SCIENCE LEARNING MANAGEMENT TO IMPROVE STUDENT LEARNING OUTCOMES
(Studies at MTs N 16 Ciamis, MTs Al-Huda Sadananya, Ciamis Regency and MTs Al-Mujahidin, Tasikmalaya Regency)

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Abstract:
To improve learning outcomes in educational institutions, it is necessary to apply learning management, which is part of education management. Because educational management is a set of interrelated processes in achieving the goals of an educational institution. Based on the management theory of preliminary studies to improve student learning outcomes, educational institutions must apply the concept of learning management to educational institutions. This research will be carried out at MTS N 16 Ciamis, MTs Alhuda Sadananya, Ciamis Regency and MTs S Mujahidin, Tasikmalaya Regency on science learning management in an effort to improve learning outcomes. Natural Science learning management as an effort to improve student learning outcomes in Madrasah Tsanawiyah Negeri 16 Ciamis Regency, Madrasah Tsanawiyah Alhuda Sadanaya Ciamis Regency and Madrasah Tsanawiyah Mujahidin Sukaratu, Tasikmalaya Regency. Implement natural science learning management through management stages, namely science learning planning, organizing, implementing, as well as monitoring and evaluation.

Keywords: Learning Management, Student Learning Outcomes, Ciamis, Madrasah

A. INTRODUCTION

In article 19 paragraph (1) of government regulation number 19 of 2005 concerning National Education Standards it is stated that the learning process in the Education unit is carried out interactively, inspiring, fun, challenging, motivating students to participate actively and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students. Furthermore, in paragraph (3) of the government regulation above, it is stated that each educational unit carries out planning for the learning process,

implementation of the learning process, assessment of learning outcomes, and supervision of the learning process for the implementation of an effective and efficient learning process.

Next, the feasibility of teachers in teaching is certainly related to the level of teacher education itself. Data from the Research and Development Department of the Ministry of National Education (1998) shows that out of around 1.2 million SD/MI teachers, only 13.8% have a D2-Education diploma and above. In addition, of the approximately 680,000 junior high school/MTs teachers, only 38.8% have a D3-Education diploma and above. At the secondary school level, out of 337,503 teachers, only 57.8% have an undergraduate education and above. At the higher education level, out of 181,544 lecturers, only 18.86% have master's degree and above (3.48% have doctoral degree). Although teachers and instructors are not the only determinants of the success of education, teaching is the central point of education and qualifications, as a mirror of quality, teaching staff contributes greatly to the quality of education for which they are responsible. The low quality of teachers and lecturers is also influenced by the low level of teacher welfare.

The problem of uneven distribution of teachers is one of the problems in the world of education in Indonesia. In remote areas, each of us often hears about a shortage of teachers in an area, either for security reasons or other factors, such as problems with facilities and teacher welfare, which are considered far from being expected. The problem of academic qualifications, welfare, number and distribution of teachers certainly has an effect on learning outcomes, one of the student learning outcomes is the results of the National Examination. The National Examination is one of the requirements in graduating students at an educational institution.

Furthermore, based on the results of interviews with several teachers at MTS N 16 Ciamis, Ciamis Regency, MTs Alhuda Sadananya, Ciamis Regency, MTs S Mujahidin, Tasikmalaya Regency about the low scores of PAS and UN scores for science subjects are as follows:

1. The difficulty of teachers in implementing learning management in accordance with the needs of students, such as accuracy in choosing the learning media used, both online and offline learning
2. Inadequate availability of science laboratory equipment/materials;
3. Student Worksheets (LKS) & Science Lab Guide are not sufficient;
4. Completeness of supporting facilities and infrastructure for science learning still needs to be improved so that students can learn not only theory.
5. There are some teachers who are literate towards learning support technology, such as using computers, accessing the latest information in accordance with the demands and developments of the times, but have not utilized the media and their knowledge.

The data is in accordance with the results of Zahro's research, concerning the problems in integrated science learning in MTs including: (1) The implementation of integrated science learning includes planning, implementation, and evaluation of learning carried out by a single teacher. (2) the problems experienced by teachers are: at the planning stage (syllabus and lesson plans) include; the steps of learning activities, time allocation and mapping of Basic Competencies that have the potential to be

integrated. In the implementation of learning; teachers are still trying to master Biology, Physics and Chemistry at the same time, have difficulty mastering the class because of the relatively large number of study groups, use inadequate learning methods and resources, have difficulty obtaining science laboratory facilities and infrastructure and adjust to the available time allocation. On evaluation; teachers have difficulty assessing the psychomotor domain (Zahro, 2012).

