

Learning Management Model in Improving Student Worship Implementation Competency

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Abstract: The purpose of this research is to find out the learning management model in increasing students' religious competence. The research method used is a qualitative research method, with the type of field research. There are three collection techniques used in this study, namely: interviews, observation, and documentation. Data analysis carried out in this study used data analysis with the Miles & Huberman interactive analysis model, which was carried out through four steps, namely collecting data, selecting data, presenting data, drawing conclusions and verifying. To guarantee the validity of the data, triangulation techniques are used. The results found that the model used in worship learning activities is using the POAC model, with the following stages: First, planning activities, namely by setting targets to be achieved and the strategies used in carrying out these learning activities; Second, Organizing Activities, namely schools making arrangements for the resources they have and making arrangements related to learning activity procedures; Third, Actualization of activities, namely learning activities carried out in accordance with planned and regulated procedures; Fourth, to control, namely to supervise all learning activities carried out.

Keywords: Model, Management, Learning, Competence, students' worship.

Abstrak: Tujuan dari penelitian ini untuk mengetahui model manajemen pembelajaran dalam peningkatan kompetensi ibadah peserta didik. Metode penelitian yang digunakan adalah metode penelitian kualitatif, dengan jenis field research (penelitian lapangan). Terdapat tiga teknik pengumpulan yang digunakan dalam penelitian ini, yaitu: wawancara, obsevasi, dan dokumentasi. Analisis data yang dilakukan pada penelitian ini menggunakan analisis data dengan model interactive

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analysis Miles & Huberman, yang dijalankan melalui empat langkah, yaitu mengumpulkan data, pemilihan data, penyajian data, penarikan kesimpulan dan verifikasi. Untuk melakukan penjaminan keabsahan data digunakan teknik triangulasi. Hasil yang ditemukan bahwa model yang digunakan dalam kegiatan pembelajaran ibadah adalah menggunakan model POAC, dengan tahapan: *Pertama*, Kegiatan perencanaan yaitu dengan melakukan penetapan terhadap target-target yang ingin dicapai serta strategi yang digunakan dalam menjalankan kegiatan pembelajaran tersebut; *Kedua*, Kegiatan Pengorganisasian yaitu sekolah melakukan pengaturan terhadap sumber daya yang dimiliki dan melakukan pengaturan terkait prosedur kegiatan pembelajaran; *Ketiga*, Aktualisasi kegiatan yaitu kegiatan pembelajaran dijalankan sesuai dengan prosedur yang telah direncanakan dan diatur; *Keempat*, melakukan control yaitu melakukan pengawasan terhadap seluruh kegiatan pembelajaran yang dilakukan.

Kata Kunci: Model, Manajemen, Pembelajaran, Kompetensi, ibadah peserta didik.

A. Introduction

Teachers in learning activities are required to provide good service to all their students, one of which is that students are made easier to understand and master the entire set of material being taught (Storey et al., 2017).

Teachers in order to optimize services for students in learning activities, especially worship, must be able to use methods, approaches and learning media appropriately. Because, in essence the use of learning methods, approaches and media is as a helper that supports the teacher's efforts in making it easier for students to understand the material being taught.

Thus, a teacher must be smart in managing the learning activities he does, so that students can easily master the material presented by the teacher. This is as stated by Fadhli, (2017) that teachers must have knowledge in managing learning activities. Based on the results of research conducted by Andang, (2014) that the success of a teacher in carrying out learning activities, among others, is supported by the teacher's

expertise in managing these learning activities. Therefore, management in learning activities must be carried out by the teacher, so that learning activities can be managed properly.

Learning management, in simple terms, can be interpreted as an action taken in order to obtain an educative, effective and efficient teaching and learning process. Learning management is called Hamalik, with the term "learning management", which is a process that manages the activities of planning, organizing, actuating and controlling the learning process related to all the components in it in achieving the goals set. has been targeted (Fatah, 2008). For this reason, the management of learning activities includes the management of all learning activities, which starts from the process of planning, organizing, actuating, controlling in order to achieve the goals that have been targeted.

Teachers in learning activities should make the best possible planning (Amirin, 2013). The teacher is in charge of making plans in the form of learning tools, which clearly describe the teaching materials, approaches, methods, time needed in learning activities and the learning media used. Susilo said that the preparation of learning activity plans included designs on the material to be taught, learning methods, learning media, time estimates, assessment patterns and follow-up (Susilo, 2008).

Organizing in learning activities needs to be done in an effort to organize the resources needed. Muhaimin, (2009) said that organizing learning activities has a function including determining how to sort and break existing work into units that can be managed properly. Things that need to be organized in learning activities are related to the material being taught, the stages of learning activities and so on.

