

LEARNING MANAGEMENT OF BAHASA IN A SENIOR HIGH SCHOOL

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ABSTRACT. For learning effective learning management would be able to affect both teachers as facilitators and learners as subject in teaching and learning. This study aims to describe the planning of learning, learning organizing implementation, and evaluating the learning of Bahasa in high school Lhokseumawe. The research method was descriptive analytic with qualitative approaches. Data collection used the techniques of observation, interview and literature review. The subjects of research were the principal, vice principal, Chairman of Department and Bahasa teachers in high school. The data obtained were analyzed with the technique of reduction, display and verification. The results showed that the lessons plan in high school had been compiled by the Indonesian language/Bahasa teachers, including analyzing subjects, drawing up the annual and semester programs, syllabus and Lesson Plan. All the planning of learning Bahasa had been well structured and documented. The implementation of the orientation direction or Bahasa Learning adapted to the needs and level of education. The implementation of study conducted showed the positive things in accordance with curriculum of school-based curriculum. Organizing learning Bahasa also showed positive things based on a management system. Bahasa teachers carried out their roles and their responsibilities based on their job description. This condition has brought a positive influence on the quality of learning Bahasa that showing an increase from year to year. Activities and aspects of the Bahasa learning adapted to the assessment based on the syllabus and Lesson Plan that had been compiled. The evaluation phase applied to improve the learning activities. This form of evaluation was done either by oral or writing.

Keywords: Learning, Management, Language

Introduction

Education in a definition is seen as an effort to develop the intellectual life of the nation, develop Indonesian people who have faith and piety, ethical sublime, and have knowledge and skills. Through the education process, they will be able to express themselves in a more intact. The implementation of the education system in Indonesia has a comprehensive education-oriented. In a comprehensive perspective according to Murniati (2008:11) that: "the practice of national education of Indonesia seeks to implement are integrative and comprehensive conception of education that nuanced nationality, religious, humanitarian, and simultaneous creation." On the basis of that, then the efforts embody the good quality of education shall consider various sides related to education.

Ideally, in any process of learning, teachers required to be able to involve the various elements supporting teaching required in order to achieve optimal results. The process involves the elements of teaching is one of the strategies of teachers in the learning activities. Teachers who are able to carry out the learning activities properly, then they can be entitled be professional teachers. This is in line with the opinion of the Rusydie (2011:102) "Especially for teachers, becoming professional teachers is the requirement that cannot be bargained anymore. This is because the teacher is an incredible profession which is important for the development of a nation. Becoming a teacher indeed requires certain skills, at least every teacher must master in depth materials lesson being taught. When this kind of expertise is not possessed, meaning a teacher is not considered professional

Based on the above quotations, it is obvious that effective teachers are those who are able to activate students in learning. This process will be easily realized by the teacher when in learning he is able to carry out these activities optimally. A good learning management will be capable of bridging the gap between teachers as facilitators with learners as subjects in the study. Umiarso (2010:256) states that "a democratic learning is a very useful alternative for teachers in assisting the development of learners, particularly on the social aspect of learners." Without the mastery of learning management, learning achievements of students or the quality of education will hardly be realized to be better.

The methods teachers used should be in accordance with the curriculum and supported by sources and media that exist at the school. As well as in Bahasa learning, teachers should ideally use a method in accordance with learning Bahasa method, such as group work, giving assignments and other cooperative learning models. The use of variation methods is part of the effort of learning Bahasa management streamline, in addition to grant the motivation to students and the implementation of the evaluation. This reality as it took place at high school, Bahasa teachers had already implemented learning management, but the problems were also still found that the lack of interest and motivation to learn Bahasa became a major obstacle in the streamline learning. In addition, the majority of high school students were male students also become problem for Bahasa teachers in classroom management.

