Innovation Management Education at SMK Bakti Karya Parigi

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ABSTRACT: The purpose of this study is to evaluate and describe how education management innovations were implemented at SMK Bakti Karya Parigi. Innovation in educational management is essential for enhancing the caliber and efficiency of educational institutions in the setting of rapid educational development and dynamic change. Data for this study was gathered through interviews, observations, and document analysis using a qualitative methodology. The findings demonstrated that SMK Bakti Karya Parigi has embraced a number of innovations in educational administration. The agency has been able to set clear goals and create effective action plans with the aid of targeted and strategic planning. A well-coordinated organizational structure and a distinct division of roles and responsibilities among the educational staff have also been produced through effective organization. The success of the education management innovation at SMK Bakti Karya Parigi is also significantly influenced by effective driving. A positive learning culture has been created throughout the institution thanks to the leadership's participation- and cooperation-focused approach. Additionally, effective control through ongoing monitoring and evaluation of educational goals' achievement has allowed the institution to recognize the success of innovations and implement corrective actions as needed. The success of education management also depends on effective driving.At the end of the day, SMK Bakti Karya Parigi's education management innovation has improved the way that education is delivered at the school. The institution continues to establish best practices in educational management through the active participation of stakeholders like teachers, staff, students, and parents as well as through continual professional development.ingenuity at SMK Bakti Karya Parigi.

KEYWORDS: innovation, Management, education, SMK Bakti Karya Parigi

1. INTRODUCTION

In the digital era, education management innovation is very important for educational institutions to remain relevant and meet the needs of quality education. Education management innovation can help educational institutions to be more effective and efficient in running educational programs, improving the quality of learning, and creating a conducive learning environment.

However, there are still many Islamic educational institutions that have not implemented educational management innovations, so sometimes it is still difficult to answer the increasingly complex educational challenges. Therefore, there is a need for a deeper understanding of educational management innovations in educational institutions in order to provide solutions and strategic steps in facing changing times.

Research conducted by Abdur Rous with the title transformation and innovation of Islamic education management explains that transformation and innovation in Islamic religious education management can be interpreted as a comprehensive and broad change, and covers all aspects to become something new, striving for change with the aim of achieving better things in the field of Islamic education management, (Rouf, A. 2017).

Furthermore, research conducted by Irpan Ilmi entitled Green Economy as a Strategy of SMK Bakti Karya Parigi to Face the Financial Crisis During the Covid-19 Pandemic. Research shows that ecological green economy education strategies are able to overcome the financial crisis during the Covid-19 pandemic and SMK Bakti Karya Parigi further reduces education costs and living costs during the education period. (Ilmi, I. 2021).

This paper discusses education management innovations at SMK Bakti Karya Parigi, regarding innovations made to improve the quality of education. With this research, it can provide a deeper picture of education management innovation at SMK Bakti Karya Parigi, as well as make a positive contribution to the development of education in Indonesia.

METHOD

This research uses a qualitative approach, involving interviews, observations, and document analysis to gain an in-depth understanding of educational management innovations that have been applied at SMK Bakti Karya Parigi. The data collection technique is through interviews with school leaders, management staff, teachers, and students to gain their perspective on the innovations that have been implemented and their impact. Observation, directly observing the implementation of education management innovations at SMK Bakti Karya Parigi to gain an understanding of its implementation and effectiveness. Analyze documents such as school development plans, school policies, evaluation reports, and other records related to education management innovations that have been implemented.

The author conducts a thematic analysis of the results of interviews, observations, and documents to identify patterns, themes, and main findings related to educational management innovations at SMK Bakti Karya Parigi. The authors also compare and combine findings from various data sources to gain a more comprehensive understanding. Then interpret the research results by linking the findings with the research objectives and context of SMK Bakti Karya Parigi. Finally, the author makes a clear and systematic research report, presenting findings, conclusions, and recommendations based on the results of the study.

