



THE IMPLEMENTATION OF LEARNING MANAGEMENT IN IMPROVING THE QUALITY OF ISLAMIC EDUCATION FOR STUDENTS AT MTsN 2 LANGKAT

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ABSTRACT

Students need for qualified Islamic education is strongly influenced by the implementation of a systematic, programmed, and measurable learning management. This study aims to describe the implementation of learning management in improving the quality of Islamic education for students at MTsN 2 Langkat. This empirical study follows a qualitative approach with a descriptive-analytical study method. The data were collected through interviews, observation, and documentation analysis. The implementation of learning management can improve the quality of Islamic education for students at MTsN 2 Langkat. Improving the quality of education can be seen from the following aspects: (1) learning planning that involves all parties during the deliberation/meeting at the Madrasah, (2) the implementation of learning carried out in the Madrasah (inside and outside the classroom) as well as the tahfiz al-Qur'an program and the congregational Dhuha prayer; (3) learning supervision carried out systematically with academic and managerial supervision from the Ministry of Religion in the district and the Head of the Madrasah; (4) learning evaluation carried out in written, in worship practice and orally every semester.

Keyword: Implementation, Quality of Islamic Education, Learning Management.

INTRODUCTION

Islamic education (religion-based) is the responsibility of various parties, including parents, teachers, and the government (Taubah, 2015; Usman, 2017; Siregar, 2016). The fulfillment of the growth and development needs of students is pursued through the provision of learning facilities in formal and non-formal educational institutions (Djaelani, 2013). According to Sada (2017), the fundamental reason for facilitating education for children is because education (especially Islamic education) is a primary need for every individual. Furthermore, the constitution in Indonesia guarantees children the right to education (Fitri, et.al., 2015; Sujatmoko, 2010; Fitriani, 2016; Sudrajat, 2011).

The social interactions that children receive in formal educational institutions help children gain learning experiences related to the urgency of Islamic education (Nurmalitasari, 2015; Assingkily & Mikyal, 2019). In this context, education is classified according to the age phase and level of development, starting from the level of early childhood education (PAUD), Raudlatul Athfal/Kindergarten to higher education (Sholikhah, et.al., 2019; Pamela, et.al., 2015; Putriani, 2015; Vitasari, 2017). Trenggonowati & Kulsum (2018) added that apart from the childhood phase, it is important to pay attention to the golden age of each child. The adolescent phase is also important because it is the time when every individual is looking for their identity.

Given the importance of the adolescent phase, Notosrijoedono (2016) emphasize that parents are obliged to support and provide good Islamic education facilities to prepare the students' life in the future. Furthermore, Assingkily, et.al. (2019) add that the right direction for children has an impact on the adolescent phase and becomes the basis to survive various life challenges in the following phases.

An effort to realize a good quality of Islamic education in formal educational institutions is by implementing learning management in accordance with the developmental needs of adolescents (Munawaroh, 2017; Ita, 2018; Aryani & Fitriani, 2020). The main priority of learning management is focused on moral and religious aspects (Khaironi, 2017; Hasanah, 2018; Inawati, 2017). In line with this view, Noor (2020) explains that teenagers will be more focused if they have an understanding of religion, at least they can develop a sense of tolerance and respect for others.

Based on the initial research conducted at MTsN 2 Langkat, it was found that this Madrasah implements learning materials through a persuasive approach, coupled with various excellent programs and Islamic activities in the Madrasah. Examples of these

activities are such as the annual Islamic cultural festival, the celebration of Islamic holidays, the tahfiz al-Qur'an program, and the congregational Dhuha prayer.

Researches on the implementation of learning management have been widely conducted before, for example, researches discussing the aspects of learning management and its development in integrated Islamic educational institution (Saputro, 2016; Syafaruddin, et.al., 2020), 2013 curriculum-based learning management (Nurdyansyah & Fahyuni, 2016), online learning (Agustin, et.al., 2020; Abadi, 2015), teachers' creativity (Supriadi, 2017), innovation through the hypnoteaching model (Mardhiah, et.al., 2020), teacher professionalism (Kristiawan & Rahmat, 2018), learning in the 4.0 revolutionary era (Widyanto, et.al., 2020), and the management of history learning (Lilian, et.al., 2014).

Education is widely interpreted as an effort to "guarantee" the sustainability of human life (Rahmat, 2017; Hardana, 2015) because every human is caliph fil ardh who is in charge of managing the earth according to the Sunnatullah (Shahid, 2020; Thobroni, 2014; Widianatar, 2016). For this reason, strengthening education is focused on the learning aspect because various theories, components, and concepts of education are integrated and interact with each other in learning activities (Rahman, 2018; Pane & Dasopang, 2017; Dolong, 2016).

According to Rosyad (2019), learning is an urgent matter in the educational process. Good and effective learning is carried out by the needs of the global community (Oviyanti, 2013; Dacholfany, 2015). This informs the importance of good management in the process of planning, implementing, monitoring, and evaluating learning (Khairuddin, 2020).

