Teacher Private Teacher Learning Management Application in SMP IT Nurul Ilmi

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Abstract

Learning management is a very important thing that must be done by every teacher in every educational institution with the aim that a learning process can be structured so that the implementation process can run according to a predetermined plan. The research method used in this study is a qualitative research method where researchers get information from the interview process and documentation as well as observations at SMP IT Nurul Ilmi. The results of a research process carried out at SMP IT Nurul Ilmi got the results that teachers, especially craft teachers at SMP IT Nurul Ilmi carried out the learning process in accordance with predetermined procedures by carrying out a planning and organizing process so that with the existence of a planning and organizing process that carried out by teachers at SMP IT Nurul Ilmi can achieve a predetermined process. The conclusion is that SMP IT Nurul Ilmi has carried out its duties in learning management properly and correctly.

Keywords: Management, Learning, Teacher

Introduction

Management is often interpreted by some experts as science, tips and professions. Luther and Gulick in Fattah (Badrudin, 2014: 3), say "management is seen as a field of knowledge that systematically seeks to find out why and how people work together". Management as a tip stated by Polet, "because management achieves goals through ways by managing other people in carrying out their duties. If viewed as a profession because management is based on special skills to achieve a manager's achievement, and professionals are required by a code of ethics.

In the context of management education, it is an effort to improve the performance of educators, both principals who have roles as educator managers, teachers and education staff who focus on each learning activity through an approach to management principles to achieve the planned goals (Haerana, 2016:9). - 10).

Management is a discipline that is closely related to other disciplines. Management science provides a theoretical and fundamental input to the management of learning in terms of theoretical concepts and approaches in education management. Therefore, the theoretical concept of management science becomes an important foundation in the management of education related to learning.

Learning is one of the efforts to improve the quality of human resources, especially in educational institutions. Learning directs students to be able to build thinking skills and the ability to master subject matter, where knowledge comes from outside but is constructed within individual learners (Sagala, 2013:63).

In achieving this effort in improving the quality of human resources, it is not easy, it requires serious, continuous effort, and optimal cooperation from various elements of education. Among them are implementing effective learning starting from careful planning, control, supervision, and continuous and continuous evaluation. An example is the management of learning in schools.

According to Haerana (2016: 24), in his book Management of Learning Based on Educational Process Standards, he argues about the notion of learning management, namely "all efforts are made that all efforts are made to manage learning in the classroom and teachers as managers in the classroom have activities including planning, implementing and assessment of learning outcomes it manages.

Learning management is an important point of education that is covered in school management, no matter how much school input is added or improved, the graduates will still not be optimal, if the learning management factor which is a very strategic aspect in the teaching and learning process is not given attention. In this case, educators have a big role to encourage or

hinder innovation efforts both from outside and from within learning in their schools.

New developments on the teaching and learning view have consequences for teachers to increase their roles and competencies because the teaching and learning process and student learning outcomes are determined by the teacher's role and competence (Rosyidah, 2014: 20).

THEORITICAL REVIEW

Learning Management

The discussion about the concept of learning management can be traced from the following points, including understanding the term management, the nature of learning management, understanding learning management. Tracing from the etymological point of view, it is explained that the term management comes from the Latin, namely manus or mano or mantis which means hand and agere means to do. Furthermore, the two terms (manus and agere) are then combined into one term containing the verb, managere, which means to handle, manage, manage. The term managere is then translated into English in the form of a verb to be "to manage" with the noun "management" and manager is for people who carry out management activities (Usman, 2009; Karwati & Priansa, 2014). Management in a broad sense, is planning, organizing, directing and controlling all organizational resources to achieve goals effectively and efficiently.

The Nature of Learning Management

Management is a human activity that can be found in every formal organization, both simple in nature and to complex organizations, government and private organizations, including educational organizations, business organizations and non-profit organizations. This explanation is reinforced by the thoughts/explanations of Megginson, Mosley & Piettri (1983) about the nature of management. "In fact, every time two or more people interact to achieve a common objective, an organization exists. And management is needed in all organizations – families and clubs, small business and large one, public and private organizations, profite– oriented and non-profite organizations, manufacturing firms, service organizations, etc".

