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RESEARCH ARTICLE

LEARNING MANAGEMENT ISLAMIC JUNIOR HIGH SCHOOL (MADRASAH TSANAWIYAH) IN BANDAR LAMPUNG CITY, INDONESIA

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Abstract

The Purpose in this study was to determine the planning, organizing, implementation, and evaluation of learning in MTsN Bandar Lampung City. This study uses an interpretive (a perspective that relies on the goal of understanding and explaining the social world from the point of view of the actors involved in it) paradigm with qualitative-descriptive methods. The approach used is naturalistic phenomenology. Findings from the results of the study about planning, organizing, implementation, and evaluation in MTsN Bandar Lampung City are Planning; starting with the establishment of the School Curriculum Development Team (TPKS) which is determined based on the school decree and is chaired by Headmaster. Organizing; the curriculum development team ranges from 7 people to 16 members. Meet the number of teacher qualifications. The teacher monitoring, evaluating the suitability of the SKL and evaluating the types of tests in the cognitive, effective, and practical fields. Implementation; learning burden in the form of a package system. Build and develop Islamic education professional. Evaluation; curriculum implementation includes objectives, learning strategies and methods, learning materials, time allocation, evaluation system, teacher's ability, and learning outcomes.

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Introduction:-

Based on these purposes, the government operates an education system as stated in Law Number 20 of 2003 concerning the National Education System so that the role of education is strongly important to determine the success and progress of a nation's development. The importance of this educational role must be accompanied by an increase in the quality of education, so that it will obtain optimal results [1]. Education improvement is always strived by the government by taking some steps to improve the curriculum and capacity building, the students realize how the important of educational role is for the progress of national development that creates quality human resources in accordance with the basic competency standards were set nationally. Islamic School (Madrasah) is one of the Islamic-based educational institutions that is able to improve the quality of education, especially related to teachers as teaching staff, so that they can produce quality graduates who are able to compete in the globalization era.

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Learning management covers all activities, it starts from planning to learning assessment implemented with a competency-based curriculum [2]. The things that need to be considered in learning management are as follows, schedule for teacher and student activities, learning strategies, management of practice materials, management of assistive devices, team learning, remedial and enrichment programs and improving the quality of learning in schools, including in Islamic school (Madrasah). Islamic School management as an educational institution requires an understanding of the development of education in the global era, has changed various aspects of life (mindset, attitude, life orientation, behavior) both individually and collectively. The Expert of Philosophy of Islamic Education Management, states: "The development of Islamic education management as a science, knowledge and concept has become a necessity to be developed. Furthermore, it was stated that Islamic Education Management (MPI) had experienced better significant developments, both in quality and quantity. But in line with the dynamics of science and technology, as science, concepts, models and their implementation, in fact that MPI needs increasingly fundamental, in-depth and comprehensive studies" [3].

The search for the theory of Islamic education is known that the purpose of Islamic education includes two aspects, namely realizing the happiness of life in the world (expressed by modern education with the usefulness or preparation for life) and happiness in the hereafter (so that he meets his God and has fulfilled God's rights required for it). This means that a complete education encapsulates the purpose of human life as a creature of Allah that is equipped with reason [4]. According to researchers' observations that learning management in Islamic Public Junior High School (MTsN) Bandar Lampung City has not been maximized because the school principal has not run his function properly as a decision maker related to planning, organizing, implementing and evaluating learning. Based on the description above, the purpose of this study is to determine the process of planning, organizing, implementing, and evaluating learning in MTsN Bandar Lampung City.

Theoretical Basis:

The definition of management:

Management is a typical process aimed at achieving a goal effectively and efficiently using all available resources. Terry explains: "Management is performance of conceiving desired result by means of group efforts consisting of utilizing human talent and resources". It can be understood that management is the ability to direct and achieve the desired results by empowering people and other resources [5]. Researchers have opinions about management, which is the process of directing activities in the form of planning, organizing, implementing, controlling and decision making by empowering existing human resources to achieve goals and objectives effectively and efficiently. Effective means that the objectives can be achieved in accordance with planning, while efficient means the existing tasks are done correctly, organized and in accordance with agreed schedules.

