Management of language learning in increasing the quality of graduates in junior high school

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Abstract

This study discusses the management of language learning at MTs Al-Musyahadah Cimahi and SMP Plus Nurul Aulia Cimahi using the PDCA approach (Plan, Do, Check, and Action). The research method used is a case study with a qualitative approach. The management theory referred to is management theory related to quality according to Deming. The results showed that in planning language learning, Mts Al-Musyahadah Cimahi used three program levels, namely short-term programs, semester programs, and annual programs. Based on interviews, observations, and documentation studies at MTs Al-Musyahadah Cimahi and SMP Plus Nurul Aulia Cimahi, it can be concluded that the two institutions apply the PDCA (Plan, Do, Check, Action) cycle in language learning management. Learning planning is done by developing detailed plans, including short-term, semester and annual programs. Implementation of learning is carried out according to plans that have been made, using various methods and innovative learning media. Checking learning is done through process and outcome evaluation, with planned monitoring and assessment. Follow-up was carried out to correct the weaknesses found and improve the quality of language learning. This PDCA cycle is effective in achieving continuous improvement in learning.

Keywords

management, Learning, Language, Madrasah Tsanawiyah

1.   Introduction

Learning is a complex system whose success can be seen from product and process aspects (Sanjaya 2009). In Permendikbud No. 20 of 2016 concerning Competency Standards for Graduates of Primary and Secondary Education is the main reference for developing content standards, process standards, educational assessment standards, educator and education staff standards, facilities and infrastructure standards, management standards, and financing standards to achieve quality school graduates, in Indonesia.

Language learning is one of the elements that is quite important in improving the quality of education in Madrasah, because language learning will emphasize improving communication skills and sensory-motor skills, communication skills and solving problems in everyday life (Suparno, 2001: 34). The quality of language learning depends on the quality of teachers and learning management implemented in schools. The teacher in his role as someone who transfers knowledge to students needs tools, one of which is language, where language is an element that is quite important in developing students' abilities. The basic concept of language includes an understanding of grammar, vocabulary, pronunciation, and understanding of the social and cultural context of language use. By implementing effective learning management, language teachers can maximize students' potential in understanding, learning, and mastering language well. According to Stevick in Mansoer Pateda (1991:38) the duties of a language teacher include three things. The three tasks are (1) developing communication potential, (2) developing linguistic potential, and (3) developing personal potential.

Language teaching can work well if there is sufficient knowledge of the characteristics and behavior of the learner. In a teaching and learning process, there will be students who are successful and students who are less successful. This is caused by various factors, one of which is the learning method or strategy of the learner. In this case, Naiman et al stated that all forms of language teaching can be well developed if we have sufficient knowledge about learning and the teaching and learning process itself (Watanabe & Patitad, 2022; Syahputra et al., 2017).

According to Kohar (2022) Management in educational institutions is the main factor in driving institutions to achieve success, because they can expedite the performance of these institutions. Learning management is an activity related to planning, implementation, checking, and action. According to Deming (1986) PDCA theory or Plan-Do-Check-Act is a management cycle that is used to improve the quality of products or services in this case is the quality of school graduates through continuous improvement. Language teacher learning management must be carried out in an integrated and systematic manner, involving all relevant parties. In addition, language teachers must also have the ability to select, develop, and use appropriate learning media in order to assist students in understanding and learning language (Patitad & Watanabe, 2022).

In addition, Manurung (2020) also emphasizes the importance of using innovative and contextual learning approaches in the management of language teacher learning. In using this approach, language teachers must be able to identify student characteristics, understand the learning environment, and integrate educational technology as a learning medium. This innovative and contextual approach can help increase students' motivation in learning the language and encourage students' active participation in learning, so that in the end it will trigger an increase in school quality.

2.   Research Method

The research method used is a case study with a qualitative approach. The research was conducted in two schools, namely Mts Al Musyahadah Cimahi and SMP Plus Nurul Aulia

In this study using data collection techniques in the form of interviews, observation and documentation studies. There were three interviewees, namely the school principal, where the principal as the Madrasah leader provided information regarding policy makers at Madrasah/School, and the Indonesian language teacher who would provide information related to the implementation of language learning in class, as well as students as a source of information from the output obtained during do language learning in class. Observations were made to see the results of the performance of school principals and teachers in continuous improvement. As well as a documentation study conducted to complement the resulting data from interviews and observations.