Referring to the four management functions above, learning needs to be managed in a measurable, programmed, and systematic way to improve the quality of Islamic education for students (Maujud, 2018; Almasri, 2016)

Learning planning is an initial concept or a basic framework for learning regularly which is planned on a scale of 6 months (a semester) or every 12 months (annually) in an educational institution (Nadlir, 2013; Nurlaila, 2018). In line with this, Prabowo (2010) explains that learning planning is inseparable from the orientation of educational goals.

Based on the previous literature above, further research is needed on the implementation of learning management that is oriented towards the realization of the high quality of Islamic education, especially for students in the adolescent phase. This study is entitled "*The Implementation of Learning Management in Improving the Quality of Islamic Education for Students at MTsN 2 Langkat*".

RESEARCH METHOD

This empirical study follows a qualitative approach with an analytical descriptive method to explore new things related to the object of the study (Yin, 2009). The focus of this study is to describe the implementation of learning management in improving the quality of Islamic education for students at MTsN 2. This research was conducted from February to May 2021, with the main informants including teachers and students of MTsN 2 Langkat, and the Head of MTsN 2 Langkat as the supporting informant.

The data collection was carried out through observation, interviews, and documentation. Furthermore, the data were analyzed through the following techniques, (1) data reduction as the process of sorting data, (2) narratively presenting the data, and (3) concluding. Furthermore, the validity of the research data is tested and carried out through the triangulation technique (Creswell, 2009). In this context, two aspects of triangulation were compared, namely method and data source. Therefore, the data were presented, and valid conclusions were drawn following the research context.

RESULTS AND DISCUSSION

1. The Learning Planning at MTsN 2 Langkat

This plan must be systematized, programmed, and measurable so that it is easy to be implemented and discussed.

In line with the statement above, the Head of MTsN 2 Langkat mentioned that:

“...in the process of determining lesson plan for a 6 month (a semester) and 1 year (annual) scale, we usually prioritize the principle of mutual benefit. This is the reason why we always involve teachers and educational personnel so that the meanings in Madrasah can produce a decision made together. We hope that in this way everyone feels responsible for carrying his/her duties, especially to improve the quality of learning and academic services for students. (an interview conducted with Roslita Hidayati, S.Ag.)

Baharuddin (a teacher of Akidah Akhlak) confirmed the statement above by saying that:

“...As a teacher as well as a homeroom teacher, I admit that the Madrasah should involve us in making a decision, especially the decision which relates to learning planning. He mentioned that the learning plan should fit the vision of the Madrasah. In a meeting, he often says "the decision belongs to us together, who knows I might be wrong as the head of the Madrasah, it is okay to remind each

other, as long as we still pay attention to ethics and the common good" (an interview conducted with a teacher at MTsN 2 Langkat)

The following image shows the discussion on learning planning at MTsN 2 Langkat:



Figure 1. the Discussion of Learning Planning at MTsN 2 Langkat

Supporting the two excerpts of the interview above, Nurlaeli & Saryono (2018) explain that the leader of an educational institution needs to involve his members in making a decision because this method (discussion/deliberation) is seen to be persuasive and familial. Bararah(2017) adds that this is the first step of preparing a programmed, systematic, and measurable learning plan. The next step taken by the Madrasah leader is to implement the learning programs that have been arranged creatively and innovatively for the development (and progress) of Madrasah.

Similarly, with the opinion above, the Head of MTsN 2 Langkat adds that:

"...as for the implementation of learning planning in our Madrasah, we carry this through deliberation. Meanwhile, the preparation of programs for each subject is given to the teachers to be flexible, creative, and innovative as much as possible, of course, this is following the principles of curriculum preparation. We hope the textual curriculum in Madrasah refers to the existing principles while the implementation will be more flexible. Likewise, as an Islamic educational institution (under the name of Madrasah), we strengthen the material for the love

of Allah SWT and Rasulullah SAW through worship activities (an interview conducted with Mrs. Roslita Hidayati, S.Ag.)

Therefore, it will be directly proportional to the planning and the implementation of learning at MTsN 2 Langkat.

2. The Implementation of Learning at MTsN 2 Langkat

The implementation of learning at MTsN 2 Langkat is carried out contextually in the classroom (with the assistance of media) and outside the classroom. In this context, teachers play a very important role in assisting students' development, especially since the students are teenagers in the phase of finding their identity (Rahayu & Firmansyah, 2018; Handayani & Jumadi, 2021). Furthermore, the implementation of learning requires moral and material support from the Madrasah leaders to meet students' learning needs (Aziz, 2014; Rahim, 2015; Assingkily & Mesiono, 2019; Supriadi, 2020).

