



## Implementation of Classic Management Theory in the Distribution of Duties and Authority in State Primary Schools 57/Ix Muaro Jambi

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### ABSTRACT

Based on the researcher's grand tour of the Muaro Jambi 57/IX Public Elementary School, it was found that first, management implementation was not in line with the division of duties and authority of teachers. Second, the principal only fulfills his obligations without exceeding limits. Third, the organization of time, work tools and facilities is not yet optimal. This qualitative research uses a qualitative case approach. The subjects of this research are elementary school principals. Data collection uses observation, interview and documentation techniques. Data analysis uses the Miles and Huberman model which includes data reduction, data presentation, and data withdrawal. The research results show that job satisfaction provides a clear sign in producing the Implementation of Classical Management Theory in the Division of Duties and Authority at the 57/IX Muaro Jambi State Elementary School. The feeling of satisfaction or happiness felt by the teacher has an impact on the quality of the performance provided. Teacher competency, which is reflected in the division of work, is clearly an important factor in producing job satisfaction which leads to the quality of performance produced. For leaders, it is very important to pay attention to job satisfaction in the division of tasks and authority in order to create high quality performance by increasing the competency of human resources (teachers) which is reflected in the division of work in accordance with the areas of expertise or abilities of human resources (teachers).

## **INTRODUCTION**

Interaction between teaching staff and students is necessary to achieve educational success. Teachers as educators are educational leaders, they are very decisive in the learning process in the classroom, and this leadership role will be reflected in how teachers carry out their roles and duties. This means that teacher performance is a very determining factor for the quality of learning/education which will have implications for the quality of educational output after completing school.

Teacher performance is basically the performance or performance carried out by teachers in carrying out their duties as educators (Saputra, 2010: 22). Factors that can influence teacher performance in carrying out their duties are: 1) the principal's leadership, 2) work facilities, 3) expectations, and 4) trust of school personnel (Sumarno, 2011: 1).

Apart from that, teacher performance can be influenced by many factors, including work experience, educational background and work motivation. This performance problem has a big impact on the development of education, because teacher performance that is not good will cause the quality and number of graduates to be less good. The poor quality of graduates will result in a sharp structural gap between the supply and demand for educated labor. With their managerial competency skills, school principals build and maintain positive teacher performance.

Teacher performance in this research is the teacher's ability to carry out a job assigned to him in accordance with his duties and functions. The managerial competence of the school principal is one of the factors that can encourage schools to realize their school's vision, mission, goals and objectives through programs that are implemented in a planned and gradual manner. School principals are required to have adequate management and leadership skills to be able to take initiative and initiative to improve the quality of the school.

As Danim and Suparno (2019: 13) state that: the school principal is responsible for maintaining and motivating teachers, students and school administration staff so that they are willing and able to implement the rules and regulations that apply in the school.

In classical management theory, division of labor is the key to increasing efficiency. In elementary schools, this means that the division of tasks between teachers is carried out clearly according to their respective skills and responsibilities.

The implementation of Classical Management Theory in the distribution of teacher duties at State Elementary School 57/IX Muaro Jambi can be seen through the principles proposed by classical management figures, such as Frederick Taylor, Henri Fayol, and Max Weber. This theory provides guidance on how the division of tasks is carried out efficiently and structured in the elementary school context.

## LITERATURE REVIEW

### Management Concept

Definition, Basics and Objectives of Management Linguistically, management comes from Latin, namely from the word *manus* which means hand and *agere* (to do). These words are combined into *managere* which means to handle, *Manegere* is translated into English to manage (verb), management (noun), and manager for the person who does it, Management is translated into Indonesian as management (management). (Usman: 2013)

James A.F Stoner and Charles Wankel define management with the term "The art of getting things done through people", in simple language management can be defined as the art of getting things by empowering existing human resources. (Usman: 2013)

According to Bartol and Marten as quoted by Kompri, management is the process of achieving organizational goals by carrying out activities from four main functions, namely planning, organizing, leading and controlling. (Kompri:2015) explains that management in a broad sense is planning, implementing and monitoring organizational resources to achieve goals effectively and efficiently. (Usman: 2013)

Meanwhile, Suharsimi Arikunto and Lia Yuliana, management is a series of activities that refer to cooperation between two or more people to achieve a predetermined goal. Management according to Henry, as quoted by Agus Wibowo, is the process of utilizing raw materials and human resources to achieve goals. set. (Wibowo: 2013) This process involves organization, direction, coordination and evaluation of people to achieve goals.

