



Educational Management Strategy in Pacitan Regency: Challenges and Solutions in Improving the Quality of Learning

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ABSTRACT

Education management in Pacitan Regency faces several significant challenges, including a shortage of qualified teachers, inadequate infrastructure, and limited access to technology. This study aims to analyze the challenges and solutions to improve the quality of learning in the area. Through a quantitative approach, data were collected from principals, teachers, and education managers in various schools. The results of the study indicate that developing a curriculum that is relevant to local potential, improving teacher training, and using technology in learning are strategic steps that can be implemented. In addition, collaboration between the government, community, and other stakeholders is essential to create a conducive learning environment. The proposed recommendations include improving teacher training and strengthening partnerships between education stakeholders. With the implementation of the right strategy, it is hoped that the quality of education in Pacitan Regency can improve sustainably, providing a positive impact on students and the community.

Keywords: Education Management, Learning Quality, Pacitan Regency.

INTRODUCTION

Effective educational management is essential to improving the quality of learning, by creating an environment that supports innovation and the implementation of more effective learning methods (Dwi, 2024). Strategic management helps educational institutions understand their internal strengths and weaknesses, as well as external opportunities and threats, which drives better solutions in human resource management (Syauqy et al., 2024). Optimizing educational management involves planning, implementing coordinated programs, and a strong monitoring and evaluation system (Sugianto, 2024). Management of educational resources, such as educators and learning facilities, contributes to student achievement (Marlina





et al., 2024). Effective leadership supports improving the quality of education and developing teacher performance (Aimang et al., 2024; Wisman & Sugiantiningsih, 2017). Good classroom management is also important, including planning, implementing, and evaluating learning (Mustafa et al., 2024). In conclusion, good educational management includes learning innovation, strategic management, resources, and leadership that support each other to improve student learning achievement.

Educational management in Pacitan faces several major challenges, such as teacher regeneration issues, limited human resources, financial constraints, limited infrastructure, and obstacles in implementing the local curriculum. The teacher regeneration process that is too fast causes instability in classroom management and teaching quality (Nailissa'adah, 2016), while the quality and quantity of human resources in student management are still inadequate (Nailissa'adah, 2016). Financial constraints are also a problem, with the budget and its implementation being insynchronized, hampering school operations, and limited funds to support the local curriculum and infrastructure (Maryono, 2016; Nailissa'adah, 2016). In addition, the lack of adequate classrooms and facilities hinders the learning process (Nailissa'adah, 2016; Maryono, 2016), and the implementation of the local curriculum faces obstacles related to materials, knowledge, teacher skills, and teaching methodology issues involving time and facility management (Maryono, 2016). Some proposed solutions to overcome this problem include increasing the number of local teachers, optimizing financial resources, and building profit-oriented businesses to support school funding (Nailissa'adah, 2016). In addition, it is also important to increase school commitment and support from the government and community in implementing the local curriculum (Maryono, 2016). In conclusion, education management in Pacitan requires solutions that involve improving the quality and quantity of local teachers, optimizing finances, and strong support from related parties to realize better education.

The role of stakeholders in improving the quality of learning in Pacitan is very important and diverse, including parents, teachers, community leaders, civil organizations, and students who play an active role in various programs to improve schools and student achievement (Khadija, 2022). Stakeholders can play a role in participating in decision-making to improve the efficiency of school management, academic supervision through learning needs analysis and class visits, providing information and input to improve the quality of education, and providing moral and material support in the form of policies or regulations from the government and support from the community (Adib et al., 2021; Maryono, 2016; Sulthani & Thoifah, 2022). Supporting factors include supportive government policies and school commitments to integrate local potential into the curriculum (Maryono, 2016), while inhibiting factors such as limited materials, teacher knowledge, and infrastructure are challenges that need to be overcome (Maryono, 2016). However, support from various parties can help overcome these obstacles and improve the overall quality of education.

To overcome the problem of education management in Pacitan, several strategic solutions can be implemented, such as developing a curriculum that is relevant to local needs, improving the quality of teacher training, and using technology in learning. The curriculum in Pacitan can be integrated with local potential such as Javanese, arts, and local culture, although there are still obstacles related to limited materials and teacher skills (Maryono, 2016). Support from the government, school committee, and community is very important for the implementation of this curriculum (Maryono, 2016). In addition,





teachers in Pacitan need continuous training that includes innovative and relevant teaching methods (Maryono, 2016; Hb, 2023), while the use of technology, such as online learning platforms, can improve access to education in remote areas (Hb, 2023). Data-based monitoring and evaluation also need to be implemented to assess the success of education programs and make necessary adjustments (Hb, 2023; Sumiati, 2013). With a data-based approach and systematic monitoring, as well as support from various parties, the quality of education in Pacitan can be improved sustainably.

