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Implementation of Learning Management as an Effort
to Improve Student Achievement at SD IT Ad-Durrah Medan

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi manajemen pembelajaran di SD IT Ad-Durrah Medan. Hal ini dilakukan untuk menganalisis manajemen pembelajaran sebagai upaya meningkatkan prestasi belajar siswa, baik dari aspek perencanaan, pelaksanaan, pengawasan, evaluasi, hingga pelaporan. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi deskriptif. Observasi dilakukan di SD IT Ad-Durrah Medan per Maret hingga Juni 2022. Adapun subjek penelitian meliputi guru (wali kelas 1-4 SD), kepala sekolah, wakil kepala sekolah dan siswa. Validitas data yang telah diperoleh melalui wawancara, observasi dan dokumentasi diuji dengan teknik triangulasi data dan sumber. Hasil penelitian ini menyimpulkan bahwa (1) perencanaan pembelajaran meliputi penyusunan kurikulum, program tahunan, program semester, kriteria ketuntasan minimal (KKM), pengelolaan waktu belajar, RPP, kalender pendidikan dan program peningkatan kualitas siswa; (2) pelaksanaan pembelajaran meliputi kegiatan persiapan (persepsi), kegiatan inti (eksplorasi, penyempurnaan dan konfirmasi), dan kegiatan terminasi; (3) pengawasan pembelajaran meliputi supervisi internal dari kepala sekolah terhadap proses penyelenggaraan pendidikan dan peningkatan sumber daya manusia (SDM) sekolah; dan (4) evaluasi pembelajaran meliputi pre-test, ulangan harian, ujian tengah semester (UTS) dan ujian akhir semester (UAS). Pelaporan pembelajaran oleh guru didokumentasikan dalam raport siswa sebagai gambaran hasil belajar siswa.

Kata Kunci: Manajemen Pembelajaran, Prestasi Belajar.

Abstract

This study aims to describe the implementation of learning management in SD IT Ad-Durrah Medan. This is done to analyze learning management as an effort to improve student achievement, both from aspects of planning, implementation, supervision, evaluation, to reporting. This study uses a qualitative approach with a descriptive study method. Observations were made at SD IT Ad-Durrah Medan from March to June 2022. The research subjects included teachers (homeroom teachers from grades 1-4 of SD), principals, vice principals and students. The validity of the data that has been obtained through interviews, observation and documentation was tested using data and source triangulation techniques. The results of this study conclude that (1) learning planning includes curriculum preparation, annual programs, semester programs, minimum completeness criteria (KKM), study time management, lesson plans, educational calendars and student quality improvement programs; (2) the implementation of learning includes preparation activities (perception), core activities (exploration, refinement and confirmation), and termination activities; (3) learning supervision includes internal supervision from the school principal on the process of providing education and improving the school's human resources (HR); and (4) learning evaluation includes pre-test, daily test, mid-semester exam (UTS) and final semester exam (UAS). Learning reports by teachers are documented in student report cards as a description of student learning outcomes.

Keywords: *Learning Management, Learning Achievement.*

PRELIMINARY

Learning achievement is one indicator of the success of learning management in schools (Syafi'i, *et.al.,* 2018: 115-123). Likewise, the learning achievement in question must be balanced (continuous) between emotional, intellectual and spiritual intelligence (Marpaung, 2015). For this reason, leaders are responsible for

providing quality learning management-based education. Furthermore, learning practices are mandated for mastery or leadership of teachers (Faridah & Kurniady, 2015).

School as a forum for character building equips students with knowledge and experience. In it students are given insight as a form of developing quality and outstanding human resources (Nashihin, 2019: 131-149). This is based on learning targets for students as prospective school graduates. In turn, students bring a positive image and concrete quality of the school along with the management (management) of quality learning in schools (Putri, *et.al.*, 2021: 7362-7368).

According to Gemnafle & Batlolona (2021: 28-42), learning management has an important role as the management of interaction and communication between 3 (three) components, namely teachers, students and learning resources. The interaction of the three components is inseparable from various other learning supporting factors, including infrastructure (learning facilities), learning methods, learning media, academic environment management, financing and evaluation of systematic learning.