Meanwhile, Arifin Abdurachman, as quoted by M. Ngalim Purwanto, stated that management is activities to achieve the main targets and objectives that have been determined using implementing people. (Purwanto: 2008) According to Prim Masrokan Mutohar, management can be seen as the art of carrying out work through other people, or known as The art of getting things done through the people. (Purwanto: 2013)

This definition means that a manager in achieving organizational goals involves other people to carry out various tasks that have been arranged by the manager. Because management is seen as an art, a manager needs to know and master the art of leading which is closely related to the appropriate leadership style and can be applied in various situations and conditions that exist in educational institutions. (Muhtar: 2013)

Robert L. Katz as quoted by Novan Ardy Wiyani, (2013) explains that management is: A profession because various management activities are carried out with various abilities (competencies) or special skills. First, conceptual ability, namely the ability to perceive the organization as a system, understand changes in each part that affect the entire organization, and the ability to coordinate all activities and interests of the organization. Second, social skills, namely the ability to build relationships, collaborate and lead other people. Third, technical ability, namely ability that is closely related to the ability that

managers have in using tools, procedures and techniques in special fields, such as budget program planning techniques, education programs, supervision programs, and so on. (Robbins and Coulter:2012)

This is also in accordance with what Stephen P. Robbins and Mary Coulter stated, "A manager is someone who coordinates and oversees the work of other people so that organizational goals can be accomplished. A manager's job is not about personal achievement-it's about helping others do their work". (Robbins dan Coulter: 2012) This opinion can be understood that a manager is someone who always thinks about activities to achieve an organizational goal. (Baharuddin and Umiarso: 2-12)

According to Suharsimi Arikunto and Lia Yuliana, educational management is an activity or series of activities in the form of the process of managing the cooperative efforts of a group of people who are members of an educational organization, to achieve predetermined educational goals, so that they are effective and efficient. (Arikunto and Yuliana:2018)

### Management Function

There are four basic activities or functions in management activities, namely: planning, organizing, acting, and controlling the use of organizational resources.

The author will explain the four management activities or functions in the following description:

a. Planning (Purwanto: 2016) states that planning is the activity of thinking about and choosing a series of actions aimed at achieving educational aims and objectives.

b. The same opinion expressed by Suryosubroto is that planning is the selection from a number of alternatives regarding determining achievement procedures and estimating the resources that can be provided to achieve these goals. So, planning is an absolute requirement for every administrative activity, without planning an activity will experience difficulties and even failure in achieving the desired goals. In another aspect, planning is a series of actions to achieve a predetermined goal (planning is the determination of a course of action to achieve a desired result). Thus, planning is essentially a thought developed by each individual in order to achieve the goals of an educational organization.

Thus, in order to produce good and strategic planning, reflection is needed through in-depth, comprehensive and critical logical thinking regarding what constitutes planning in the field of education management.

The main objective of this planning activity is to facilitate the achievement of the objectives of an activity that have been previously determined effectively and efficiently. Apart from that, planning also aims to limit errors that may occur and avoid duplication or duplicate work which can hinder the progress of an activity.

Planning is the process of determining the goals or objectives to be achieved which

determines the path and resources needed to achieve those goals as effectively and efficiently as possible. In the context of educational institutions, to organize the activities of educational institutions, a lot of valid data, considerations and thoughts are needed by a number of people related to the things being planned. Therefore, planning activities should involve every element of the educational institution in order to improve the quality of education.