Learning:

Learning is essentially an activity that expects changes in behavior in the individual who is learning. From the concept of learning comes the term learning that is an effort to teach students [6]. The purpose of learning is to achieve changes in behavior or competence in students after participating in learning activities. Efforts to formulate learning goals can provide certain benefits, both for teachers and students. Nana Syaodih Sukmadinata identified four benefits of learning objectives, namely: 1) Make it easy to communicate teaching and learning activities to students, so students can do their learning more independently; 2) Help teachers to choose and arrange teaching materials become easier, 3) Helps make it easier for teachers to determine learning activities and learning media, 4) Make it easier for teachers to make an assessment [7].

According to Hamalik in his book Curriculum and Learning, suggests the following elements of learning: 1) The dynamic element of learning for teacher; Student learning motivation, The condition of the teacher is ready to teach students. 2) Learning elements; Learning motivation requires responsiveness on the part of the teacher as well as the ability to encourage motivation with various learning efforts, Resources used as learning material are found in textbooks, the personal resources of the teacher and the community, The provision of learning aids is done by teachers, students themselves and parents' assistance. Guarantee and build up an effective learning atmosphere, Learning subjects who are in less stable conditions need to be provided with guidance.

Learning management is the regulation of the teaching and learning process, to achieve an effective, efficient teaching and learning process and the regulation of all learning activities that are categorized in the core or supporting curriculum and have been predetermined by the Ministry of Education and Ministry of Religious Affairs [8]. Based on opinion above learning management can be interpreted as an effort towards achieving goals through

the activities of others or making things done by other people, in the form of increased interest, attention, pleasure, and background of students (people who learn), by broadening the scope of activities (limitless), and leading to future lifestyle development.

Management function:

According to Syafarudin and ArwanNasution planning is the process of setting goals and determining the best way to direct, reduce environmental influence, reduce overlap, and design standards to facilitate supervision [9]. So that the implementation of planning runs well for that teacher needs to compile components of learning planning tools including 1) Determine the effective time and week allocation; 2) Arrange an Annual Program, 3) Arrange the Semester Program, 4) Arrange Learning Syllabus, 5) Arrange lesson plan.

According to Handayani organizing is the whole process of grouping people, equipment, activities, tasks, authority and responsibilities, so that it is an organization that can be mobilized as a whole in order to achieve the goals that have been determined [10]. Implementation of organizing is done by dividing a large activity into smaller activities which means learning and teaching activities that have clear direction and responsibility for the principal's position in providing facilities and completeness of learning, and the position of the teacher to determine and design student learning and position in attending learning activities both in class and at home. According to W. Gulo, the implementation is an action to ensure that all group members try to achieve the targets in accordance with managerial planning and organizational efforts [11]. This implementation can be carried out if it includes a Learning approach, a rational approach, a heart approach, and an exemplary approach. According to Hayati, the evaluation has a variety of editors, including: activities to gather information about the workings of something, which is then used to determine appropriate alternatives in making decisions. Implementation in evaluation can be done by preparing a plan for evaluating learning outcomes.

Research Method:-

This study uses an interpretive paradigm which is a perspective that relies on the goal of understanding and explaining the social world from the perspective of the actors involved in it with qualitative-descriptive methods. While the approach used is naturalistic phenomenology. This research is descriptive in nature, aiming to obtain in-depth information about learning management to improve the quality of learning and teacher performance in Islamic School in Bandar Lampung City. In this study, the type of data to be retrieved can be divided into two, namely primary data through observation and interviews. Observation activities are carried out observations of several learning activities, meetings, training programs conducted by schools in the framework of efforts to improve the quality of learning and teacher performance. While secondary data is data obtained from several documents, photographs and objects that are used as a complement to primary data.

In this research, finding informants using snowball sampling techniques. The reason is because to select and choose informants who really know the information and issues in depth and can be trusted to be a valid source of data. Data Collection Techniques : More interview, participant observation and documentation study. Data Analysis Techniques: Analysis of Individual Case Data: analysis of data on each subject in the form of words, symbols, artifacts that still require interpretation and Cross-case Data Analysis: the process of comparing findings obtained from each case, as well as integrating between cases.