Management is an activity that is always found in an organizational activity and every organization has a purpose. To achieve organizational goals, several components are needed and utilized. In order for each component to provide its function and meaning effectively in achieving organizational goals, effective management is also needed. You can get an idea of

what management really is. Magginson, Mosley & Piettri (1983) explain the meaning of management as follows. "Management can be defined as working with human, financial, and physical resources to achieve organizational objectives by performance planning, organizing, leading, and controlling functions". Free translation that management can be interpreted as a collaborative activity of a number of people using financial resources, and other physical facilities to achieve organizational goals.

The process of cooperation can be seen in the functions of planning, organizing, leadership, and monitoring. Hersy & Blanchard (1977) also explain the concept of management as a collaborative process with and through people in groups to achieve organizational goals (Abubakar, Elrehail, Alatailat, & Elçi, 2019). Furthermore, based on the process perspective, Wagner & Hollenbeck (1992) formulate the definition of management as follows: "management is thus a process of planning, organizing, directing, and controlling organizational behaviors in order to accomplish a mission through the division of labor". Management is a process of activities carried out by leaders and members of the organization in the form of program planning, organizing work units to implement programs, directing and supervising human behavior at work so that all forces are only focused on efforts to realize or achieve the vision and goals of the organization.

There are several concepts that get the same emphasis in three sources, namely there is a collaborative process that involves a number of people, the activities carried out, the goals or vision of the organization are achieved, and there is a set of resources that are managed and used through the processes of planning, organizing, monitoring, controlling, and evaluation of the results achieved.

Based on the description of management, the essence of education management is the management and implementation of a set of educational tasks, learning effectively and efficiently through the process of planning, organizing, implementing, evaluating and evaluating to achieve school education goals.

Learning Management Principles

The formulation of management principles according to McGregor (1960) is as follows.

a. Prioritizing educational goals above personal interests and group interests. Through such management principles, all resources and work strategies are at stake only to achieve/realize the vision/objectives of education/learning.

b. Coordinate authority and responsibility;

Management is needed to regulate and maintain so that aspects of authority, responsibility, rights and obligations are carried out in a balanced and harmonious manner. If authority and rights take precedence and ignore responsibilities and obligations, problems and conflicts will inevitably arise that cause non-optimality in achieving educational goals.

c. Full attention to staff in terms of assigning duties and responsibilities. The leader delegates and gives authority and responsibility to his staff, it is necessary to pay attention to the ability and nature of the responsibility of the staff concerned. This includes knowing character and personality.

Revitalizing values; Organizations always involve a number of people. Each member of the organization has certain values, outlook on life and ideals. Also the value system he adheres to. The duties and responsibilities of management are to maintain, maintain and develop positive values that support work success and the achievement of organizational goals. While the value system that inhibits individuals from developing, needs to be considered to be eliminated.

Effective Learning Planning

Maximum achievement of learning outcomes is determined by a careful and effective planning process. An effective planning process is also determined by the ability and systemic thinking of a teacher which allows it to be predicted and determined important and strategic things that will be implemented in the teaching and learning process. Effective and meaningful curriculum planning and learning materials are important in achieving maximum learning outcomes by teachers who are qualified and have high professional skills. That is why people generally conclude that maximum learning outcomes are controlled by high-quality teachers.

Learning planning includes the process of compiling materials, media, approaches and methods, as well as an assessment in an allocation of time that will be carried out at a certain period to achieve predetermined goals. If a teacher wants to and is preparing and preparing teaching materials, then there are several important things to consider and do, namely compiling and developing the content of the material, setting learning objectives to be achieved, selecting and determining learning methods and media to be followed and used, formulating instruments or evaluation tools in various forms that are used to measure the level of achievement of learning objectives. Basically the operational concept of learning planning is in line with the operational concept of planning that is commonly carried out and followed in other formal organizational work processes, namely

setting goals to be achieved, formulating various relevant activities to support the achievement of goals, the time period needed to carry out an activity, the work methods and or work strategies followed and the instruments provided to support the operationalization of activities to achieve the expected goals.

