is the minimum knowledge, skill and attitude that must be achieved by students to show that students have mastered the Competency Standard that has been determine, therefore

the Basic Competence is a translation of Competency Standard. Indicator is the marker of KD achievement marked by measurable behavioral changes that include attitude, knowledge, and skill. Indicator is developed according to the characteristic of student, subject, educational unit, regional potential, and formulated in operational verbs that are measurable and observable. Indicator is also an elaboration of Basic Competency that shows signs of actions and responses performed or displayed by students. Indicator is also developed in accordance with the characteristics of regional potential education unit and students. Indicator is also formulated in operational work meeting that can be measured and observed so it can be used as a basis for preparing assessment tool. So the indicator is a specific basic competency that can be used to assess the achievement of learning outcomes and also be used as a benchmark how far student masters particular subject or course.

3. Basic Competency

As for assessing the Basic Competency of subjects as stated in the Content Standard, it is done by paying attention to things, as follows: sequences based on the hierarchy of disciplinary concept or level of material difficulty, do not have to always be in accordance with the order in the Content Standard [19]. The relationship between Competency Standard and Basic Competence in subject, basically, there are operational or non-operational Basic Competency Formulas because every action verb in the understanding and knowledge group cannot be used for the Basic Competency Formulation. So the steps to compile the Basic Competency are as follows:

1. Describe the competency referred by asking: "What abilities must students have in order Competency Standard can be achieved?" The answers of the question are then listed, both those concerning knowledge, attitude, and skill; and
2. Write the basic competency formula. Before compiling the indicator, the components must be considered first. The components are as follows:
 - a) indicator is a translation of the basic competency that shows signs, actions or responses that were carried out or displayed by students; and
 - b) the formulation of indicator uses measurable or observable operational verb;
 - c) indicator is used as a basis for developing assessment tool. The operational verbs described in making the indicator are shown in the following table:

Table 1: List of Measurable Operational Verbs

Domain	Kategori Jenis Perilaku	Operational Verbs
Cognitive	Knowledge	Identify, remember, mention, write, state, sort, define, match, pair, give name, compile list, select, and show.
	Comprehension	Explain, distinguish, translate, generalize, change, describe, rewrite, adapt, summarize, maintain, conclude, give example, predict, express opinion, formulate, explain, estimate, prove, and diagnose
Cognitive	Application	Operate, produce, overcome, change, use,

		show, prepare, calculate, demonstrate, connect, complete, adjust, find and account.
	Analysis	Elaborate, divide, select and differentiate, separate, eliminate, connect, compare, contrast, make diagram, and make scheme.
	Synthesis	Categorize, combine, compose, rearrange, create, design, assemble, devise, formulate, organize, implement, integrate, plan and make pattern.
	Evaluation	Criticize, interpret, evaluate, compare, conclude, choose between, differentiate, reject, judge, describe, argue, and make decision.
Affective	Receiving	Trust, choose, follow, ask, allocate, continue, give, declare, and place.
	Participation/responding	Confirm, answer, read, help, implement, report, offer, welcome, come to, donate, adjust, practice, present and perform.
	Valuing	Initiate, express opinion, invite, take initiative, implement, reject, invite, justify, defend, guide, engage, propose,

		carry out, and participate.
	Organization	Verify, compile, unity, connect, integrate, influence, arrange, link, hold on, formulate, complete, accomplish, adjust, and equalize.
	Characterization	Use values as a way of life, defend values that are already believed, act, show, serve, practice, prove, consider, and ask
Psychomotor	Observing	Observe the process, pay attention to the stages of an action, pay attention to an articulation, connect, react, eliminate, start, initiate prepare, initiate, and demonstrate.
	Imitation	Train, change, dismantle a structure, rebuild a structure and use a model, follow, work on, make, try and install.
	Practicing	Familiarize the behavior that has been formed, control habits to remain consistent, dismantle, show build, operate, improve, carry out, play, handle, organize, and demonstrate.
	Adapting	Adjust to model, develop model, apply model, adapt, make variation, rearrange,

