

# Learning System Management To Improve The Quality Of Learning Chemistry On Students Of State 8 Sma Negeri 8 Bekasi And Taman Students High School Of Bekasi

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## Abstract.

*The quality of education is reflected by the competence of graduates which is influenced by the quality of the process and content of education. Achievement of graduate competencies that meet standards must be supported by educational content and processes that also meet standards. Currently students tend to solve a problem by imitating the problem solving demonstrated by the teacher when discussing questions. In addition, later students will find it difficult to apply concepts to solve non-routine problems and real problems related to the concepts that have been studied. This is what causes the low ability of students to solve problems. The research method used in this study is a descriptive method with a qualitative approach, this method is used to solve the problem under study where this research is aimed at extracting data and information related to the management of the learning system to improve the quality of student chemistry learning at SMA Negeri 8 and SMA Taman. Bekasi students. To obtain objective data in this study the authors used certain data collection methods and techniques. Data collection techniques were carried out by observation, interviews and documentation. Based on the results of the research, the Principal has carried out learning management, including: Mastering the outlines of the teaching program for each field of study and each class, Arranging school programs for one year, Arranging lesson schedules, Coordinating activities for formulating teaching unit models, Arranging activities assessment, Implementing the norms of grade promotion, Coordinating school guidance activities, Maintaining and developing school library books and learning tools. The Principal in learning management is responsible for the implementation of educational activities, school administration, coaching other educational staff, and the utilization and maintenance of facilities and infrastructure. In the implementation of relatively good learning, the teacher carries out learning activities including preliminary activities, core activities, and closing activities. The core activities consist of exploration, elaboration, and communication activities. The principal provides guidance, assistance, supervision and assessment on issues related to the technical implementation and development of teaching education in the form of improvement of teaching education programs and activities in order to create teaching and learning situations. The impact of the implementation of learning management on students and schools are: 1) school final exam results, 2) accreditation scores, 3) public trust and 4) on the academic and non-academic achievements of SMA Negeri 8 Bekasi students.*

**Keywords:** coaching, educators, professional competence

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## I. INTRODUCTION

Education is basically aimed at preparing people to face the future so that they can live more prosperously, both as individuals and collectively as citizens of society, nations and between nations. From the spiritual side of religion, the future includes life in this world and a view of a happy afterlife. Currently our world of education has not fully met the expectations of society. This phenomenon is characterized by the low quality of graduates, incomplete completion of educational problems, or tends to be patchy, even more project-oriented. As a result, the results of education often disappoint the community. They continue to question the relevance of education to the needs of society in the dynamics of economic, political, social and cultural life (Rosyada, 2008: 6). The objective of relevance has not been realized optimally so that until now the quality of Indonesian education is low in national, regional and international contexts. For this reason, the government then issued various laws and regulations related to efforts to improve the quality of education in Indonesia, including Law Number 14 of 2005 concerning Teachers and Lecturers, Government Regulation Number 19 of 2005 concerning National Education Standards (SNP) and several Permendiknas as the implementation of SNP such as Permendiknas No. 22 of 2006 concerning Content Standards. The fact shows that the quality of Indonesian human resources is relatively far behind compared to Malaysia, the Philippines, Thailand and Singapore. In a study by an international agency published by UNDP (United Nation Development Program) in 2000, it was stated that Indonesia was ranked 109th out of 174 countries. In terms of the Human Development Index, as reported by UNDP in the Human Development Report 2003,

Indonesia ranks 112 out of 174 countries. The same report in 2005 dropped to number 117 out of 177 countries. On the other hand, from the 2000 WEF (World Economy Forum) report, Indonesia is only ranked 44th out of 59 countries in terms of economic competitiveness (Rosyada, 2004). Not much different from the human development index score, student achievement as a result of the assessment conducted by the International Association for the Evaluation of Educational Achievement Study Center Boston College, followed by 500,000 students from 63 countries for Trends in Mathematics and Science Study (TIMSS); Indonesia was represented by class VIII students in 2011. The results of the assessment revealed that Indonesia in the field of Chemistry was in 38th place with a score of 386 out of 42 countries whose students were tested (Indonesia's score decreased by 11 points from the 2007 assessment). The first place was won by Korean students (613), followed by Singapore (500). In the field of science, Indonesia is ranked 40th with a score of 406 out of 42 countries (Indonesia's score decreased by 21 points from the 2007 assessment) (Sbandi, 2013)