Other issues that the recruitment of high school students are not based on district as well as applicable to public schools. There were two departments in high school, namely Department of science and social with Bahasa learning hours were the same on both the Department, which was four-hour lesson per week. When it was viewed from the curriculum, with the portion of just four hours lessons per week was not sufficient. Ideally Bahasa lessons should be given six hours or more in a week, as most subjects on all majors in high school associated with Bahasa. The lack of hours of Bahasa lessons, became an obligation for Bahasa teachers to master learning management that is capable of applying learning effectively and efficiently.

Based on the background above, the authors feel interested to know deeply about learning Bahasa management. For that reason, then the authors chose the title: "Management of learning Bahasa in high school."

RESEARCH METHODS

This research used descriptive qualitative approach method. Data collection techniques used were observation, interviews, and documentation study. The subject of research were the principal, vice principal, head of Department, and teachers of Bahasa at high school. Technique of data analysis in this study were included steps of data reduction, display data and acquire conclusion.

REVIEW OF THE LITERATURE

The Meaning of Learning Management

Management is an aspect that is used to examine human efforts which enable combining humans to cooperate in the efforts to achieve a better life. According to Usman (2007:18), "management is often defined as the knowledge, tips, and profession. It is said as a science by Luther Gullick because management is seen as a field of knowledge that is systematically trying to understand why and how people collaborate. As tips given by Follett because management achieve goals through how to set up others in carrying out the task. It is viewed as a profession because it is based on management by expertise to achieve a feat of managers, and professionals required by a code of ethics.

Learning according to Uno (2009:54-55) is "as a process of interaction between the participants of the study with the teacher or the learning resource in a learning environment for the achievement of the learning objectives." Rianto (2010:132) explained that "learning is a teacher ploy in order to make function and interaction between students with all learning component in a learning activity more effective and efficient to achieve the objectives of teaching."

The implementation of learning management at school

Umiarso (2010:116) suggested that the "school management should also understand the development of modern industrial management, so that it is capable of designing, implementing, controlling, and improving the performance of the education system that meets their needs." School management process includes four stages, namely: planning, organizing, deployment, and monitoring, in accordance with management functions.

Directorate General Education and Secondary or mostly called Direktorat Jenderal Pendidikan dan Menengah (2006:67) elaborated the implementation process management curriculum is conducted in four phases as follows: "(a) planning, (b) organizing and coordination, (c) implementation (d) control (supervision).

The process of drafting the plan at the school include seven stages, namely: (a) reviewing the relevant policy, (b) analyzing the condition of the schools, (c) formulating objectives, (d) collecting related data and information, (e) analyzing data information, (f) formulating alternatives and selecting an alternative program, and (g) establishing measures of activity implementation. The preparation of a excellent plan, will give positive results against all activities conducted.. Cahyani (2005:30) states that: "it is important to planning strategy because it can be used to identify something (and other personnel) that could hinder the implementation of the strategy."

At the stage of organizing, the principal regulate the division of teaching duties, drafting timetable and schedule of extracurricular, Depdikbud (2006:67) set five stages, which include: "the division of teachers' duties, the arrangement of timetable, the preparation of remedial activities, preparation of a schedule of extracurricular activities, and preparation of schedules of teaching support for teachers."

At the stage of implementation, the teachers will do their job according to what has been provided in the learning schedule, extra-curricular schedule, and teaching support. In this stage the principal led to carry out supervision with the aim to help teachers who have difficulty in carrying out their work.

There are two aspects that should get the attention namely (1) the type of evaluation to be used, and (2) the utilization of evaluation results.

Student Management

Student management is the overall process of cooperation in the field of studentship. The areas of cooperation in the management of students in resolving the issues related to students. The problems here are in the form of conducting the census, organizing new students admission activities, foster discipline of students, held a special service programs for students, and so on.

Gunawan (2007:9) states that: "the management of the students (learners) is the whole process of the activities planned and organized deliberately and continuously coaching to all learners (in the respective institutions) in order to follow the teaching-learning process effectively and efficiently, in order to achieve the educational goals that have been set."

