

# SCHOOL HEAD PLANNING OF IMPLEMENTATION OF LEARNING MANAGEMENT IN SDN 135564 KOTA TANJUNGBALAI

**Yusuf Hadijaya<sup>1</sup> M. Rafiquddin Nasution<sup>2</sup>, Mhd. Rizal Fadillah Marpaung<sup>3</sup>**

Postgraduate Lecturer in Islamic Education Management FITK  
UIN North Sumatra Medan<sup>1</sup>  
Islamic Education Management Masters Program  
FITK UIN North Sumatra, Medan<sup>2,3</sup>

## **Abstract**

Learning is a process of interaction between students and learning resources in a managed environment in order to achieve certain goals that have been set. Learning is also a process of change in personality in the form of conversation, attitudes, habits, and intelligence. This change is permanent in behavior that occurs as a result of practice or experience. The learning atmosphere is certainly a lively and pleasant atmosphere that is expected. While the expected learning process is an interactive, active, and participatory process. In addition, the role of the principal is also demanded in the implementation of good learning management, that is, the principal should arrange learning objectives in an operational form, then formulate learning objectives in the form of learning products, then formulate learning objectives in the form of student behavior, then formulate standard of behavior to be achieved, then each activity in the school contains one goal, namely learning, and finally the principal should formulate learning objectives in conditions where the behavior occurs.

*Keywords: Learning Management, Planning*

## **I. INTRODUCTION**

The development of the education world is an inseparable part of the great framework of national development. Because one of the national goals of the Indonesian nation is to educate the life of the nation as stated in the opening of the fourth 1945 Constitution.

And to realize this, schools must be formed as educational institutions that function as a place to process students in order to form great personalities so that they can solve national problems later and win international competition later.

Schools that are believed to be responsible institutions within the framework of the intelligence of the life of this nation will always be seen and become the focus of public attention. Schools have become an inseparable part of what is happening in society. Thus as an educational

institution, the school will always be in the midst of the vortex of changes that occur in the community.

And in schools an effective leadership must be needed in leading educational institutions to be able to implement norms well, increase productivity, and develop creative approaches to achieve maximum results in educational institution programs. Sagala, (2008: 172)

Strategic planning for those who have power in the world of education are those who always focus on control, prediction, analysis, and programming. However, strategic power holders recognize the different basic skills that revolve around the inherent understanding, synthesis, and independence of external and internal actors in educational organizations. and it must be applied to students as to which will receive the impact of the planning .airhlo, (2009: 7)

Then the main thing in regulating the formation of students' personality is learning management. Learning is a process of interaction between students and learning resources in a managed environment in order to achieve certain goals that have been set. Learning is also a process of change in personality in the form of conversation, attitudes, habits, and intelligence. This change is permanent in behavior that occurs as a result of practice and experience. To produce quality learning requires good management that can support the achievement of educational goals. this can be seen from the indications that appear as many students have achievements.

The results of preliminary observations conducted by researchers by conducting interviews with school principals, office staff, and teachers at SDN 135564 Kota Tanjungbalai, researchers found some information related to the implementation of learning management carried out in schools, among others: First, Learning Planning. Second, Implementation of Learning Management. Third, Additional Tutoring From School.

## **II. DISCUSSION**

### **Management**

According to Syaiful Sagala etymologically that management comes from the word *managio* which means management, or *managiare* means training in managing steps, or it can also be interpreted that management is knowledge, tips, and profession. Makin, (2010: 48)

Management can also be interpreted as planning, which planning plays an important role in the scope of education because it determines and at the same time gives direction to the goals to be achieved. With

careful planning, a job will not be messy and will be more directed and influence the achievement of goals. Lina, (2011: 5)

A good planning process must include general policies and setting directions, assessing the situation, identifying strategic issues, developing strategies, making decisions, acting, and evaluating. So if this is fulfilled then a management / planning will run well as we wish together. Bryson, (2008: 72)

This is in line with what was conveyed by G.R Terry in his book Principles of Management and said that management is the implementation of the preparation and achievement of the desired results using group efforts consisting of the use of talents and human resources. Kartini, (1994: 74)

Leadership and management are different, but we have not fully investigated the reasons why not arrive at a reasonable interpretation that explains the differences, but management and leadership theories should not be seen as competing with each other in the search for "one best view" (Sergiovanni, 1984 in Swason , 2012: 5)

The function of management according to G.R Terry in Husaini, (2006: 39-41) is planning (Planning), which is planning as a determinant in advance what must be done, when it is done, and who does it. Organizing, which is an ongoing managerial process by determining the division of tasks / job desk. Implementation (Activating), namely as a process to influence activities rather than organized groups in an effort to achieve the goals set in achieving the goals. And control (Controlling), which is a systematic effort to set performance standards with planning objectives, design a real information feedback system with standards set in advance.