Similar thing was also mentioned by a teacher at MTsN 2 Langkat:

"...the students of junior high school (SMP or MTs) are very active, they are not stubborn, but this is a phase where they are looking for an identity. Thus, we teach them something more practical than theoretical to let the students experience what they learn firsthand. This is what is called contextual learning. The theory given in the classroom is applied outside the classroom or in the classroom with the assistance of the media" (an interview conducted with Ernida, S.Pd.I., a teacher of Al-Qur'an and Hadith at MTsN 2 Langkat)

The interview excerpt above confirms the implementation of learning at MTsN 2 Langkat which is carried out contextually in the classroom (assisted by the media) and outside the classroom. Furthermore, Herman Sitorus, S.Pd. (the Deputy Head of Madrasah for Curriculum board at MTsN 2 Langkat) mentioned that, *"...supporting the learning process in Madrasah, we agreed to add the tahfiz program and the dhuha prayer in the congregation as an effort to strengthen the character of students in the Madrasah."* Such activities which were implemented by the Head of MTsN 2 Langkat aim to strengthen the Islamic character of students in the Madrasah.

Following is the photo of Tahfiz Program at MTsN 2 Langkat:



Figure 2. Tahfiz program at MTsN 2 Langkat

Furthermore, when an interview was conducted with a student at MTsN 2 Langkat, the student confirmed that the Tahfiz program and the Dhuha prayer are carried out at the Madrasah. This can be seen as follows:

"...That's right, every morning we perform congregational Dhuha prayer in the field. Except on Friday, we practice congregational Friday prayer in the field in the morning, and we take a turn in carrying out congregational prayer class by class in the Mushalla. Every morning we also review the memorization of Qur'an with a Tahfiz teacher. (an interview conducted with Irwandi, a student of Grade VII at MTsN Langkat)

Supporting the interview excerpt above, Lubis, et.al.(2020) mentioned that excellent programs and additional activities are the hallmarks of excellent Madrasah in shaping the personality (character) of active and intelligent students. According to Dewi (2018), sufficient activities given to students can help them in accelerating their development, not feeling bored with the situation, and always interacting with their peers. Thus, the moral and religious development of students at MTsN 2 Langkat can be supported well, and this can improve the quality of Islamic education for students.

3. Learning Supervision at MTsN 2 Langkat

The learning supervision at MTsN 2 Langkat was divided into managerial (administrative) and academic aspects. Through supervision, learning will be more

controlled in writing, orally, and in practice as an effort to optimize the learning process (Meisusdawati, 2011; Ismail, 2016; Tonta, et.al., 2019).

Based on the information retrieved from Roslita Hidayati, S.Ag., it was noted that: *“...the implementation of learning supervision in Madrasah was carried out by the supervisors from the Ministry of Religion (external aspect). Meanwhile, I am in charge of supervising the internal aspect of the Madrasah. The aspects which were monitored are, of course, managerial (administrative aspect) and academic” (an interview conducted with the Head of MTsN 2 Langkat).*

The following image shows the supervision activity at MTsN 2 Langkat:



Figure 3. External Monitoring Activity at MTsN 2 Langkat

Thus, learning supervision at MTsN 2 Langkat was implemented internally (by the Head of Madrasah) and externally (by the Supervisors from the Ministry of Religion). The supervision was divided into 2 (two) aspects, namely administrative or managerial aspects, and academic aspect. Through this supervision, learning can be well controlled to improve the quality of education for students at the Madrasah.

4. Learning Evaluation at MAN Batubara

Within a management process, learning still has gaps for improvement (Nuriyah, 2016), at least quality improvement through creation, innovation, and learning development (Gunawan, 2011). This indicates the importance of evaluating the learning

process and learning outcomes (Hidayat & Asyafah, 2019; Alaswati, et.al., 2017; Anwar, 2021; Fachri, 2018). For this reason, Suardipa & Primayana (2020) emphasize the importance of designing an effective learning evaluation to improve the quality of learning.

According to Rohmah (2017), learning evaluation is beneficial to improve the quality of the learning process. For this reason, educational institutions must facilitate the needs of academic and administrative evaluations so that the learning process and learning outcomes can be improved following the goals of the institution.

Regarding the learning evaluation, Roslita Hidayati, S.Ag., mentioned that:

“...the learning evaluation at our Madrasah is carried out through oral test, written test, and practice test. The oral test aims to measure students' ability to memorize and read the Qur'an, written test aims to measure students' cognitive abilities, and practice test aims to measure students' skills in carrying out daily worship activities” (results of an interview conducted with the Head of MTsN 2 Langkat).

The interview excerpt above informs the evaluation carried out by the Madrasah through written and oral tests as well as through worship practices. Likewise, it was explained that in the current globalization era, the evaluation of learning carried out in written and orally should not be monotonous from year to year without any changes. For this reason, learning evaluation and innovation are needed to prioritize students' development. Therefore, it is understood that the learning evaluation conducted at MTsN 2 Langkat aims not only to let the students take formal exams but also to improve moral and religious aspects.

CONCLUSION

Based on the results of the study, it is concluded that the implementation of learning management can improve the quality of Islamic education for students at MTsN 2 Langkat. This is viewed from the aspects of (1) learning planning that involves all parties in Madrasah regarding the deliberation activities; (2) the implementation of learning carried out in Madrasah (inside and outside the classroom) as well as the tahfiz al-Qur'an program and the congregational Dhuha prayer; (3) learning supervision carried out systematically which involves academic and managerial supervision from the Ministry of

Religion in the district and the head of Madrasah; (4) learning evaluation carried out in written, through worship practices, and orally in every semester.

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