

ORGANIZING LEARNING ACTIVITIES AT SMP ISLAM AL-ULUM TERPADU MEDAN

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Abstract: This study aims to describe the organization of learning activities at SMP Islam Al-Ulum Terpadu Medan. This study uses a qualitative research method with a phenomenological approach. Data collection techniques used are: observation, interviews, and documentation studies. Data analysis was carried out using techniques: selecting, presenting data, and drawing conclusions. The results of the study illustrate that the organization of learning activities at SMP Islam Al-Ulum Terpadu Medan is by arranging the learning of curriculum content in one span of time. This organization also includes managing the learning load in the curriculum structure, subject matter and study areas, study time arrangements, and the learning process. Thus, organizing student activities in improving the quality of graduates is carried out by establishing a division of tasks (authority) on the parties involved.

Keywords: Organizing, Learning Activities, SMP Islam Al-Ulum Terpadu Medan.

Introduction

The government through educational institutions continuously strives to improve the quality of human resources. As mandated by Law no. 20 of 2003 concerning the National Education System in Article 3, which states that one of the roles of educational institutions is to develop capabilities, shape character, develop civilization and educate people's lives (Amirin, 2013). Thus, educational institutions have a very important role in the process of improving the quality of human resources, because basically improving the quality of education is a process that is integrated with the process of improving the quality of human resources itself. In order to achieve this, it is necessary to systematically manage and regulate, which is known as management (Ananda & Rafida, 2017).

Islam teaches to manage work in a neat, correct, orderly and orderly manner. This means that an activity or work should not be managed haphazardly. This is the main principle in Islamic teachings. In the Qur'an it is stated that Allah SWT really loves deeds that are done well, as explained in the Qur'an letter Ash-Shaff / 56: 4.

إِنَّ اللَّهَ يُحِبُّ الَّذِينَ يُقَاتِلُونَ فِي سَبِيلِهِ صَفًا كَأَنَّهُمْ بُنْيَانٌ مَّرصُومٌ ﴿٤﴾

It means : Surely Allah loves those who fight in His way in ranks as if they were a firm and compact wall. (Q.S. Ash-Shaff/56: 4).

Management in an educational institution (school) should not run statically, but

must continue to run dynamically in accordance with the times. In fact, Andang said that schools that have good management in their implementation will be able to become advanced and developing schools. This is because, all activities carried out are managed in a neat and orderly manner (Harfiani & Setiawan, 2019). Setiawan, (2021) said that in managing educational institutions (schools), management functions are absolutely necessary so that joint efforts are realized between school leaders, teachers, staff, heads of administration and students to achieve educational goals effectively and efficiently.

As Firmansyah, (2018) said, to produce quality graduates, an educational institution (school) must carry out learning management by carrying out several management functions. Fayol said that there are several management functions, namely: planning, organizing, commanding, coordinating, and controlling. Gulich's management functions are divided into seven, known as POSDCOR (planning, organizing, staffing, directing, controlling, reporting and budgeting). Meanwhile, according to Terry, management functions are classified into four, known as POAC (planning, organizing, actuating and controlling) (Nurmadiyah, 2014).

Organizing is one of the management functions. Thus learning activities must be managed by organizing (Akrim, 2019). Organizing learning activities is a way for educational units to organize learning curriculum content in one span of time (Nurzannah et al., 2020). This organization also includes managing the learning load in the curriculum structure, subject matter and study areas, study time arrangements, and the learning process. Thus, this study aims to find out how learning activities are organized at the Integrated Al-Ulum Islamic Middle School Medan.

Methods

This research is a type of field research, where data and information collection is carried out directly to the object under study, namely: SMP Islam Al-Ulum Terpadu Medan. This research uses a qualitative method, which 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). This is as stated by Moleong that qualitative research methods are research procedures that produce descriptive data in the form of written or oral data from people and observed behavior (Moleong, 2002).

The data collection instruments used in this study include: 1) Observation. In this study, direct observations were made of the management of student activities at SMP Islam Al-Ulum Terpadu Medan; 2) Interview. In this study, informal interviews and open standard interviews were conducted; 3) Documentation. In this study the documentation method was used to obtain data in the form of: documentation of student activities, both learning activities, student development programs, evaluation activities and others (Miles & Huberman, 1992).

Guaranteeing the validity of the data in this study uses a variety of techniques, including: 1) Triangulation. In this study, to ensure the validity of the data, three types of triangulation were used, namely: source triangulation, method and theory triangulation; 2) Perseverance of observation. This is done by devoting all the abilities of the five senses, both sight, hearing, intuition and feeling during data collection; 3) Examination of colleagues conducted through discussion; 4) Extension of participation

This study uses data analysis techniques, namely the Miles & Huberman interactive analysis model, namely activities in qualitative data analysis are carried out interactively and take place continuously and continuously until complete so that the data reaches a saturation point (Miles & Huberman, 1992). There are four steps taken with this analysis technique, namely: collecting data (collection), selecting data (reduction), presenting data (display), drawing conclusions and verification (conclusion: drawing/verification).

Results and Discussion

SMP Islam Al-Ulum Terpadu Medan, organizes it first, before learning activities are carried out (executed). The researcher saw that in SMP Islam Al-Ulum Terpadu Medan, organizing student learning activities involved a number of elements, both school leaders, teachers and education staff. Each element involved in the learning activities of these students has their respective roles, duties and responsibilities. Information from Mr. Suhendrik, S.Pd (Principal), explained that:

“The learning activities of students in their organization involve many elements, both school leaders, teachers and education staff. All of these elements in the learning activities of students have roles, duties and responsibilities according to their respective positions.”