Learning activities need to be carried out (actuating) as well as possible, in accordance with the planning and organizing that have been determined. Teachers in learning activities must be able to increase the interest and motivation of students in participating in learning. In addition, the teacher must strive so that the material he conveys can be mastered by his students. There are four things that must be done by the

teacher according to Thomas, in learning activities, namely: 1) The teacher must make students active in learning activities; 2) Analyze the structure of the material; 3) Analyze the sequence of student work; 4) Provide reinforcement or feedback (Thomas, 2011).

In general, learning implementation activities include opening activities (beginning), core activities and closing activities. The opening activity includes building familiarity and pre-testing. The core learning activities, which include conveying information about learning materials, discussing subject matter, and solving problems faced by students related to the material discussed. Meanwhile, the closing activity includes giving assignments and post tests.

Thus, learning management activities, especially worship carried out by teachers, must include several procedures, be it planning, organizing, actuating, and controlling. The results of Akilah's research, (2017) concerning learning management at Madrasah Aliyah Negeri 3 Palembang, can provide an illustration that the learning activities carried out must be carried out with stages starting from planning, organizing, implementing and supervising. From the results of this study, it illustrates that learning activities carried out by educational institutions and teachers must be carried out in accordance with the management function, which includes several procedures both planning, organizing, actuating, and controlling.

One of the leading and favorite schools in Medan is SMP PAB 1 Klumpang. The school has been accredited "B". The school specifically includes worship subjects in its curriculum and makes worship one of the competency skills that must be possessed by its graduates. As one of the leading schools where worship is one of the competencies of its graduates, the supporting facilities and infrastructure for religious learning activities are well available, including having a special room for carrying out worship practice activities (mushalla). Adequate facilities and infrastructure in learning activities have an influence on the success of educational and teaching activities carried out. This is because supporting facilities and infrastructure will make it easier for teachers and

students to carry out learning activities. Teachers will find it easier to transfer their knowledge and expertise to students. Likewise, students will easily absorb the material presented by the teacher. Therefore, this research was conducted with the aim of seeing how the learning management model improves the competence of worship students at SMP PAB 1 Klumpang.

B. Method

This study uses a descriptive qualitative research method to explore how the management model of learning activities in improving students' prayer competence at SMP PAB 1 Klumpang. The qualitative method is a form of research that seeks to reveal the symptoms as a whole and in accordance with the context (holistic contextual) through collecting data from natural backgrounds by utilizing the researcher himself as a key instrument (Setiawan & Abrianto, 2019). The qualitative research method, as stated by Moleong, is a research procedure that produces descriptive data in the form of written and oral data from informants and observed behavior (Sugiyono, 2015). Descriptive qualitative research, thus is a series of activities to obtain data that is as it is.

This study was conducted to collect data using three instruments, including interviews with predetermined informants, observation and documentation. Researchers conducted interviews with several informants who had been determined based on the characteristics needed in this study, including conducting interviews with teachers, students, school leaders and stakeholders. Observations were made to explore related to how the activities of planning, organizing, implementing, and supervising religious learning activities. The documentation needed in this research is in the form of photos of learning activities, documents of teacher learning tools and documents of the evaluation results of learning activities.

The technique used to ensure the validity of the data in this study is triangulation, using both source triangulation, method triangulation and theoretical triangulation. Data analysis in this study used the Miles & Huberman interactive analysis model, which is data analysis in qualitative research in which activities are carried out interactively and

continuously until complete until the data reaches a saturation point (Miles & Huberman, 1992). There are four steps taken with this analysis technique, namely: collection, reduction, display, conclusion (drawing/verification).

C. Results and Discussion

1. Planning of Worship Learning Activities

Planning is a decision making activity for a program to be carried out in the future (Nurmadiyah, 2014). In addition, planning is an effort made to determine the various things to be achieved and to determine the steps needed for the realization of these goals (Dolet Unaradjan, 2003). Thus, planning is an effort made to determine the targets to be achieved, as well as the steps needed to achieve certain goals. Planning for learning activities is an activity carried out to make a decision related to something that will be carried out in the future for learning activities.

Religious learning activities, before these activities are carried out then planning is done first. Based on the research findings, schools run two planning models in worship learning activities, namely: 1) Learning planning is carried out jointly; 2) Learning planning is carried out personally.

Learning planning which is carried out jointly is held annually in the form of a joint meeting held to discuss the planning of learning activities. The meeting was attended by all components of the school management, including teachers, education staff and school leaders. In planning learning activities, there are several activities carried out, including: formulating targets to be learning outcomes, determining strategies for carrying out these learning activities, identifying various obstacles that will occur and preparing the facilities and infrastructure needed to support learning activities.