		create, arrange, make, plan, design, and combine
--	--	--

Furthermore, it will be explained the order of ways in which the indicators are arranged, namely: 1) review the KD to identify indicator and to formulate indicator that is considered relevant without thinking about the order first, also determine the relevant indicators and write them in order; 2) assess whether all of the indicators have presented KD, if it is not then further analysis is conducted to find other indicators that might not have been identified; and 3) add another indicator, change the formula that is not right and consider the sequence [20].

The principles that must be considered in formulating Basic Competence (KD) in the study of printed and digital literature are: 1) broader, means that students have broad opportunity to develop experiences about knowledge, skill, attitude, value related when learning takes place; 2) balance. it means that each competency participant needs to be achieved through the allocation of sufficient time for effective learning; 3) relevant, the intention is where each competency is related to the preparation of students to improve the quality of life through opportunities for experience; and 4) difference, is an individual service effort where students need to understand what needs to be learned, how to think, how to develop individual competencies and needs.

The requirements that must be met to be able to formulate a good KD, are as follows: a) the formulation of objectives made must be student-centered, referring to changes in the behavior of the subject of learning that is students as learner; b) KD formulation must reflect operational behavior, namely observable and measured behavior that is formulated by using operational

words; and c) KD formulation must contain the meaning of the subject discussion or subject matter to be taught during teaching and learning activities.

Developing indicator requires information on unique and diverse characteristics of students. Learners have diversity in intelligence and learning styles. Therefore, indicator should be able to accommodate such diversity. Students with unique visual-verbal or psychokinesthetic characteristic should be accommodated with appropriate assessment so student competency can be measured proportionally. The characteristics of school and region are also used as a reference in the indicator development because school achievement targets are not the same. Certain categories of schools that exceed minimal standards can develop higher indicators, including international standard schools can develop indicators from SK and KD by reviewing competency demands according to national standard references used.

Schools with certain advantages are also considered in developing indicator. In formulating learning indicator, several provisions need to be considered, as follows: 1) each KD is formed into two markers; 2) by and large pointers satisfy the competency needs contained in the action words utilized in SK and KD; 3) pointers must arrive at the KD least competency level and can be created surpass the base competency as per the potential and requirements of understudies; 4) the pointers created must depict the competency chain of command; 5) The detailing of markers covers at any rate two perspectives, to be specific the degree of fitness and learning material; 6) pointers must have the option to oblige the qualities of the subjects so they utilize fitting operational action words; and 7) The plan of pointer can be formed into a few appraisal markers that spread intellectual, full of feeling, and psychomotor spaces.

4. Conclusion

Indonesia national education has different characteristics from the national education system of other nations. Its specificity is seen in its foundation, basis for implementation and development. The foundation of Indonesia educational system is inspired from Pancasila and 1945 Constitution of the Republic of Indonesia, while the style of its implementation and development are also patterned on Indonesian culture, which contains the noble values of the nation and the values of Pancasila ideology which is the conscience of Indonesia. The implementation is realized in: path, level, and type of education because education has the function to prepare human resources for development, while the development is developing, thus the national education system always develops according to the times. all that is done in the context of developing the national education system and in fact it is based on the aspects of legality or the legislation in force.

References

- [1]. Rahardja, U., Hidayanto, A. N., Hariguna, T., & Aini, Q. (2019, November). Design Framework on Tertiary Education System in Indonesia Using Blockchain Technology. In *2019 7th International Conference on Cyber and IT Service Management (CITSM)* (Vol. 7, pp. 1-4). IEEE.
- [2]. Setiawan, A. R. (2020). Introducing the Indonesian Education System.
- [3]. Mahfud, C. (2019). Evaluation of Islamic Education Curriculum Policy in Indonesia. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran*, 9(1), 34-43.
- [4]. Mukminin, A., Fridiyanto, F., Hidayat, M., Habibi, A., Haryanto, E., Harto, K., ... & Masbirorotni, M. (2019). The reform of national final exam policy in indonesia: Jurisdiction, policy alternatives, and policy feasibility.

