



Education Management Systems and its Challenges in Timor-Leste

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DOI: <https://doi.org/10.68050/JAMS.2026.623>

Received: 10 September 2026; Accepted: 22 September 2026; Published: 05 October 2026

ABSTRACT

This study seeks to explore and understand the issues and their solutions, as well as the advancements and quality of education and its challenges in Timor-Leste during both historical and contemporary periods of the island's independence. This study is a qualitative examination that employs paraphrasing, note-taking, and utilizes the library research techniques. The finding of this research the education system from the Portuguese colonial era was very poor and only took the Timorese leaders liurais' generation and the normal people are asked to pay the taxes called 'imposto' to the government of Portuguese. There was no university established by the Portuguese government since their presence in the island for 450 years settle until they left the territory. The Indonesia's occupation in Portuguese Timor generated the various advance of education in most education sectors. The predominantly young Timorese have received education since the Indonesian era, and there are no issues of discrimination in accessing education in any location. The quality of education management is shaped by government leaders, educational institutions, and societal influences. To achieve quality education, all participants must be involved and engage in capacity-building activities or training related to the learning process. Teachers fulfill their roles by educating, relying solely on the three core elements: Curriculum, Instruction, and Assessment. The education system in Timor-Leste today is being adopted the mixed curriculums of two countries, the curriculum of Indonesia and the European curriculum ECTS.

Keywords: Education, theory of education, challenges, qualitative

INTRODUCTION

Teaching originates from the fundamental term 'to teach,' representing an action aimed at educating or training individuals by imparting skills through influencing and affecting those referred to as students. It is a soft skill exercise from an educator or a teacher to the students as learners who take part in educational activities to gain knowledge and skills. As stated by (Smith, 2004), (Hornby, 1995), and Waite (1998), the term means "to teach someone or provide guidance on how to perform a task, particularly in an educational setting or through an accredited program."

The term teaching synonym with education, it is a processes by which societies deliberately transmit their accumulated information, knowledge, understanding, attitudes, values, skills, competencies and behaviour across generations. It involves communication designed to bring about learning (Verma, 2024).

The term "management" originates from an etymological word related to 'manage,' which comes from the Italian word 'maneggiare,' meaning to handle, particularly tools or a horse. The term 'Maneggiare' comes from two Latin words: 'manus' (hand) and 'agere' (to act). The terms 'Management' and 'Manager' in English originated from the old French word 'ménagement' during the 17th and 18th centuries. Management consists of the actions taken by managers. Management involves executing tasks effectively and efficiently, utilizing the efforts of other individuals. A process denotes a series of continuous and interconnected activities. Another definition of management pertains to the main activities or functions carried out by managers (Robbin, Decenzo & Coulter, 2013).



Management is defined as “the skill of determining your goals and ensuring they are achieved in the most efficient and cost-effective manner.” Management, as stated by Cumming, involves “the organization of human effort and material resources to help the organization reach its goals.” The goal of any business is achieved by utilizing resources (Cummings, ____).

The administration of education involves the planning, organizing, leading, and assessing of educational systems and institutions to effectively and efficiently meet learning and development objectives (Notes & Tane, ____). The fundamental value of functions lies in a collection of educational planning objectives, curriculum, learning, and the results of learning. (Roinn, Oideachais, Eolaíochta, 1999) Construct the educational plans, timetables, funding, and personnel to enhance the educational establishments. In addition to that, the management system aims to regulate by establishing appropriate guidelines for enhancing the departments or sections, enabling committee members to advance educational frameworks. This represents the idea of a management system in education aimed at progressing to attain success in school education within an institution. It greatly enhances the efficiency of the education system (Singh, 2017).

Directing or advising the staff and students serves as a role and function of a school leader, specifically the school principal, along with the school facilities, to facilitate the participants' process, rules, and functions as part of the management framework within the educational institution. Inspire educators and oversee the school climate and organizational leadership, guiding collaboration and accountability within the institution. Overseeing and coordinating the school's advancement toward the future. The research conducted by Smart was based on three main areas: leadership, conflict resolution, and employee motivation (Smart, 2007). He devoted a significant amount of time searching for research tools that he could have accurately translated.

Envision the school's internal administration in relation to:

- Input resources;
- Process throughput;
- Analysis of output;
- Feedback from clients. Bristol (UNESCO, 1987).

A foundation aiming to enhance institutional effectiveness in a particular field of practice (for instance, similar to the Jack Kent Cooke Foundation's emphasis on boosting transfers from community colleges (Smart, 2007). The participants in learning involve transferring illiterate children to acquire literacy skills and knowledge in school, which serves as an academic hub for the community.

Theory of Education

To alter people's behavior to embody good character, individuals must undertake certain efforts as suggested by Foucault, in his well-known phrase the “conduct of conduct” (Gordon 1991:5). According to John S., Dryzek, Bonnie Honig, and Anne Phillips (2006:1), this involves guiding and shaping the behaviors of the individual body, social body, and political body through means other than coercion or overt rules, whether self-directed or influenced on a collective level by a mix of political, economic, and social forces.

Immanuel Kant stated that "one cannot ignore the predominance of the evil brought upon us by the enhancement of taste to an ideal level, and also by the pursuit of sciences as a source of vanity, due to the unquenchable multitude of desires that this stimulates: nonetheless, it is also clear that nature's purpose is increasingly to overcome the roughness and intensity of those desires, which are more aligned with our animal instincts and stand in stark contrast to our education for a higher purpose (the desires for pleasure) and the cultivation of humanity." (Guyer & Matthew, et al, 2000).

