THE IMPLEMENTATION OF LEARNING MANAGEMENT IN CLASS VIII MADRASA TSANAWIYAH ISLAMIYAH (MTS) YPI BATANGKUIS

Muhammad Fuad Zaini

Islamic Management Education, Faculty of Tarbiyah Science and Teacher Training,
State Islamic University of North Sumatra, Medan - Indonesia

e-mail: fuadzaini06@gmail.com

Abstract: The objectives of this study are (1) Knowing the planning of learning in Class VIII Madrasa Tsanawiyah Islamiyah YPI Batangkuis (2) Knowing the application of learning programs in Class VIII of the Madrasa Tsanawiyah Islamiyah YPI Batangkuis (3) Knowing the evaluation of learning in Class VIII Madrasah Tsanawiyah Islamiyah YPI Batangkuis. This study applied case study method. The result of the research showed that in planning the learning, MTs Islamiyah Batangkuis educators have prepared learning tools such as RPP and Syllabus which is prepared to support the expected learning. In carrying out the implementation of learning that needs attention are as follows: (1) compiling learning objectives in an operational form; (2) formulating learning objectives in the form of learning products, not learning processes; (3) formulating learning objectives in student behavior, not teacher behavior; (4) formulating standards of behavior to be achieved; (5) containing only one learning goal, and; (6) formulating learning objectives in the conditions under which the behavior occurs.

Keyword: Formulating, Human Environment, Operational.

INTRODUCTION

The development of the education world is an inseparable part of the great framework of national development. Because one of the national goals of the Indonesian nation is to educate the nation's life, as stated in the opening of the 4th 1945 Constitution. Educating the life of the nation means educating all aspects of the life of the whole of the Indonesian nation's blood to be able to live properly and honorably in the midst of the lives of other nations of the world.

Development, improvement, and improvement of education should be done holistically and simultaneously, and carried out gradually. Improving education in both curriculum, teacher staff, facilities, and learning facilities will not bring significant changes if they are not accompanied by improvements and management culture patterns. Professionalism of teachers in developing learning programs also will not have an effect as an improvement in the process of learning outcomes if the school management does not provide opportunities for growth and development of teacher creativity. The addition and strengthening of learning resources such as libraries and laboratories will not be too influential as an effort to improve the quality of students, if the school management does

not pay serious attention in optimizing teacher human resources to become professionals in their duties. Therefore, management is indeed something very important in the change towards an improvement in education1

Schools are educational institutions that function as agents of change, tasked with building students so that they are able to solve national (internal) problems and calm international competition (external). Effective educational leaders provide a basis and place goals in important positions to change norms in learning programs, increasing productivity, and developing creative approaches to achieve maximum results and educational institution programs.2

Schools that are believed to be responsible institutions within the framework of the intelligence of the life of this nation will always be seen and become the focus of public attention. Schools become an inseparable part of what happens in the community. Thus as a learning community in the midst of a wider society, schools will always be in the midst of the changes that occur in the community and vice versa.

Learning is a process of interaction between students and learning resources in a managed environment in order to achieve certain goals that have been set. Learning is a process of change in personality in the form of skills, attitudes, habits, and intelligence. These changes are permanent in behavior that occurs as a result of practice or experience. The expected learning atmosphere is of course a lively atmosphere, an interactive atmosphere, and a pleasant atmosphere for students. While the expected learning process is an interactive, active, and participatory process.

Paying attention to the contents of the nature of national development and the goals of national education so far, the management of education management is very important in improving student achievement. During this time there are several proposed changes in the field of education management. According to Muhaimin there were three urgent changes. First, it is the nature of everyone that humans want better education. Therefore, it was his destiny that education was never finished. Second, the method of education will always be out of date, because it is made based on the needs of the people who are always changing at every place and time. Because there are changes, the community is never satisfied with the existing educational methods. Third, changes in outlook on life also influence one's dissatisfaction with the state of existing educational methods, so that one day someone is satisfied with the existing method of education, because it is in accordance

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[1] Djohao djuadi dan Rusmayadi, (2004) "Implementation of School Management in Building Teacher Professionalism," *Education University of North Sumatra* 3, No. 4: p. 8.

