

Dameria Sinaga (Recent Learning Management Strategies on Developing Students' Capability at XYZ Junior High School Jakarta)

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Recent Learning Management Strategies on Developing Students' Capability at XYZ Junior High School Jakarta

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Abstract

This research is aimed to explore about the recent learning management strategies on developing students' capability. It was done at XYZ Junior High School Jakarta from September to Desember 2022. It uses a qualitative approach. While the type of qualitative research used is a case study, because the researcher analyzes and describes in detail about an institution. Researchers act as data collectors and as active participants in data collection in the field. This research was conducted at the XYZ Junior High School Jakarta. The data sources in this study are human and non-human data sources. People who can be used as data sources in this study are: the Head of Junior High School and several teachers. Meanwhile, non-human data sources are in the form of documents or archives related to the focus of this research. The techniques used in collecting data in this study include observation, interviews, and documentation. The result of the study is that learning management in the context of developing intelligences of students in XYZ Junior High School Jakarta is carried out through the stages of planning, implementing, evaluating, as well as supporting factors and inhibiting factors

Keywords— learning management strategies, capability, development

I. INTRODUCTION

One of the goals of national development is to educate the life of the nation. Furthermore, in an effort to fulfill the responsibility of educating the life of the nation, the government, family and society work together in the implementation of education. Education is held starting from the level of basic education up to Higher Education. Meanwhile, junior high school education is still seen as a learning group that bridges children in atmosphere of living in a family and in elementary school (Tong, Zhang, Zhen, Irby & Lara-Alecio, 2021). The age of 0-6 years is an important age for children, so it is often called the golden age. The results of various studies show that 50% -80% of a child's brain develops at that age (Rowe, 2012). Therefore, this period is the right period as the foundation for the development of various intelligences, whether intellectual, linguistic, social, religious, and so on. Early childhood education has its own characteristics, they have the characteristics of liking direct activities and various situations related to their interests and experiences. Therefore, early childhood is better suited to concrete learning patterns and motor activities. Early childhood education in Indonesia is experiencing periods full of dilemmas (Essa & Burnham, 2019). Educators are still implementing a rote academic approach. Practices that are in accordance with the needs and development of children have not been fully implemented. Basically every individual is intelligent (Kolbitsch & Maurer, 2017). Each of these individuals has at least ten basic intelligences, including: "language intelligence, mathematical intelligence, spatial intelligence, body movement intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence, spiritual intelligence, and existential intelligence. The ten

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intelligences are usually referred to as intelligences (Fogarty & Stoehr, 2008). Based on the description above, the researcher is interested in conducting research on recent learning management strategies on developing students' capability.

Management is the completion of goals through the efforts of others (Petry, Rossi, Carroll, Hanson, MacKinnon, Rounsaville & Sierra, 2006). Management can be said as a process of planning, organizing, directing, and controlling to achieve organizational goals through organizing the use of human and material resources. Another opinion about management was "management is defined as the process of planning, organizing, leading, and controlling organizational efforts with all its aspects so that organizational goals are achieved effectively and efficiently" (Mahadeen, Al-Dmour, Obeidat & Tarhini, 2016). Another term for management, namely management. Management is an English word, namely management which means management, governance, and management. Management is the organization or arrangement so that something that is managed can run smoothly, effectively, and efficiently (Menzie & Bruhn, 2010). On the other hand, a similar opinion stated that "management is defined as the ability or skill to obtain a result in order to achieve the goals of other people's activities" (Omar, Gerein, Tarin, Butcher, Pearson & Heidari, 2009). Learning is an action or activity that is focused on specific things learned by students. Another opinion regarding learning who stated that learning is a combination composed of human elements, materials, facilities, equipment, procedures that influence each other to achieve learning objectives (Kirschner, 2002). On the other hand, learning as a series of events (conditions, events, and incidents) that are deliberately designed to influence learners, so that the learning process can take place easily. Learning includes all activities that may have a direct influence on the human learning process.

Things that need to be considered in learning management are as follows: schedule of teacher-student activities, learning strategies, management of practical materials, management of assistive devices, team-based learning, remedial programs enrichment, and improving the quality of learning (Reich, 2020). Operationally, learning management is the implementation of management functions in learning components, namely: students, teachers, objectives, materials, methods, facilities/tools and evaluation. The scope of learning management can be seen from the learning management activities.