Education enables humans to transform their civilization more profoundly than other living beings. They possess their own intellectual understanding and unique conceptualization, enabling them to slightly alter their



behavior or nature (Sofiah, et al, 2016). Education enables individuals to elevate their own personal development, propelling their unique civilization into the future, spanning from birth to the end of life within the modern world. Exquisite arts and sciences, which through a universally shared joy and an elegance and sophistication improve human beings, if not morally superior, at least more courteous in society, significantly lessen the oppression of sensory impulses and ready individuals for a dominion where reason reigns supreme; while the misfortunes that befall us, partly due to nature, partly because of the intolerant self-interest of people, simultaneously evoke, fortify, and harden the spirit's capacities to resist them, thereby enabling us to sense an inclination for loftier purposes that remain concealed within us (Guyer & Matthew, et al, 2000).

According to Dewey (1964), it includes the facts that are observed, remembered, read, and discussed, along with the ideas proposed during the progression of a situation that has a specific goal. This statement should be made more precise by linking it to the resources of school teaching and the subjects that form the curriculum. What is the importance of our definition when applied to reading, writing, math, history, nature study, drawing, singing, physics, chemistry, modern languages, and foreign languages, among others? The role of the educator in the process of education is to create an environment that encourages reactions and guides the learner's journey. John Dewey (1964: p. 180).

A teacher or teachers are those who deliver instruction and oversee education to instruct and influence their students who are eager to learn and pay attention. A teacher is a person (Smith, et al, 2004), who educates in a school. He or she holds the highest leadership position in the classroom while carrying out his or her duties and obligations. In this context, the term 'influence' is expanded to encompass all participants in learning, including the role of influence that a teacher holds. The teacher's role is unique in promoting the development of their students as engaged contributors in the learning process of the subject matter.

Murray and associates (1982) remark, "teachers frequently advise, 'understand your message before conveying it.'" The essential component required for producing influential writing is knowledge—solid, specific, concrete details that can be organized into a clear message. Students must acquire the ability to not only observe but to observe honestly, and they ought to discover the excitement of hearing another's genuine voice (Murray, et al, 1982:104,132).

John Locke differentiated his views from Plato's by exploring inherent learning mechanisms. Rather, Locke invented the term "tabula rasa," meaning "blank slate." Locke asserted that knowledge primarily arises from experience, and that we are all born devoid of any understanding. Locke introduced this idea as "empiricism," which signifies that knowledge is obtained exclusively through experience and observation (Kleinman, 2013).

A theoretical idea employed to promote or advertise, or a cognitive image of a category or collection of items, formed by combining all their features (Smith, 2004). It also defined the term 'ideology' as a collection of ideas and concepts that support an economic or political theory. The gathering of beliefs characteristic of a social group or individual achievement to satisfy their own way of living, and so on.

The term 'concept' as a verb means to perceive, to understand, to aid in marketing or promoting a product, information, idea, or viewpoint. Then, the idea of "people" turns into the noun "conception," and perception is shaped; human opinions create both conception and perception of something. Synonym for conception includes construct, idea, notion, thought (Arthur, 2008). Indonesian term as 'ideologi' or ideology, a combination of concept with the systems, the way of thinking of a person or a group of human. And another synonym with this word in Indonesia 'wawasan', means the way how to think or vision of a state in the social relationship of the citizens (Sugono, et al, 2008: 538, 1620).

Initially, humans developed concepts grounded in their structure and planning to foster new 'opinions' aimed at crafting something meaningful in their lives (Guyer & Matthew, et al, 2000). This process was part of their creativity and stemmed from their own needs, evolving from primitive times to the present global era. They employed their concepts, subsequently influencing their generations. For a real instance, at the start of human existence, humans lacked of knowledge about constructing suitable homes, preparing meals, making proper clothing, and how to communicate with one another both individually and in groups within the public community as a collective living entity.



Immanuel Kant's assertion posits that "education provides an exceptionally powerful framework to tackle the perplexing tension that arises between the self-awareness one has as a thinking individual and the self-perception one maintains of oneself as an object of understanding." Education enhances personal awareness to engage with and draw upon skills and knowledge from the perspectives and ideas of others (Kraus, ____). It relates to affecting others and through self-awareness. Constructive system to address the perplexing conflict that emerges between the self-awareness one possesses as a thinking entity and the self-understanding one holds regarding oneself as an object of knowledge.

The history of education and psychology of education

The history of education

Education has been defined as "teaching and learning specific skills, and also something less tangible (perceptible by touch), but more profound: the imparting of knowledge, positive judgment and well-developed wisdom. Education has as one of its fundamental aspects the imparting of culture from generation to generation as part of socialization, it is clear and definite; real. Anti-Dionysius, en.m.wikipedia.org (2023).

While through education the people form and structuring the curriculum and texts for the school has been found in other areas of the ancient near east, no direct evidence-either literary or archeological-exist for schools in ancient era. There is no word for school in ancient biblical (Hebrew), the earliest reference to a "house of study" (bet hammidras) is found in the mid-Hellenistics period (2nd century, BC) in the book of Ben Sira (51:23) in *ibid* (2023). The word "be safra" or "bet sefer" (house of the book) today it is called library, the building or house of keeping books and references. The "be rav" or "bet rabban" (the house of the teacher), is said to have been originated by Ezra (459 BCE), and his great assembly, who provided a public school in Jerusalem to secure the education of fatherless boys of the age of sixteen years and upward.

According to the old history the primitive peoples, despite their variations in many areas, share one essential connection of similarity. That understanding of their surroundings is what we refer to as animism. Behind every tangible existence or observable reality, the primitive individual assumes an immaterial force, a spiritual being, a "double," that governs the material object, accounts for its existence and its resistance to human will, and transforms it into a dwelling of a consciousness that is fundamentally no different from the consciousness he himself experiences that it comes over himself become unity with him or her (Monroe, 1935: 2).

