

STUDENT CENTER BASED CLASS MANAGEMENT ASSISTANCE THROUGH THE IMPLEMENTATION OF DIGITAL LEARNING MODELS AND MEDIA

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Abstract

Student Centered Learning is a teaching approach in education. This approach provides freedom for students to have the opportunity and facilities to explore their own knowledge so that deep learning will be obtained and able to improve the quality of students. Student Centered Learning is the 2013 Curriculum Learning approach. In the regulatory document Student Centered Learning as a characteristic of 2013 Curriculum Learning needs to be followed by refinement of mindset. Teaching and learning activities carried out by teachers with students in school are known as learning. The quality of learning will be optimal if the learning process is student-centered (not teacher-centered). The learning process should also be done in fun ways. In this digital era, teachers should have a new paradigm for learning. It is time for teachers to take advantage of advances in technology and the internet as a means of learning. The question is how to change the old paradigm to a new paradigm in learning in the digital age, apply learning in the digital era and what are the positive and negative aspects of digital learning. These questions are a common thread that will be given to the Community Partnership Program at Madrasah Ibtidaiyah Nurul Ikhsan.

Keywords: community service; student center; digital learning.

I. INTRODUCTION

Madrasah Ibtidaiyah is a basic level Islamic education institution that has a vision and mission of preparing the next generation who have good character, character and play a major role in the progress and civilization of the nation. Madrasas as Islamic educational institutions have several problems, including the public's animosity which considers madrasas to be slum, poorly cared for education, low quality and many other animosities. One of the factors causing the low quality of madrasah education, among others, is the weak quality of available resources. These include; a monotonous and non-varied learning process, limited facilities and infrastructure, lack of support from parents and the wider community of the importance of religious education as a child's personal fortress in the face of the increasingly rapid progress of the era, the pattern of guidance that has not been directed and what is no less important is the lack of government attention of the existence of thousands of madrasas throughout Indonesia.

The government's attention to madrasas as educational institutions for the madrasah ibtidaiyah level is still inadequate. The government that builds madrasah has limited education funds while the number of madrasas is very large. Islamic educational institutions such as madrasas were born from below with high idealism and a spirit of independence. Countless costs incurred for a madrasah. Thousands of madrasas can be established all over Indonesia without government assistance [1]. The majority of madrasah educational institutions are deemed not to have good quality and quality. The large number of institutions is generally not followed by good quality. Only a small number of quality Islamic educational institutions. Although there are also excellent madrasah, the number is less than the number of madrasah as a whole [2].

Madrasah Ibtidaiyah Swasta Nurul Ikhsan is located on Jl. Cinangneng Km incline. 12 Kp. Babakan Panday Rt.03 Cibanteng, Ciampea, Bogor Regency, approximately 16 km from the Pakuan University Campus. Nurul Ikhsan's Private Ibtidaiyah Madrasah is located in Rw 07 which consists of 5 RTs, the majority of which are blacksmiths and farmers. Observations

show that 85% of the population are pre-prosperous and 15% are well-to-do families. Madrasah Ibtidaiyah Private Nurul Ikhsan was founded in 1961 which began with a survey of the number of families who could not afford to send their children to school due to economic constraints. A resident named Mr. Saefudin raised the concern to devote himself as a founding pioneer who felt concern for the importance of education. At that time education was carried out in a limited room from inadequate facilities.

As time went on, Mr. Saefudin looked for colleagues who wanted to join and take care of school licensing which was finally named Madrasah Ibtidaiyah Nurul Ikhsan under the Mubarak Al-Baqir Foundation which was officially notarized on January 3, 2013. The initial funding for Nurul Ikhsan's Private Madrasah Ibtidaiyah was obtained from private companies people who have the same concern about the importance of education. Some people in the community who have this concern then join to become teachers at the Nurul Ikhsan Private Madrasah Ibtidaiyah, which until now has lasted for about 58 years.

The existence of human resources at Nurul Ikhsan's Private Ibtidaiyah Madrasah consists of 7 teachers with the status of Foundation Permanent Teachers, In terms of the quantity of teacher resources it is sufficient, but in terms of teaching quality it is still far from what was expected. So, it is necessary to have mentoring and training to ensure that the Nurul Ikhsan Private Madrasah has an existence in the community.