Learning Implementation

Referring to the lesson plan that has been prepared and approved by the Principal as a guide in teaching, a teacher can be helped to carry out his duties professionally and operationally. The learning program plan that will be implemented contains several components that help teachers to carry out teaching tasks effectively in the form of school programs, syllabus, learning implementation plans, follow-up plans which are enrichment learning activities and remedial programs for students who have not achieved the expected competencies. One important aspect that is considered in the implementation phase of the curriculum and learning in the classroom is the atmosphere and condition of students who are ready to accept the learning that will be presented. The classroom atmosphere and student conditions that are predicted to be an atmosphere that supports a more effective learning process are as stated by Karwati & Priansa (2014) as follows.

a. A conducive classroom atmosphere; have a positive climate for ongoing learning activities. Teachers are able to create a pleasant learning atmosphere for students. Models and learning methods applied by teachers are more attractive and able to stimulate students' creativity.

b. Quiet and disciplined class; Skilled teachers will be able to create a calm and disciplined class. Students obey the rules set by the teacher in class because the rules have been approved by students to be applied in class. Violations committed by students are recorded, sanctioned, and evaluated to assess their effectiveness.

c. Classes that take place naturally; A natural class operates by itself. Teachers spend most of their time carrying out their duties as learners. Students are able to follow the learning independently without strict supervision carried out by the teacher. Students who are involved in the learning process are active in interacting with each other. The implementation of the program and the learning process that takes place in a conducive, calm, natural classroom atmosphere with high discipline and relies on an effective learning management system, is believed to produce optimal learning outcomes in various fields of knowledge. The

learning atmosphere and climate as stated above actually originate from several supporting factors that are positively correlated with the leadership of the Principal who is strong, open, effective and professional. In addition, the teachers at the school have a high commitment and work discipline.

Evaluation of Learning Outcomes

One of the activities of concern in learning management work is the evaluation of student learning outcomes. The problem of learning management related to the evaluation of learning outcomes is that the teacher who compiles the learning program determines the method used to check the extent to which students have been able to accept, digest, understand, master and use the content of knowledge in the subject matter taught by the teacher.

There are several evaluation methods that are proposed to be used by teachers in measuring competency achievement as follows. 1) cognitive competence, using oral test evaluation, written test, observation and assignment. 2) affective competence is used by evaluating oral tests, attitude scale tests, giving observations, expressive and projective tasks. 3) skill competency, using observation evaluation method, action test, and oral test. The forms of evaluation of learning outcomes are arranged in four kinds of tests, namely pre-test, post-test, summative test and formative test.

Teachers as Learning Managers

Various activities carried out by teachers in relation to learning management include planning learning materials, formulating learning objectives, organizing and developing learning materials, establishing harmonious communication with school principals, controlling classes, presenting teaching materials, building and maintaining relationships and constructive educative communication. with students, motivate and build students' enthusiasm for learning, evaluate and follow up on student learning outcomes.

Skilled and professional teachers are required to carry out the tasks and management functions mentioned earlier. The success of teachers in developing students' cognitive, affective and psychomotor abilities optimally is also influenced by the quality and continuity of the implementation of learning management functions. This also requires teachers who are professional and have a high and consistent service commitment.

RESEARCH METHODS

The research method used by researchers in this study is a qualitative approach with a descriptive method. "Methodology is the process, principles, and procedures that we use to approach problems and seek answers" (Mulyana, 2008: 145).

According to Sugiyono (2007: 1), qualitative research methods are research used to examine natural objects where the researcher is the key instrument, data collection techniques are carried out in combination, data analysis is inductive, and qualitative research results emphasize meaning rather than generalization. .

Qualitative research aims to maintain the form and content of human behavior and analyze its qualities, instead of turning them into quantitative entities (Mulyana, 2008: 150).

The purpose of this descriptive research is to make a systematic, factual and accurate description, picture or painting of the facts, characteristics and relationships between the phenomena being investigated. or interview guidelines or questionnaires or documentary guidelines, according to the method used (Gulo, 2000).