Planning is selecting and connecting knowledge, facts, imagination, and assumptions for the future for the purpose of visualizing and formulating the desired results, the sequence required activities, and behavior within acceptable limits to be used in the selectors (Morrison, Ross, Morrison & Kalman, 2019). Learning planning is the process of systematically helping tutors and analyzing student needs and compiling possibilities related to needs. Learning planning is an activity of projecting what actions will be carried out in a lesson, namely by organizing and responding to learning components, so that the direction of activity (objectives), side of activity (material), way of delivering activities (methods and techniques), as well as how to measure it (evaluation) becomes clear and systematic (Rapanta, Botturi, Goodyear, Guardia & Koole, 2020). A good and administratively minded teacher always prepares himself, namely planning the program and subject matter to be taught.

Learning plans that are arranged systematically will serve as a guide for teachers in limiting learning activities according to the limits set in the plan. The implementation of learning is the process of learning activities of students in accordance with a predetermined plan to achieve competence mastery. The learning process is closely related to the creation of an environment that allows students to learn actively. In an effort to create a conducive learning atmosphere, a learning system is needed that allows students to learn optimally and not experience boredom, therefore good classroom management is also needed. Class management skills are the skills of teachers to create and maintain optimal learning conditions and return them to optimal conditions if disturbances occur, either by disciplining or carrying out remedial (Burden, 2016).

Curriculum learning at the education unit level is at least influenced by the following three factors: "(1) the characteristics of the Curriculum learning at the education unit level that include its scope and clarity for users in the field, (2) learning strategies, and (3) the characteristics of curriculum users which includes knowledge, skills, values, attitudes of teachers towards Curriculum learning at the education unit level, and their ability to realize the curriculum in learning". The implementation of the learning process consists of several stages. The stages in the implementation of teaching and learning include: "(a) pre-instructional, namely the stage that is taken when starting a teaching and learning process, (b) instructional stage, namely the stage of providing learning materials which can be identified with several activities, and (c) the evaluation or follow-up stages of the instructional stage (Saborit, Fernández, Estrada, Méndez-Giménez & Alonso, 2016).

Evaluation is one of the tools to find out the results of student learning progress that must be done well. "Learning evaluation is a process of collecting, analyzing, and interpreting information systematically to

determine the extent to which learning objectives have been achieved" (Phillips, Porticella, Constan & Bonney, 2018). "Learning evaluation is a process for determining and using techniques to identify weaknesses that exist or occur in learning" (DeLuca & Klinger, 2010). The main purpose of learning evaluation is to collect information that is used as a basis for knowing the level of progress, level of development, or level of achievement of student learning activities. Besides that, it is also to determine the level of efficiency and level of effectiveness of tutor teaching activities. Based on the description above, it is illustrated that this research aims to find out the process of planning, implementing, and evaluating as well as supporting and inhibiting factors in learning management in the context of developing intelligences of students in junior high schools Jakarta

II. RESEARCH METHODOLOGY,

This study uses a qualitative approach. The qualitative research used in this study intends to find out and describe in detail about learning management in the framework of developing intelligences of students in junior high schools Jakarta. The most basic reason for choosing a qualitative approach is because the focus or problem to be studied discusses more processes and requires in-depth observations in natural situations, as well as revealing certain unique phenomena and emphasizing a process. While the type of qualitative research used is a case study, because the researcher analyzes and describes in detail about an institution. "A case study is a series of investigative activities to describe and analyze intensively and in detail a particular symptom or social unit, such as an individual, group, community, or institution" (Flyvbjerg, 2011; Naibaho, 2022). It is said to be a case study type qualitative research, because the researcher emphasizes disclosing facts related to learning management in the framework of developing intelligences of students in XYZ Junior High School Jakarta. Researchers act as data collectors and as active instruments in data collection in the field. Researchers themselves are the most important research instrument in data collection and interpretation of data (Nendissa, 2021). The researcher acts as an observer, in his observations the researcher observes all learning management activities within the framework of developing the intelligences of students at XYZ Junior High School Jakarta. In addition, researchers also participated in various activities at XYZ Junior High School Jakarta. This research was conducted at the XYZ Junior High School Jakarta. The data sources in this study are human and non-human data sources. People who can be used as data sources in this study are: the Head of Junior High School and several teachers. Meanwhile, non-human data sources are in the form of documents or archives related to the focus of this research. Determining the right technique is very helpful for researchers in carrying out their research. The techniques used in collecting data in this study include observation, interviews, and documentation. Observation in the context of scientific research is a study that is intentional and carried out systematically, planned, directed at a goal by observing and recording the phenomenon or behavior of one or a group of people in the context of everyday life and pay attention to the requirements of scientific research. Interview is the process of obtaining information for research purposes by way of question and answer and face to face between the questioner and the answerer with or without an interview guide. The interview technique used was a type of semi-structured interview technique where the researcher used interview guidelines but the questions were developed according to the answers given. Data analysis is the process of organizing and sorting data into patterns, categories, and basic descriptive units, so that themes can be found and working hypotheses can be formulated as suggested by the data. There are three steps taken in the data analysis process, namely data reduction, data display, and verification or drawing conclusions. This study used three kinds of data validity checks, namely elongation of participation, triangulation (method and sources), and observation rigor. While the research stages include the pre-field stage, preparation, research implementation, data analysis stage, and report writing stage

