Learning Management in Developing Teacher Professionalism at SDIT Baitul Jannah Bandar Lampung

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***Abstract* : The purpose of this research is to analyze and describe the planning, organizing, implementation, and evaluation of learning in the development of professionalism of IT Elementary School teacher Baitul Jannah Bandar Lampung and to know the Development of Teacher Professionalism in SDIT Baitul Jannah Bandar Lampung**

The method used in this study is qualitative with this type of research is field research. The informants in this study were principals, vice principals, teachers and parties directly involved in the research background so as to have a lot of information. The process of data collection, the author uses several methods, namely observation methods, interviews and documentation.

The results showed learning management at SDIT Baitul Jannah Bandar Lampung went through planning activities namely drawing up learning plans and compiling learning implementation measures, the implementation process consisted of preliminary, core and closing activities and evaluation activities namely assessment stage after learning and professional development of teachers in SDIT Baitul Jannah Bandar Lampung has been done well and the school authorities have made efforts to continue to develop. However, there are some programs that have not yet been implemented optimally

***Keywords* : Learning management, teacher professionalism program, planning, implementation of learning evaluation**

I. INTRODUCTION

Learning management is a process of managing which includes planning, organizing, implementing and evaluating activities that related to the student learning process by engaging various factors in it to achieve the goals. Learning management is a key element in regulating the learning process. To produce quality of learning, good management is needed that can support the achievement of learning goals. Increasingly the quality of learning is able to enhance the quality of graduates; it can be seen from the indications that appear such as the number of students who have achievements, both academic and other fields. On the other hand, one of the benchmarks for the quality of graduates is that students are able to fulfill the standards competency of graduates. Management is also related to planning activities, implementing them as best as possible to fit the plan and successfully achieving goals as outlined in the plan simply, affordable and smoothly [3]

Learning management will have an impact on the success or failure of the learning process which indirectly affects the quality of graduates. Therefore, teachers are highly required to have the maximum ability to realize the goals of national education which the expectation that teachers will increase their competence, pedagogical, personal, social and professional competences. The professionalism are carried out earnestly supported by a variety of skills, responsibilities, a sense of serviceability and good professional ethics. This maximum ability with the support of various competencies is summarized in terms of the words teacher professionalism.

Thus far, the development of teacher professionalism is still a problem in the education environment; it happens because of development is something that will continue then a system can proceed better in accordance with its decisions. Especially, in the learning process in the schools, the professional development of teachers is incredible discussed. Professional teachers as proven by their competencies will encourage the realization of performance processes and products that can support the improvement of the quality of education. The aim of developing teacher learning is to improve the teaching and learning process which involves teachers and students, through a series of actions, guidance and direction. Human resource development in the field of education is something that cannot be negotiated. According to the necessity in the field which requires education managers to be able to plan, to organize, to implement, and to evaluate the education independently as mandated by the Law on the National Education System No. 20 of 2003 and Government Regulation no. 19 of 2005 on National Education Standards. These laws require management arrangements in various pathways and levels of education and the quality of teaching staff in accordance with the standards of educators and educational staff, so that the goals of society can be realized immediately.

Various problems related to the condition of the teacher, among others:

1. there is a diversity of teacher abilities in the learning process and mastery of the material.
2. There is not an accurate measuring tool to determine the ability of teachers
3. The training has not fulfilled the needs.

If this is not resolved immediately it will have an impact on the lack of quality of learning in particular and education in general, including:

1. The lack of students' ability to absorb the subjects taught by the teacher.
2. The lack of students' characteristic which is reflected in the attitudes and skills of students in daily life.
3. The students have low reading, writing and numeracy skills, especially at the elementary level.

II. LITERATURE REVIEW

A. Learning Management

Learning management can be interpreted as an effort towards achieving goals through other people's activities, or making something done by others in the form of increased interest, attention, fun, and background of students (people studying), by expanding the scope of activities (not too restricted), and leading to the development of the lifestyle in the future [3]

The understanding of learning management can be interpreted broadly, in the sense of covering the whole activity of how to teach students ranging from learning planning to learning assessment. In a broad sense, learning management is a series of process activities managing how to teach students with planning, organizing, briefing or control activities, and assessment. While learning management in a narrow sense is interpreted as an activity that needs to be managed by educators during the interaction with students in the implementation of learning.

In this learning management activity there are management functions that must be carried out management functions include 4 functions namely: planning, organizing, implementation (movement), supervision and evaluation [7].

