

Research Article

A democratic nation should prioritize substantial investment in human resources to guarantee equitable access to professional education and training for all citizens

Pascoal Soares Madeira

Instituto São João de Brito, Kassait, Timor-Leste

Corresponding Author, Email: pascoalsoares631@gmail.com

Abstract

Education is not a power struggle or a privileged group, as politicians often do by dividing them by color, party, or ideology. Education is inclusive, global, and transparent. For education to improve, investment in knowledge through human action is necessary, enabling them to understand school management and leadership. To improve schools in the areas of science, advanced skills, and in-depth knowledge, school administrators must understand school management, teacher engagement, financial management, pedagogical management, administrative management, student intellectual growth, and other important government contributions that support the teaching and learning process in schools that focus on qualifications for the national interest within a country. Education is not intended to teach people to behave badly in society, nor is it merely rhetorically transforming society into an intelligent, peaceful, developed, and qualified society. Real action is crucial to demonstrate true quality.

Keywords: Education, Quality, Politics, Leadership, and the Role of the State.

INTRODUCTION

School management must be viewed from a more democratic perspective, as the school administration's task is to foster bonds of friendship and promote dialogue between the school and families, between the school and students, and to foster positive relationships within the school and the community. This aims to explore the possibilities for improving school quality and developing jobs through financial management and various other tasks required by the school and the state.



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The concept of scientific school administration must be applied in a more democratic and behavior-oriented manner, as this perspective is considered an important foundation in a democratic and progressive society. In this context, it is necessary to develop an understanding of structural and behavioral issues by referring to the social views of work in capitalist society according to the author (Taylor, 1856-1915).

From this perspective, we can reflect on the current reality in this country, understand the situation faced by society, understand the educational and career challenges that ensure the lives and needs of the people, especially regarding the responsibility of school management, which has now become a game of chance through its management system. True education is education that contributes to improving school functions, not merely a political game. Principals appointed during the administration of Party A must remain in office, even after the administration of Party B has come. Principals must have a term of office determined by state law, and this must be adhered to. Without this, the very meaning of "common interest" will lose its value in a democratic society. Rather than losing its value, this will have significant implications for the quality of education. Therefore, the country will not be able to achieve its goals in the next 10 or 20 years. The best solution is to distinguish between education and politics, distinguishing between the position of a principal and that of a party member. While everyone has the right as a citizen to participate in a political party, at the very least, party political positions must be separated from the politics of the common interest. Without this separation, individual thinking will be focused solely on power. Whether education is advanced or not is irrelevant. The important thing is to receive a salary every month.

True educational professionalism emerges from professionalization appropriate to the field in which they will be working. Therefore, educators need to have a high-level education and continuously undergo training to improve their leadership skills, ensuring quality, inclusiveness, and transparency, regardless of color, culture, race, religion, or political party.

METHOD

This research uses a qualitative approach through investigation and document analysis of the educational context in Timor-Leste, starting with democratic management in schools. Based on the country's situation, this documentary research aims to reflect on the quality of education through the contributions of the government, school professionals, and students, with literature collected to strengthen the chosen theme.

Regarding the collected data, it can be explained that the data was analyzed and interpreted through the content discussed related to school management and culture in Timor-Leste education; reflecting on the responsibilities and challenges in building the future.

Data Collection Instruments

The instruments used are books, websites, scientific journals, etc.

RESULT AND DISCUSSION

Research result

Quality Education Is Not an Offer, But an Effort That Requires Mutual



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Cooperation

In some cases, professionals working in schools, including principals, teachers, and all staff, must work together to streamline the teaching and learning process to better meet the needs of all students within the school environment. This is achieved by progressively developing communication skills, scientific knowledge, new leadership skills with inclusive competencies, and critical thinking to defend what is right. Along the way, we can also observe and analyze each concept necessary to maintain a pleasant school environment and promote constructive values as a foundation in education. This concept can transform a good understanding for all citizens of the process and history built by schools, knowing the principles of various sectors, such as economic and technological management, which contribute to the development of education to determine the fate of a country. Therefore, this management context functions well in pedagogical planning and aims to achieve goals in the teaching and learning process and in the job market through education with a more humane and transformational approach, without conflicting exclusively with unfair decisions.

The current reality in this country shows many unfair political issues that cause a lot of damage, such as:

The consequences of this neglect of humanity have caused many problems in our daily lives. Many young people prefer to work abroad, some teachers deemed lacking in intellectual capacity have been dismissed from their profession without clear justification, oppressed people are quickly punished for their minor mistakes, while the wealthy and intellectuals who commit major mistakes such as corruption and drug abuse, no one dares to take action against them.

Anthropocentrism has a destructive character for the people and the government. Five important dimensions: Economy, New Politics, Culture, Religion, and Uniqueness. Each dimension brings a different perspective, such as the lack of attention to humanistic education; although education has a crucial role in society, educating people in a humanistic environment to become human beings with clear ethical and moral values. This reflection is closely related to humanity's grave concern about the current situation in the world. Therefore, educators must instill in themselves a more humane and transformational educational spirit to transform others inclusively with the knowledge they possess. Therefore, the importance of these five dimensions should facilitate humanity's understanding of positive thinking in collectivity, respect, justice, equality, faith, and belief so that it is not reversed in the future.