It can be seen that the results of research related to the planning of religious learning activities are carried out by schools and each teacher in the field of religious studies. The planning made by the teacher is to make targets for the achievements of these activities, while the achievements of these activities are targeted that students can

master the learning material delivered by the teacher and learning activities can run effectively. In addition, the teacher plans the material to be taught to students, the teacher also determines the learning approach used, determines the learning media to be used, models, methods and learning strategies that will facilitate the delivery of learning material.

2. Organizing Worship Learning Activities

Schools in organizing religious learning activities, there are several organizations carried out by teachers, including: organizing learning materials, methods, approaches, media and learning resources.

Organizing the material to be taught, what the teacher does is to determine the main points of the material to be taught. The teacher in organizing the material to be taught adjusts to the learning objectives, level of education and development of students. In addition, the worship teacher in organizing the material that will be taught to students also pays attention to cognitive, affective and psychomotor aspects. Learning objectives, educational level and student development are important things that must be considered by the teacher in organizing the material to be conveyed to students. Thus the teacher must sort the learning material which is given first to students in worship subjects.

Then, the use of methods, approaches, media and learning resources is also organized by the teacher. This is done by the teacher by choosing the right methods, approaches, media and learning resources in conveying worship learning material. In teaching a particular topic or learning material, the teacher must select and determine which methods, approaches and media to use. Because, in conveying learning material not all methods, approaches, media and learning resources are suitable for use.

In addition, the teacher also organizes the time allocation in conveying the subject matter being discussed. This is done by the teacher by making a schedule to determine what subject matter will be taught at each meeting to students.

3. Implementation of Worship Learning

Based on the research findings, the teacher's activities of learning worship are started by saying greetings, providing motivation to students in learning, explaining the learning objectives and then the teacher teaches the subject matter of worship using a supportive approach, method and learning media.

The implementation of worship learning activities is carried out using an approach known as SCL or the student center learning approach. This approach requires that students in learning activities be more active, while the teacher functions as a facilitator and motivator in learning activities.

In worship learning activities, the teacher uses a variety of learning methods that are in accordance with the main points of the material being taught. The learning method that the teacher uses in worship learning activities is not monotonous with just one method, but the teacher uses a variety of methods which according to him are suitable for use in conducting discussions on worship learning materials. Based on the research findings, teachers generally use demonstration methods, hands-on practice, question and answer, and learning methods that support students to be active in communicating with worship.

Giving motivation and strengthening to students in the implementation of worship learning tends to be often given by teachers both in verbal form and in non-verbal form (Mustafa, 2019). The teacher often gives praise as a form of appreciation to students who show good responses and behavior in learning activities. Whereas for students who are less active in learning activities, it becomes one of the teacher's tasks to be more optimal in providing motivation and reinforcement. The method used by the teacher for students who are less active in learning activities is to do question and answer activities more often with these students or students who are less active are more often asked to participate by the teacher in learning activities.

4. Supervision of Worship Learning Activities

Supervision of religious learning activities is made to carry out safeguards so that the learning activities carried out will be in accordance with the achievement targets that have been set. Thus, it is very important to supervise an activity or program, so that whatever has been planned can run according to the provisions that have been set.

This supervision in practice generally involves two parties, namely internal parties and external parties. Both parties supervise the learning activities in the school environment.

Supervision is carried out by internal parties on religious learning activities, namely supervision carried out by school leaders. Meanwhile, supervision carried out by external parties is carried out by managerial supervisors from the Office of Education and the general public as users of graduates.

Supervision of worship learning activities is carried out using two supervisory models, namely direct control and indirect control. The direct control model is carried out by school leaders in controlling all activities in the school environment, especially in worship learning activities. School leaders exercise control over the activities carried out by teachers in teaching and learning activities. Likewise, students' learning activities are also controlled by the school leadership. Meanwhile, the indirect control model, is carried out by receiving reports related to the implementation of student learning activities from picket teachers.

D. Conclusion

Based on the results of the analysis and discussion of these data, it can be concluded that the learning management model in improving students' worship competence, used at SMP PAB 1 Klumpang is the POAC model (Planning, Organizing, Actuating, Controlling). Schools in the management of worship learning activities are carried out by planning and organizing. Both of these activities are carried out jointly through school meeting activities or

carried out by each teacher individually, by setting targets to be achieved, identifying various facilities and obstacles that will be faced and then determining what strategies to use to do so. In addition, in organizing activities, arrangements are made related to what material will be taught, the time of implementation, the methods, approaches, and learning media used in learning activities.

Religious learning activities are carried out in accordance with the planning and organizing that have been done before and in carrying out these activities internal and external supervision is carried out.

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