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EDUCATION ADMINISTRATION OF PRIVATE SCHOOL IN INDONESIA: EXPLORING MAX WEBBER THOUGHT ON BUREAUCRACY

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Abstract: The administration system in Indonesia, especially speaking in an education institution, is suffering from its bureaucracy. Several works have been placed and display the fluctuation of the tension. This essay attempts to grasp Max Weber's idea concerning bureaucracy that may offer an alternative contribution to its development. As a qualitative work, this article explores Weber's secondary sources and tries to reconstruct its core and bridge it to the local context. In conclusion, Weber's rationalism in bureaucracy discourse highlights the importance of individual skills and abilities. Weber's attention falls to the anthropological approach rather than its technical issue..

Keywords: administration; bureaucracy; education; Max Weber

INTRODUCTION

School administration, incredibly saying, have a significant role in the existence of the educational institution. According to Khairi Shakuna, school administration could positively impact the development of educational supervision, training programs, and teaching performance.¹ Besides, it has the responsibility to administer a decision in which ethical aspect employed. Ibrahim Kocabas and Turgut Karakose say that school administration bears ethical dilemma in its implementation,² even more, it has a

¹ Khairi Saleh Shakuna, Norhisham Mohamad, and Asbi B. Ali, "The Effect of School Administration and Educational Supervision on Teachers Teaching Performance: Training Programs as a Mediator Variable," *Asian Social Science* 12, no. 10 (2016): 257–272.

² Ibrahim and Turgut Karakose Kocabas, "Ethics in School Administration," *African Journal of Bussiness managment* 3 (2009): 126–130, <http://dnn.ahsaa.com/Portals/0/pdf/other/Ethics in School Administration.PDF>.

massive influence on students' national examination result.³ Agree to Kocabas and Karkose, a work placed in Nigeria by Babalola Tubosun and Hafsat Umar; they discovered that school administration has a significant relationship with students' poor academic performance.⁴ Moreover, school administration activity encompasses the dimension of school management. It is part of the grand context of the management system in school institutions.⁵ Therefore, this discourse contains essential components that are needed in order to establish a proper school institution.

However, the local context shares distinct of fluctuation. In Indonesia, the main discussion lies on the administration procedure and process, especially speaking, bureaucracy. According to Badu Ahmad, bureaucracy plays the most significant barrier and obstacle in public service.⁶ It shares similar tension to school institutions. Bureaucracy strongly relates to the satisfaction of customers, students and parents.⁷ In its implementation, a study in district Sidoarjo shows that education administration public has been done in high quality,⁸ school administrators implement their job desk according to government regulation.⁹ It seems that bureaucracy is not an issue. Indeed, in depth-look at the administration system of education, it is potentially sharing complexity. For instance; regulation to establish school institution lays on massive administration requirements and encourage the foundation to maintain intensive communication with the state,¹⁰ implementation of BOS (Bantuan Operasional Sekolah) funds shows that school administrator tend to deny the responsibility as it employs very complex bureaucracy; financial report, the process of disbursement of funds, and technical

³ Anne and Maaja Vadi Aidla, "Relations Between Attitudes of School Administrations Towards School Performance Criteria and the National Examination Results in Estonian Schools," *Central and Eastern European Online Library* 7, no. 1 (2008): 73–94, <https://www.ceeol.com/search/article-detail?id=96875>. The impact of school administration on national examination, according to Anne and Maaja, is strongly dependent on the geographical context wherein urban school has a negative correlation, while in a traditional school, it is significantly impacting the examination result. However, this research was placed in Estonian schools, but it potentially shares similar fluctuation and tension with the Indonesian context.

⁴ B. V. Tubosun, "School Administration and Instructional Supervision of Secondary School Chemistry for Students' Academic Performance," *Issues in Scientific Research* 1, no. 3 (2016): 27–36. Tubosun and Umat discuss school administration in a narrow sense. They are proposing an academic curriculum as part of school administration; further, their studies are specifically placed on school chemistry. Indeed, their exploration share notions that this discourse is essential to reach an ideal school institution.

