Learning Management at Pondok Senyum Indonesia: Analysis of Planning, Implementation, and Evaluation

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ABSTRACT

Background

The implementation of learning in schools has become increasingly innovative, making management play a crucial role in the development of learning.

Purpose

The purpose of this study is to understand how learning development management is conducted at Pondok Senyum through an analysis of management dimensions: planning, actuating, and evaluation.

Design/method/approach

This research employs a qualitative method, utilizing data collection techniques such as observation and interviews, and analyzed using descriptive analysis techniques.

Results

The findings reveal that the learning development management at Pondok Senyum has been implemented well, starting from planning formulation derived from its vision, as well as the implementation process. However, the evaluation dimension needs improvement. It is hoped that by optimizing all dimensions of management, effective and efficient learning management can be achieved. Therefore, the evaluation dimension should become a primary focus moving forward in learning development management.

Contribution/value

The planning and implementation that have been carried out cannot measure their effectiveness. This should become a main focus for Pondok Senyum in the future, as in learning management, it is not enough to simply formulate good planning, and it is not enough to execute the plan effectively in the actuating stage.

INTRODUCTION

According to Hasibuan, management can be defined as a science that organizes and manages human resources and other available resources to be effectively utilized in achieving predetermined goals. Meanwhile, another opinion states that management is a series of processes consisting of planning, organizing, directing, and supervising individuals within a group to stay aligned in achieving the group's objectives (Ummah, 2019).

Ngalim Purwanto also explains that management can be described as a process to achieve predetermined goals. Essentially, the essence of management aligns with the concept of educational administration (Siahaan et al., 2021).

Over time, the implementation of learning in schools has become increasingly innovative, making management play a crucial role in the development of learning. To achieve the noble goals of education, several components are involved to support the achievement of these goals, including human resources, infrastructure, time, buildings, and various policies. In this context, the school principal, as the leader, needs to direct and supervise all learning activities in the school, while teachers are responsible for designing lessons, conducting teaching and learning activities, and assessing students' learning outcomes.

From the perspective of educational management, various components supporting educational goals are referred to as educational resources. Optimal learning outcomes are the ultimate target of educational management. Therefore, these resources need to be managed effectively and efficiently, ensuring a valuable process toward achieving noble educational goals. To optimize educational resources, extraordinary leaders are needed in the 21st century, capable of empowering these resources (Gemnafle & Batlolona, 2021).

In the educational field, schools are not the only topic that should be prioritized, as education can also take place in pesantren (Islamic boarding schools) and non-formal institutions. Thus, the management of learning development must also be addressed in pesantren and non-formal institutions. Management must be well-organized to effectively and efficiently manage learning in pesantren.

Through learning development management, learning in pesantren must be well-managed to ensure effective development. Achieving quality learning is impossible without effective management. Therefore, the author is interested in conducting a mini-research titled Learning Management at Pondok Senyum Indonesia: Analysis of Planning, Implementation, and Evaluation

LITERATURE REVIEW

Learning management is fundamental in educational institutions because learning is the key to achieving educational goals. Therefore, learning must be managed through proper management to produce the desired outcomes.

In a previous study by Adelia Amanda Sinaga, as documented in her thesis titled "Management of Learning Development for Islamic Religious Education at SMA Negeri 2 Tebing Tinggi," it was explained that learning must be managed with proper management. As the central aspect of school activities, learning should be managed with three main components of management: planning, implementation, and evaluation. Based on this explanation, Adelia's

study aimed to understand the process of learning planning, the implementation of learning, and to analyze the assessment in learning. The research used a descriptive qualitative method, with interviews and observations as data collection techniques. The results of the thesis revealed that the school had implemented good learning management. Although there were many obstacles encountered, the research concluded positively, supported by teachers as the frontline and adequate facilities.

In connection with the current study, the dimensions of planning, implementation, and evaluation become the main variables to be analyzed, as these three components measure the effectiveness of learning management. While there are similarities in these three variables, this study will provide a broader analysis of learning management as implemented in a pesantren (Islamic boarding school). Thus, the relevance of the previous research to this study lies in its ability to uncover new insights into learning management within educational institutions.

