

Art and Culture Learning Managemeng for Students' Increased Achievement during the Covid-19 Pandemic

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ART AND CULTURE LEARNING MANAGEMENT FOR INCREASE OF ACHIEVEMENT DURING PANDEMIC COVID-19

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Abstract:

One of the keys to the success of learning is good management. During the Covid-19 pandemic, teachers needed managerial for the learning process to take place. The purpose of this study was to determine the management of learning arts and culture to improve achievement during the Covid-19 pandemic. The method used in this research is qualitative. Data collection techniques using interviews, observation, and documentation. The results of this study illustrate that the learning management that teachers need to do in arts and culture subjects is due to the characteristics, creation, communication, motivation, learning strategies, and discipline. The recommendations of this research can be used by teachers in developing cultural arts learning during the Covid-19 pandemic. So that teachers are able to provide learning to students and students can improve skills and good learning outcomes.

Keywords: *learning management, cultural arts, skills, achievements, the covid-19 pandemic*

Abstrak:

Salah satu kunci keberhasilan dari pembelajaran adalah karena ada manajemen yang baik. Pada masa pandemi covid-19, guru membutuhkan manajerial demi berlangsungnya proses pembelajaran. Tujuan penelitian ini adalah untuk mengetahui manajemen pembelajaran seni budaya untuk meningkatkan prestasi masa pandemi covid-19. Metode yang digunakan dalam penelitian ini adalah kualitatif. Teknik pengambilan data dengan menggunakan wawancara, observasi, dan dokumentasi. Hasil penelitian ini memberikan gambaran bahwa manajemen pembelajaran yang perlu dilakukan oleh guru pada mata pelajaran seni budaya adalah dikarenakan adanya karakteristik, kreasi, komunikatif, motivasi, strategi pembelajaran, dan tata tertib. Rekomendasi penelitian ini dapat digunakan oleh guru dalam mengembangkan pembelajaran seni budaya selama pandemi covid-19. Sehingga guru mampu memberikan pembelajaran kepada para siswa dan siswa dapat meningkatkan keterampilan dan hasil belajar yang baik.

Kata Kunci: *manajemen pembelajaran, seni budaya, keterampilan, prestasi, pandemi covid-19*

INTRODUCTION

Education seeks to develop human beings, so the success of education really depends on the human element, the human element that most determines the success of education is the implementer of education, namely the teacher. Teachers are the spearhead of education, because they indirectly try to influence, foster, and develop students' abilities to become intelligent, skilled and moral human beings. One of them is cultural arts education has a role in

shaping the personality and development of students in fostering intelligence.

Various counter-productive behaviors that are not polite from students today are facts that indicate the role of learning art has not touched its essence, namely the taste and refinement of character and has not been able to trigger the enthusiasm and reasoning power of students to be creative. In this regard, there are things that are lacking in the implementation of learning arts and culture, in the proper management of learning it will create optimal learning conditions and neutralize the situation if there is a disturbance in the classroom during teaching and learning activities. Therefore, all parties involved, including art teachers, need to carefully explore the substance and context of art learning clearly and proportionally. So that the goals of learning art can be achieved optimally and are relevant to the individual needs of students.

Various counter-productive behaviors that are not polite from these students are facts that indicate how the role of art learning has not yet reached its essential level, education for aesthetic expressions is still not considered important by some people and the school itself, art and culture are still seen as a complementary subject, art teachers culture is carried away by wrong perceptions of educational outcomes, so that it assumes that successful students are students who all know about cultural arts, cultural arts education is still not considered both in terms of the teaching and learning process, media and teaching materials as well as other forms of assessment, the limited ability of teachers to able to empower the potential of the cultural environment and the potential of the school to support the learning of aesthetic expressions.