Management functions are as follows:

1. Planning is an integrated process of application and utilization of resources that is expected to support activities and efforts that will be implemented effectively and efficiently in achieving the objectives.
2. Actuating other learning management functions are implementation. Implementation functions in learning include:
A. Develop the time frame and costs required for both institutions and learning in detail and clarity.
B. Initiate and display leadership in implementing plans and decision-making
C. Issue specific instructions towards achieving the goal.
D. Guide, motivate, and supervise the principal towards educators, guide, motivate, and provide clear guidance or direction by educators towards learning services to students. The relationship of students with educators in the process of

3. Evaluating evaluation is systematic collection of reality to determine whether in reality there is a change [5].

B. Teacher Professionalism

Professional is a person's work or activities and becomes a source of life income that requires expertise, proficiency or proficiency to meet certain quality standards or norms and requires a professional education [1].

Professionalism is the attitude of a professional, and professional means to do something as a basic job called a profession, meaning the job is not a filler of free time or as a mere hobby. If the profession is defined as work and ism as a view of life, then professional can be interpreted as a view to always think, stand up, behave and work earnestly, work hard, work full time, discipline, honesty, high loyalty and full dedication to the success of his work.

Teacher professionalism is a teacher who mastered the subject matter according to the competencies and can manage learning with the right learning model.

Professional teachers are teachers who have good skills academic, pedagogical, personal and social. The teacher was identified with a figure that is worth treating and imitating. Based on Law No. 14 of the Year 2005 on Teachers and Lecturers, there are four competencies that must be owned/mastered by a teacher, namely personality competencies, social competencies, pedagogic competencies, and professional competencies.

Thus, the professionalism of the teacher means the ability of the teacher in carrying out his duties as a professional teacher. Professional teachers must master four standards of teacher competency, namely pedagogical, personality, social, and professional competencies.

III. RESEARCH METHODS

This research uses a qualitative approach with phenomenological design. Qualitative approaches are used to understand phenomena about what research subjects experience, such as behavior, perception, motivation, action, holistically by way of description in the form of words and language, in a special context that is natural by utilizing various scientific methods

Research was conducted at SD IT Baitul Jannah Bandar Lampung. Data sources in information mining use data source retrieval techniques in a purposive way that is the technique of retrieving data sources with certain methods. As for the data source set by a specific method of one of the interviews, in this study the interview was conducted to the principal. In addition to the principal the interview was also conducted to the principal, vice principal and teacher.

The data collection techniques used in this study are 1) Observations Involved 2) In-Depth Interviews 3)

Documentation 4). To check the validity of your data in this study, the authors used triangulation techniques.

IV. RESULTS AND DISCUSSION

The application of management concepts in learning activities indicates that learning management is the principal's business and actions as an instructional manager in the school, as well as the efforts and actions of teachers as learning managers in the classroom that are carried out in such a way as to obtain results in order to achieve the goals of school programs and learning programs.. Research that has been conducted using interview, observation, and documentation techniques conducted by researchers at SDIT Baitul Jannah obtained the results of SDIT Baitul Jannah implementing every indicator that becomes an indicator in the management of learning. The authors present a succession of research discussions of this action on planning, organizing, implementation and supervision of teacher professionalism development which will be described as follows:

1. Learning Planning Stage

At the school SDIT Baitul Jannah at the planning stage has been implemented in accordance with the indicators in the planning stage, in the early stages of the process of formulating the learning objectives, according to the research results of teachers in SDIT Baitul jannah has done well the formulation of goals, the formulation of learning goals is always assued with the needs of students so that the goals that will be formulated will be able to benefit the student in his daily life.

Good learning planning will make it easier for students to understand the materials presented by the teacher, thus the learning carried out refers to good planning. For this, all teachers do this learning plan so that students have the ability to understand and deepen the subjects well, so as to improve the quality of learning and also the learning achievements of SDIT Baitul Jannah Bandar Lampung. Most teachers and principals of SDIT Baitul Jannah Bandar Lampung have similar opinions. They both suggest that well-prepared learning programs can direct organized learning according to the characteristics of students.

In terms of physical form in the form of RPP and Syllabus, SDIT Baitul Jannah teachers are not fully compliant with the government's prescribed reference, but if viewed from the observation results of their learning activities, the teachers have implemented the right approach, method, media, and allocation of time and according to the needs of students.