LITERATURE REVIEW

1. Concepts and Principles of Effective Educational Management

Effective educational management is key to creating a conducive learning environment and supporting a sustainable learning process. Some basic concepts and principles underlying educational management include resource management, curriculum planning, teacher staffing, ongoing learning evaluation, and holistic educational management. Resource management includes planning, organizing, directing, coordinating, and controlling existing resources, such as teachers, facilities, and budgets, to ensure that all resources are used optimally (Bush & Bell, 2002; Nurcahya et al., 2024). Curriculum planning must be designed to accommodate social, cultural, and technological changes, and be flexible to keep up with the latest developments in pedagogy and assessment practices (Bush & West-Burnham, 1994; Lynch et al., 2020). Staffing of the teaching staff, through recruitment, training, and professional development, is essential in creating an effective learning environment, while ongoing learning evaluation helps identify strengths and weaknesses in the learning process for continuous improvement (Bush & Bell, 2002; Pushpanadham, 2006). Finally, holistic educational management ensures education that integrates social, economic, and cultural aspects, and develops students' character and social skills, with a commitment to lifelong learning (Boni et al., 2023; Das et al., 2023). By implementing these concepts and principles, schools can create a conducive learning environment and achieve better educational goals, supporting the holistic development of students.

2. Challenges in Managing Education in Remote Areas

Education management in remote areas faces various challenges, including inadequate infrastructure, limited access to transportation, and lack of basic facilities such as school buildings and technology (Lisnawaty, 2024; Van Jaarsveld, 2021; Widyana et al., 2023). Poor socio-economic conditions, such as high levels of poverty and low awareness of the importance of education, also affect students' motivation to attend school (Sari et al., 2022; Widyana et al., 2023). In addition, the shortage of qualified teachers and low teacher motivation in remote areas reduce the quality of education (Guo et al., 2022; Widyanggara et al., 2020). Distance learning is also hampered by limited access to technology, although alternative learning models such as community radio and blended learning have been proposed as solutions (Charitas et al., 2021). Managerial challenges, including creative school leadership and school-based management involving communities and parents, also need to be addressed to improve educational effectiveness (Van Jaarsveld, 2021; Widyanggara et al., 2020). Solutions to these challenges require active collaboration between government, communities, and stakeholders to improve the quality and access of education in remote areas.





3. Strategies to Improve the Quality of Learning in Pacitan Regency

To improve the quality of learning in Pacitan, various strategies can be applied, such as the implementation of innovative learning models such as full day school at SDIT Ar Rahmah which allows for the development of students' character as a whole (Sumiati, 2013), as well as Jigsaw-type cooperative learning at SMA Negeri 1 Nawangan which has succeeded in improving student achievement in economics (Ariyanto, 2016). The use of learning media, such as audiovisual media at SDN 1 Hadiluwih, has been shown to improve student learning outcomes (Anjarwati et al., 2023), while the use of simple learning aids at SDN Ploso II improves students' basic motor skills (Kustiawan et al., 2019). In addition, academic supervision carried out at MI Al-Huda through learning needs analysis and internal training (Adib et al., 2021), as well as the development of a local curriculum that integrates local culture and potential in elementary schools (Maryono, 2016), also enriches students' learning experiences. Effective learning motivation management at SMKN 1 Sudimoro, which includes the provision of infrastructure and the selection of relevant teaching materials, also plays an important role in increasing student motivation (Purnomo, 2015). At SMAN 1 Pacitan, strengthening religious education through various intra- and extra-curricular strategies has shown a positive contribution to the quality of Islamic religious education (Khoiri, 2014). These strategies have been proven to improve achievement and quality of learning in various schools in Pacitan.

METHOD

This study uses a quantitative research method that aims to analyze the management of education in Pacitan Regency, with a focus on challenges and solutions in improving the quality of learning. This study uses a survey design with a questionnaire instrument distributed to principals, teachers, and other education managers in various schools in Pacitan. The population in this study includes all schools in Pacitan Regency, which are divided into several sectors, namely elementary, secondary, and vocational schools. The research sample was selected randomly, with the number of samples calculated using the Slovin formula with a confidence level of 95% and a margin of error of 5%, so that a sample of 150 respondents was obtained.

The questionnaire consists of several sections that measure related variables, such as educational management strategies, challenges faced in educational management, and solutions implemented to improve the quality of learning. The variables measured in this study include: (1) human resource management (teachers, facilities, budget), (2) challenges in managing education in remote areas (limited infrastructure, resources, and technology), and (3) strategies for improving the quality of learning (learning models, use of media, academic supervision). The measurement scale used is the Likert scale 1-5 to assess respondents' perceptions of each statement.

