



LITERATURE STUDY: EDUCATIONAL MANAGEMENT STRATEGIES IN RURAL SCHOOLS

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ABSTRACT

Educational resources are relatively scarce in rural areas, and many abandoned children are in rural areas. Therefore, it needs to be clarified in education and teaching. This study uses a qualitative method with a literature study approach. Data is taken in the form of books and journals taken from Google Scholar with specific keywords according to the needs of the article. From this study, it was found that improving the level of education and management of primary and secondary schools in rural areas is a problem that educators must consider and focus on. Primary and secondary schools should improve relations and update strategies based on different national policies to meet the needs of teaching reform. Improve implementation methods and education management strategies, and provide appropriate strategic support for managing primary and secondary schools in rural areas of different perspectives so that students can improve their cognition and enable them to receive a good education. Based on this, the effective strategy for managing rural primary and secondary education is mainly analyzed further.

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INTRODUCTION

The history of education is usually described and framed in values as a form of enlightenment. It is essential to realize that the emergence of a modern nation, the state, and then the democratic form of a national government, grew out of an accumulation of state resources and a shift in theological logic about human rights humans (Fogel, 2000; Polyani, 2001; Taylor, 2007). The establishment of schools and colleges for higher education in their early days set the trajectory of education in the United States before public education as it is today as we know it (Reese, 2005; Thelin, 2004a). Higher education institutions were established as the nation moved west during the colonial period

and after. Most states and territories frequently it has high schools, colleges, and colleges of various types with slight differences between them (Thelin, 2004a). Professional education in business and medicine takes place in privately owned schools, as colleges public and private colleges primarily focus on the liberal arts. Most colleges are aligned with faith traditions, and their presidents are usually clergy members. This shows that a relationship between ideology and stakeholders greatly influences the educational policies taken.

Very tight competition to get into college raises new problems. People living in rural areas will naturally be excluded due to an inability to compete. Not all of them, but

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resources in rural areas and limited access are one of the reasons for this. Through this research, the researcher examines the 'Library Study: Strategy Management of Elementary and Middle School Education in Rural Areas.' This literature study research is expected to be one of the evaluations for stakeholders in determining education policy in rural areas. Here are a few research related to this research.

First, the research entitled 'Review of research on educational leadership and management in Asia: A comparative analysis of research topics and methods, 1995-2012' (Hallinger, P., & Chen, 2015). Research review using quantitative descriptive forms from a systematic review of 478 articles published in eight "core" international journals in educational leadership and management during this period. The review examines trends in volume and impact publications, as well as topics and research methods used by scholars who studied educational leadership and management in Asia. The study concluded that Asian leadership and management education scholarship is still in the early stages of development.

Very knowledge production uneven across continents, with only a few pockets of research excellence. Significant growth trends are observed regarding scientific interest in studying leadership in K-12 schools, school change, effect and improvement, and organizational behavior in education. Although more qualitative research methods were popular in this literature before 2006, the use of quantitative research methods increased sharply over the last six years. Differences with research previously, this research focused on narrower research, namely rural areas.

The second research is 'In Search of policies that support educational innovation: Perspective of a place-and community-based elementary school' (Blenkinsop, 2018). Based on our experience starting schools, this paper is part of a dialogue and some theory. The three authors all played essential roles in the design, creation, and ongoing support of innovative public primary schools. The following is a discussion of the types of policies that have emerged over the years of

school age, including the identification of those who are hindering and those who are helping. The last section uses some of the latest work in policy social innovation to inform discussions concerning our policy recommendations for those interested in supporting local types, place- and community-based educational innovations are described here. This research has in common with what the author did, namely starting related research public policy for primary and secondary school education.

Zuckerman (2020), in a journal entitled 'The role of rural school leaders in a school-community partnership', analyzes the centralized role of rural schools in their communities and the importance of leadership that reaches boundaries for school and community renewal. Rural school leaders are responsible for forming mutually beneficial relationships between schools and communities to promote agency and action toward the common good. The author outlines the various roles assumed by educational leaders and how their ability to drive change is facilitated and limited by their formal roles.