RESULTS AND DISCUSSION

Educational Innovation

Innovation in education is the responsibility of all school residents. Educational innovation is important to be able to develop schools or solve problems. If an educational innovation already exists in the form of ideas and according to needs, the next stage is to implement ideas. Implementing innovation requires agreement and cooperation from all school residents.

"The term innovation is adopted from English which comes from the word innovation, meaning everything that is new or updated, and there are also those who call it with the meaning of invention which in English is called discovery and invention, because of the discovery of something new, either new in the sense of engineering or completely new because it did not exist before. (Andang2014)".

Educational innovation is novelty in the field of education as a result of the product of ideas and ideas to facilitate the process of providing education or to solve educational problems, (Nurjanah: 2015). Educational innovation can be called an educational completion tool because innovation is a new response to educational problems. The starting point of educational reform is the actual educational problem and for this problem to be systematically solved in an innovative way. Education reform in general still focuses on educational problems and the development of educational subjects in particular. In addition, educational innovation is an effort to develop a more effective and economical approach, especially in the learning process. With creativity and human effort, existing problems can be solved so that innovation is carried out in an effort to solve educational problems that are always developing and dynamic.

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Forms of Educational Innovation

If viewed in terms of all forms of innovation from time to time along with the development of science, technology, and art, the form is always developing. The development of innovation is based on needs, both in the development of creating new breakthroughs in realizing school progress as a solving tool in solving problems. The form of educational innovation initiated always changes according to its time, (Ibrohim, I., Mansyur, A. S., Syah, M., &; Ruswandi, U. :2020) Education innovation is not only carried out by the government with an instruction policy system, but also carried out by schools, especially the role displayed by the principal.

1.   **Top down model.** Top down model, namely an innovation model created from superiors and applied to subordinates, (Oktaviani, N. 2023) While the superiors here are the government and the subordinates are schools. These innovation models include; curriculum innovation with various names and developments, active student learning, pamong teachers, development preparation schools, pamong teachers, small schools, module teaching systems, distance learning systems, Indonesian teaching, as well as in the new model now is Professional School Education. The forms of innovation developed by the government are carried out in collaboration with certain institutions, including foreign institutions such as the British Council and USAID. These educational innovations are applied in the hope of answering educational problems related to equity, efficiency, quality, and relevance of education to the needs of society and the world of work.

2.   **Botton up Model.** Botton up model, namely educational innovations created by school principals or teachers in developing their schools, (Khairani, K. 2019). This form of innovation can be in terms of developing learning media, developing school networks, or developing feedback on the learning process. Forms of educational innovation in practice can be implemented in accordance with expectations and objectives if supported by existing resources, especially at the school level. The resources in question are the ability of principals, teachers, staff, and student readiness to implement and receive educational innovations proclaimed, the availability of advice and infrastructure, community support, and much more importantly financial and financing capabilities. If these supporting elements are available, the implementation of educational innovation can be carried out easily and effectively without obstacles.

Educational Innovation Goals

The fields that are the scope of educational innovation, among others; students, teachers, curriculum, extracurriculars, learning content, learning media, school facilities, learning communication methods and techniques, financial resources, community and educational outcomes.

An innovation can be carried out according to its goals, it is necessary to set its goals first. The intended target is to whom and what things the innovation is done. There are several important things that must be considered as targets of educational innovation (A Rusdiana: 2014: 52-55), namely; teachers, students, curriculum and facilities, and programs/objectives.

