Learning Management In Increasing Students' Learning Motivation At Ma Karya Bakti Sukasari Kertasari Bandung District

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Abstrak

Latar belakang penelitian ini adalah banyaknya peserta didik yang motivasi belajarnya kurang karena disebabkan beberapa faktor salah satunya yaitu faktor lingkungan, kurangnya motivasi belajar dalam diri peserta didik, peserta didik tidak menyukai mata pelajaran tertentu, dan pengaruh perkembangan teknologi yang tidak dimanfaatkan dengan baik yang menyebabkan peserta didik malas dalam belajar dan prestasi belajar menurun. Penelitian ini bertujuan untuk mendeskripsikan manajemen pembelajaran dalam meningkatkan motivasi belajar peserta didik. Penelitian ini menggunakan metode kualitatif deskriptif. Subjek dalam penelitian ini adalah manajemen pembelajaran, motivasi belajar, dan peserta didik. Deskripsi hasil penelitian disajikan dalam uraian kata-kata. Hasil penelitian menunjukan bahwa manajemen pembelajaran dalam meningkatkan motivasi belajar peserta didik di MA Karya Bakti telah melakukan manajemen pembelajaran secara umum dibuktikan dengan membuat perencanaan, pengorganisasian, pelaksanaan, dan evaluasi. Adapun kendala yang ditemukan dalam pelaksanaan, salah satunya ada saja guru yang tidak membuat RPP terbaru tetapi menggunakan yang sebelumnya, juga berkaitan kendala benda dan sarana prasarana yang masih kurang.

Kata Kunci: Manajemen Pembelajaran, Motivasi Belajar, Peserta Didik.

Abstract

The background of this research is that many students lack motivation to learn due to several factors, one of which is environmental factors, lack of motivation to learn in students, students do not like certain subjects, and the influence of technological developments that are not utilized properly which causes students to students are lazy in studying and learning achievement decreases. This research aims to describe learning management in increasing students' learning motivation. This research uses descriptive qualitative methods. The subjects in this research are learning management, learning motivation, and students. A description of the research results is presented in a description of words. The research results show that learning management in increasing students' learning motivation at MA Karya Bakti has carried out general learning management as evidenced by planning, organizing, implementing and evaluating. As for the obstacles found in implementation, one of them is that there are teachers who do not make the latest lesson plans but use the previous ones, also related to the lack of objects and infrastructure.

Keywords: Learning Management, Learning Motivation, Students.

Introduction

The learning process is the core of education itself, the quality of education can be seen from how the learning process is carried out by an educator or teacher. A teacher needs to prepare before carrying out the teaching process so that the goals of education can be achieved.

Learning is a relatively permanent change in behavior and is the result of

repeated practice. Learning means that the subject of study must be studied, not taught. The learning subjects in question are all students or what are usually called learners who are the center of activity in the learning process (Arifudin, 2022). Furthermore (Hanafiah, 2012) stated that students as learning subjects are required to actively search, discover, analyze, formulate, solve problems, and conclude the problem well.

Learning has a broad meaning, namely a conscious, planned effort by educators so that students achieve the expected educational goals. Learning is an activity whose implementation involves teachers and students (Nurbaeti, 2022).

According to Law Number 20 of 2003 concerning the National Education System, it is stated that "The learning process in educational units is carried out in an inspiring, interactive, challenging, fun way, motivates students to participate actively, and provides sufficient space for initiative, creativity and independence in accordance with with the talents, interests and physical and psychological development of students."

The aim of education according to this law is learning, as a process of interaction between educators and students, as well as students and their learning environment which has been determined or regulated by the teacher to achieve educational goals. Learning is a series of learning activities that aim to improve the quality of learning continuously, so that it runs effectively and efficiently, carried out by educators and students in order to add value to the results of graduates of an educational institution.

Ahmad and Darwis as quoted (Hoerudin, 2023) show that learning is something that is very urgent in educational activities. Making learning easier for students is a noble task for a teacher. Therefore, teachers are not only required to design learning to be comfortable and interesting, but teachers are also required to understand and master the knowledge of learning management both inside and outside the classroom. Teachers are able to choose and apply learning methods that suit the

complexity of the material and the character of each student. So that the methods and approaches applied are truly in accordance with students' personal development because students are subjects and not objects in the teaching and learning process activities.