Today, the learning orientation is targeted at climate engineering (environment) scientific learning. Where students (children) are given meaningful learning through activities to explore teaching materials from textual to contextual (Surmilasari, *et.al.*, 2022: 3270-3275; Assingkily, *et.al.,* 2021). Combinative learning system between scientific and natural is effective in honing short-term memory skills for students. However, Rahmawati & Puspita (2020) explained that this kind of learning has not comprehensively equipped children with long-term problem solving.

Furthermore, Harfiani, *et.al.* (2021: 487-498) expressed the opinion that learning management is interactive between students and teachers assisted by learning resources. On this basis, learning is in line with a scientific approach system that combines scientific and natural. In fact, learning is systemic with many different interrelated components. The components in question include objectives, materials, methods, evaluations and learning approaches. The interaction between these components will result in an active learning pattern (Suryapermana, 2017: 29-44).

Learning management has an important role in efforts to achieve success and progress (quality development) in schools. The implementation of the educational process in schools is inseparable from the application of management. This is based on a management systematization that is oriented towards quality improvement, quality assurance, and continuous quality development (Yanto, *et.al.*, 2020: 72-83; Syafaruddin, *et.al.,* 2020: 32-45). Likewise, what becomes problematic in learning practice is the orientation of educators to mastery of the material (scientific insight) rather than mastery of skills (skills) (Hisbullah, 2020: 9-24).

Learning management focuses on improving the quality of learning (Ita, 2018: 45-52). In its development, Islamic educational institutions are required to be able to integrate informal and non-formal learning in the formal sphere (at school). This is intended as an effort to provide facilities and opportunities for students to be able to develop their potential optimally and independently. Thus, human resources prepared by schools can improve academic achievement, so it is not uncommon for integrated Islamic schools to increase the duration of study time in order to guide children optimally (Supriadi, 2018: 125-132).

Integrated Islamic Elementary School (SD IT) Ad-Durrah is one of the Islamic educational institutions that combines the concept of school by integrating Islamic sciences in Medan. Based on the preliminary study, this school emphasizes that students follow the learning process in a comfortable, calm, dynamic, and fun way so that it has an impact on increasing student achievement. The management of this learning is a moral responsibility given to the teacher as a leader in learning (Tanama, *et.al.*, 2017). Furthermore, learning conditions are expected to be able to open the horizons of students' thinking so that they are highly competitive, superior and based on problem solving.

Indeed, academic studies on learning management in integrated Islamic schools have been widely studied by previous scientists or researchers. Among them are discussing aspects of online-based learning training (Suhendri, *et.al.*, 2021: 1-5; Ni'am, *et.al.,* 2014: 11-32), Tahfidz Qur'an learning management model as the flagship program of an integrated Islamic school (Rusli, *et.al.*, 2022), management of inclusive classes in integrated Islamic educational institutions (Fafrida, *et.al.*, 2022), learning management in a field of study (Perwitasari, 2018: 38-47; Nurochmah, *et.al.,* 2017), leadership of school principals in integrated Islamic educational institutions (Wekke, *et.al.*, 2016: 3-9; Dewi, 2020: 56-64), teacher training (Abu, 2020: 704-712), and full day school management in an integrated Islamic school (Sain, 2019).

Observing the description above, it is understood that there is a gap analysis of this research with previous relevant research, namely from 2 aspects, first the study of learning management in integrated Islamic schools as an effort to improve student achievement; and second, the research background at SD IT

Ad-Durrah Medan which has never been studied related to this theme. Furthermore, the researchers deepened the theme in a study entitled, "*Implementation of Learning Management as an Effort to Improve Student Achievement at SD IT Ad-Durrah Medan*".

METHOD

The research was conducted at SD IT Ad-Durrah Medan which is located at Jl. Sentosa, Rengas Island, Medan Marelan District, Medan City. The research was conducted from March to June 2022. The research subjects included the principal, teachers (homeroom teacher), vice principal (curriculum area) and students. Data acquisition using interview, observation and document study techniques. As a key instrument, researchers try to ensure the validity of research data using triangulation techniques, in the form of checking the degree of confidence of the findings (research results) with data collection techniques and checking the degree of trustworthiness of data sources with research methods. Thus, the data that has been reduced and presented previously, conclusions can be drawn according to the answers to the research problem formulation (Assingkily, 2021).

