Management Implementation in Education

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Abstract: Learning is a way to improve the quality of human resources for the better. In this increase in human energy resources, learning plays a very significant role in the quality improvement process because the increase in human energy resources cannot be separated from the process of increasing the quality of learning. The principles of learning management are the main guidelines or guidelines for implementing a series of managerial activities that ensure the success or failure of learning institutions, namely schools. The four significant aspects that become the concern in implementing the principles of learning management are the objectives to be achieved, the subject (people who participate in it), the tasks carried out, and the values that apply in the organization/institution. Implementation of management in the field of learning includes input , process, output and outcome. Learning input is declared qualified when it is ready to process. The learning process is quality if it is able to produce an educational atmosphere that is active, innovative, creative and fun. And the output is declared quality if the academic and non-academic learning outcomes of major students are declared quality.

Keywords: Implementation; Management; Education

Abstrak: Pembelajaran merupakan sesuatu metode dalam meningkatkan mutu sumber energi manusia jadi lebih baik. Dalam kenaikan sumber energi manusia ini, pembelajaran memegang peranan yang sangat berarti dalam proses kenaikan mutu tersebut sebab kenaikan sumber energi manusia tidak dapat dipisahkan dengan proses kenaikan kualitas pembelajaran. Prinsip-prinsip manajemen pembelajaran merupakan pedoman ataupun pegangan utama penerapan serangkaian aktivitas manajerial yang memastikan keberhasilan ataupun kegagalan lembaga pembelajaran ialah sekolah. Empat aspek berarti yang jadi atensi dalam mengimplementasikan prinsip-prinsip manajemen pembelajaran merupakan tujuan yang hendak dicapai, subjek (orang-orang yang ikut serta di dalamnya), tugas yang diemban, serta nilai yang berlaku dalam organisasi/institusi tersebutimplementasi manajemen di bidang pembelajaran meliputi input, proses, output dan outcome. Input pembelajaran dinyatakan bermutu bila siap berproses. Proses pembelajaran bermutu apabila sanggup menghasilkan atmosfer pendidikan yang aktif, inovatif serta kreatif dan mengasyikkan Serta output dinyatakan bermutu bila hasil belajar akademik serta non akademik siswa besar Outcome dinyatakan bermutu apabila lulusan kilat terserap di dunia kerja serta

seluruh pihak mengakui kehebatan lulusan serta merasa puas.

Kata Kunci: Implementasi; Manajemen; Pendidikan

I. INTRODUCTION

Learning is a way to improve the quality of human resources for the better. In this increase in human energy resources, learning plays a very significant role in the quality improvement process because the increase in human energy resources cannot be separated from the process of increasing the quality of learning. At this age, schools are competing to show the image that their school is a favorite school that has quality education. Indeed, in this case, a school is a learning institution that has a fairly complex system structure that requires good and correct management, regulation, arrangement and empowerment so that schools can produce optimal products. To make this happen, of course schools must have related features and factors, including teacher, student and curriculum characteristics. In addition, schools are also required to have ties with other institutions such as ties with students' parents, citizens of the government and the business world. So that it is hoped that you will share maximum results according to your needs and demands.

Quality is a reflection or characteristic of a product or service that displays its ability to satisfy stated or implied needs. As that stated by Engkoswara, that quality is a suitable condition and exceeds customer expectations until the customer gets satisfaction (Engkoswara 2015). Interpretation of quality in the context of learning is the quality of the learning process and learning out comes(Rusman 2010). For Oemar Hamalik, the interpretation of quality can be seen from a normative as well as a descriptive perspective. From a normative point of view, the quality of learning in learning can be seen from the learning product, namely educated people, on the other hand, from a descriptive point of view, quality can be seen from the results of the learning achievement test of students.(oemar hamalik 1990)

Thus whether or not the planned quality is achieved is determined by the management system implemented in the school. For According to Sufyarma, learning management is as a whole process of joint activities and in the field of learning by using all available means both personal, material, and spiritual to achieve learning goals (Sufyarma M 2004) Other comments suggest that what is meant by learning management is the art and science of managing learning resources to create a learning atmosphere and educational process so that students actively develop their abilities to have spiritual, religious strength, self-control, intelligence character, noble character, and skills needed by himself, citizens of the nation and the State(Usman 2006).