The causes of the low quality of education in Indonesia, among others, are problems of effectiveness, efficiency, and standardization of teaching. This is still a problem for education in Indonesia in general. The special problems faced in the world of education are: the low availability of physical facilities, the low quality of teachers, the low welfare of teachers, the low student achievement, the low opportunity for equal distribution of education, the low relevance of education to the needs, and the high cost of education (Abadi, Akhyak, & Fuadi, 2019). The quality of education is reflected by the competence of graduates which is influenced by the quality of the process and content of education. Achievement of graduate competencies that meet standards must be supported by educational content and processes that also meet standards. The realization of a quality education process is influenced by the performance of educators and education staff, the quality and quantity of facilities and infrastructure, the quality of management, the availability of funds, and a valid, objective, and firm assessment system. Therefore, the realization of quality national education must be supported by educational content and processes that meet standards, educators and education personnel who meet academic qualification standards and competencies in order to perform optimally, as well as facilities and infrastructure, management, and financing that meet standards (Rosdiana & Soedarmo, 2019). The quality of education is closely related to the quality of learning, namely planning, implementation and student learning outcomes. The quality of learning is strongly influenced by the role and competence of teachers as educators. Related to the problem of the quality of studying Chemistry, such as the data on the results of the national exam in 2019 placing Chemistry as the lowest score compared to other subjects. The results of the 2019 national exam have increased scores compared to the previous year. Based on data from the Ministry of Education and Culture, the average high school National Examination score also increased. For science majors, the average UN score for Indonesian subjects is 69.55, an increase of 1.58 from last year. Then English was 53.49 or increased by 0.06 points, Chemistry was 39.29 or increased by 2.04 points, physics was 46.42 or increased by 2.20 points, and biology was 50.50 or increased by 1.83 points. Meanwhile, chemistry subjects decreased by 0.22 points, which was 50.91 (Meilanova, 2019).

The low quality of studying Chemistry is caused by many factors. Chotimah & Bernard (Chotimah, Ramdhani, Bernard, & Akbar, 2019) Chemistry is one of the lessons that is closely related to real life, not a few things or problems around us require Chemistry. But because Chemistry uses many formulas, it seems that Chemistry is one of the subjects that is feared and is considered complicated and difficult for some students to understand. This is in line with research conducted by Amallia & Unaenah (Fauzy & Nurfauziah, 2021) that there are still many students who consider Chemistry a difficult subject, causing students to easily give up before studying Chemistry. The IMSTEP-JICA survey team (1999: 77) in Fachrurazi, found a number of activities that were considered difficult by students to learn and by teachers to teach, including proving problem solving that requires mathematical reasoning, finding, generalization or conjecture, and finding relationships between data. the data or facts provided. The impact of the learning process is usually students tend to solve a problem by imitating the problem solving demonstrated by the teacher when discussing questions. In addition, later students will find it difficult to apply concepts to solve non-routine problems and real problems related to the concepts that have been studied. This is what causes the low ability of students to solve problems.

## II. METHODS

The approach implemented in this research is qualitative which describes and analyzes phenomena, events, perceptions, thoughts of the informants or what happens to the management of the learning system to improve the quality of student learning in SMA Negeri 8 and SMA TAMAN SISWA Bekasi, in a comprehensive, integrative and open manner, and attract attention for research. The research method used in this study is a descriptive method with a qualitative approach, this method is used to solve the problem under study where this research is aimed at extracting data and information related to the management of the learning system to improve the quality of student chemistry learning at SMA Negeri 8 and SMA Taman. Bekasi students.

To obtain objective data in this study the authors used certain data collection methods and techniques. Data collection techniques were carried out by observation, interviews and documentation. The observation technique is carried out directly and indirectly observing all school activities from the principal, teachers, student learning activities both at school and outside school, educational interactions between teachers and students. The expected data is the implementation of the main competencies of teachers which are integrated in teacher performance in learning outcomes activities in the classroom and outside the classroom. The documentation study technique is carried out to obtain a number of data and information relating to the description of objects that are used as tools in the implementation process.