A long time should show significant changes and improvements in the progress of Nurul Ikhsan's Private Ibtidaiyah Madrasah. But in reality this is not the case, Nurul Ikhsan's Private Ibtidaiyah Madrasah is still far from being worthy of being an ideal place of education. This can be seen from the infrastructure and human resources. In addition, there are many other factors that affect the underdevelopment of Nurul Ikhsan's Private Islamic Madrasah, including the community environment that still does not care about the importance of education, low motivation of children to go to school due to lack of support and parents' mindsets on the importance of education. This has an impact on the high number of children dropping out of school. In addition, the quality of teachers is still modest, less creative and innovative in learning, so learning tends to be monotonous and traditional in nature. Teachers dominate learning more without involving students actively participating. Another factor that also influences the less optimal existence of Nurul Ikhsan's Private Madrasah Ibtidaiyah, namely the lack of support and attention from the central government to the management of madrasah ibtidaiyah, which actually has a very vital role in shaping the nation's generation of students who have good roots. This lack of government attention has an impact on the management pattern applied in Madrasah Ibtidaiyah so

that it affects the leadership of the managers, organizational culture, and motivation to continue to develop madrasah ibtidaiyah, especially the Nurul Ikhsan Islamic Private School which is the focus of this community partnership program.

The low quality of madrasah education must be solved immediately. The rational argument that can be conveyed is that there must be quality management. Therefore it is necessary to have managers of educational institutions capable of managing with good quality. Another thing that should not be overlooked and becomes a collective concentration, namely improving the quality of the teaching and learning process which will have an impact on educational output. The quality of educators or teachers must be able to compete and provide color in the world of superior education [3]. The low quality of madrasah education cannot be ignored, there needs to be assistance in the quality of madrasah education.

In-depth observations made with the school and local community leaders found the focus of the problem as follows the difficulty of the teacher in designing and implementing the learning process properly. So it is difficult to develop teachers' pedagogical abilities to improve creative skills in implementing learning in the 2013 Curriculum. As a result, many teachers can only understand but are not skilled in applying it. The difficulty of the teacher in carrying out the learning process is due to the inability to use digital teaching material media, difficulty in understanding to develop teaching material media. Teachers in primary schools in the Cluster VIII Teacher Working Group did not receive training on teaching material media. This causes teachers to lack understanding of the learning process in the 2013 Curriculum.

One of the appropriate media for this is to use computer-based digital media. Along with technological developments, many digital media in learning have been developed. Digital media can present learning material in a contextual, audio and visual way in an interesting and interactive manner [4]. This is also supported by the very rapid development of computer technology. The development of technology, especially computer technology, has driven changes in all sectors of human life, almost all sectors of life cannot be separated from the existence of computer equipment, including the education sector [5]. Currently known as the era of globalization of information communication. With the increasing times, there are more progresses, especially advances in technology and information. The rapid advancement of information technology and technology offers various conveniences in learning, causing a shift in learning orientation from outside-guided to self-guided and from knowledge-as-possession to knowledge-as-construction [6].

II. METHODS

The problem is that Madrasah teachers at Madrasah Ibtidaiyah Nurul Ikhsan still do not understand the activities or processes of student center-based classroom management through the application of digital learning models and media, as well as the importance of improving the quality and quantity of learning that these activities cause. Tried to be resolved using the workshop method with training techniques and workshops on teacher pedagogic development work through the student center-based classroom management process through the application of digital learning models and media followed by discussions, while the problem of the ability to develop pedagogic abilities for elementary school teachers in the implementation process is resolved by provide assistance. This activity is packaged in the form of workshops and workshops as well as mentoring [7].