As stated by Hadari Nawawi, the purpose of learning management is to increase the efficiency and effectiveness of organizing educational operational activities in achieving quality learning(Usman 2006). Khumaidi Tohar also commented that to achieve learning quality, learning management is needed which can mobilize all sources of learning energy. Husaini Usman emphasizes that one of the objectives of implementing learning management is to overcome the problem of learning quality(Usman 2006). It is understood that the implementation of learning is a reflection of the quality of the process and learning outcomes that match the goals or criteria set

and can be measured quantitatively and qualitatively.

II. PROBLEM FORMULATION

a. How is the implementation of management in learning?
b. What are the principles of management in learning?

III. RESEARCH METHODOLOGY

The research methodology comes from the word procedure which means a suitable method of doing something and "Logos" which means knowledge or knowledge. So methodology means a method of doing something by using reason carefully to achieve a goal. On the other hand, research is an activity to find, record, formulate and analyze to compile reports. The method that the author uses is library research (Library Research). Literary research is research that is carried out using literature, either in the form of novels, notes, or reports on the results of previous research.

IV. REVIEWS

a. Implementation of Management in Learning

Etymologically, management comes from the word management, according to WJS. Poerwodarminto, in the Complete Dictionary, management means leaders, directors, or administrators(WJS. Poerwodarminto 1980). There are also comments that management comes from a language verb English, "to manage" which is synonymous with the word to hand, to control, and to guide (managing, checking and leading. For this reason, from the origin of this word management can be called managing, controlling, leading or guiding(Mochtar Effendy 1996).

In contrast to terminology, according to Meter Manulang, management has 3 interpretations 1) management as a process, 2) management as a collectivity of people carrying out management activities, and 3) management as an art and a science(Manullang 2005). It is further said that management is the functions of expressing other people's activities and overseeing people's efforts to achieve common goals(Manullang 2005). Management implementation will take place efficiently and effectively if it is supported by reliable human resources to operate the school, sufficient funds so that the school can pay staff according to the use of sufficient infrastructure facilities to support the teaching and learning process, and large community (parent) support. Learning is looked at as the perfect institution to direct as well instills the ultimate personality of the model (uswah) played by the teacher(Angela 2013).

Engkoswara said learning management is a science that is concerned with preparing human resources including curricula and facilities to achieve maximum learning goals and creating a good atmosphere for humans in achieving learning goals (burhanuddin, 2005). Education, in turn, works as a milestone for the next generation. The consequences of learning are not immediately felt in such a short time, however takes a long time, but will strong impact on the people (Nasrudin, N., Herdiana, I. & Nazudi, n.d.).

One of the efforts to fix the quality of human energy sources is emergence of the idea of based learning personality in the world of learning in Indonesia. Ideas that arise because this whole learning process tried not entirely successful in building Indonesian

people who are character or even more so to say Indonesian learning has run aground form students with character(Kosim, 2011). Stephen Gram Kenzevich, reported that learning management is a process that deals with the creation, maintenance, stimulation and unification of manpower in a learning institution in an effort to realize predetermined goals(Mulyono. 2008)

The economic crisis has weakened schooling skills and has had negative consequences, namely the reduction in the number of students ranging from elementary schools to large academies old. One of the learning cases experienced by the Indonesian nation is low quality of learning at each level and special learning units lower and secondary learning. Various efforts have been tried to improve the quality of national learning, for example the development of national and local curricula; increase in teacher competency through various trainings; Procurement of novels and supplies lesson; procurement and revision of learning and promotion infrastructure facilities school management quality. However, various indicators of the quality of learning has not shown a significant increase. Some schools, especially in cities, shows a fairly encouraging increase in the quality of learning. But some are still of concern, especially schools located in remote areas, still far from what was expected (Hasbullah. 2006).

