

Superior Classroom Management Strategies to Improve Learning Quality

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Abstrak

Artikel ini berupaya menyajikan hasil evaluasi efektivitas pelaksanaan pembelajaran Kelas Unggul di Madrasah Ibtidaiyah Negeri (MIN) 1 Kota Medan. Untuk mengukur efektivitas pelaksanaan program secara komprehensif, evaluasi menggunakan model CIPP (context, input, process, dan product). Hasil evaluasi menunjukkan bahwa: 1) Program ini dilatarbelakangi oleh keinginan sekolah untuk menghimpun siswa yang berprestasi sehingga dapat memaksimalkan output. 2) Pelaksanaan program kelas unggulan di madrasah diawali dengan penerapan fungsi manajemen yang terdiri dari perencanaan, pengorganisasian, penggerakan, dan evaluasi atau pengendalian. 3) Pelaksanaan pembelajaran di kelas unggulan dapat dilihat melalui tiga variabel kunci yaitu budaya sekolah, proses belajar mengajar yang baik, dan realita sekolah. 4) Keberhasilan program unggulan turut meningkatkan nilai indeks total quality management (TQM) mutu pendidikan di madrasah.

Kata kunci: *evaluasi program, kelas unggulan, mutu pendidikan, total quality management (TQM).*

Abstract

This article seeks to present the results of an evaluation of the effectiveness of the implementation of Superior Class learning at State Madrasah Ibtidaiyah (MIN) 1, Medan City. To measure the effectiveness of implementing the program in a comprehensive manner, the evaluation uses the CIPP model (context, input, process, and product). The evaluation results show that: 1) This program is motivated by the school's desire to gather students who have achieved so that they can maximize output. 2) The implementation of the superior class program in madrasah begins with the application of management functions consisting of planning, organizing, actuating, and evaluating or controlling. 3) Learning implementation in superior classes can be seen through three key variables: school culture, good teaching and learning processes, and school reality. 4) The success of the flagship program helped increase the value of the total quality management (TQM) index of the quality of education in madrasah.

Keywords: *program evaluation, superior class, quality of education, total quality management (TQM).*

INTRODUCTION

Madrasa education is no longer considered an option for parents or students seeking to provide a quality education for their son. Madrasah, as formal educational institutions, of course have a score in addition to public educational institutions at each level. Naturally, several underlying factors influence students' and parents' decisions about madrasa education. In the study by Irfan Hadi et al., Shamsi mentions that making the right decision to choose school results in him solving the problem with firmness, which is related to answering questions about what to do and so on about element planning in the election (Shamsi in Irfan Hadi et al., 2018)..

Enhancement The gold ministry of education and culture is responsible for ensuring that the quality of education in madrasah is comparable to that of schooling in general. Given that some of the flagship programs in madrasah are, of course, required, Superior educational process implementation required adequate facilities and facilities (hardware), management professional schools, and the development of a future global school, or brainware (Shafiah Kartiningsih et al., 2014). Understanding of a designed institution is provided by special and systematic development, resulting in a superior class found in madrasah. However, the quality of education in

madrasahs is only partially comparable to that of public schools. As is well known, some large madrasahs are still managed with "perfunctory" management (traditional management) that impresses without special attention and does not fully utilize organizational strengths in accordance with the role, resulting in no one being able to maximize their full potential.

Succession is, of course, superior in madrasahs, thanks to role models, teachers, facilities, and infrastructure, as well as economic and social students and the madrasah management curriculum. If we see a pattern of leader UK schools collaborating using various methods recently, this has developed with the view that collaboration could contribute to making "every school a good school" below the draft leadership system, which is a head ready school that contributes, cares, and works for the success of the school, community, and the leader himself (Beatriz Pont, Deborah Nusche, and Hunter Moorman, 2008). Collaboration is essential for sustaining high-quality school programs. Expected collaboration focuses solely on collaboration within the school environment. These activities, however, naturally become prime capital for schools when they include collaboration, partnership on curriculum design, and innovation useful for both the curriculum and extracurriculars.