The development of learning plan implementation by SDIT teachers Baitu Jannah has been focused on the attention and karakeristic of students towards standard materials that are used as study materials, it should be noted that teachers should not only act as transfor motors, but also must act as motivators who can develop passion and appetite to learn and encourage students to learn by using various variations of media and learning simber accordingly , as well as supporting the establishment of competency standards and basic co-competence.

The effectiveness of the implementation of planning functions in learning activities is indicated in SD IT Baitul Jannah with the application of learning planning principles about (1) establishing what teachers want to do, when and how to do it in the implementation of learning, (2) limiting goals on the basis of specific instructional objectives and establishing work implementation to achieve maximum results through the process of determining learning targets, (3) developing alternatives that are in accordance with the learning strategy , (4) collect and analyze important information to support learning activities, (5) prepare and communicate planning plans and decisions related to learning to interested parties.

Based on the results obtained in the context of learning planning in SDIT Baitul Jannan can be interpreted to have a good planning process starting with the formulation of learning objectives, subject matter, use of learning media, use of approach or method of learning, and assessment in an allocation of time that will be implemented at a certain time to achieve the objective stipulated. PP RI no. 19 th. 2005 article 20 explains that, "Learning process planning has a syllabus, learning execution planning that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes."

2. Implementation of Learning

At this stage, teachers in SDIT Baitul Jannah school have also performed well in every indicator of learning implementation such as providing motivation and knowledge during the learning process Teachers often invite their students to discuss. Sometimes it also assigns tasks, both individually and in groups. With the motivation and support of teachers in the learning process will be able to establish a student relationship with the teacher in the learning process, which is always needed the role of the teacher in the management of learning such as the purpose that is to be achieved, materials or messages that become the content of the interaction, students who actively experience, teachers who carry out, methods to achieve the goals, situations that allow the learning process to run properly, as well as the assessment of the learning results. Teachers have also done good classroom management at SDIT Baitul Jannah. In addition to classroom management, the implementation of learning must have three stages :

1. Pre-instructional stage (introduction). In this stage the teacher performs habituation to always pray with the learners before carrying out a learning process. And after that ask the presence of students, as well as pre-test either in the form of q&A, quiz or others.
2. Instructional stage (core). In this stage, teachers conduct a series of learning activities with students in order to achieve learning goals.
3. Post-instructional stage (cover). In this stage the teacher always gives reinforcement or conclusions about the learning that has been lived. Providing reinforcement or conclusions

about learning materials to students will be useful to provide understanding related to discussions during the learning process

The implementation of learning in SDIT Baitul jannah is in accordance with the three stages described above. From observation and wawacara it can be known that teachers always start learning with prayer, then check attendance, and continue with a brief question and answer about the previous material.

The results of the study towards this core stage of learning at SDIT Baitul Jannah run in accordance with the theory of core learning and according to the materials taught. The learning resources used in the learning process at SDIT Baitul Jannah are also in accordance with the learning materials. The learning approach conducted by the teachers at SDIT Baitul Jannah in the delivery of materials has also been good.

The closing stage is also carried out in accordance with the theory that has been explained, namely by strengthening the material, concluding the learning, explaining the material to be studied at the next meeting, then ending with a Prayer.

3.   Learning Evaluation Stage

Evaluation stage From the results of the study observation at SDIT Baitul Jannah it can be known that the first type of evaluation using formative evaluation is often interpreted as evaluation activity conducted at the end of each discussion of a subject. This evaluation is held during the teaching learning process, which is held periodically, its contents include all teaching units that have been taught well, using a question and answer system between teachers and students at the end of each learning. This type of assessment is useful for students to delve deeper into the materials that teachers have taught. In addition, the usual evaluation activities are conducted when after finishing delivering the learning materials, then held daily replays. For the instrument I use is consisting of a written test consisting of essay and multiple choice. Then in addition to written tests, oral tests are also carried out, such as memorizing verses of the Qur'an related to the subject matter that takes place. Assessments are carried out to find out the extent of graduate competency achievement, mastery of knowledge, and to monitor and evaluate, advance learning, and improvement of learning outcomes, students on an ongoing basis

SDIT Teacher Baitul Jannah also conducts sumatif evaluation is an evaluation organized by the teacher after a certain period of time at the end of the semester. Sumatif assessment is useful for obtaining information about learning success that can also be as input value rapot

Just like most educational institutions, SD IT Baitul Jannah also implements a sumatif evaluation system. Sumatif assessments are carried out at the end of each semester. The result of sumatif assessment applied in SD IT Baitul Jannah is in the form of a number assessment that is then included in the report.