⁵ Ni Nyoman Perni, "Tantangan Dalam Manajemen Sekolah Dasar," *Adi Widya: Jurnal Pendidikan Dasar* 3, no. 1 (2019): 37.

⁶ Badu Ahmad, "Jurnal Administrasi Publik," *Kondisi birokrasi Di Indonesia dalam hubungannya dengan Pelayanan publik* IV, no. 1 (2008): 45–62.

⁷ Arrafiatu Sufiyyah, "Pengaruh Kualitas Layanan Akademik Dan Birokrasi Terhadap Kepuasan Mahasiswa," *Jurnal Ilmiah Aset* 13, no. 2 (2011): 85–93.

⁸ Kholipatun Kholipatun and Isnaini Rodiyah, "Kualitas Pelayanan Administrasi Pendidikan Di Uptd Dinas Pendidikan Kecamatan Porong Kabupaten Sidoarjo," *JKMP (Jurnal Kebijakan dan Manajemen Publik)* 2, no. 2 (2014): 177.

⁹ Tri dan Muhammad Kristiawan Yuliani, "Peran Kepemimpinan Kepala Sekolah Dalam Membina Kompetensi Sosial (Pelayanan Prima) Tenaga Administrasi Sekolah," *Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan* 1, no. 2 (2016): 122–132.

¹⁰ Meitupa Adhipurna, "Pelaksanaan Pemberian Izin Operasional Sekolah Swasta Di Kota Bandar Lampung" (Universitas Lampung, 2014), <http://digilib.unila.ac.id/5230/>.

guidance,¹¹ arrangement of accreditation in which asks rough procedure,¹² and grand government fund, demands of administrative bureaucracy in high frequency.¹³ In sum, the administration process and procedure in the education environment are confronted. It contains bureaucracy difficulties and complexities in which lead to the poor performance of school institutions. Husaini Usman insists that educational administration has not yet played its role to raise the quality of human resources to support the implementation of proper education organization.¹⁴ Rosalina Ginting and Titik Haryati suggest the urgency of radical bureaucracy reformation to offer a solution to gain good public service.¹⁵ Moreover, implementing a bureaucratic system should adapt to the dynamics and changes of the academic environment.¹⁶ It is clear, education administration in Indonesia contains tensions and difficulties both in theories and practices.¹⁷ Proper treatment is expected in order to offer a positive contribution to the development of the educational administration system.

However, several works have been placed to solve the issues. For instance, in leadership perspective, Yuliana and Kristiawan propose the role of principal to improve school administration concern.¹⁸ Hanafiah explores the significance of academic supervision toward administration issues in educational institutions.¹⁹ These imply that some approaches have been issued but they did not share satisfied expectation. Further, the work of educators, philosophers and related contributors do not fit the issue here.

Max Webber is well known as a sociologist,²⁰ but he has excellent and massive

¹¹ Bonita Regina, "Implementasi Kebijakan Bantuan Operasional Sekolah Di Kota Malang (Studi Di Dinas Pendidikan Kota Malang)," *None* 3, no. 1 (2014): 61–66. and Septia Ningsih and Febri Yuliani, "Implementasi Dana Bantuan Operasional Sekolah (Bos) Dalam Penyelenggaraan Pendidikan Sekolah Dasar Kecamatan Tebing Tinggi Barat Kabupaten Kepulauan Meranti Tahun 2015," (JOM Fisip, vol.4, no.1, 2017), 14.

¹² Emilia Nur Chasanah Sholihin, Ibrahim Bafadal, and Asep Sunandar, "Pengelolaan Persiapan Akreditasi Sekolah," *Jurnal Administrasi dan Manajemen Pendidikan* 1, no. 2 (2018): 171–178.

¹³ Indra Buana, "Proses Pencairan Dana Hibah Untuk Pembangunan Ruang Kelas Baru (RKB) MTS Al-Fata Di Kabupaten Bogor Pada Sekrretariat Daerah Provinsi Jawa Barat Tahun Anggaran 2014" (Universitas Padjajaran, 2014).