Based on the three relevant studies above, the researcher conducted study literature and related it to field facts. For this reason, this research is qualitative. Data is taken from journals and books by searching with keywords public management and education at Google Scholar. Selected journals and books based on which can be accessed for free. We only took a few samples for this short journal. We found some relevant research and used related journals to carry out an in-depth analysis, but sufficiently represents the development of education today, especially in rural areas.

MATERIALS AND METHODS

This research was carried out using the literature review research method, which provides output to existing data, as well as an elaboration of a finding so that it can be used as an example for research studies in compiling or making the clear language of the contents of the problem to be studied. The author searches for data or literature materials from journals or articles as well as references on Google Scholar with the keywords

education management rural so they can be used as a strong foundation in content or discussion. This research is for the content related to systematic literature research methods reviews. Systematic Literature Review (SLR) is a term for identifying, evaluating, and interpreting all available research relevant to formulating the problem or topic area studied (Triandini et al. 2019). The results of the analysis will be conveyed using descriptive words.

RESULTS AND DISCUSSION

Before going in-depth, we found a few things in library research. The final and most crucial policy consideration in this phase, particularly in the case of transformative educational change, provides space to reframe perspectives (Biggs et al., 2010). The education status quo brought with it significant historical, normative, metaphorical, and many other interrelated things. Every human stakeholder works, at least been to schools, and schools give something to them, and for us to be an important factor to strive for. Sometimes the project feels like education entirely (Blenkinsop, (2012), because we learn at the same time drawn to educate parents, teachers, stakeholders, and makers policies at all levels.

Without political will-ness and policy, space allows us to change language and metaphors around the environment (e.g., moving from the realm of background to the realm of co-teacher), school (e.g., moving from buildings to parks and outdoors), and environmental crises (e.g., moving from a subtle change in behavior leading to a good recycling program to position challenges as existence culture and relations as colonial). We will not have the ability to reframe the perspective and the job will be significantly more difficult.

Dorr (2020) critiques the book *No Longer Forgotten: The Triumphs and Struggles of Rural Education in America*. While rural schools are often generalized into one broad category, Dorr emphasizes the need to recognize the potential for this categorization to simplify regional matters. Dorr urged rural practitioners to truly understand the communities they serve, and

the defining characteristics of those communities, citing rural poverty rates, current educational conditions for black students, territory politics, staffing issues, and a lack of technological resources. By understanding the features and needs of each rural community, practitioners can ensure that they are proposing innovative solutions that are suitable for their specific communities and not just adopting a one-size-fits-all approach.

Moore and Westley (2011) suggest that policies need flexibility built into them to afford support and respond to social innovations as they change over time. This is very important in the case of "disruptive" or "catalytic" innovation, that is, one that is good on purpose or accidentally changes the status quo (Christensen et al., 2006). Freeman (1984), stakeholders are individuals or groups. Individuals affected by organizational goals or those who are can influence the outcome of organizational policies and objectives. For some scholars, Stakeholders are those individuals who can influence the outcome of specific organizational policies or goals (Crosby, 1992; Mason & Mitroff, 1981; Chory, 1994).

Brugha and Varvasovszky (2000) define stakeholders as a person or group with a given interest, as may be can direct the direction of a project or organizational policy. Stakeholders can be internal or external (Stefl & Tucker, 1994), known or unknown (Kingdon, 1995), and they can be active or inactive (Brugha & Varvasovszky, 2000). Buckmiller et al. (2020) used a mixed methods survey of 85 rural school principals to assess their intention to use standards-based assessment (SBG) in their schools and their perceptions of the efficacy and resources of their leadership in pursuing this endeavor. The data shows that a sample of school principals incorporate SBG into their five-year vision and maintain the literacy, capacity, and resources to support SBG in their schools. The authors propose several solutions for strategic implementation, acknowledging the impediments to such a mammoth task.