Learning relationships are determined by several components, namely: students, teachers, school principals, curriculum, school facilities, determining and several other facilities needed in the learning process so as to support the quality of learning (Sulaeman, 2022). Thus, learning activities can bring changes to students, be it changes in behavior, knowledge or skills. With these changes, of course students can be trained to solve life's problems and be able to adapt to their environment.

The quality of students' educational outcomes can be influenced by many factors, one of the most important of which is students' learning motivation. The results of research conducted by (Aspiranda., 2015) show that students who have high learning motivation will be able to achieve high learning achievements, but on the other hand, students who have low learning motivation tend to have low learning achievements and will experience learning difficulties.

The main problem often faced by teachers is the large number of students who lack motivation to learn due to several factors, one of which is environmental factors, lack of motivation to learn in students, students do not like certain subjects, and the influence of technological developments that are not utilized properly. which causes students to be lazy in studying and learning achievement decreases. Therefore, the learning process must be carried out with a management approach.

Linguistically, management comes from Latin, namely from the word manus which means hand and agree (to do). These words are combined into manger which means to handle. In terms of the language, management comes from English, which is a direct translation of the word management, which means management, administration or governance (Nadeak, 2020). Meanwhile, in

the Indonesian English dictionary written by John M. Echols and Hassan Shadily, management comes from the root word to mange which means to manage, organize, carry out, manage and treat (Arifudin, 2021).

Many experts have provided definitions of management, among them, Harold Koontz and O'Donnell in their book entitled Principles of Management quoted (Hadiansah, 2021) stating that management is related to achieving a goal carried out through and with other people. George R Terry in a book entitled Principles of Management quoted (Fitria, 2023) provides a definition of management as a process that differentiates between planning, organizing, activating, implementing and supervising, by utilizing both science and art, in order to complete the goals that have been set. previously.

As for the concept of learning management in a broad sense and in a narrow sense, according to Ardiansyah, quoted by (Supriani, 2020), learning management in a broad sense contains an activity process starting from planning, organizing, directing or controlling, and assessing. Meanwhile, learning management in the narrow sense is defined as activities that need to be managed by teachers during the process of interaction with students in implementing learning.

Learning management is also an effort and activity that includes setting up a set of learning experience programs that are designed to develop students' abilities in accordance with the goals of the organization or school. In other words, learning management is the process of managing teaching and learning activities starting from the planning, organizing, and implementing processes. , control, and assessment in order to achieve educational goals (Hasbi, 2021). Learning management has an important meaning in an educational process, where with management in a learning process it is hoped that learning objectives will be met, so that the steps in the alearning process starting from planning to evaluation are able to realize the achievement of learning

objectives in general and the effectiveness of learning for students. in particular (Darmawan, 2021). Because good learning management will of course also have an impact on directed learning activities and be able to create optimal learning conditions.

According to Ambarita in (Mayasari, 2021) stated that learning management is the teacher's ability to utilize existing resources, through activities to create and develop cooperation so that learning is created between them to achieve educational goals in the classroom effectively and efficiently.

Learning management is the process of achieving learning goals in the classroom effectively and efficiently, where the teacher optimizes his role as a class leader to manage collaborative class resources. Therefore, according to (Mukhlisin, 2022) the success of learning in school education is influenced by teacher factors. The teacher is the main component in teaching which plays an important role, because whether the teaching and learning process in the classroom can run well really depends on teacher factors. To carry out effective and efficient learning management, someone must be able to understand several learning management functions such as planning learning, organizing learning, implementing learning, assessing learning, directing learning, and evaluating learning.

There are four benefits of learning management objectives, including: 1) Makes it easier for teachers to determine, choose activities and learning media that suit the character of the material, 2) Makes it easier for teachers to convey goals to students, in the learning process so that students can learn independently, 3) Facilitate and assist teachers in carrying out assessments of students' learning activities and exam results, as well as 4) Facilitate teachers in organizing the preparation of teaching materials (Caswita., 2021).

