The implementation of learning management at the institution of modern dayah in aceh besar district

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Abstract. This study aims to describe and analyze the plan, implementation and assessment in Modern Dayah. The study was a descriptive qualitative research. Data bothered expected through observations, interviews, and documentary study. The results showed that the learning plan was prepared by the top management and operational level (teachers). Learning implementation has been applied with the sequence of output, process and input of learning management that not be separated from the procedure and control. Input of learning process included teachers, students, labours, regulations, contexts, methods, infrastructures, and collaborated curriculum’s (national, madrasa, and salafi curriculum). Process means the interaction of teachers and students during learning activities. The output included the goals of national education, modern dayah’s and learning goals. The assessment of learning conducted through planning (deciding the purposes, design, and development of the assessments, the implementation of the assessment, the processes of the assessment (collecting, analysing, interpreting, and scoring), reporting and utilization of assessment results.

1. Introduction

The development of Islamic education in Indonesia has started since the expansion of the Islamic Empire in Aceh. Progress and prosperity of the kingdom of Islam in Aceh synergize towards educational advancement of Islam itself. To improve Islamic education in the kingdom of Aceh, the Sultan Iskandar Muda has taken various policy as embodied in the Qanun Meukuta Alam. The contents of the Qanun of them as proposed Hasymy (Hadi, 2014: 181) the following: "draw up educational institutions in all three areas and special assignment: education, teaching and the development of science. Educational institutions, among others, 1) Balai Setia Hukama; 2) Balai Setia Ulama; and 3) Balai Jamiah Himpunan Ulama, i.e. a kind of Study Club or where the scholars together to discuss the issues of education and the teaching and development of Science".[1]

Aceh province is one area where people embrace religion and cultural life Islam. The people of Aceh is inseparable from the teachings of Islam. So it is with education. Education and religion are inseparable part of the lives of the Acehnese. In development, education in Aceh has shifted substantially and contextual. 'Traditional Dayah' first fact is the oldest educational institutions in Aceh who teaches educational branch of Islam, began to be replaced with the rise of Dayah / Islamic boarding school which is currently collaborating Modern Islamic religious education with other public education.
Qanun No. 23 of 2002 on the organization of education in Aceh in Article 16, paragraph 1 states that the Islamic boarding school / boarding schools are institutions of Islamic education system cottage / rangkang led by clerics, organized by the foundation, charity, individual, or government. In paragraph 2 also stated the differences between traditional and modern Islamic boarding school that education dayah / boarding consists of dayah Salafiyah that do not maintain the madrasa education system, while the integrated dayah organizes educational programs madrasa system in various levels.

The existence of modern dayah continued to increase and spread in the Aceh province contributed positively towards the dynamics of the development of education in the province of Aceh. Those from modern dayah has a great potential in improving the quality of education in the province. In Aceh Qanun No. 9 of 2015, Articles 19 and 20 stated that "the Government of Aceh facilitate and oversee the implementation of Boarding School Education / boarding school and study hall or other name". It shows that a very important role in the structure of Islamic boarding school education in the province of Aceh, so that it should be accompanied to continue to grow.

One step that can be done is to equip those from modern dayah to the management of structural and systematic learning. Learning management has an important role in achieving the goal of national education Indonesia. Although modern dayah has formulated a modern education management system, but the reality on the ground is still found that those from modern has not been able to balance out the quality of teaching other public schools in the context of mastery learning.

It shows that the improvement of the quality of the learning management needs to be improved so as to contribute positively to student achievement in the context of religion and science mastery of general knowledge. According to Sain (2014: 131), learning is an "attempt membelajarkan students to learn. The program involved the students learn something effectively and efficiently "[2]. Further (Lytras, et.al., 2008: 2) states that: "A part of the learning processes that occur in organisasi are not completely self-planned, but directed by organizational needs or kinds of other forces to the individual"[3].

Learning management effectiveness depends on the professionalism of school management and teachers in organizing learning activities. The way teachers teach well organized is a prerequisite for effective learning and efficient. When the teacher professional well-directed learning process so that learning objectives can be achieved. Therefore, this study examines how the implementation of a learning management in the context of planning, implementation and evaluation of learning outcomes that can contribute to the development of appropriate learning models.

2. Method
This study is a descriptive qualitative research. Descriptive qualitative research is research that tries to present data and information through the words that describe the circumstances or events that occurred during the study are presented using language that is easily digested or understood by the public.

The design characteristics of qualitative descriptive study, among others: (1) descriptive research is research that seeks to describe a phenomenon, events, events that occur when the current that is then analyzed by studying the phenomenon that appears in accordance with the natural state. This study focused on actual problems as such at the time of the study, (2) is less research involves theoretical research than others, (3) data collection involving research subjects or certain groups; (4) Researchers often choose purposive sampling in order to enrich and deepen the information found[4].