Improving the quality of learning is the target of development in the field national learning and is an integral part of quality improvement efforts Indonesian people are equally distributed. The vision of national learning is the realization of a learning system as a strong and authoritative social institution for empowering all Indonesian people to grow into good human beings quality so that they are able and willing to respond to the challenges of the ever-changing era (Mulyono, 2008: 234). To realize the mission, vision and goals of national learning different strategies are needed. In addition, the goal must be feasible, can be achieved with available skills and have a perfect reflection of the learning situation to be expected in the future. For this purpose, a paradigm is needed new learning management (Mulyasa. 2005)

Realizing this, the government has made efforts to improve it learning system either through the preparation of software features or features hard (hardware) These efforts include the issuance of Law No. 22 and 25 of 1999 concerning Regional Autonomy and accompanied by Law Number 20 Year 2003 concerning the National Learning System, Article 51 paragraph (1) which reads, "Management of early childhood learning units, lower learning and learning Intermediate implementation is sourced from minimum service standards with principles school-based management, which directly influences planning, application and assessment of learning Therefore, SBM must be known and internalized as well as practiced by the people of Indonesia especially those who work in world of early childhood learning, lower learning and secondary learning.

The qualifications of schools varied from schools that were very advanced to schools that were very lagging behind, on the other hand the positions of schools varied greatly from schools located in urban areas to schools located in remote areas. Likewise parental participation, varying from those with high participation to those with less or no participation at all. These conditions, in fact, will become complex problems and must be prioritized for post-crisis handling.

Therefore, so that management can be optimally implemented both during a crisis and post-crisis in the future, it is necessary to group schools based on the level of

management expertise of each. This grouping is intended to make it easier for related parties to provide support. School grouping In order to implement management, it is necessary to try to group schools based on management expertise, taking into account the status and quality of schools. In this case, there will be at least 3 types of schools, namely good, less, scattered in developed, back and lagging places.

In Islamic teachings, it is emphasized that if you want to achieve a quality in learning that matches what you desire, you must work on yourself in the sense that Islamic teachings command its people to always strive and not remain silent. As Allah SWT says in Surah al-Ra'd verse 11:

لَه مُعَقِّبٰتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِه يَحْفَظُوْنَه مِنْ اَمْرِ اللّٰهِۗاِنَّ اللّٰهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتّٰى يُغَيِّرُوْا مَا بِاَنْفُسِهِمْۗ وَاِذَآ اَرَادَ اللّٰهُ بِقَوْمٍ سُوْۤءًا فَلَا مَرَدَّ لَهٗۚ وَمَا لَهُمْ مِّنْ دُوْنِه مِنْ وَّالٍ

Translated:

For each one are successive [angels] before and behind him who protect him by the decree of Allah. Indeed, Allah will not change the condition of a people until they change what is in themselves. And when Allah intends for a people ill, there is no repelling it. And there is not for them besides Him any patron. (Ministry of Education and Culture, Big Indonesian Dictionary, 2008)

The verse says that change in man depends on his own efforts. For this reason, based on this verse, wisdom can be taken for learning activities if you want good quality education, various efforts are needed to improve the quality of education. In addition, the efforts made to improve this quality must be carefully planned, so that there is direction and clarity about the goals and how to achieve these goals. As Allah says in the message of the Hasyr Navy (AL) verse 18, this verse gives a message to those who believe to think about the future:

يٰٓاَيُّهَا الَّذِيْنَ اٰمَنُوا اتَّقُوا اللّٰهَ وَلْتَنْظُرْ نَفْسٌ مَّا قَدَّمَتْ لِغَدٍۚ وَاتَّقُوا اللّٰهَۗاِنَّ اللّٰهَ خَبِيْرٌ بِمَا تَعْمَلُوْنَ

Translated:

O you who have believed, fear Allah. And let every soul look to what it has put forth for tomorrow - and fear Allah. Indeed, Allah is Acquainted with what you do. (al-Hasyr: 18) (Departemen Pendidikan Dan Kebudayaan, Kamus Besar Bahasa Indonesia. 2008)

