

The Implementation of “POAC” System in *Sekolah Indonesia Johor Bahru (SIJB)*, Malaysia

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Abstract

Education is a right for every human being, including Indonesian migrant children in Malaysia, as they supply most countries. With approximately more than forty percent migrant workers in Malaysia, Indonesian children's cultures, social life, and rights must be noticed. Especially their education should be prioritized. Therefore, the Indonesian government officially opened schools for them and provided them with a number of scholarships to elevate their quality of life. One of those institutions is *Sekolah Indonesia Johor Bahru (SIJB)*, which is located in Johor Bahru and is quite strict in terms of immigration and residence permits. *SIJB* is one of many ways that the Indonesian government conducts its operations through the Consulate General of the Republic of Indonesia to solve and handle those issues. By giving them access to education, somehow Indonesian Migrant children could eventually find a path and way out of their illegal status and have their right to be educated as well. This paper is aimed to dig deeply into this institution's existing management by using the educational management theory known as POAC, which is planning, organizing, actuating, and controlling with a qualitative approach and proceeding using phenomenological study. The data are collected using observation and interviews of the students, teachers, and alumni of *SIJB*. Planning in *SIJB* can be seen from how it was established in 2014, and it was promoted until it can manage its admission and selection properly. Moreover, the teacher comes door-to-door to find Indonesian migrant children and calls them to the school. This institution is organized well from how the principal divided many duties upon a number of divisions with different operational procedures. Actuating point can be found in the way this school conducts its learning program on behalf of the Ministry of Education of the Republic of Indonesia and by a number of additional events to improve its learning method to finally achieve its educational purposes. It can also be seen from how the guidance of the students is conducted. Finally, controlling in *SIJB* can be understood from their evaluation of learning methods, teachers' quality, and alumni mentoring program.

Keywords: Implementation, POAC, *SIJB*, Indonesian Migrants, Malaysia, Johor Bahru, Educational Management

INTRODUCTION

Every individual has the right to receive an education, and it is the government's responsibility to ensure that everyone has the opportunity to attend school for a minimum of nine years. This right also extends to Indonesian citizens residing overseas for work or study (Longgarini *et al.*, 2023). Besides, Utami (2023) said that Indonesia currently holds the distinction of being the largest contributor of Indonesian Migrants within the Association of Southeast Asian Nations (ASEAN). Approximately 1.1 million Indonesian migrant workers are legally employed in the Malay Peninsula and East Malaysia (Sabah and Sarawak). Moreover, there are an estimated 600,000 to 800,000 undocumented Indonesian migrant workers. They lack the necessary legal documents required by Indonesian Law No. 44 of 2015, which mandates that individuals entering and leaving Indonesian territory must possess valid documents such as a passport and visa. These documents must also not be blacklisted,

which would prevent the passport holder from leaving the country due to criminal activity or violations. Additionally, some Indonesian migrants break the law by engaging with brokers and entering other countries without a valid visa. This issue impacts most of the Indonesian migrant children, especially in the Malay Peninsula, where stringent immigration policies hinder their access to proper education as they become illegal residents (Longgarini *et al.*, 2023).

To tackle this issue, The Former Indonesian Ambassador to Malaysia, Rusdi Kirana, expressed Indonesia's dedication to guaranteeing education for the offspring of migrant labourers. Despite facing challenges in setting up Community Learning Centres (CLC) in the Malay Peninsula like those in Sabah and Sarawak, the Indonesian government, represented in Malaysia, is actively striving to ensure educational opportunities for its people. (Ghoni *et al.*, 2023). Therefore, *Sekolah Indonesia Luar Negeri* (SILN) was created by the Indonesian Government (Delina *et al.*, 2023). Among these institutions, *Sekolah Indonesia Johor Bahru* (SIJB) offers education to Indonesian migrant kids living in Johor Bahru. The school implements various programs aimed at nurturing the character of Indonesian children, encompassing both academic and non-academic efforts to better their lives. It was established to cater to the educational needs of the children of immigrant labourers in Johor Bahru who are unable to attend regular schools due to lack of proper documentation. A survey conducted in 2014 by the Consulate General of Indonesia in Johor Bahru found 216 Indonesian children, aged seven to eighteen, who were not in school (Dewi, 2022). Consequently, the Consulate General initiated early childhood education programs.