¹⁴ Husaini Usman, "Peran Baru Administrasi Pendidikan: Dari Sistem Sentralistik Menuju Ke Sistem Desentralistik," *Jurnal Ilmu Pendidikan* 8, no. 1 (2001): 1–12.

¹⁵ Titik Ginting, Rosalina & Haryati, "Reformasi Birokrasi Publik," *Jurnal Ilmiah Civis* I, no. 2 (2011): 27–41.

¹⁶ Mujianto Solichin, "Implementasi Kebijakan Pendidikan Dan Peran Birokrasi," *Religi: Jurnal Studi Islam* 6, no. 2 (2015): 148–178.

¹⁷ Tini Moge, *Organizational Behavior: Structure and Culture*, ed. Tim Desolu (Yogyakarta: K-Media, 2020).

¹⁸ Yuliani and Muhammad, "Peran Kepemimpinan Kepala Sekolah Dalam Membina Kompetensi Sosial (Pelayanan Prima) Tenaga Administrasi Sekolah."

¹⁹ Muhammad Ali Hanafiah, "Supervisi Dalam Administrasi Pendidikan," *Jurnal Hikmah* 14, no. 1 (2017): 21–27.

²⁰ Ajat Sudrajat, *Etika Protestan Dan Kapitalisme Barat, Relevansinya Dengan Islam Indonesia* (Jakarta: Bumi Aksara, 1994). His contributions are prepared in large number, to see his works and education background. For further explanation concerning his biography, see Fritz Ringer, *Max Weber: An Intellectual Biography* (Chicago: University of Chicago Press, 2004), Joachim Radkau, *Max Weber: A Biography* (Cambridge: Polity Press, 2009), and Marianne Weber, *Max Weber: A Biography* (UK and New York: Routledge, 2017).

contribution concerning the philosophy bureaucracy and its praxis. Modern contributors had explored his works in order to contextualize his concept to the present time. However, the background of Webber is potential will be fruitful for the Indonesian context concerning bureaucracy of education administration. His parents own distinct worldview as his mother is a religious man, a Calvinism, and his father is a bureaucrat.²¹ As a consequence, Webber holds rich knowledge that color his insight into the account. In his exercise, indeed frequently relates bureaucracy to the state, but it does not mean that he had no attention to the non-governmental issue. His concern concerning bureaucracy spans the global and common ground of all organizations and institutions, including school institutions.²² Moreover, according to K. Rost and G. Graetzer, Weber's concept of bureaucracy is still applied for the modern context,²³ even more, it presents fruitful, great wealth and relevance for a contemporary context.²⁴ However, it should be exercised critically. Therefore, his thought applies to the tension here, bureaucracy of education administration in Indonesia's context.

Therefore, the research question that leads this essay is, what can be learned from Max Webber's concerning school bureaucracy in Indonesia? Follows by supporting questions; What is bureaucracy in the light of Max Weber? Moreover, how is the school administration system in Indonesia? This study expects to offer an alternative contribution to educational bureaucracy development in Indonesia to be competitive.

RESEARCH METHOD

This essay is qualitative and descriptive work. Secondary sources of Webber will be employed to gain a comprehensive knowledge of his thought concerning bureaucracy. Further, the connection will be grounded and drawn to see potential contribution to the tension in Indonesia. Weber's original work, translated into English, will be equipped to grasp his original idea. Afterward, communication and discussion to Weber's works will be placed to see the contribution of this article to the tension.

DISCUSSION

Tension of Bureaucracy in School Administration

Education Administration in Indonesia spans massive dimensions; however, in this essay, attention will be given to specific tensions such as the bureaucracy of establishing an educational institution, school accreditation, and BOS fund. Firstly, the bureaucracy to establish private school receives complex administration requirements. Meitupa Adhipura, in his thesis, concludes that the ultimate obstacle and challenge to

²¹ George Ritzer & Douglas J. Goodman, *Teori Sosiologi* (Bantul: Kreasi Wacana, , 2011), 124.