The results of Rasmianti's research, which examines teacher barriers in learning science at the equivalent junior high school in Rambah Samo, show that the highest score is the teacher's understanding of curriculum development with an average score of 86.10% with very satisfactory criteria, and the lowest percentage is in the teacher's understanding of laboratory with an average of 63.83% (Rasmianti, 2016).

To improve learning outcomes in educational institutions, it is necessary to apply learning management, which is part of education management. Because educational management is a set of interrelated processes in achieving the goals of an educational institution. Based on the management theory of preliminary studies to improve student learning outcomes, educational institutions must apply the concept of learning management to educational institutions. This research will be carried out at MTS N 16 Ciamis, MTs Alhuda Sadananya, Ciamis Regency and MTs S Mujahidin, Tasikmalaya Regency on science learning management in an effort to improve learning outcomes.

THEORETICAL FRAMEWORK

So based on the data the authors formulate the problem in this research is how natural science learning management in an effort to improve student learning outcomes (MTs N 16 Ciamis, MTs Alhuda Sadananya and MTs S Mujahidin)
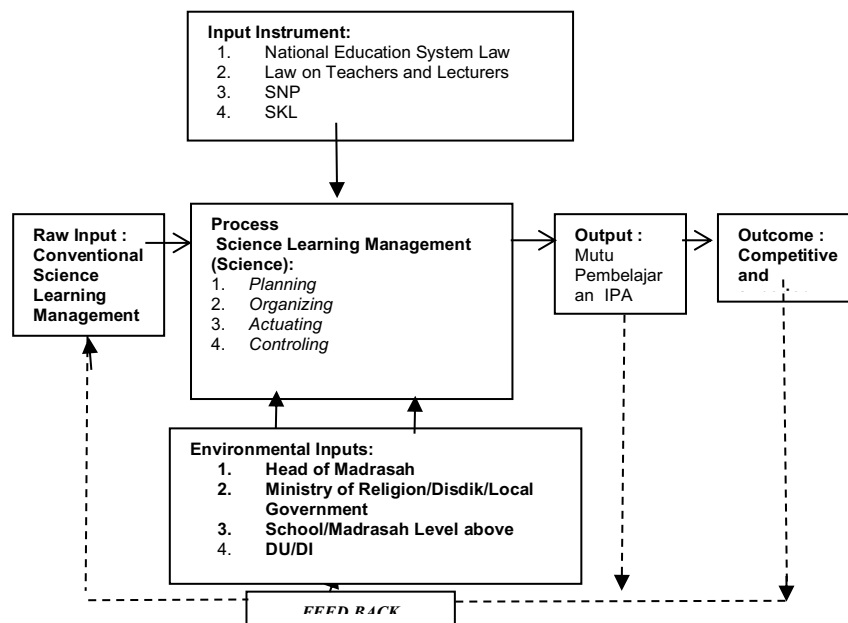

Figure 1.1. Formulation of the problem

B. METHOD

The approach used in this study is a qualitative approach with a descriptive method. The design of qualitative research according to Trisnamasyah is an empirical research in which data are collected and presented not in the form of numbers but in narrative form, constructionistic in nature, which assumes that reality is not singular, but plural, there is a dynamic and interactive relationship between the individual actors of reality. Social media is man-made and can be changed by humans. And the purpose of qualitative research is more concerned with in-depth understanding of social phenomena from the perspective of participants (subjects) (Triasmansyah, 2007).

C. RESULT AND DISCUSSION

Learning management is a series of comprehensive and continuous process activities in managing how to teach learners (students) starting with planning, organizing, directing or controlling, implementing and evaluating or evaluating activities in order to achieve learning objectives. (Abu Dhuou, 2002).

Learning management is a professional action in terms of the ability to plan, organize, manage, and control learning so that learning objectives can be achieved. Learning management is related to four management functions, namely: (1) Planning (planning); (2) Organizing (organizing); (3) Actuating (implementation); and (4) Controlling (supervision). As Terry stated that: "Management is a district process of planning, organizing, actuating, controlling (POAC)" (Management is a real process starting from planning, organizing, mobilizing, and controlling) (Terry, 2010). In essence, there are four management functions in management, namely: (1) planning (planning); (2) organizing (organizing); (3) actuating (implementation); and (4) controlling (supervision). The four management functions are abbreviated as POAC.

