

Analysis of The Role of Educational Management in Enhancing The Academic Achievement of Students at SMP Maha Putra Tello Makassar

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Abstract

Educational management is a key factor in improving the quality of the learning process and student achievement. The school principal holds a strategic role in planning, organizing, implementing, and supervising all educational activities to achieve optimal learning outcomes. This study aims to analyze the role of school management in enhancing student academic achievement at SMP Maha Putra Tello Makassar. The research employs a descriptive qualitative and quantitative approach. Data were collected through observation, in-depth interviews, and supporting documentation. Student learning outcome improvements were measured using Normalized Gain (N-Gain) analysis. The collected data were then analyzed descriptively in the form of narratives that describe the actual conditions in the field. The results indicate that effective school management at SMP Maha Putra Tello Makassar contributes significantly to the improvement of student academic achievement. Furthermore, the implementation of structured management and continuous supervision plays an important role in fostering the optimal development of students' academic potential. These findings underscore the importance of consistent and adaptive educational management as a determining factor in the success of the learning process at the junior high school level.

Keywords: Educational management, Learning achievement, Junior high school

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1. Introduction

Education is the fundamental foundation for human resource development and the advancement of a nation. In line with this, improving the quality of education has become a strategic priority for governments to create a competent, productive, and competitive generation in the era of globalization (UNESCO, 2015). The quality of education plays a significant role in determining the progress or decline of a country; therefore, effective and efficient educational management is an absolute necessity to produce qualified graduates (Akbar et al., 2023; Blegur et al., 2017).

Educational management is a crucial factor influencing the success of the learning process and the achievement of educational goals (Yulfizar, 2023). According to Connolly et al. (2019), management comprises a series of integrated processes including planning, organizing, implementing, supervising, and evaluating to achieve predetermined objectives. In the school context, good educational management encompasses the selection of appropriate teaching methods by teachers, provision of adequate facilities and infrastructure, and the creation of a conducive learning environment for students. This is supported by findings from Özdemir et al. (2024), which indicate a positive correlation between the quality of school management and the improvement of students' academic achievement.

Student learning achievement is influenced not only by internal factors but also by the quality of educational management implemented by the institution (Agasisti et al., 2020). However, in practice, obstacles that hinder the optimization of educational management still exist, such as lack of coordination among teachers and staff, insufficient supervision, and inadequate attention

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to individual student needs. These conditions potentially reduce the effectiveness of learning and impact overall student achievement negatively (Himmawan, 2025).

In Indonesia, particularly at the Junior High School (SMP) level, the management of education still faces challenges in consistent and comprehensive implementation (Sani Susanti et al., 2024; Saparina et al., 2024). SMP Maha Putra Tello Makassar, as one of the educational institutions, holds a strategic responsibility to prepare students to optimally develop their potential both academically and non-academically. Initial observations conducted by the researcher through a field introduction practicum (PPL) at this school indicate that the implementation of educational management has not been fully optimal, evidenced by phenomena such as insufficient teacher attention to students and students being uncontrolled during the learning process.

Several previous studies have highlighted the relationship between educational management and student learning achievement in various educational contexts. For instance, research by Özdemir et al. (2024) demonstrated that the effective implementation of school management significantly contributes to improving student learning outcomes at the junior high school level. This research emphasizes the importance of planning, organizing, and supervision aspects in school management that can create a conducive learning climate and support student learning motivation.

Moreover, studies by Haratua et al. (2023) revealed that school human resource management, particularly the competence and involvement of teachers in managerial processes, plays a vital role in achieving academic success. Teachers who act not only as educators but also as active implementers of learning management can improve the quality of teaching, positively affecting student achievement. This aligns with findings by Nurhasanah et al. (2024), which underscore the pivotal role of school leadership in educational management in determining a school's success in achieving performance targets.

Furthermore, research by Agus R. et al. (2024) identified factors inhibiting the optimization of educational management at the secondary school level, including poor coordination among school personnel and lack of management training for teachers and staff. These constraints affect the effectiveness of learning and assessment strategies tailored to student needs. Therefore, this study recommends enhancing human resource capacity and strengthening supervision systems as efforts to improve educational management.

In the context of School-Based Management (SBM), Nuryani et al. (2020) emphasized that decentralization of decision-making and active participation of all school stakeholders, including parents and the community, contribute to improving education quality and student achievement. This management model grants schools autonomy in managing resources and learning innovations that are more responsive to local environmental characteristics.

Overall, these studies provide an overview that, despite extensive discussion, the aspect of educational management still faces varied implementation challenges depending on the local context of each school. Especially in regions with unique social and cultural complexities such as Makassar, there is a strong need for more specific and contextual research. Not all educational management approaches successful elsewhere can be effectively implemented without adaptation to local conditions.