#### Duties and Authorities of Teachers

Ahmad Sopian's study entitled "Tasks, Roles and Functions of Teachers in Education" writes that in education teachers have the following main tasks:

- a. Maintain, control and protect students physically and mentally during the education and training process, to avoid various kinds of disturbances.
- b. Explain wisely (wisdom) what students ask about issues that they do not yet understand.
- c. Providing a special place and time for students to support the success of the educational process as expected. Reported by the Ministry of Education and Culture's Ayo Teachers Share website, teachers have the main task as teachers who plan teaching programs, implement programs and carry out assessments. Apart from that, teachers serve as educators who direct students to a level of maturity with good personality. Teachers also serve as leaders who control themselves, students and related communities, directing, supervising, organizing, controlling and participating in the programs carried out. Teachers have a function that is not easy in education, as the main spearhead in forming the nation's children, both in increasing intelligence and in teaching, teachers have an invaluable role in the progress of the nation.

#### The Role of Teachers in Education

Still quoted from the same site, the most dominant teacher roles are classified into 12 roles, namely:

- a. Teachers as organizers, teachers play a role in creating an educational process that can be held accountable, both formally and morally.
- b. Teachers as demonstrators, as teachers, are expected to be able to master teaching materials and continually develop and increase their capacity to be skilled at understanding the curriculum.
- c. Teachers as class managers, apart from being teachers, teachers as class managers are expected to be able to manage the class as a conducive learning environment and stimulate students to learn.
- d. The teacher as a facilitator, the teacher's role is to provide facilities or convenience in the teaching and learning process.
- e. Teachers as mediators, teachers have a role as intermediaries in the school environment, both between students and between parents.
- f. Teachers as motivators, the role of teachers should be to encourage students to be active and enthusiastic about learning.
- g. The teacher as an inspiration, the teacher's role is to provide inspiration for students' learning progress by providing

instructions on how to study well. h. The teacher as a climator, the teacher's role is to create a pleasant learning climate. i. Teachers as informants, teachers also play a role as a source of information on academic and general activities. j. Teachers as initiators, teachers play the role of originating ideas for progress in education and teaching. k. The teacher as the culminator, the teacher has a role in directing the learning process in stages (culmination). l. The teacher as an evaluator, the teacher's role is to evaluate to determine the success and achievements of each student

Seeing the many duties of teachers in terms of education, of course teachers also function as shapers of generations of the nation's children, and this role is not an easy one.

#### Division of Labor

One of the main concepts in classical management theory is the division of labor. Based on the thoughts of Frederick Taylor (Scientific Management), work is divided into small, specific tasks so that workers can be more focused and efficient in completing their tasks. This division also makes it easier to determine expertise and specialization in each task.

Implementation in the division of tasks:

a. Assign clear roles or responsibilities to each individual or team. b. Allocate tasks based on each individual's skills and capacities. c. Create standard operational procedures for certain tasks to make them more efficient

#### Power and Authority (Authority and Responsibility)

Implementation in the division of authority:

##### a. Principal as Leader

The principal is responsible for managing the school as a whole, including dividing tasks between teachers and ensuring each teacher has clear responsibilities. The principal also provides guidance regarding the policies that apply at the school.

##### b. Teacher Authority

Each teacher has the authority to manage their class, teach according to the curriculum, and assess student progress. However, they are also responsible for carrying out their duties well, meeting teaching standards, and maintaining student discipline.

##### c. Coordination and Distribution of Authority

In elementary schools, there may be several teachers who play a role in curriculum development or extracurricular activities, where their responsibilities and authority are divided according to those specific roles.

#### 8. Hierarchy and Organizational Structure:

Max Weber developed bureaucratic theory which emphasized the importance of a clear hierarchical structure and structured division of tasks in organizations. A clear structure allows for better coordination and effective monitoring.

Implementation of the division of duties and authority:

- a. Develop a clear organizational structure with defined levels, from leadership to implementing staff.
- b. Allocate tasks to various levels according to their competence and authority.
- c. Create strict rules regarding who has the authority to make decisions at various levels of the organization.

Standardization of Work Processes and Procedures

Classical management theory emphasizes the importance of standardization in work processes. In elementary schools, teaching standards, evaluation, and administrative procedures are important aspects to implement.

a. Implementation in the division of tasks

1) Uniform Curriculum: All elementary school teachers follow the curriculum set by the government or department

education. The division of tasks related to the delivery of subject matter is also arranged so that there is no overlap and each teacher can focus on their field.