The learning management aspects referred to are related to:
1. Availability of curriculum documents at the education unit level (KTSP) at the Madrasah level;
2. There is socialization of educational unit-level curriculum documents (KTSP) at the Madrasah level to teachers in madrasas, including: madrasa planning in the implementation of learning, qualifications of human resources (tendik), learning resources, learning atmosphere and facilities, supervision of the learning process, and plans. follow-up.
3. There is a learning plan (learning tools compiled by subject teachers (learning tools);
4. The existence of learning resources, learning facilities and a good learning environment to support the implementation of the learning process so that learning objectives can be achieved;
5. The implementation of implementation in learning;
6. The existence of evaluation or supervision and follow-up plans related to the learning process carried out in madrasas (Fitri, 2013).

The learning process in educational institutions is carried out in a systematic, structured, interconnected and influencing way between one element and another. Based on article 19 paragraph (1) of

government regulation number 19 of 2005 concerning national education standards, it is stated that the learning process in the education unit is carried out interactively, inspiring, fun, challenging, motivating students to participate actively and providing sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students.

 Furthermore, based on the Decree of the Director General of Islamic Education Number: 5164. Year 2018. Explains that learning is a process of developing the potential and character building of each student as a result of the synergy between education that takes place in madrasas, families and communities. Therefore, learning is a process of interaction between students, between students and educators and learning resources in a learning environment.

Research on science learning management in an effort to improve student learning outcomes at MTs N 16 Bangunharja, MTs Alhuda Sadanaya Ciamis Regency and MTs Mujahidin Tasikmalaya Regency, it is known that there are several findings as follows:

1. About planning science learning management in an effort to improve student learning outcomes at MTs N 16 Bangunharja, MTs Alhuda Sadanaya Ciamis Regency and MTs Mujahidin Tasikmalaya Regency related to program planning, including:

   a. Education unit level planning is the preparation of the education unit level curriculum (KTSP), which is the basis for the preparation of the applicable regulations. through the formulation, which is involved in the preparation of the KTSP, the time required in the preparation of the KTSP, the determination of the curriculum, the division of teacher duties in accordance with the competencies and applicable regulations, the socialization/workshof of the KTSP, the writing of the Graduation Standards, compiling the KI KD Lamps for each subject, the development of the syllabus , developing RPP (long RPP and short RPP/known as one sheet RPP (not including KI KD) determination of learning resources, learning facilities, learning environment, determination of minimum learning completeness criteria (KKM), and program evaluation. Furthermore, the assignment of subject teachers to develop eye learning tools/planning in accordance with their teaching assignments before the start of the school year;

   b. The lesson plans for subject teachers include: the basis for the preparation is the KTSP, the preparation of the annual program, the preparation of the semester program, the calculation of the effective day of learning, the writing of the Graduation Standards, the analysis of the KI KD linkages, the development of the syllabus, the development of a long lesson plan and one sheet lesson plan, the determination of learning methods , determining learning resources, determining learning aids, learning tools, and evaluating learning (KD tests/daily tests, PTS, PAS, PAT, UAM, assignments, projects, and practices)

2. About learning resources for science learning. Learning resources are all sources that include textbooks, data, people, goods, tools used by students and educators both individually and in combined form to provide convenience in learning (Dimyati & Mudjiono, 2002). It is known that the learning resources in the three MTs are a) School Electronic Books (BSE), b) textbooks

consisting of teacher books and student textbooks available in the library, c) LKS books for learning. These books are available in the library and can be used by students for learning. However, the number is limited to only 1 book for 2 people during the learning process. To support student learning, subject teachers are assigned to find other sources for support, for example from the internet or from bookstores for additional knowledge for teachers and students. d) LKP for madrasa practicum activities does not provide it only if it will carry out the reproduction itself.