Learning management that runs well requires a teacher who manages learning management activities well by utilizing media and facilities as tools to improve the quality of learning planning, the quality of

organization, the quality of implementation, and the quality of learning evaluation. This can provide motivation to students in the learning process.

Motivation is a conscious effort to move, direct and maintain someone's behavior so that they are encouraged to take action to do something so as to achieve certain results or goals (Arifudin, 2018). Sardiman in (Ulfah, 2019) defines motivation as the overall driving force within students which gives rise to learning activities, which ensures the continuity of learning activities and which provides direction to learning activities, so that the goals desired by the learning subjects can be achieved. Motivation has an influence on learning.

Learning motivation is a change in energy within a person (personal) which is characterized by the emergence of feelings and reactions to achieve goals, this is as stated by Frederick J. McDonald in (Ulfah, 2022). Meanwhile, according to Abraham Maslow in (VF Musyadad, 2022) that learning motivation is a student's tendency to carry out learning activities that are driven by the desire to achieve the best possible achievements or learning results. Motivation to learn is also a need to develop one's abilities optimally, so that one is able to do better, achieve and be creative. Then, according to Clayton Alderfer in (Ulfah, 2021) that learning motivation is an intrinsic and extrinsic drive that causes a person (individual) to act or act to achieve a goal, so that changes in behavior in students are expected to occur.

Nasution in (Irwansyah, 2021) states that "learning motivation is a psychological condition that encourages a person to study". According to (Djamarah, 2002) that "motivation to learn is a psychological condition that encourages a person to learn. Motivation has a very important meaning in learning. The most important function of motivation is as a driver for activity, as a director, and as a driving force to do a job.

From the several definitions of learning motivation above, it can be concluded that researchers tend to refer to the definition of learning motivation according to Clayton Alderfer in (Apiyani, 2022), namely an intrinsic and extrinsic drive that causes a person (individual) to act or act to achieve a goal, resulting in changes in behavior in oneself. students are expected to happen.

The learning process will be successful when students have high motivation in learning. Growing student motivation to learn is one of the duties and responsibilities of an educator (teacher). According to (Sardiman, 2016) states that "motivation can function as a driver of effort and achievement".

Both intrinsic motivation and extrinsic motivation have a function as a driver, activator and selector of actions. That's why both encouragement or activator and selector are key words for motivation in every action in learning. According to (Syah, 2007) the function of motivation is as follows: 1) Motivation as a driver of action, 2) Motivation as a driver of action, and 3) Motivation as a driver of action

Motivation is closely related to a goal. Thus motivation can influence activities. In relation to learning, motivation is the driving force for learning. According to (Sardiman, 2016), motivation has the following functions: 1) Encouraging people to act. So motivation is a driving force or motor that releases motivational energy, in this case it is the driving motor that will be moved, 2) Determining the direction of action, namely the goal to be achieved. So motivation can provide activities that are carried out in accordance with the goal, as well as 3) Selecting actions, namely determining actions that must be done that are appropriate to achieve the goal by setting aside actions that are not useful for the goal.

In line with the opinion above, (Purwanto, 2002) believes that every motive is closely related to a goal and ideal. The more valuable the goal is for the person concerned, the stronger the motive so that the motive is very useful for a person's actions or deeds.

Based on the results of observations made by researchers, at MA Karya Bakti Sukasari, Kertasari District, Bandung Regency, there were findings including, the presence of students in participating in teaching and learning activities, the use of existing learning facilities, integrating the potential of natural resources in the school environment in the learning process and the teacher's teaching methods. So in this case the teacher's role is important in increasing students' learning motivation through learning management.

Based on the background description above, this research is used to analyze learning management in increasing learning motivation, the researcher will describe learning management in increasing students' learning motivation at MA Karya Bakti Sukasari Kertasari, Bandung Regency.

Methodology

This research seeks to analyze and describe learning management in increasing students' learning motivation at MA Karya Bakti Sukasari Kertasari Bandung Regency. The type of research used in this research is a descriptive analysis method. According to (Mayasari, 2023), descriptive analysis is empirical research that investigates a specific symptom or phenomenon in a real life setting. The results of this research were collected using primary data and secondary data.