The history of the psychology of education

The date back of history of psychology of education during the periods of Aristotle (386-322 BC) and Plato (469-399, BC), the education systems was used as tutorial system, a teacher teach a few students into an individual house, today as called as "none formal education". The effort of the researchers to identify and search the individual differences, in the field of education, training of the body and the cultivation of psychomotor skills, the formation of good character, the possibilities and limits of moral education. Some other educational topics they spoke about were the effects of music, poetry, and the other arts on the development of individual, role of teacher, and the relations between teacher and students (Walker, Burham, Borland, 1994:27). The following figure is an example of tutorial teaching, education system used by Aristotle in his period of tutorial teaching system. The image shows that Aristotle is doing his tutorial teaching acts to his son laws of cosmos.

Education is a noun, a verb is to 'educate' means to train, influence, to 'give' and direct a person individually and in group. According to Smith (*ibid*, 2004), education is the process of educating or being educated, the theory and practice of teaching someone, especially using the formal system of school, college or university, the higher education institutions. Psychology of Education is the study of how people learn, develop, and think in educational settings—and how we can use that knowledge to improve teaching, learning, and assessment. Core subjects are Learning & cognition: attention, memory, problem-solving, concept formation. Motivation & engagement: intrinsic vs. extrinsic motivation, goal-setting, expectancy-value, self-efficacy. The 'study of mind' was covered under a separate branch of philosophy called Mental Philosophy (Manga, 2007).

1. Psychology is the scientific study of the human mind and its function, especially those affecting given in a behavior context.
2. The mental characteristics or attitudes of a person. Hornby (1995), “the science or study of the mind and how its functions.”

The main objective of the teaching and assessment is to influence psychologically and knowing the skills and knowledge of the accessing the education issues to the students. To know how high the students ability in learning the subject taught by the teachers after teaching and educating them, then making the evaluation or assessment to them then providing the scores. The teachers are educators, their jobs are to teach and influence the learning participants in various learning institution.

Aristotle at Philip of Macedonia's court, instructing his son, the future Alexander the Great, who was 13 years old. Instructing the boy on the principles of the universe. Aristotle, philosopher from Greece, pupil of Plato: 384 BC 322 BC. (Liebig série Astronomes célèbres/ famous Astronomers).

In what ways can we reach this goal? At the beginning of the tutorial, the instructor should clarify that all participants are anticipated to engage and that learners should feel encouraged to share their thoughts. Sometimes the tutor might need to ask chatty or disruptive students to pause their responses while others share their thoughts. This allows everyone to engage and creates a more equitable session (Brown, ____). The frequently mentioned objectives of tutorial education are to encourage students to think autonomously, to function independently, and to trust their own conclusions and beliefs (Back, 2007); (Palfreyman, 2001).

The researcher did the research and investigate the human skills and knowledge that individual mind is a hiding soul or spirit in the part of body of human itself, to monitor and think about the movement of individual activities to make an act, to this, Augustine was wholly dualist in his conception of mind (*ibid*, 1994) since he did his research on individual mind, to identify the learning capacity. To Augustine, the soul was the most important part of the person and this was immaterial. The mind was a function of the soul and was thus also non-physical.

The quality of education is needed and expected by the human in various parts

A history of a Spanish psychologist, Juan Vives (1493–1540) promised that to achieve a quality of teaching and learning process activities, the teachers and the learners must stay in barrack or dormitory, and having a quality of foods and having the good of air quality to the learning processes, also the location of the learning activities must be away from the disturbing noisy. Vives was a first man who proposed to the teaching and learning activities during his periods. He was one of the first to emphasize that the location of the school is important to learning. He suggested that the school should be located away from disturbing noises; the air quality should be good and there should be plenty of food for the students and teachers.” Vives emphasized the importance of understanding individual differences of the students and suggested practice as an important tool for learning (Borland, et al, 1994).

The quality of education must be strong and benefit to all areas of education, the quality education is supported by three pillars such as: availability to qualify teachers, the utilization of quality learning resources, and professional development, the creation of safe and supportive learning environment.

The quality of a good teacher in education

According to Sandesh and Rajiv Singh in lverageedu.com (2021), a good teacher should have several qualities and few of them are:

1. A good teacher should be a good communicator and must know not only how to communicate with the students but also with the other teachers and school authorities especially when it comes to sharing he problems of the students as well.
2. A good teachers is a good listener and must know to listen to the students must know their needs.
3. Adaptability is a crucial value of a good teacher



4. Good teachers are more empathetic and patient with their students and understand what their feeling and need.

To Sandes and Singh, (*ibid*, 2021) there are some of the important dimensions of the quality of education which implemented by the various organization should use such as:

- Equity
- Sustainability
- Contextualization and relevance
- Child-friendly teaching and learning
- Learning outcomes

Learners who are healthy, well-nourished, and eager to participate with their families and communities supporting in their learning; ...outcomes that they include knowledge, skills, and attitudes, and are related to national goals for education and good participation in society.

Other parts of the quality of education lays the groundwork for societal fairness. One of the most basic public services is high-quality of education. It not only informs but also empower residents, allowing them to participate as much as possible in their communities' social and economic growth. There are three pillars of education, they are: **curriculum-instruction-and assessment** are three pillars of education (Scott, 2001).