Based on the results of research entitled "Management of Learning Cultural Arts at SMP Negeri 1 Pulokulon, Grobogan Regency", class management in learning arts and culture begins with the preparation of lesson plans which refer to the competency standards and basic competencies in the curriculum. So that management in class settings is planned before the learning process, the student environment which is the basis of learning to be taught is prepared in advance. According to Hardiyanto (2012), cultural arts education has a character in the orientation of changes in the behavior of quality students in knowledge, skills, and attitudes to respect art, and can create art creatively. In the regulation of the Government of the Republic of Indonesia Number 19 of 2005, concerning National Education Standards is not only in one subject because culture itself covers all aspects of life. In the subject of arts and culture, cultural aspects are not discussed separately but are integrated with art.

The essence of teaching and learning activities, students as the subject and object of teaching activities because the core of the teaching process is none other than the learning activities of students in achieving a teaching. (Hasbi & Mahmudah, 2020). Anyone will never deny that teaching and learning activities do not proceed in a vacuum, but with meaning. It is the teacher who creates teaching and learning conditions that can lead students to goals that are capable of fostering competitive moral intelligence (Sholekah & Mahmudah, 2020). Cultural arts education has a role in the personal formation of students who are harmonious with attention to the development needs of children in achieving multi intelligence. So that in the management of learning arts and culture that is

carried out properly, it will create conducive classroom conditions and can be maximally achieved.

The purpose of writing this article is to determine class management learning arts and culture in an effort to improve student learning outcomes at SMP Muhammadiyah 5 Yogyakarta. The success of a learning process is measured by the achievement of students in participating in learning activities.

RESEARCH METHOD

The type of research used in this research, qualitative research according to Sutarna (2012), is research with the aim of providing new theories, strengthening existing theories. This research is a descriptive non-experimental research, marked by the reporting of data on the research object, the object of this research is the fact that the whole activity is holistic (whole) not partially or partially. The research was conducted at SMP Muhammadiyah 5 Yogyakarta, Jalan Patehan Lor no. 25, Patehan Village, Kraton District, Yogyakarta. In this study, the sampling used purposive sampling. The source of the data is the art and culture teacher.

Data collection techniques using observation and interviews. The method of observation is a systematic observation and recording of the phenomena being investigated (Hadi, 1993). This observation method is used to obtain data about geography, organizational structure and general conditions in SMP Muhammadiyah 5 Yogyakarta. Interviews or interviews are used as a data collection technique, if the researcher wants to conduct a preliminary study to find problems that must be researched, and also if the researcher wants to find out more about the respondents and the number of respondents is small or small (Sugiyono, 2009). The interview method is used to find direct and concrete information from the informants regarding the information needed. Interviews were conducted with school principals, teachers and students. To get their response on the management that is enforced. Besides, this method is also used to obtain unfulfilled data through observation. Documentation is a way of collecting through written enhancements, especially in the form of archives and including books on opinions, theories, laws and others related to investigative problems (Kusdiyanto, 1997). The documentation method is used to obtain data on the list of names of the administrators, management structures, and archives considered important in the research taken from SMP Muhammadiyah 5 Yogyakarta.

FINDINGS AND DISCUSSION

In learning arts and culture, a learning strategy is needed so that conditions in the classroom can be conditioned without any constraints so as to create a safe, comfortable, conducive learning environment effectively and efficiently. With the rules that have been agreed upon in learning cultural arts can bring out the characteristics and creations of students during class learning. Students can provide brilliant ideas in producing their best work and can improve student learning outcomes. One of the duties of the teacher is to

motivate students so that the learning of cultural arts becomes enthusiastic and focused, by providing interesting learning strategies. So that in learning cultural arts without any one problem with the creation of a comfortable and conducive classroom atmosphere.