The next component is the role of the teacher, who is the focal point of the ongoing class. There are numerous theories about teacher leadership that serve as inspiration in the classroom. One of them is an Envisioning Teacher Leadership (ETL) model that requires teachers to have five skills in teaching that are components of leadership association : lead with vision, lead with skills, organization/advocate, improved capacity, and connect with community/culture (Amy J. Good, Teresa M. Petty, and Laura K. Handler: 201) Fifth, if held well by the teacher, this could result in a featured label for the class he leads.

In addition to school administrators and teachers, more facilities and infrastructure are required, which is preferable to regular classes. This requires the school to budget additional funds for its implementation. So that impressed superior class is "luxury" class with all included amenities. This facility should provide students with satisfactory results. Then, with the ability to differentiate, how far are we from learning in class what is superior and what is standard? provide a significant difference in the outcomes studied by students in featured and regular classes?. Naturally, it is a challenge for schools to evaluate and present the findings of a study on this topic in order to strengthen the titles "class" and "featured."

School evaluation, including evaluation of the featured class, is required in every school, whether in Indonesia or other countries around the world. Private or confidential evaluations are possible must open to evaluation the whole component school so that evaluation does not bring up the impression of "door sliding going to privatization," which delivers education to smooth out the desire of the head school and government just without noticing what students and parents expect (Roberto Serpieri et a., : 2015).

According to the data above, there is a significant difference in the number of students in class superior versus class regular. What is the context for this course's requirement for existence evaluation in order to maintain the continuity class featured at madrasah?. According to Dr. Pravat Kumar Dhal's research, the evaluation in question is to see how the quality class is superior, which includes product aspects such as discipline, punctuality, clarity, excellence in academic achievement, organizational climate, and customer satisfaction. The following aspect is input quality or process aspects, which include students, teachers, instructional resources, the leadership quality of principals, the developmental evaluation system Temporary that, almost everyone can do an evaluation class; among them are parents, students, teachers, supervisors, administrators, principal schools, governments, the masses, and researchers and academicians (Pravat Kumal Dhal: 2016) The destination end result of the evaluation in question is knowing which of the two is the result of the repair school evaluation. .

According to Suhartono and Ngadirun's theory, "class superior" is intended to provide adequate study time for participants who truly have exceptional abilities (Suhartono and Ngadirun: 2009, page 114).. However, have the applications and implications of the theory conveyed by Suhartono been applied to the Superior Classes of Madrasah Naturally, this must-do research delves deeply into theory; it is featured in madrasah.

The output of education, which is students, demonstrates its success. Students' expectations and performance in excellent and regular classes are unquestionably different. But if we look at the components' support, as we mentioned above, is the destination from class superior already realized with more output good from class regular? If so, class superiority must be maintained. If not, then superior class required special and

comprehensive construction as well as change to return to the role of class superior in accordance with public expectations This is what we study; it is featured in superior class on madrasah.

METHODE

Basically this section describes how the research was conducted. The main materials of this section are: (1) research design; (2) population and sample (research objectives); (3) data collection techniques and instrument development; (4) and data analysis techniques. For research that uses tools and materials, it is necessary to write down the specifications of the tools and materials. Tool specifications describe the sophistication of the tools used while material specifications describe the types of materials used.

For qualitative research such as classroom action research, ethnography, phenomenology, case studies, and others, it is necessary to add the presence of researchers, research subjects, informants who help along with ways to collect research data, location and duration of research as well as a description of checking the validity of the research results. It is best to avoid organizing writing into "sub-headings" in this section. However, if it cannot be avoided, how to write it can be seen in the "Results and Discussion" section.

RESULT AND DISCUSSION

Understanding Class Superior

As an educational institution that plays an important role in the development of students, the process of classifying students in different rooms must be done as well as possible in the hope that the instructional process that will be carried out during the allotted time will go well according to the basic educational and teaching objectives that have been set and leads to the individual development process of each student in the direction of achieving In the process of classifying students, it is usually always based on the diversity of their backgrounds, both in terms of intellectuality and age or learning achievement, and they are then placed in a study room that has been prepared from the start; the study room is often known as "time can go well according to the basic educational and teaching objectives that have been set and leads to the individual development process of each student in the direction of achieving goals. In the process of classifying students, it is usually always based on the diversity of their backgrounds, both in terms of intellectuality and age or learning achievement, and they are then placed in a study room that has been prepared from the start; the study room is often known as "class."