METHOD

The method used in this study is a qualitative research method. The qualitative method is a type of research that seeks to understand human or social phenomena as its approach. It is comprehensively described and then presented in-depth verbally, reporting all obtained information naturally. The data collection technique involved observational observations conducted at Yayasan Senyum Indonesia (Fadli, 2021).

RESULTS

According to Amirudin.(Siahaan et al., 2021) the dimensions of learning management include:

1. Planning in Learning

   Planning is defined as an effort to determine the actions to be taken to achieve learning objectives by utilizing various components so that learning can be carried out effectively and efficiently. In its implementation in schools or educational institutions, planning refers to determining the content of the material, the approach used, learning methods, and assessment of learning outcomes.

2. Organizing Learning

   Plans that have been well-prepared based on certain educational resources need to be realized according to the intended objectives. Organizing in learning refers to the mechanism that ensures all formulations can run effectively and efficiently. In practice, organizing functions to optimize the use of educational resources.

   In conclusion, organizing learning is the second phase after learning planning. Organizing aims to create wise management of human resources. In the scope of educational management, organizing focuses on conditioning all aspects to achieve educational goals. One critical aspect being managed is learning.

3. Implementation of Learning

   The third phase in the dimensions of learning management is the implementation of learning, which is the process of interaction between teachers and students in the classroom. The implementation of learning becomes the core of all activities in schools or

educational institutions. During its execution, teachers carry out all learning activities according to the plans made earlier.

4. Evaluation of Learning or Assessment

According to Wand and Gerald W. Brown, evaluation is a form of action or assessment of something. Evaluation is the final phase in learning management. In the context of learning in schools or Islamic educational institutions, evaluation is needed to collect data and information about students to enable teachers to determine the next steps in learning.

Planning in Learning Management

Planning in learning is crucial in learning management. According to Majid (Suryapermana, 2017), learning planning can be categorized into several perspectives, namely:

1. Planning as a technology: Encourages educators to use specific techniques or theories to develop cognitive and constructive theories to solve problems in learning.
2. Planning as teaching: Structures various resources and procedures to drive learning.
3. Planning as a discipline: Considers research findings and theories related to learning and their implementation.
4. Planning as a science: Specifically aims at creating the development, research, and maintenance of complex subjects.
5. Planning as a process: Systematically develops classroom learning based on theories that ensure quality improvement in learning.
6. Planning as a reality: Conceives ideas in teaching activities to connect the material's content over time carefully.

The urgency of learning planning includes formulating educational objectives, methods of assessing the achievement of goals, material content, delivery methods, and preparation of tools or media used. Learning planning allows teachers to prepare and determine the actions to be taken during the learning process so that the learning process can run effectively. Learning planning plays a fundamental role in formulating educational objectives, which are then translated into learning activities, methods, content, facilities, media, and evaluation of the results. If learning planning is formulated carefully before learning begins, the function and objectives of the planning will be achieved as expected by educators and students. However, many teachers still do not formulate learning planning properly, often due to the assumption that learning remains the same from year to year in terms of curriculum and material content. Yet, students' competencies change over time. Therefore, even if the curriculum and material content remain unchanged, adaptations are still needed in methods, media, and other educational resources to match students' competency levels. (Ergawati et al., 2023)

Implementation (Actuating) in Learning Management

Implementation in learning management refers to the teaching and learning activities (TLA), which are the core of learning development management. Therefore, it is essential to pay attention to principles and learning theories from experts. According to Gagné (Hutabarat et al., 2023), learning is a cognitive process that transforms environmental stimuli into new information processed in several phases:

1. Apprehending Phase: Students pay attention to specific stimuli and understand the information. This phase involves attention, reception, and recording of information.

2. Acquisition Phase: Students acquire new knowledge correlated with prior information. In this phase, educators need to understand what students already know and what they do not.

3. Storage Phase: Information is stored in short-term or long-term memory. Long-term memory has a large capacity, while short-term memory is more limited.

4. Retrieval Phase: Information stored in memory is reused, with proper organization and categorization to facilitate recollection.