In the language of management, future thinking as outlined in this clear and systematic concept is called planning. In management, planning is very important because it acts as a guide for target activities, as well as future results so that whatever activities are carried out run in an orderly manner. Husaini Usman shares the characteristics of the quality of learning management as follows:

1. Performance (performance), performance related to the teacher's performance in teaching well, distributing convincing explanations, healthy and active teaching, preparing complete lesson materials, good educational services are signaled by large learning outcomes
2. Normal time (timelines), which ends with normal time, namely starting and ending

lessons on time, test times are right when giving normal homework

3. Reliability, namely excellent and long-lasting service, teachers don't get sick often, the hard work of teachers lasts from year to year, schools become certain champions last from year to year.

4. Durability, resilience is that even though the school financial crisis persists, students and teachers do not give up and are healthy.

5. Beautiful (aesthetics), for example the school is laid out attractively, the yard is well maintained, the teachers make interesting learning media, the school community looks neat

6. Human relations (personal interface), upholding moral values and professionalism. For example, the school community respects both internal and external school communities, is democratic and respects professionalism.

7. Easy to use (easy of use). Facilities and infrastructure are used, for example school rules are easy to apply, library books are easy to borrow and return on time, teacher descriptions are easy for students to understand, questions are easy to understand demonstrations/applications are easy for students to implement.

8. Special features (features) of certain advantages, for example all graduates are accepted at quality schools, superior academic achievement excels in the arts and sports

9. Certain standards (conformance to specification), for example the school has reached the minimum standard of school tests.

10. Consistency (consistency), normal, for example, the quality of the school from the past has not decreased, the school community has not changed between words and deeds.

11. Uniforms (uniformity), for example uniforming school clothes and official clothes, the school makes decisions and does not discriminate or discriminate.

12. Able to serve (serviceability), able to provide excellent service, for example: the school provides a suggestion box and these suggestions can be fulfilled as well as possible.

13. Accuracy: accuracy in service, for example: schools are able to provide services according to the expectations of school customers, teachers are not wrong in calculating their students. The whole school community works carefully. Study hours at school are on time.(Usman 2006)

There is also an underpinning of Islamic management that is sourced from the Al-Quran and hadith as follows:

1. The need for time planning before carrying out activities
2. Managed by a reliable person
3. There is unity of motion
4. Consolidation
5. Consistent
6. Well done and fair
7. Discussion

The Prophet SAW explained that in controlling and doing something should be given to the experts, as the hadith narrated by Abu Hurairah:

إِذَا ضُيِّعَتِ ٱلأَمَانَةُ فَانْتَظِرِ السَّاعَةَ. قَالَ: كَيْفَ إِضَاعَتُهَا يَا رَسُولَ اللهِ؟ قَالَ: إِذَا

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أُسْنِدَ ٱلْأَمْرُ إِلَى غَيْرِ أَهْلِهِ فَانْتَظِرِ السَّاعَةَ

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It means:

"When a trust is wasted, wait until it is destroyed. (Abu Hurairah) asked: How do you place that trust, O Messenger of Allah? He responded "When a problem is handed over to someone who is not a member, wait until it is destroyed."

The hadith above gives a warning from a managerial perspective because trust means handing over a problem to someone who is reliable. Thus, this hadith is a sign of how much competence or professionalism means. The implication is that the hadith directs that in determining someone who is entrusted with a job or responsibility, especially in matters involving public matters, one must prioritize reliable judgment.

Thus, the implementation of management in the field of learning includes input, process, output and outcome. Learning input is declared qualified when it is ready to process. The learning process is quality if it is able to produce an educational atmosphere that is active, innovative, creative and fun. And the output is declared quality if the academic and non-academic learning outcomes of major students are declared quality.

b. Principles of Learning Management

The principles of learning management are the main guidelines or guidelines for implementing a series of managerial activities that ensure the success or failure of learning institutions, namely schools. The four significant aspects that become the concern in implementing the principles of learning management are the objectives to be achieved, the subject (people who participate in it), the tasks carried out, and the values that apply in the organization/institution.

