Learning Management Innovation at Tumpaan Vocational School

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Abstract: *This study aims to analyze and describe learning management innovations at Tumpaan State Vocational School. This study uses qualitative research methods with reference to Creswell that qualitative research is research in which the form of data is in the form of words or interview results and not in the form of statistical calculations. Innovation in learning management at the Tumpaan State Vocational High School was carried out through instilling character education with a routine worship program which was carried out once a week. In carrying out innovations related to learning management at the Tumpaan State Vocational School, it focuses on management functions consisting of planning, implementation, monitoring and evaluation. While at the implementation stage the scheduling of worship once a week is carried out by rotating the picket or person in charge of worship activities, supervision is carried out by monitoring the activities of teachers and students for one period to find out how far this program has been implemented and evaluation is carried out by scheduling students to practice leading worship both sermons and prayer.*

Keywords: *Management; Learning Management; School; Innovation; School; Character Education*

INTRODUCTION

Education is an important foundation for humans to achieve a better quality of life, through education humans can live life easily and purposefully. Education is a conscious effort to realize something of cultural inheritance from one generation to another. Education is realized with a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and the skills needed by themselves and society (Abd Rahman, 2018). In simple terms, the meaning of education is a human effort to grow and develop the potentials of both physical and spiritual innate in accordance with the values that exist in society and culture. Education and culture exist together and

promote each other. Education has become very standardized in the life of this nation so that many experts try to reason and convey what education really means in this life. Thus education is an important element in human life. Learners or students as human beings who are in the learning process also have an interest in continuing to seek and explore knowledge through formal, informal and non-formal education.

The world of education is rappidly growing; various kinds of reforms are made in order to improve the quality of education. Where to be able to upgrade the quality of education requires various breakthroughs, both in curriculum development, learning innovation, fulfillment of educational facilities and infrastructure. "Education is the effort of a person or group of people to become mature or reach a higher level of life and livelihood in the sense that it is not only increasing intellectuality but also in terms of self-control, behavior towards others, wisdom in making a decision, or in completing a task. Problem by explaining each condition based on the knowledge possessed. In this condition the teacher is required to present innovative and creative learning to motivate students or students to be able to learn optimally both independently and in groups which are carried out in class or outside the classroom. Learning management model innovation is very necessary and can even be said to be urgent to be carried out immediately in order to produce optimal learning results, increase the efficiency and effectiveness of learning.

Teaching and learning activities are a process of interaction or reciprocal relationship between teachers and students in learning units. The teacher as one of the components in the teaching and learning process is a very important role holder. The teacher is not just conveying the material, but more than that the teacher can be said to be the center of learning.

The success of learning objectives is determined by many factors including the teacher. Teacher has a responsibility in carrying out the teaching and learning process, because teachers can directly influence, foster and improve students' intelligence and skills (Ali, 1996). To overcome the problems above and to achieve educational goals to the fullest, the role of the teacher is very important and it is expected that the teacher has good teaching methods and models and is able to choose the right learning model and is in accordance with the concepts of the subjects to be conveyed and is able to manage learning properly. Innovate. As a regulator as well as actors in the teaching and learning process, it is the teacher who directs how the teaching and learning process is carried out. Therefore the teacher must be able to make teaching more effective as well as interesting by innovating in learning management so that the subject matter delivered will make students feel happy and feel the need to learn the lesson material. "Vocational High School (*SMK*) is an educational institution

that is devoted to preparing students to have abilities, skills and expertise, so that graduates can develop areas of expertise, when they enter the world of work. Vocational High School education itself aims to improve the ability of students to be able to develop themselves in line with developments in science, technology and the arts, as well as to prepare students to enter the workforce and develop a professional attitude. Innovative and creative so that in the end children become happy learning and are increasingly motivated to be more seriously involved in the teaching and learning process.