3. About the learning environment are all conditions that affect the behavior of subjects and learning objects involved in learning in madrasas, especially teachers and students as the spearhead of the learning process in madrasas. (Kurniawan, 2013). One of them is classroom management as an effort to create a conducive classroom environment. The madrasah always tries to create an interesting learning environment that is conducive enough for students to learn, for example: a) Al Huda Sadanaya Ciamis and MTs Mujahidin Madrasah environments, which are still natural in the pesantren area, rice fields and mountains, are far from the crowds, so for learning it is very good. For MTs N 16 Ciamis is still rice fields, plantations and mountains far from the crowds so it is very good for learning; b) there is a commitment and adjustment of the teaching schedule with the teacher; c) learning is not only lectures, but there are notes and assignments.

4. About advice and learning infrastructure is something that can facilitate and expedite the implementation of a business which can be in the form of objects in this case learning facilities and infrastructure can be equated with learning facilities (Chaeriah, 2016). Madrasas seek to facilitate the needs of students such as: providing a fairly representative classroom, decent desk chairs, textbooks and learning support media such as focus, learning aids. The science laboratory room does not have a proper science laboratory space, but uses the classroom or utilizes the computer lab room for the implementation of science practicum using digital practicum, makes observations with assignments in the madrasa environment, makes observations on assignments at home;

5. About Organizing in Science Learning Management Organizing is a process in determining, grouping, regulating, coordinating and forming patterns of work relationships from people to achieve goals in an institution (Akyuni, 2018). The following are the findings of learning management organization:

   a. The organization in madrasas is the existence of an organizational structure in learning, there are subject groups, for madrasah level MGMP there is no. There is an MGMP at the Madrasah Working Group (KKM) and a District MGMP. What is carried out in the organization of learning management is the madrasa with a group of teachers in the field of study discussing if there are problems that need to be resolved, for example regarding the development of the syllabus and lesson plans, determining the value of the minimum completeness criteria for subjects. but the time is not determined when flexible when needed, nor is there an official document issued by the madrasa regarding the organization of learning management in the madrasa.

b. Organizing learning carried out by science subject teachers is carried out with students such as students before the implementation of learning at the beginning of the semester with students, explaining learning objectives, learning methods and assignments, KKM values that must be achieved in subjects. However, there are no documents in its implementation

6. About the Implementation of Science Learning. The implementation of learning is the implementation process of learning management that has been previously planned (Dimyati & Mudjiono, 2002). The research findings are:

a. In practice, the teacher works according to the schedule issued by the madrasa, adjusts to the learning tools that have been prepared, adjusts to the annual program, semester program, syllabus, lesson plans that have been compiled. Teachers carrying out learning are used to carrying out learning processes such as teacher and student interactions in the Teaching and Learning Process (PBM), recording student attendance, providing motivation, providing learning materials, providing conclusions, evaluating both oral and written in the form of quizzes, KD tests, assignments in the form of projects. . According to students, the teacher teaching in class usually reads greetings to class, if the first hour pray first then ask who is not present, then explain the material discussed and explain the material, then take notes on the subject matter delivered or take notes first the material to be delivered then explained, gave homework, at the end the students were asked about the material, carried out the KD test, sometimes they were notified first, sometimes they were not told beforehand.

b. For practicum activities because they do not have a laboratory room, practicum activities only carry out practicum according to affordable materials, for example with a demonstration in front of the class, practicum is carried out in the computer lab using digital media (students observe digital practicum in the computer room), carry out practical assignments which are carried out in the environment. or home for example food preservation materials. For the Practicum Worksheet (LKP) there is no document because it only reproduces what is practiced.

7. About the efforts of madrasas to improve the professionalism of their educators (Ametembun, 2018). the madrasah (headmaster, deputy head of madrasah and the foundation support all subject teachers to improve their professional quality by encouraging teachers to take part in seminars, attend workshops, participate in MGMP activities at the KKM level and MGMP at the district level and participate in education and training activities if needed). there is an opportunity. However, for education and training organized by the government, the quota is limited so that it is difficult for science teacher training at MTs to follow it. To continue the course, it is left to the teacher concerned, the madrasa does not provide fees to continue because it is limited because of limited costs.