III. RESULT AND DISCUSSION

Based on the overall data presentation and analysis on learning management in the context of developing the intelligences of students at XYZ Junior High School Jakarta, the following research results are obtained. Learning management in the context of developing the intelligences of students at XYZ Junior High School Jakarta includes planning, implementation, and evaluation processes. In addition, there are supporting and inhibiting factors in the application of learning management. Learning management planning in the context of developing the intelligences of students at XYZ Junior High School Jakarta can be seen from the several activities carried out, including: (a) making a Daily Activity Plan (DAP) on a regular and regular basis. This

DAP contains indicators or development, learning activities, methods, learning tools/resources, techniques for assessing child development and the grades obtained by children, (b) DAP are made in accordance with Weekly Activity Plans, annual programs, and semester programs which has already been made in accordance with the curriculum, and (c) classes are planned and formed according to the needs and activities of developing the intelligence of students. The implementation of learning management in the context of developing the intelligences of students at XYZ Junior High School Jakarta includes: (a) activities consist of initial, core and closing activities, (b) classes have two forms, indoors and outdoors, (c) form of variation classes, there are classical and group. The classical form that is meant is a place to sit facing forward, all listening to the teacher's explanation. While the group form is dividing students into several groups, (d) there are variations in giving assignments. There are two main tasks that must be completed in one meeting. The two tasks consist of two types of development fields. In the process, sometimes children are asked to choose the work they like to do first, sometimes it is determined by the teacher, (e) the classroom environment is made capable of supporting various activities for developing students' intelligences so that it is modified to be able to improve student intelligence. and supports it, such as lighting that is able to illuminate the entire room, adequate ventilation, decorations that have multiple uses to beautify the room and increase intelligence, such as the placement of decorations in the form of alphabet letters, hijaiyah letters, common and Arabic numbers, names the names of the days, the shapes of the fields, as well as the angles of the surrounding nature, (f) there are various activities that support intelligences which are manifested in daily learning activities, and (g) the role of the teacher in learning management is very large. The teacher's duty is always to keep the class conditions comfortable and not boring. In creating a conducive classroom atmosphere, the teacher takes several actions that are both proactive and curative to control the classroom situation.

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Learning Management in the Framework of Developing Students' Multiple Intelligences at XYZ Junior High School Jakarta: a) Planning: (1) making DAP routinely and regularly, (2) DAP adjusted to Weekly Activity Plan, prota, promissory notes based on the curriculum, and (3) class planning adapted to the needs and activities of developing students' intelligences; b) Implementation: (1) activities consist of initial, core, and final activities, (2) classes have two forms (indoors and outdoors), (3) there are variations in class and group,

(4) there are variations in assignments, (5) the class environment is conditioned to be able to support the development of the intelligences of students, (6) there are activities supporting the intelligences of students, and (7) the teacher carries out preventive actions; Supporting Factors: (1) creative and innovative teachers, (2) curriculum development that supports, (3) sufficient supporting facilities available, and (4) class dynamics; Inhibiting Factors: (1) the number of classrooms is still insufficient and the playground is narrow. The insufficient number of rooms was overcome by having 2 study sessions (07.15-09.15 in the morning and 09.15-11.15 in the afternoon, and (2) there were still not enough rooms so there was no special center room. Overcome with semi-center form classes with group forms.