1.   **Teacher.**

Teachers as the spearhead in the implementation of education are very influential parties in the teaching and learning process. The expertise and authority of the teacher greatly determine the continuity of the teaching and learning process in the classroom and its effects outside the classroom. Teachers must be good at bringing their students to the goals to be achieved. There are several things that can shape the authority of teachers, including mastery of the material taught, teaching methods that are in accordance with the situation and conditions of students, relationships between individuals, both with students and between fellow teachers and other elements involved in the educational process such as administrators, such as principals and administration and the surrounding community, experience and skills of the teachers themselves. Thus, in educational reform, teacher involvement from planning educational innovation to its implementation and evaluation plays a very large role for the success of an educational innovation. Without involving them, it is very likely that they will reject the innovations introduced to them. This is as described earlier, because

they consider innovations that do not involve them are not their own that must be implemented, but instead they consider that they will disturb the peace and smoothness of their tasks. Therefore, in an educational innovation, teachers are the first and first to be involved because teachers have a broad role as educators, as parents, as friends, as doctors, as motivators and so on.

Still in Rusdiana's view, the steps of change taken by a teacher are inseparable from several aspects of competence that must be achieved, such as: a. Planning Instructions, b. Implementing Instructions, c. Performing Administrative Duties, d. Communicating, e. Development Personal Skills, f. Developing Pupil Self

2. Student

The role of students in educational innovation as recipients of lessons, givers of learning materials to their peers, instructions, even teachers for their own friends and teachers for teachers (Robiatul Adawiyah: 2022). As the main object in education, especially in the teaching and learning process, students play a very dominant role. In the teaching and learning process, students can determine learning success through the use of intelligence, motor power, experience, willingness and commitment that arise in them without any coercion. This can happen if students are also involved in the process of educational innovation, even if only by introducing them to the purpose of the change from planning to implementation, so that what they do is a shared responsibility that must be carried out consequently. Therefore, in introducing educational innovations to their application, students need to be invited or involved so that they not only accept and implement these innovations, but also reduce resistance as described earlier. Beside it the Institution must be carried out about zoning regulations for students and its implementation (Marlina, at all 2023).

3. Curriculum

Education curriculum, more narrowly the school curriculum includes teaching programs and its tools are guidelines in the implementation of education and teaching in schools. Therefore, the school curriculum is considered an inseparable part of the teaching and learning process in schools, so that in the implementation of educational innovation, the curriculum plays the same role as other elements in education. Without a curriculum and without following the programs in it, educational innovation will not run in accordance with the purpose of innovation itself. Therefore, in educational reform, the change should be in accordance with curriculum changes or curriculum changes followed by educational reform and it is not impossible that changes from both will go in the same direction. In curriculum development, factors that influence it must be considered, such as philosophical, sociological and psychological factors as well as theories and organizational patterns (Thaib, R. M., &; Siswanto, I.: 2015).

4. Facility

Facilities, including educational facilities and infrastructure, cannot be ignored in the educational process, especially in the teaching and learning process. In the development of education, of course, facilities are things that affect the continuity of innovation to be applied. Without facilities, the implementation of educational innovation will certainly not run well. Facilities, especially teaching and learning facilities are essential in making changes and changes in education. Therefore, if in implementing an educational innovation, facilities need to be considered. For example, the availability of school buildings, benches, desks and so on.

5. Social sphere of society

In implementing educational innovation, there are things that are not directly involved in the change but can have an impact, both positive and negative, in the implementation of educational reform. Society is directly or indirectly, intentionally or indirectly, involved in education. Because, what you want to do in education actually changes society for the better, especially the society where the students come from. Without involving the surrounding community, educational innovation will certainly be disrupted, even damaging if they are not informed or involved. Community involvement in educational innovation will instead help innovators and implementers of innovation in implementing educational innovation.

In an innovation, it will not be separated from a strategy, because it is very closely related between strategy and innovation itself. If

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a leader will innovate the institution he leads, the minimum main step that must be taken is to develop strategies that will be carried out efforts to streamline the process to achieve a goal.