²² Choirul Umamah, "Konsep Birokrasi Menurut Max Weber Perspektif Etika Ibnu Miskawaih" (UIN Walisongo, 2019).

²³ Katja Rost and Gitte Graetzer, "Multinational Organizations as Rule-Following Bureaucracies - the Example of Catholic Orders," *Journal of International Management* 20, no. 3 (2014): 290–311, <http://dx.doi.org/10.1016/j.intman.2013.11.001>.

²⁴ Mona Florian, "Unlikely Allies: Bureaucracy as a Cultural Trope in a Grassroots Volunteer Organization," *Scandinavian Journal of Management* 34, no. 2 (2018): 151–161, <https://doi.org/10.1016/j.scaman.2018.03.002>.

run an education institution is the duration of document approval. He suggests several points that could help the development of the bureaucracy system to the tension. It is needed to ensure a Standard Operating Procedure for education authority and build proper communication between the foundation and state.²⁵ He proposes these suggestions as he discovers that the administration system in Indonesia contains bureaucracy that needs to be fixed. Ferdinal Saputra shares similar tension to this account. He insists that establishing a private school requires intricateness where assured guidance is missing.²⁶ In consequence, the growing and development of education institutions potentially going under the expectation. However, both Adhipura and Saputra express their notion of repair, but they tend to explore the problem by jurisprudence approach. They have no attention to exploring the fluctuation with managerial, administration, and education exegesis where Max Webber is expected to contribute something to the tension.

Furthermore, school accreditation contains eight standards where the institution is required to achieve the criteria to gain satisfied accreditation shares complex steps. Moreover, it asks for at least two years of preparation before applying for accreditation,²⁷ massive documents should be prepared, and follow up by the school authorities is needed; even more, physical evidence must be prepared and checked.²⁸ Indeed, it is such a complex and challenging bureaucracy. Therefore, at least three components needed to be prepared on the table; physical preparation, administration, and visitation.²⁹ However, the primary point is visitation,³⁰ because the school authority holds the right to conduct the accreditation, even more, in physical process and administration preparation, the foundation must maintain intensive communication to the local authority, where it is called bureaucracy, a complex of school administration.

²⁵ Meitupa Adhipurna, "Pelaksanaan Pemberian Izin Operasional Sekolah Swasta Di Kota Bandar Lampung."

²⁶ ferdinal Saputra Fajerial, "Pemberian Izin Pendirian Sekolah Alam Minangkabau Oleh Dinas Pendidikan Kota Padang" (Universitas Andalas, 2015), <http://scholar.unand.ac.id/id/eprint/10076%0A>.

²⁷ Aulia Ar Rakhman Awaludin, "Akreditasi Sekolah Sebagai Suatu Upaya Penjaminan Mutu Pendidikan Di Indonesia," *SAP (Susunan Artikel Pendidikan)* 2, no. 1 (2017): 12–21. <http://dx.doi.org/10.30998/sap.v2i1.1156>, 20.

²⁸ Sholihin, Bafadal, and Sunandar, "Pengelolaan Persiapan Akreditasi Sekolah." (*Jurnal Administrasi dan Manajemen Pendidikan*, vol.1, no2, 2018, DOI: <http://dx.doi.org/10.17977/um027v1i22018p171>).

²⁹ Maulana Amirul Adha et al., "Peran Akreditasi Dalam Penjaminan Mutu Pendidikan Di Sekolah Dasar," *Media Manajemen Pendidikan* 2, no. 2 (2019): 270. (*Jurnal Media Manajemen Pendidikan*, vol.2, no.2, 2018, DOI: 10.30738/mmp.v2i2.5780), 273

³⁰ Hatta Fakhurrozi, "Akreditasi Sekolah Sebagai Elan Vital Peningkatan Mutu Pendidikan Di Indonesia," *Paedagogia Jurnal Pendidikan* 8 (2020): 2, https://www.researchgate.net/publication/339138373_akreditasi_sekolah_sebagai_elan_vital_peningkatan_mutu_pendidikan_di_indonesia. School accreditation in Indonesia is going under the authority of the National Accreditation Board. It conducts minimum standards that expected will resolve the inequality of educations. The quality of urban and rural areas share distinction; therefore, it aims to reduce and control the educational institution's outputs and performance. Unfortunately, it manages complex procedures and bureaucracy, even more saying, potentially receives the opportunity to deal with corruption. However, the hierarchy of this tension is provoking attention to simplify the process of accreditation.