Teachers are not the only one who are responsible for providing for high-quality education. A public obligation must exist to ensure that all citizens have access to high quality education. The higher quality of education is just comes from the hard effort of an individual person. If the students who read and learning hard in practicing the subject he or she gets normally the quality is in him or herself through his or her acts in learning and practical activities. To achieve this effort the learning institution must have a system to control and monitoring the learners. For example a reading subject teacher, Prof. Frederic S. Toller, an American lady lecturer from Arizona State University (USA), she points out that the students in her university must be requested to read 50 pages of a book in the library each day, if someone of the student deny or reject or does not following this obligation rule, he or she would be punished by pay U\$0.50 every day. This information was expressed by Toller while she was giving the lecturing, training and seminar to the east Timorese National University students for 3 months (June to August) in the National State University of Timor Lorosa'e in (UNTL) 2015.

Curriculum is the list of the subject taught in the classroom setting to the students. It useful for all formal education institution that is established by the institution itself and it's relevance and relate with the official curriculum that are approved by the government and very useful for the institution and not oppose to the government endorse.

As the writer view in this research that to promote and increase the capacity of the teachers should do some efforts in the periods of teaching and learning activities to the students in engaging continually the activities in the classrooms, there are some struggles must be done by the teachers by some factors are:

- a. Enhance the training activities as a part of capacity building useful for the teachers
- b. Empowering their wages, monthly payments for their daily basic necessity of their family and this is not causing them to boring in doing their job as teacher teaching.
- c. Quality control team must do their jobs as monitoring teachers' activities and make some assessments to the teachers are needed in the teaching and learning processes (as recommended by (ANAAA, 2018)
- d. The teachers are created and using or accessing in good facilities such as computers to access the information technology, library to find the references, laboratory as a place for practicing their skills how to teaching well and promoting their knowledge in the good and do their proper ways of teaching job.



Education given to make equality and advance

The access of education by the human can make people wake and advance to lead and do the progressive of living societies in an area or place. With education can change the situation of life of the human itself. Promoting the people by given training, capacity building their skills and knowledge in various areas of education through learning the science and technology. As proposed by John S. (et al, 2006: 1), in political theory express to the liberalism generation that to the more cumbersome (unwieldy or unmanageable) “equality of opportunity for welfare,” and “equality of access to advantage. For generations, liberalism had been taken to task for what was said to be its “formal” understanding of equality: its tendency to think that there were no particular resource implications attached to human equality. At the beginning of the 1980s, Amartya Sen posed a question that was to frame much of the literature on distributive justice through the next decade: equality of what? This generated a multiplicity of answers, ranging through welfare, resources, capabilities (Sen’s preferred candidate), to the more cumbersome “equality of opportunity for welfare, ’and “equality of access to advantage.”

Education management system in Timor-Leste

Timor-Leste is a newly established nation, recognized globally since its popular consultation after being integrated with Indonesia from 1975 to 1999. It was initially proclaimed on November 28, 1975, but was soon followed by an occupation enforced by the government and military of the Republic of Indonesia during that time. It's a great opportunity and significant advancement for the Timorese to develop and establish their own nation recognized globally through various forms of education and capacity-building across the whole territory of Timor-Leste, following the departure of the government of R.I. and its people from the island after 24 years of integration.

In creating the new state, the government must align the country's education system with sustainable development goals of other countries. Although assessment and placement procedures still show some variability, the movement is towards standardization, ensuring that all states use the same criteria. An effectively structured education management system (planning, organizing, monitoring, and evaluating education) aids a state in developing socially, economically, and politically by enhancing the planning of educational resources and achieving better learning outcomes (Paulsen, 2013: 547).

The constitution, Section 43: part one, indicates that “every citizen shall have the freedom to associate as long as the association does not aim to encourage violence and complies with the law.” Constitution of the RDTL (2002: 43: 14; 59: 18). Part 1 and 2: (1) The State must acknowledge and ensure that every individual is entitled to education and culture, and it is essential for it to encourage the creation of a public system of universal and mandatory basic education that is offered at no cost in in line with its capabilities and in compliance with the law; (2) Everyone has the right to equal access to education and vocational training opportunities.”

Timor-Leste today possesses its own government, parliament, legal system, constitution, police, and military forces just like other foreign nations abroad. The overall population recorded while the transitional government, known as the United Nations Transitional Administration (UNTAET), was in place from 2000 to 2002 was over 999,700 individuals. The transitional government collected the data (2000) following the general election that took place on August 30, 1999. According to the population census conducted in 2021, the total population in the recent period stands at 3,300,000 or more (Silva, Sunandar, 2024).

The impacts of Education systems in Timor-Leste during the two periods of colonialism

Here are some of the biggest education challenges in Timor-Leste has faced in so far during the country’s post-independence period up to recent years. Even though the government of Timor-Leste has must effort to avoid all mall quality of education in whole areas of education management system from the negative effects in the all regions of the territories in the country. That’s why every year the Ministry of Education has raised the funds (Silva, 2026) to the whole schools in the state. The main goal is to fix and make progress the school



condition and its facilities into the highest quality of the education management in the country.

Most positive impacts during the Integration with Indonesia

Timor-Leste is a new country around the world, it has been established in May 2002, and however it was actually established on 28 November in 1975. Because of the deeply planned by the Indonesian leaderships conspired with the foreign notions to hampered the unilateral independence before entered to the island in 1975, it was impeded and destructed by the existence of Independence sessions during that time. Indonesia military forces were supported by the U.S. leadership of Mr. G. Ford in distrusting the influences and presence of communism in Timor-Leste after Indonesia Communism party was prevented by General Soeharto in 1965 (Vasconselhos, 2008), the followers of Communism spread out entered to former island of Timor Portuguese in the whole territories of the state.