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Mary Parker Follett suggests that management is the art of getting things done with and trough other people, (ulber silalahi: 2015, principles of management, Bandung, PT Refika Aditama.) Management involves the ability to organize, direct, and coordinate available resources to achieve predefined goals. It involves the ability to plan actions, take the right decisions, organize work, motivate teams, and control work processes. Management also involves the ability to overcome obstacles and face challenges that may arise in achieving goals. As a unit, management involves cooperation with people within the organization, whether as members of the work team, subordinates, or colleagues. Managers must be able to interact, communicate, and cooperate with others to achieve common goals. It involves building good relationships, understanding individual needs and motivations, as well as directing and influencing people to achieve desired results. Thus, Management involves the ability to coordinate tasks, responsibilities, and activities performed by individuals or teams within the organization. Managers must be able to divide work efficiently, allocate resources wisely, and ensure that all elements in the organization move in line toward the same goal. It also involves delegation of tasks and granting authority to others to manage work and achieve results. Management involves the introduction and development of individual potential within the organization. Managers must be able to recognize individual skills, skills, and interests, and motivate them to contribute optimally. It involves providing clear direction, providing constructive feedback, and providing opportunities for individuals to develop and grow in their roles.

The management principles and views put forward by Mary Parker Follett can be applied in the context of management education; Leadership and Engagement-Based Management, 2. Collaborative Decision Making, 3. Formation of Effective Work Teams, 4. Conflict Resolution Through Integration, 5. Focus on Processes and Relationships. Still in Mary Parker Follet's view, she identifies four main functions of management that are relevant in various organizational contexts, including educational management. The following are four management functions according to Mary Parker Follett: 1. planning, 2. Organizing, 3. Leading, 4. Controlling. Management can be interpreted as the process of planning, organizing, mobilizing, and controlling resources (human, financial, material, and technological) to achieve predetermined goals. In the context of organizations, management can be interpreted as activities or functions performed by managers or leaders in managing and leading an organization to achieve predetermined goals.

In practice, management includes several main functions such as planning, organizing, directing or mobilizing, controlling and evaluating, and also involves aspects such as decision making, resource management, task delegation, supervision, and communication. Management can also be applied to various types of organizations, be it companies, governments, or non-profit organizations.

In educational institutions, the management function has an important role in managing various operational aspects and achieving educational goals. Determination of the vision, mission, and goals of educational institutions, formulating long-term strategic plans and short-term operational plans, such as curriculum planning, learning program development, resource allocation, scheduling, and planning extracurricular activities. Education management proceeds in the form of organizing staff, teachers, and students into coordinated organizational units. In its implementation, organizing is the same as the division of duties and responsibilities, the formation of work teams, and the arrangement of labor relations. Thus, in line with organizing, education management also coordinates activities between teachers, educational staff, students, and parents. It involves curriculum coordination, schedule setting, extracurricular activities, as well as communication and collaboration between education stakeholders.

In addition to the above, education management exists to motivate teachers and education staff, inspire students, and build a positive learning culture. Effective communication, leadership development, teacher coaching, and student coaching and guidance, are concrete steps in providing motivation. At the evaluation level, education management measures and evaluates student performance,

quality of learning, and success of educational programs. It involves data collection and analysis, financial control, as well as supervision of the educational and teaching process.

Management innovation can be interpreted as the development or application of new ideas in the management of the organization, with the aim of increasing the effectiveness, efficiency, and success of the organization. Management innovation includes the development of new management practices, the use of the latest technology, or a combination of both to create a better management system.

Some educational management innovations at SMK Bakti Karya Parigi:

1. **Use Of Information Technology**

The use of information technology in education management helps speed up and simplify the administrative process, student data management, and communication between teachers, students, and parents. Information technology can also be used to facilitate more flexible and effective online learning. The use of Information Technology (IT) in education is one of the innovations of education management in the digital era. The use of IT in education can help improve the quality of learning, facilitate access to information, and increase student participation in the learning process. Here is the implementation of the use of IT in education:

a. Google Class Room optimization

Google Classroom is an application owned by Google for distance learning. Paga google class room teachers can create classes, save materials, make assignments, and invite other educators to be the theme of teaching. Anjar Prasetya, a teacher at SMK Bakti Karya Parigi, explained that he and his teaching team conducted learning through the google class room. Teaching materials for one semester, in the form of learning device plans are stored and accessed by all students even from the first meeting in the study contract. The teaching team conducts attendance, monitors assignments and evaluates assignments through Google Classroom. Google classrom is considered very effective in delivering material and shaping student discipline in learning. In addition to being able to give assignments, in the class room, teachers can provide assessments on the tasks done by students..