The learning model according to Trianto which means that the learning model is a plan or pattern that is used as a guide in planning learning in the classroom (Trianto, 2007). While the meaning of the learning model according to Agus stated that the learning model is the basis for learning practices derived from educational psychology theory and learning theory designed based on an analysis of curriculum implementation and its implementation at the classroom operational level (Agus, 2009). "The function of the learning model is as a guide for teaching designers and teachers in carrying out learning. The choice of learning model is strongly influenced by the nature of the material to be taught, the goals to be achieved in the learning, and the level of ability of students. "According to Hamalik, learning outcomes are when someone has learned there will be a change in behavior in that person, for example from not knowing to knowing, and from not understanding to understanding (Hamalik, 2006).

According to Dimyati and Mudjiono, learning outcomes are things that can be viewed from two sides namely the student side and the teacher side. From the student's point of view, learning outcomes are a better level of mental development when compared to before learning. Learning outcomes are used by teachers to be used as a measure or criterion in achieving an educational goal. This can be achieved if students understand learning accompanied by changes in behavior even better (Dimyati and Mudjiono, 1999).

The learning outcomes achieved by students are influenced by two factors, namely internal factors and external factors (Sudjana, 1989). Internal factors are factors that come from within the students, especially the abilities they have. Besides the abilities possessed by students there are also other factors such as learning motivation, social perseverance, economic and physical factors. External factors or factors from outside the student's self, namely the most dominant environment in the form of learning quality (Sudjana, 2006), namely the level or effectiveness of the teaching and learning process in achieving learning objectives. "These two factors, namely the ability of students and the quality of teaching have a relationship that is directly proportional to student learning outcomes. This means that the higher the student's ability and the quality of learning, the higher the student learning outcomes. "To solve this

problem, the teacher as a facilitator must create learning that is creative, active, fun and involves students in the learning process. One way is to manage innovative learning by incorporating lessons based on character education through routine worship at school.

RESEARCH METHODS

This research was conducted empirically through a qualitative approach with the case study method as a "tool or way" of exploring new things related to the object of research (Yin, 2009). The focus of the discussion of this study is to analyze learning management innovations in improving the quality of education for students at the Tumpaan State Vocational School. This research was conducted from September to November 2022, with the main informants, teachers and students at the Tumpaan State Vocational School. Furthermore, the supporting informant is the Principal of the Tumpaan State Vocational School. Research data collection was obtained by observation, interviews, and documentation studies. The use of these techniques offline (using masks, washing hands with soap) and online (via WhatsApp) still complies with the applicable health protocols. Furthermore, the data was analyzed through techniques of (1) data reduction as a process of sorting data, (2) presenting data in a narrative manner, and (3) drawing conclusions. Lastly, the validity of the research data was tested and its guarantee was carried out using a triangulation technique. Triangulation is meant as a form of data screening, which is then compared between one data and another (interviews with one informant, with another informant) (Creswell, 2009). In this context, 2 (two) aspects of triangulation are being compared, namely methods and data sources. Thus, the data presented and conclusions have been valid and in accordance with the research context.

RESULT AND DISCUSSION

Learning is urgent in the educational process (Rahman, 2018). Good and effective learning is learning that fits the needs of the global community (Oviyanti, 2013). The innovation strategy applied in schools is normative re-education (repeated education) is an innovation strategy based on the thinking of educational experts such as Sigmund Freud, John Dewey, Kurt Lewis and several other experts (Cece Wijaya (1991), who emphasizes how the client understands issues of renewal such as changes in attitudes, skills and values related to humans. This necessitates the importance of creation and innovation in education. Learning innovation can be managed effectively and efficiently by paying attention to four aspects, namely planning, implementation, monitoring and evaluation (Khairuddin, 2020. Referring to these four management

functions, learning requires innovations that can improve the quality of education. Furthermore, innovative forms of learning management at the Tumpaan State Vocational School are described in the discussion below:

Planning Innovation of Learning ata Tumpaan State Vocational School

"Planning basically determines the activities to be carried out in the future to achieve goals. This activity is intended to organize various resources so that the results achieved are as expected. Planning gives influence in determining costs or benefits, setting goals or final results, developing strategies to achieve the final goals, formulating or setting priorities and strategic sequences, establishing work procedures with new methods, and adapting existing policies." (Sabudu, D 2023). In line with this, Nadlir (2013) states that learning planning is a set of written and oral materials agreed upon as a learning orientation within educational institutions. According to Prabowo (2010), lesson planning determines the direction of the educational process in educational institutions, starting from the aspect of short, medium and long term goals. Furthermore, Prabowo (2010) also added that the written results of the preparation of learning plans must have a clear direction or orientation, measurable (predictive) results, the number of human resources needed can be estimated, and alternatives for achieving learning objectives can also be identified. Related to this, Fitri, et.al. (2017) informs that the preparation of learning plans can be done by mutual deliberation. In line with the opinion above, the Head of the Tumpaan State Vocational School said that: "...We usually arrange and finalize the learning plans at the Tumpaan State Vocational School after deliberations. Because we here apply the concept of deliberation before making a decision. Besides that, we also always involve teachers and education staff, so that the decisions taken bring the common good." (Results of interviews with the curriculum coordinator) The English subject teacher confirmed this statement, saying that: "...as a teacher, I admit that the school principal always negotiates with us, alias deliberation, before making a policy, including regarding the preparation of lesson plans. every year." (Results of interviews with Tumpaan State Vocational School teachers). In line with the interview excerpt above, Nurlaeli & Saryono (2018) explained that deliberations are a family way carried out by units of educational institutions in adopting and establishing a policy. The effectiveness of learning planning through a deliberative process indicates a clear and measurable process and learning objectives (Bararah, 2017). Furthermore, Surya Permana (2017) explains that the management or management of learning plans must be balanced with various innovations and internal policies of the education unit, so that the learning orientation is new and up to date.

In line with this opinion, the Head of the Tumpaan State Vocational School added, "...as a state educational institution, of course it is not much

different from other state high schools/high schools/vocational schools, but with the conditions here, we also add character education material to each lesson. Especially material related to the implementation of routine worship which is carried out once a week with the aim of improving the attitudes and behavior of students." (Interview with the student coordinator.) The interview excerpt above emphasizes the role of institutions in facilitating quality character education for students (adolescents). According to Ulfiyah (2017), through habituation and educational behavior given by the teacher will help early childhood in practicing worship. In this context, the role of the teacher is needed to develop personality and religious character for teenage students, through experience and practice of worship (Mafaliha, 2020). The urgency of learning planning innovations becomes a benchmark for the direction and objectives of learning on a regular basis in educational institutions. This is the basis for the determination made by the Tumpaan State Vocational School in preparing the learning framework every semester and annually through deliberations between the leadership and the teachers at the Tumpaan State Vocational School, as well as adding religious material. through religious practices. Thus, the preparation of learning plans was innovated and well managed by the Tumpaan State Vocational School as an effort to improve the quality of character education for students.

Learning Implementation Innovation at the Tumpaan State Vocational School

Implementation of innovative learning is the implementation stage of the learning plan that has been prepared before. The processes and stages of change are related to issues of development, diffusion, dissemination, planning, adoption, implementation and evaluation (Subandiyah 1992:77). A similar sentiment was conveyed by the Tumpaan State Vocational School teacher: "... we carry out lessons at the Tumpaan State Vocational School as usual, sometimes in class, sometimes outside the classroom. In class, we usually deliver theoretical material. While outside the classroom, we usually practice and learn by conducting contextual demonstrations with students. Because, contextual learning is more appropriate for teenage students than mere theory sir." (Interview with the Curriculum Coordinator.) The interview excerpt above confirms that learning at the Tumpaan State Vocational School is carried out inside and outside the classroom. Furthermore, the Head of the Tumpaan State Vocational School said, "... apart from implementing learning inside and outside the classroom, we have also added a worship program which is held once a week." The addition of activities for students implemented by the Tumpaan State Vocational School is a form of learning innovation in institutional units. Furthermore, when the researcher interviewed students at the Tumpaan State

Vocational School, he said: "...yes, ma'am, my friends and I attend worship once a week." According to Lubis, et.al. (2020), innovation in implementing learning with the addition of superior programs in schools is an alternative in supporting development for students. In the context of adding weekly worship activities (programs), it is a form of supporting moral and religious development for students. Thus, it is understood that the Tumpaan State Vocational School innovates the implementation of learning with additional activities as an effort to improve the quality of character education for students.