In the planning stage, XYZ Junior High School Jakarta always makes regular DAPs (DAP). "A good and administratively minded teacher always prepares himself, that is, plans the program and lesson material he will teach" (Sato & Chen, 2021). In learning management activities, class planning is adjusted to the needs and activities of developing students' intelligences. The following is consistent with the objectives of classroom management which says that in general the objectives of classroom management are "providing facilities for various student learning activities in a social, emotional, and intellectual environment in the classroom" (Elias & Schwab, 2013; Naibaho, 2021).

The implementation of learning management in the context of developing the intelligences of students at XYZ Junior High School Jakarta consists of initial, core and final activities (Nadeak, Naibaho, Sunarto, Tyas & Sormin, 2021). This is in accordance with opinion which states, the stages in the implementation of teaching and learning include: "(a) pre-instructional, namely the stage taken when starting a teaching-learning process, (b) the instructional stage, namely the stage of providing learning materials that can be identified with several activities, and d) the evaluation or follow-up stage of the instructional stage (Lefebvre, Deaudelin & Loisselle, 2006). "The initial activity (opening the lesson) is intended to provide motivation to students, focus attention, and find out what students have mastered in relation to the material being studied" (Palmer, 2009). Meanwhile, what happens in the core activities depends on the learning strategy chosen by the teacher. "Core activities at least include: a) conveying learning objectives, b) delivering teaching materials/materials using: approaches and methods, appropriate means and tools/media, etc., c) providing guidance for student understanding, and d) carry out checks/checks on students' understanding". "Closing activity: is the teacher's activity, how to summarize students' opinions in a logical conclusion at the right time".

Classes are available indoors and outdoors and there are variations of classical and group classes. In the various forms of class activities, of course, you need flexible seats so that they can be easily moved and arranged according to your needs. "In modern school classes, the arrangement of student seats (benches/chairs) should be flexible, meaning that they can be easily changed according to needs" (French, 2019). Classroom activities in the classical form are usually applied to activities that require the attention of all students equally, such as initial activities/introduction to the learning process and explaining activities so that it makes it easier for the teacher to ask questions. This is in accordance with the opinion which states "classical learning is used when the learning material is more factual, or formative, primarily intended to provide information or as an introduction to the learning process" (Shepard, 2001). So it tends to be widely used lecture and question and answer methods. While group form classes are widely used by XYZ Junior High School Jakarta when giving assignments to students to facilitate socialization as well as interaction and collaboration between students.

In addition to variations in class form, there are also variations in assignments. This is in accordance with a statement that says. "... teachers should always try to entrust a task to a group of students or each student" (Planas & Gorgorió, 2004; Nadeak & Naibaho, 2020). For example, assigning a job to three or four students who will also divide it among them. As a form of effort to support the development of students' intelligences, in practice, the classroom environment is conditioned to be able to support the multiple development of students by providing sufficient lighting to illuminate the entire room and adequate ventilation. The arrangement of teaching tools for ventilation and lighting points, which reveal that the class must have "ventilation appropriate to the classroom, preferably not smoking, light settings need to be considered, bright light Entrance must be sufficient, and entry from the left should not be opposite the front". In addition to the classroom environment that is conditioned to support the development of students' intelligences, the activities carried out are also designed to be able to support development.

Learning management cannot be separated from classroom management activities and the teacher's role. Teachers must be able to carry out various preventive actions to prevent problems from occurring and various curative actions to solve problems that have occurred quickly. "Classroom management skills are teacher skills for creating and maintaining optimal learning conditions and returning them to optimal conditions in the event of a disturbance, either by disciplining or doing remedial" (Sprick, 2013).

Evaluation of learning management in the context of developing the intelligences of students in XYZ Junior High School Jakarta is something that must be done as an act of supervision and improvement for the development of students' intelligence. "At the final stage of the lesson, the teacher should get used to evaluating the lessons being held" (William & Thompson, 2017; Tyas & Naibaho, 2019). Daily evaluations are seen from the process of completing work, work results, behavior, and assessment of the concentration of 4-5 children reported in the DAP. "Teacher's evaluation of students at the end of the lesson can be carried out: 1) verbally, in the form of questions checking the understanding of the subject matter being taught, 2) written, in the form of questions of evaluating objective or subjective forms that have been prepared beforehand, 3) actions (performance), that is practicing or doing certain tasks (Özdemir, 2019). Action test questions can be in the form of orders or orders and should be accompanied by sheets arranged according to a certain format called observation sheets.