b. School Website

School websites are one of the most important means of using IT in education. The school website can be used to introduce the school, inform the schedule of school activities, extracurricular activity agenda, and information related to education. With the school website, parents can get information related to school activities. SMK Bakti Karya parigi, making the website as a second office. So, anyone can know all school activities for one year. The public can find out what the teacher asks students – the learning device plan – and can duplicate learning at SMK Bakti Karya Parigi. In addition to learning, the public can find out short-, medium-term and long-term programs to finance the implementation of education. The activities of SMK Bakti Karya can be seen in www.sbk.sch.id/.

c. E-learning

In addition to using google class room, SMK Bakti Karya Parigi also optimizes you tube in its learning. E-learning is a learning method that uses internet technology as a means of teaching. In education, e-learning can be used to deliver learning materials online and allow students to learn independently and flexibly. E-learning can also allow students to discuss online and share information related to learning materials.

Teachers at SMK Bakti Karya Parigi make special recordings or learning videos, about learning materials, so that students can learn independently and flexibly. Teacher teaching modules are stored in google drive and accessed through google class room and or via youtube. Likewise with student assignments and activities recorded through google class room and youtube. So, even people who cannot continue their education can access learning through the official you tube of SMK Bakti Karya Parigi.

2. **Improving the Quality of Educators**

Innovation in education management in educational institutions is also carried out by improving the quality of educators through

training and professional development. In this case, the educational institution can cooperate with other educational institutions or with experts in the field of education.

Education management innovations in educational institutions are carried out to improve the quality of educators. In an educational environment, educators have an important role in developing the quality of education and preparing students for a better future. Therefore, education management innovation can help improve the quality of educators, so that they can provide more effective and efficient education.

Here are some educational management innovations in educational institutions SMK Bakti Karya Parigi in improving the quality of educators:

a.   Training and Professional Development.

Training and professional development can help improve the skills and knowledge of educators in teaching and education management. Training and professional development can be done through workshops, seminars, or online training. Involvement in educational activities can help educators to expand knowledge and skills in teaching and education management. SMK Bakti Karya Parigi collaborates with higher education institutions such as STITNU Al Farabi Pangandaran, Sakola Motekar, Pancasila University, Paramadina University, University of Indonesia to implement education, research and community service. In addition to universities, SMK Bakti Karya Parigi also collaborates with the Business World and the Industrial World such as Aninda Loka, Djaya Print, Melong Garut, Astra, Hits Studio, PT Kabar Pangandaran, Masak TV, etc. to improve the quality of teachers and students. In its implementation, both lecturers and industry practitioners, or anyone else has the opportunity to share knowledge and experience to develop the professionalism of teachers and students. This is done through in-house training to internship for one month.

b.   Performanca Appraisal Sysitem

Performance appraisal systems can help educational institutions to evaluate the performance of educators periodically. Performance evaluation can help determine the strengths and weaknesses of educators in teaching and education management. In the context of education, performance evaluation can be carried out by considering aspects such as effective teaching methods, and participation in activities, and the completeness of work indicators in accordance with their responsibilities. SMK Bakti Karya Parigi, evaluates performance through teacher attendance that is appropriated every day, weekly meetings, quarterly meetings, semester meetings and annual meetings. Teachers and managers of SMK Bakti Karya Parigi communicate findings and evaluate and create new learning strategies, so that the learning process is in accordance with student center principles. In addition, teachers are also required in the employment contract to document learning and upload regularly on the Instagram page. Therefore, management can control and evaluate teachers' classroom actions in realtime.

