Application of the Learning Function in Realizing the Goals of the Ma'had Al-Islamiah Bandung Institution

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Abstract

The research aims to describe the implementation of the learning function in Ma'had Al-Islamiyah. Knowing the factors inhibiting the implementation of learning at Ma'had Al-Islamiyah. Knowing the solutions to obstacles to implementing learning in realizing the goals of the institution at Ma'had Al-Islamiyah. This research method uses a qualitative approach that describes research field phenomena. Data collection techniques through observation, interviews, and documentation studies. Conclusion In learning activities there are management functions that must be carried out, such as planning learning, organizing learning, implementing learning, and monitoring accompanied by learning evaluation. The inhibiting factor is that in planning the implementation of learning, the teachers do not know how to make it. Solutions in the learning implementation plan, are to be prepared so that the learning process can be realized according to the objectives of the Al-Islamiyah Ma'had institution.

Keywords: Learning Functions, Objectives, Ma'had Institutions

I.   Introduction

Ma'had is a place to study the Islamic religion or is called an Islamic boarding school, where the Islamic boarding school is a center for learning and struggle in implementing Islamic law. At the time, Islamic boarding schools were Islamic religious educational institutions, which specialized in studying and practicing Islamic teachings as a whole. Islamic boarding schools are repositioning themselves as modern educational institutions without losing good traditions. Ma'had Islamiah, which is known as a modern Islamic boarding school, has an important role in fighting for a prosperous society.

According to: Nurcholis Madjid, Islamic boarding school institutions are Islamic education with Indonesian characteristics. As an agent of change who has the opportunity to improve science and technology, by maintaining a good and original culture in Islamic boarding schools. Furthermore, according to Abdul Rahman Wahid, Islamic boarding schools are institutions that are generally integrated with the lives of the surrounding community, where in these institutions there are several dormitory buildings, as the caretaker's residence, the residence of the Ustadz and the mosque where learning the Koran and praying takes place within the Islamic boarding school environment.

Pesantren as a typical and traditional educational institution has some social life, and learning using modern and traditional literature, as well as maintaining values as a pesantren subculture. Values as a function prioritize worship as a form of devotion by respecting teachers, as a way to obtain noble religious knowledge.

Islamic boarding schools are Islamic educational institutions that are in the midst and recognized by society. It is an educational institution characterized by Islamic religion. In accordance with government regulation no. 37 of 1991 article 3 paragraph 3. That Islamic religious education is education that prepares the younger generation to continue learning to play a role in mastering the teachings of the Islamic religion.

2. Research Methods

This method uses a qualitative approach that describes phenomena that occur at the research location, through observation, in-depth interviews, and documentation studies.

2.1. Data Collection Techniques

In obtaining data collected in the field, several techniques are used, including the following:
a. In-depth interviews with key sources with the aim of asking several questions according to the research focus to volunteers with the aim of obtaining as much data as possible.
b. Research field observations to obtain data are carried out by observing the phenomena and symptoms being studied. Observation can be observed, the phenomena being researched, for recording
c. Documentation study is a way of obtaining data from existing data in the form of archives and documents. As a data collection technique shown on the object under study.

2.2. Data Analysis
Data analysis of the data that has been collected, which has been obtained in the research field. The collected data was analyzed qualitatively in an inductive manner, namely an analysis that describes based on data obtained in the research field. (Miles & Huberman). Next, it is validated, interpreted according to the research focus, then several conclusions are drawn so that it becomes a decision, which is logical and easy to understand by oneself and others.

3. Results and Discussion

3.1. Application of Learning Management Functions in Achieving the Goals of the Ma'had Al-Islamiyah Bandung Institute

Learning management can be interpreted as the process of managing activities, organizing students, learning resources, and teaching materials systematically to achieve learning goals effectively and efficiently, namely as follows:
a. Learning Planning Learning planning is defined as the process of preparing lesson material, using media, using approaches and methods, and assessing within a time allocation that will be carried out in a certain period to achieve predetermined goals. Before implementing learning, usually, an analysis is usually carried out to find out a picture of the future implementation of the learning program. The teaching staff stated

that in determining the objectives of the Al-Islamiyah ma'had institution, SWOT analysis was used which was the basis for carrying out learning programs.

b. Organizing Learning Organizing learning is the entire process of grouping educators, students, learning materials, and resources as well as infrastructure and learning media to create a learning process that can run to achieve the goals that have been set. In this organizing activity, the lesson material will be determined along with who the teacher will be and to whom the material will be given, how it will be delivered, and when the lesson will be given.

c. Implementation of learning through learning activities carried out by teachers for students studying at Ma'had. To make this happen at Ma'had Al-Islamiah, to produce quality graduates to become kiayi in accordance with the goals of the institution. Learning consists of three stages, namely the introductory stage, the main content stage and the closing stage.

d. Supervision of learning by the Director of Ma'had Al-Islamiah, as an evaluator, as a guide, and providing assessments of problems related to technical implementation at educational institutions. In the form of improving educational programs to create teaching and learning conduciveness.