Instruments are tools or facilities used by research in collecting data so that their work is easier and the results are better, so they are easy to process (Arikunto, 2006). Data collection instrument according to Sumadi Suryabrata is a tool used to generally record quantitatively the state and activity of psychologist attributes. These psychological attributes are technically usually classified into cognitive attributes and non-cognitive attributes (Suryabrata, 2008). Ibnu Hadjar argues that the instrument is a measuring tool used to obtain quantitative information about the variation in the characteristics of variables objectively (Ibnu Hadjar, 1996)

Types of research

Descriptive research is a research method that describes the characteristics of the population or phenomenon being studied. So that this research method is the main focus is to explain the object of research. So answer what events or phenomena that occur.

This research method is then different from other methods which tend to focus more on discussing why an event or phenomenon occurs. Where the events and phenomena referred to here are the object of research. The results of the research will of course describe the object of research in detail at the school/educational institution

Research Subject

The subject of the research is the principal, place, or object that is observed in the context of machining as a target (Indonesian Dictionary, 1989: 862). The research subjects in this paper are the principals of schools/educational institutionsInstrumen

Data collection

According to Gulo, the research instrument is a written guide about interviews, or observations, or a list

of questions, which are prepared to obtain information. The instrument is called the observation guide

RESULTS AND DISCUSSION

In craft learning, the learning process is not only a process of teacher-student interaction in the classroom, a teacher must manage craft learning including being able to plan to develop craft learning objectives such as lesson plans. This teaching and learning interaction occurs is to motivate and stimulate students so that they are ready to receive craft learning from the teacher. For the next activity, a teacher must be able to develop a follow-up program on research results to determine whether his function in managing craft learning has been successful or not. Craft learning management is a process in which a teacher intentionally processes and creates a learning environment in the classroom with a view to realizing learning objectives so that it can work well and run smoothly. In creating learning objectives so that they can work well and run smoothly, a teacher must organize learning, especially in learning crafts at the IT Nurul Ilmi Middle School. In organizing learning, the craft teacher organizes learning crafts by dividing tasks to students, for example dividing discussion groups and so on. The organization of learning crafts is done so that students can develop their potential and abilities possessed by each student because with this craft learning it can increase the creativity of the students in SMP IT Nurul Ilmi. So with the importance of the learning process, a teacher is obliged to carry out this organizing process because the organizing process is a structured process to achieve a previously planned learning process.

In achieving a planning process, teachers need to carry out the process of implementing learning plans, especially in learning crafts at SMP IT Nurul Ilmi. The process of implementing the craft learning plan in the classroom runs well and smoothly and the teacher can carry out the learning plan effectively and efficiently. The process of implementing the craft learning plan is carried out to carry out learning activities in accordance with existing regulations. The implementation of this craft learning plan is carried out because with this process the learning objectives can be achieved and the learning process takes place in accordance with the material that has been prepared. In addition, with the process of implementing the learning plan, it can minimize the occurrence of obstacles that will come because of course with the existence of a planning process, there must have been an organizational process in it so that this is what results in minimizing the occurrence of an obstacle that will occur in a process. learning so as to achieve a predetermined goal.

In carrying out the implementation of craft learning at SMP IT Nurul Ilmi, the teacher has 4 different methods in achieving the achievement of a plan in the process of implementing learning, especially in learning crafts where these methods are divided into demonstration methods, discussion methods, question and answer methods and assignment methods.

In the implementation of the craft learning plan at SMP IT Nurul Ilmi, the material studied has been prepared based on the curriculum that has been determined from the service so that it is evident from the observations of researchers based on existing document studies, namely the lesson plan and details of the effective Sunday that have been prepared by the craft teacher.

Then from a planning and organizing process that has been done previously at SMP IT Nurul Ilmi in the implementation of learning, teachers at SMP IT Nurul Ilmi need to carry out a learning evaluation process, especially in craft learning because the learning evaluation process is carried out to find out the extent of knowledge or abilities and understanding that students have of the material that has been conveyed by the previous teacher.

CONCLUSION

In essence, a learning management process is a very important process that must be carried out by every teacher in every educational institution. Especially for SMP IT Nurul Ilmi, the learning management carried out by the teachers, especially the craft teachers, was done very well and structured because the teachers carried out the learning management process by planning and organizing in it. With the planning and organization that has been carried out by the teachers at SMP IT Nurul Ilmi, the implementation of the learning process can run according to what has been determined. The goal is that a planning process can be achieved as determined.

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