4.   Curriculum

James A. Beane (1991) in his work Curriculum Planning and Development, suggests there are four categories of curriculum definition, namely: a. curriculum as product, b. curriculum as a program, c. curriculum as intented learnings, and d. curriculum as the exprinces of the learner. The curriculum helps students develop good character and personality. Education management innovation can be done by developing a curriculum that focuses on building student character. Curriculum development of SMK Bakti Karya Parigi to ensure that every aspect of the curriculum is implemented in accordance with the vision and mission of SMK Bakti Karya Parigi. In the presentation of the head of SMK Bakti Karya Parigi, Athif Roihan Natsir, curriculum development at SMK Bakti Karya Parigi is carried out every 4 years, and evaluated every year. The curriculum used by SMK Bakti Karya Parigi is an independent curriculum called the Vocational Balancing Program. SMK Bakti Karya Parigi, through the vocational balancing program curriculum, provides opportunities for students to implement learning in life in the community.

The government, the private sector and parents and the general public are involved in the preparation of the curriculum, so that

learning standards can refer to developments that occur outside the school. In this regard, educational management innovation helps ensure that the curriculum developed draws on these principles and can prepare students to become a well-skilled generation.

The vision of SMK Bakti Karya Parigi itself is growth in harmony with nature, culture and technology. Therefore, strengthening ecological understanding, humanities and meultimedia development is the main goal of SMK Bakti Karya Parigi. In practice, learning at SMK Bakti Karya Parigi is divided into tigas, ecology classes, humanities classes and multimedia classes. Educators involved in learning are called team teaching, because learning is carried out in one family of knowledge. This section is often referred to as integrative holistic.

5.   Parents' involved

The involvement of parents helps SMK Bakti Karya Parigi in implementing the curriculum. Parents can provide support and input in the curriculum development process and monitor their child's progress at school. In this regard, educational management innovations can help facilitate parental involvement through regular meetings and effective communication. At SMK Bakti Karya Parigi it was done via whatsapp, and zoom meeting. Parents are actively involved in every decision at SMK Bakti Karya Parigi, both in terms of planning, implementation and evaluation.

The definition of parents at SMK Bakti Karya Parigi is biological parents or idiological parents. This is because, everyone has the opportunity to become a parent of students through a guardianship program called foster care. This foster brother consists of donors or people who want to be involved in supervising and motivating students personally. Parents' desire for children's achievements must be balanced with the fulfillment of parental responsibilities in controlling and parenting functions (Sun'iyah, S. L.: 2020).

6.   Use of Innovative Learning Methods

The use of innovative learning methods can help increase student interest and motivation in learning. These innovative learning methods can include the use of interactive learning media, the use of educational games, or collaborative learning methods that actively engage students. Innovative learning is learning that is more student-centered by providing opportunities for students to further construct knowledge independently. This model needs to be applied to prepare teachers to face the 21st century (Zain, 2017)

The use of innovative learning methods is very important in improving the effectiveness of education in educational institutions. Innovative learning methods can help students to be more active and creative in learning, thereby increasing their understanding of the subject matter. Here are some innovative learning methods used at SMK Bakti Karya Parigi:

a.   Cooperative Learning Methods

Metode pembelajaran kooperatif melibatkan kerjasama antara siswa dalam mencapai tujuan pembelajaran. Siswa bekerja dalam kelompok kecil untuk menyelesaikan tugas dan saling membantu satu sama lain dalam pemahaman materi pelajaran. Metode ini, sebagaimana paparan Jujun Junaidi, guru SMK Bakti Karya Parigi, dapat meningkatkan kemampuan siswa dalam berkomunikasi dan bekerja sama, serta membantu mengembangkan nilai-nilai sosial seperti kerja sama, saling menghargai, dan kepercayaan. Metode pembelajaran kooperatif atau Cooperative Learning, sebagai suatu rangkaian kegiatan belajar di kelas, menekankan kepada konsep berpikir kritis, bersama dan bekerjasama dalam suatu kelompok kecil, bertujuan untuk mengasah berpikir kritis siswa diharapkan dapat meningkat (Permana, E. P. :2016).