### **Learning**

Gagne and Briggs in Mujiono, (2006: 60) defines learning as a series of conditions, events, events that are intentionally designed to influence learners, so that the learning process can take place properly. And from the learning process, it is expected that a change in students' behavior becomes know, become skilled, becomes virtuous, and becomes a human who uses his mind before acting.

Learning is not only limited to the activities carried out by the teacher, as is the case with the concept of teaching, but learning includes all activities that may have a direct influence on the human learning process, and one of them is how students are able to manage a conflict in their life problems and problems in their school, which conflict is a series of behaviors and feelings or emotional responses to behavior. Conflicts

can be in the form of small differences of opinion with mild feelings of distraction. Kazimoto, (2013: 10) The hope is that when students are able to master and manage conflicts properly, they will grow into strong, strong and useful individuals. Learning also includes events derived from printed materials, pictures, radio programs, television, films, slides, or a combination of these materials. Even learning is currently developing with the benefits of various computer programs for learning or known as e-learning.

In a teaching and learning process there are evaluation activities. Evaluation is an activity to find out whether the teaching and learning process has achieved the goals set or not, in other words the learning process has not been known to be successful or not before the evaluation is done. Therefore evaluation must be needed in the teaching and learning process. With a good evaluation, and thorough will be able to know what is desired from teaching and learning activities. Bhakti, (2017: 1)

From the explanation above it can be interpreted that evaluation in a teaching and learning process is the process of making an assessment of the achievements, values, or values of an educational program. Stufflebeam and Shinkfield (2007: 9) cite The Joint Committee's (1994) to define evaluation "evaluation is the systematic assessment of the worth or merit of an object". In the book *The Program Evaluation Standards* written by Donald B. Yarbrough et al (2010: xxiv). also quoted the Joint Committee on Standards for Educational Evaluation (JCSEE, 1994) defined evaluation as the "systematic investigation of the worth or merit of an object". Can be interpreted that the evaluation as "a systematic investigation of the value or benefits of an object". Muthe, (2015: 2)

Learning is a change in behavior, while learning is seen as a process of engaging in moving people to learn. In learning activities various institutional techniques are created, meaning that they are adapted to specific educational institutions, such as:

1. The technique of creating learning communities in schools
2. The technique of creating a scientific community in universities
3. The technique of organizing and organizing learning resources
4. Techniques to increase participation
5. Techniques to increase cooperation with similar institutions
6. Administrative techniques that are timely and consistent. Pidarta, (2004: 100).

## **Learning Management**

Based on the concepts of management and learning that have been mentioned above, the concept of learning management can be interpreted as a management process that includes planning, organizing, implementing, and controlling activities related to the learning process activities of the students by including various factors in it in order achieving goals.

Understanding such learning management can be interpreted broadly in the sense of covering the whole activity of how to teach. Another opinion states that learning management is a part of learning strategies, namely learning management strategies. Shabir, (2000: 281)

The teacher is a manager in the classroom organization. As a manager the activities of the teacher include planning, organizing, leading and evaluating the results of the teaching and learning activities that they manage. The role of the teacher as a manager doing learning is the process of directing students to carry out learning activities in the context of behavior change towards maturity.

The things that need to be considered in terms of learning management are the schedule of teacher and student activities, learning strategies, management of practical materials, management of assistive devices, team learning, remedial programs, and improving the quality of learning.

Effective learning only exists in effective schools, because the core of school activities is effective teaching and learning to produce graduates who have good personalities. For this reason, effective schools have several main elements, namely:

1. Leadership
2. School environment
3. Curriculum
4. Teaching in class
5. Assessment and evaluation. (Irwan, (2005: 76)

## **III. RESEARCH METHODOLOGY**

### **Research Types and Approaches**

In this case the researcher uses a qualitative approach, which according to Strauss and Corbin is a type of research in which the discovery procedure performed does not use statistical or quantification procedures. Syahrurum, (2015: 41).

### **Location and Time of Research**

This research is located at SDN 135564 Kota Tanjungbalai and the time of the study was conducted on April 20 to June 20 2020.

### **Research Data Sources**

As for the sources of research data are the Principal, School Principal Staff, and Homeroom Teacher.

### **Data Collection Procedure**

The data collection procedure used is the interview procedure, according to Suharsimi Arikunto, (2013: 198) that the interview is a dialogue conducted by the interviewer to obtain information from the interview. This type of interview by asking a number of questions and instruments used in the interview are the recorder, camera, stationery, and interview question sheets.