According to Mulyono, the fundamental principles of learning management include:

1. Involvement of individuals responsible for participating in making decisions. In other words, the creation of conditions and procedures in which individuals in various groups can collaborate in planning lessons
2. Efforts to place leadership and insist on its implementation in accordance with the capabilities, capacities, background experience, interests and needs of each individual who participates c. There is organizational flexibility that allows adjustments to be attempted continuously. This adjustment concerns "human relationship" so that there are opportunities to develop and grow
3. Respect for creative endeavors and activities is compatible with human nature, which is expressed in the planning and implementation of educational programs. (Mulyono, 2008)

There is also for Daryanto, the principle of learning management is:

1. The principle of efficiency A manager will be successful in his duties if he is effective in using all available resources, funds and facilities
2. Principles of management A manager will get very efficient and effective results through other people by carrying out management work, namely planning, organizing, centralizing and controlling
3. The principle of prioritizing management tasks. When accompanied by

management and operative work at the same time, a manager tends to give initial priority to operative work.

4. The principle of effective leadership A manager who is successful in his duties if he uses an effective leadership style is one who pays attention to the dimensions of the bond between people, the size of the implementation of tasks and the size of the conditions and circumstances that exist.

5. The principle of cooperation A manager wants to be successful in his job if he is willing to improve cooperation between the people who participate either horizontally or vertically.

In more detail the principles of learning management include 1) humanity, 2) democracy, 3) the right man in the right place, 4) equal pay for equal work, 5) common direction, 6) unity of command, 7) efficiency and effectiveness, 8) work productivity, 9) discipline, 10) authority and responsibility (Zainal, V. R., Basalamah, S., & Natsir 2012). In the Navy (AL) Qur'an there is also a discussion of principles principles of Islamic learning management, including: 1. Productivity (QS. Ar Ra'ad: 11), 2. Efficiency and efficiency (QS. Navy (AL) Baqaroh: 282), 3. Deliberation (QS. Ali Imron: 159), 4. Navy justice (AL) Baqaroh: 143), and 5. Commendable morals--sincere, honest, trustworthy (Qs. An Nisa: 146, At Taubah: 119, An Nisa: 58).

Learning management is an educational activity carried out by a group of people who are members of educational institutions in an effort to achieve learning and teaching goals. The achievement of these goals can be achieved by maximizing all sources of energy that are sourced from the principles of learning management. The principles of learning management are guidelines for implementing a series of managerial activities that ensure the success or failure of educational institutions/schools. The 4 main aspects that are of concern in implementing the principles of learning management are the goals to be achieved in the form of vision and mission, subjects (teachers, students, TU, committee, school area residents), assignments (educators and education staff), and grades (cooperation, discipline, responsibility, deliberation-consensus). If other supporting elements, for example facilities/infrastructure and adequate funds, are not managed "well" and properly, it can be determined that learning and teaching objectives will not be achieved efficiently. On the other hand, if school management is good but the conditions are not supportive, the results will not be maximum

V. CONCLUSION

a. Implementation of management in the field of learning includes input, process, output and outcome. Learning input is declared qualified when it is ready to process. The learning process is quality if it is able to produce an educational atmosphere that is active, innovative, creative and fun. And the output is considered quality if the academic and non-academic learning outcomes of major students are declared quality. And there is organizational flexibility that allows adjustments to be attempted continuously. This adjustment concerns "human-reliance" so that there are opportunities to develop and grow. Appreciation for business and creative activities is in accordance with human nature, which is expressed in the planning and implementation of educational programs

b. There are 4 main aspects to pay attention to in implementing the principles of learning management, namely the goals to be achieved in the form of vision and

mission, subject (teachers, students, TU, committee, school area residents), tasks (educators and education staff), and values (cooperation, discipline, responsibility, deliberation-consensus.

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