Results and Discussion:-

Findings from the results of this study will provide an overview of the Planning, Organizing, Implementation, and Evaluation of learning in MTsN Bandar Lampung City:

MTsN 1 Bandar Lampung:**Planning**

Formation of Madrasah curriculum development team, namely Madrasah principle, Madrasah Vice Principle, and teacher representatives. 1) Formulation of the Basic Framework The curriculum is based on three foundations namely philosophy, juridical and theoretical. 2) Compilation of curriculum structure and competency standards, Focusing on local content in the form of Tahfizul Qur'an and Lampung Language. Students are encouraged to strengthen specialization programs through extracurricular activities. 3) Determination of the learning burden of all subjects; Allocation of time for 1 hour of learning is 45 minutes face-to-face, with a 25-minute distribution of structured activities and 20 minutes of unstructured activities independently. Allocation of time for practice is 1 hour

face to face 2 hours of practice activities in Islamic School or 4 hours of practice outside. Self-development of time allocation is adjusted to the type of activity. 4) Preparation / development of the syllabus is carried out in the MGMP activities of each subject. 5) Preparation of the Education Calendar established by the Lampung Provincial Education Office and adjusted to the agenda of Islamic School activities.

Planning of Standard Process 1) Syllabus review team consists of Vice Principle of Curriculum and teacher representatives for each subject (not necessarily MGMP coordinator), 2) The syllabus of subjects, lesson plans and teaching materials are prepared by subject teachers. Planning Evaluation Standards 1) Islamic Schools carry out activities for teachers (training related to teaching and learning), 2) Increasing the ability of teachers to use IT by increasing the amount of hardware and IT training, 3) Increasing the ability of teachers in correspondence, taxation and computers through training, Innovative programs use the conversation method, 4) Assessment of teacher's attitude in conducting IHT (in-house training)

Organizing 1) Organizing Content Standards, The Curriculum Development Team consists of 1 Chairperson and 16 members. 2) Organizing Process Standards, Meet the number of teacher qualifications. 3) Organizing Evaluation Standards, The teacher evaluates the types of cognitive (attitude), behavioral (effective) and performance (practical) tests. Implementation of Content Standards, 1) The curriculum formulation is carried out by the curriculum development team while still referring to the national curriculum, 2) Local content and self-development determine Tahfizul Qur'an, Arabic and Lampung. Implementation of Process Standards 1) Syllabus is based on the basic framework, curriculum structure, learning load, curriculum, education calendar and syllabus development, 2) The teacher analyzes the indicators of the achievement of each subject, 3) The teacher analyzes SK, KI and KD. Implementation of Evaluation Standards 1) Recruitment of educators who meet the standards, 2) Asking teachers who have not been certified to take competency tests to the Department of Education, 3) Motivate teachers to improve academic qualifications, 4) Conducting IHT / workshops and other activities (IT), 5) Send educators to take part in professional training to improve task professionalism

Evaluation of Content Standards 1) Evaluation of madrasa vision, mission and goals achievement, 2) Mulok development (Tahfizul Qur'an and Lampung language). 3) Evaluation of Process Standards: Evaluation of the preparation of the RPP includes; SK, KD, indicators, learning objectives, teaching materials, learning methods, learning activities and assessment. 4) Evaluation Evaluation Standards; Preparation, implementation and evaluation of learning, Evaluation of teaching materials includes: content, breadth, depth of material, use of language and completeness of teaching

MTsN 2 Bandar Lampung:

Planning of Content Standar 1) Formation of the Islamic School curriculum development team, namely the head of Madrasah along with the Deputy Head of Madrasah, administrators of the Madrasah Committee, teacher representatives, and Madrasah supervisors. 2) Formulation of the Basic Framework The curriculum is based on three foundations namely philosophy, juridical and conceptual. 3) Compilation of curriculum structure and competency standards, 4) Local content stipulates the Procurement of the Sunnah Practices and English Conversion (EC). 5) strengthening specialization program is carried out in the dormitory through a tutorial system. 6) Determination of the learning burden of all subjects (package system education program), 7) Allocation of time for 1 hour of learning is 45 minutes face to face, with a 25-minute distribution of structured activities and 20 minutes of unstructured independent activities, 8) Allocation of time for practice is 1 hour face to face 2 hours of practice activities in Islamic School (madrasahs) or 4 hours of practice outside madrasahs. 9) Self-development of time allocation is adjusted to the type of activity, 10) Preparation / development of the syllabus is carried out in the MGMP activities of each subject. 11) The Education Calendar is compiled based on the Madrasah Aliyah calendar issued by the Ministry of Religion in Lampung Province and the National Education Calendar issued by the Ministry of National Education.