In its implementation in the classroom, teachers need to apply learning principles to optimize effective learning. According to McGregor (Gemnafle & Batlolona, 2021), the principles of learning are as follows:

a. Attention

In the learning process, teachers must adopt an attitude of not ignoring students' attention. Teachers need to innovate to capture students' attention and even win their hearts. The factor of student attention is one of the elements that ensures the learning process aligns with the learning objectives.

b. Motivation

Student motivation comes from intrinsic and extrinsic factors. Intrinsic factors are crucial because, without physiological and biological readiness, learning will not be effective. Additionally, extrinsic factors are important for fostering and strengthening students' motivation during the learning process.

c. Student Involvement

Learning activities become more dynamic when students actively participate during the learning process. Students are not merely passive recipients of material through lectures but contribute to learning activities. To achieve this, teachers need to be creative and innovative in providing various stimuli to engage students in the learning process.

d. Repetition in Learning

Repetition in learning is implemented as a means to solidify students' understanding and retention of previously taught material. Therefore, teachers should facilitate dedicated time for students to reinforce both theoretical and practical knowledge gained from prior learning.

From the experts' explanation, it is clear that the implementation of learning, whether in schools or Islamic boarding schools, will be effective if the teaching methods and principles outlined above are applied. In modern Islamic boarding schools, traditional learning methods are gradually being abandoned in favor of adapting to contemporary developments. As a result, learning implementation in these institutions is no longer confined to traditional methods such as sorogan but has become more adaptive and flexible, while maintaining the same core material. Hence, the theories and principles of learning in the management of learning development at boarding schools need to be emphasized to support effective learning.

Evaluation In Learning Management

The term "evaluation" originates from the English word "evaluation," which derives from the word "value," meaning worth or advantage. In Arabic, the word for value is often referred to as *al-qiamah* or *al-taqdir*, meaning assessment. Based on pronunciation and spelling,

educational evaluation in Arabic is often expressed as *al-taqdir al-tarbiyah*, which means value in the field of education or an assessment related to educational activities. In conclusion, several experts in the field have provided arguments regarding evaluation, which can be elaborated as follows:

1. Edwind (as cited by Ramayulis) states that evaluation is essentially an act or process of determining the value of something.

2. M. Chabib Thoha explains that evaluation is a planned activity to determine the condition of an object using instruments, and the results are compared with benchmarks to draw conclusions (L, 2019)

In general, evaluation means a systematic and structured process for determining the value of something (rules, activities, decisions, actions, processes, individuals, places, and so on) based on specific factors. To determine something, evaluators can compare these factors with general benchmarks or use specific criteria as a reference point for comparison. Another interpretation considers evaluation, benchmarks, and value as interrelated and structured activities. These three activities are interconnected in the learning process and cannot be separated from one another; their implementation must be hierarchical and structured.

Learning evaluation focuses more on techniques for determining steps and developing instruments for measurement, data collection, data analysis, and reporting conclusions from evaluations. This information and reporting are needed to predict, assess, and make decisions in the field of education. Teachers and evaluators are required to possess skills to understand and identify various perspectives on educational evaluation. (Ramly & Idrus, 2023)

With evaluation, students can determine the extent of their success during the learning process. In cases where students achieve satisfactory results, it provides a stimulus or motivator for them to improve their performance further. Conversely, if the results are unsatisfactory, students will strive to improve their learning activities. However, positive encouragement from teachers is crucial to prevent discouragement among students.

In the context of Islamic education, evaluation involves assessing elements related to Islamic education to measure the extent of its success in aligning with Islamic values as the ultimate goal of education itself. From the experts' opinions above, we can conclude the importance of evaluation. Evaluation is a measure of success conducted by teachers through analyzing available data and collecting information via tests and non-test methods. In the context of learning management at Islamic boarding schools, evaluation is an essential component that cannot be overlooked. It measures the success of the entire process, starting from planning to implementation.

Planning, implementation, evaluation Analysis in Learning Management at Pondok Senyum

Planning is the initial dimension in learning management, aiming to create systematic, procedural learning and optimize all resources for effective learning while ensuring educational objectives are achieved. This aligns with Majid's theory, which states that planning, as a system, is an arrangement of resources and procedures to facilitate learning (Majid, 2011).

In the context of an Islamic boarding school (pondok), the vision serves as the foundation for directing educational planning, including learning. Each pondok has a vision that can be translated into learning plans. The vision of Pondok Senyum is:

"To become a nurturing institution for orphans and the underprivileged, producing a generation of Muslims with sound faith, good morals, independence, and compassion for others."

