

**Research Article**

# Synchronous in Merdeka Belajar Based Education Management Quality (EMQ)

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**Abstract.**

Educational accreditation qualifications in schools are the substantial part of education synchronous management. Synchronous management in the education unit can be based on the situation or condition of education at a certain period. This article aims to study of policy quality as the foundation of education in Indonesian's policy quality by using the qualitative approach through extensive literature, interviewing experts and personal experience. The situation or condition can be seen from the formation of policies and or the election of new leadership. 1) Merdeka Belajar is integrity and the result of policy, and there may be influence from the political elite as a means of fulfilling these situations and conditions. 2) In the management of basic, middle, upper and higher education units it is known as independent learning. 3) Freedom to learn is a reflection of the government in Era 4.0, which requires students to understand freedom as the actualization of human identity as a real human being, and not only freely expressing attitudes, thoughts, feelings and actions, but also free in accepting learning from all aspects of knowledge. 4) The actualization of Merdeka Belajar should be based on student-centred learning, students as problem solvers, critical thinking, and decision maker.

**Keywords:** Merdeka Belajar; EMQ; education management quality

## 1. Introduction

The delay in education in Indonesia in facing the various possibilities that occur has not been so independent from the policies taken and from the implementation of education management. And therefore, education in Indonesia has not been able to compete in the globalization order. In the era of globalization, management is very possible for one country or several countries to become a reference for the sector in making policies. The main goal in management is a condition of arranging, organizing, organizing, planning and evaluating something for the future based on the arrangement that has been done by a person or group of people in a professional manner. This point is in line with the statement that educational management will be different in the structure of education

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units at the primary, secondary, and tertiary levels, so that taking policies or actions on situations and conditions will not be wrong[1]. Educational management is a measure of education in preparing generations to face the future with all the possibilities that occur. This point is also in line with the understanding that education management will run well, if the management implementation is realized with a strategic plan as a facility for developing education management in schools[2]. The reality in the field shows that the implementation of education management in the form of a strategic plan has not yet touched the aspects of the interests of students to face the future. However, in some education units the educational management development strategy plan is oriented towards the learning process, curriculum, learning tools, and teaching materials. And therefore, it becomes important in conditions that allow students to seek and find the meaning of this knowledge[3][4]. [5] Demir et al. states that educational planning is a long process. He added that the planning strategy is more appropriate to the planning of the educational habits of the long process. This is because the planning strategy describes a path between the position of educational habits and the points to be achieved. However, there are a number of problems in implementing the strategic plan which have been emphasized theoretically. It is difficult to say that the strategic plan, which must be prepared and enforced in all schools in accordance with the applicable laws, is functionally prepared, and the implementation process carried out appropriately.

Management in educational units is a long process that must be awaited in seeing the results have been designed and planned[6][7]. Therefore, education management will be able to create jobs and will provide benefits for education for profitable work.

## 2. Theoretical Frameworks

### 2.1. Education Management Quality

Education management quality constitutes the necessary things in the organization to plant in getting the future vision[8][9][10]. The future vision is the progression in planning conceptualization to get someday in the difference quality. Quality is at the top of most agendas and to improve the quality probably the most important task facing any institution[11][12]. However, in the initial concept that the quality of education quality has not provided an indicator that is legality of education quality. So that the idea of developing the quality of education for public universities, private universities, and school units has not yet touched on the potential for human resources, graduate development, curriculum management and financial management.[13]. Sallis, Edward

gives the implementation message; namely the both institutions and organizations are bold steps that must be regulated, both public and private, so that institutions and organizations understand quality and know its secrets. To find the source of the best quality is an important search [13]. Among others are:[13]. Amongst these are:

TABLE 1: The Sources of Quality in Education.

No	The Sources of Quality in Education
1.	Outstanding Teachers;
2.	High Moral Values
3.	Excellent Examination Results;
4.	The Support of Parents, Business and the Local Community
5.	Plentiful Resources
6.	The Application of the Latest Technology
7	Strong and Purposeful Leadership
8.	The Care and Concern for Pupils And Students
9.	A Well-Balanced and Challenging Curriculum

The table above tells us that the sources of quality education are seen in 9 sources of quality. The points above are difficult to follow, but they will be the start of seriousness.[14][15]. An institution that is serious about addressing this point according to quality is listening and responding to needs and wants. In a more complex order of quality than quality involves many institutions, customers, prerequisites, so that it will develop the quality of the quality itself[2][16][17].