Simply put, class is interpreted as something specific to a class or classification. But in this article, the intended class is a classroom for learning. According to Hamalik, the class is a group of people who are carrying out learning activities together and receive instruction from the teacher. According to Suharsimi, a class is a group of students who receive lessons from the same teacher at the same time (Hamalak and Suharsimi in Martinis: 2012). Considering these two ideas, it is possible to conclude that the meaning of class, according to the two educational experts (Hamalak and Suharsimi), is more focused on a group of people (students) than on a room used for learning.

The class, which is a place where students learn, has a social situation that varies from one class to another. As a result, in order to achieve optimal learning objectives, some schools use class classification with very careful planning based on certain abilities that students have into a class that we commonly call a "favorite class" or "superior class," though sometimes these kinds of breakthroughs reaped various controversies both within the school environment and within the community. The term "preeminent class" refers to a special room reserved for students who have abilities that are rated higher than those of other participants in certain fields. Furthermore, Suhartono and Ngadirun argued that what is meant by "superior classes" are "classes designed to provide adequate learning services for students who really have extraordinary abilities" (Suhartono: 2009). According to Ibrahim Bafadal (2006: 28), "superior class" means a number of students who, because of their outstanding achievements, are grouped into a certain class. This grouping is intended to foster students' development of their intelligence, abilities, skills, and potential as optimally as possible so that they have the best knowledge, skills, and attitudes in accordance with the spirit of the concept of insight into excellence.

Summarizing from several opinions about the "superior class," it can be concluded that basically, a "superior class" is a class designed for students who have extraordinary talents, abilities, creativity, and

achievements compared to other students who receive programs at the same level. Lesson delivered in accordance with the developed curriculum, as well as the availability of additional material on specific topics for the management class, which differs from the regular class.

Quality of Education (Learning Quality)

quality of education One of the theories about quality that can be applied in education is the Theory of *Total Quality Management* (TQM). This theory explains that school quality can be seen in three abilities, namely academic ability, social ability, and moral ability. According to this theory, school quality is determined by three variables: school culture, teaching and learning processes, and school reality. School culture is the values, habits, ceremonies, slogans, and various behaviors that have long been formed in schools and are passed on from one generation to the next, either consciously or not.

A culture that is conducive to quality improvement will encourage the behavior of school members towards improving school quality. School culture is influenced by two variables, namely the external and internal variables of the school itself. External influences can be in the form of laws and regulations from the government, technological developments, mass media, the environment, and so on. Internal conditions are factual circumstances and conditions that exist in schools and include regulations set by the school, infrastructure, interactions between school members, and so on. Schools that have accepted and implemented regulations will have an impact on the quality of the school in question.

The quality of the curriculum and teaching and learning processes is the third variable that affects school quality. This is the closest variable and the one that most influences graduate quality. The quality of the curriculum and PBM has a reciprocal relationship with the reality of the school. In addition, it is also influenced by internal school factors. Internal factors are institutional aspects of the school, such as organizational structure, how to elect school principals, and how to appoint teachers. These internal factors will influence the views and experiences of the school. In addition, the views and experiences of the school will also be influenced by external factors. The second theory that can be adopted is the Theory of *Organizing Business for Excellence* developed by Andrew Tani (2004). This theory emphasizes the existence of an organizational system that is able to formulate a clear vision, mission, and strategy to achieve optimal goals. This theory explains that improving the quality of schools begins with the formulation of the school's vision. The formulation of this vision contains the expected quality of schools in the future. A vision as a picture of the future can be described in a more concrete form as a "mission," which is a statement about what will be done to make the picture of the future a reality. The concept of mission contains two aspects, namely abstract and concrete aspects. The mission contains an abstract aspect in the form of the need for leadership. Leadership is something that is invisible.

