



Implementation of Learning Management in Increasing the Learning Achievement of MI Ar-Rahmah Students

Moch. Alfin Khoirudin

Universitas Maulana Malik Ibrahim, Malang, Indonesia

E-mail: alfinkhoirudin61@gmail.com

Article Info	Abstract
Article History Received: 2023-06-12 Revised: 2023-07-23 Published: 2023-08-01 Keywords: <i>Learning Management; Learning Achievement.</i>	This study aims to determine the implementation of learning management in increasing learning achievement at MI Ar-Rahmah. This study uses a qualitative approach. While the method used in this research is descriptive research method. The data collection technique used was observation and interview techniques. This participatory observation technique was carried out to observe the geographical location in the form of a location plan and environmental conditions, vision, mission, strategy for MI Ar-Rahmah. the implementation of Learning Management at Madrasah Ibtidaiyah Ar-Rahmah goes through planning, organizing, directing and assessing activities. Each of these stages was carried out with good criteria by Madrasah Ibtidaiyah Ar-Rahmah teachers. However, based on the results of data analysis, it was revealed that research findings provided answers to the research problem formulation. In planning activities the teacher is obliged, with superior control, to prepare and develop his creativity so that the results are effective and efficient.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2023-06-12 Direvisi: 2023-07-23 Dipublikasi: 2023-08-01 Kata kunci: <i>Manajemen Pembelajaran; Prestasi Belajar.</i>	Penelitian ini bertujuan untuk mengetahui penerapan manajemen pembelajaran dalam meningkatkan prestasi belajar di MI Ar-Rahmah. Penelitian ini menggunakan pendekatan kualitatif. Sedangkan metode yang digunakan dalam penelitian ini adalah metode penelitian deskriptif. Teknik pengumpulan data yang digunakan adalah teknik observasi dan wawancara. Teknik observasi partisipatif ini dilakukan untuk mengamati letak geografis berupa rencana lokasi dan kondisi lingkungan, visi, misi, strategi MI Ar-Rahmah. pelaksanaan Manajemen Pembelajaran di Madrasah Ibtidaiyah Ar-Rahmah melalui kegiatan perencanaan, pengorganisasian, pengarahan dan evaluasi. Masing-masing tahapan tersebut dilaksanakan dengan kriteria baik oleh guru Madrasah Ibtidaiyah Ar-Rahmah. Namun berdasarkan hasil analisis data terungkap bahwa temuan penelitian memberikan jawaban atas rumusan masalah penelitian. Dalam merencanakan kegiatan guru wajib melakukan supervisi kepada atasan untuk menyiapkan dan mengembangkan kreativitas agar hasilnya efektif dan efisien.

I. INTRODUCTION

Learning is an effort to make students able to learn, need to learn, motivated to learn, willing to learn and interested in continuing to learn. In learning, the emphasis point is to build and strive for student activity. The activeness of these students, it is hoped that they can obtain maximum results from the learning process carried out (Naim 2007). The low quality of education requires comprehensive handling, because in the life of a nation, education plays a very important role in ensuring the survival of the State and nation, it is also a vehicle for improving and developing the quality of human resources (Mulyasa 2022). One important aspect that determines the success of learning is teacher competency. Improving achievement is not an easy task because it is not only related to technical issues, but includes various complicated and complex issues, both related to planning,

funding, as well as the efficiency and effectiveness of the implementation of the school system. Improving the quality of education also demands better education management (Mulyasa 2022).