Some mistakes were created by the east Timorese themselves in separating become three groups of parties, who choose pro-independence (FRETILIN) moved on to the mountains jungles, pro-APODETI (Associação do Popular Democrática de Timorense) demanded assistances such as foods, money, oil etc. from Indonesia (Kompas archive, 2021) and pro-UDT (União Democrática de Timorense) Portuguese side wants East Timor be part of Portuguese colonial, then joint forces with APODETI attacked FRETILIN military forces in the form of confrontation lines at Atabae was known as cavalry based of FRETILIN and fallen into the Indonesian joint forces, in December 3rd 1975 (Antara archive, 2026), hence the evil civil war appeared and many people were slain in serious massacres everywhere during in 1975. It causes by the distrust, revenge and hostilities against each other during the fighting against the enemies in the jungles.

The education was halted seriously during the conflicts and the population were separately evacuated, the pro-Independence in this case pro- FRETILIN (Frente da Revolucionário de Timor-Leste Independencia) moved up to the jungles while the pro-APODETE, it is defeated by FRETILIN in a brief bloody civil war in 1975 (Pereira, et al, 2020), and UDTs group moved to west Timor, Atambua and Kupang Indonesia for saving their live. The surrenders and the capturing of the populations were differed actions, some groups were surrendered from the jungles because of the lack of food, military guns and ammunitions resources in the hiding places. Therefore the people whoever surrendered in different ways and at in different places in the territories are accepted and safe their live but many are suspected as guerrilla forces imposed into the punishment then released and many were seriously distrusted took them in different way sadistically. But the progress of education in Timor-Leste had advance and progressive during the political policy of Indonesian government reached the country since 24 years.

The progressiveness was shown started in 1980 and on. Since under the leadership of east Timorese governor, Arnaldo dos Reis de Araújo (Januari 1976-1978) and replaced by the second governor, Guilherme Maria Goncalves (1978-1982), Mario Viegas Carascalao (1982-1992) and José Abilio Osorio Soares (1992-1999) (Wiki foundation, 2023). The establishment of education systems over 13 districts of the territory during the periods of Indonesia's occupation well progress and advance and no discrimination around them everywhere in the districts of East Timor was adopted as an integration part of 27th province part from Indonesia since 1975. Many graduated from the elementary schools (Sekolah Dasar) and continued to the junior high school called SMP (sekolah Menengah Pertama) and senior high school or SMA or other vocational high schools in the regions of each district.

There are mostly the former students of Portuguese colonial were left by the Portuguese government after their colonization in Timor Portuguese periods, they are former graduated from quarta classe students during the Portuguese exist. Many Timorese were employed as government civil servant (funcionário público do governo da Indonesia), police and military forces, and many of them enjoy the scholarship in some regions of Indonesia provinces like Java, Kalimantan, Sulawesi, Sumatra for scholarship in APDN, agricultural studies such SPMA (Agriculture Vocational High school), SPG (Sekolah Pendidikan Guru), KPG (Ketrampilan Pendidikan Guru), etc. During the period of Indonesia almost of the Timorese were educated, included the old people were educated through SLB school systems (Sekolah Luar Biasa) produced by the government of Indonesia through Education Ministry for free from letters or illiterate in the each sucos everywhere, it also implemented to the



blind people, and many east Timorese were seeking the education (Hull, 2003:31).

In order to understand the context of the partnership under study in this article, the evolution of the education system in Timor-Leste needs to be explored. This issue provides an historical context for this process from the time of Portuguese colonization to that of the Independence vote. It then considers the development of education during the transition period, following Independence, during which time ICFP was established in Baucau, and then the subsequent broader educational context within which this new institution found itself within Timorese society. Two distinctive periods shaped the education system in East Timor before its vote for independence in 1999. As the United Nations Development Program reported in 2002, “East Timor’s education system today is the legacy of colonial rule, but by two colonial powers that had very different priorities” (UNDP, 2002: p. 47) in Butcher (2023).

The Portuguese colonial period demonstrated little interest in mass education for the East Timorese, including the Portuguese leadership did not create any university or higher education institution in Portuguese Timor during their occupation periods until they left the island in 1974, but the small percentage of the population who were educated received high quality education and became leaders in the subsequent period. The Indonesians, who ruled after the Portuguese, encouraged universal primary education, but their agenda served more to indoctrinate the young into Indonesian society than develop an independent education system.

Mostly the timorese population are educated since the period of Indonesia, with its government that has created a program called ‘wajib sekolah’, school obligation in every regions of entire districts of the territory by the government of Indonesia during the periods of the President of Indonesia regime, Mr. Moh. Soeharto. The result of the educated people are employed by his government under his authorization mandate Since 1978 to 1999. Even the limited of master and doctoral degree levels of education in East Timor, because it was as a part of 27th province from Indonesia, however, the people who did not get the job complain that, they are unemployed or jobless of their live after ended their education around the territories of East Timor province at that time.

Negative impacts

The downside is that only individuals with financial resources can continue their university education, while those lacking of funds cannot proceed with their studies. Some leaders partake in nepotism and collusion that harm the local community. Individuals with networks can effortlessly obtain government positions, whereas those lacking financial resources encounter many difficulties. Moreover, professionals receive direct respect and job opportunities; for example, educators are frequently hired in numerous professional education sectors because they are from the vocational government schools and employable by the government each year. They earn a good salary via monthly payments, and being many government workers, they have an easier time working because of having family in the government office for working to their own benefit. With practically no development returns, cobbled together with another twenty four years of Indonesian military occupation, which had substantial structural impacts on the territories (Jarnagin, 2011).