Progress reports (reports) are a form of semester evaluation given to students each semester so that parents of students also know the progress of their sons and daughters so they are able to support and motivate their sons and daughters to be even better. "Information on learning outcomes is used by parents to motivate children to learn better" (Naibaho, 2022). At XYZ Junior High School Jakarta, there are two different types of report cards, namely reports from foundations and reports from the government. There are several supporting factors owned by XYZ Junior High School Jakarta in terms of learning management in the framework of developing students' intelligences, including: having creative and innovative teachers, support curriculum development activities, availability of sufficient supporting facilities, and class dynamics. The results of the research findings are in accordance with the research that found "as for the supporting factors in learning are as follows: Internal factors, internal factors, namely factors that come from within students both physical (physiological) and spiritual conditions (psychological) (Naibaho, 2022): a) physiological factors, namely the general condition of the body and tone (muscle tension) which indicates the level of fitness of the organs and joints, can affect the enthusiasm and intensity of students in participating in lessons; and b) psychological factors which include: interest, intelligence/intelligence, talent, motivation, and cognitive abilities. While external factors include: a) the environment, and b) the institutional factors that exist in schools including curriculum, school programs, school facilities and facilities. There are many supporting factors for the success of an educational process. For example, a solitary curriculum, professional teaching staff, complete educational facilities, a calm learning environment, above average student intelligence and so on.

These XYZ Junior High School Jakarta have obstacles related to the availability of insufficient space and the insufficient area of the playground. Overcoming these obstacles, XYZ Junior High School Jakarta tries to minimize it by holding two study sessions. This space constraint also creates a problem where XYZ Junior High School Jakarta does not have a learning area/center like the advanced XYZ Junior High School Jakarta, but this is circumvented by holding semi-center form classes in which students are formed in groups to work on two different assignments. later switch assignments when one task has been completed. The obstacles faced by XYZ Junior High School Jakarta are in accordance with one of the types of obstacles expressed which states "In addition to supporting factors, of course there are also inhibiting factors" (Baker, Pifer, Lunsford, Greer & Ihas, 2015). These obstacles can come from the teacher himself, from students, the family environment or because of the facilities factor.

IV. CONCLUSION

The results of the study show that learning management in the context of developing intelligences of students in XYZ Junior High School Jakarta is carried out through the stages of planning, implementing, evaluating, as well as supporting factors and inhibiting factors. The planning stage of learning management in the context of developing students' intelligences includes three activities, namely: 1) making DAPs routinely and regularly, 2) DAP adjusted to weekly activity plans, annual program, and semester programs based on the curriculum, and 3) class planning tailored to the needs and activities of developing students' intelligences. Implementation activities include: 1) activities consisting of initial, core, and final activities, 2) there are two forms of class, indoors and outdoors, 3) variations in class there are classical and group, 5) there are variations in the provision assignments, 4) the classroom environment is conditioned to be able to support the development of students' intelligences, 6) there are activities to support students' intelligences, and 7) the teacher carries out preventive and curative actions to maintain a conducive classroom situation. The evaluation stage consists of: 1) daily evaluation and semester evaluation, 2) daily evaluation seen from the process of completing work, work results, behavior, and assessment of 4-5 five children in DAPs, and 3) semester evaluation in the form of

progress reports (reports) come from foundations and new development reports (reports) come from the government. Supporting factors in learning management in the context of developing the intelligences of students at XYZ Junior High School Jakarta include: 1) teachers who are creative and innovative, 2) curriculum development that supports, 3) the availability of adequate supporting facilities, and 4) there is class dynamics. While the inhibiting factors include: 1) the number of classrooms is not sufficient and the yard is not wide enough. Room problems were solved by having 2 study sessions (07.15-09.15 in the morning and 09.15-11.15 in the afternoon), and 2) less room so there was no special center room. Overcome by semi-center class with group form.

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