Lastly, Bayu Kharisma, in his work argues that BOS fund has no significant effect on decreasing the number of students who drop out of school.³¹ Indeed, he is not proposing that administration bureaucracy is responsible for the issue or leads to unsuccessfulness. Nevertheless, it is clear; he shows the complex requirements that attach to the BOS fund procedure. It deals to bureaucracy issues where the state's technical implementation and demands high administration concern.³² To reach the final step, distribution of the fund, the school needs to meet criteria and gain improvement in which should be passed in several steps. Even more, before the implementation takes place, it should be grounded on the agreement between several parties; the local school management team, teacher council, and committee. The allocation should meet administration procedure where the hierarchy procedure and bureaucracy occur,³³ it exists of local and state authority. The receiving party must gain improvement from the top level and extends to bottom officers, including the school committee. As consequences, the distribution of this fund receives high frequency as it is implemented out of date,³⁴ and accountability report, in many cases, have been denied as they did not meet the administration criteria.³⁵ Therefore, speaking of BOS fund relates to the hierarchy in which demands complicated steps and confirmation.

Indeed, establishing school, accreditation, and BOS fund shares several obstacles. They contain administration and bureaucracy conflicts. For instance, the BOS fund implementation receives massive obstacles and challenges. Several schools did complain concerning the fund realization that usually delayed.³⁶ Regina and Soeaidy discover that school operational assistance (BOS) fund is not implemented well in Malang, administration and bureaucracy requirements are the main issue. However, their study was placed in Malang, but Ningsih and Yuliani, take the sample in Tebing Tinggi district, share similar knowledge to the tension. They insist that it has not been imple-

³¹ Bayu Kharisma, "Dampak Program Bantuan Operasional Sekolah (BOS) Terhadap Tingkat Putus Sekolah Di Indonesia : Analisis DID The Impact Of The School Operational Assistance (BOS) Program On The Dropout Rate In Indonesia : A DID Analysis," *Jurnal Ekonomi Kuantitatif Terapan* 6, no. Februari (2013): 7–15, <http://researchgate.net/publication/253651362>.

³² Ibid.

³³ Abd Majid Latief and Jamil, "Evaluasi Pelaksanaan Program Bantuan Operasional Sekolah (BOS) Sekolah Menengah Pertama," *Jurnal Utilitas* 1, no. 1 (2015): 35–42, <https://journal.uhamka.ac.id/index.php/utilitas/article/download/4522/1484>.

³⁴ Muh. Firyal Akbar, Sri Handyani Suprpto, and Widya Kurniati Mohi, "Deskripsi Budaya Organisasi Dalam Amal Usaha Muhammadiyah (Studi Kasus Universitas Muhammadiyah Gorontalo)," *Aristo* 7, no. 1 (2018): 34.

³⁵ Afrilliana Fitri, "Pengelolaan Dana Bantuan Operasional Sekolah (Bos) Sekolah Dasar Negeri Kecamatan Mandiangin Koto Selayan Kota Bukittinggi," *Jurnal Administrasi Pendidikan FIP UNP* 2 (2014): 33–39.