The approach used in this research is a qualitative approach. According to Bogdan and Taylor in (Arifudin, 2023), a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. According to (Rahayu, 2020) the method is to transcribe the data, then coding the notes in the field and interpreting the data to obtain conclusions.

This research uses qualitative research with field research methods. According to (Haris, 2023) this approach is adapted to the main aim of the research, namely describing and analyzing learning management in

increasing students' learning motivation at MA Karya Bakti Sukasari Kertasari, Bandung Regency. So that this method will be able to explain the problems of the research (Hanafiah, 2021).

Determining appropriate data collection techniques greatly determines the scientific truth of a research. The data collection techniques used in this research are observation, interviews and documentation.

Engineering can be seen as a means of carrying out technical work carefully using the mind to achieve a goal. Even though the study is actually an effort within the scope of science, it is carried out to collect realistic data systematically to realize the truth. Research methodology is a means to find a cure for any problem. In this case, the author collected information about learning management in increasing students' learning motivation at MA Karya Bakti Sukasari Kertasari Bandung Regency from books, articles, journals, theses, theses, ebooks, etc (Fitria, 2020).

Because it requires material from the library as a data source, this research utilizes library research. Researchers need books, scientific articles and other literature related to the topics and problems they explore, both print and online (Mardizal, 2023).

Searching for information from data sources requires the use of data collection techniques. Amir Hamzah in (Nasser, 2021) claims that data collection is an effort to collect information related to the subject under study. The author uses library research methods to collect data. Specifically, the author started with the library to collect information from books, dictionaries, journals, encyclopedias, papers, periodicals, and other sources that share learning management views in increasing students' learning motivation at MA Karya Bakti Sukasari Kertasari, Bandung Regency.

Amir Hamzah further said that data collection means various efforts to collect facts related to the topic or discussion that is being or will be explored (Ulfah, 2023). These details can be found in scientific

literature, research and scientific writings, dissertations, theses and other written sources. According to (Hanafiah, 2022) data collection can be carried out in various circumstances, using different sources, and using different techniques.

Observation is part of the research process directly regarding the phenomena to be researched (Tanjung, 2022). With this method, researchers can see and feel directly the atmosphere and condition of the research subject (Arifudin, 2020). The things observed in this research are learning management in increasing students' learning motivation at MA Karya Bakti Sukasari Kertasari Bandung Regency.

The interview technique in this research is a structured interview, namely interviews conducted using various standard guidelines that have been established, questions are arranged according to information needs and each question is needed to reveal any empirical data (Fikriyah, 2022).

Documentation is a technique for collecting data through existing documents or written notes (Mawati, 2023). Documentation comes from the word document, which means written items. In implementing the documentation method, researchers investigate written objects, such as books, magazines, meeting minutes and diaries. According to Moleong in (Supriani, 2023) the documentation method is a way of collecting information or data through examining archives and documents. Documentation strategies are also data collection techniques proposed to research subjects. This data collection method using the documentation method was carried out to obtain data about the condition of the institution (research object), namely learning management in increasing students' learning motivation at MA Karya Bakti Sukasari Kertasari, Bandung Regency.

According to Muhadjir dalam (Rahman, 2021) states that data analysis is the activity of conducting, searching and organizing records of findings systematically through observation and interviews so that

the researcher focuses on the research being studied. After that, make a discovery material for others, edit, classify, and present it.

Findings and Discussions

Learning management in increasing students' learning motivation at MA Karya Bakti Sukasari Kertasari

The role of educators is very urgent in managing to ensure the quality of learning, so that education as much as possible manages learning starting from planning, organizing, implementing and evaluating. This is in line with (Saefullah, 2014), the uses of management studies for educational institutions are as follows: 1) Planning, emphasized to determine overall goals and the best way to achieve them, 2) Organizing, emphasized to make it easier for managers to supervise and determine tasks. a person's duties through division of labor, 3) Direction, emphasized on moving members to work sincerely and with full awareness in developing their tasks, and 4) Evaluation, emphasized on the results of all performance that has occurred, and used as further material so that weaknesses in all aspects can be identified. handled

Learning management is the application of management functions (starting from planning, organizing, implementing and evaluating learning) in managing learning activities to achieve learning goals effectively and efficiently. The aim of learning management is to make effective use of the resources used to support learning activities. Several benefits from learning management are: first, teaching staff can prepare all activities to support the learning process that have been well designed so that these activities can be carried out well and under control. Second, helping teaching staff so that learning activities can provide optimal results, and activities can be carried out in accordance with the expected goals. Third, for students, learning management will support all

learning activities to be carried out well, planned and coordinated (Tambunan, 2021).