2) Administrative Procedures Teachers follow agreed procedures, such as assessment procedures, attendance, class management, and student progress reports. This procedure is created so that all teachers carry out their duties in a consistent and efficient manner.

3) Performance Evaluation There are clear standards regarding how to assess teacher and student performance, including in terms of assessing student learning outcomes and feedback provided by teachers to student parents.

Supervision and Control

Supervision is part of classical management theory which ensures that everyone carries out their duties as expected. In the school context, supervision is carried out by the school principal and education supervisor.

a. Implementation in supervision

1) Supervision of the Principal

The school principal supervises the teaching and learning process, ensuring that each teacher carries out their duties in accordance with established standards.

## 2) Periodic Evaluation

Evaluation of teacher and student performance is carried out periodically. The school principal can hold evaluation meetings with teachers to assess whether the learning process is running smoothly and in accordance with the expected educational goals.

## 3) Class Supervision

Teachers are responsible for supervising and managing their classes, including maintaining discipline and monitoring student progress.

Thus, the implementation of classical management theory in the division of tasks and authority of teachers at the Muaro Jambi 57/IX Public Elementary School provides a clear structure, efficiency in the distribution of responsibilities, and organized control to achieve optimal educational goals.

## **RESEARCH METHOD**

This research uses a qualitative descriptive research method. According to John M. Creswell, "qualitative research is conducted in a natural setting with a naturalistic approach. The researcher is a data collection instrument and functions to analyze data, both in the form of words and images, inductively. Researchers explore problems related to the implementation of classical management theory in the division of tasks and authority of teachers at the Muaro Jambi 57/IX State Elementary School. This exploration was based on obtaining accurate information regarding actual conditions during the implementation of the principal's duties and functions in the division of duties and authority of teachers at the Muaro Jambi 57/IX State Elementary School. Data is collected through direct interaction.

The research subjects were elementary school principals who were referred to as key informants. Additional informants include teachers and education staff. The research process begins with data collection, followed by data reduction and display. The final step involves drawing conclusions

## **RESEARCH RESULTS**

Research on the Implementation of Classical Management Theory in the Division of Duties and Authority in Muaro Jambi 57/IX State Elementary School. The job satisfaction felt by teaching staff is obtained by dividing work according to the abilities or expertise of teachers per division. The teacher's job satisfaction is in the form of a feeling of happiness because he has channeled abilities or expertise in accordance with classical management, especially for teacher children, making students achieve and have better abilities.

The research results show that job satisfaction provides a clear sign in producing the Implementation of Classical Management Theory in the Division of Duties and Authority at the 57/IX Muaro Jambi State Elementary School. The feeling of satisfaction or happiness felt by the teacher has an impact on the quality of the performance provided.

Teacher competency, which is reflected in the division of work, is clearly an important factor in producing job satisfaction which leads to the quality of performance produced. For leaders, it is very important to pay attention to job satisfaction in the division of tasks and authority in order to create high quality performance by increasing the competency of human resources (teachers) which is reflected in the division of work in accordance with the areas of expertise or abilities of human resources (teachers).

## CONCLUSION

Based on the research results, it is concluded that the division of work and authority influences job satisfaction and performance quality. It is proven from the ability or expertise, self-concept, motivation and good nature of teachers, the quality of performance given by teachers to schools, especially to students, is better. The job satisfaction felt by teachers is achieved by feeling happy because they have channeled abilities or expertise per division to the school, especially students, making students achieve and have better abilities, helping the school achieve achievements in their field, good responses from various parties, thereby further improving the quality of the performance of teaching staff towards the school, especially students.

## IMPLICATIONS

Research findings regarding the Implementation of Classical Management Theory in the Division of Duties and Authority at the Muaro Jambi 57/IX State Elementary School have had a positive impact on increasing the work motivation of school principals in completing their workload. Apart from that, it also influences state elementary school principals in increasing their professionalism. The performance of the school principal, which is organized and implemented systematically, on target and continuously, creates a motivational boost for teachers in carrying out their duties and authority.

The job of the principal while carrying out leadership responsibilities in elementary schools is his responsibility in dividing tasks and his authority in dividing tasks towards his teachers. Principals of state elementary schools play an important role in monitoring teacher work progress, both positive and negative.

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