RESULTS AND DISCUSSION

Learning Planning in Improving Student Achievement at SDIT Ad-Durrah Medan

Planning as the initial stage of implementing the management function plays an important role in determining the foundation and orientation of learning (Zaenuri & Prastowo, 2021). The next stages in the learning process will be said to be successful if they reach the success indicators that have been set in the planning document (Fathurrohman & Nurhadi, 2016: 219-242). The education provider is responsible for seriously preparing the lesson plans that have been set, both short term, medium term, and long term (Lestariningrum, 2017).

Education providers at SD IT Ad-Durrah Medan design the learning process in several types of documents, ranging from learning syllabus, annual programs, semester programs, lesson plans, to the academic calendar as a sub-frame of reference for the preparation of the learning curriculum (Widiyanto & Wahyuni, 2020: 16-35). In addition, teachers are also given creative space to develop learning while still referring to the learning principles in the curriculum. This shows the magnitude of the role of teachers as learning leaders and determinants of the success of the learning process.

Learning programs prepared by teachers and leaders must refer to the curriculum used by the school (Suwandayani, 2018: 78-88). This is in order to adjust the function of learning planning as a design that makes it easier for teachers to deliver systematic teaching materials (Febrina, *et.al*., 2016). Thus, the implementation, organization and implementation of learning evaluations are directed at achieving learning objectives.

Based on the observations of researchers at SD IT Ad-Durrah Medan, there are several efforts to develop the syllabus (teaching guidelines) of each educator, including the identification of KI (core competencies) and KD (basic competencies); development of discussions according to the realm of knowledge, skills and attitudes; development of indicators for each competency according to achievement criteria; development of teaching materials according to KD; and planning the learning process to be carried out.

According to Harahap & Prastowo (2021: 191-199), efforts to provide opportunities for teachers in developing learning are an effective step in determining learning objectives. In addition, these efforts are also part of the development of the quality of the institution (towards superior accreditation) and the quality of graduates. In this context, SD IT Ad-Durrah Medan has taken strategic steps in achieving effective and efficient learning planning, as stated by the Deputy Principal for the following curriculum:

"*...Yes, that's right, sir, we are trying to develop a learning program and its supporting components to stay oriented towards the goals that have been mutually agreed upon according to the detailed indicators. These steps include setting operational goals, formulating learning goals that lead to learning products not just a learning process, orientation to the formation of personality and student behavior, focusing on one goal, and adjusting learning based on local wisdom*" (The results of the interview with Najmuddin, S.Pd.).

The interview excerpt above informs the efforts of SD IT Ad-Durrah Medan in preparing learning programs. According to Talibo (2018), the best learning program is one that refers to efforts to improve the quality of students. Anggraeni & Akbar (2018) added that quality learning produces quality students. Andriana (2015) explains that this is where the importance of the role of the organizers of educational institutions through the presentation of programs that can stimulate the development of student potential

towards superior human resources.

Based on the description above, it can be understood that the learning planning at SD IT Ad-Durrah was carried out well through the preparation of learning guidelines (curriculum) into teaching syllabus, annual programs, semester programs, lesson plans, and study time scheduling. all of these programs are directed at efforts to present programs that can help students independently develop and increase their potential as superior human resources (achievements) according to their talents and interests. Thus, the programmed activities help students to excel.

Implementation of Learning in Improving Student Achievement at SDIT Ad-Durrah Medan

The implementation of learning is the realization of the learning design (planning) that was prepared previously (Fauzie, *et.al*., 2022). That is, learning that has been programmed in the form of text, is contextualized at the implementation stage (Aulia & Miboy, 2021: 28-37). In this context, the teacher's role is very important as a learning leader in exploring students' potential (Faozia, *et.al*., 2022: 69-79). The process of realizing this learning design applies certain steps, methods and strategies.

According to Yamin, *et.al*. (2021), learning implementation activities realize programs that have been made in accordance with the skills of educators. Furthermore, educators are given the freedom to create learning given to students while still referring to previous plans. Fakhrunnisa, *et.al*. (2021) synthesize that there are 3 (three) important aspects in the implementation of learning, including apperception activities, this activity and termination activities. Thus, students get a stimulus response, as well as re-inforcement in the learning process.