The recruitment of military and police forces is influenced by nepotism and discriminatory and practical collusion. This is the habit that can be applied in all places, including the ancient regions of Indonesia. Consequently, numerous leaders partake in this corrupt practice, and if identified, they are removed from their roles. The journalist tends to expose their vulnerabilities and limitations. Incorporating the violations of human rights worldwide. Those who engage in political matters will face consequences, and political activists are abducted at night using military vehicles known as ‘Garnizun’, garrison. Numerous young individuals were abducted and brought into the hiding places to be killed before and after the referendum-related issues in 1999. Majority of the young people were killed during the November 12th 1991 incident. The sadness appeared in the prison of Atauro island at least 3.737 prisoners most of them were kidnapped and killed during the night time (Gilbert & Waddingham, 1982) (in Silva & Sunandar, 2024).

As stated in human rights law, (Kaci, 2015), article 1: Every person is born with freedom and equality in dignity and rights. They possess reason and conscience and ought to treat each other in a spirit of fraternity;



article 2: Everyone has the right to all the rights and freedoms expressed in this declaration, without any differentiation, including race, color, gender, language, faith, political or other views, national or social back-

ground, property, birth, or any other status. Moreover, no differentiation shall occur based on the political, legal, or international standing of the country or territory to which an individual belongs, whether it is independent, under trusteeship, non-self-governing, or subject to any other restrictions of sovereignty; article 3: Everyone is entitled to life, freedom, and personal security. Article 28: every individual has the right to a social and international environment where the rights and freedoms outlined in this declaration can be completely fulfilled to the human itself.

Positive and Negative effects during the Portuguese existed

The suffering and sadness was faced by the totally of Timorese in the territory of the island state during the periods of World war II by Japanese troops in 1942 to 1945. There were no construction was established because of the war conflict between Australian Coalition forces and the Japanese legion (Silva, 2018), were seeking each other and the people were very suffer, women are used as sexual intercourse and established and put them into the comfort stations elsewhere. And the men were utilized as workforces and militia group for help and support the Japanese army forces fight against the coalition forces in East Timor. There was no location arm forces to protect the local inhabitants at that periods. Portuguese government was asked to ruling the positions as neutrality with Japanese troop's leaders.

There was no idea to create the good establishments of the development through education in the country during that time. Many people were at least killed by the Japanese legion forces 80.000 to 100.000 or more (Bishop Belo, 2005), and Silva (*et al*, 2024). There was no commitment and responsibility to the country until the end of the war. Japanese militaries were surrendered by the coalition forces in East Timor in September 1945 through the written letter information were released by the airplanes in the sky to all Timorese in regions.

Japanese left the neutrality with Portuguese government but the neutrality was not cared fully by the dainippon troops themselves, because of the distrust habits against the Portuguese act with the coalition forces (Gusmão, 2003). And the local people had faced various kinds of sadness and devil situation and no any kindness and good living condition was set to the indigenous people, but the violence was spreading out everywhere in the land of Timor.

The Portuguese government and its forces turn back to rule and fix its position to manage the control over the land and captured the local inhabitants who were suspected cooperate and work with Japanese then took them into the prison of Atauro island. Then they're feed with the food mix with the broken bottles and glasses by the time after the Hirohito's military forces left the island (Silva, 2018).

The Portuguese create and established the auxiliary systems as called asuliar in Tetun term, means the helper or **adjudante** to the Portuguese government leaders, the citizens whoever until the age sixteen or above must pay taxes to the government itself, which they called soe bea in Tetun terms (the story was collected by the writer through investigation with the victims of war (Silva, 2018). The people, priority the young boys from the age 16 or above whoever could not pay taxes to the government, he should work and run the function as auxiliario, in Portuguese or auxiliary works (TBO –tenaga bantuan operasi, in bahasa Indonesia).

Under Portuguese colonial rule, the education system in East Timor remained restricted and exclusive to an elite over a long period of time. Even by 1909, the Portuguese had only established seventeen public schools with 1035 students (Carey, 1999: p. 78). Student few numbers only increased to 2979 students by 1937 and it was not until 1952 that the first public secondary school was finally opened (Nicolai, 2004, p. 42). The children of kings and liurais are allowed to continue their study until finish in the high schools, but they're few numbers of people in getting the learning capacity skills. Because Portuguese knows the characteristics and attitudes of Timorese that if schooling those (Timorese) until the higher levels of education, the Portuguese people are rejected and confronted by the native one day in incoming the future.



Education is created in the jungle hiding places during the occupation of TNI

Throughout the occupation by Indonesia's armed forces, the pro-independence participants emerged and were organized by the delegadu and delegadas in the jungle, including groups like OPMT (Organização Popular Mulher de Timorese) and OPJT (Organização Popular de Juventude de Timorese), which facilitated educational activities for both young and old individuals who were hiding as refugees in the mountainous forests. Their roles include educating young individuals during the day and instructing older individuals at night.

Through these organizations, they established several schools after some former students returned from Lisboa (Lisabon), Portugal in 1974, in Dili. As escolas Externato de São José, escola Liceu DR. Francisco Machado, Escola professora da Cunha e Escola Canto Escolar Resende Dili. The goals of these schools are designed to develop the school curriculums during the struggle for liberation for an independent state of Timor-Leste. The educators include Rosa Filomena Bonaparte Soares (MUKI), who serves as the Secretary Coordinator of OPMT and also acts as the Falentil Commander for the female armed forces, Guilhermina S. Araújo, Felicidade Lay, Maria José Brites Boavida (Soimali), Dulce Cruz (Wewe), Maria Ceu Pereira (Bilear), while the male educators are Roque Rodrigues, Barbedo Magelhaes, and Antonio Carvanrindo (Maulear). The high school was established prior to the invasion of Indonesian forces in Dili. They set up the school in a place called casa de Timor, then altered it to casa dos Timorese, as the original term was considered inappropriate for Timorese, sometimes viewing them as mostly unintelligent in the eyes of the Portuguese. But then it transformed into casa dos Timorese, the 'phrase' symbolizing the people of East Timor. In addition to advocating for female emancipation, they possess the right to participate in various domains, like involving in political arena, education etc. (Arquivo Nacional de Museu de Dili, 2019).