This study was conducted in Modern Dayah Al Falah Abu Lam U and Modern Dayah school Al Manar Aceh Besar. The sampling technique used was purposive sampling where researchers choose research subjects in accordance with the objectives to be achieved in the study. Research subjects in this study are those who are involved or interested parties involved in the learning management principals, vice principals areas of the curriculum, and teachers. The instrument used to collect the data is direct interview, observation and documentation study. Data analysis was performed in three steps, namely (1) the reduction of the data; (2) display; and (3) the conclusion and verification.
3. Results and Discussion
3.1. Planning Education in Modern Dayah in Aceh Besar district

Educational planning is an important factor in education. Without proper planning difficult the provision of education can be run in accordance with the objectives to be achieved. The substance of the learning plan refers to the unit management planning curriculum at the Islamic boarding school itself. Based on the results obtained information that the Modern Dayah Al-Manar and Modern Dayah Al-Falah Abu Lam U, the learning plan implemented by the leadership of the Islamic boarding school to delegate that task to the Head of Teaching or vice principal areas of curriculum and further followed by the teachers.

**Figure 1. The Planning Of Learning at Modern Dayah Aceh Besar District**

Based on the figure above is known that the top management and the teachers involved in the planning of learning in those from Modern Dayah, top management level planning involves those from Modern Dayah leaders, principals, and vice principals of curriculum areas.

Whereas the organizer of the operational level involves the entire subject teacher and classroom teacher who joined in Deliberation Subjects Teachers Dayah. Determination of planning learning discussed through work meetings held every end of the school semester.

Planning is the process of establishing and utilization of resources in an integrated manner in order to support learning activities so directed, integrated, precise and systematic. Overview conducive conditions that might be generated from a good learning plan involves: (1) provide a balance of aural, visual, tactile, olfactory, and emotional stimuli, (2) provide opportunities for observing, doing, or living through things, (3) at least a part of the learning process should be perceived to be controlled by students, (4) when using materials, provide opportunities for analysis and reflection, (5) provide opportunities for trial and error processes (Holmes, K & Holmes, S, 2011: 147).[5]

Learning plan is the result of the decision making process of thinking rationally about the goals and learning objectives, and a series of activities that must be carried out as achieving this goal by utilizing all potential and existing learning resources. From the above, it can be argued that those from modern learning plan at a series of activities to be conducted in the future by involving elements of the management plan process, the desired results, as well as regarding the future within a certain time.
3.2. Implementation of Learning Management at Modern Dayah in Aceh Besar district

Implementation of learning is at the core of activities in schooling. Implementation of learning is interaction between teachers, students, the media and other advocates learning. In order to implement the learning plan, those from Modern Dayah Al-Manar and Modern Dayah Al-Fatah Abu Lam U perform various procedures organized learning that the author presented in the following figure.

![Figure 2. Implementation of Learning Management Model at Modern Dayah in Aceh Besar district](image)

The figure above shows that the pattern of implementation of learning in modern dayah in Aceh Besar district lasted through the stages of input, process, output. Learning input is an input that affects the implementation of learning itself. In this case the intended input in the form of teachers, students, support personnel, regulations, methods, infrastructure, as well as the curriculum collaboration (national curriculum, the madrasa curriculum, character curriculum and salafi curriculum). Input learning affects the learning process which in turn influence the outcome of the learning process (output). The expected output from the learning process among other things increase the faith and piety of the santri (students), noble character, skilled, knowledgeable, independent and responsible, as well as running the teachings of Islam in daily life.

The curriculum overview absorption pattern in the learning process in modern dayah presented in the following figure:
Based on the figure above, it is known that in organizing learning, those from modern combine all activities and activity in the series of the learning process. Learning takes place both in curricular, co-curricular, and extracurricular. Based on interviews and documentation study obtained information that in the implementation of those from modern dayah learning in the learning has advantages over public schools, madrasas and traditional dayah.

Learning on modern dayah to try to offer an alternative combination of teaching general subjects, madrasa as well as adopting Salafi curriculum to include assessment of the kitab kuning. With the boarding school system, those from modern dayah easily fostering student / santri as a whole, thereby optimizing the learning patterns and schedule can be arranged.

Csapo, et.al. (2010: 13) argues that in the implementation of learning activities there are three approaches that must be achieved, namely: (1) the scientific accumulation of knowledge is acceleratin; therefore, an increasing amount of knowledge must be acquired at school; (2) learning is about Cultivating students' Intellect and improving Reviews their abilities; (3) The school must prepare its students for life and provide them with the knowledge they can apply beyond school.[6]

Implementation of learning will show success if a series of activities in the learning process is able to accumulate the increased ability and knowledge of students, and is able to equip students to be able to contribute positively to the lives of the people.