3.   Results and Discussion

Based on the results of interviews, observation and documentation studies, it was obtained an overview of how the management of language learning was carried out at Mts Al-Musyahadah Cimahi and SMP Plus Nurul Aulia Cimahi which will be discussed with PDCA aspects (Plan, Do, Check, and Action).

Language Learning Planning (Plan)

Developing a plan is planning the details and setting good process standards (Jamalludin: 2022). The learning planning carried out at Mts Al-Musyahadah Cimahi includes three program levels namely, short-term or immediate programs, semester programs and annual programs. The short-term program is in the form of a syllabus and lesson plan (RPP). Based on the results of interviews obtained from Indonesian language teachers with 15 years of teaching experience. Language teachers attend teacher meetings at the beginning of the year to plan learning activities, the existing curriculum has been successfully translated into lesson plans which also contain SK and KD. Language teachers also carry out the preparation of SK and KD mapping which is carried out routinely every semester. In the RPP there

are learning objectives that will be carried out so that learning runs properly. As for some of the methods used by language teachers in classroom learning are lectures, question and answer, interviews, role playing/demonstrations and speeches as well as teachers using learning media in the form of student worksheets, learning videos, audio-visual and some learning aids. This of course will support student learning to be more innovative. Language teachers also apply learning strategies in the form of rewards and punishments so that students are more active in class, so that it will encourage students' speaking and writing abilities.

As for SMP Plus Nurul Aulia Cimahi, which was established last year, namely 2022, learning planning there is carried out at the beginning of each school year where teachers will hold meetings to prepare teaching modules where in these modules learning outcomes and learning objectives have been planned and the flow of learning objectives to become a program annual and semester programs. As for the facilities used in digital-based language learning, which makes more use of technological media, schools have prepared smart TVs in class, laptops and Google Chroom and each student will be given an ID to log in.

This is in line with Abbas (2022) that the teacher's role is to guide learning activities, provide facilities, facilitate the teaching and learning process, create an interesting and harmonious learning environment that is appropriate to student development, and ensure that interactions between teaching and learning run effectively, learning begins with a plan. teacher-guided learning, through the design of student learning activities.

Implementation of Language Learning (Do)

The second step in developing the PDCA cycle is implementation. This step is implementing the process and implementing organizational plans (Ismanto: 2008). The implementation of learning at MTs Al Musyahadah Cimahi is of course carried out according to the plan that has been made according to what is stated in the lesson plan. According to Usman (2008: 120) the implementation of learning follows the procedure for starting learning, managing teaching and learning activities, organizing student time and learning facilities, carrying out assessments of learning processes and outcomes and ending the lesson.

But of course there are several obstacles including the lack of interest in the literacy of students in implementing language learning in class, of course there are many factors that influence this, after analyzing one that affects students is addiction to playing gadgets so that it reduces interest in reading, and the lack of facilities in madrasas, namely facilities library so that it is constrained in student reading resources. But the advantage at Mts Al Musyahadah Cimahi is that it has extracurriculars in the form of 'Muhadoroh' or speeches which are held once a week in the routine activities of students (students), because MTs Al Musyahadah Cimahi is based on Islamic boarding schools, this is of course one of the advantages of students in improving quality language learning in terms of communicating

(Communication skills) and giving speeches (Muhadoroh). Even though the implementation of learning in class is not optimal 100 percent, from the results of the interviews collected there are students who excel in speaking ability (speaking according to the rules), both writing ability and listening ability.

Then the results of the interviews collected from the implementation of learning at SMP Plus Nurul Aulia Cimahi, namely that the language teacher had implemented the independent learning curriculum from the start, as for the obstacles that caused the learning material not to be implemented because the delivery time or practice took quite a long time. In implementing language learning in the classroom, teachers use many methods including lecture methods, discussions, games, presentations, discovery learning, and so on. As well as in supporting language learning the school also applies a language culture where every Monday students are accustomed to speaking English every Monday, Tuesdays are Sundanese, then Wednesdays use Arabic, and on Thursdays- Friday students speak Indonesian.