Additionally, studies directly examining the relationship between educational management and student learning achievement specifically in Makassar are very limited. This opens opportunities to explore specific factors influencing the effectiveness of educational management in these schools. Therefore, the focus of this research lies in analyzing the role of educational management comprehensively and contextually at SMP Maha Putra Tello Makassar, encompassing aspects of planning, organizing, implementation, and evaluation of educational

management viewed directly from the dynamics of the learning process and real conditions in the field. This study also aims to identify specific inhibiting and supporting factors and propose strategic recommendations applicable to school managers. Through this approach, it is expected that the research will provide not only academic contributions in the form of empirical data and critical analysis but also practical benefits for developing adaptive, responsive, and sustainable educational management. This aligns with national education development demands emphasizing systemic and continuous quality improvement (Kemdikbud, 2025).

2. Method

This study employed a field research method with a descriptive qualitative approach, generating data in the form of verbal descriptions, interviews, and behavioral observations of the subjects. The research subjects were selected using purposive sampling, where samples were chosen based on the specific needs of the study. The population consisted of all students at SMP Maha Putra Tello Makassar from three classes, totaling 265 individuals. From this population, the researcher selected the sample using random sampling, ensuring each individual had an equal chance of being chosen. The final sample included students from classes VIIA, VIIIA, and IXA, totaling 91 students.

Data collection was conducted through direct observation of the educational management practices implemented at the school. In addition, interviews were conducted to explore the role of educational management in improving student academic achievement. Interviewees included the principal, teachers, and students. Supporting documentation such as books, archives, and relevant school documents was also collected.

The data were analyzed descriptively by compiling narrative descriptions based on the observed words, images, and behaviors. Data analysis was conducted concurrently with data collection to deepen the understanding of the phenomena under study. Furthermore, Normalized Gain (N-Gain) analysis was applied to measure improvements in student learning outcomes. An inductive approach was utilized to develop themes emerging from the data, forming a systematic and structured representation of the findings.

3. Results

Interviews with the principal of SMP Maha Putra Tello Makassar revealed that the educational management implemented at the school encompasses four main aspects: planning, organizing, implementation, and supervision. The educational planning at SMP Maha Putra Tello Makassar began with the establishment of the institution, based on the Indonesian Ministry of Education and Culture decree number 4.388/c/1977 dated January 18, 1986. The organizational structure is well-defined and structured, ranging from the principal, vice principal, school committee, head of administration, head of laboratory, head of library, to counseling guidance. This organizational framework clearly delineates task and authority distribution to optimize the achievement of the school's objectives.

The educational process is conducted from Monday to Saturday, between 08:00 and 13:00, applying an integrative and comprehensive learning system. This model connects various learning and supervisory activities aimed at fostering and developing students' talents and potentials optimally. Supervision is routinely carried out daily by the vice principal due to the fact that some teachers have yet to perform their duties fully, making supervision a vital component in ensuring the smoothness of the educational process.

Meanwhile, the curriculum structure at SMP Maha Putra Tello Makassar is systematically designed to meet the learning needs of students while aligning with the school's management

policies. The curriculum integrates various compulsory subjects and local content that support the development of academic competencies as well as students' life skills. Additionally, the curriculum regulates the allocation of learning time, distribution of material, and evaluation methods that are designed to balance cognitive, affective, and psychomotor aspects. Thus, the curriculum at SMP Maha Putra Tello Makassar aims to create a comprehensive and relevant learning process tailored to student needs and environmental demands.

Table 1. Curriculum Structure at SMP Maha Putra Tello Makassar

Subjects	Time Allocation		
	Class VII	Class VIII	Class IX
Religious Education	2	2	2
Civic Education	2	2	2
Indonesian Language	4	4	4
English Language	4	4	4
Mathematics	4	4	4
Natural Sciences	4	4	4
Social Sciences	4	4	4
Cultural and Arts	2	2	2
Physical Education, Sports, and Health	2	2	2
Skills / Information and Communication Technology (ICT)	2	2	2

In addition to the core subjects presented in Table 1, there are also local content subjects and self-development courses in each grade, each allocated two instructional hours. Every two hours of learning cover two subjects, namely the Integrated Science (IPA Terpadu) and Integrated Social Studies (IPS Terpadu) at the junior high school (SMP/MTs) level. The school is permitted to add up to a maximum of four additional instructional hours per week overall. Within an academic year, consisting of two semesters, there are 34 to 38 effective weeks of learning.

