

Analysis of Education Management Decision-Making Procedures as a Determining Factor for the Success of Educational Institutions

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ABSTRACT

In the article made by the researcher has the purpose of this study is to determine the implementation of decision-making procedures in the study of education management. This type of research is qualitative, with more emphasis on literature study or literature review approaches produced from Google Scholar, Mendeley and Publish or Parish. The stage in searching some literature using a search engine or maybe easier is indexing any type of document. For example, we use with a query containing Social Network subsentences, of course, the number of documents related to the keywords Procedures, Decision making and education management. In an organizational setting, decision making is the most important part of planning activities. Allowing a decision making has an impact on solving problems or even adding to problems. An educational institution is one part of an organized institutional unit, so there are decision-making activities carried out by a leader of an educational institution as a manager. In its implementation, decision making is very important in realizing strategic steps in carrying out planning and activities to be carried out. Therefore, decision making in the world of education; Especially for leaders of educational institutions must be able to choose the right decision alternatives so that the organizational goals of educational institutions in improving the performance and quality of education can be achieved optimally.

INTRODUCTION

An organization is a container for the operation of management because that is where management activities become one of the sub-systems of the organizational system. Management becomes a technique or tool that moves the organization towards achieving the desired goals. In the context of the manager's duties, decision making is one of the manager's roles called the positional role. In determining managerial actions, a manager is required to dare to make decisions both on the consideration of individuals with their authority as leaders, as well as decisions from the results of deliberation by taking into account the thoughts, feelings or input of members of the organization.

Decision making is a key part of a manager's activities. This activity plays an important role, especially when managers carry out planning functions. Planning involves very important and long-term decisions that managers can make. In the planning process, managers decide on the organizational goals to be achieved, the resources to be used, and who will carry out each task required. That entire planning process involves the manager in a series of decision-making situations. The quality of the decisions of the manager will determine the effectiveness of the drawn up plan.

LITERATURE REVIEW

Decision making describes the process through which a series of activities are selected as the resolution of a particular problem. George P. Huber distinguished decision making from choice making and from problem solving. Decision making is not easy, sometimes it does not solve problems but adds new problems perhaps due to:

(1) the leader does not take or obtain complete information, and (2) although complete information obtained but cannot process the information. Therefore, in decision making, it really requires complete information and processed information in a related (systemized) manner thus management information systems play a very important role in decision making, especially in educational institutions which are mostly for the field of services that are very decisive in the development of students.

METHODOLOGY

The method in this study includes the type of qualitative research with a library *research* approach. Collection of literature - literature related to themes related to the decision-making process in education management then the author reviews these literatures in depth so that they can produce the core in the discussion and the results of the conclusions.

Furthermore, when viewed from the proximity of the content, the literature can be classified into two. *First*, primary sources and secondary sources. A primary source is an original essay written by someone who saw, experienced, or worked on it himself. This kind of literature can be in the form of diaries (*autobiography*), theses, dissertations, research reports, and interview results. In addition, primary sources can be eye view reports of a match, population census statistics and so on. In addition, the second is what is meant by secondary sources (*secondary sources*) are writings about other people's research, reviews,

summaries, criticisms, and similar writings about things that are not directly witnessed or experienced by the author himself. Secondary literature is found in encyclopedias, dictionaries, handbooks, abstracts, indexes, and textbooks and literary collections such as journals on google scholar, mendeley search, publish or parish and sinedirect.

The stage in searching some literature using a search engine or maybe easier is indexing any type of document. For example, we use with a query containing Social Network subsentences, of course, the number of subsentences will be generated with a list of documents related to the keywords Procedures, Decision making and education management (Mahyuddin, 2017).

RESEARCH RESULT

Basic Concepts of Decision Making Procedures

Management education has paid special attention to the decision-making process. Because according to Simon regard it as the heartbeat of management, because the human being in management is ultimately the decision maker, and if he is distinguished by something from others, he is distinguished as the decision maker. management process (Harrison, 1974) defines decision as "the output of a certain judgment about what the individual should do in a given situation, after a careful examination of the different alternatives that can be followed, in another In other words, decision making is the selection of alternatives from two or more Perhaps here we must distinguish between two very high expressions, they are the one who makes decisions and decision making, And actually the decision made is a process.

In fact, decision making is a process consisting of several steps that we will describe later. Decision making is choosing alternatives from a variety of different alternatives. Explains about decision making, and "decision making is on the steps that lead to the decision, whereas in the second step we talk about the outcome of the decision" without talking about the steps that lead to it.