Planning of Process Standard, 1) The syllabus review team consists of MGMP Madrasah coordinators and is chaired by Madrasah Deputy Head of Curriculum, 2) The syllabus of subjects, lesson plans and teaching materials are prepared by subject teachers. Planning of Evaluation Standards; 1) Competency improvement through, 3) MGMP, workshops, seminars, discussions, classroom action research and curriculum implementation training, 4) Increasing the ability of teachers to use IT by increasing the amount of hardware and IT training, 5) Increasing the ability of teachers in correspondence, taxation and computers through training, 6) The interaction of the teaching

and learning process of the teachers puts forward the PAIKEM learning method that is active, innovative, creative, and fun learning, 6) Assessment of teacher's attitude in conducting IHT (in-house training).

Organizing Content Standards, The Curriculum Development Team consists of 7 people consisting of 2 directors and 5 composing teams plus all educators and education staff, 1) Organizing Process Standards, Meet the number of teacher qualifications, 2) Organizing Evaluation Standards, Monitoring and evaluating the suitability of the achievement of Graduates Competency Standards (SKL). Implementation of Content Standard; Develop and formulate curriculum for Madrasah by TPKM. The local content is the provision of the practices of the Sunnah (Tahfidzul Qur'an, the selected Hadiths, and the practices of the Sunna, such as recitation of the remembrance after prayer, daily prayers) and English Conversion (EC).

Implementation of Process Standard 1) Syllabus preparation is done by determining SK and KD, selecting materials, designing activities, determining achievement indicators, evaluating, allocating time, entering sources, determining character values, 2) The teacher analyzes the indicators of the achievement of each subject, 3) The teacher analyzes SK, KI and KD. Implementation of Evaluation Standard; 1) Recruitment of teaching staff (teachers) is entirely carried out by the government in this case the Indonesian Ministry of Religion, 2) All 2019/2020 school years all have minimum academic qualifications of S1, even some others have S2 qualifications, 3) Motivate teachers to take higher education according to academic qualifications, take part in the Teacher Certification Program, include / provide education and training (training) for teachers, take part in MGMP (Teacher Subject Meeting) activities, encourage active teachers to scientific meetings in the field of education, and promoting the teacher's movement of reading, 4) Conducting IHT / workshops and other activities (IT), 5) Send educators to take part in professional training to improve task professionalism

Evaluation of Content Standard; 1) Evaluations include sentence structure (language), content, socialization strategies, and their implementation in the program, 2) Providing debriefing of the practices of the Sunnah (Tahfiz Qur'an, practices of the sunnah, daily remembrance and prayer), and English Conversation (EC). Evaluation is done using the CIPP model (Context, input, process, product) from Stufflebeam which is one of the curriculum evaluation models. 3) Evaluation of standard process, Evaluation of the results of the learning process is carried out after completing one Basic Competency (KD). Evaluation of Evaluation Standards: 1) The curriculum implementation for subjects includes the Objectives, Materials, curriculum components, and their implementation in the learning process (achievement in the cognitive (intellectual), KKM achievement, affective (attitude) and psychomotor (learning outcomes). 2) Evaluation reports are provided in the form of midterm results reports and semester results reports

Conclusion:-

Based on the focus of the study, the formulation of the problem and presentation of the results of research on the management of madrasa quality improvement in MTsN Bandar Lampung City can be concluded as follows: 1) Planning of MTsN Learning in Bandar Lampung, namely the establishment of a School Curriculum Development Team (TPKS) which is determined based on a school decree and chaired by the School Principal. The formation of the syllabus study team consisting of representatives of subject teachers and Waka Curriculum, the preparation of the syllabus, lesson plans, teaching materials, and evaluation tools were carried out by each subject teacher accompanied by TPKS. 2) Organizing MTsN Learning in Bandar Lampung City, namely the Curriculum Development Team consisting of 1 Chairperson, and 16 members and there are a total of 7 people consisting of 2 directors and 5 constituent teams plus all the educators and education staff. 3) The implementation for MTsN learning in Bandar Lampung City is implementing the learning load in the form of a package system. Build and develop Islamic education, professional. The preparation of the syllabus is carried out by each teacher in collaboration with the MGMP. Preparation of the syllabus based on content standards, making an analysis of the achievement indicators of each subject. 4) Evaluation of MTsN Learning in Bandar Lampung City, namely implementing the curriculum covering the objectives, strategies and methods of learning, lesson material, time allocation, evaluation system, teacher ability, and learning outcomes. Evaluation of syllabus preparation and development, lesson plan.

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