School leaders in student learning activities have roles and duties as persons in charge of student learning activities carried out in the school environment. In addition, the principal also plays a role in directing, guiding and assisting teachers if there are obstacles in carrying out student learning activities. While the teacher has roles and duties, in addition to carrying out learning activities and evaluating students, the teacher also plans student learning activities, which are written through lesson plans, which include what material will be taught, what methods and strategies will be used, as well as what media is used in the learning activities that will be carried out. Likewise, educational staff have roles and duties in student learning activities related to student administration in learning activities. Information from Mr. Riffi Syahputra, S.Pd.I (Deputy Principal for Curriculum and PAI Teachers), explained that:

“Starting from school leaders, teachers and educational staff in learning activities students have their respective roles, duties and responsibilities according to their position. The principal and his deputy have roles and duties in directing, guiding and being responsible for the learning activities of the students that are carried out. The teacher has duties and responsibilities in addition to carrying out learning activities for students, he also has the task of planning and evaluating learning in learning activities. Likewise, educational staff have duties related to the administration of students”

SMP Islam Al-Ulum Terpadu Medan, organizes student learning activities in addition to determining what tasks are carried out and who plays a role in carrying out tasks in these learning activities, then also determines the lesson schedule as a guide for teachers and students in carrying out learning activities, determine methods, strategies as well as approaches and tools that can be used to assist in carrying out student learning activities. Mrs. Febby Rahmawati, S.Pd (Deputy Principal for Student Affairs and Cultural Arts Teacher), explained that:

“SMP Islam Al-Ulum Terpadu Medan, organizes student learning activities by focusing on the division of tasks that must be carried out by parties involved in

student learning activities, besides that it also compiles a schedule of learning activities (roster), as guidelines for teachers and students in carrying out learning activities and in organizing these are also discussed related to the methods, strategies and approaches used in carrying out student learning activities.”

Researchers also saw that, in organizing learning activities for students, school managers also made considerations related to the current situation and conditions. As in 2020 there was a Covid-19 pandemic which required learning activities to be carried out online, so schools organized student learning activities by implementing online teaching rules, compiling student online study schedules and so on. Mr. Suhendrik, S.Pd (Principal) and Mr. Riffi Syahputra, S.Pd.I (Deputy Principal for Curriculum and PAI Teachers), explained that:

“The implementation of student learning is adapted to the circumstances and conditions of society. For example, the implementation of student learning when the occurrence of Covid-19 and before the occurrence of Covid-19 was different. Then, the arrangement of schedules and the way the teacher taught was also different when the Covid-19 occurred and before the occurrence of Covid-19.”

Based on the results of observations and interviews, the organization of learning activities at SMP Islam Al-Ulum Terpadu Medan, is carried out by establishing the duties and responsibilities of parties related to learning activities, compiling a schedule (roster) as a guide for teachers and students in activities learning, determine strategies and methods as well as tools that can help facilitate the implementation of learning activities. In addition, in organizing learning activities students also consider the situation and conditions of the surrounding community.

SMP Islam Al-Ulum Terpadu Medan, organizes student learning activities by compiling stages (flow) of student learning activities and placing human resources that function in student learning activities. This is as stated by Syafaruddin and Irwan Nasution, that organizing student learning activities is a process of dividing the components of learning activities so that they can be carried out (implemented) properly.

Learning activities for students at SMP Islam Al-Ulum Terpadu Medan, the organization is carried out by involving school leaders, teachers and education staff according to their respective duties and roles. Organizing in these activities is done by determining what tasks are carried out and who plays a role in carrying out the tasks in these learning activities. Then, in organizing the lesson schedule is also determined as a guide for teachers and students in carrying out learning activities. This is as stated by Sulistyorini and M. Fathurrohman, that the organization of learning activities is carried out by determining learning programs and determining lesson schedules as a guide in learning activities.

School leaders in student learning activities have roles and duties as persons in charge, directors, mentors and assist teachers who are constrained in carrying out student learning activities. Education personnel have roles and duties in managing the administration of students in learning activities. While the teacher has roles and duties, in addition to carrying out learning activities and evaluating students, the teacher also plans student learning activities, which are written through lesson plans, which contain what material will be taught, what methods and strategies will be used, as well as what media is used in the learning activities that will be carried out.

In practice, each teacher who teaches at SMP Islam Al-Ulum Terpadu varies in

organizing learning activities. However, in organizing learning activities students are carried out with several strategies, including: 1) The teacher at the beginning of learning explains the learning objectives to be achieved by students. In principle, this is done so that the clearer the learning objectives, the greater the interest of students in learning them; 2) Teachers in learning activities often give prizes, in the form of words of praise that can inspire the enthusiasm and motivation of students to study hard; 3) Teachers in learning activities to stimulate the activeness of their students, use strategies, methods or approaches that are oriented towards active learning of students, such as using discussion methods, problem solving and others.

Based on the results of the research findings, it shows that if learning activities are organized by assigning tasks and responsibilities to each of the parties involved, besides that learning activities are properly implemented, then learning activities will be carried out properly and will produce quality graduates.

Conclusion

The organization of learning activities SMP Islam Al-Ulum Terpadu is carried out by adjusting the learning load in the curriculum structure, subject content and study areas, setting study time, and the learning process. Thus, organizing student activities in improving the quality of graduates is carried out by establishing a division of tasks (authority) on the parties involved.

Based on the results of the research findings, it shows that if learning activities are organized by assigning tasks and responsibilities to each of the parties involved, besides that learning activities are properly implemented, then learning activities will be carried out properly and will produce quality graduates.

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