Decision Making Steps

The decision-making process consists of important steps that famed educator John Dewey monitored in his famous book "What do we think?" It was published in Science in 1915, and the steps were:

1. Feeling the problem, that is, the feeling that there is a problem;
2. Define the problem, and this is of course based on existing information and data. They must be collected to understand the nature and dimensions of the problem;
3. Develop alternatives to solve problems, that is, think of a number of solutions that can lead to solving the problem, and it is natural that each alternative has advantages, advantages, and disadvantages;
4. Choose the best alternative to solve the problem, that is, the alternative that achieves the greatest results.

The size of the advantages and losses is minimal, and from this some management thinkers think that we often cannot choose the ideal solution

because of the difficulty of applying it in practice, but we choose a satisfactory solution. expertise, experience and research It goes without saying here that the alternative chosen here is the decision or decision making that we mentioned above.

Types of Decisions

Scholars and scholars have made it a habit to classify decisions into types according to their specific meanings. 1). Decision under Certainty 2). Decisions under risk. 3). Decisions under uncertainty. (Fella, 2005) divides them into the following types:

- a. Traditional decisions, which include executive decisions that deal with routine and recurring issues, and tactical or technical decisions, which deal with more technical and detailed issues, and technical decisions are usually taken by technical heads and specialists.
- b. Non-traditional decisions, including important decisions, that deal with issues that require dialogue and exchange of opinions with others. (counsel and law) for his benefit.
- c. Strategic decision: is a decision that tackles a strategic problem with complex and complex dimensions, and it is self-evident. This decision requires in-depth study and careful study. For all assumptions and possibilities.

Gore, as stated in Ahmed (1996), classifies decisions into: a. Routine decisions. b. Adaptive decisions c. Assaf (1994) classifies decisions into opposite types.

Decision making methods

It is known that there are traditional decision-making methods, and according to Campbell and his colleagues (1987) (Campel & others), they are:

- 1) Method Based experience at where administrator rely on his experience to make decisions.
- 2) Experiments or trial and error methods, in which administrators try. Multiple solutions before reaching the optimal solution.
- 3) A method that relies on intuition and personal judgment, where the administrator has the wisdom and speed of his intuition to reach decisions

It is clear that all these methods are influenced by the values believed by the administrator, the nature of the organization in which he works, the time available, and the availability of capabilities. In contrast to traditional decision-making methods, some experts refer to scientific decision-making methods, namely: *first*, operations research methods; *second*, probability theory; *third*, decision tree theory; *fourth*, managerial game theory; *fifth*, marginal analysis methods.

It is clear that this scientific method involves dimensions of systematic research, the use of statistics and analysis that only highly qualified specialists can master. Drucker, the famous management scientist, believes that there are two methods of decision-making or decision-making, and they are:

- A. The method adopted in Japan, which is characterized by focusing more on defining problems than finding solutions, and focusing more on alternatives than focusing on solutions, because this allows focus on decision making, and provides space for participation, and presentation of various points of view.
- B. The method used in the United States, and this method is based on the need to persuade those interested in the decision, and promote and sell the decision." (Sales decision).

It should be noted that if the first method is adopted, officials may not take many decisions, but rather some major decisions, and the fact is that it is resentful to see followers being followed. However, allow sufficient time to identify alternative (alternative) decisions and in exchange for decision-making methods (or their work), several management scholars happen on decision-making models, making them some of them Three are: rational model, consensual model, and intuitive model. Perhaps the second classification includes the first, so it can be presented as follows:

1. Rational maximization model
According to this model, the decision maker faces several alternatives that he classifies and arranges. Then he chooses what leads to the best results.
2. Satisfactory model
According to Simon, management according to this model is not looking for optimal solutions, but is satisfied with satisfactory conditions, and perhaps the logic here is that full rationality in decision making is impossible, and therefore managers use possible solutions, and many believe that this model is most appropriate for dealing with most pedagogical problems.
3. Inkrimenam model
This model, according to its author, Lindblom, is suitable for dealing with complex problems characterized by lack of clarity and opportunities for conflict.

Factors governing the decision-making process

There are many factors that influence the decision-making process, namely: human factors, regulatory factors, environmental factors, and in addition to human factors, some refer to legislative factors (laws, regulations, and directives), and external pressures. The factors influencing decision making can be explained as follows:

- a. The factors related to the leader, and what is meant here are the philosophy of the leader, his culture, the extent of the leader's trust in subordinates, and the extent of his understanding of the leader's message.
- b. relate to subordinates in terms of their willingness and satisfaction, their skills and experience.
- c. Factors related to the situation, in terms of the nature of the organization and its philosophy, the problem and when it occurred.