Based on the results of the evaluation implementation conducted in SDIT Baitul Jannah has been implemented in accordance with the plan that has been set. The relationship with the teacher's students is necessary to ascertain whether the students are carrying out the learning activities as planned. Assessments are carried out by teachers on learning outcomes to measure the level of competency attainment of students, as well as used as material to prepare progress reports on learning outcomes, and improve the learning process. Assessments are conducted consistently, systemically, and programmatically using written or oral tests and non-tests, performance observations, attitude measurements, assessments of work in the form of tasks, projects and/or products, portfolios, and self-assessments.

It is also in accordance with rusman opinion (2012: 14) Assessment is carried out by educators on learning results to measure the level of competency achievement of students, as well as used as material for the preparation of progress reports of learning outcomes, and improving the learning process. Assessments are conducted consistently, systematically, and programmatically using written or oral tests and nontests, performance observations, attitude measurements, assessments of work in the form of tasks, projects and/or products, portfolios, and self-assessments. Assessment of learning outcomes using education assessment standards and subject group assessment guidelines [6].

4.   Implementation of Teacher Professionalism Development

The school's management in this case the principal and his representatives and the chairman of the foundation have done their utmost in providing facilities to all teachers to be involved in the development to become professional teachers who are not separated from course the involvement of the foundation in providing the best facilities to support the implementation of professionalism development programs of the teacher.

One of the patterns of teacher coaching through this training is the pattern of Teacher Activity Coaching (PKG), whose training system is considered to involve a broader educational element. In addition, teachers have a pofesional coaching platform through an organization known as The Teacher Deliberation of Subjects (MGMP) [7]

Coaching through in-office programs is usually provided by training institutions implemented by the national government, local government, professional organizations (PGRI), community groups, as well as by foreign parties [8]

Referring to the opinion, the results of interviews and observations in SDIT Baitul Jannah showed that the implementation of teacher professionalism training has been training for teachers in improving the quality of education has been implemented but it has not been as maximal as expected. In terms of training the ability in pedagogy is still in the clumps of lessons not yet in the group of subjects, if

implemented gems of lessons by bringing in experts in the field will certainly be more maximal.

In the implementation of teacher professionalism coaching at SD IT Baitul Jannah almost every year the institution conducts quality improvement in terms of teacher professionalism both in terms of technical assessment, as well as the way of delivery of learning materials. Among others, there are trainings in the workplace or in the Ministry of Religion conducted by school institutions that cooperate with the government by holding work improvement workshops, about the 2013 curriculum, and so on. The most often held are trainings related to the creation of Learning devices, the creation of Learning Implementation Plan (RPP), assessment, and so on.

The school also provides opportunities for every teacher to participate in workshops and training both in the school and outside the school as long as there is a letter of duty both from the school and from the ministry of religion. Although the school provides opportunities to all teachers but not all teachers can attend training every year, and concerns about the budget issued by the school. So to follow the training must take turns every year. Good and practical short-term trainings on methods, school management and leadership, development of fields of science, new skills that teachers need to master,

Teacher coaching through on the job training among others by conducting classroom supervision. In this case in accordance with the results of the interview with the headmaster of SD IT Baitul Jannah has a role to provide guidance and training on teacher performance, especially through observation (observation) of the learning process in the classroom as well as supervision on a scheduled basis every 1 semester. In addition to classroom learning supervision, the principal also provides supervision in terms of teacher administration completeness. This is very important because the educational process is essentially located in teaching and outside the classroom.

In terms of training in the field of use of IT in learning has also been done but should be more added to the meeting for that because according to the information obtained that in 1 year approximately 2 times it is still not maximal. It must be further enhanced in terms of self-motivation by conducting regular studies for teachers so that teachers who are in love with the task can perform their duties and the sincerity and purpose of life so that all the tasks given are not solely due to the money or wages of a job.

V. CONCLUSION

Based on the results of the research and discussion, conclusions can be drawn regarding the management in developing teachers professionalism at SDIT Baitul Jannah bandar Lampung :

1. Learning Management at SDIT Baitul Jannah Bandar Lampung proceed through planning, organizing, implementing and evaluating activities. Each stage was carried out with good criteria by teachers at SDIT Baitul Jannah Bandar Lampung. However, based on the results of data analysis, it was revealed research findings that provide answers to the formulations of these research problems.

2. Developing teacher professionalism at SDIT Baitul Jannah Bandar Lampung has been done well and the school authorities have made efforts to continue to develop. However, there are some programs that have not yet been implemented optimally

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