Leadership that lives in schools will give birth to school culture. How the form and nature of school culture are greatly influenced by leadership in schools So leadership and school culture are the abstract sides of the mission concept (Zamroni, 2007). Improving the quality of education can also be done through school-based management (SBM). SBM is seen as an alternative to the general pattern of school operations, which has so far concentrated authority at the central and regional offices. SBM is a strategy to improve education by delegating decision-making authority from the central and regional levels to the school level. Thus, SBM is basically a management system where schools are important decision-making units regarding the implementation of education. SBM gives principals, teachers, students, and parents more control over the educational process in their schools (Depdiknas, 2003). In this approach, responsibility for certain decisions regarding budget, staffing, and curriculum is placed at the school level and not at the regional, let alone the central, level. Through involving teachers, parents, and other community members in important decisions, SBM is seen as being able to create an effective learning environment for students. Thus, basically, SBM is an effort to make schools independent by empowering them. Proponents of SBM argue that student achievement is more likely to improve when education management is centralized at schools rather than at the district level.

School principals tend to be more sensitive and aware of the needs of their students and schools than bureaucrats at the central and regional levels. It is further stated that even good educational reforms will not succeed if the teachers who have to implement them do not participate in planning them. Based on SBM, school management tasks are determined according to the characteristics and needs of the school itself.

Therefore, schools have greater autonomy and responsibility for using school resources to solve school

problems and organize effective educational activities for the long-term development of schools. The SBM model applied in Indonesia is school-based quality improvement management (MPMBS). The basic concept of MPMBS is the existence of autonomy and participatory decision-making, meaning that MPMBS gives wider autonomy to each school individually in carrying out its school program and in solving problems that occur. As a system, MPMBS has components that are systematically related to one another, namely context, input, process, output, and outcome (Depdiknas, 2003: 52).

The estuary of all school activities is the quality of student learning outcomes. The progress of a school will be seen by the extent to which the quality of student learning outcomes improves. Therefore, an indicator of the success of implementing MPMBS in schools is the quality of student performance or the quality of student learning outcomes. Student learning outcomes can be academic or non-academic. In this case, schools must be able to show how far the performance of these students has increased (both quantitatively and qualitatively) after the MPMBS program has been implemented. In measuring the success of student performance, schools should have indicators that are clear, known by all parties, and can be measured easily. In addition to having outputs, schools must also have clear success criteria for the impact (or outcome) of school programs on the schools themselves, their graduates, and the community.

Evaluation of Teaching and Learning Processes

Evaluation is an important and necessary stage because with it, the development and progress of students can be known. Every teacher must be aware of the outcomes of the learning process so that they can be used as a guide to see how far students understand and understand the subject and what to do if there are problems in the lesson. The evaluation process can reveal whether student achievement is improving or declining. The evaluation of learning is carried out systematically by collecting, analyzing, and also interpreting various related data and information so that the achievements that have been obtained can be identified.

The evaluation of the learning process is an evaluation that includes the suitability between the learning process and the outlines of the established learning program, the teacher's ability to carry out the learning process, and the ability of students to follow the learning process. In addition to building collaboration with students in learning and creating a conducive learning climate, the third strategy implemented in managing superior classes to improve student achievement is for the teacher to provide an evaluation of the teaching and learning process. The teacher will administer the pre-test at the start of class, and after the material has been discussed, there will be post-tests, daily tests, assignments, and joint final semester exams.

Superior Class and Learning Quality

Schools, as educational providers, do not have nearly enough large-scale solutions. Upgrade the quality of the nation's education. This is demanded regardless of how hard the government works to raise the nation's educational standards. This unmistakable effort prepares the source of power: intelligent, skilled, and moral people. to make us more competitive in increasingly global conditions. The demand for improved educational quality is increasing. This requires every school to make an effort to fulfill standard educational services. Efforts to develop formative learning at school felt extremely important. As a result, it is already time for schools to develop development programs and organize classes around them.

Class superior This gives emphasis on how function management is carried out, starting with planning, implementation, evaluation, and monitoring as appropriate. The following will be outlined about function management in class, namely in class, namely: Class Program Planning Excellence in Madrasah is a set of process activities for setting previously expected goals or something specific for a specific period of time that has been set to grow and develop student achievement in a thorough and fine manner in academic and non-academic fields.