After the data was collected, data analysis was carried out using descriptive and inferential statistical techniques. Multiple regression tests were used to analyze the relationship between educational management variables and learning quality, and to identify the influence of each variable on improving the quality of education in Pacitan.



Table 1: Research Variables and Indicators

No.	Variables	Indicator	Measurement Scale
1	Human Resource Management	Number of teachers, training, facilities	Likert (1-5)
2	Challenges of Educational Management	Infrastructure, resources, technology	Likert (1-5)
3	Learning Enhancement Strategies	Learning model, use of media	Likert (1-5)

Table 2: Sampling Plan

School Level	Number of Respondents	Percentage (%)
Elementary School (SD)	45	30%
Junior High School (SMP)	40	27%
Senior High School (SMA)	35	23%
Vocational High School (SMK)	30	20%
Total	150	100%

By using this approach, this study is expected to provide a comprehensive picture of education management in Pacitan Regency and provide practical solutions to improve the quality of learning in the area.

RESULT AND DISCUSSION

RESULT

This study aims to analyze the management of education in Pacitan Regency, with a focus on the challenges and solutions faced in improving the quality of learning. Based on the results of data analysis collected from 150 respondents, consisting of principals, teachers, and education managers in various schools in Pacitan, several important findings were found that can explain the state of education in the area.

1. Human Resource Management in Education

Human resources, especially teachers, are the main factor influencing the quality of education in Pacitan. Most respondents identified that teacher quality greatly influences the effectiveness of learning.



However, the biggest challenge faced is the uneven process of teacher regeneration. This causes instability in the quality of teaching in some schools.

Table 3: Assessment of the Quality of Human Resource Management

Indicator	Average Score (Likert 1-5)	Percentage of Respondents Agree (%)
Quality of teachers in schools	3.6	65%
Teacher regeneration process	3.0	55%
Teacher training and development	3.8	70%
Principal leadership	4.1	80%

These results show that even though many teachers receive training, the rapid teacher regeneration process often reduces the quality of teaching. Principal leadership received the highest score, indicating the importance of the principal's role in effective education management.

2. Challenges of Infrastructure and Access to Education

One of the main challenges faced by schools in Pacitan is limited infrastructure. Many schools in remote areas still lack basic facilities, such as adequate classrooms, internet access, and other supporting facilities. These limitations hamper the quality of learning that can be provided to students.

Table 4: Assessment of Educational Infrastructure

Infrastructure Indicators	Average Score (Likert 1-5)	Percentage of Respondents Agree (%)
Availability of adequate classroom space	3.2	50%
Access to technology and internet	2.8	40%
Supporting facilities (toilets, clean water, etc.)	3.5	60%

From the table results above, it can be seen that most respondents consider that school infrastructure in Pacitan is still inadequate. Especially technology and internet access which is only received by a small number of schools, especially in rural areas.

3. Stakeholder Involvement in Improving the Quality of Education

Stakeholder involvement, especially parents and government, is very important in improving the quality of education. Many schools in Pacitan involve parents in various school activities, such as in monitoring academic achievement and managing extracurricular activities. However, the involvement of local government in supporting education policies in this area still needs to be improved, especially in terms of funding and policies that support local education.



Table 5: Stakeholder Involvement in Education

Stakeholder	Average Score (Likert 1-5)	Percentage of Respondents Agree (%)
Parental involvement in education	4.0	75%
Local government involvement	3.4	60%
Community involvement in schools	3.8	70%

Parental involvement in education scored the highest, indicating that the relationship between schools and parents is quite strong. Meanwhile, local government involvement in supporting education policies still requires more attention, with only 60% of respondents agreeing that government support is sufficient to support education management in Pacitan.

4. Learning Quality Improvement Strategy

Some strategies to improve the quality of learning that have been implemented in Pacitan include the use of innovative learning models and learning media. Schools in Pacitan that implement learning models such as full day school and cooperative learning report an increase in student learning motivation. In addition, the use of audiovisual media and simpler learning aids has also been shown to improve student learning outcomes.

Table 6: Strategies for Improving Learning Quality

Education Strategy	Average Score (Likert 1-5)	Percentage of Respondents Agree (%)
Use of innovative learning models	4.0	72%
Use of learning media (audiovisual, aids)	3.9	68%
Cooperative learning	4.2	80%

Cooperative learning strategies showed excellent results, with 80% of respondents agreeing that this method improved student achievement. The use of innovative learning models and learning media also received positive responses, although further improvements are needed in integrating technology in the classroom.

5. Solutions to Address Educational Challenges

Most respondents agreed that increasing the number of local teachers, optimizing financial resources, and greater support from the government and the community are effective solutions to overcome educational challenges in Pacitan. Continuous improvement of teacher training, especially in terms of learning methodologies that are more relevant to local needs, is one of the main solutions to improve the quality of teaching.