3.2. Factors Inhibiting the Implementation of Learning Management Functions in Achieving the Goals of the Ma'had Al Islamiyah Bandung Institution

a. Ma'had Learning Planning has several learning activity programs each semester or each year, but the forms of porta and process are not created as an initial form of readiness in teaching and are based on the results of research on the factors that hinder the planning of learning implementation, the teachers at Ma'had do not make a Learning Implementation Plan as initial preparation for the learning stage, do not make annual programs and semester programs.

b. Learning Organization In this stage, each teacher is determined for each lesson, but there are limited Teachers due to the lack of honoraria for external Teachers who teach at the Ma'had. So, only a few lessons at Ma'had can be held considering that funds can no longer be disbursed based on data funds

c. Implementation of Learning Based on the results of research on factors inhibiting the implementation of learning, data was obtained that the most important factor was that there were several students whose lecture schedules collided with learning at Ma'had. Apart from clashing schedules between lectures and activities at Ma'had, there are also students at Ma'had who are identified as lazy and students who have a lot of activities.

d. Supervision in each lesson is in accordance with the stages, the teachers have carried out careful supervision accompanied by evaluation and assessment, and obstacles have been found, including that there are several students who cannot achieve the targets set in the curriculum.

3.3. Solutions to Barriers to Implementing Learning Management Functions in Achieving the Goals of the Ma'had Al Islamiyah Bandung Institute

a. Ma'had al Jami'ah al Islamiyah Learning Planning In preparing the learning plan previously made an academic calendar and determined the allocation of learning time, then prepared the syllabus. Apart from that, Ma'had made several activities which were categorized in the annual program and semester program but the prota and process were not made in writing as well as in making learning implementation plans,

so it is better to prepare more so that the learning process to realize an institutional goal can be achieved. accomplished.

b. The organization of learning must be carried out by employing permanent teachers with teaching staff at Ma'had al-Islamiah, who are able to teach according to their scientific fields by deploying staff to replace Arabic and English teachers so that learning in the two foreign languages continues. according to the curriculum.

c. Implementation of Learning The most important factor in implementing learning is that there are some students whose lecture schedules collide with learning in Ma'had, so these students must be flexible in managing their time, meaning that if learning in Central Ma'had begins, then students must attend lessons first. before leaving for lectures or if lecture activities start first, then after finishing lectures students must immediately return to ma'had and take part in the ongoing learning at ma'had. Meanwhile, to overcome lazy students, teachers at Ma'had must provide more motivation than usual and provide continuous motivation.

d. Learning Supervision: If students are unable to achieve their learning targets in the supervision stage accompanied by evaluation, teachers or educational staff can lower the learning targets or increase lesson time to achieve these targets, for example in memorizing the Qur'an which is taught every semester. The target is to memorize two juz, then students from elementary to high school from public schools usually experience a little difficulty because they are not used to memorizing, especially if there is still a lot of remediation in the tajwid, therefore the solution is to lower the learning target for students with a special background. Conclusion In learning activities there is a management function that is carried out, through planning learning, organizing learning, implementing learning, and monitoring accompanied by learning evaluation. The inhibiting factor is making lesson plans as preparation for the learning stage

4. Conclusions and Suggestions
4.1. Conclusion

Based on the results of the data analysis described above, the following conclusions can be drawn:

a. In the process of organizing learning at Ma'had Al-Islamiah, which begins with the scheduling stage of learning, then preparing learning media. In the process of implementing learning, it starts with the introduction, learning content, and closing. In the process of measuring learning, namely conducting tests,, for memorizing Al Qur'an lessons, the test is carried out with an oral test, namely connecting the verses, first testing one juz that has been memorized before you can move on to the next juz, then reciting and For Arabic and English lessons, every time you change the language there is a written test, either in the form of multiple choice or an essay.

b. The inhibiting factor in implementing the learning function in realizing the goals of the Ma'had al-Islamiah institution according to learning planning is the lack of complete elements in learning planning such as the annual program, and Learning Implementation Plans. Meanwhile, in terms of organization, the limitations of the ustad who teach are due to the honorarium for external Teachers who teach due to the regulation that learning can be paid by the faculty. In the implementation of learning, students who are lazy in the Krens learning process have a schedule that collides with lectures and learning at Ma'had.

c. The solution to the factors inhibiting the implementation of the learning management function to realize the goals of Ma'had institutions in the learning planning process is

to complete everything in the planning stage of learning, so an annual program and semester program must be formed and teachers at Ma'had must make a Learning Implementation Plan. In carrying out learning according to the stages, with enthusiasm and high motivation. For students who have the same schedule to be flexible. For students who do not achieve the learning target, they must follow the solution given by Ma'had so that the learning target can match the target that has been determined.

4.2. Suggestion

Based on the results of the discussion and conclusions above, several recommendations can be given in the form of suggestions, including the following:

a. Al-Islamiyah ma'had teachers must always make annual learning programs, semester learning programs and learning implementation plans. And also reduce the target for students who cannot achieve the target in learning, by increasing learning time for students who have not achieved the target

b. For Ma'had Al-Islamiyah students, they can adjust their study time and complete assignments from Ma'had Al-Islamiyah, and must take part in the learning program at the Ma'had, even though campus is busy, and follow the learning targets in accordance with the provisions that have been set. set

c. Al-Islamiah ma'had institutions must be serious about implementing learning according to the learning implementation plan and following the learning process according to the curriculum stages that have been determined beforehand.

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