Furthermore, in the field of education, managing educational institutions involves developing a solid plan and distributing resources to accomplish specific objectives. A well-crafted strategy is crucial for schools looking to improve their performance by designing and implementing programs that enhance overall school quality. (Mahmudah & Putra, 2021; Wakila, 2021). According to Bush (1986), educational management revolves around the administration of educational institutions and draws heavily from sociology, political science, and economics. Effective educational management is vital for delivering high-quality education. By implementing a system that comprises planning, organizing, actuating, and controlling, a school's program could effectively and durably operate (Fitriandari & Winata, 2021).

The writer performed an extensive review of existing literature to evaluate the current state of specific issues. For example, in 2017, Rojak authored a thesis called "Enhancing the Quality of Private Madrasah Education through Strategic Planning Implementation (A Multi-

site Study in *MA An-Nur Bululawang* and *MA Al-Ma'arif Singosari* Malang Regency)." The objective of the study was to assess how a strategic plan was executed in two schools, compare the outcomes, and analyse the results. The data was gathered through documentation and regular assessments carried out by the school principal. The findings clearly highlighted areas for improvement, areas of stability, and areas that had deteriorated compared to previous years. This study suggests that conducting regular evaluations facilitates the identification of priorities for enhancement.

Second, the author considers the article 'Managing Non-Procedural Indonesian Migrant Workers through Immigration Law' by Apri Tri Longgarini, Aulia Nurul Shaafiyah, and Bella Mega Rahmaningtias, which provides an empirical legal analysis of the application of immigration laws. The research findings highlight the significant role of non-legal entities in recruiting Indonesian migrant workers. As a result, the study suggests the need for educational programs and community awareness efforts to help village administrations better handle migration and identify human trafficking indicators.

And the research conducted by Dhuka (2022) entitled "Strategic Planning for the Quality of Islamic Education." The study involved observing *SDN Girimoyo 03 Karangploso* and interviewing the management of *Kelompok Kerja Guru Pendidikan Agama Islam* (KKGPAI) Karangploso in the Malang District. The results show that strategic planning is essential for coordinating various resources to achieve desired outcomes through planning, organizing, executing, and controlling.

The reviews mentioned above focus on educational administration and suggest that effective planning and assessment contribute to the achievement of high-quality education in schools. However, that research does not cover the educational experiences of children of illegal Indonesian Migrant Workers in Johor Bahru, Malaysia. The study specifically concentrates on the implementation of the Planning, Organising, Actuating, and Controlling (POAC) system of educational management in Sekolah Indonesia Johor Bahru, which caters to children of illegal immigrants. This distinction is clear from the research's emphasis on the circumstances of the institution. In the forthcoming analysis, the author will explore the significance of POAC as an essential management function in the education sector. This will involve a specific focus on its practical implementation at Sekolah Indonesia Johor Bahru, an institution designed to serve as a primary educational facility for the children of Indonesian immigrants in Malaysia.

METHOD

The research focuses on the educational management of Indonesian migrant children in Johor Bahru, Malaysia. It utilises a qualitative approach to understand how Indonesian educational institutions plan, organise, implement, and control their operations abroad. This method aims to gain a deep understanding of social phenomena by interpreting the experiences and perspectives of those involved. It emphasises individual experiences, cultural contexts, social processes, interactions, meaning construction, and dynamics within the phenomena. The research methods are grounded in post-positivism philosophy and are applied to natural object conditions with the researcher playing a central role. Data collection uses purposive and snowball sampling techniques, and the triangulation of data is preferred over-generalization.

The primary data is collected by conducting direct interviews with key individuals involved in the educational management of Indonesian migrant children at *SIJB*. This included discussions with the school principal, who also serves as the Executive of the Information, Social, and Cultural Function at the Consulate General of the Republic of Indonesia in Johor Bahru, Malaysia, as well as with teachers at *SIJB*. In addition to this primary data, secondary data was gathered from governmental bodies such as the Ministry of Law and Human Rights, the Ministry of Foreign Affairs, and the Ministry of Education and Culture. This secondary data encompassed legal documents, regulations, decrees, articles, television broadcasts, and other relevant documentation. The study also incorporated insights from previous observation reports.