Furthermore, human resource development, particularly through continuous education and training for teachers and staff, enhances the quality of educational services optimally for students, which in turn positively impacts both their academic and non-academic achievements. In addition, facilities and infrastructure at SMP Maha Putra Tello Makassar are continuously developed by utilizing information technology, thereby supporting the optimization of learning and contributing to the improvement of student performance in both academic and non-academic fields. Specifically regarding student achievement, SMP Maha Putra Tello Makassar has demonstrated positive outcomes with various accomplishments in both academic and non-academic domains. This success is achieved through effective coordination among the principal, teachers, students, and other supporting components. The improvement of student achievement represents a strategic step crucial for maintaining and advancing the existence of this junior secondary educational institution within the community. Detailed data regarding student learning outcomes are presented in Figure 1.

Based on the data presented in Figure 1, the average learning outcomes of students in class VIIA increased from 73.24 in the first semester to 82.29 in the second semester. For class VIIIA, the average scores rose from 73.48 in the first semester to 81.10 in the second semester. Meanwhile, class IXA achieved an average score of 74.18 in the first semester, which improved to 82.15 in the second semester. Therefore, it can be concluded that class IXA has the highest average learning outcomes compared to the other classes.

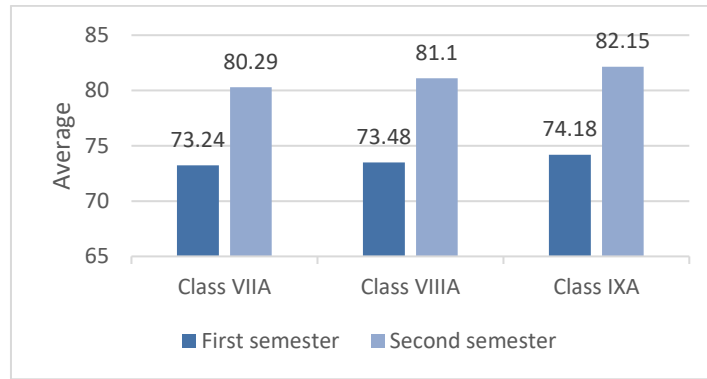


Figure 1: Average Student Learning Outcome Scores

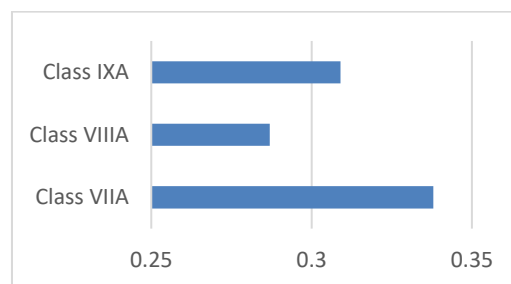


Figure 2: Data on Student Learning Improvement (N-Gain)

Based on the N-gain calculations, class VIIA demonstrated the highest improvement with a value of approximately 0.338, followed by class IXA at 0.309, and class VIIIA at 0.287. According to Richard Hake's (1998) classification, an N-gain value above 0.7 is considered high, between 0.3 and 0.7 is moderate, and below 0.3 is low. Thus, the learning achievement improvements in these three classes fall into the moderate category, indicating that the learning management at SMP Maha Putra Tello Makassar has had a fairly significant positive impact on student learning outcomes, although there remains room for further enhancement to achieve more optimal gains. Class VIIA, with the highest N-gain value, exhibited the most effective learning progress among the three classes, despite the relatively small difference compared to classes IXA and VIIIA. This suggests that the applied teaching strategies and educational management have been sufficiently successful in consistently fostering student development across all grade levels.

4. Discussion

The results of this study indicate that educational management at SMP Maha Putra Tello Makassar is implemented through four main aspects: planning, organizing, implementation, and supervision, which are structured and ongoing. This finding aligns with the principles of educational management articulated by Timothy et al. (2019), emphasizing that the success of educational management heavily relies on the synergy among these four functions to optimally achieve educational objectives. Furthermore, this supports Fayol's classical management concept that planning, organizing, implementing, and supervising are fundamental pillars of effective organizational management (Sharma et al., 2024).

Additional findings confirm the research by Palah et al. (2022), which stated that the integration of educational management functions significantly improves learning quality and students' academic achievement. This is further strengthened by Radclyffe-Thomas et al. (2025),

who stress the critical role of supervision or control in maintaining the quality of the learning process and teacher performance. At SMP Maha Putra Tello Makassar, supervision is routinely conducted by the vice principal to ensure that all teachers perform their duties well, despite some challenges in implementation. This indicates that supervision is not merely a formality but a vital element in educational management, as also highlighted by Purohit & Dutt (2024), who state that intensive supervision positively affects teacher performance and student learning outcomes.