The purpose of the student management is to organize all the completion of the tasks relating to the students at the institution concerned. By having the settings, it is expected all tasks relating to students progress effectively and efficiently, so as to facilitate achievement of the purposes of the institution.

Learning Strategies

Learning strategies can be defined as any activity chosen that can provide facilities or assistance to learners toward a specific learning goal. A good learning strategies come into application of learning management determine the success at a school. In a more assertive Uno (2009:1) defines "the learning strategy is the means chosen to deliver the learning methods in the learning environment. Further he elaborated that learning strategies mentioned include the nature of the scope and sequence of learning activities that can provide the learning experience of learners. "

According to Gulo (2008:2) "teaching and learning strategy that loading the various alternatives that should be considered to be selected in order to plan the teaching. The strategy also means learning as the pattern and sequence of public of teacher-students actions in realizing the teaching and learning activities. Effective teachers will be able to apply learning strategies very well, so that it can achieve to the target required based on the knowledge, attitudes and skills.

The Objectives of Learning Bahasa

Bahasa as one of the basic science that developed very rapidly In recent years, either material or function and its use. Bahasa is considered as a branch of science that is urgently needed, because in everyday life many things we come across related to Bahasa. Hudoyo

(2005:2) states that: "the role of Bahasa in the world today is very dominant, since 60% to 80% progress achieved developed nations depend largely on the Bahasa".

Bahasa or Indonesian language as one of the fields of study are taught to students at all levels of formal education has its own learning objectives called language learning goals. In its implementation so that the goal can be reached, then it should be spelled out again into more specific objectives that are now known as basic competence.

THE RESULTS OF THE DISCUSSION.

The Planning of Learning Bahasa at High School

Learning Bahasa planning at high school begins with several activities, including the preparation of a Plan of Study Program. Planning of learning contained in the implementation of curriculum management as contained in the Document I school-based curriculum.

The process of implementing the learning program that has already been in the syllabus, teacher of Bahasa at high school devised a plan of implementation of the learning. is the handbook for Bahasa teachers in implementing the learning in the classroom, library, and/or the Basic Competencies for each field basic competencies. What is contained in the contains things that directly relates to the activities of Bahasa learning in an attempt the attainment of mastery of a basic competencies.

Every process of preparing Bahasa teachers prosecuted syllabus and lesson plan lists the Standards of competence based at basic competencies which are organized in the lesson plans. The contents of the syllabus and Lesson Plan in detail contains learning objectives, learning materials, learning methods, the steps of learning activities, learning resources, and assessment.

It is, as suggested by Umaedi (2006:7) that: "the teachers need to be encouraged to continue refining the learning strategies, for example by implementing the follow-up review in learning (class-room action research)." The Depdiknas (2005:68) expressed that the implementation of the curriculum in school through four stages, namely: (1) planning, (2) organizing and coordination, (3) implementation, and (4) control.

Planning of any activity will determine what will be done in the learning process. This is as described by Harjanto (2011:2) that "planning with regard to the determination of what should be done. Planning precedes implementation, given the planning is a process to determine where to go and identify the necessary requirements in the most effective and efficient.

Research results can be known that the principal and Bahasa teachers of high school are already implementing the planning process of learning very well. This gives a positive influence towards quality improvement of learning Bahasa. A planning objective will be achieved optimally, when it is grounded on six categories, among them "(1) planning based on clear goals; (2) the existence of unity of plan; (3) logical (reasonable); (4) contain elements of continuity;(5) simple and clear; (6) flexible; and (7) stability. " (Harun, 2007:2).

The implementation of Learning Bahasa at High School

Learning approach which is done with a program based on activities that have been arranged, so that the entire conditioning and basic capabilities that exist on the student can be developed carefully. In carrying out the activities of learning Bahasa, most Bahasa teacher of high school using modern learning methods. This means in the implementation of learning, teachers are not only focused on the application of conventional methods such as lecturing, questioning and answering, and awarding the task, but also have started to implement modern

learning methods or models like the instructional model of cooperative. However, cooperative learning method has not been applied continuously.