In this research, the researchers used participatory observation techniques, where they observed activities at the location without taking part. The planning of *SIJB* will focus on analysing requirements, promoting the institute, and selecting students for admission. The organisational element will cover orientation, teaching activities, and the different divisions and their responsibilities. Implementation will emphasise running programs and counselling methods, while control will involve assessing agendas, tracking alumni, and handling government relations. The researcher also conducted semi-structured interviews, which combine elements of both structured and unstructured interview approaches.

The information provided in this research is presented in a way that requires clear organisation for the researcher and others involved to understand it fully. The method used for analysing the data in this study is an interactive approach that involves continuous and responsive analysis, ensuring a comprehensive examination of the data through processes

such as data reduction, visualization, deduction, and verification. The verification process involves checks for credibility, transferability, dependability, and confirmability.

RESULTS AND DISCUSSION

Based on interviews and observations, it is evident that the main issue concerns the differing policies for Indonesian immigrants in Sabah and Sarawak compared to those in the Malay Peninsula. Authorities in Sabah and Sarawak are supportive of educational programs for Indonesian immigrants and offer substantial assistance, while the regional government in the Malay Peninsula seems to neglect immigrants and tends to penalise those without official visas.

Sekolah Indonesia Johor Bahru (SIJB), previously known as *Sekolah Indonesia Terbuka*, was officially established on January 5th, 2014. On August 8, 2015, it was inaugurated by the Education Minister of the Republic of Indonesia, Anies Baswedan, after undergoing a name change. In response to a proposal and report from the Indonesian Consulate General in Johor Bahru, the Ministry of Education and Culture provided positive feedback and budgetary support for the Indonesian School Overseas Pilot fund. Initially, *SIJB* carried out all educational activities on behalf of *Sekolah Indonesia Kuala Lumpur*. It has subsequently played a pivotal role in educating and assisting numerous immigrant families in gaining access to education.

And The Consulate General of Indonesia, representing the Ministry of Foreign Affairs, has been actively working to familiarise local authorities with the current educational programme. Their focus has been on promoting an understanding of *SIJB* as a legitimate formal educational institution. Initially, they emphasised the crucial role of education as a basic human right, hoping to encourage local government support for the educational program.

According to the Webster's Dictionary, the term "implement" refers to "providing the means for carrying out" and "giving practical effect to." Implementation also entails methodically executing activities with specific mechanisms, necessitating skill, leadership, and motivation to achieve the desired goals (Indra & Novika, 2022). *SIJB*, an esteemed educational institution, has diligently incorporated POAC as an essential aspect of its management strategy. The concept of planning, organizing, actuating, and controlling at *SIJB* has been thoroughly elucidated through various phenomena that the researcher obtains.

The Implementation of Planning in SIJB

The field of management consists of various systems, including planning, organizing, actuating, and controlling (POAC). Planning is considered crucial as it provides direction toward organizational goals (Albab, 2021). Neglecting careful planning can lead to disorder

and miscommunication, impacting goal achievement. This highlights the managerial responsibility to engage in meticulous planning for the benefit of stakeholders (Istiqamah & Purwanto, 2020). According to Terry (1954) The initial step involves planning and making decisions on how the entire task will be executed. He noted in his book entitled *Principles of Management*:

“Planning is the selecting and relating of facts and the making and using of assumptions regarding the future in the visualization and formulation to proposed activation believed necessary to achieve desired result.”

The planning procedure at *SIJB* requires a detailed needs analysis and the creation of a distinct vision and mission. *SIJB*, an organization committed to tackling human rights concerns, has formulated an extensive vision and mission statement:

“Sekolah Indonesia Johor Bahru is recognized for its outstanding academic performance, innovative contributions to cultural and technological progress, and high standards of conduct and behavior, reflecting a global outlook and a firm dedication to environmental sustainability.”