Learning Supervision Innovation at the Tumpaan State Vocational School

Supervision is an important aspect of carrying out the management function in learning (Darussalam, 2020; Asmara & Nindianti, 2019). Supervision activities include written and unwritten observations of teacher performance and the learning process, and then the supervisor is authorized to provide suggestions and input to be followed up by the teacher, in order to optimize the learning process (Tatu, 2019). Based on information from the Head of the Tumpaan State Vocational School, that "... learning supervision is carried out as usual, namely from internal and external parties. Internal supervisors include supervising the Principal of the Tumpaan State Vocational School (My Self) plus delegating the Curriculum field of the Tumpaan State Vocational High School Deputy Principal, while the external supervisor is from the South Minahasa Regency Education Office. In line with this, (Waka for Curriculum Field) confirmed this statement that, "...so far I personally have been asked by the Principal to take part in supervising (academic) learning at the Tumpaan State Vocational School. In my opinion, this kind of communication and collaboration is a good tradition to be applied to educational institutions." According to Andiyanto (2018), internal and external supervision in educational units aims to balance the results of supervision given and as a form of minimizing the subjectivity of assessments, so that the evaluation given can be followed up optimally by the teacher. Observing the collaboration of supervisory actions, it was an effort to improve the quality (quality) of educational institutions. In fact, improving the quality of education is the main goal of supervision. Administrative and academic negligence often occurs during the learning process, for this reason learning supervision is needed (Ahmad, 2021). The innovation of learning supervision carried out by the leadership of the Tumpaan State Vocational School is by delegating the Deputy Head of the Curriculum Field in an effort to supervise academic aspects at the Tumpaan State Vocational School. Thus, communication and collaboration between the Head of the Tumpaan State Vocational School, the Waka for Curriculum, and the supervisor from the South Minahasa Regency Education Office can work together well in improving the quality of character education for students.

Learning Evaluation Innovation at the Tumpaan State Vocational School

Evaluation is the final stage in the learning process cycle (Nuriyah, 2016). The next planning stage, starting from the results that have been evaluated, for this reason this stage has a crucial role for the progress of educational institutions (Fachri, 2018; Rohmah, 2017; Anwar, 2021). Therefore, education providers must properly evaluate administrative and academic aspects during the learning process. Regarding the evaluation aspect, the Head of the Tumpaaan State Vocational School said that: "...we do evaluation at the Tumpaaan State Vocational School in 2 ways sir, the first is verbal, and the second is written. As for the written test, we test student competence regarding the rules of worship. For the oral ones, we test the level of proficiency of the students in leading worship and demonstrations" (Interview with the Principal of the Tumpaan State Vocational High School). Chotimah & Fathurrohman (2018) explained that in the current era of globalization, learning evaluations that are carried out in writing and orally should not be monotonous from year to year without change. For this reason, that learning evaluation innovations are needed that prioritize development for students. The form of innovation carried out by the Tumpaan State Vocational School in the evaluation of learning is oriented towards the moral and religious development of students, including exams on the rules of worship, student competency tests on memorizing prayers added to the practice of worship. Thus, students do not only take exams as a formality, but are assisted in moral and religious development.

CONCLUSION

Based on the results of the study, it was concluded that learning management innovation in improving the quality of character education at Tumpaan State Vocational School was well implemented, this was seen from 4 (four) aspects, namely planning (covering annual meetings and religious material through weekly worship), implementation (includes learning in class and outside the classroom, weekly worship program), supervision (covering internal supervision by the head of the Tumpaan State Vocational School and delegation to the Waka for Curriculum, while external supervision by supervisors from the South Minahasa District Education Office) and evaluation (covering oral tests and written).

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