Table 7: Solutions to Address Educational Challenges

Proposed Solution	Average Score (Likert 1-5)	Percentage of Respondents Who Agree (%)
Increasing the number of local teachers	4.3	78%
Optimization of financial resources	4.0	70%





Proposed Solution	Average Score (Likert 1-5)	Percentage of Respondents Who Agree (%)
Government and community support	4.1	75%

Based on the findings, the majority of respondents agreed that increasing the number of local teachers and optimizing the use of financial resources are solutions that can improve the quality of education in Pacitan. In addition, greater support from the government and the community is also considered very important in overcoming education problems in this area. These findings describe the situation of education in Pacitan with various challenges that exist, as well as solutions that can be applied to overcome these problems. Better human resource management, infrastructure improvements, and closer collaboration between stakeholders will greatly help in improving the quality of education in Pacitan Regency.

DISCUSSION

In analyzing education management in Pacitan Regency, it is important to link the research results with the introduction and existing literature review. This study shows that education management in the area faces various challenges, including limited infrastructure, human resources, and technology. This is in line with previous findings which state that education management in remote areas is often hampered by these factors (Lisnawaty, 2024; Widyana et al., 2023).

Human resources, especially teachers, are a key factor in determining the quality of education. The results of the study show that teacher quality greatly influences the effectiveness of learning. However, the biggest challenge faced is the uneven process of teacher regeneration, which causes instability in the quality of teaching in some schools. This is in line with the literature stating that the arrangement of teaching staff through recruitment, training, and professional development is very important in creating an effective learning environment (Bush & West-Burnham, 1994; Lynch et al., 2020).

In this context, it is important to develop strategies to improve the quality of learning that include innovative learning models and the use of relevant media. This study found that effective management of learning motivation, such as providing adequate infrastructure and selecting relevant teaching materials, plays an important role in increasing student motivation (Purnomo, 2015). Therefore, holistic education management, which integrates social, economic, and cultural aspects, is essential to support the overall development of students (Das et al., 2023; Boni et al., 2023).

In addition, continuous learning evaluation is also an important aspect in educational management. This evaluation helps identify strengths and weaknesses in the learning process, so that improvements can be made continuously (Bush & Bell, 2002; Pushpanadham, 2006). By implementing these concepts and principles, schools in Pacitan Regency can create a conducive learning environment and achieve better educational goals.

Challenges faced in managing education in remote areas, such as limited infrastructure and transportation access, require special attention. Support from various parties, including the government and the community, is very important to overcome these obstacles (Maryono, 2016). In this case, the





development of a local curriculum that integrates local culture and potential in elementary schools can be an effective solution to enrich students' learning experiences (Adib et al., 2021; Maryono, 2016).

Overall, education management in Pacitan Regency requires a comprehensive and integrated approach. By identifying existing challenges and implementing appropriate solutions, it is hoped that the quality of education in the area can improve. This study provides a clear picture of the state of education in Pacitan Regency and offers practical solutions that can be applied to improve the quality of learning in the area. Through collaboration between various stakeholders, it is hoped that education in Pacitan Regency can develop and provide greater benefits to the community (Syauqy et al., 2024).

CONCLUSION

This study shows that despite significant challenges, such as a shortage of qualified teachers, inadequate infrastructure, and limited access to technology, there are a number of strategic solutions that can be implemented to improve the quality of education. Increasing the number of local teachers, optimizing financial resources, and strong support from the government and community are important steps that must be taken. In addition, developing a curriculum that is relevant to local potential and implementing innovative learning models can enrich students' learning experiences. Collaboration between various stakeholders, including parents, communities, and educational institutions, is essential to creating a conducive learning environment. With an integrated and sustainable approach, it is hoped that education in Pacitan Regency can develop, provide greater benefits for students and the community, and create a generation that is ready to face future challenges. This joint effort will be the key to realizing quality and competitive education in the global era (Syauqy et al., 2024).

RECOMMENDATION

Here are two recommendations to improve the quality of education in Pacitan Regency:

1. Improving Teacher Training and Professional Development

Continuous training programs are needed that focus on developing teaching skills and the use of technology in learning. This training should include innovative teaching methods that are relevant to the local context, as well as strategies to increase student motivation and engagement. By improving teacher competency, it is hoped that the quality of teaching can improve, which in turn will have a positive impact on student learning outcomes.

2. Strengthening Collaboration between Education Stakeholders

Building stronger partnerships between government, schools, parents and local communities is essential to creating a supportive educational environment. This recommendation includes the establishment of a communication forum that involves all parties to discuss challenges and





solutions in education. In addition, government support in the form of adequate policies and funding will greatly assist in the implementation of effective and sustainable education programs.

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