Figure 1. Results of Qualitative Research Data Analysis with Atlas.ti 8.3

Class management in learning cultural arts is one of the teacher's duties that is never abandoned, the teacher always manages the class when carrying out their duties. Classroom management is intended to create a conducive learning environment for students so that the goals of teaching arts and culture can be achieved effectively and efficiently (Priambudi, Mahmudah, & Susatya, 2020). The activities of the cultural arts teacher in the classroom include two main things, namely teaching and managing the class. Teaching activities are intended to directly encourage students to achieve goals, class management activities aim to create and maintain a classroom atmosphere so that teaching activities can take place effectively and efficiently. Classroom management is a form of comfort in learning, an effort to manage classrooms and create comfortable places to study. To strive for this, the teacher as a manager in a

classroom must be able to manage students, and organize school and classroom facilities for optimal education.

Classroom management is an important prerequisite for the implementation of good learning (Elistanto & Mahmudah, 2020). In this case it is evidenced by the existence of a systematic learning plan in accordance with the technical curriculum 13 which is realized by the preparation of RPP activities. RPPs are prepared by cultural arts teachers with regard to methods, media, learning resources and instruments in assessment. The preparation of the lesson plan is adjusted to the learning approach used, namely the scientific approach, learning activities using a scientific approach which includes: observing, asking, exploring, associating and communicating. RPP developed from the syllabus to direct the learning activities of students in an effort to achieve competency standards. Then after planning, the cultural arts teacher carries out the learning.

Based on Permendikbud RI No. 81A of 2013 concerning Implementation of the General Guidelines for Learning Curriculum explains that in the implementation of the curriculum, one of which is the assessment of learning outcomes. The implementation of learning arts and culture at SMP Muhammadiyah 5 Yogyakarta uses an authentic assessment approach. Authentic assessment is the process of collecting information by teachers about the development and achievement of learning carried out by students through various techniques that are able to reveal, prove and show precisely that the learning objectives and competency abilities have actually been achieved.

Authentic assessment materials can be used to improve the learning process in accordance with educational assessment standards. The assessment is carried out on learning cultural with daily tests, giving assignments and final semester tests. Daily tests are carried out at the end of the learning process in basic competencies and structured tasks related to the basic competencies being discussed. While the end of semester test is carried out at the end of the semester with the material being tested based on standard material in one semester.

Classroom Management in Learning Cultural Arts

Characteristics

Characteristics are characteristics possessed by an individual, these characteristics exist in the individual's personality which drives how a person acts, acts, says and responds to something. (Defitrika & Mahmudah, 2021). Characteristics can be interpreted as basic values that build a person's personality, are well formed due to environmental influences, (Muchlas Samawi, 2011). Meanwhile, according to Michael Novak, characteristics are a compatible mixture of all goodness identified by religious traditions, literary stories, wise people and groups of common sense people in history (Thomas, 2012). similar opinion was also conveyed by Agus, that characteristics are ways of thinking and behaving that are characteristic of each individual to live and work together, both within the sphere of family, society, nation and state.

(Wibowo, 2013). From the opinion of the experts above, it can be concluded that a characteristic is something that is contained in an individual which is a characteristic of an individual's personality that is different from others in the form of attitudes, thoughts, behavior and character. These individual characteristics are useful for living and working together, both within the sphere of family, society, nation and state.

Creation

Is the result of the power of the brain or human intellect which aims to produce an object from nothing into existence and implemented in the form of work. The work may vary according to the abilities of each individual. According to the big dictionary, creation is the result of creation or imaginary power to create thoughts to produce something. Meanwhile, according to Utami Munandar creation is an ability to create something new, as the ability to provide new ideas that can be applied in problem solving (Munandar, 2004). Shabib Nurhalim also argues that creation is one of the human abilities to integrate a stimulus with one's memories into something new (Nursalim, 2003). Based on some of the opinions above, it can be concluded that creation is the ability to create something new from each individual.