Apperception activities are meaningful as an effort to relevant teaching materials with competencies that have been mastered by students or the relevance between teaching materials at the current meeting and previous meetings. Usually, giving apperception is done at the beginning of the learning activity or the preliminary stage. This is done so that students feel there is a connection (interconnection) in each teaching material. As stated by Mr. Muhammad Agung, S.Pd.I. following:

"*...Before we start learning in class, usually we teachers have been given a learning SOP that we must do apperception, sir. Of course, the simple apperception includes questions and answers, quizzes or brainstorming about the material from the previous meeting. The goal is that students remember the previous material well, and are able to relate to today's material*" (Results of interviews with SDIT Ad-Durrah Medan teachers).

In line with the interview excerpt above, Mrs. Desy Armaya Sari, S.Hi. convey:
"*...Yes sir, indeed we are trying to invite students to be active in learning since the beginning of learning activities. Of course the way is like making a quiz or question and answer. In addition, we also motivate students to be enthusiastic about learning, so that there is a sense of enthusiasm to find out in the learning process. Finally, we as teachers hope that students are active and enthusiastic about achieving*" (Results of interviews with SDIT Ad-Durrah Medan teachers).

The interview excerpt above informs that apperception activities are practiced by SD IT Ad-Durrah Medan teachers in the form of questions and answers, discussions, brainstorming and quizzes. The goal is to motivate students to the spirit of competition, collaboration and achievement. In this regard, Rofiq & Arifin (2021: 137-148) explain that apperception will be very important if the teacher does not just remind students of the material they have learned, but invites students to increase their insight from time to time so that they gain achievement. Such efforts will have an impact on students' interest in learning and preparation for achievement, both academic and non-academic.

Furthermore, in the core activity (learning implementation stage), students are given the opportunity to be proactive and creative during the learning process. The approach taken is scientific in nature, by combining natural and scientific. In fact, Nuralita (2020: 1-8) added that the approach given to students must be close to the daily lives of students, and based on local wisdom. Thus, students get two important points at once, namely the concept (theory) of learning and how to put it into practice.

Based on observations at SD IT Ad-Durrah Medan, researchers found that the strategies commonly applied by teachers include the inquiry method, problem-based learning model and active learning strategy Everyone is a teacher here. Through learning strategies, students are stimulated to actively learn according to the material provided by the teacher. Thus, student activity becomes an important concern during the learning process, thus strengthening students' desire to excel in academic and non-academic fields.

Learning Supervision in Improving Student Achievement at SDIT Ad-Durrah Medan

Supervision is an important part of the learning process (Andrian & Rusman, 2019: 14-23). This is based on the supervisory function that puts forward objectivity to the processes that have been carried out. In this context, the principal has an important role as an internal supervisor of the institution who must be able to objectively see the development of the institution's human resources (HR), both students and teachers, as well as the development of the institution's service quality (Saputra, 2011).

Supervision of learning at SD IT Ad-Durrah Medan is carried out objectively by the principal including academic supervision and managerial supervision. As stated by Mrs. Maya Nicita, S.Pd., the following:

"...The principal always supervises us teachers as supervisors, in addition to continuing to provide improvement directions to us in order to improve self-competence. In fact, the headmaster also helped us teachers a lot, especially what I felt in solving various learning problems encountered in class" (Results of interviews with SD IT Ad-Durrah Medan teachers).

The interview excerpt above informs that the learning supervision activities carried out at SD IT Ad-Durrah Medan include internal supervision from the school principal on the process of providing education and improving the school's human resources (HR). In this regard, Juliana, *et.al.* (2021: 261-267) explains that internal and external supervision (supervision) is directly proportional to the achievement of competence and quality improvement of educational institutions. Furthermore, Muspawi (2019: 632-649) added that strict and flexible supervision would present a different quality of institution.

Based on information obtained from the teachers of SD IT Ad-Durrah Medan that the principal carries out supervision activities in the form of class visits, personal visits (to personal teachers), regular meetings, training, upgrading, and providing quality improvement directions. As stated by Mrs. Khairun Nisa when interviewed below:

"...every month, the principal of the school always gives us direction in the agenda of the routine school meeting, sir. He even occasionally visits our class when the learning process is in progress. Not infrequently too, if there are teachers who experience problems, he immediately goes to the teacher personally to find solutions to existing problems" (The results of an interview with the Deputy Principal for the Curriculum Sector of SD IT Ad-Durrah Medan).