Based on the discussion above, learning management in increasing students' learning motivation at MA Karya Bakti has carried out general learning management as evidenced by planning, organizing, implementing and evaluating. Among them:

1. From the results of this research, it was revealed that the planning stage was carried out by creating a Learning Implementation Plan (RPP) in order to improve the learning process and to improve the quality of education, because the RPP is a guide for teaching, then determining learning objectives, preparing and studying the material.

2. The next step, namely organizing, is carried out by adapting to the Learning Implementation Plan (RPP) which has been prepared by taking into account the material and determining the methods used in the learning process. The methods applied are lecture, discussion and group presentation methods. And use learning media provided by the school such as whiteboards, LCDs, textbooks, computers.

3. As for the obstacles found in implementation, one of them is that there are teachers who do not make the latest lesson plans but use the previous ones, also related to the lack of objects and infrastructure.

4. In the next stage of supervision, namely the evaluation process is carried out after learning, evaluation is carried out in two types, namely written and oral evaluation and then given during daily tests and semester tests.

Students' learning motivation at MA Karya Bakti Sukasari Kertasari

The results of the discussion above show that, in the teaching and learning process, teachers have provided motivation for students as evidenced by the fact that students at MA Karya Bakti are enthusiastic in participating in the learning process. During the teaching and learning process, students pay attention to the teacher when explaining the material, both during teaching and learning activities in the classroom and outside the classroom.

With awareness in students as a driving force, this creates a desire to learn and get appreciation and good grades, do and submit assignments on time. In the learning process, students ask the teacher about material they do not understand and students also actively discuss together working on assignments given by the teacher.

It is impossible for learning motivation to grow by itself, there are many factors that influence the formation of learning motivation. According to Yusuf in (Mayasari, 2022), there are two factors that influence learning motivation, namely intrinsic factors and extrinsic factors. According to Mudjiman in (Lestari, 2020) there are eight factors that influence the formation of learning motivation, namely: 1) The knowledge factor about the usefulness of learning, 2) The need to learn factor, 3) The ability factor to carry out learning activities, 4) The enjoyment factor towards the idea of carrying out activities learning, 5) Factors in implementing learning activities, 6) Factors in learning outcomes, 7) Factors in satisfaction with learning outcomes, and 8) Factors in personal characteristics and the environment in the process of creating satisfaction.

There are many learning motivation factors, according to (Purwanto, 2002), factors that influence learning motivation, namely: 1) Factors that exist within the organism itself which we call individual factors. Included in individual factors include maturity/growth, intelligence, training, motivation, and personal factors, as well as 2) Factors that exist outside the individual which we call social factors. Social factors include family/household conditions, teachers and their teaching methods, tools used in learning, the environment and

opportunities available, and social motivation.

Based on several factors that have been stated above, we can see that the success of the learning process is not only influenced by oneself/students but environmental factors around students and existing infrastructure and the role of teachers can also influence students' learning processes.

Conclusion

Based on the results of the research and analysis described previously, it was concluded that the planning stage was carried out by creating a Learning Implementation Plan (RPP) in order to improve the learning process and to improve the quality of education, because the RPP is a guide for teaching, then determining learning objectives, prepare and study material. The next step, namely organizing, is carried out by adapting to the Learning Implementation Plan (RPP) which has been prepared by taking into account the material and determining the methods used in the learning process. The methods applied are lecture, discussion and group presentation methods. And use learning media provided by the school such as whiteboards, LCDs, textbooks, computers. As for the obstacles found in implementation, one of them is that there are teachers who do not make the latest lesson plans but use the previous ones, also related to the lack of objects and infrastructure. In the next stage of supervision, namely the evaluation process is carried out after learning, evaluation is carried out in two types, namely written and oral evaluation and then given during daily tests and semester tests.

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