## 2.2. Development Strategy

Development *Merdeka Belajar* according to Yamin *et.al.* strategy explained that in the era of the Industrial Revolution 4.0, educational institutions not only needed old literacy, namely reading, writing and counting, but also needed new literacy. The new literacy needed by educational institutions can be divided into three, namely. First, data literacy. This literacy is the ability to read, analyze and use information (big data) in the digital world. Second, technological literacy[18]. This literacy understands how machines work, technology applications (Coding Artificial Intelligence & Engineering Principles). Finally, human literacy. Literacy is in the form of strengthening humanities, communication, and design. These various literacy activities can be carried out by students and teachers. Karen Hammerness (2001) in Panuel *et. al.* had developed the ability of teachers to classrooms that are more appropriate than what students do in class, and therefore students and teachers will develop supervisors. The outline focuses on the ideas of the framework, including:[19]:

TABLE 2: C lass-Room Activities.

No	Student's Learning Activities
1.	Science is both knowledge and practice
2.	Understanding builds overtime
3.	Instruction should connect to interest and experience
4.	Schools should promote equity
5.	Assessment should focus on students' application of core ideas

The educational conceptual framework for classroom activities in the room is a challenge faced by teachers and education leaders, as a source of professional learning.[20][21][22].In accordance with this statement, that the important thing for leaders is to discuss to be progressing of the school that will be achieved[2][23][11]. This will be involved about learning, teachers and leaders in achieving professionalism to achieve greater alignment, and therefore, teachers, leaders, and must understand the process to understand and determine the directions and goals of education. In its implementation activities based on J.F.WilliamLi stated that resources and learning are specifically targeted for the purpose of providing how to use these resources[15].

### 2.3. Synchronous Merdeka Belajar Based Education Management Quality

Education is a future framework that is based on the readiness of schools or educational unit institutions that are predicted by management patterns and structures and planning strategies [8][9][10].Noor, Ady Ferdien states that education must also pay attention to multiculturalism for students in understanding the meaning of education, culture, attitudes, behavior, and communication with others[24]. The aspects mentioned above constitute an educational management framework that must be considered by all stakeholders in ensuring the quality of education to be integrated into the pattern of society in Indonesia which has various customs.

In other words, diversity is a reflection of independent education as a potential development of students which is explored in the form of a consistent development strategy to achieve the expected outcomes as meaning and perception of future education [24][1].Strategic planning is a long-term plan that considers the internal environment of the institution and the external environment outside the control of the institution with respect to issues that can have a negative impact on the development of the institution[15]. For strategic planning to be effective, the basis of the strategies identified must be realistic and reliable because they are a holistic approach. In addition, the

holistic structure of strategic planning stems from the fact that a planning process is implemented where the strengths and weaknesses associated with the organization and the threats and opportunities arising from the external environment of the organization are assessed together and require the full support of organizational management and staff at all levels[1].

### 3. Methods

The approach used in this study uses a qualitative descriptive can be research method based on the philosophy of post-positivism which is usually used to examine natural objective conditions in which the researcher acts as a key instrument. This research is an analytical study related to developing issues, and then reviews it based on references, journals, books, and expert opinions on each description. The qualitative methodology has been chosen for this study. This exploratory approach would give an opportunity to understand and clarify the main problem of this study. Data and information for this study are collected through extensive literature, interviewing experts and personal experience[12].

### 4. Discussion

Based on the assumptions above, it is stated that independent learning must also have the characteristics and patterns of independent learning, including:

#### 4.1. Multicultural

Multicultural is a learning scheme that guides students, teachers and educational institutions to understand the factors of religion, race, ethnicity, gender, attitudes and culture of others (Lwin, 2019). Multiculturalism will have an impact on the condition of schools, students, the atmosphere, and educators in providing the learning process [16]. Myende *et al*/state that educational units are often exposed to socio-economic, cultural, language, ability, gender spectrum, and sexual orientation differences in the population[2]. It is also the place where most prospective teachers are trained and educated together with individuals from these different backgrounds, including those who bring transnational perspectives. This makes the education unit to enforce social justice, with a potential impact on educational arrangements [25]. For most teacher

educators programs, multicultural education courses are usually courses that are recommended to teacher candidates as the primary place to learn about students in diverse populations. This leads teachers to multicultural education courses enabling program-specific courses to remain centered on learning content areas and pedagogical practice. So this point shifts class time to a discussion of "diverse" populations [26][16].