Apart from the factors that govern the decision-making process, Leys might point out that administrators should keep in mind the six ethical values of resolution and these values are:

- a. Happiness means that decisions produce desired results, and personal satisfaction.
- b. Validity within the meaning of the judgment in accordance with applicable laws, regulations and directives.
- c. Harmony in the sense that decisions are logical and fair.
- d. Survival in the sense of investigating the ability to survive and move on.
- e. Integrity means that decisions end in self-realization and peace of mind.
- f. Loyalty, that is, the decision to dedicate affiliation to the institution.

Participation in Decision Making

Participation in decision-making is considered very important, because it means denying authoritarianism and tyranny and its participation in all senses of decision-making, which guarantees the spirit of its implementation by the person concerned and also guarantees a higher certainty. degree of rationality. in its formulation specifically and according to Assaf (1994), participation in decision making believes the following:

1. Provide a lot of information about the problem;
2. Put the collective mind in place of the individual mind, which guides decisions;
3. Ensure that participants understand the decision and its purpose;
4. Devote team spirit and self-criticism;
5. Assistance in coordinating general positions on various issues; Tannenbaum & Schmedt assessed participation scores as follows:
 1. Decisions are made and then communicated to the leader;
 2. The leader makes a decision and then explains why;
 3. The leader makes a decision and then calls for dialogue about it;
 4. The leader makes decisions early while leaving the field open for the possibility of changing them;
 5. The leader presents problems and boundaries to solve them, and asks them to make decisions;
 6. Delegate the problem to an expert to diagnose the problem and make a decision.

Actually, there are two approaches regarding participation in decision making, namely:

- a. The traditional approach that believes that participation should be linked to the quality of decisions, as strategic decisions should be taken by senior management;
- b. The modern trend is to object to the involvement of all stakeholders in decision making.

Barriers to Decision Making

There are many obstacles that may arise in directing the decision-making process, and Abdel-Fattah (1994) summarizes them in three levels: first, administrative constraints such as bureaucracy and severe centralization; second, environmental constraints such as regulatory stagnation and social heritage; thirdly, human obstacles, which can be represented in job instability, weakness and motivation.

But despite the aforementioned constraints, can administrators refrain from making decisions? Of course, this happens sometimes, and Kanaan (2009) discusses this. The subject explains the following:

1. That the leader can make decisions as long as he is willing to do so.
2. That the leader may want to make a decision, but cannot because of certain circumstances such as the absence of information or vagueness of regulations, therefore does not make a decision.
3. Leaders may refrain from taking decisions to avoid responsibility. The reason is that the leader may refrain from making decisions to avoid responsibility, and that may be due to lack of competence, or his fear of the consequences of those decisions, or the leader's new position and lack of awareness of boundaries. his authority, and to practice this reluctance, because your problems and problems may arise that prevent the leader from contacting him. Or he tries to get rid of the problem entirely by creating side issues, or busying employees with gathering information, or referring issues to committees.

Decision Making in Education Delivery

If the decision is the core of the administrative process as it is known to theorists and administrative practitioners, then it is also in the field of educational management, but in reality it may acquire greater importance in this area as it concerns educational administration. With man first and foremost, for not seeking to maximize production or profit, but seeking to oversee the development of the human personality in all aspects physically, mentally, and emotionally.

Rational and rational decisions that achieve this goal. and perhaps we should add here that this goal most requires participation by all those concerned with the decision, in other words For this definitively means that the administration of education must be democratic. An administration that believes and adopts participation: in thought and in practice, to raise a generation that is conscious, enlightened and able to give not only to the same people, but to all their citizens.

CONCLUSIONS AND RECOMMENDATIONS

Decisions are the result of solving problems faced decisively. A decision should be able to answer the question of what was discussed in relation to planning. Decision making is the formulation of several alternative actions in working on the situation at hand and determining the right choice between the goals of decision makers. Making is carried out on the basis of functions and objectives that have been determined before the decision making is carried out.

There are several models in decision making, namely rational model, political model, anarchy model, and process model. The types of decision making can be distinguished by their importance, regularity, and environment. The core of these decision-making steps is to identify the problem, analyze the alternatives, select the best alternatives, and implement them. In the leadership of a school principal, he must be able to choose the right decision alternatives so that the goals of the school organization to improve his educational performance can be achieved optimally. Decision making made by the principal as a leader will have a major influence on the continuity of the school organization.

In addition, the behavior and manner of the principal as a leader in decision-making patterns greatly influence the behavior and attitudes of his followers. Therefore, the principal as a leader must be able to choose the right decision alternatives so that the goals of the school organization to improve its educational performance can be achieved optimally.

ADVANCED RESEARCH

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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