

Learning Management at Madrasas to Achieve SDGs

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ABSTRACT

Learning management is the science that regulates how learning activities will be carried out, starting from planning, implementing and evaluating learning. Lesson planning includes teacher preparation in making annual programs, semester programs, syllabus and learning implementation plans (RPP). The learning implementation contains the implementation of the learning implementation plan in three stages, namely: preliminary activities, core activities, and closing activities. Finally, the closing activity is an evaluation of learning outcomes. Learning management is needed to regulate and oversee the running of the learning process in madrasas to achieve the point 4 of the Sustainable Development Goals (SDGs), namely ensuring the quality of education is fair and inclusive and increasing learning opportunities for all.

Keywords: *Madrasah Learning Management, Sustainable Development Goals (SDGs).*

INTRODUCTION

For the last 15 years, governments and people around the world have implemented a development concept that was decided by the United Nations in 2000 in the Millennium Development Goals (MDGs) scheme. The development package focuses on efforts to eradicate poverty and hunger, pay attention to health, education, gender inequality, and environmental sustainability. However, due to various reasons, the success of the MDGs development varied greatly. Many countries have been able to achieve the MDGs targets, but many countries, including Indonesia, have had problems achieving the targets by the end of 2015. The experience of developing the global MDGs program has stimulated many countries to remain interested in developing a new scheme called "SDGs" which was then decided at the Sustainable Development Summit. United Nations in New York on September 26, 2015.

The former head of the National Population and Family Planning Agency (BKKBN), who was also the Minister of Population, thinks that Indonesia has been less successful in implementing the MDGs because the government has only implemented it for five of the 15 years the program has announced. Considering that this is now the seventh year of implementing the Sustainable Development Goals (SDGs), the Government will immediately follow up on the SDGs program package by carrying out socialization through massive mass media and instructions from the center to the regions. Through the SDGs program, all problems from various aspects must be reduced to zero (Rinanti, 2017).

One of the goals of the Sustainable Development Goals (SDGs) at point 4 is "Ensuring a fair and inclusive quality education and increasing lifelong learning opportunities". This goal consists of several targets such as (1) Improving quality teaching and learning; (2) Improving equal distribution of access to services education at all levels and acceleration of the implementation of the 12 Year

Compulsory Education; (3) Improving the professionalism, quality, management, and equitable placement of educators and education staff; (4) Strengthen education quality assurance to improve equity in service quality between educational units and between regions; (5) Improving education development governance, strategy financing, and (6) Improving the effectiveness of the use of the Education Budget (*Pedoman Teknis Penyusunan Rencana Aksi Tujuan Pembangunan Berkelanjutan (TPB)/ Sustainable Development Goals (SDGS)*, n.d.). These targets can be realized if the basic teaching and learning activities are quality in producing students who have "value". This is regulated in learning management.

Madrasah learning management is an activity that regulates the entire learning process from opening to closing activities. In managing this learning, the ability or creativity of a teacher is needed to be able to realize learning that has maximum results and students who are able to compete both nationally and internationally. However, according to PH Combs, the main problem that occurs in Indonesia is the discrepancy between the educational outcomes obtained by students and the workforce needs in society (Fitri, 2021). This is very concerning, the inability of graduates to have skills in the world of work raises questions about the quality of Indonesian education and how the education planning and implementation system is implemented in madrasahs. The quality of education describes the quality of learning, quality learning is learning that is productive, healthy, fun and useful.

RESEARCH METHODS

In reviewing the literature on families' impact on the learning of their children, this chapter cites different types of studies. Whenever possible, evidence from intervention studies or meta analyses, especially meta-analyses of intervention studies, is emphasized. A brief explanation of various types of studies is provided here to help the reader understand basic differences between the methods.

FINDING AND DISCUSSIONS

Learning Management

Reigulth explains learning management is "concerned with understanding, improving and applying of managing the use of an implemented instructional program". Learning management can be interpreted as a process of managing which includes planning, organizing, controlling (directing) and evaluating activities related to the learning process of the learner by including various factors in it in order to achieve aim (Sagala, 2009). Another opinion was explained by Sue and Glover that madrasah learning management is a process of helping students to gain knowledge, skills, abilities and understanding of the world around them. To achieve this, an effective management strategy is needed in the classroom which is organizationally learning or teaching and learning activities. Teachers are prepared to teach, and students are prepared to learn.