## III. RESULT AND DISCUSSION

Management includes planning, organizing, controlling (directing) and evaluating activities related to the learning process of the learner by involving various factors in it to achieve goals (Sagala, 2009). Henry Fayol in the early 20th century. At that time, he mentioned five management functions, namely designing, organizing, commanding, coordinating, and controlling. But now, the five functions have been condensed into four, namely planning, organizing, directing, and evaluating (Sufyarma, 2004). Furthermore, each of these functions can be explained: managing students, learning resources, and teaching materials systematically to achieve learning objectives effectively and efficiently. In this learning management activity, there are management functions that must be implemented, namely learning planning, learning organization, learning implementation, and learning evaluation. Learning planning is defined as the process of compiling subject matter, use of media, use of approaches and methods, and assessment in an allocation of time that will be carried out at a certain period to achieve predetermined goals (Majid, 2008:17). Learning planning at SMA Negeri 8 Bekasi and Taman Siswa in Bekasi starts from the planning process by the Principal. The principal as a leader at SMA Negeri 8 Bekasi provides directions to teachers who teach at SMA Negeri 8 Bekasi to: (1) prepare learning tools, (2) prepare various kinds of media, facilities and infrastructure as needed, which can support learning in schools such as , textbooks, (3) allocating sufficient hours of study for teachers in the field of study, (4) teachers teach according to the disciplines they are involved in. This is in line with some of the principal's duties including managing the division of teaching tasks, preparing lesson schedules and dividing classes. (Depdikbud, 1998: 60) 1) The division of teaching tasks and other tasks needs to be done evenly according to the area of expertise and interests of the teacher. Efforts are made for every teacher to get working hours in accordance with the minimum task load. Equitable distribution of workloads will foster a sense of togetherness in giving assignments according to skills and interests, will increase the work motivation of teachers, get a minimum load, will make teachers feel safe and can be promoted in a timely manner; 2) The preparation of the lesson schedule is sought so that teachers teach a maximum of 5 days per week so that there is 1 day of non-teaching for the KKG meeting. Every day the teacher should not teach more than 6 hours of lessons, so there is a break; 3) Class division is also important in the learning process, this is because the absorption ability and interest of students in receiving the material presented by the teacher is different.

Every human being, including principals, teachers, should be able to pay attention and prepare what must be planned in the future before activities are carried out, especially in improving the quality of learning. This of course requires principals and teachers to continue to improve their knowledge and experience in planning learning activities, which supports the realization of the quality of learning as the goal of the school.

Organizational goals can be achieved if there are Human Resources (HR) working together, for that management is needed to regulate it. The success of education in schools is largely determined by the success of the principal in managing the resources in the school. The strategic role of leadership in education is to empower teachers and give them broad powers to improve learning. Leaders of educational institutions must guide and assist others in developing similar characteristics. As Syafaruddin (2011: 191) explains that HR is one of the important elements that can move other elements, such as materials, capital, machinery and technology as well as existing systems in the organization through the process of planning, organizing, implementing and monitoring to produce outputs. in the form of goods and services in an effort to achieve organizational goals. Based on the results of the research, it is known that in developing the lesson plan (RPP) the following steps are taken into account: (1) determining the allocation of time provided, (2) determining learning objectives and identifying learning materials for students; (3) development of learning activities; (5) the description of the types of assessment to be used, and; (7) determination of learning resources for students. As stated by Rusman, the Learning Implementation Plan is described from the syllabus to direct student learning activities in an effort to achieve basic competencies. Every teacher in the education unit is obliged to prepare a complete and systematic Learning Implementation Plan so that learning takes place interactively, inspiring, fun, challenging, motivating students to participate actively, and providing sufficient space for initiative, creativity, and independence according to their talents, interests. , and the physical and psychological development of students. (Rusman, 2012: 5)