³⁶ Juharni Wahab M., Umar Congge, "Efektivitas Pelaksanaan Dana Bantuan Operasional (Bos) Sekolahmenengah Pertama Dikabupaten Sinjai (Studi Pada Smp Negeri 3 Sinjai)," *Jurnal Paradigma Ilmu Administrasi Negara* 1, no. 1 (2018): 38–42. , Deiby Christiana Tinggogoy, "Analisis Dampak Implementasi Kebijakan Penyaluran Dana Bantuan Operasional Sekolah: Studi di SMA Negeri 1 Halmahera Utara," (*Jurnal Ilmu Administrasi Negara Asian*, vol.7, no.1, 2019, DOI: <https://doi.org/10.47828/jianaasian.v7i01.37>, dan Erdiani, Silele, Harijanto, dan Sabijono, "Evaluasi Penggunaan Dana Bantuan Operasional Sekolah (BOS): Studi Kasus Pada SD Inpres 4 Desa Akediri Kecamatan Jailolo Kabupaten Halmahera Barat," (*Jurnal Emba: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, vol.5, no.2, 2017, DOI: <https://doi.org/10.35794/emba.v5i2.16232>).

mented to the fullest, regulation and bureaucracy are the prominent obstacle.³⁷ Sholihin, Bafadal and Sunandar, argue that the bureaucracy of school accreditation takes a lengthy procedure; it needs to merit the accreditation instrument and physical evidence; further, this process asks confirmation of the local school's education authority and even more, sometimes with the headquarter.³⁸ Buana proposes that government grant fund could be distributed by passing several bureaucracy steps; application of grant fund addressed to education authority, extended to the governor for confirmation, next for head of Financial department for issued SPP (Surat Permintaan Pembayaran), followed by SPM (Surat Perintah Membayar), Surat Perintah Pencairan Dana (SP2D), and final step is, distributed by local bank.³⁹ Further, Adhipurna and Prayoga discuss a case in a specific district of Indonesia, Bandar Lampung, but it applies comprehensively as the regulation is generally employed to all provinces and districts within Indonesia's dominion. The requirement to establish a school institution contains; recommendations from *Badan Perijinan dan Penanaman Modal*, Local Education Authority, *Izin Mendirikan Bangunan*, and several technical issues that should merit its standard.⁴⁰ Therefore, the implementation and execution in schools meet challenges that potentially decrease the realization of the intention. The administration issue, however, relates to the system and bureaucracy. Hierarchy in education authority belongs to several parties, local educational authority, National Accreditation Board, and school committee related to those processes' distribution and accountability. However, several efforts have been placed to give input and raise effective, efficient models, but specific work is missing, an approach offered by Weber. He was a sociologist with a jurisprudence background; his experience deals with managerial and public administration,⁴¹ therefore he is expected could contribute alternative insight to the tension here.

Max Weber's Contribution to the Tension

However, Weber's attention to education is strongly grounded by his historical background where he developed the rationalized economy, extends to religion, politics, and law.⁴² In his work, Weber suggests a comprehensive approach in order to cure the problem of bureaucracy. He insists that the educational system's bureaucracy is embedded in other social institutions where its implementation is strongly affected by these spheres. Therefore, Eugenie Samier says that bureaucracy in the education system owns interconnectedness, interdisciplinary and multidisciplinary exercises. It relates to

³⁷ Regina, "Implementasi Kebijakan Bantuan Operasional Sekolah Di Kota Malang (Studi Di Dinas Pendidikan Kota Malang)."

³⁸ Sholihin, Bafadal, and Sunandar, "Pengelolaan Persiapan Akreditasi Sekolah."

³⁹ Indra Buana, "Proses Pencairan Dana Hibah Untuk Pembangunan Ruang Kelas Baru (RKB) MTS Al-Fata Di Kabupaten Bogor Pada Sekrretariat Daerah Provinsi Jawa Barat Tahun Anggaran 2014."

⁴⁰ Meitupa Adhipurna, "Pelaksanaan Pemberian Izin Operasional Sekolah Swasta Di Kota Bandar Lampung."

⁴¹ Please see footnote 17.