Management or management is an integral component and cannot be separated from the overall educational process. The reason is that without management it is impossible for educational goals to be realized optimally, effectively and efficiently. This concept applies in schools that require effective and efficient management. Educational management is a strategic alternative to improve the quality of education, the results of research by Balitbangdikbud in 1991, showed that management is one of the factors that influence the quality of education. School management will directly influence and determine the effectiveness of the curriculum, various learning tools, teaching time, and the learning process. Thus,

efforts to improve the quality of education must begin with improving school management, in addition to improving teacher quality and developing educational resources (Mulyasa 2022). The management implementation carried out is by carrying out the management function (Sa'diyah Halimatus 2019)

Human capabilities are limited and needs are increasingly unlimited, so it is necessary to regulate activities and division of labor, so that management in the world of education plays an important role, because good management will increase the efficiency and effectiveness of all the potential that is owned, management sets goals and efforts to realize them by utilizing 6M (man, money, method, material, machines, and market) in the management process (Andini 2018). Management can be interpreted as a typical process consisting of actions in the form of planning, organizing, actuating and controlling which are carried out to determine and achieve the goals or objectives that have been determined through the use of human resources and other sources. It can also be emphasized that management is the process of coordinating and integrating all resources to achieve the goals set (Saa'idah 2018).

Learning is essentially an interaction of students with their environment, so that there is a change in behavior for the better. Learning is a process organized by the teacher to teach students in learning, how to acquire and process knowledge, skills and attitudes (Mulyasa 2022). Learning management is a task performed by a teacher including planning, implementing and evaluating learning. Once the importance of the learning process in improving the quality of education, the learning process must be carried out properly and learning management can be achieved if the planning, implementation and evaluation functions can be implemented properly and correctly in the learning program.

As a manager who manages learning, a teacher (educator) has a very strategic role in achieving the planned goals. Like a ship, the teacher is the captain of the ship, who directs where the ship will dock. In the process of management (management), the teacher is involved in the main functions performed by a manager.

II. METHOD

The research was conducted at MI Ar-Rahmah which is located at Jl. Hasyim Ash'ari No. 09 Purwotengah Kec. Show, Kab. Kediri, this study uses a qualitative approach. While the method used in this study is a descriptive research

method (Sari et al. 2022). The data collection technique used was interview and observation techniques. This participatory observation technique was carried out to observe the geographic location in the form of a location plan and environmental conditions, vision, mission, strategy and motto of MI Ar-Rahmah. Then the interview technique was carried out first by determining the key informant. The analysis technique used is data analysis before going to the field, namely data found when carrying out a preliminary study, namely data analysis regarding the objective conditions of MI Ar-Rahmah. The focus of data analysis here is the implementation of learning management in improving learning achievement at MI Ar-Rahmah. There are 3 activities in data analysis in the field, namely data reduction, data presentation and data verification which are carried out based on the research focus taken. The data validation test was carried out by extending observations, increasing persistence, analyzing negative cases, using reference materials and conducting member checks. The data validation test was carried out to prove that the data received is the actual data found at the research site (Agustianti et al. 2022).

III. RESULT AND DISCUSSION

Implementation of learning in the development of Student Achievement at Madrasah Ibtidaiyah Ar-Rahmah is already running as it should. Future developments and challenges such as developments in science and technology, very fast globalization, the information age, and changing public and parental awareness of education have prompted schools to respond to these challenges as well as opportunities. Madrasah Ibtidaiyah Ar-Rahmah has a moral image that describes the desired school profile in the future which is embodied in the school's vision. In terms of lesson planning, the researcher observed and documented the planning archives owned by the teacher. From the data collected by the researchers during the research, it was found that teachers were able to make and complete lesson plans through making annual program plans, semester program plans, making syllabus, and making very good lesson plan plans (RPP). This is in accordance with the theory which asserts that planning is defined as determining everything in advance, to carry out what will be done. This determination also proclaims actions in a effectiveness, efficiency and prepares input and output.

At the stage of planning learning objectives which include Competency Standards, indicators, realm of objectives and adjusting the curriculum. In the selection of materials/subject matter consisting of learning materials referring to/according to objectives, learning materials are arranged systematically, using learning materials in accordance with the curriculum. In the learning strategy/method which includes selecting a method according to the objectives, choosing a method adapted to the material, determining the steps of the learning process based on the method used, arranging the time allocation of the learning process according to the proportion, determining the method based on consideration of the abilities of the students. Furthermore, learning media consists of selecting methods according to objectives, media adapted to learning objectives, media adapted to learning materials, media adapted to class conditions, media adapted to the type of evaluation, media adapted to teacher abilities and media adapted to student development. And in the evaluation which includes evaluation referring to the objectives, including the form of evaluation, including the type of evaluation, the evaluation is adjusted to the available time allocation, and the evaluation is adjusted to the evaluation rules.