Organizing learning is the whole process of grouping educators, students, learning materials and resources as well as infrastructure and learning media so as to create a learning process that can run to achieve the goals that have been set. In this organizing activity, it will be determined the subject matter and who the teacher is and for whom the material is given, how to deliver it, and when the lesson will be given. The Principal of SMA Negeri 8 Bekasi has done several things in the process of organizing learning, including in learning management he is responsible for organizing educational activities, school administration, fostering other educational staff, and utilizing and maintaining facilities and infrastructure. At least the principal's role in learning management includes: (1) Mastering the outlines of teaching programs for each field of study and each class, (2) Preparing school programs for one year, (3) Preparing lesson schedules, Coordinating preparation activities teaching unit model, (4) Regulate assessment activities, (5) Implement grade promotion norms, (6) Coordinate school guidance activities, (7) Coordinate non-curricular programs, (8) Maintain and develop school library books and tools lesson. Mulyasa (2011) states that to be a successful principal one must have 10 keys to success in leading, namely: (1) a complete vision, (2) responsibility, (3) exemplary, (4) empowering staff, (5) listening to people. others, (6) provide excellent service, (7) develop the ability of educators and education staff, (8) maintain trust, (9) focus on students, and (10) be innovative. With regard to the organization of learning, the principal must be able to develop the ability of educators to be able to manage classes well so that educators can focus on students to get good quality learning. Determining learning materials means carrying out learning material management activities, this must pay attention to the principle of child diversity, moral goals (cognitive, emotional, and kinetic) and other psychological aspects (Maimun and Fitri, 2010: 108). Thus the learning materials to be taught can be added according to the needs of the school in order to support the achievement of the target of the school program that is being developed.

In addition to the material, learners / students also need to be well organized or managed so that the target of the learning program that has been designed can be achieved because students are the most important and decisive component or element of learning in the learning process. Therefore, in order to be successful in the learning process, student management efforts must be carried out starting with a strict student selection then grouping students based on intelligence levels or other aspects (Maimun and Fitri, 2010: 92). This learning organization illustrates that teaching and learning activities have clear directions and responsibilities. This means that seen from the components related to learning at school institutions, it gives an illustration that the position of the principal in providing learning facilities and completeness is clear, the teacher's position is clear to determine and design learning, and organize time allocation, curriculum design, media and completeness of learning, and others that are needed. related to the successful implementation of



learning activities. Then it is clear the position of students in participating in learning activities both in class and at home, under the coordination of teachers and also parents of students related to learning. (Syaiful Sagala, 2009: 143-144) The manifestation of the implementation of this supervision is a unified whole, cohesiveness, solidarity and the creation of a healthy mechanism, so that activities will be smooth, stable and easy to achieve the goals set. A monitoring process that emphasizes the importance of creating unity in all actions. In this case the Qur'an has mentioned how important it is to act as a unified whole, pure in an organization. The process of organizing quality improvement in SMA Negeri 8 and SMA Taman Siswa can be realized if the assigned people have the ability and skills in their fields, and there is a high ability to cooperate within the organization. The process of implementing learning in SMA Negeri 8 Bekasi, in relation to improving the quality of graduates at SMA Negeri 8 Bekasi, includes preliminary activities, core activities, and closing activities. The core activity is a learning process to achieve goals, which is carried out interactively, inspiring, fun, challenging, motivating students to actively become information seekers, and providing sufficient space for creativity, independence, talents, interests, physical and psychological development of participants. educate. The core activities use methods that are adapted to the characteristics of students and subjects, which include the process of observing, asking questions, gathering information, associations, and communication.

For learning related to KD which is a procedure for doing something, the teacher facilitates so that students can observe the modeling/demonstration by the teacher, students imitate, then the teacher checks the provision of feedback, and follow-up exercises to students. As stated by Rusman, the core activities at least pay attention to: 1) Prepare students psychologically and physically to take part in the learning process; 2) Asking questions that relate previous knowledge to the material to be studied; 3) Explain the learning objectives or basic competencies to be achieved; 4) Delivering material coverage and explanation of activity descriptions according to the syllabus. (Rusman, 2012: 151) Implementation or actuating carried out on the direction of can be applied after the plan, organization and employees exist. If this function is implemented, the management process in realizing its goals begins. The Qur'an in this case has provided basic guidelines for the process of guiding, directing or giving warnings in this actuating form. Actuating also means managing an organizational environment that involves other people, of course, in a good manner too Guiding and warning factors are important for the success of the plan, because if it is ignored it will have an unfavorable effect on the continuity of an organization and others. The actuating process is giving orders, instructions, guidelines and advice as well as communication skills. Actuating is the core of management that moves to achieve good results by applying effective and efficient principles. Based on the results of the study, it is known that the teachers of SMA Negeri 8 Bekasi assess knowledge competence through written tests, oral tests, and assignments. Teachers of SMA Negeri 8 Bekasi assess skill competencies through performance assessments, namely assessments that require students to demonstrate a certain competency using practical tests, projects, and portfolio assessments. The instrument used is in the form of a check list or a rating scale with a rubric. Indeed, to carry out the learning evaluation program an evaluation instrument is needed which can be in the form of tests or non-tests. There are several types of evaluation instruments in the form of tests (Arifin, 2011:124), namely: 1) Based on the aspects of knowledge and skills, there is an ability test (power test) and a speed test (speed test); 2) Based on the form of students' answers, namely written tests (descriptions and objectives), oral tests, and action/practice tests.