Furthermore, it's important to note that teachers are hired as civil servants. Principal Rizali Noor revealed in an interview that teachers are chosen after completing a series of training sessions for teacher mobilizers. The primary focus in the planning process is to ensure that the educators and teachers guiding the students have the required qualifications and skills. They will be responsible for providing education and teaching that is tailored to each student's level and expertise.

Rizali's interview demonstrates that *SIJB*'s strategic planning is evident in how students are chosen for enrolment. It's important to note that it was created to meet the educational needs of immigrants. As a result, it uses a selection process that involves collecting information about Indonesian immigrants in the Johor Bahru area and then enrolling them as students. While there were difficulties, such as parents being hesitant to enroll their children in school, these challenges were effectively addressed through discussions aimed at involvement, targeting both potential student guardians and local government bodies.

SIJB has successfully carried out the planning function, as demonstrated by the principal's in-depth understanding of the goals and plans for the divisions under their supervision. This aligns with Griffin (2008) Who stated that planning is a process that occurs within a specific environmental context. Therefore, managers must have a deep understanding of this context to define the organization's mission and improve its strategic, tactical, and operational goals and plans.

In addition, as Terry (1954) Outlined, educational institutions must thoughtfully consider a range of factors when creating a comprehensive plan. This includes defining their purpose, evaluating current circumstances, examining factors that support or hinder their

goals, establishing strategies, and implementing promotional efforts. *SIJB* has effectively followed these guidelines. The organization has clearly defined its main purpose, which is to ensure that the children of Indonesian migrants have access to high-quality education. Furthermore, it has focused on streamlining the process for immigrants to obtain necessary legal documentation, which has been a persistent challenge. This demonstrates a careful evaluation of the current circumstances. It has also made extensive efforts to identify potential obstacles, such as potential opposition from local authorities and resistance from the immigrants themselves. In response, the organization has actively collaborated with and educated relevant authorities, initiating extensive discussions with the Johor Bahru government to emphasize equal access to education for all immigrants and underscore the negative impact of a large population of undereducated immigrants.

The promotion step, as outlined by (Afifah & Wiyani, 2022), involves a series of interconnected procedures aimed at efficiently disseminating information to the public at a reduced cost. This includes setting specific targets, such as school programs and media platforms, for promotional purposes. *SIJB* has effectively implemented these promotion processes by clearly defining its primary aim of aiding immigrant children without legal status. Furthermore, it has tailored its programs and utilized both print and online media for promotion, such as fairs, bazaars, etc. The organization has also adeptly managed its budget by leveraging existing financial resources from the Ministry of Education and Culture, which are channeled through the Ministry of Foreign Affairs. This financial aspect plays a pivotal role in the planning process and warrants thorough consideration (Bush & Burnham, 1994).

The Implementation of Organising in SIJB

Organising is a crucial activity that cannot be done alone; it requires working together with others and assigning particular responsibilities to each department. According to Terry (1954) In "The Principles of Management," this interconnected method is crucial for effectively achieving the goals of an organization. He mentioned:

“Organising is determining, grouping and arranging of the various activities needed necessary for the attainment of the objectives, the assigning of the people to these activities, the providing of suitable physical factors of environment and the indicating of the relative authority delegated to each respective activity.”

Bush & Bell (2001) It is stated that a strong organizational process ensures that all students have an equal chance at education. Managers should consider this a key goal for the organization, beginning with the development of a policy. Because this policy greatly impacts the organization's principles, it should align with the institution's overall vision and mission, demonstrating dedication from all members of the institution. This also involves determining how decisions are made, assigning tasks, and creating hierarchies (Putra & Patimah, 2023). It

includes identifying, grouping, and arranging activities needed to achieve goals, as well as allocating personnel and physical resources while clarifying authority for each activity. This process entails creating a list of activities, organizing them, assigning responsibilities, delegating authority, and establishing accountability.

In Terry (1954) Perspective and organizing involve two main elements. The first is task allocation, which involves recruiting suitable human resources based on their qualifications. The second is departmentalization, which involves assigning job roles to different departments. *SIJB* has effectively implemented these two key elements. The Ministry of Education and Culture of the Republic of Indonesia carefully chooses the teaching staff based on their expertise.