⁴² Eugenie Samier, "Weber on Education and Its Administration: Prospects for Leadership in a Rationalized World," *Educational Management & Administration* 30, no. 1 (2002): 27–45.

social science and demands comparative analysis.⁴³ Bureaucracy is not limited to the educational sense; further, it encompasses global aspects. As in Indonesia, an effort to fix the tension should involve a comprehensive approach. The bureaucracy itself relates to legal, managerial, and sovereign aspects. With this in mind, it is needed should be narrowed to a specific authority. Indeed, the educational administration system in Indonesia involves other parties. National Accreditation board, local educational authority, and school committees play the whole system and bureaucracy's role. However, the large number of participants and spheres in the educational administration system led to a very high bureaucracy.

However, the main idea of Weber relates to rationalism. Ali Abdul Wakhid argues that Weber expresses his thought on bureaucracy in rationalism, where all dimensions apply based on their function.⁴⁴ Weber expresses his insight concerning rationalism in bureaucracy connects to authorized officers. Independency, hierarchy, agreement, selection, rights, career, and system are subjects that need to be communicated to bureaucracy's rationalism.⁴⁵ With this in mind, it is clear that according to Weber, the authorized officer holds the responsibility to share a proper sample of bureaucracy. In other words, he is proposing an anthropological approach instead of a technical business. In depth-sense, bureaucracy does not deal with the administration system's technical issue; instead, it relates to an authorized officer's character and attitude. Fixing the standard of the operational procedure is essential; however, efforts should be placed on human resources instead of technical issues. Indeed, human resources own historical dilemma in the development of the country. Indonesia has been struggling and in pain to fix its character and capacity of the people. Issue of human resources receives extensive discussion and attention. The state is encouraged to prepare its human resources.⁴⁶ In Indonesia, human resources are considered inferior in productivity and educational experience, further, having the insufficient skill to perform administrative work.⁴⁷ In recent years, Indonesia's government receives pressure to increase the human resources management system and public services. Yeremias Keban suggests adopting good governance principles to develop the bureaucracy system and, specifically speaking, shifts the authorized officer's previous mindset and worldview to a globalization view.⁴⁸ However, Heri Widodo argues that good governance is the

⁴³ Ali Abdul Wakhid, "Eksistensi Konsep Birokrasi Max Weber Dalam Reformasi Birokrasi Di Indonesia," *Jurnal TAPIS* 7, no. 2 (2011): 125–146, <http://ejournal.iainradenintan.ac.id/index.php/TAPIS/article/view/100>.

⁴⁴ Ali Abdul Wakhid, "Eksistensi Konsep Birokrasi Max Weber Dalam Reformasi Birokrasi di Indonesia," (*Jurnal TAPIS*, vol.7, no.13, 2011), 128.

⁴⁵ Mitfah Thoha, *Perspektif Perilaku Birokrasi* (Jakarta: Rajawali Press, 1991), 75.

⁴⁶ Dewi Wuryandani, "Peluang Dan Tantangan Sdm Indonesia Menyongsong Era," *Info Singkat : Ekonomi dan Kebijakan publik* VI, no. 17 (2015): 13–16.

⁴⁷ Anung Pramudyo, "Mempersiapkan Sumber Daya Manusia Indonesia Dalam Menghadapi Masyarakat Ekonomi Asean Tahun 2015," *Jurnal Bisnis Manajemen dan Akuntansi* II, no. 2 (2014): 92–100, <http://www.kemenkeu.go.id/Artikel/daya-saing-sumber-daya-manusia-indonesia-menghadapi-masyarakat-ekonomi-asean>.

⁴⁸ Yeremias T Keban, "Pokok-Pokok Pikiran Perbaikan Sistem Manajemen SDM PNS Di Indonesia," *Jurnal Kebijakan dan Administrasi Publik* 8, no. 2 (2004): 15–32.

human resources in high quality where the educational system prepares it.⁴⁹ In other words, the expectation of rationalism in bureaucracy is a triangle relationship. It requires mutual connections, rationalism will be a reality by qualified authorized officers in which they are trained in an educational institution, and education organization must be developed in rationalistic bureaucracy. Here is the concept of rationalism by Weber is part of the grand scope of education itself. He maintains the importance of the people in which involves of the triangle system in education.