The purpose of this reflection is seen as optimistic and quite important, as it offers good solutions to global problems facing the world, especially this developing country. Educators need to have the courage and hope to work on the important aspects proposed by Pope Francis (2015) through his letter "Laudato Si / Care of the Common Home." Everyone must work hard to defend nature, save human life in the daily search for happiness. With this contribution, they must build a better world. Therefore, in the cultural dimension, it is necessary to instill "a new humanism that gives birth to a new culture that determines a new creation." Therefore, it is necessary



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to create and recreate for a comprehensive ecological improvement and to free what is still trapped in the corners of this world.

Education has always been based on the development of human well-being through various processes occurring in society. Although people face difficulties for various reasons, for the common good, they prioritize education to make life easier for others through new creations and developments. A complex reality related to education functions with techniques, responsibilities, and methodologies that can contribute to school life, fostering student growth from the moment they become part of formal education. It is also important to understand that schools are different from "business stores." Schools deal with people, not products. Therefore, schools do not have barcodes like those in stores. This concept is particularly evident in the world of education, with its characteristics developed to address students in schools, whether in Early Childhood Education, Elementary, Middle, or High School, as schools have many sectors that need to be promoted. Coordinators must not reject what is good regarding monitoring the processes proposed by the school, without violating established norms, both in legislation and in the School Pedagogical Policy Project or the School Curriculum. Above all, it is essential to have financial resources to meet school needs, such as rent, electricity, water bills, facilities, staff salaries, etc.

For all school functions to run smoothly, it is necessary to follow a political education process and focus on the school's goals related to development for the good of society. Institutional sectors must function well, and financial management must be active to ensure the school's material needs, as this serves to control the financial turnover that supports the smooth operation of other services such as the pedagogical sector, administration, maintenance, coordination, and other sectors within the school space. Schools are under the responsibility of all professionals, because student success does not rest solely on the hands of one individual, but on the responsibility and collaboration of teachers and all parties involved. School development occurs through the determination and division of collective work to fulfill the school's mission and vision in seeking positive values.

Discussion

Does Quality Education Only Require Theory?

As a key reference in the theory of Education and Emancipation (Adorno, 1995, p. 190), a critical method is presented so that society understands the tension that exists between the educational needs for emancipation and the conditions of everyday life. In addition to this critique, the author explains that it is possible to connect the reality of social life with education and emancipation, because its contents show a deeper perspective and are connected to social criticism in order to develop a new system that does not exist in the old education. In a certain way, this change goes beyond what happened in the past and moves forward in a more modern way, according to the needs that society requires. In this regard, he also states that he tries to provide a little understanding of "what is thought against barbarism," including the meaning of "Auschwitz as a symbol of the relationship between civilization and barbarism" that he describes. Furthermore, he tries to understand human formation which is closely related to "Culture in theory without formation," where the aim of this text is to show the limits of cultural formation and,



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consequently, the limits of education within the framework of advanced capitalism. In a certain way, he developed an understanding of emancipation that addresses the rights and freedoms of young people in human formation and the determination of the permanent existence of a developing nation.

The Frankfurt School is one of the schools that does not separate or differentiate students based on culture, language, race, etc. This school creates a friendship that encompasses the entire community in a way that allows and provides support for students to recognize the meaning of emancipation in education. From here, society can understand and discuss the idea of "social criticism" in a constructive way according to Adorno's view, as has been explained in previous ideas that focus on education against barbarism, facing the challenges faced by today's society. Emancipation in this context is to liberate individuals or social groups and equip them with legal standards as citizens in a political society. This can only occur in an educational system that is demonstrated through practice. However, what happens in today's society is that some politicians are very good at theory, but to apply it in practice is much more difficult than a camel going through the eye of a needle.

Given the reality of what society is experiencing, different things are occurring, with good times and bad times across the country. Some people want to contribute to the good, while others try to undermine it because they disagree when developments proceed without their participation, because they desperately want society to recognize them even if their opinions do not align with the intended goals. In fact, the issue of freedom is even more complex in the current reality, because in some places, people feel insecure about the political issue of "dismantling" where one party manipulates another to fulfill their own needs and ultimately excludes the rights of others. Although there are many laws to regulate and maintain justice and peace in the world, reality shows contradictions where corruption, violence, prejudice, and social inequality are increasingly visible. All of these are unpleasant moments in social life and cause unease for entire families due to this frightening situation.