[2] Syaiful Sagala, (2008). *Contemporary Education Administration*, (Bandung: Alfabeta), p. 134

with his outlook on life and at other times a person is affected again by another view of life, which initially considered satisfactory.[3]

Learning management is the main key in managing the learning process. To produce quality learning, good management is needed that can support the achievement of educational goals. The more quality of learning, the later it will improve the quality of graduates, this can be seen from the indications that emerge as many students who have achievements, both academic achievements and achievements in other fields. On the other hand, one of the benchmarks of graduate quality is that students can meet the graduate competency standards.

Islamic teachings also justify the changing nature of education, both planning and implementation. This is as stated in the Koran surah Al-Hasyr: 18 which reads:

$$\text{يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَلْتَنظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍ ۖ وَٱتَّقُوا۟ ٱللَّهَ ۚ إِنَّ ٱللَّهَ خَبِيرٌۢ بِمَا تَعْمَلُونَ ﴿١٨﴾}$$

Meaning: "Heyy, you who believe, fear Allah and let everyone pay attention to what he has done for tomorrow (the hereafter); and fear Allah, surely Allah knows what you are doing."[4]

From the explanation above it can be concluded that learning is an internal process of students and learning is an external condition of learning. In terms of educators, learning is the result of learning. But the current learning conditions are still very weak.

Explain to One of the problems faced by our education world is the problem of the weak learning process. In the learning process, children are less encouraged to develop thinking skills. The learning process in the classroom is directed at the ability to memorize information, the child's brain is forced to remember and hoard various information without being demanded to understand the information it remembers to connect it with daily life. As a result, when our students graduate from school, they are theoretically smart, but they have poor application.[5]

The results of preliminary observations made by researchers by conducting interviews with teachers in Madrasah Tsanawiyah Islamiyah Ypi Batangkuis, researchers found several problems in the implementation of learning management carried out in schools include: first, the implementation of teachers who teach is not in accordance with their competencies, although sometimes its nature is only as a substitute teacher who is

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[3] Muhaimin, (2009) *Reconstruction of Islamic Education*, (Jakarta: Rajawali Pers). p. 128

[4] Departmen Agama RI, (2004) *Al-Qur'an dan Terjemahnya*, (Jakarta: Depag RI). p. 76

[5] Wina Sanjaya, (2007) *Education Strategy Oriented Education Process Standards*, (Jakarta: Kencana), p. 78-79

absent / unable. Second, teachers who do learning do not always use learning media, only some material uses media. Third, the inability by the teacher to manage time in conducting learning. Fourth, teachers do not understand learning management such as learning planning and learning implementation that is less than optimal, this is evidenced by the making of lesson plans that tend to be formalities. Fifth, the lack of creativity of teachers in conducting learning, so it tends to be monotonous and goes in one direction, the impact on students is likely to be bored in learning activities. Sixth, the lack of evaluation of learning both by the school principal and supervisor.

RESEARCH METHODOLOGY

Qualitative research is a type of research in which the discovery procedure carried out does not use statistical or quantification procedures. In this case qualitative research is research on a person's life, story, behavior, and also about organizational functions, social movements or reciprocal relationships.6

The research method used in this research is the case study method. Case Study (Case Study) is a study conducted in incentives, detailed and in-depth of a particular organization, institution or phenomenon. According to Nasution, a case study (Case Study) is a form of research that can be carried out on an individual, group of individuals, groups of people (teachers, tribes), human environment (villages), or social institutions.7

RESULT

Learning Planning in Class VIII of Madrasah Tsanawiyah Islamiyah YPI Batangkuis

Learning management can be interpreted as a process of managing activities, organizing students, learning resources, and teaching materials systematically to achieve learning goals effectively and efficiently. Basically the principal does not distinguish between the management of each class.

a.   Learning Planning

Learning planning is defined as the process of preparing subject matter, the use of media, the use of approaches and methods, and assessment in a time allocation that will be carried out at a certain time to achieve the goals that have been determined.