However, differences were noted compared to Mallya et al. (2023), who reported more effective and comprehensive teacher supervision that significantly enhanced teacher motivation and student achievement. Such differences may be influenced by geographic context, available resources, and work culture variations across schools, as explained by Fiedler's contingency management theory, which posits that management system effectiveness depends on environmental conditions and organizational characteristics (Shala et al., 2021).

Regarding curriculum structure, this study found that SMP Maha Putra Tello Makassar applies a systematic curriculum aligned with school management policies, integrating mandatory subjects and local content balanced across cognitive, affective, and psychomotor domains. This finding corresponds with Ralph Tyler's curriculum theory, as explained by Coşkun Yaşar & Aslan (2021), emphasizing the importance of flexible and responsive curricula to meet student needs and socio-cultural demands. Recently, Seta & Shohib (2025) found that rigid and unresponsive curricula in some schools hinder student potential development, a problem well anticipated and addressed by SMP Maha Putra through an adaptive curriculum.

Another important finding is the improvement in student academic achievement from the first to the second semester across all studied classes. Theoretically, this improvement can be understood through cognitive development and increasing learning motivation as students gain experience over time (Piaget, 1950). Higher grade levels, such as ninth grade, tend to show better achievement than lower levels, consistent with developmental theories that students at advanced levels possess greater abstract thinking and complex material comprehension (Vygotsky, 1978). Effective and sustained educational management plays a critical role in creating a conducive learning environment and facilitating achievement improvement across all grade levels. Thus, these findings confirm that students' cognitive development supported by sound learning management contributes consistently to improved academic outcomes.

Furthermore, the concept of Total Quality Management (TQM) in education, developed by W. Edward Deming, is relevant to the findings of this study (Williams & Howe, 1992). The comprehensive educational management and continuous supervision at SMP Maha Putra Tello Makassar reflect the continuous improvement principles central to TQM. Intensive supervision by the vice principal indicates an adaptive quality control system capable of responding to various educational implementation challenges and maintaining learning standards.

The study also reveals that educational management at SMP Maha Putra Tello Makassar encompasses a range of integrated strategic aspects, from new student admissions to curriculum management, human resource development, facility management, and strengthening community relations. The execution of new student admissions as an initial stage is crucial in determining the quality of student input to be nurtured within the school environment. The distinctive admission procedures at SMP Maha Putra Makassar, particularly the selective excellence class pathway involving stringent selection from program socialization to interviews, demonstrate the school's proactive and adaptive strategic management to meet quality educational needs.

Moreover, the implementation of the School-Based Curriculum (KTSP), tailored to the school's management policies, shows the school's flexibility and responsiveness in fulfilling student learning needs and societal demands. This aligns with the adaptive curriculum principle

emphasizing the relevance of learning materials to socio-cultural conditions and student needs, enabling optimal and comprehensive student potential development. Hence, educational management at SMP Maha Putra Tello Makassar not only focuses on administrative aspects but also prioritizes sustainable and contextual learning quality dimensions, ultimately contributing significantly to educational quality and student achievement improvement

5. Conclusion

This study concludes that educational management at SMP Maha Putra Tello Makassar operates effectively through four main aspects: planning, organizing, implementation, and supervision in a structured and continuous manner. The synergy among these management functions significantly contributes to improving student academic achievement. This is reflected in the consistently increasing N-gain data of student learning outcomes across all classes. Additionally, the application of an adaptive curriculum and routine supervision are key factors supporting the creation of a conducive and optimal learning environment.

The study's strength lies in its deep qualitative approach, enabling the researcher to obtain a comprehensive picture of actual educational management practices in the field. The use of various data collection techniques such as observation, interviews, and documentation enriches data validity. Furthermore, the focus on integrating the four management functions provides a holistic understanding of how school management can sustainably enhance student learning outcomes.

However, the study has limitations, including the use of a descriptive qualitative approach that does not provide quantitative analysis to measure the statistical relationship between management variables and student achievement. The research was conducted in only one location, limiting the generalizability of the findings to other schools with different conditions. Moreover, the important aspect of supervision was not analyzed in depth quantitatively, so the potential cause-and-effect relationship remains unexplored. External factors such as family support and social environment were also not examined.

Therefore, future research is recommended to combine quantitative and qualitative approaches to comprehensively measure and understand the relationship between educational management and student academic achievement. Studies involving broader samples from various schools would improve generalizability. Further exploration of technology utilization in supervision and learning management, as well as longitudinal studies to assess long-term impacts of educational management, is necessary. Lastly, examining the influence of school organizational culture on the effectiveness of educational management is vital to produce more contextual and applicable recommendations.

6. Declarations

6.1. Data Availability Statement

The data presented in this study are available upon request from the corresponding author.

6.2. Conflicts of Interest

The author declares that there is no conflict of interests regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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