Communicative

Communicative is an attitude or viewpoint about a situation that is interconnected and easy to understand. According to the Indonesian dictionary, communicative is a state of interconnection (Ministry of Education of Indonesia, 2008). Communicative is part of a method which in the learning process prioritizes students' creativity to explore their abilities during learning, (Daiem Indrakusuma, 2006). Zulhanan said that communicative is part of a method that creates new innovations and strategies in the field of learning where skills are practiced in communication. Also according to (Kasumi, 2015) that communicative practice should always have a specific formal or functional focus, and should always be associated with target phrases to practice. With some of the opinions above, communicative can come up with strategies that have definite goals and can train students to be more active and creative.

Motivation

Motivation is the process of influencing or encouraging from the outside to a person or work group so that they want to do something that has been determined, (Samsudin, 2010). Motivation is the driving force from within to carry out activities in order to achieve their goals (Sudirman, 2014). Process motivation provides enthusiasm, direction, and behavior persistence (Santrock, 2010). According to (Mahmudah & Cahya, 2020) that motivation in education personnel is investment. So with the motivation of students can proceed to become an encouragement for someone to carry out a series of activities that lead to the achievement of certain goals to meet some needs or produce

something satisfying.

Learning Strategy

Learning strategy as a plan which contains a series of activities designed to achieve certain educational goals (Sanjaya, 2007). Educational strategy is a general component of a series of learning materials and procedures that will be used jointly by teachers and students during the learning process (Solihatin, 2012). According to Darmansyah, the learning strategy is organizing lesson content, delivering lessons and managing learning activities using various learning resources used by teachers to support the creation of an effective and efficient learning process (Darmansyah, 2010). Then the learning strategy is a learning procedure in helping students' learning efforts, organizing learning experiences, arranging and planning teaching materials, in order to create a more effective and efficient learning process to achieve learning goals.

Code of Conduct

Order according to a large dictionary can be interpreted as rules, regulations, and arrangements that must be obeyed or implemented (Ministry of Education of Indonesia, 2008). Order means that there are arrangements and rules in relation to one part of another (Langgulung, 2004). Regulations are provisions that regulate daily school life and contain sanctions against violators (Tirtaraharja, 2004). Thus, school discipline does not only help school programs, but also to support awareness and adherence to student responsibilities. One of the school's duties is to develop the human potential of children so that they are able to carry out the tasks of human life.

Obstacles

Constraints are a symptom of something that hinders a system from achieving higher performance (Forgaty, 1991). Constraints according to a large dictionary which means obstacles or obstacles with conditions that limit the achievement of something (Ministry of Education of Indonesia, 2008). Ahmad said that there are several factors in learning constraints, from teachers, students, family and facilities (Rohani, 2004). From some of the opinions above, it can be concluded that the constraints in learning are circumstances that limit, hinder or prevent the achievement of targets in learning, both human, material, and equipment facilities that hinder students' processes in developing skills and knowledge.

CONCLUSION

Based on the discussion and research objectives, it can be concluded that the efforts to implement class management in learning arts and culture in improving student achievement at SMP Muhammadiyah 5 Yogyakarta, a step

that plays an important role in learning activities is planning. Teachers plan activities before implementing learning activities by preparing lesson plans, lesson plans greatly help teachers make it easier for teachers to prepare learning strategies properly. Class management is run and fully controlled by the teacher or homeroom teacher, class management in learning cultural arts fully gives students confidence to manage their education.

Teachers only do their job to assist and motivate students and direct students to meet competency standards, and the most important thing is to set a good example for students. In learning arts and culture the teacher strives for contextual learning so that learning is not only theoretical waste, and returns it to students to condition a comfortable learning environment, because the students who will feel comfortable and create conditions in learning, and they know what they are learning something for. Thing.

From the classroom management that is carried out and the management of learning that is in favor of students, both involving students and the physical class, it has resulted in learning comfort for students, creating awareness based on a love of learning and high motivation and self-confidence of students to learn and realize what is learned. Achievements for education implementers at SMP Muhammadiyah 5 are not just values in the form of numbers, but rather an achievement so that students love to learn cultural arts, then from this learning it is hoped that it can benefit students personally and the environment around them.

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