- [5]. Ahid, N., Hidayah, N., Maskur, R., & Purnama, S. (2020). Evaluation of Curriculum 2013 with Context Input Process Product Model in Schools of Kediri, Indonesia. *Phsycosocial*, 24(7), 1573-1582.
- [6]. Shantini, Y., Hidayat, D., & Oktiawanti, L. (2019). Community Learning Center in Indonesia: Managing Program in Nonformal Education. *International Journal of Research & Review*, 6(11), 522-532.
- [7]. Maseleno, A., Huda, M., Jasmi, K. A., Basiron, B., Mustari, I., Don, A. G., & bin Ahmad, R. (2019). Hau-Kashyap approach for student's level of expertise. *Egyptian Informatics Journal*, 20(1), 27-32.
- [8]. Peurach, D. J., Cohen, D. K., Yurkofsky, M. M., & Spillane, J. P. (2019). From mass schooling to education systems: Changing patterns in the organization and management of instruction. *Review of Research in Education*, 43(1), 32-67.
- [9]. Katakul, J. (2019). Role of Local Administrative Organization and Educational Management. *Sumedha Journal of Management*, 8(3), 150-157.
- [10]. Haak-Saheem, W., & Festing, M. (2020). Human resource management—a national business system perspective. *The International Journal of Human Resource Management*, 31(14), 1863-1890.
- [11]. Seeber, M., Barberio, V., Huisman, J., & Mampaey, J. (2019). Factors affecting the content of universities' mission statements: an analysis of the United Kingdom higher education system. *Studies in Higher Education*, 44(2), 230-244.
- [12]. Nugraha, A. Y., & Wibowo, U. B. (2020, February). Analysis of Benefits and Obstacles from E-Budgeting Implementation in Educational Organizations. In *International Conference on Educational Research and Innovation (ICERI 2019)* (pp. 1-5). Atlantis Press.
- [13]. Bakhmat, N., Maksymchuk, B., Voloshyna, O., Kuzmenko, V., Matviichuuk, T., Kovalchuk, A., ... & Shelan, M. (2019). Designing cloud-oriented university environment in teacher training of future physical education teachers.
- [14]. Rumble, G. (2019). *The planning and management of distance education*. Routledge.
- [15]. Drobyazko, S., Barwińska-Małajowicz, A., Ślusarczyk, B., Zavidna, L., & Danylovych-Kropyvnytska, M. (2019). Innovative entrepreneurship models in the management system of enterprise competitiveness. *Journal of Entrepreneurship Education*, 22(4), 1-6.

- [16]. Grossi, G., Kallio, K. M., Sargiacomo, M., & Skoog, M. (2019). Accounting, performance management systems and accountability changes in knowledge-intensive public organizations. *Accounting, Auditing & Accountability Journal*.
- [17]. Vodenko, K. V. (2019). Problems and perspectives of state regulation of system of education in the context of provision of Russia's national security. *International Journal of educational management*.
- [18]. Mukred, M., Yusof, Z. M., Alotaibi, F. M., Asma'Mokhtar, U., & Fauzi, F. (2019). The key factors in adopting an electronic records management system (ERMS) in the educational sector: A UTAUT-based framework. *IEEE Access*, 7, 35963-35980.
- [19]. Saito, K., & SoungHee, K. (2019). The Internationalization of Higher Education in Japan: Effective Organization for a Sustainable Internationally Cooperative Higher Education Program. *Higher Learning Research Communications*, 9(1), 4.
- [20]. Mukhopadhyay, M. (2020). *Total quality management in education*. SAGE Publications Pvt. Limited.