The implementation of the service is carried out in three stages, where the first stage is the preparation stage. At this stage the community service group conducts a preliminary survey to review conditions in the field regarding the implementation of training and workshops that have been carried out by teachers in elementary schools in the city of Bogor. The next stage is the stage of implementing service activities. In this stage the servant carries out professional work development activities in the form of workshops and assistance regarding the preparation of assessment instruments. The last stage is the evaluation stage. At this stage, an evaluation was carried out on the results achieved by the workshop participants, namely the Madrasah Ibtidaiyah teachers Nurul Ikhsan. Further input and improvement can be made at this stage. Evaluation is given by collecting data obtained from workshop activities. The data was taken by concluding the understanding of elementary school teachers when given the instrument delivered by training and workshop methods, followed by question and answer / discussion, as well as from the development results.

The indicator of the achievement of the dedication goals is that 65% of the teachers already understand and are creatively skilled in developing activities regarding the student center-based classroom management process through the application of digital learning media and models. While the indicators of achievement are for the purpose of providing teachers with the ability to develop themselves in the learning process. The implementation of this Community Service activity is packaged using a workshop, workshop and mentoring approach.

III. RESULTS AND DISCUSSION

Implementation of Student Center Based Classroom Management Assistance through the Application of Digital Learning Models and Media was

carried out in a marathon in September 2020. This is because teachers as coaching targets must not abandon their obligations in teaching and teaching. Therefore the coaching process is carried out after the teacher has carried out his duties and obligations.

The first activity was carried out on September 14, 2020, in this activity we carried out activities in collaboration with the MTs teaching group, namely providing knowledge about policies regarding the duties and responsibilities of teachers as educators and teachers, in addition to that for 7 hours of lessons, material about background and concepts was provided. Basic Classroom Management as well as socialization about the techniques of applying the Digital Learning Model.

The second activity was carried out on September 15, 2020, in this activity we provided a workshop for 7 hours of lessons on the development of digital learning model techniques and the collaborative process in classroom management. Introduced to teachers about models of digital learning techniques and the progress of the classroom management process



Figure 1. Community service activities in the first session

Workshop activities during the effort to foster and develop teacher competencies through digital learning models and introduce teachers to the approaches in digital learning models. Activities carry out mentoring activities in the network regarding the practice of digital learning model processes. The teacher practices the evaluation models and techniques that have been given.



Figure 2. Community service activity in the second session

Assistance in the implementation of this service activity is as follows: training participants are given material about the student center-based classroom management process through the application of digital learning models and media and their importance in increasing teacher professionalism. Participants are given the opportunity to discuss the material that has been given. Question and answer opportunities were given to clarify matters that were still in doubt. Participants practice in workshops to develop the implementation of a student center-based classroom management process through the application of digital learning media and models, and together create digital learning media applications. Participants in the process are accompanied by servants as collaborators in practicing the student center-based classroom management process through the application of digital learning models and media in the learning process. The results of the development work on the implementation of the student center-based classroom management process through the application of digital learning media and models are analyzed for input and further improvement.

The next mentoring activity in the network is regarding the Formulation of a Learning Implementation Plan with a learning model and doing the Learning Process Practice with a Learning Model.

IV. CONCLUSION

The purpose of introducing digital learning models is to develop better learning situations through coaching and enhancing the teaching profession; Through digital learning, it is hoped that the quality of teaching carried out by teachers will increase, both in developing abilities, which are determined not only by the level of knowledge and teaching skills possessed by a teacher, but also on increasing the commitment, willingness and motivation of the teacher. In addition, it is expected that the impact of the Community Partnership Program on Student Center-Based Classroom Management Assistance Activities Through the Application of Digital Learning Models and Media that teachers can 1) increase the effectiveness and efficiency of learning; (2) quality control, the principal can monitor the learning process in schools; (3) professional development, the principal can help teachers develop their ability to understand learning, life in the classroom, and develop teaching skills; (4) motivating teachers, the principal can encourage teachers to apply and develop their abilities and be responsible for carrying out their teaching duties. (5) arouse and stimulate teachers in carrying out their duties. (6) Trying to procure and equip school supplies including learning media. (7) the teacher tries to develop, find, and use methods in accordance with the demands of the curriculum. (8) Fostering good and harmonious cooperation among teachers. (9) Trying to

improve the quality and knowledge of teachers. (10) Fostering cooperative relationships between schools and communities or other agencies in order to improve school quality.

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