



{ MUDIMA }



Educational Risk Management to Prevent Stakeholder Decline

Gempur Santoso

Maarif Hasyim Latif University Sidoarjo

Corresponding Author: Gempur Santoso gempur_santoso@dosen.umaha.ac.id

ARTICLE INFO

Keywords: Risk Management, Education, Prevention, Stakeholder Reduction

Received : 18 August

Revised : 6 September

Accepted : 14 October

©2024 Santoso: This is an open-access article distributed under the terms of the [Creative Commons Attribution 4.0 International](https://creativecommons.org/licenses/by/4.0/).



ABSTRACT

In carrying out management education, there is something that is adapted to the culture. This article is inseparable from the educational management paradigm, using educational risk management to prevent a decline in stakeholders. The writing design used in this paper is exposition (descriptive). Explaining risk management to prevent the decline in risk. Various data are taken from several opinions and research results. The conclusion is that there is a crisis of survival of stakeholders and institutional capabilities in the form of uncertainty, inadequate information, weak control, and external observation. Then risk management needs to be carried out to prevent a decline in stakeholders by identifying, measuring and dealing with the causes and consequences of uncertainty in an organization

INTRODUCTION

As long as there are humans and generations of humans, they will definitely need education. This educational need, from the mother's cradle to the grave. As people recognize that education is lifelong (long life education). So education is for all (education for all). Therefore, in order for people to learn easily, educational institutions must be managed well. Education including pre-school, primary education, secondary education and higher education must also be managed. All of this requires educational management.

Education, especially in Education/Higher Education. This cannot be left behind, must be advanced (modern), and take place normally. Therefore, in conducting management education there is something that is adapted to the culture. However, it cannot be separated from the educational management paradigm, using educational risk management.

According to Syahrial Sidik et al (2023), the results of risk identification in tertiary institutions show that "there are 7 inherent risks that can have a significant impact on the sustainability of STMA Trisakti. Based on the risk profile of the seven identified risks, the risk has a qualitative impact on reducing the accreditation ranking, the risk has an impact on not achieving performance targets, the risk can have an impact on reducing the National Clustering of Higher Education.

Quantitative impact risk has an impact on institutional losses, risk has an impact on low budget absorption (cost center). Some risks require handling within a short period of time, such as risks that can result in residual risk not being in line with the expected risk target (risk appetite).

In line with above, risks in higher education still exist. According to Abdul Hamid Cebba (2020) that "UIN Syarif Hidayatullah Jakarta in particular

is to provide emphasis for organizations to increase the organization's focus on the organization's main goals and objectives. This focused emphasis will direct the organization to strengthen the organization's internal controls so that all risks that have been identified and assessed can immediately receive risk treatment. The risk management carried out is expected to prevent risks from occurring or provide anticipatory alternatives if the impact of risks occurs on the organization."

Therefore, the risks that exist in universities must be resolved, so that private universities continue to exist. The resolution is related to users (Stakeholders), it needs to be resolved with risk management.

METHODS

The writing design used in this paper is exposition (descriptive). Explaining risk management to prevent the decline in risk. Various data are taken from several opinions and research results. Then it is analyzed and discussed descriptively, which is then concluded

RESULTS AND DISCUSSION

Educational Management

Education Management is the management of resources, including human resources, materials, time, information and other resources so that their use is more effective and efficient, and is regulated from planning, preparation, implementation to supervision of activities in the education sector. Education management is regulated directly, and it is the responsibility of the education manager to realize the implementation of educational activities according to targets, namely to increase the regularity of the implementation of educational resources.

Also, Soebagio Atmodiwirio (2000) said that "educational management can be defined as the process of planning, organizing, leading, controlling educational personnel, educational resources to achieve educational goals". Then, Engkoswara, (2001) quoted by Anwar Sewang (2015) said that "educational management is a science that studies how to organize resources to achieve predetermined goals productively and how to create a good atmosphere for people who participate in achieving the goals mutually agreed upon."