Techniques and instruments used for competency assessment of attitudes, knowledge, and skills. Educators conduct attitude competency assessments through observation, self-assessment, by students and journals. The instrument used for observation, self-assessment is a check list or rating scale accompanied by a rubric, while the journal is in the form of educator notes. In every management, improving the quality of education must have an impact, namely the education it manages is getting better in quality or value. An organization that wants to succeed must have a Competitive Advantage. To achieve this advantage, every organization must be ready to change. And to undergo these changes, every organization must have a change agent. The learning management process has a positive impact on improving the quality of student learning. The impact of improving the quality of learning at SMA Negeri 8 Bekasi is that the public's trust in schools is getting better, as evidenced by the number of applicants to study at SMA Negeri 8 increasing from year to

year, academic and non-academic quality through the achievements of the school. The impact of the management of improving the quality of learning mentioned above can be realized when all school components and stakeholders collaborate and participate with participatory and humanistic approaches. The participatory and humanistic approach gave birth to positive impacts, for example the relationship between the principal and all components of the madrasa and stakeholders was not a bureaucratic relationship but rather a partnership relationship in the context of mutual success by prioritizing value aspects, for example feeling valued, feeling mutual need, feeling satisfied and proud in work, feel responsible for the realization of Pancasila values for future generations. As an impact of the Management of Quality Improvement of School-Free Learning, namely school education to be of high quality and quality that can be obtained by involving all components of madrasas and stakeholders with a participatory and humanist approach as follows:

*First*, the impact of learning management on improving the quality of learning on the quality of graduates in taking the national exam is 100% passing with an average score of 80.00. and many of its alumni continue their studies at state universities.

*The second* is in the institutional aspect, as seen from the assessment of the National Accreditation Board for Schools/Madrasahs getting an A (very good) grade with the accreditation status indicating that the quality of the madrasa has reached the Government's target of 8 National Education Standards.

*Third*, public trust in schools is getting better as evidenced by the number of new student registrants which has significantly increased from year to year. However, this condition is different from that experienced by SMA Taman Siswa where the number of students is decreasing. This is because one of them is due to the covid 19 pandemic. The impact of this pandemic has made many parents unable to pay the tuition fees charged by the school to the parents of students. This is as stated by Rara (2020) "Many school teachers in private educational institutions are starting to be hampered in getting salaries, even some private schools are also threatened with closing due to a shortage of students," said member of Commission X DPR RI, Ledia Hanifa Amaliah. Ledia explained, so far, the majority of private schools have struggled to fulfill their operations independently by relying on income from tuition fees. On the other hand, currently, many parents are unable to pay tuition fees due to being affected by the pandemic. To overcome this, the Ministry of Education provides assistance to private schools through the affirmative BOS fund program. This year, for the first time, private schools that need it most receive assistance through the Affirmation BOS and Performance BOS. Affirmation BOS and Performance BOS are focused on schools most in need and affected by the Covid-19 pandemic. The provisions are for public and private schools (SD, SMP, SMA, SMK, SLB) that need the most, an aid fund of Rp. 60 million per school per year, and funds are channeled directly from the Ministry of Finance to school accounts (<https://pk.kemdikbud.go.id/read-news/kemendikbud-helping-school-private-terdampak-covid19-with-bos-affirmasi-dan-kinerja>).