8. Monitoring and Evaluation of Science Learning. evaluation and control, aims to ensure that performance is achieved in accordance with the plans or goals that have been set (Ametembun, 2018). The research findings are:

a. The head of the madrasa, the deputy head of the madrasa in the field of curriculum and subject teachers already know about the purpose of supervision, which is an effort to control, control the program whether it is in accordance with the plan in order to achieve the goals that have been previously set. The targets of supervision are, teachers, and students: Teachers to find out how the learning process is in accordance with the plan, through the teacher's daily agenda or teacher's workbook, for MTs Mujahidin, while MTs Sadana and MTsN Bangun harja there is no teacher's daily agenda, then in class there is a class agenda that is used as a learning management control tool.

b. The teacher supervises starting from recording student attendance, carrying out structured evaluations, namely pre-test and post-test, conducting KD tests, conducting Mid-semester assessments (PTS), Final Semester Assessments (PAS) and carrying out Year-End Assessments (PAT), Madrasah Final Exams (UAM) for grade 9 students. evaluation of the learning process indirectly asks students whether they have understood the material presented or not.

9. Regarding the Supporting Factors and Inhibiting Factors based on the results of the study found supporting factors and inhibiting factors for science learning management:

a. Supporting factors:

1) For MTs Alhuda Sadanaya Ciamis and MTs Mujahidin in Tasikmalya Regency, foundations and madrasas support the progress of madrasas as well as increasing the professionalism of educators such as encouraging them to participate in training and education organized by the ministry, participating in MGMP activities at the KKM and Regency levels, attending seminars, workshops held organized by MGMP.

2) For MTs N 16 Ciamis State Madrasahs are located in areas where the public's interest in continuing to Madrasas/state educational institutions is in the public interest.

3) The teaching staff is competent in the field of science education and has met the minimum standard for educators, namely S1. Especially for MTs Mujahidin, the science teacher has been certified.

4) The madrasa environment in mountainous areas, plantations, Islamic boarding schools, and rice fields can be used for learning.

The inhibiting factor is:

1) Student input which is varied in terms of academic ability is difficult in decreasing student motivation;

2) The factors of the economic capacity of parents vary so that it is difficult to raise funds from the community to increase the needs that are not met by madrasas;

3) Science teachers at MTs Alhuda Sadanaya and MTs Mujahidin have not been certified;

4) Learning resources, teaching aids and practice materials do not even have a special science laboratory;

5) Opportunities for training are very limited;

6) It is difficult to get government assistance in completing learning resources, educational facilities and infrastructure, including for science laboratories

10. About Hope. The following are the findings of research on learning management expectations:

a. The implementation of learning management is getting optimal so that it can produce good student learning outcomes.

b. The existence of educational infrastructure facilities such as completeness of learning resources, textbooks, textbooks, worksheets, supporting books, the existence of a science laboratory and its materials,

c. Teachers are included in training and education from the ministry or competent parties whose opportunities are currently very limited.

d. Subject teachers are included in teacher certification training;

e. The existence of cooperation with related parties, regarding student motivation to increase student learning, the existence of cooperation in coaching and mentoring subject teachers from professional parties.

D. CONCLUSIONS

Natural Science learning management as an effort to improve student learning outcomes in Madrasah Tsanawiyah Negeri 16 Ciamis Regency, Madrasah Tsanawiyah Alhuda Sadanaya Ciamis Regency and Madrasah Tsanawiyah Mujahidin Sukaratu, Tasikmalaya Regency. Implement natural science learning management through management stages, namely science learning planning, organizing, implementing, as well as monitoring and evaluation.

Science learning planning is carried out including workshops, preparation of annual programs, preparation of semester programs, determination of KKM scores, syllabus writing, preparation of lesson plans, learning resources and tools and classroom management. Organizing learning is carried out including learning objectives, activities to be carried out during learning, assignments, assignments, homework, exams and KKM scores that must be achieved by students. The implementation of science learning is in accordance with the planned annual program, semester program, syllabus and lesson plans. Submission of material using the lecture method, the assessment is carried out through assignments, homework, daily tests, PTS, AAS, PAT and UAM. For practicum activities, due to the limitations of infrastructure, it adapts to the conditions of the madrasa and competencies that can be carried out by utilizing the environment and resources in the madrasa, for example by assignments, electrical circuit practicum, food preservation biotechnology practicum. During the pandemic, learning activities were carried out with an online system through the WA group. Monitoring and evaluation is carried out through academic supervision of teachers.

However, the implementation of learning management in the three MTs still needs to be optimized, because there are management functions that are less than optimal in their implementation. For example, for the implementation of learning, it is known that learning resources, learning infrastructure facilities are still inadequate. Whereas in the implementation of learning management it is necessary to mobilize all available resources to achieve the goals.

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