This vision can be translated into the learning planning dimension. Pondok Senyum aims to realize its aspiration of producing a generation of Muslims with sound faith, good morals, independence, and compassion for others. Therefore, its planning process requires resources and procedures to facilitate learning effectively and efficiently, ensuring the achievement of the success indicators outlined in Pondok Senyum's vision.

The procedures for facilitating effective and efficient learning are more clearly illustrated by Ergawati et al. (2023), who state that several elements are essential in formulating a learning plan: learning objectives, delivery methods, learning materials, tools, and methods for evaluating whether the objectives have been achieved. Based on this theory and the translation of Pondok Senyum's vision, the following is an analysis of its learning planning.

1. Aqidah

   One of the indicators of Pondok Senyum's vision is fostering sound faith (aqidah). This can be interpreted as nurturing students who possess correct aqidah and religious understanding based on authentic sources. To achieve this vision, the curriculum should focus on teaching tauhid (Islamic monotheism) and be supported by accurate fiqh teachings derived from valid evidence. Below is the analysis using the theory of learning planning formulation.

2. Good Morals

   Good morals are a noble goal or aspiration. In the midst of the current moral crisis, Pondok Senyum can serve as a solution to produce a generation of change-makers (agents of change) amidst the advancing dynamics of the times. To realize this, a well-planned approach to learning is necessary.

3. Independence

   It is not uncommon in pondok environments for students to become independent, due to factors such as being away from their parents and having to rely on their own abilities. They cannot depend on others, which encourages independence in their lives. However, while independence is not a taboo topic, Pondok Senyum must plan to ensure that throughout the educational and learning process, students are equipped with the knowledge and skills to become self-reliant students.

4. Care for Others

   This is actually one of the unique aspects reflected in the vision of Pondok Senyum. Pondok Senyum serves as a nurturing place for orphaned and underprivileged students, who are typically the ones in need of care. However, Pondok Senyum changes this mindset by teaching students that they also need to care for others. This is a noble aspiration and requires careful planning in learning management to ensure the vision of caring for others is achieved effectively and efficiently.

From the analysis of the planning dimension in the learning management at Pondok Senyum, it can be concluded that the planning has been carried out well. Based on the theory of planning formulation, Pondok Senyum has implemented it effectively. However, in some

points, the evaluation dimension has not yet been planned, which could affect the evaluation aspect of the learning management. From the vision, which is translated into four indicators to be achieved through education and learning, Pondok Senyum has formulated the planning well, focusing on aspects such as objectives, methods of delivery, and the resources used. This indicates that learning is not limited to the classroom; every moment at Pondok Senyum is part of the learning process. The planning that has been formulated also strongly supports achieving the learning goals outlined in the vision. Whether in the classroom or outside, the planning is well-structured, and the methods provided in the learning process align with the goals, such as caring for others. To achieve this, a social service event was organized, with the hope that it would foster the importance of caring for others in the students' minds. From the planning that has been formulated in the planning dimension of learning management, the expectation is that the actuating phase will run smoothly, following what has been formulated, which will be discussed in the next section.

After planning, the next dimension in learning management is actuating (implementation), which refers to how the plans that have been formulated previously can be implemented effectively and efficiently. In its implementation, there are at least two theories that, if applied, will result in effective learning. The first is Gagne's learning phases theory, and the second is the learning principles that teachers need to hold onto. Gagne's theory regarding learning phases is that the learning structure should begin with introduction and end with repetition, which is closely related to learning activities. Meanwhile, the learning principles are values that teachers must adhere to so that the learning process can be effective and efficient.

At Pondok Senyum, the learning is divided into two parts: first, classroom learning, which is relatively short in duration, and second, out-of-class learning, which takes longer. Therefore, the writer will explain the analysis of learning at Pondok Senyum as follows:

Classroom Learning. Classroom learning involves subjects that teach correct aqidah, such as tauhid and fiqh. Fiqh lessons are more dominant than tauhid. In the implementation of learning management at Pondok Senyum, it is carried out through lectures while considering introductions and other aspects, as per Gagne's theory. However, the weakness in this approach is that there is no repetition aspect, which is essential for instilling knowledge in students. Empirical evidence shows that the students do not have a strong understanding of the material that has been taught, even though they remember having learned it before. This supports Gagne's theory, which emphasizes the need for repetition in the learning process to ensure that the knowledge given is not just applicable during the lesson but becomes a value in their hearts and can be practiced. As for how teachers teach at Pondok Senyum, it is varied. Some teachers adhere to principles such as attention, motivation, direct involvement with the students, and fostering student activity. Therefore, the writer concludes that the teachers at Pondok Senyum are diverse but still uphold the principles mentioned earlier, so the learning can proceed well. From the explanation above, it can be concluded that actuating in the learning management at Pondok Senyum has been carried out well, although one aspect is lacking, which is repetition. This can impact the students, as they may acquire new knowledge but forget previous lessons. Therefore, repetition in learning at Pondok Senyum is necessary and should be enhanced so that learning can be effective and efficient.

Next is the out-of-class learning, such as fostering independence, caring for others, and cultivating good character. These aspects are not learned in the classroom with a relatively short time but are placed in out-of-class learning at Pondok Senyum, where teachers and administrators serve as role models and provide direct guidance in a disjointed manner. Although this takes a relatively longer time, Pondok Senyum applies Gagne's learning phases theory in its field learning. The process starts with introducing independence, beginning with small tasks such as washing dishes and doing chores independently. This approach also applies to character development and good manners. In conclusion, the actuating in the learning management dimension at Pondok Senyum has been implemented well, although there are some areas that need improvement, especially repetition, which should occur in the learning process. This will help connect the material with the students and prevent them from forgetting previous knowledge when new knowledge is introduced. Hopefully, this will become a primary focus in the future to ensure that learning is carried out effectively for the students.

The final dimension in learning management is evaluation. Evaluation in learning management is crucial for measuring the level of success or benefit from the implementation that has been carried out. Teachers play a role in collecting data and detailed information about the success of the students' achievements or the attainment of learning objectives. From the evaluation conducted, the collected information can be used as a consideration and conclusion about the success of the learning objectives. Evaluation can be conducted through tests or non-tests. Both have their advantages and disadvantages, and it is more appropriate to use a test based on the needs and alignment in gathering data or information.

In the evaluation dimension of learning management at Pondok Senyum, no form of test or non-test evaluation was found in classroom learning. Teachers do not conduct evaluations to measure whether the objectives of the tauhid and fiqh lessons taught have been achieved. This is certainly unfortunate, considering that Pondok Senyum has noble plans. In contrast, in out-of-class learning, such as caring for others through social service activities or fostering students' independence, the evaluation is conducted weekly in a non-test form. This evaluation has already been carried out at Pondok Senyum using a non-test type. Typically, teachers will ask students directly about matters related to independence or good character, which the students will answer, and then the teacher will summarize it. Therefore, the writer argues that Pondok Senyum currently prioritizes out-of-class learning in the form of independence, good character, and manners over classroom learning. This could be a topic for further research on the factors that cause Pondok Senyum's learning to not emphasize both classroom and out-of-class learning equally.

From the explanation above, it can be concluded that in the evaluation dimension of learning management at Pondok Senyum, there is still no mature evaluation system in place. As a result, the planning and implementation that have been carried out cannot measure their effectiveness. This should become a main focus for Pondok Senyum in the future, as in learning management, it is not enough to simply formulate good planning, and it is not enough to execute the plan effectively in the actuating stage. There must also be a measurement system to consider follow-up actions in the future, ensuring that learning is more effective and better targeted.

CONCLUSION

Learning management is an important aspect of the administration in educational institutions, both in schools and pesantren. With good management of learning development, it is possible to achieve effective and efficient learning. At least, the dimensions of learning management are divided into three: planning, implementation, and evaluation. These three dimensions need to be optimized to produce effective learning, both in schools and pesantren. In Pondok Senyum, as an Islamic educational institution, this journal attempts to investigate how the management of learning development is carried out. The results indicate that in the planning dimension, the management that has been built is good, with learning planning formulated and translated from the vision. In the implementation dimension, the actuating to achieve learning objectives has been carried out properly with the support of several good learning theories, and the learning principles that teachers must uphold have been implemented, though not entirely. However, in the evaluation dimension, the learning management at Pondok Senyum has not been fully optimized, causing some difficulties in measuring the achievement of learning objectives. This is an area that needs to be the main focus in the future for Pondok Senyum, so that evaluation can be further optimized for better results.

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