In education, the term "stakeholder" refers to the same individual who is interested in the education sector (Adebayo, 2013). Their main motive is to see the progress and prosperity of the school system by ensuring

that the school produces high-quality graduates with the ability to achieve personal, social, governmental, or organizational goals (Schlechty, 2001).

Education stakeholders can include school principals, teachers, parents, community members, parent-teacher associations (PTA), organizations, non-governmental organizations, school management committees, elected officials, students, and the council's governor. Stakeholder participation in managing the affairs of the current government is recognized worldwide. The current government continues to involve various actors intending to share power and influence (Gertz & Van, 2010). In short, national education is no longer the responsibility of just anyone in government alone. Thus, stakeholder engagement in education opens the door to achieving several goals, including achieving quality.

Khaitan (2021), alongside teacher training, monitoring and supervision, and digital infrastructure, is underfunded in India's budget. According to Kundu, one can only expect some teachers to have a laptop and a good internet connection, even though COVID-19 has made online education even more critical. Even though education is underfunded in India, the state often needs to utilize its funds fully. The government can happen for several reasons, including delayed payments to the state by the central government and conditional allocation by the state of items that schools do not need to spend each year.

In addition, if funds are allocated for certain activities, such as building new infrastructure or maintenance, but more is needed to cover the total cost of those activities, schools may not do those activities altogether. Therefore funds still need to be used, Kundu added. It is also influenced by how successful leaders can provide high job satisfaction to subordinates and improve their working conditions (Erben et al., 2019). The following analysis was found.

Analysis of the current situation of rural primary and secondary schools is in progress education management.

Rural areas are relatively backward in economic development and technology, so there needs to be more suitable infrastructure for school administration. Elementary educational environments cannot be compared with urban teaching environments. However, rural areas still have unique advantages, such as great natural sports, rich natural resources, and unique teaching resources. Deficiency in process school administration is mainly reflected in the lack of functional space in schools, even though some schools still need available space, which cannot meet average educational and teaching needs.

The research on rural teachers found that the main problem was that teachers in rural areas are older, and young and energetic teachers generally work in urban areas. Hence, teachers in rural areas are old. More senior teachers are especially influenced by traditional teaching ideas and adopt conventional models in their daily teaching and management process. Which makes it a complicated school management process to be in line with progressive ideas and reform ideas teaching, and impedes students' comprehensive progress in the classroom.

It is difficult for elderly teachers to complete quality teaching and high intensity, which gradually reduces teaching achievement in rural areas.

Analysis of Effective Strategy Management of Elementary and Secondary Education in Rural Area

1. Update primary and secondary school daily educational steps bare countryside

First, it is necessary to reasonably plan the elements of education and teaching, incorporating students' actual needs and learning needs in the daily learning process. Improving and updating teaching strategies with students as the main body, optimizing classroom teaching relationships with students as the basis and focus, and laying a solid foundation the basis for effective teaching. Apart from that, it is necessary to continue improving various school teaching facilities, create a quality learning environment for students, enable students to complete learning knowledge in a good

atmosphere, and lay a good foundation for improving teaching effectiveness.

Second, we must take the initiative to change the concept of teaching, actively meet the ideological needs of teaching reform, and include teaching reform ideas. Improve the teaching environment and process teaching, innovate teaching links and concepts in the classroom, and attract students by optimizing teaching in the school. Engage in the learning process. Teachers must constantly update their teaching level and ability; they are on their own, continually learning and mastering advanced teaching ideas. Clever use of advanced teaching methods to enhance the teaching process in class so that primary and secondary school education in rural areas runs well.

Third, we must take the initiative to improve the education system and teaching continuously. Someone who pays attention to teacher quality development and enhancing the education process through updating the concept of teacher thinking and strengthening experience management on an ongoing basis, as well as adequately training SD and SMP. Teacher rural schools improve teaching skills and teacher quality, enrich teacher teaching methods, improve primary school systems and medium in the process of teaching and daily guidance. Combine modernization needs, and incorporate reform teaching ideas to promote education and management level of primary and secondary schools in the rural area.