The head of *SIJB*, as a manager, holds full accountability for the educational process and must report on its effectiveness to the Consulate General in Johor Bahru. To fulfill these duties, they work closely with the School Committee, which acts as an advisor and collaborator in developing policies and making decisions at *SIJB*. In addition, the school committee works with the Public Relations Officer, who serves as a link between internal and external stakeholders, such as students' guardians, local authorities, the community, and others, to gather feedback for evaluation purposes. They also designate various individuals to oversee tasks and facilitate professional development opportunities for educators. The principal acts as the primary manager overseeing the Curriculum Development and Research Division, which is responsible for materials and lessons; the Extracurricular Division, which collaborates with the Sanggar Bheksa Buana Division for non-academic activities; the Counselling Guidance and Child Character Development Division, which focuses on children's behaviors and discipline, and the *Pandawa* Division, which handles the legal documents of Indonesian immigrant children.

Furthermore, the Administration and Finance division is responsible for handling data and administrative tasks. Meanwhile, the Facilities and Infrastructure Division oversees the management of inventory and school infrastructure and the collection of data systematically at regular intervals. To support formal and academic teaching activities, the principal is supported by the Curriculum Section and the Research and Development Section. For non-academic activities, the principal delegates responsibilities to the *Sanggar Bheksa Buana* Division, the Extracurricular Division, and the Non-formal Education Division.

Students are involved in a group called *Organisasi Siswa Intra Sekolah* (OSIS), which aims to teach leadership skills and promote a sense of duty. During their time in school, students learn how to effectively organize and develop skills like problem-solving and

considering the needs of their peers. The principal assigns a supervisor to provide support to student leaders. Additionally, there is a department that monitors student conduct, character development, and disciplinary issues. This department regularly assesses student behaviors and provides counseling for disciplinary matters. It also provides in-depth personal counseling sessions.

The Implementation of Actuating in SIJB

According to Worzbyt & O'rourke (1989), actuating involves igniting enthusiasm, drive, and energy in individuals to achieve desired program outcomes. This process consists of two main phases. Orientation, which helps school personnel, families, and community volunteers understand and utilize the school program, and Training and Development, which prepares them to contribute to program services directly. The effective implementation of a school program poses significant challenges for schools, including developing a skilled staff and fostering a supportive work environment that encourages collaboration, job satisfaction, skill enhancement, and organizational support. Terry (1954) mentioned:

“Actuating is setting all members of the group to want to achieve and to strive for the objective willingly and keep up with the managerial planning and organizing efforts.”

According to the interviews carried out, the teaching and educational activities at *SIJB* are consistent with its main goals. These goals involve imparting cultural knowledge to students and upholding their right to education. Additionally, to ensure the seamless continuation of students' education, *SIJB* collaborates with *Muhammadiyah* of East Java, as mentioned by Rizali:

“*SIJB* has 23 graduates, 3 of whom received scholarships, but what about the other 20? Therefore, *SIJB* is working together to find funds or educational facilities for its graduates. Last year, we collaborated with *Muhammadiyah* of East Java, which resulted in the decision that all graduates will be placed in high schools in East Java.”

Understanding the intricacies of this process is essential for gaining insight into the individual interests and passions of the students. By identifying and comprehending their unique interests, we can effectively steer students toward the most suitable educational institutions within Indonesia, leveraging the extensive *Muhammadiyah* network. He added:

“Cooperation to find out the potential of children is also established with the *Muhammadiyah* University of Malang in the study of Psychology. Once the children's interests or tendencies are known, *SIJB* then provides recommendations to find schools in East Java that match their preferences.”

In addition, communication plays a vital role in initiating action and promoting the comprehension of student character development. (Istiqamah & Purwanto, 2020). For senior management officials, effective communication is essential in effectively mentoring their subordinates. This involves offering guidance to educators and conducting instructional

sessions. (Amarudin & Khorib, 2022). *SIJB* has taken various steps, such as identifying students' interests and subsequently using them as a basis for advising them on their future educational pursuits.