The Madrasah Head in Planning provides direction to prepare learning tools, various kinds of media, facilities and infrastructure that can support learning in schools

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6 Salim & Syahrum, (2015).*Qualitative Research Methods*, (Bandung: Citapustaka Media), p. 59
7 S. Nasution, (1982) *Metode Research*, (Bandung: Jemmars), p. 189

such as textbooks, sufficient hours for subject teachers, teaching teachers are selected according to the discipline they are studying.

Learning planning for Madrasah Tsanawiyah Islamiyah Ypi Batangkuis starts from the planning process by the Madrasah Head. The Madrasah Head as a leader in MTs gives direction to teachers who teach to: (1) prepare learning tools, (2) prepare a variety of media, facilities and infrastructure as needed, which can support learning in schools such as textbooks, (3) allocate sufficient learning hours for teachers in the field of study, (4) teachers teach in accordance with the discipline they study.

This is in line with several tasks of the Madrasah Head including regulating the division of teaching tasks, preparing lesson schedules and class division.

1) The division of teaching assignments and other tasks needs to be done evenly according to the area of expertise and interests of the teacher. Every teacher is expected to get hours of assignment according to the minimum workload. Equitable task load will foster a sense of togetherness assigning tasks in accordance with expertise and interest will increase teacher work motivation obtaining a minimum burden will make teachers feel safe and can be promoted on time.

2) Arrangement of lesson schedules is strived for teachers to teach a maximum of 5 days per week so that there is one non-teaching day for KKG meetings. Every day the teacher should not teach more than 6 hours, so there is time to rest

3) The division of classes is also an important thing in the learning process, this is because the ability of absorption and student interest in receiving material delivered by different teachers[8]

In developing a learning implementation plan (RPP) pay attention to the following steps: (1) determining the allocation of time provided, (2) determining the learning objectives and identifying learning materials for students; (3) development of learning activities; (5) a description of the types of assessments to be used, and; (7) determination of learning resources for students.

b. Organizing Learning

Organizing learning is the whole process of grouping educators, students, learning materials and resources as well as infrastructure and learning media so as to create a learning process that can run to achieve the goals set. In this organizing activity the subject

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[8] Depdikbud, (1998). *Management of Local Content Curriculum Implementation* (Jakarta: Ditjen Dikdasmen Directorate of General Secondary Education). p. 167-168

matter will be determined along with who the instructor is and for whom the material is given, how to deliver it, and when the lesson will be given.

At least the role of the Madrasah Head in managing learning includes: (1) Mastering the outlines of teaching programs for each field of study and each class, (2) Preparing a school program for one year, (3) Preparing lessons, Coordinating the activities of the preparation of models teaching, (4) Organizing assessment activities, (5) Implementing classroom promotion norms, (6) Coordinating school guidance activities, (7) Coordinating non-curricular programs, (8) Maintaining and developing school library books and learning tools.

Thus the learning material that will be taught can be added in accordance with the needs of schools to support the achievement of the target school programs that are being developed.

In addition to the material, learners/students also need to be organized or managed properly so that the target learning program that has been designed can be achieved because students are the most important and decisive learning components or elements in the learning process. Therefore, in order to succeed in the process by strict student selection, the grouping of students is either based on the level of intelligence or other aspects.

Pengoragnisasian pembelajaran ini memberi gambaran bahwa kegiatan belajar dan mengajar mempunyai arah dan tanggung jawab yang jelas. Artinya dilihat dari komponen yang terkait dengan pembelajaran pada institusi sekolah memberikan gambaran bahwa jelas kedudukan kepala sekolah dalam memberikan fasilitas dan kelengkapan pembelajaran, jelas kedudukan guru untuk menentukan dan mendesain pembelajaran, dan mengogorganisasikan alokasi waktu, desain kurikulum, media dan kelengkapan pembelajaran, dan lainnya yang berkaitan dengan suksesnya penyelenggaraan kegiatan belajar. Kemudian jelas kedudukan siswa dalam mengikuti kegiatan belajar baik di kelas maupun di rumah, dibawah koordinasi guru dan juga orang tua siswa yang berkaitan dengan belajar.