(Suharsimi Arikunto, 2014) said that the success of learning depends on the quality of learning management. Management of learning is an activity that includes three things, namely: a. planning learning, b. implementing learning, and c. evaluate learning outcomes. Learning success can be realized, if it is determined by the quality of its management. The better the quality of learning management, the more effective learning targets can be achieved. Davis defines learning management in four functions, namely planning, organizing, leading and controlling. The teacher's role in carrying out the learning management function is very basic, so that the teacher in the learning

process is a manager because the teacher is in charge of preparing, organizing, implementing and conducting learning assessments. The effectiveness of learning management can be achieved if the management function in learning which includes the functions of planning, organizing, activating and supervising is implemented properly and correctly in the learning program (Haerana, 2016). Furthermore, according to Davis, the role of the teacher as a manager in learning is (1) planning, namely setting learning objectives, (2) executing, namely connecting or combining all learning resources and motivating students to be ready to accept subject matter in achieving goals effectively and efficient, (3) supervising, namely whether the learning carried out reaches the goal, therefore there must be a learning assessment process, so that the results achieved are known.

Thus it can be concluded that learning management is all the efforts made in managing learning in the classroom and the teacher as a manager in the classroom has effectiveness including planning, implementing and evaluating the learning outcomes it manages. Learning management is pursued in accordance with educational process standards based on the Minister of Culture and Education Regulation No. 16 of 2022. Process standards are criteria regarding the implementation of learning in educational units to achieve graduate competency standards and content standards that have been set in accordance with the provisions in government regulation No. 16 of 2022.

Table 1.1
Implementation of Learning Management

LEARNING MANAGEMENT BASED ON EDUCATIONAL PROCESS STANDARDS (Permendikbud No 16 of 2022)	
I. Planning	
a. Syllabus	Arranged with the following components: basic competencies, indicators, learning materials, learning activities, assessment, time allocation, and learning resources. All of which are based on Content Standards, Graduate Competency Standards and K13 - Syllabus development is always held at school
b. RPP	Compiled with the following components: subject identity, competency standards, basic competencies, competency achievement indicators, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes and learning resources. Equipped with pictures of learning media and steps for remedial programs and enrichment programs. Based on Process Standards, only Competency Standards and Basic Competency are from the center (Ministry of National Education) while the indicators are determined by teachers, so that they are decentralized.
II. Implementation	
a. Learning implementation requirements	For primary and secondary education units, it is mandatory to meet the following learning implementation requirements: - Textbook ratio 1:1 lesson gems

- Class of 32 students
 - The teacher's workload is at least 24 hours per week
 - Class management is good and right
- b. Implementation of Learning
1. Preliminary activities
This activity includes: preparing students psychologically and physically, apperception, explaining learning objectives, conveying the scope of the material
 2. Core activities
The core activity is a learning process to achieve Basic Competency which is carried out interactively, inspiring, fun, challenging, motivating students to participate actively.
 3. Closing Activities
This activity includes: making conclusions, conducting assessments, providing feedback, planning follow-up activities, submitting lesson plans at the next meeting.
- III. Evaluation
- Assessment should be carried out on each Basic Competency with an assessment that refers to:
- a. Measuring the level of achievement of student competence
 - b. Preparation of progress reports on learning outcomes
 - c. Create a test grid
 - d. Improving the learning process

Sustainable Development Goals (SDGs)

The Sustainable Development Goals or SDGs are a set of programs and targets aimed at so that countries around the world have the same vision of sustainable development. The SDGs are a renewal of the MDGs (Millennium Development Goals) program, a program that has the same aims and objectives and ended in 2015. (*Pedoman Teknis Penyusunan Rencana Aksi Tujuan Pembangunan Berkelanjutan (TPB)/ Sustainable Development Goals (SDGs)*, n.d.) In September 2015, the Sustainable Development Goals (SDGs) were ratified by the United Nations in New York. There are 17 SDGs goals which consist of: no poverty; freedom from hunger; healthy and sentosa; quality education; gender equality; clean water and sanitation; clean and affordable energy; decent work and economic growth; industry, innovation and infrastructure; reduced inequality; sustainable cities and communities; responsible consumption and production; climate change is tackled; marine resources are maintained; terrestrial ecosystems are maintained; peace, justice and effective institutions, and global cooperation.