2. Introducing outstanding educational talent

First, primary and secondary schools in rural areas must be good at building a suitable mechanism for the rational flow of rural teachers, providing space reasonable promotion and promotion channels for rural teachers in rural areas, and attract more teachers to participate in education and teaching. Work in the countryside. For example, the government can set policies related to that teachers may return to the cities after working in the country for two or five years. This model gives hope to teachers and, at the same time, attracts many teachers to devote themselves to daily teaching. Work in

rural areas and contribute to education. Teaching brings hope and vitality.

Some views also support this. The positive link between teacher-student relationships and students' social-emotional well-being has been repeatedly confirmed. While there are certainly direct effects, positive teacher-student relationships may also indirectly increase students' emotional well-being because how teachers treat students influences how students treat one another (Chory & Offstein, 2018; Dietrich & Cohen, 2019). Teacher support, a concept closely related to the teacher-student relationship, has been positively related to feelings of anger, school-related anxiety (Lei et al., 2018), and school connectedness (Joyce, 2018).

Second, primary and secondary schools in rural areas should increase allowances for appropriate welfare to overcome the problem of low material treatment for teachers in rural areas. In their daily teaching work, to stimulate teacher enthusiasm and encourage teachers to participate in activities actively teach. Everyday education and teaching work in rural areas. Therefore, we must continue to adjust teacher salary levels in rural areas, arrange holidays reasonably, and let the teacher feel warm inside teaching every day through paychecks, holidays, and attention and care from the higher leader—development from the point of view of effectively achieving a healthy operation and promoting capability improvement comprehensive work.

Third, we must vigorously advocate for model development of primary education for primary and secondary schools in rural areas. Management workers can be arranged to study and visit abroad, learn advanced management methods and teaching methods, look at advanced management systems, and optimize the quality of primary and secondary schools in rural areas. Education reform and development goals, through the integration of new models and ideas, improve management levels, update and manage teaching teams effectively, optimize talent teams, and lay the basis for increasing education management and solutions to various problems in rural areas. Update the summary to improve

teachers' quality and the management capabilities of school administrators.

3. Realizing scientific planning of elementary and secondary schools in rural areas

Proper school district planning effectively improves the management and teaching effectiveness of primary and secondary school middle class in rural areas. Rural areas can apply for several funds from the department of education and the local education bureau to improve campus planning. Before the campus planning project begins, managers and planners can be arranged to visit primary and secondary schools in area urban areas to study their campus planning methods and incorporate their school management. According to the needs of students in the daily learning process, they formulate campus plans scientifically, optimize space through different angles, and rationally use the advantages of different resources to enhance campus development. Provide teachers with a high-quality teaching environment and students with a high-quality learning environment.

Halim et al. (2020) that, as expected, job satisfaction also fully mediates between transactional leadership and organizational commitment among teachers. Teachers who are highly satisfied with their jobs associate their commitment to their school with transactional leadership. It expands knowledge about the influence of teachers' leadership styles on their organizational commitment through mediating factors. Therefore, leadership development and training of future school administrators during their tertiary education are essential for increasing teacher job satisfaction and commitment.

CONCLUSION

In short, primary and secondary schools in rural areas are active improving daily management processes, striving to achieve goals scientific management, creating a high-quality environment for students, aggregating the actual situation, summarizing and planning multiple programs, implementing policies effectively, and improving the quality of schools elementary and middle

management level, combined with the actual situation in rural areas to improve management can provide the environment high-quality learning for students. However, after achieving specific results, education providers in rural areas still need to explore relationships and needs between daily work and actual conditions, continue to improve their management, introduced a large number of talents and funds, laying a good foundation for management education, and promoting secondary school development in rural areas Benign development of comprehensive elementary school skills.

Author's declaration

Authors' contributions and responsibilities

The authors made substantial contributions to the conception and design of the study. The authors took responsibility for data analysis, interpretation and discussion of results. The authors read and approved the final manuscript.

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All data are available from the authors.

Competing interests

The authors declare no competing interest.

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