Specifically for planning learning in the context of providing additional tutoring from madrassas, the Madrasa Principal gives an offer to the parents of students, through a meeting with the parents. If the student guardian agrees there will be additional hours for all classes.

Implementation of Learning Programs by Teachers in Class VIII Madrasah Tsanawiyah Islamiyah YPI Batangkuis

Activities in learning starts from preparing a Learning Implementation Plan (RPP). The teacher at Batangkuis MTs YPI follows the following steps: (1) determining the allocation of time provided, (2) determining the learning objectives and identifying learning materials for students; (3) development of learning activities; (4) a description of the types of assessment to be used.

The teacher determines the learning objectives. The steps taken are as follows: (1) compiling learning objectives in an operational form; (2) formulating learning objectives in the form of learning products, not learning processes; (3) formulating learning objectives in student behavior, not teacher behavior; (4) formulating standards of behavior to be achieved; (5) contains only one learning goal, and; (6) formulating learning objectives in the conditions under which the behavior occurs.

Identifying learning material for these students must consider several things, namely: (a) the potential students have; (b) whether there is relevance to regional characteristics; (c) the current level of physical, intellectual, emotional, social and spiritual development students have; (d) benefits for students; (e) scientific structure; (f) actuaity, depth, and breadth of learning material; (g) whether there is a relevance in student needs and environmental demands, and; (h) available / available time allocation.

To design a good assessment teachers pay attention to the following things: (1) Assessment is directed to measure the achievement of competencies. (2) Assessment uses reference criteria; that is based on what students can do after participating in the learning process, and not to determine a person's position towards the group. (3) The planned system is a continuous assessment system. Continuous in the sense that all indicators are billed, then the results are analyzed to determine the basic competencies that have been owned and those that have not, and to determine students' difficulties. (4) Assessment results are analyzed to determine follow-up. Follow-up in the form of further improvement of the learning process, remedial programs for students whose competency achievement is below completeness, and enrichment programs for students who have completed completeness. (5) The assessment system must be adjusted to the learning experience that is taken in the learning process. For example, if learning uses a field observation task approach, evaluation must be given both in the process such as interview techniques, and in the form of product results in conducting field observations.

Learning Evaluation in Class VIII of Madrasah Tsanawiyah Islamiyah YPI Batangkuis

The teacher evaluates knowledge competency through written tests, oral tests, and assignments. assessing competency skills through performance appraisal, namely assessments that require students to demonstrate a certain competency using practice tests, projects, and portfolio assessments. The instrument used in the form of a check list or rating scale (scale rating) is accompanied by a rubric. Indeed, to carry out a learning evaluation program an evaluation instrument is needed which can be either a test or a non-test. There are several types of test evaluation instruments, namely: a). Based on aspects of knowledge and skills, there are ability tests (power tests) and speed tests (speed tests). b). Based on the form of students' answers, namely written tests (description and objectives), oral tests, and tests of deeds / practice.

The techniques and instruments used for the assessment of competency attitudes, knowledge, and skills. Educators assess attitude competencies through observation, self-assessment, by students and journals. The instrument used for observation, self-assessment is a check list or rating scale accompanied by a rubric, whereas in journals the form is an educator's note.

CONCLUSION

In learning planning, MTs Islamiyah Batangkuis educators have prepared learning tools such as RPP and Syllabus as learning plans that are supposed to be made and prepared to support the expected learning. This is consistent with the indicators in Rusman's theory that researchers use. In carrying out the implementation of learning that needs attention are as follows: (1) compile learning objectives in an operational form; (2) formulating learning objectives in the form of learning products, not learning processes; (3) formulating learning objectives in student behavior, not teacher behavior; (4) formulating standards of behavior to be achieved; (5) contains only one learning goal, and; (6) formulating learning objectives in the conditions under which the behavior occurs.

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