While the goal of ensuring the quality of education is contained in point 4 of the SDGs, namely ensuring inclusive and equitable quality education and increasing lifelong learning opportunities for all by 2030. In order to achieve these goals by 2030, targets are set which are measured through 4 indicators. These targets consist of: (1) Increasing Accessibility and Quality of Education, (2) Improving the quality of educators and educational support facilities, (3) Improving education services in madrasah, (4) Strengthening and developing character education. Programs and activities to be carried out include: 1) programs related to improving the quality and access of primary and secondary education, 2) programs related to increasing access, quality, relevance and

competitiveness of higher education, 3) programs related to increasing access and quality of children's education early childhood and community education, 4) programs related to evaluating the quality of education units, 5) programs related to increasing the capacity of lecturers, teachers and education staff, 6) programs related to the provision/provision of educational assistance to residents, 7) programs related to development and coaching, and language protection, 8) programs related to improving the quality of institutions, governance, and education services. The Sustainable Development Goals (SDGs) target ten targets in relation to education. Among the ten targets, the Indonesian government found that seven of them were in line with the National Medium Term Development Plan (RPJMN 2020-2024)

Table 1.1
National Targets for Education

Global Targets	National Target	National Indicators	PBHAM Indicator Proposal
4.1 By 2030 ensure that all girls and boys complete free, equitable and quality primary and secondary education that creates relevant and effective learning outcomes	Fulfillment of the right of all citizens to complete at least primary and secondary education	Not available	- Increased participation in primary and secondary education; - Proportion of elementary school-level rural children who walk more than 3 km from home to school (Permen 23/2013) - Proportion of children in secondary school-level rural areas who walk more than 6 km from home to school (Permen 23/2013) - Increase in the proportion of

			15 year olds with minimum reading and math skills; - Increasing the learning achievement of women with disabilities in primary and secondary schools
4.2 By 2030, ensure that all girls and boys have access to early childhood development, early childhood care and pre-school education so that they are ready to enter primary school	1. Increasing the participation of children aged 3-6 years in early childhood education	a. Increasing the Gross Enrollment Rate (GER) of children in early childhood education to 77.2% in 2019	- Increased national budget for early childhood education - Percentage of children from poor families participating in early childhood education (data segregated by gender)
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	1. Fulfillment of the rights of all citizens to complete at least primary and secondary education	a. Increase in GER in high school/vocational school, Madrasah Aliyah/equivalent to 91.6% in 2019	- Increased financial support for vocational and tertiary education, as well as students sourced from the APBN and APBD - Disaggregation of data based on gender for recipients of financial support from the government for vocational and tertiary education
4.4 By 2030, significantly increase the	Not available		- Improvement of the

number of young people and adults with relevant skills, including technical and vocational skills for work, decent work and entrepreneurship			vocational education curriculum to strengthen harmonization with industry and other forms of work-based learning: - Increase in the number of SMK students working in the formal sector (data segregated by gender)
4.5 By 2030, close gender gaps in education and ensure equal access to all levels of education and vocational training for vulnerable groups, including persons with disabilities, indigenous peoples and children in vulnerable situations	1. An increase in the number of continuing education as indicated by: - Increased participation of children from poor families and children with special needs; - Reducing variations in the number of participation among regions; and - Gender parity index that is close to the value	a. Increasing the GER ratio in SMP/Madrasah Tsanawiyah for the poorest 20% and the richest 20% of the population to 0.9 in 2019 b. Increasing the GER ratio in SMA/Vocational School/Madrasah Aliyah for the poorest 20% of the population and the richest 20% of the population to 0.6 in 2019	- Enhancement

Learning Management at Maadrasah to Achieve SDGs

Adequate learning management in madrasah is needed to ensure the quality of education, while the focus needed in learning management consists of three phases or stages. The phases of the learning process in question include: the planning stage, the implementation stage, and the evaluation stage. As for from These three will be discussed as follows:

1. Learning Planning

Learning plans are designed in the form of syllabus and Learning Implementation Plans (RPP) which refer to content standards. Learning planning includes preparing learning implementation plans and preparing learning media and resources, learning assessment tools, and learning scenarios. The syllabus and lesson plans are prepared according to the learning approach used.

2. Implementation of Learning

The implementation of the learning process must pay attention to the following requirements:

a. Allocation of face-to-face hours of learning

- 1) SD/MI: 35 minutes
- 2) SMP/MTs: 40 minutes
- 3) SMA/MA : 45 minutes
- 4) SMK/MAK: 45 minutes

b. Study group

The number of study groups per educational unit and the maximum number of students in each study group is stated in the following table:

No	Education units	Number of Study Groups	The maximum number of students per study group
1	SD/MI	6-24	28
2	SMP/MTs	3-33	32
3	SMA/MA	3-36	36
4	SMK	3-72	36
5	SDLB	6	5
6	SMPLB	3	8
7	SMALB	3	8

c. Textbooks

Textbooks are used to increase the efficiency and effectiveness of learning, the number of which is adjusted to the needs of students

d. Management of classes and laboratories

Implementation of learning is the implementation of lesson plans, including preliminary, core and closing activities

1). Preliminary activities

In preliminary activities, the teacher must:

- a. Prepare students psychologically and physically to follow the learning process
- b. Provide contextual motivation for student learning according to the benefits and application of teaching materials in everyday life, by providing local, national and international examples and comparisons, and adapted to the characteristics and levels of students
- c. Ask questions that relate previous knowledge to the material to be studied
- d. Explain the learning objectives or basic competencies to be achieved, and
- e. Delivering the scope of material and explanation of activity descriptions according to the syllabus.