This was further strengthened by the results of interviews with teachers who said that they made lesson plans and syllabi because that was a requirement for a teaching staff who behaved professionally. It's just that in practice sometimes it's not in accordance with the lesson plan, for example when the learning method in the lesson plan was written in the lecture it turned out that in the field the students were less enthusiastic, so I changed the method. The basic consideration for preparing the RPP and syllabus is that the existing learning programs are designed in such a way according to the government's curriculum, then the learning units for each item from the RPP and syllabus are compiled. In its implementation, efforts are made in accordance with the prepared lesson plans, but at the time of learning sometimes experience difficulties. Meanwhile, in determining the time allocation and the scope of the material, it is adjusted to the guidelines, in this case by compiling time units and per lesson.

At the organizing stage, the implementation is carried out by opening the lesson, including attracting the attention of students, providing initial motivation, providing apperceptions, conveying the learning objectives that will be

given and providing references to the learning materials that will be given. Then the teacher's attitude in the learning process includes clarity of voice articulation, variations in body movements, not distracting students' attention, enthusiasm in appearance and mobility in teaching positions. In the mastery of learning materials, the stages consist of learning materials adapted to the steps planned in the RPP, clarity in explaining learning materials, clarity in giving examples, and having broad insight in conveying learning materials. Teaching and learning activities which include the suitability of the method with the learning materials delivered, presentation of learning materials in accordance with predetermined objectives/indicators, having skills in responding and responding to student questions, as well as provisions in the use of the allocated time provided, on the ability to use learning media with paying attention to the principles of media use, the determination of the use of media with the material presented, having skills in using the media, and helping to increase students' attention in learning activities.

With regard to the implementation of learning, researchers also obtained direct descriptions in the field which further strengthened that the teacher in class management the first step of learning which was arranged included the opening stage. This stage is important to pay attention to because it relates to the extent to which the teacher concerned pays attention to students, and the mental readiness of students in receiving lessons can even be a sign of teacher readiness in delivering lessons. At this opening stage the teacher usually does an apperception or tries to link the subject matter that was previously presented with the lesson that will be given, the aim of which is for students to remember the material to be discussed. Then divide the material according to the time and method to be applied. The teacher begins to deliver the lesson by first giving notes to students, then explaining while writing the main subject matter items on the blackboard.

The teacher uses an LCD projector. This is to make it easier for students to listen as well as listen directly to the sound of the verse reading. Then students are invited to practice directly with their own voices. After finishing delivering the material, the teacher gives a question and answer room to students regarding the material that was previously presented. The learning atmosphere in the classroom is very conducive, calm, and the students seem to seriously listen to

the teacher's explanation. After the explanation is complete, the teacher asks questions as a learning evaluation tool. At the end of the lesson (10 minutes) before the lesson ends the teacher gives assignments to students to conclude the material they have just learned.

Mobilization in the context of learning is how the teacher stimulates students to carry out tasks with enthusiasm and good abilities. In activities, the teacher uses several methods to make learning more educative and fun. The method used in learning activities is not monotonous. This means that there is only one method, but the methods used in learning activities are usually two or three learning methods. This is so that students do not get bored. Among the several methods that I use are lecture, question and answer, discussion, problem solving, inquiry, story, and assignment methods. As the theory put forward in the theoretical basis that driving the learning process is carried out by educators with an educative atmosphere so that students can carry out learning tasks enthusiastically, and optimize their learning abilities well. The teacher's role is very important in moving and motivating students to carry out learning activities whether it is carried out in the classroom, in the laboratory, in the library, work practices and other places that allow students to carry out learning activities.