b.   Problem-Based Learning

Problem-based learning involves students in solving problems relevant to everyday life or the world of work. Aforementioned. (Trianto 2007: 68), problem-based learning is a learning approach where students work on authentic problems with the intention to compile their own knowledge, develop inquiry and higher-order thinking skills, develop independence and confidence. Students are welcome to find solutions to these problems through discussion, research, and experimentation. This method can help students to develop problem-solving, critical thinking, and creativity skills. This problem-based learning at SMK Bakti Karya Parigi is implemented in the ecology and humanities clusters.

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One of the goals of problem-based learning is to improve creative thinking. Creative thinking can be measured by covering aspects (William dalam Munandar :1987) yaitu: a. fluency, b. flexibility, c. originality, d. elaboration.

c. Project-Based Learning Method

The project-based learning method engages students in projects that are integrated in the curriculum and relevant to everyday life. Project-based learning is an innovative learning model that actively involves students to produce real project products. Sumarti et al, (2015) suggest that project-based learning can improve student learning outcomes in cognitive and psychomorphic aspects. Students will work on the project independently or in groups and complete the assignments assigned by the teacher. Among the projects carried out at SMK Bakti Karya Parigi is metrum tv which can be accessed metrum.id, or through the metrum tv you tube channel. In addition, even out of this method at SMK Bakti Karya Parigi is shibori tie-dying. Shibori tie-dye is the result of studies or research on environmental problems that exist at SMK Bakti Karya Parigi and in Indonesia.

d.   Game-Based Learning Method

Game-based learning methods utilize games as a learning medium that can help students to be more active and fun in learning. Henry: 2010) which suggests the positive impact of using games, one of which is fun and entertaining games and games provide exercises for problem solving and logic. Games can test students' understanding of subject matter, as well as help develop skills such as concentration, motor skills, and logical thinking skills. This was implemented in mathematics subjects with teacher Gina Ainun.

7.   Improving the Quality of Facilities and Infrastructure

The quality of adequate facilities and infrastructure can help facilitate the learning process and create a comfortable and conducive learning environment. (Arikunto: 2017) Educational infrastructure includes all physical and non-physical facilities used in the teaching and learning process, including classrooms, libraries, laboratories, sports facilities, computers, and other supporting resources. Education management innovation can be done by improving the quality of available facilities and infrastructure, such as school buildings, libraries, laboratories, and sports facilities.

The quality of facilities and infrastructure plays an important role in educational management innovation in educational institutions. Adequate facilities and infrastructure will help improve the quality of the teaching and learning process, as well as support extracurricular activities and other activities related to education. In implementing education management innovation, it is important for educational institutions to pay attention to the quality of facilities and infrastructure as part of a comprehensive and sustainable strategy.

SMK Bakti Karya Parigi, in terms of ideal, has not fulfilled the building facilities for learning. However, SMK Bakti Karya is able to juggle the facilities provided by Google for learning. In addition, SMK Bakti Karya Parigi is able to cooperate with the private sector to add to the lack of building facilities. So that students and teachers can still actualize themselves through available platforms such as kabarpelajar.id, kabarkampus.com, metrum radio, metrum tv, etc. Adequate infrastructure in education can provide a positive experience for students, increasing their satisfaction with educational institutions.

CONCLUSION

Education management innovation at SMK Bakti Karya Parigi is a key element in improving the quality and effectiveness of institutions. With a focus on educational objectives, stakeholder involvement, monitoring and evaluation, and professional development, SMK Bakti Karya Parigi can create a dynamic and adaptive educational environment that produces better outcomes for students.

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