Organizing class excellence in Madrasah is a collection of activity distribution projects aimed at achieving the organization's goal, which includes the following: Activities Classical Form (1): Use curriculum standards that have already been developed. Use Indonesian as an introduction to the teaching-learning process. Use English for specific parts of the learning process that are tailored to the abilities of teachers and students. To learn completeness and problem solving, combine method relevant and innovative learning with CTL principles. The emphasis is on activity intensity and interactive students and teachers, the creation of a cooperative and competitive learning environment, and usage volume. High learning facilities and media (2). Activity Guidance The program's learning, activities, guidance, and study include the following: a)

Conversation-centered language instruction. b). Science tutoring, with emphasis on mastery concepts and applications c) Math tutoring with a focus on concept mastery and application (3). Self-development, self-development activities carried out with the assistance of outside sources, and program activities: a). mastery of technology skills, information, and communication. b) Leadership abilities. c) extracurricular activities. d). Technology in agriculture and plantation e) As a scientific adolescent, I wrote about creation. f). Enhancement Teacher quality and activity are implemented through a training program for eye lessons as well as extracurricular maintenance course activities. The placement of teachers and staff in classes must take into account teacher quality in order to match the class program goals that have already been established.

Class Program Evaluation Excellence in the madrasa is a unit or unity of purposeful activities that gather information about realization or implementation of something policy-related, ongoing in a continuous process, and occurring in something involving organizations and groups of people taking decisions. Benefits from program evaluation can come from stopping the program, revising the program, continuing the program, or disseminating the program. Program evaluation aims to gather information regarding the implementation of the program used to do an activity, carry on a conversation, or take a decision. As accountability from the superior class to parents, society, and institutions above it, the following should be held: 1) reporting a guardian class to parents once a year that includes academic development, attitude, and behavior of the child; 2) reporting a team stub class specifically for madrasah leaders, according to a set schedule; and 3) reporting the head of the madrasa to parents, the city ministry of religion, and the ministry of religion once a year.

Application class program management superior, if implemented with kindness and sincerity, will naturally raise the standard of education and learning in madrasas that use class superior. The more effectively this program is implemented, the higher the expected output, resulting in increased academic and non-academic achievements. Improving this would have a natural positive effect on assessing quality learning in madrasas, so it could be done. becomes a model for schools or other madrasas in terms of implementing class programs, in addition to those that are already in place.

The success of the class program in an automatic manner will upgrade the Madrasah Total Quality Management (TQM) index. Because TQM theory explained that quality school could be seen from three abilities, namely academic ability, social ability, and moral ability. Quality school, according to theory, is determined by three variables: school culture, the learning process, and reality school. School culture refers to values, customs, ceremonies, slogans, and various behaviors that have long been formed in schools and passed down from one force to the next in an unnoticed manner.

CONCLUSION

Based on the description given above, there are a number of possible conclusions, as follows:

1. Class superior successful strategy is implementation function good management to class superior programs. Role-function management, like planning, organizing, implementing, and evaluating or controlling, is executed with good will. becomes a milestone flagship program success.
2. In management strategy class, there are supporting factors. Curriculum, facilities, teachers, students, and families are just a few examples. The curriculum used in schools has a significant impact on activity class in terms of realizing the learning process. To be used for personal student formation. Class Facilities, When planning to construct a school building, the number and size of each room, as well as their location and decoration, must be tailored to the curriculum. Master, The role of the teacher is critical in this regard because his or her position as educational leader among inner disciples is unique. Is potency a class used by the teacher to realize the learning process through effective teaching, student? Various factors that could be inhibitors can be found in management strategy class, whether they come from the teacher, participant education, environment family, or factor facilities.

If the application class is superior, this will naturally upgrade the TQM (total quality management) index of the madrasa. Improving the TQM index will also have an impact on the increase. The quality of education is characterized by three key variables namely a good school culture, an ongoing teaching and learning process fluent in accordance designed curriculum, and reality school (quality outstanding graduates)

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