When the learning process uses a more varied method, for example inviting students to practice directly, it appears that the activeness of students in participating in the learning process is quite good. Feel interested and enthusiastic in following the subject. It can also be seen that students feel the need to seek and explore the information and knowledge provided. Researchers also obtained an overview of the implementation of learning from interviews with students that the teacher taught interestingly. Teachers always motivate them and also provide new knowledge. Students feel quite interested, although sometimes boredom arises. In fact, sometimes there are those who chat instead of listening to the teacher's explanation. Teachers often invite discussions, sometimes also give assignments, both individually and in groups. When he is teaching he also uses learning media using laptops, LCDs, so that students feel interested.

In conducting the evaluation/assessment of learning, the teacher already has sufficient ability. This is indicated by the evaluation of learning which consists of assessments relevant

to the objectives that have been set, using the various forms and types of assessments, as well as the assessments given in accordance with the lesson plans. At the ability stage close learning activities by reviewing the material provided and providing opportunities to ask and answer questions. Ending the learning evaluation process at the follow-up/follow-up stage which includes giving assignments to students both individually and in groups, informing material, learning materials to be studied next, and providing motivation to always continue learning.

From the implementation of learning management carried out by the teacher, it appears that these activities are carried out in a planned and sustainable manner. It can be said that the activity is carried out not just the way but really aims. Regarding the preparatory steps, the teacher implements all components, ideally starting from the planning, organizing, actuating, and monitoring/evaluation stages. Thus if a teacher is able to correctly understand what he has to do, why he has to do it and realizes how he can do it, until it is implemented with good consideration, then the teacher can be said to be in the process of becoming a professional teacher.

In the context of education, the notion of quality includes input, process and output of education. To find out the quality of the output concerning the quality of the input, it is measured from the student acceptance criteria. The process of admitting students is carried out with strict selection, namely by testing the initial abilities of prospective students, by means of which prospective students are given several questions to be answered and read by prospective students. The test questions were made in accordance with the standards that apply at Madrasah Ibtidaiyah Ar-Rahmah. From this initial test, it can be known the basic abilities of prospective students, and this test is very important to do in addition to knowing the abilities of prospective students, it can also be used for class placement.

Madrasah Ibtidaiyah Ar-Rahmah with the Vision "excellent in achievement, pioneer in science and technology and IMTAQ, exemplary in attitude and action" has the concept of Acceptance of New Students with the concept of "Multiple Intelligences (MI)" which focuses on the realm of uniqueness always finding advantages in every child. Furthermore, this concept believes that children are not stupid because every child must have at least one

advantage. If these advantages can be detected from the start, automatically the advantages are the potential intelligence of the child.

On that basis Madrasah Ibtidaiyah Ar-Rahmah accepts its new students under any circumstances. It is the school's task to examine the condition of students psychologically by knowing the tendency of intelligence. Therefore, the pattern of accepting new students for Madrasah Ibtidaiyah Ar-Rahmah which has the concept of "Excellent" does not apply formal tests to screen students. Basically, "Excellent" Schools are schools that focus on the quality of the learning process, not on the quality of student input. The quality of the learning process depends on the quality of the teachers working in the school. If the quality of the teachers working at the school is good, they will play a role as "transforming agents" for their students.

A superior school is a school whose teachers are able to guarantee that all students will be guided towards better changes, regardless of the academic and moral qualities they have. In other words, a school whose teachers are able to change the academic and moral quality of its students from negative to positive is a superior school. Whereas the quality of the process is the overall quality of the factors involved in the educational process such as students, teachers, curriculum, educational facilities, management, learning resources, and limited costs for the process. The quality of the process at Madrasah Ibtidaiyah Ar-Rahmah really supports the creation of high student learning achievement. Beginning with a strict selection of prospective students who enter, this means that students in Madrasah Ibtidaiyah Ar-Rahmah are students who have good quality, the student staff also has high quality, this is evident from all teachers who have undergraduate qualifications education and partly while continuing to the master level.