## **IV. RESEARCH RESULT**

### **Learning Planning at SDN 135564 Kota Tanjungbalai**

Learning planning is defined as the process of preparing subject matter, the use of media, the use of approaches and methods, and assessment in a time allocation that will be carried out at a certain time to achieve the goals that have been determined.

The results of this study indicate that in planning the Principal provides direction to prepare learning tools, various kinds of media, facilities and infrastructure that can support learning in schools such as textbooks, sufficient hours for subject matter teachers, teachers who teach in accordance with scientific disciplines he did.

This is in accordance with information conveyed by Ms. Rinawati, S.Pd as the Principal. He expressed his view that:

In this school, every subject area teacher has a Learning Implementation Plan (RPP), syllabus, has a program that is operationalized in the classroom, textbooks, assessment, we also refer to an assessment system that fits the curriculum, and teachers who teach are also selected according to basic or discipline his knowledge.

This was also conveyed by Ms. Nur 'Ainun, S.Pd as the teacher of the sixth grade homeroom teacher. He said that:

We as teachers at this school also prepare lesson plans in each of our subjects as a control tool so that learning objectives are right on target, and each subject also has a textbook as reading material. And each subject is taught by the teacher who has the appropriate basic education.

Mr. M. Abdi Syahri, S.Pd as the Principal Staff explained that the planning that the planning implemented by the School Principal was as follows::

The Principal's planning for each teacher in the field of study is implemented well and wisely. He divides lessons per / week for each class according to the applicable curriculum, and I think it's quite wise because the Principal is very concerned about the hours per / subjects. And the Principal also did not hesitate to enter the class to replace teachers who were unable to attend. I am very grateful at this school for providing adequate learning hours and supported by adequate facilities, facilities and infrastructure for supporting learning.

The learning planning of SDN 135564 Kota Tanjungbalai starts from the planning process by the Principal, namely as a leader at SDN 135564 Kota Tanjungbalai giving direction to teachers who teach to: (1) prepare learning tools, (2) prepare various kinds of media, facilities and infrastructure as needed , (3) allocate sufficient hours for teachers in the field of study, (4) teachers teach according to the discipline they are studying.

This is in line with some of the principals' tasks, including: (1) Arranging the division of teaching tasks, namely striving for each teacher to get hours of assignment in accordance with the minimum workload, and even distribution of workloads will foster a sense of togetherness of the teachers. (2) Preparation of lesson schedules, namely striving for teachers to teach a maximum of 5 days per / week, so that there is no teaching day for KKG meetings. And every day the teacher should not teach more than 6 hours so there is time to rest and time with family. (3) And finally the division of class, this is because the ability of students to absorb and interest in receiving material delivered by the teacher must be different. Depdikbud (1998:60)

Based on the results of the study note that in developing the lesson plan (RPP) pay attention to the following steps:

- a) Determination of time allocation provided
- b) Determination of learning objectives and identification of learning materials
- c) Development of learning activities
- d) A description of the types of assessment to be used
- e) Determination of learning resources for students

## **Implementation of Learning Management**

The implementation of learning management is the whole process of implementing educators, students, principals, materials, and learning resources, as well as infrastructure and learning media, so as to create a learning process that can run to achieve the goals set.

Ms. Rinawati, S.Pd as the Principal. He said that:

The principal has a very important position in policy making, in addition to that the principal has duties and responsibilities in carrying out leadership in this school and also includes full responsibility for the learning process in this school, for example if there is a teacher who is unable to enter teaching then I as The principal must also be ready to enter to replace the teacher who is unable to attend. As said by Ki Hadjar Dewantara, Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani.

According to the researchers, that the Principal of SDN 135564 Tanjungbalai City has done several things in the Learning Management Implementation process, including that he is in the management of learning responsible for organizing learning activities, school administration, fostering other education personnel, and the utilization and maintenance of facilities and infrastructure.

This was also conveyed by Ms. Rinawati, S.Pd as the Head of School.

He stated that there were at least a number of school principals' roles in managing learning, including:

- a) Mastering the outlines of teaching programs
- b) Develop a school program for one year
- c) Arrange lesson schedules, coordinate modeling activities
- d) Arranging assessment activities
- e) Implement the norms for grade promotion
- f) Coordinate school guidance activities
- g) Coordinate non-curricular programs
- h) Maintain and develop school library books and learning tools.

Thus the learning material that will be taught can be added in accordance with the needs of schools to support the achievement of the target school programs that are being developed.

In addition to the material, students also need to be managed well so that the target learning program that has been designed can be achieved because students are the most important and decisive learning



component or element in the learning process. Therefore, in order to succeed in the process by rigorous student selection then grouping students based on intelligence or other aspects.