SIJB has been given the responsibility of providing cultural education and promoting an understanding of Indonesian heritage through its department, which oversees the activities of the Indonesia Community Centre (ICC). The ICC, in turn, functions as a subsidiary body of the Consulate General of the Republic of Indonesia and acts as a hub for Indonesian nationals living in Malaysia. This supports various efforts to promote solidarity within the community. In collaboration with the Johor Cultural Office or *Dewan Budaya* Johor, *SIJB* arranged a cultural orientation session with the aim of familiarising Indonesian youngsters with their diverse cultural legacy. An art performance was arranged to support students' talents and encourage creativity while maintaining educational values. With help from teachers, students demonstrated their expertise in areas such as singing, dancing, and sports. This effort is officially referred to as the Stage of Integrated Literacy Movement or "*Panggung Gesit Gerakan Literasi Terpadu*," as stated by the principal, Rizali Noor:

"There is a program called *Gesit* Stage Integrated Literacy Movement, which is held once a month. In it, children can showcase their various abilities, such as singing, art, sports, science, social studies, etc., which aims to build character and find talents."

SIJB supports students' overall growth by organizing various activities to develop their leadership skills and prepare them for self-sufficiency. Additionally, the inclusion of cultural elements is important for promoting a deeper understanding and respect for one's heritage through educational efforts. This is essential for nurturing self-leadership abilities. (Morris, 2003).

The Implementation of Controlling in SIJB

As Terry (1954) The term "control" can be defined as the process of establishing goals, assessing current performance, and implementing any necessary adjustments to ensure that performance aligns with the predetermined standards. Worzby & O'rourke (1989) Describe "controlling" as a proactive approach aimed at recognizing and correcting significant discrepancies between program goal achievements and the set standards during the planning phase. Attaining excellence in carrying out the coordination, organization, and execution tasks of management might be difficult because of their intricacy. Therefore, efficient monitoring is vital for schools to assess, oversee, and adjust the real performance of program objectives to make sure that they are being achieved as planned.

SIJB, an educational institution, is primarily focused on providing academic opportunities to address the issue of illegal immigration. The institution is dedicated to

offering education to the children of illegal Indonesian immigrants up to Grade 9. It has committed to extending educational access up to the university level. To overcome the challenge of undocumented children and raise awareness about the importance of education, it has established a dedicated division called the Student Data Collection Committee or *Panitia Pendataan Siswa* (Pandawa), which aims to assist immigrants with their documentation.

Pandawa offers specialized services for completing paperwork, which is then submitted to the Consulate General of the Republic of Indonesia to obtain a Travel Letter known as a Passport or *Surat Perjalanan Laksana Paspor* (SPLP). The Ministry of Education, Culture, Research, and Technology then processes this letter. Additionally, *Pandawa* keeps track of alumni pursuing further education in Indonesia, and Indonesian schools partnered with *SIJB* regularly provide updates on the student's character development, achievements, and experiences.

Pandawa Division, led by Chandra Martapura, is committed to several goals. These include assisting students with obtaining official Indonesian documentation, ensuring their education up to grade 9, and preparing school transfer documents for submission to the Consulate General of the Republic of Indonesia or *Konsulat Jenderal Republik Indonesia* (KJRI) for further processing by Malaysian Immigration. Chandra stressed the importance of *SIJB* providing human rights protection to the students for whom they are responsible. He mentioned:

“One of the protections for students is that *SIJB* does not allow students to be dropped out of school; they are helped to return to Indonesia to continue their education.”

Chandra explained that *SIJB* is dedicated to guaranteeing children in Indonesia access to educational resources as part of its supervisory role. The organization also offers continuous assistance to children who plan to pursue further education in Indonesia after completing their studies at *SIJB*. This support involves guiding them until they find a suitable educational institution and providing ongoing oversight and supervision even after they switch to a new school. He elaborated:

“*SIJB* will also help children who will continue their studies in Indonesia have their departure documents taken care of and escorted to their destination schools. The control of students is done through tracking alumni, teachers, and administrators at the school concerned, meaning that *SIJB* still supervises and monitors its students because the principle of kinship is prioritized.”