School Curriculum (CE)

The Pedagogical Policy Proposal is part of the school development plan that establishes basic guidelines in the teaching and learning process, with the aim of providing greater effectiveness in the effort to achieve quality work. These objectives include knowledge, attitudes, and values that must be developed and used as a background for every pedagogical action. The school curriculum places students in various types of core subjects such as: Indonesian and Tetum, Mathematics, Geography, History, Natural Sciences, Art, Music, and Physical Education, related to changes made by the Ministry of Education regarding lesson hours and foreign languages that are mandatory in schools throughout the national territory. In the event of changes in the Ministry of Education, the school's pedagogical team must modify their curriculum plan to incorporate new orders in accordance with the demands of the Ministry of Education.

Barriers remain in Timor-Leste's education system, perhaps stemming from its school structure. What's less apparent is the issue of the Curriculum Policy Unit Team. Why is this important? Its function is to manage legal documents issued by the Ministry of Education. Without this team, competent authorities will choose individuals who lack in-depth knowledge of the documents, ultimately impacting school operations. For example, the Ministry of Higher Education, Science, and



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Culture of Timor-Leste (MESCC) issued the Basic Law on Higher Education, Law No. 6/2024, on July 17, based on the Basic Law on Education, Law No. 14/2008, on October 29. This regulation was disseminated to all institutions and universities in Timor-Leste between July 14 and 20, to ensure that all parties can work in an appropriate manner, supporting educational goals that emphasize quality teaching and learning. This implementation is based on Timor-Leste's national standard curriculum, which has been approved by the Ministry of Higher Education through Regulation No. 3/2022, dated January 12, concerning the National Standard Curriculum (CPN). This new curriculum is the first of its kind in Timor-Leste's education system, and it is a source of pride for the country to have its own National Standard Curriculum. However, the question is: have all schools prepared their teams to adapt their existing documents to the new curriculum since this regulation was passed by the ministry?

It is hoped that all education professionals in Timor Leste are aware of the importance of the country's educational progress and always position education as a center of inclusion, which comes with an inclusive, transparent, and global character, not political parties, color, race, or religion.

The goal of education is to develop the key points for pedagogical action, by shaping students to have their own ideology, be creative, think logically, have autonomy, be able to solve problems, analyze, and make appropriate and fair decisions. Therefore, the Educational Curriculum Plan proposes that the importance of education is to teach students to respect, understand their rights and obligations as good citizens and see the world better. Furthermore, it is for students to acquire good knowledge to increase their capacity in the social and cultural realities in which they live. Therefore, the pedagogical political project or curriculum plan focuses on students' responsibility for learning, their school infrastructure, and facilities.

The school environment/space must provide sufficient opportunities to meet students' basic needs while they learn. Therefore, each school has its own rules that all staff must adhere to, i.e., work within those rules. Furthermore, it is both possible and necessary to comply with the laws stipulated in the country's constitution and the competencies issued by the Ministry of Education. The goal is to facilitate students in developing their abilities, skills, and potential to understand the world through teaching and learning.

Key Notes

Life is a long journey that must be traversed and lived. Every day, everyone faces various situations, be it sadness or happiness, laughter or smiles. All of these must be accepted as consequences of the world to illustrate the meaning of life. Every day, everyone always wants GOOD to happen. However, what is desired does not always come true because the future situation remains a mystery. Therefore, the important thing is to plan. To achieve goals, it depends on the responsibility and dedication of each individual. Often, humans are trapped in many disappointments due to the many problems, challenges, and difficulties they face along the path of life. Nevertheless, we must not give up because the true reality of success comes after overcoming obstacles. Therefore, we continue to strive to achieve the desired success.

As we journey through life, we all experience various situations, often leaving us filled with anger, anxiety, hatred, and resentment. However, we must recognize that all these experiences—whether filled with uncertainty, doubt, or joy—teach us many



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things about life. Through these moments, our lives are truly transformed, and eventually, one day, our perspective will become clearer. The reason for our existence and our existence can provide a powerful impetus to persevere in learning. Despite so much worry, despair, sadness, and tears, we continue on this path and strive to overcome the obstacles we face in pursuit of our chosen goals. That is where we will find success.

CONCLUSION

Timor-Leste has experienced profoundly impactful moments in its history due to foreign colonialism. For years, the country was in darkness and finally regained its independence in 2002. This reality was bitter and difficult, and the trauma remains deeply embedded in the hearts of its people. Valuing education in Timor-Leste is crucial for significant reform and infrastructure improvements through the collaboration and cooperation of qualified human resources involved in education. This is being done transparently to address the concerns and challenges faced by our ancestors during the colonial and invasion era. Everyone knows and has witnessed that the people suffered for a long time, awaiting national liberation, and it has finally been achieved. However, the new generation needs to dedicate themselves to their studies so that in the future they can rewrite these stories in a better way, keeping Timor-Leste's existence alive in the global community. Quality education is the path to achieving this dream.

Education, to meet the needs of life through its curriculum structure and existing legal content, needs to invest more in science and technology with new concepts related to the social context of the country and the world. This can be considered a crucial part of ensuring that everyone has the right to enjoy and create culture, as well as the obligation to preserve, maintain, and enhance the value of that cultural heritage.

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