Therefore, all existing resources on campus must be managed harmoniously and the educational process can continue in a sustainable manner. Resources on campus include: campus human resources (lecturers and employees), materials/equipment (equipment), time, information, etc. All of this must be done planning, organizing, leading, controlling to achieve educational goals.

Management of Educational Risk Events

At one time, a crisis situation suddenly occurred which could threaten to reduce the number of stakeholders. So, based on the analysis, more serious management is needed in higher education.

What is being done to be able to overcome risky events is reducing the number of stakeholders.

As according to Boudreaux (2005) "a management crisis is a situation that occurs suddenly and unexpectedly which can threaten the survival of stakeholders and the company's ability to save itself from a crisis. The characteristics of this management crisis are uncertainty, inadequate information, weak control, and external observation."

If an educational institution suddenly continues, it could also be a risk that must be managed to ensure safety. As William et.al (1998) said, "risk management is defined as an application of general management that tries to identify, measure and handle the causes and effects of uncertainty in an organization".

Crisis management and risk management are needed when an institution experiences a crisis or loss. However, this sudden incident occurred in educational institutions. Of course it requires a management modification.

Educational risk management is needed when an incident occurs that threatens the continuity of an educational institution. Sudden circumstances that are detrimental or threaten the continuity of educational institutions should use a combination of Educational Management, Crisis Management and Risk Management. The combination of several management models can be called Educational Risk Management. And, this has been proven. Therefore, the education management process cannot be separated from education management, and risk events in the implementation of education require education risk management.

Based on the opinions above, there is a crisis in the survival of stakeholders and institutional capacity in the form of uncertainty, inadequate information, weak control and external observation.

Then risk management needs to be carried out by: identifying, measuring and dealing with the causes and consequences of uncertainty in an organization.

CONCLUSION

After analysis and discussion, it can be concluded that there is a crisis of survival for stakeholders and institutional capacity in the form of uncertainty, inadequate information, weak control, and external observation. Then risk management needs to be carried out to prevent a decline in stakeholders by identifying, measuring and dealing with the causes and consequences of uncertainty in an organization.

REFERENCES

- Abdul Hamid Cebba, Rahmawati, 2020, Desain Pemetaan Risiko Pada Perguruan Tinggi Negeri Dengan Pengelolaan Keuangan Badan Layanan Umum (Ptkin Pk-Blu) Di Indonesia, Pusat Penelitian Dan Penerbitan (Puslitpen), Lp2m Islamic University Of Syarif Hidayatullah Jakarta.
- Anwar Sewang, Manajemen Pendidikan, ISBN 978-602-0923-49-9, Copyright © Penerbit Wineka Pedia Belajar sepanjang hayat, Anggota IKAPI No.115/JTI/09 Jl. Palmerah XII N29B, Vila Gunung Buring, Malang.
- Boudreaux, Brian, 2005, Thesis, Exploring a Multi-Stage Model of Crisis Management: Utilities, Hurricanes and Contingency, Master of Arts in Mass Communication University in Florida.
- Soebagio Atmodiwirio, 2000, Manajemen Pendidikan Indonesia, Jakarta, PT Ardadizya Jaya
- Syahrial Sidik, Wahyuari, Heppy Julianto, Nabila, 2023, Enterprise Risk Management Pada Perguruan Tinggi Swasta (Studi Kasus di STMA TRISAKTI), JGG-Jurnal Green Growth dan Manajemen Lingkungan Vol. 13 No. 1 Desember 2023, P-ISSN: 2303-2332; e-ISSN: 2597-8020, DOI: doi.org/10.21009/jgg.131.0562, Sekolah Tinggi Manajemen Asuransi Trisakti, Indonesia, Jl. Ahmad Yani Kav.85, Jakarta Timur.
- William, A. C., Smith, M., & Young, P. C., 1998, Risk Management and Insurance, Boston: McGraw Hill.