3.3. Assessment of Learning in Improving Student Results

Assessment is a series of activities are carried out systematically in order to measure the achievement of learning objectives. Based on documentation study obtained information that a series of learning assessment process carried out through the following steps:
Figure 4. Assessment Learning Process in Modern Boarding School

Figure above described the stages of planning begins with determining the purpose of the assessment becomes an important part in a series of judgments, because without knowing the purpose of the assessment indicators and assessment becomes realiable and summarizes the basic competencies expected. Furthermore, the design and development stages of instruments, teachers will first make an assessment grating to be measured, which is then cast in the form of items were either written, oral and practical.

Secondly, the assessment exercise carried out either every day through daily tasks and assessment, daily tests, summative exams, as well as a normative test. Summative and normative set about the error corrected again by the subject teacher himself and deputy principal part of the curriculum to see the errors that may occur (validation). Third, the processing stage, after the assessment process takes place, then teachers will be collecting data, analyzing, interpreting, giving a score.

Fourth, reporting and utilization stages of assessment, at this stage the teacher will report the result to be discussed in the next meeting of teachers who reported to parents at the time of the report card after midterms (UTS) and final exams (UAS). If the assessment results indicate that the students / santri do not meet the minimum passing criteria there will be remedial.

Based on interviews and documentation study, obtained the information that there are some techniques that held by those from modern in the assessment of students/santri learning are summarized in the following scheme:
Based on the above scheme is known that in those from modern learning assessment consists of an assessment of attitudes, knowledge, and skills. First, the attitude assessment is done through observation and self-assessment. The observations were made by the classroom teacher, subject teachers and his colleagues. This assessment is conducted during the learning process and in daily activities of students in dormitory and the school environment, refer to the section the observation sheet. While colleagues assessment is intended as a strengthening of the assessment that teachers do. Self-assessment is used to introspection / muhasabah themselves students in assessing their own behavior and instill the values of honesty in assessing yourself. Second, knowledge assessment was conducted to determine the achievement of academic learning through written tests, oral and assignments. Third, the skills assessment is done through performance assessments, portfolios and projects, it is intended to equip students to be able to plunge into society.

"in terms of results, the learning process is successful if there is a positive change in behavior on the self-learners entirely or at least the majority of 75%. Furthermore, the learning process is successful and uneven quality if it input, produces output that many high-quality, and in accordance with the needs, the development of society, and development (Mulyasa, 2013, Istarani & Pulungan, 2015: 20).

It shows that the assessment be learning success indicators that have been implemented. The assessment can be a tool formulation of learning outcomes that contribute to the improvement and development of the learning process in the future.

**Figure 5. Learning Assessment Techniques in Modern Dayah**
4. Conclusion

Based on the results of data analysis we can conclude several things, including:

a. The planning of learning in Modern Dayah in Aceh Besar District was done with good learning management plan at the level of top management as well as operational activities (teacher). The top management in charge of plotting the distribution of teaching duties, draw up timetables, calculate the effective working and the hours of effective teaching, develop teaching plans curricular, co-curricular, extracurricular, and specialized learning dayah, correct and approve the draft plan of implementation of learning proposed by the operational level, plan the teacher performance evaluation activities, supervision of the learning plan, and plan for the fulfillment of supporting infrastructure of learning. The lesson plans are carried out by teachers, among others, determine the allocation of time and effective weeks, preparing the annual program, compiling the semester program, preparing a syllabus for learning, preparing lesson plan, develop an implementation plan specific instructional dayah, preparing lesson plan, prepare lesson plan co-curricular, extracurricular scheduling remedial and enrichment activities, and determine the minimum completeness criteria students.

b. The Implementation of learning in Modern Dayah in Aceh Besar district takes place through a series of input-process-output is inseparable from a series of procedures and controls have been set. Input lesson, including students, teachers, support personnel, regulation, context, methods, facilities, and curriculum collaboration (national curriculum, madrasa curriculum, and salafi curriculum). While the learning process is the interaction between teachers, students, and other learning resources in a learning environment. Expected output in the learning process in Modern Dayah, among others, the achievement of national education goals (Iman and taqwa, noble character, knowledge and skills, physically and mentally healthy, independent and responsible), the purpose of those from modern (achievement of Islamic values both context, behavior and practices), and the learning objectives (average grade, the achievement of competencies and indicators, the suitability of teaching materials, reconstruction of learning, coaching and mentoring learning).

c. The assessment of the learning is done through the stages of planning (determine the purpose of the assessment, design, and development of the instrument), the implementation of the assessment, processing (collection, analysis, interpretation, scoring), reporting and utilization of results assessment.

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