*Fourth*, is the competence of educators and education increases. Teacher competence has increased, the ability to convey learning to students, which in turn can improve student achievement. These findings are in accordance with Hamalik's theory which reveals that educators or teachers are an important component in the implementation of education. It is the responsibility of the teacher to educate and teach, therefore improving the quality of education should be supported first by increasing the potential of the teacher.

*Fifth*, is the participation of stakeholders in the education quality improvement program, with a humanist and participatory approach from the principal with all school components and in accordance with Sarah White's theory which states that stakeholders feel it is important to take responsibility and have a program to improve the quality of education, because the role and stakeholders in school quality improvement programs.

#### IV. CONCLUSION

The implementation of learning management to improve the quality of learning at SMA Negeri 8 Bekasi and Taman Siswa in the learning planning process is relatively good, but for making lesson plans there are still some teachers who need to be guided. The implementation of learning management to improve the quality of learning at SMA Negeri 8 Bekasi in the overall learning management process is good. The

principal has carried out learning management, among others: Mastering the outlines of teaching programs for each field of study and each class, Compiling school programs for one year, Preparing lesson schedules, Coordinating activities for formulating teaching unit models, Arranging assessment activities, Implementing norms -norms of grade promotion, Coordinate school guidance activities, Maintain and develop school library books and learning tools. Meanwhile, the management carried out by the teacher includes: Classroom arrangement, student arrangement, use of learning resources, use of learning media, and use of facilities and infrastructure. Implementation of learning management to improve the quality of learning in SMA Negeri 8 Bekasi and Taman Siswa in the implementation of learning is relatively good. The organization of learning is carried out by two parties, namely the principal and the teacher. The Principal in learning management is responsible for the implementation of educational activities, school administration, coaching other educational staff, and the utilization and maintenance of facilities and infrastructure. At least the principal's role in learning management includes: (1) Mastering the outlines of teaching programs for each field of study and each class, (2) Preparing school programs for one year, (3) Preparing lesson schedules, Coordinating preparation activities teaching unit model, (4) Regulate assessment activities, (5) Implement grade promotion norms, (6) Coordinate school guidance activities, (7) Coordinate non-curricular programs, (8) Maintain and develop school library books and tools lesson. The management of learning carried out by the teacher in the classroom is (1) the arrangement of the classroom, (2) the arrangement of the students, (3) the use of learning resources, (4) the use of learning media, and (5) the use of facilities and infrastructure.

Implementation of learning management to improve the quality of learning at SMA Negeri 8 Bekasi and Taman Siswa in the implementation of learning is relatively good, the teacher carries out learning activities including preliminary activities, core activities, and closing activities. The core activities consist of exploration, elaboration, and communication activities. The implementation of learning management to improve the quality of learning at SMA Negeri 8 Bekasi and Taman Siswa in controlling learning is relatively good. Supervision at SMA Negeri 8 Bekasi is carried out by the education supervisor from the service, and managerially carried out by the principal assisted by the vice principal in the curriculum field. While at SMA Taman Siswa, supervision is also carried out by the Foundation and the foundation will also receive a report from the supervisor on the supervision it has carried out to the principal and teacher. Especially in the field of learning, supervision of teachers who carry out the learning process is carried out at the beginning of the learning year from planning documents to learning activities and student assessment activities as part of the supervisory task by the vice principal in the curriculum field. Likewise, school supervisors from the Bekasi city office always carry out routine supervision programs to schools. Implementation of learning management to improve the quality of learning at SMA Negeri 8 Bekasi and Taman Siswa in the evaluation of learning is relatively good, the principal provides guidance, assistance, supervision and assessment on problems related to the technical implementation and development of teaching education in the form of program improvements and teaching education activities to be able to create teaching and learning situations. Meanwhile, the teacher evaluates learning through process assessment and results assessment. The process assessment is carried out on the participation of students both individually and in groups during the learning process. Assessment results are carried out in the middle and end of the semester. The impact of the implementation of learning management on students and schools are: 1) school final exam results, 2) accreditation scores, 3) public trust and 4) on the academic and non-academic achievements of SMA Negeri 8 Bekasi students. Of the four impacts, it turns out that Taman Siswa High School for the 2021/2022 academic year has decreased. This is due to the impact of the Covid 19 pandemic where parents have difficulty paying tuition fees charged by schools to parents.

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