The supervision program at *SIJB* includes the Counselling Department, which is responsible for conducting checks on school attributes, monitoring discipline and attendance, and organizing activities to promote discipline among students. As part of their control efforts, the department schedules regular meetings for students to meet with a psychologist at least

once a month and arranges for children with disabilities to meet with a therapist. Dede Amalia, the head of the Counselling division, has stated:

“In its application, discipline must be conveyed repeatedly and accompanied by supervision either through children or guardians.”

CONCLUSION

In the realm of education management, SIJB is unique and good in managing this institution that is highly oriented towards human rights equality; matters related to planning, organizing, actuating, and controlling can be summarised as follows:

1. Planning:

- a. *Sekolah Indonesia Johor Bahru (SIJB)*, known as *Sekolah Indonesia Terbuka* was officially established on January 5, 2014. On August 8, 2015, it was inaugurated by the Education Minister of the Republic of Indonesia, Anies Baswedan, after undergoing a name change.
- b. The head of *SIJB*, as a manager, holds full accountability for the educational process and must report on its effectiveness to *KJRI*. To fulfil these duties, they work closely with the School Committee, which acts as an advisor and collaborator.
- c. The entire budget is from the Education and Culture Attache at the Ministry of Foreign Affairs, so there is no funding for the school process at all, but there is also no School Operational Assistance or *Bantuan Operasional Sekolah* for Indonesian schools abroad.
- d. Facilities are equipped little by little from containers building until it becomes a solid building in 2022.
- e. Teachers were originally members of the Dharma Wanita Union or wives of the Foreign Ministry staff and employees then in 2019, recruitment was carried out from the Ministry of Education and Culture in Indonesia for *SIJB* teachers, taken from the Mobilising Teacher Unit (*Guru Penggerak*).

2. Organising:

- a. The principal acts as the primary manager overseeing the Curriculum Development and Research Division, which is responsible for materials and lessons.
- b. The Extracurricular Division collaborates with the *Sanggar Bheksa Buana* Division for non-academic activities.
- c. The Counselling Guidance and Child Character Development Division focuses on children's behaviours and disciplines, collaborating with a Psychologist from Penawar Hospital.
- d. The *PANDAWA* Division handles the legal documents of Indonesian immigrant children.
- e. The Administration and Finance division handles data and administrative tasks.

- f. The Facilities and Infrastructure Division oversees the management of inventory, school infrastructure, and the collection of data that is systematically at regular intervals.
 - g. Masters of Classes also supervise the children involved in a group called *Organisasi Siswa Intra Sekolah (OSIS)*, which aims to teach leadership skills and promote a sense of duty. During their time in school, students learn how to effectively organise and develop skills like problem-solving and considering the needs of their peers.
3. **Actuating:** Before being dispatched to continue their education in Indonesia, students are first tested to find out their interests and talents so that they can complete the student profile when, at the next school, they are required to specialize. SIJB alumni candidates are also guided about Indonesian culture in the hope that there is no excessive culture shock in students, especially when they start their families as migrant workers in Malaysia and start settling back in Indonesia.
4. **Controlling:**
- a. The school committee works with the Public Relations Officer, who links internal and external stakeholders, such as students' guardians, local authorities, the community, and others, to gather feedback for evaluation purposes.
 - b. The *PANDAWA* Division fully assists *SIJB* alumni candidates in completing administrative and Indonesian documents, starting with birth certificates. Then, *KJRI* bridges these files to make their immigration legal. After they arrive and continue their education in Indonesia, special monitoring is conducted to check their character development, achievements, and socio-cultural insights.
 - c. They do have *Platform Merdeka Mengajar* account, *Dapodik*, and *Rapor Pendidikan*.
 - d. They have been conducting National Assessment or *Asesmen Nasional Berbasis Komputer (ANBK)* for 5 and 8 grade since 2020.

In this case, it can be concluded that *SIJB* has indeed actualised the POAC function in the application of its education management. Of course, this has helped many children of Indonesian migrant workers who have illegal status because they do not have residence permits and other identity documents. This proves that adequate education services can break the chain of immigration problems that have been rooted for decades.

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