Efforts to realize the implementation of good learning, must be supported by different components such as facilities and teachers. Personnel management are part of schools management that pay attention to the people in the organization of the school. Personnel management activities include the recruitment, placement, training to develop and improve their well-being. Gunawan (2006:14) argued about workforce personnel who are in school include: "educational members are permanent and temporary teachers as well as administrative staffs."

Organizing Learning Bahasa at High School

An important factor in organization according to the explanation of the informant (the principal of high school) is a synergistic relations between fellow teachers, then security for future good relations, institutions with community/parents of students, as well as the presence of an intensive communication with the tangle of related parties/Government. Organizing the learning will not be carried out properly, in the absence of a harmonious and a conducive working relationship.

Through organizing a good learning of Bahasa, enabling the achievement of efficiency in high school. Related to this, Fattah (2006:35) states that "the efficiency of education means have the link between utilization of limited educational resources so as to achieve a high optimization. In education costs, efficiency will only be determined by accuracy in utilizing education budget by giving priority on education input factors that can spur achievement of learning.

Evaluating Bahasa Learning at High School

Evaluation or assessment is a set of activities that are carried out systematically, which includes the determination of the purpose, design and development of instruments, data collection, analysis, and interpretation to specify a value with the specified assessment standards. The purpose of evaluation or appraisal is done to answer whether there are significant differences between the results desired or planned with the reality in the field.

Assessment of learning in high school variety, according to Sudjana (2006:36-37) "targeted provide input to program planning, give input to a continuation, extension and termination of the learning programme has been implemented, give input to modify the learning programs, as well as for the follow-up to the programme which has not been properly realised."

According to Hariwijaya and Sukaca (2009:122) that: "evaluation for school age children can be given to parents in the form of a report at the end of the semester. The goal is parents know how the development of their children, whether their children had reached the target developments or otherwise. "

SUMMARY AND SUGGESTION

Summary

1. Planning of the learning of Bahasa at high school have been compiled by Bahasa teachers, including analyzing Bahasa subjects, drawing up the annual programme, compiling semester and annual program, syllabus, preparing the plan of Learning Program. All the planning of learning Bahasa is well-structured and documented.

2. Implementation of Bahasa learning at high school implemented based on unit level of school-based Curriculum that had been prepared.
3. Organizing learning Bahasa at high school already based on a management system. Bahasa teachers carry out their roles and their responsibilities in accordance with their job description. This condition largely determine the quality of Bahasa learning in high school, which shows an increase from year to year. Constraints that are still found in the enhancement of learning among others are still teachers who manage the Bahasa classes are not in line with the learning management.
4. Activities and aspects of the assessment of the learning Indonesian Language on high school based on syllabus and Lesson Plan that are arranged. The evaluation phase is done to improve the learning activities. This form of evaluation is done either by oral or writing.

Suggestion

1. It is expected to school principal, Deputy Head of the curriculum and the Chairman of the Department in order to really pay attention to the factor of planning in learning Bahasa at high school. This effort is to involve all Bahasa teacher in formulating learning planning. In addition, it is also still consider to adopt a planning study based on the national curriculum of the Ministry of education.
2. The principal and teaching staff of Bahasa at high school should make a concerted effort to improve the implementation of Indonesian language learning. This effort is reviving deliberation subject teachers activities. In addition, it also needs support from the Government about the importance of procurement or upgrading training for Bahasa teachers so that the increasing professionalism and competence.
3. To the head office of education department to improve the coordination of the institution of the schools for the sake of increasing the quality of education. This effort is increasing the intensity of the visit to the school (Senior High School) as well as seeking completeness of Bahasa learning facilities and infrastructure.
4. It is recommended to the community and parents of high school participated actively providing constructive input towards evaluation and development of high school, so that the school is becoming more advanced in the future.

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