Meanwhile, the Madrasah Ibtidaiyah Ar-Rahmah curriculum always carries out curriculum development, content standards, learning tools and syllabus with reference to the applicable curriculum. For the Learning Implementation Plan (RPP) device at Madrasah Ibtidaiyah Ar-Rahmah, the lesson plan has been implemented properly. Apart from carrying out learning in the classroom that refers to the applicable curriculum, Madrasah Ibtidaiyah Ar-Rahmah also aims to improve the quality of students, conduct self-development activities, extracurricular activities. These extracurricular

activities include: Tahsin & Tahfidz, Scouts, Sports, Drum Band.

And the last is the quality or quality of output which concerns the results of the system process (input). If the input entered is in accordance with the standard or above the standard then it is the process part that determines the output (output). The quality of the output can be seen, among other things, by the quality and quantity of graduation, which means that when viewed from the quality, many graduates of Madrasah Ibtidaiyah Ar-Rahmah are accepted into favorite public schools. Apart from that, there were also several graduates of Madrasah Ibtidaiyah Ar-Rahmah students who were accepted at favorite schools. Based on data on student academic achievement at Madrasah Ibtidaiyah Ar-Rahmah seen from the results of the Madrasah Examinations, it is known that from the 2005/2006 Academic Year to the 2021/2022 Academic Year, the percentage of students graduating at Ar-Rahmah Madrasah Ibtidaiyah who took the School Examination was 100%. This means that academically the student achievement at Madrasah Ibtidaiyah Ar-Rahmah is good.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Based on the description described above, it can be concluded that the implementation of Learning Management at Madrasah Ibtidaiyah Ar-Rahmah goes through planning, organizing, directing and assessing activities. Each of these stages was carried out with good criteria by Madrasah Ibtidaiyah Ar-Rahmah teachers. However, based on the results of data analysis, it was revealed that research findings provided answers to the research problem formulation. In planning activities the teacher is obliged, with superior control, to prepare and develop his creativity so that the results are effective and efficient. In organizing and directing activities, each class is guided by two teachers with no more than 28 students in each class, so that learning is more effective. In addition, learning activities are supported by complete facilities and are organized on a one-for-all basis, all of which are available under one school roof. In addition, to support student learning achievement, learning activities are also supported by tutoring (Bimbel) provided by the school.

B. Suggestion

Discussion regarding this research is still very limited and requires a lot of input.

Suggestions for future authors are to examine more deeply and comprehensively about Implementation of Learning Management in Increasing the Learning Achievement.

REFERENCES

- Agustianti, Rifka, Lissiana Nussifera, L. Angelianawati, Igat Meliana, Effi Alfiani Sidik, Qomarotun Nurlaila, Nicholas Simarmata, Irfan Sophan Himawan, Elvis Pawan, and Faisal Ikhrum. 2022. *Metode Penelitian Kuantitatif Dan Kualitatif*. TOHAR MEDIA.
- Andini, Gita Tri. 2018. "Manajemen Pengembangan Kurikulum." *Jurnal Isema: Islamic Educational Management* 3(2):159–69.
- Mulyasa, H. Enco. 2022. *Manajemen Dan Kepemimpinan Kepala Sekolah*. Bumi Aksara.
- Sa'adiyah Halimatus, Warisno Andi. 2019. "Implementasi Manajemen Kepala Madrasah Dalam Upaya Meningkatkan Kualitas Pembelajaran Di Madrasah Tsanawiyah Hidayatul Mubtadiin Desa Sidoharjo Jati Agung Lampung Selatan Tahun Pelajaran 2020/2021." *Jurnal An-Nur: Kajian Pendidikan Dan Ilmu Keislaman* 9–25.
- Saajidah, Luthfiyyah. 2018. "Fungsi-Fungsi Manajemen Dalam Pengelolaan Kurikulum." *Jurnal Isema: Islamic Educational Management* 3(2):201–8.
- Sari, Ifit Novita, Lilla Puji Lestari, Dedy Wijaya Kusuma, Siti Mafulah, Diah Puji Nali Brata, Jauhara Dian Nurul Iffah, Asri Widiatsih, Edy Setiyo Utomo, Ifdlolul Maghfur, and Marinda Sari Sofiyana. 2022. *Metode Penelitian Kualitatif*. UNISMA PRESS.