2). Core activities

The core activities use learning models, learning methods, learning media, and learning resources that are adapted to the characteristics of students and subjects. Selection of thematic and/or integrated thematic and/or scientific and/or inquiry and discovery and/or learning approaches that produce project-based learning adapted to competency characteristics and educational level

a. Attitude

In accordance with the characteristics of the attitude, then one of the alternatives chosen is the process of affection starting from receiving, implementing, appreciating, living, to practicing. All learning activities are oriented towards competency stages that encourage students to carry out these activities

b. Knowledge

Knowledge is owned through the activities of knowing, understanding, applying, analyzing, evaluating, to creating. The characteristics of learning activities in the knowledge domain have differences and similarities with learning activities in the skills domain. To strengthen scientific, integrated thematic, and thematic approaches, it is highly recommended to apply disclosure/research based learning. To encourage students to produce creative and contextual work, both individually and in groups, it is suggested that produce work based on problem solving

c. Skills

Skills are acquired through observing, asking, trying, reasoning, presenting, and creating. The entire material content (topic and sub-topic) of subjects derived from skills must encourage students to carry out the process of observation to creation. To realize these skills, it is necessary to carry out learning that applies a learning mode based on disclosure/research and learning that produces work based on problem solving.

3). Closing Activities

In closing activities, the teacher and students both individually and in groups reflect to evaluate:

- a. The entire series of learning activities and the results obtained will subsequently jointly find direct or indirect benefits from the learning outcomes that have taken place
- b. Provide feedback on the process and learning outcomes
- c. Carry out follow-up activities in the form of assignments, both individual and group assignments and
- d. Inform the learning activity plan for the next meeting.

3. Assessment of Learning Outcomes

Assessment of the learning process uses an authentic assessment approach that assesses the readiness of students, processes and learning outcomes as a whole. The integrated assessment of the three components will describe the capacity, style, and learning outcomes of students who are able to produce instructional impacts on the knowledge aspect and accompanying impacts on the attitude aspect.

The results of the authentic assessment are used by the teacher to plan learning improvement programs, enrichment, or counseling services. In addition, the results of authentic assessment are used as material to improve the learning process in accordance with educational assessment

standards. Evaluation of the learning process is carried out during the learning process using tools: observation sheets, peer questionnaires, recordings, anecdotal notes, and reflections. Evaluation of learning outcomes is carried out during the learning process and at the end of the unit of study using methods and tools: verbal/action tests, and written tests. The final evaluation results are obtained from a combination of process evaluation and learning outcome evaluation. (Noer, 2018) After knowing that learning management is in accordance with learning process standards based on Government Regulation No. 16 of 2022, then to determine learning that is able to realize one of the SDGs goals, namely ensuring fair and inclusive quality education, several additional forms of learning management are needed as follows:

1. It is hoped that the Learning Implementation Plan (RPP) is the result of teacher observation and evaluation based on the interests and talents of students, so that it is in accordance with the background, development and abilities of students.
2. Carry out the madrasa culture as well as possible to realize the vision and mission of the madrasa
3. Clear and structured learning system
4. Learning materials are wahdatul ulum
5. Learning infrastructure is expected to be evenly distributed and able to develop students' potential
6. Teachers and education staff are people who are experts in their fields and have pedagogic competence, personal competence, social competence and professional competence.
7. Teachers can evaluate and overcome obstacles in the learning process
8. Teachers can provide assistance or additional learning to students who have low abilities
9. Teachers and students can create a healthy learning atmosphere, productive, fun and able to solve problems
10. Students have an attitude of integration of knowledge and good character
11. It is hoped that the end result of learning is not just a value but an effort to work from problem solving.

CONCLUSION

The low quality of learning in Indonesia is one of the triggers for the slow progress of education in Indonesia. This resulted in Indonesia having low human resources (HR) compared to other countries. There is a need for an in-depth evaluation of the weaknesses in the process and the resulting educational outcomes. Therefore, learning management examines how the learning process is good and right in accordance with process standards by referring to government regulation No. 16 of 2022. By carrying out correct learning, it will produce students who are in accordance with community needs and have productive, creative and innovative. One of the agreed upon educational indicator measures is the goal of SDGs at point 4, which is to ensure fair and inclusive quality education and increase lifelong learning opportunities for all. To achieve this goal, adequate learning management is needed and can examine deficiencies in the educational process.

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