The presence of the pro-independence organization in the forests, the mandatory education system applied to everyone, and the practical implementation where elderly individuals learn the FRETILIN party doctrines at night while the youth must engage in educational activities during the day. The instructional approach employs the practical educational strategies inherited from previous Portuguese methods and techniques. The teaching tools consist of a blackboard, leftover chalk, and each student is requested to bring a wooden board or plank to write their name, numbers, and phrases using charcoal from the fire for the initial classes, as paper is unavailable in the jungles and there are limited chalk resources, with chalk replaced by charcoal for writing on the board. A student is tasked with writing fundamental structural syllabi words like: BA-BE-BI-BO-BU; CA-CE-CI-CO-CU; DA-DE-DI-DO-DU; FA-FE-FI-FO-FU, etc. As an extra activity such as gymnastics occurs every Saturday morning, followed by participating in singing activities for entertainment, students are required to engage in communal farming (to'os komunal) to support the National Liberation Forces known as FALENTIL (Forças Armadas da Libertação Nacional de Timor-Leste), allowing the community to enjoy together. Other supplementary events include vocal training for the songs: Foho Ramelau, Bui-Bere & Maubere, aban ami ba ona, Sai ona-sai ona ami sai ona, among others. Traditional dances for the VIP guests (Silva, Global Negocio, 2008).

The disciplinary regulations are quite strict; if someone commits a breach of any regulations, they are penalized according to the severity of the infraction. The violator is penalized by utilizing a term referred to as "autocritica", where they respectfully seek permission to apologize publicly to their peers for their wrongdoing. Following this, they are subjected to various forms of punishment, which may include gathering firewood, fetching drinking water, cleaning the farm, etc. These activities are incorporated as part of ethical training aimed at transforming the behavior of students to respect their relatives and others in society. The applied teaching subjects such as Portuguese, English, Mathematics, or social studies. The educators predominantly consist of those who completed the old Portuguese elementary schools or are commonly referred to as former quarta class graduates and incomplete quarta class elementary school attendees.

Education systems after the Referendum in 1999 and on

Although the quality of education remains below the expected standard, graduates from each institution, including senior high schools and undergraduate programs, are dispersing to various countries in search of



employment opportunities for their future. The nations where Timorese individuals are employed include Korea, England, Ireland, Australia, and others. They are hired and examined by the government agency known as SEFOPE (Secretaria do Estado Formação Profissional e Emprego) or Direção Nacional Emprego Exterior (DNEE, 2021) which was established by the Timor-Leste government in 2019. The government's initiative to create this type of employment aims to alleviate and decrease youth unemployment in Timor-Leste. Many of the foreign workers construct nice homes for their families and their lives in the community. DNEE is tasked with overseeing programs that support Timorese laborers in foreign job markets, the government offers three market programs: one for South Korea and two for Australia. Numerous young Timorese are abroad to find work and earn 'Dollar' for their family's progress in Timor-Leste.

The curriculum implementation adoptable mixed from two countries, former curriculum of Indonesia and European Curriculum ECTS (European Credit Transfer accumulation systems) (Silva, 2026). These curriculum are used to supported the development of education system be strong and in high quality of education in whole sectors. These curriculums are used to support the development of Education systems in various part of education sectors. These two curriculum will not be changed without end.

The teachers, along with the volunteer teaching staff, were halted from their jobs in 2022 by the Ministry of Education under the leadership of Dulce de Jesus Soares during her term. She terminated the contract teachers according to Decree law no 31/2023. The contract teachers, numbering 600,000, took part in the largest protests advocating for their rights and demands against the Ministry concerning the abrupt termination of their contracts without prior notice.

They were suddenly removed from their positions as contract teachers, a role they had held for over 10 years. The Education Ministry, headed by Mrs. Dulce de Jesus Soares, contends that the education system needs to be improved with a focus on professional teaching methods to attain quality education both now and in the future. This initiative aims to educate Timorese children across all regions of Timor-Leste; however, more than 4,600 new teachers are ready to be assigned to each of the sub-district areas or corresponding sucos (Tatoli, 2023) throughout the nation territories of Timor-Leste.

The argument in the preamble of universal human rights law states that "the acknowledgment of the intrinsic dignity along with the equal and unalienable rights of every individual in the human family underpins freedom, justice, and peace globally." Furthermore, article no. 3 stated: "Everyone has the right to life, freedom, and personal security." Humanitarian law facilitates the provision of aid to impacted communities, which may encompass educational support (based on circumstances and relevant legal frameworks) in the country for supporting the development of the future.

How to find the solution?

To find out the good quality of education is easy if the government leaders manage and control all over the education sectors development, the important and essential one, they are:

- Money is an essential factor for education development; it is a fundamental necessity for providing all facilities including the school building and teacher's monthly wages are high.
- Facilities are resources to make progress the education organization.
- Human resources are very important role and function in making the movement of the education organization activities.
- Controlling the teaching and learning process activities by quality assurance officer then make some assessments to the teachers or lecturers.
- Providing the disciplinary regulations to a teacher who fracture the rules toward the activities.
- Giving some sanctions to those teaching staff if any appearing fracture against the disciplinary rules.