## 4.2. Needs oriented

The need for knowledge is an impact on the future of students and also the ways and techniques of students in solving the problems they face [9]. Solving problems faced by students is also important in school education management. This aims to prepare the potential and characteristics of teachers and students in solving problems. Independent learning-based education management provides a significant breakthrough in changing students as a learning center, but in the context of education management based on independent learning, students are problem solvers[3]. Students will show competence in solving problems as well as possible. This competence will provide students with readiness to respond to problems with cases or questions they receive at school or outside school[7]. This competence also has a cognitive, affective and psychomotor impact on students. The competence of students as problem solving centers will have a significant impact on the school environment and the environment in which they live. Thus, the students' potential is not only a learning center, but also has the potential to solve problems. The two competencies that are transferred by educators will provide confidence as a learning center and as a problem solver[27].

*Merdeka Belajar* must have the other characteristics in being understanding of the need oriented, therefore, the leaders had to look the quality in schools, in the educational context, is closely concerned with the development of a system of accountability and performance appraisal, such as sitting an entrance examination (quality control) when applying for further education or for employment in the labour market[18]. This point gives us a further dimension is contract conformance quality – certain quality standards, to make of after an agreement, which seek to ensure conformity. There are differences in the needs, attitudes and goals of the various types of stakeholders in a school system, which do not always support. These differences inevitably hinder the smooth functioning of school and education processes[13]. In a system of total quality had identified five key features, namely: Leadership and control management:

TABLE 3: Leadership Control Management.

No	Leadership Control Management
1.	Product;
2.	Process
3.	Organisation;
4.	Leadership
5.	Commitment

### 4.3. Based on Multimedia

Today’s education cannot be separated from the influence of multimedia[28]. Multimedia can take the form of verbal and non-verbal. Since the 21st century is the era of modern technology with many aspects, it offers us to make the most of it. After tape recorders and OHPs, multimedia has become an important part of language class facilities for unique and effective applications in delivering and learning lessons[29].

Non-verbal multimedia is a teaching material delivered by educators arranged in a learning device unit formulated in the curriculum, syllabus, semester learning plans, and documentation and so on, while verbal is a learning tool in the form of non-verbal visualization[30]. This can be in the form of videos, pictures, radio, conferences, seminars, laboratories, infocus, and so on. Multimedia is also considered a medium that is capable and can be an alternative medium in the teaching process of students. Multimedia is a powerful weapon in conveying aims and objectives in the process of exchanging information from educators to students[31].

### 4.4. Constructiveness

Constructivism is a philosophical view that was first put forward by Giambatista Vico in 1710, he is an Italian historian who expressed his philosophy by saying "God is the creator of the universe and man is the master of creation". He explained that "knowing" means "knowing how to make things" [32]. And because of that, the expected future human characteristics in order to build human resources are humans who have sensitivity, independence, responsibility for risks in decision making, develop all aspects of potential through a continuous learning process to find themselves, namely the process to learn to be.

To achieve this goal, constructivist learning theory is chosen, because compared to other learning theories, this theory can anticipate a shift from education that emphasizes

more on cognitive aspects to aspects of human potential as a whole. In addition, constructivist learning theory emphasizes student activity rather than educators[33].

Constructivism is becoming a popular and developing approach in today's learning practices. This cannot be separated from the underlying theories. The main theory of this approach was initiated by psychologists who are considered big[34].

According to Suparnoet.al in general, the principles of constructivism are (1) knowledge is built by students themselves, both personally and socially; (2) knowledge is not transferred from teacher to student, except with students' own reasoning activity; (3) students actively construct continuously, so that there is a change in the concept towards a concept that is more detailed, complete, and in accordance with scientific concepts; (4) the teacher plays a role in helping to provide facilities and situations so that the student construction process runs smoothly. From the explanation above, it can be concluded that constructivism learning leads students towards a learning process that is active and structured in the process of transferring knowledge by educators[33][35][36].

## 5. Conclusions

Merdeka Belajarin Era 4.0 has given freedom to an education leader to develop the potential of human resources, management, students and various other components that are linked to the achievement of graduate or organizational competencies. The achievement of graduate competencies is a plan that is regulated based on the quality of good educational management. The quality of good education management can certainly be done with good conceping, planning, communicating, management and supervision. Thus, the meaning of Merdeka Belajar is independence in the concept of science, implementating, time and space, but not in the meaning of the regulation unboundedness.

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