However, according to Wakhid, the implementation of Weber's rationalism has been realized in Indonesia.⁵⁰ This fact shares several points; firstly, Weberian concept of bureaucracy is applied to the Indonesian context, second, Indonesia has been appropriately developed its administration system, and third, the concept of Weber does not show significant contribution as the reality as discussed above, the bureaucracy of Indonesia is flawed. Indeed, it backs to Weber's immediate attention where he proposes the importance of the anthropological approach, rationalism of bureaucracy. The systems, system operational procedure, hierarchy, delegation, and technical segmentation have been expressed well. Unfortunately, the human resources authorized officer, fail to implement the practice. Therefore, Wakhid, in his chapter, concludes that it is crucial to building interaction between individual and bureaucracy characteristics.⁵¹ Moreover, according to Thoha Mitfah and Agus Dharma, rationalism in Weber's insight is a system that owns a fixed pattern.⁵² Dynamic pattern leads to uncertainty and chaotic of bureaucracy system in educational administration. In conclusion, rationalism in Weber's thought shares attention to the importance of the human resources itself.

Nevertheless, according to Karamollah Daneshfard and Fatemeh Sadat Aboalmaali, Weberian bureaucracy seems ambiguous and complicated.⁵³ Indeed, Weberian rationalism is applied in all life areas, including education institutes, especially speaking, a private school in Indonesia. It works explicitly to industrialized,⁵⁴ and probably has no significant impact on developed countries such as Indonesia. Therefore, when he argues that people's ability to cope and influence the administration system is the key to reaching ideal bureaucracy,⁵⁵ It should be clear if it is applied to all country contexts. However, this concept potentially could benefit the Western world where the Eastern world share distinction.

⁴⁹ Samier, "Weber on Education and Its Administration: Prospects for Leadership in a Rationalized World."

⁵⁰ Wakhid, "Eksistensi Konsep Birokrasi Max Weber Dalam Reformasi Birokrasi Di Indonesia."

⁵¹ Ibid.

⁵² Thoha Miftah and Agus Dharma, *Menyoal Birokrasi Publik* (Jakarta: Balai Pustaka, 1999), 25.

⁵³ Fatemeh Sadat Aboalmaali, Karamollah Daneshfard, and Fatemeh Sadat, "International Journal of Scientific Management and Development Max Weber's Philosophy of Bureaucracy and Its Criticism" 4, no. 6 (2016): 214–220, www.IJSMMD.Com.

⁵⁴ Glynn Cochrane, *Max Weber's Vision for Bureaucracy: A Casualty of World War I*, Max Weber's Vision for Bureaucracy: A Casualty of World War I, 2017.

⁵⁵ Feliz Merz, *Max Weber's Theory of Bureaucracy and Its Negative Consequences* (Germany: GRIN Verlag, 2011), 3.

Eventually, Weber displays the significance of human resources to develop school administration and bureaucracy. His contribution specifically provokes hyper attention to administration and documentation concern in which share no significance to the educational institution improvement. In Indonesia, most works have been shared in discussing documents dimension where less of attention to anthropological approach. Consistently, Webber insists the vitality of human thinking and mentality. Indeed, his theory relates to the state's vision '*Revolusi Mental*' which encouraged to be integrated and collaborated with educational activities. Therefore, Weber argues that the man power is essential in developing school administration. In this context, scholarship in Indonesia need to increase attention on how to improve mentality and worldview of educators. By doing so, education administration and bureaucracy will tackle the expectation.

CONCLUSION

The idea of Weber concerning bureaucracy relates to his position on rationalism. His view exclusively focuses on the anthropological approach where human resources, the authorized officer, is the primary key to how a system could be developed properly. Weber has no attention to administration procedure or hierarchy; moreover, he insists that people's skill and capacity will contribute positive inputs for the bureaucracy of administration system in an educational institution, especially speaking, private school.

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