In line with the quote above, Mrs. Nurhaidah said that:

"....The supervision carried out by the principal is fairly routine and steady, sir. Why do I say steady? Because my friends and I felt it ourselves, where we were given directions to details, starting from structuring classrooms to make learning comfortable, structuring learning for students, creatively using media and learning resources, as well as completing the infrastructure of each teaching aid. -each" (Results of interviews with SD IT Ad-Durrah Medan teachers).

The interview excerpt above informs that the implementation of internal supervision is carried out by the principal on a monthly basis. In this regard, Lazwardi (2016) explains that internal supervision does not focus on giving numbers or letters as an institution's grade. More than that, internal supervision is oriented towards improving and improving the quality of schools. The same thing was written by Faiqoh (2019: 98-110), that the quality of schools must be monitored objectively by the principal, in order to provide direction for improvements to the realization of learning, both in the short, medium and long term.

Based on the description above, it can be understood that supervision is an important aspect of pre-evaluation in order to observe the realization of learning designs carried out by teachers in the classroom. The supervision carried out by the SD IT Ad-Durrah Medan focuses on the objective assessment of the internal supervisor, namely the principal. This is intended as a form of leadership awareness towards the development of the quality of the institution starting from the objectivity of observation or direct review of learning activities.

Learning Evaluation and Reporting in Improving Student Achievement at SDIT Ad-Durrah Medan

Learning evaluation and reporting are two forms of written assessment given to teachers or students after the implementation of the learning process (Basri, 2017: 24-251). Learning evaluation conducted by SDIT Ad-Durrah Medan to determine success or not. The learning carried out in order to achieve the learning objectives is in accordance with the reference for the implementation of learning evaluation in the 2013 Curriculum (K-13) which consists of learning evaluation and evaluation of the learning process. Evaluation of

learning outcomes carried out by teachers is in accordance with the evaluation of learning outcomes contained in the 2013 Curriculum (K-13), namely class-based assessment that includes cognitive, psychomotor and affective domains.

The thing that needs to be considered in the assessment / evaluation is the principle of continuity, namely students continuously follow the growth, development and changes of students in learning (Hidayat & Asyafah, 2019: 159-181). Based on the results of the evaluation, SD IT Ad-Durrah Medan can be used as a reference to improve learning programs, determine the level of mastery of students and monitor the success of learning management applied to improve student achievement.

The learning evaluation implemented by SDIT Ad-Durrah includes pre-tests, daily tests, mid-semester exams (UTS) and end-semester exams (UAS). Learning reports by teachers are documented in student report cards as a description of student learning outcomes. The duties of the head of madrasa are related to learning management in managerial competence, which is related to the competence of the head of madrasa in understanding madrasas as a system that must be led and managed properly (Magdalena, *et.al.*, 2020: 87-98). Reporting to the Head of SD IT Ad-Durrah Medan in learning management, including: (1) regulating the distribution of education reports (raport). (2) documenting reports on evaluation activities (general tests and final exams). (3) preparing written accountability reports on a regular basis (monthly, semi-annually, and annually).

Each subject teacher of SD IT Ad-Durrah Medan provides quantitative and descriptive information about the learning development of students so that it can be known more clearly the strengths and weaknesses of the students concerned. To make it easier to fill out, the aspects of the report card are attempted to be the same as the aspects contained in the subject competency standards. The score on the report card for each subject consists of an assessment aspect that refers to the aspects contained in the scope and or competency standards. The assessment aspect is in accordance with the content standards. With reporting, it can be seen whether all activities carried out are in accordance with the work plan to be implemented. Reporting is defined as measuring implementation with the objectives of improving student learning achievement and taking better actions or solutions in subsequent learning management.

CONCLUSION

Based on the results and discussion above, it is concluded that (1) learning planning includes curriculum preparation, annual programs, semester programs, minimum completeness criteria (KKM), study time management, lesson plans, educational calendars and student quality improvement programs; (2) the implementation of learning includes preparation activities (perception), core activities (exploration, refinement and confirmation), and termination activities; (3) learning supervision includes internal supervision from the school principal on the process of providing education and improving the school's human resources (HR); and (4) learning evaluation includes pre-test, daily test, mid-semester exam (UTS) and final semester exam (UAS). Learning reports by teachers are documented in student report cards as a description of student learning outcomes.

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