Check Language Learning (Check)

The third cycle of the PDCA cycle is a check. At this stage there are several steps taken, namely overseeing the activity process. Next, evaluate the process and results against the targets and specification indicators, and report the results of the identification process. In this activity the head of Madrasah MTs Al Musyahadah Cimahi carries out an ongoing check-in process for the process of learning activities. Evaluation of learning outcomes is carried out with tools that have been prepared in lesson plans, subject teachers carry out monitoring and assessment activities in class either in the form of oral testing or student worksheets in class, then language teachers usually carry out pretests and posttests to find out the results of learning. According to Sudiyono (2004: 32) program assessment aims to provide information, both objective and impressionistic in nature that can be used as material for decision making. Evaluation of learning is usually carried out in Madrasas, including daily tests, PTS (midterm testing), and PAT (end of year testing). Daily tests are intended to measure students' abilities on the material that has been presented for each KD/basic competency. The midterm test is intended to determine students' ability to understand the material carried out for half a semester, while semester tests are carried out to measure the understanding of material delivered by the language teacher during one semester.

As for supervision from language teachers who already have long teaching experience (senior teachers) towards new teachers, namely by having direct discussions with the Madrasah curriculum section, as well as involving language teachers in MGMP (Subject Teacher Deliberation) activities. Language teachers at MTs Al Musyahadah Cimahi have participated in MGMP activities at both the city and provincial levels. Coaching of teachers is an important activity in efforts to improve the quality of education in general, specifically to improve the quality of

learning. The principal as having the task of fostering and guiding teachers, especially fostering and growing teacher professionalism. The implementation of academic supervision carried out by the school principal is a coaching activity that can accelerate the process of increasing the competence of teachers in managing learning in the classroom (Syaharuddin & Mutiani, 2020)

As for supervision at SMP Plus Nurul Aulia Cimahi, namely the language teacher conducts formative assessments, namely giving trigger questions at the end of each class learning activity, this is done to evaluate the extent to which the day's learning material can be understood by students. The language teacher also conducts a summative assessment, namely PMP (achivement week) in the mid-semester and end of the semester which aims to find out how far the learning achievements (CP) and learning objectives (TP) of student learning have been achieved. The assessment of students includes several aspects including cognitive, affective, and psychomotor. As well as the assignments given to students at SMP plus Nurul Aulia are more directed to digital-based assignments or projects, such as using the Canva application, Powerpoint, Googleform and so on. Curriculum changes are inseparable from the development of an all-digital era (Yulia et al., 2022).

Language Learning Follow-up (Action)

This action step is following up on the results to make the necessary improvements. This means reviewing all steps and modifying the process to improve the program before further implementation. If this action stage has been completed, the next stage will be even better. (Jannana 2021) After the teacher has supervised and also evaluated, the results will be analyzed if they do not reach the KKM (Completeness of Teaching criteria) then remedial is held for students who have not reached completeness. As well as held enrichment for students who are still not complete in the learning target. As for the process in this follow-up plan, teachers and principals need to fill out and design an EDM (Madrasah Self-Evaluation) to determine priority scales and new designs or new policies in determining programs that need follow-up.

This PDCA cycle provides measurable and accurate stages of the problem solving process. This PDCA cycle is effective for: (1) Helping the process of implementing continuous improvement. When this PDCA cycle is repeated it opens up new possibilities for programs to be improved. (2) Identify new solutions to significantly improve iterative processes; (3) Opening a wider horizon of existing problem solutions then testing them and improving results in a controlled process before being implemented; (4) Avoid extensive waste of resources. (Jannana: 2021).

Follow-up at Nurul Aulia Middle School was carried out by conducting remedial and enrichment for students who had not reached their TP. If in the implementation of learning there is TP or material that has not been conveyed by the teacher, it will be carried out in the following semester and planned to return to the teaching module.

4. Conclusion

Based on this research, it can be concluded that Mts Al-Musyahadah Cimahi and SMP Plus Nurul Aulia Cimahi have good language learning management with the PDCA approach. In planning lessons, these two schools develop detailed lesson plans that contain good process standards. The implementation of learning is carried out according to the plan that has been made, even though there are obstacles such as a lack of interest in student literacy and limited library facilities. Evaluation of learning is carried out periodically by using

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