RESULT AND FINDING

During the post-independence period, education in jungle areas was carried out under harsh and often dangerous conditions due to ongoing conflict. Teaching and learning processes were severely limited, with a

lack of essential resources such as books, proper school facilities, qualified teachers, and adequate buildings. Classes were often held in simple cottages or even under the shade of large trees. Despite these challenges, both teachers and students continued their efforts to pursue education in the midst of war.

The education access obligation program was established by the Indonesian government during President Soeharto's leadership regime for several decades on the island. The Timorese embraced this program without any negative perceptions. Only young individuals can participate in the education program, while a small number of older individuals are permitted to attend the non-formal education known as Pendidikan Ketrampilan Khusus (PKK), which takes place weekly at the office of each village chief. In a village they reside, the elderly are taught by one or two specialized instructors. That program has been issued by the Indonesian Ministry of Education and Culture since then, almost of the Timorese free from illiterate conditions.

The outcomes of educational processes are maximally effective during the integration with Indonesia, in all sectors of education showing strong results and a majority of participants in the education system being the young individuals engaged in educational activities because of the program called 'program waji belajar' was implemented during the leadership of Soeharto regimes.

No university was founded by the Portuguese during their 450 years of occupation in the island of Portuguese Timor. The Portuguese guests that the Timorese characters encounter display extreme cruelty toward their presence on the island during their settle in various areas that they stay or live. Including lack of building construction development, roads are in poor condition in the island during the period of settlement. The roads were reconstructed by the previous Indonesian government, utilizing the efforts of Timorese labors since World War II in Portuguese-Timor, (Silva & Wiyono, 2024) and during this period, Timor-Leste became the 27th province part of Indonesia since 1975 to 1999.

The curriculum implementation adoptable mixed from two countries, former curriculum of Indonesia and European Curriculum ECTS (European Credit Transfer accumulation systems) (Silva, 2026). These curriculum are used to supported the development of education system be strong and in high quality of education in whole sectors.

THE METHODS OF RESEARCH

The method applicable in this research is qualitative, paraphrasing, library research use books, references from the websites, journal links etc. Then collecting the data and make an analysis before enter into the publication. This research is focused on the *Education Management Systems and it Challenges in Timor-Leste* before and after the Independence periods, from 1975 to 1999. Some issues are collected from the experiences from the writer himself that involved in the 1974 to 1978 hide in the jungles for 4 in a half years together with his family.

Research fundamentally is used to seek the answers on the demand matter of the proper answers, at least to approach the logical truth based on the rational thinking of human and supported by empirical facts (Gillham, 2000). This research is phenomenological research, it is strategically of inquiry in which the researcher identifies the essence of human experiences as described by the participants (Creswell, 2009). Therefore as a teacher or a candidate of a teacher at least conducting a research uses a certain research method to acquire and progress of a quality of education. Research is a process of an invention of a systematic characteristic which controlled, empirics and based on theory and hypothesis or a provisional answer. The research activities are differed from other professional activities, so that Kerlinger emphasizes on that activities in some certain characteristics in the research activities (Danuri and Maisora, 2019:1,2).

DISCUSSION OF FINDING

Education is an instrument to develop and promote the knowledge and skills of the people in the wide society around the world. The function of education (in both peaceful and humanitarian settings) is to ensure people can develop and live with dignity. Inevitably challenged once it became evident that individuals could



“dramatically increase their performance through education and training if they had the necessary drive and motivation. Education also has its own social change living hood. It is an instrument to raise the dignity of the human being around the world.

According to Parsons, the structure of social action is fundamentally aimed at creating a conceptual framework that can encompass all analytical insights into social behavior at a specific level of abstraction. (Baldwin, Alfred L., 1961). The challenge of identifying and articulating the key components of this extensive program is complicated by the fact that we are addressing a fluid collection of concepts and issues rather than a definitive outline, as this evolving body of ideas has undergone a persistent transformation, frequently in rather nuanced manners of the people in achieving the development of the skills in the society from time to time.

Timor-Leste has its own state development through simple education adaptable as same as other countries around the globe universally by using the tree pillars of education–*Curriculum-Instruction- assessment* (Scott, 2001) through cognitive learning to know focuses on: knowledge acquisition and intellectual development; involves thinking, understanding, reasoning, and problem-solving; Encourages curiosity and lifelong learning, it also focuses on **emotions, attitudes, values, and character development** (Verma, 2024).

CONCLUSION

The current development of education in East Timor is a continuation of the education system established by the Indonesian government during the Integration period, particularly in the curriculum implementation in schools, and it has seen progress and advancements across various sectors recently. That represents the majority of the integration with Indonesia during the 24 years of presence in Timor-Leste, from 1975 to 1999. The curriculums utilized in schools are a blend of Indonesia's previous curriculums and the European ECTS (European Credit Transfer Accumulation System) model to date. These curriculums are utilized consistently to support the development of the country in several of education sectors.

RECOMMENDATION

The education system must receive particular attention in order to address existing challenges and find appropriate solutions for improving the quality of learning outcomes among learners. Teachers should be provided with fair and adequate monthly salaries. Their salaries should be sufficiently high to support their families and help them meet the cultural obligations and social responsibilities that are part of everyday life in Timorese society.

Cultural obligations are highly significant for many Timorese families. Timorese people traditionally practice a culture of mutual respect and collective responsibility, influenced by both cultural and religious values. These practices are passed down from ancestors to younger generations as part of their cultural heritage and traditions.

For example, families may have significant financial and material obligations related to traditional wedding dowries, whether in patrilineal or matrilineal family systems. There are also important responsibilities associated with mourning and funeral ceremonies. During such ceremonies, both the man's family and the woman's family may be expected to provide animals for traditional rituals. In some cases, these rituals may require the sacrifice of large animals, such as cows, buffaloes, pigs, or sheep.

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