The implementation of this learning management illustrates that teaching and learning activities have clear directions and responsibilities. This means that seen from the components associated with learning at school institutions, it gives a clear picture of the position of the Principal in providing learning facilities and facilities, clear the position of the teacher to determine and design learning, and organize time allocation, curriculum design, learning media and completeness, and others related to the successful implementation of learning activities. Then it is clear the position of students in participating in learning activities both in class and at home, under the coordination of teachers and also parents of students related to learning.

#### **Additional Tutoring From School**

Specifically for additional tutoring from the school, the Principal offers in advance to the student's guardian through a meeting between the school and the student's guardian. If the student's guardian agrees to this, there will be additional hours for all classes.

As explained by Ms. Rinawati, S.Pd as the Principal:

Usually for parents we offer the need for additional tutoring for their children. If the student's guardian agrees then we will make an additional hour schedule, so that if the student comes home a bit later then the student's guardian is advised.

Ms. Nur 'Ainun as the teacher of class VI also said that:

SDN 135564 also held additional study after returning from school, which starts from noon ready to noon until afternoon ready for Asr. And that is usually for students of class VI who will hold the School Final Examination (UAS) so that with additional study the students have more extensive knowledge to face the UAS.

In addition, M. M. Abdi Syahri, S.Pd said that:

For classes I and Class II additional learning is also held for students whose grades are low to be remedial, and additional learning is only briefly and at most 1 hour, while for students who have good grades are welcome to go home without following additional learning.

## V. CONCLUSION

The conclusion of this research is that in the planning of learning, educators at SDN 135564 Kota Tanjungbalai have prepared lesson sets such as lesson plans and syllabus as learning material that is supposed to be made and prepared by teachers to support the expected learning.

The role of the principal is also very active in controlling learning management, which is by taking part in all activities that exist within the school, one example is that the principal also wants to enter the class to replace the teacher who is absent.

And at SDN additional tutoring has also been carried out from the school, which is based on parental consent, so that if the child comes home a bit later then the parents have understood.

## VI. REFERENCES

- Syaiful Sagala (2008), *Administrasi Pendidikan Kontemporer*. Bandung: Alfabeta
- Baharuddin dan Moh.Makin. (2010). *Manajemen Pendidikan Islam*. Malang: UIN-Maliki Press.
- Kartono, Kartini. (1994). *Psikologi Sosial untuk Manajemen, Perusahaan, dan Industri*. Jakarta: PT Raja Grafindo Persada.
- Usman, Husaini. (2006). *Manajemen: Teori, Praktik, dan Pendidikan*. Jakarta: PT Bumi Aksarah.
- Dimiyanti dan Mujiono. (2006), *Belajar dan Pembelajaran*. Bandung: Rineka Cipta.
- Made Pidarta, *Manajemen Pendidikan Indonesia*, Jakarta: Rineka Cipta, 2004.
- Muslich Shabir (2000), *Riyadhus Shalihin* Semarang: Toha Putra.
- Syafaruddin dan Irwan Nasution (2005), *Manajemen Pembelajaran* (Jakarta: Quantum Teaching).
- Salim & Syahrums (2015), *Metode Penelitian Kualitatif* . Bandung: Citapustaka Media.
- Suharsimi Arikunto (2013), *Prosedur Penelitian: Suatu Pendekatan Praktik* . Jakarta: Rineka Cipta.
- Depdikbud, (1998). *Pengelolaan Pelaksanaan Kurikulum Muatan Lokal* Jakarta: Ditjen Dikdasmen Direktorat Pendidikan Menengah Umum.
- Matthew R. Fairholm (2009) *Leadership and Organizational Strategy, The Innovation*, Journal: The Public Sector Innovation Journal, Volume 14(1), 2009, article 3

- Taher A. Razik & Austin D. Swanson, (2012), *Fundamental Concepts Of Educational Leadership And Management*, Prentice-Hall, Inc. United States.
- Paluku Kazimoto, *Analysis Of Conflict Management And Leadership For Organizational Change*, International Journal of Research In Social Sciences, Sept. 2013. Vol. 3, No.1.
- Yoga Budi Bhakti, *Evaluasi Program Model CIPP Pada Proses Pembelajaran IPA*, Jurnal Inovasi Pendidikan Fisika Dan Riset Ilmiah, 1(2), 75 - 82. 2017
- Ashiong P. Muthe, *Pentingnya Evaluasi Program Di Institut Pendidikan, Scholaria*, Vol. 5, No. 2, Mei 2015: 1- 14
- Sarbaini dan Neneng Lina, (2011), *Perencanaan Pendidikan*, Bandung: Pustaka Setia
- Johnm M. Bryson, (2008), *Perencanaan Strategis Bagi Organisasi Sosial*, Yogyakarta: Pustaka Belajar