LEARNING MANAGEMENT IN THE DEVELOPMENT OF STUDENTS' SOCIAL ABILITY AT RA KHOLAFIYAH SYAFIIYAH

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Abstract

This journal discusses the importance of learning management in developing students' social abilities. RA Kholafiyah Syafiiyah as a school that implements Islamic education, places great emphasis on the development of students' social abilities. In this article, the author explains how good learning management can help students improve their social abilities. The article also discusses various learning management theories that can be applied to developing students' social abilities. Research results show that good learning management can help students improve their social abilities. Learning management strategies such as developing a social-based learning model, increasing interaction among students, and group assignments can help students improve their social abilities. The conclusion of this article is that learning management plays a crucial role in developing students' social abilities. RA Kholafiyah Syafiiyah as a school with a strong vision and mission in developing students, must implement effective and good learning management to help students improve their social abilities.

Keywords: Learning Management; Social Ability; Student.

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INTRODUCTION

Childhood from birth to entering elementary school is a very important period and is a golden age phase in a child's life. Because at that time it was the beginning for the next child's development to be placed. Children are born equipped with different talents and potentials in their development, both through the surrounding environment, including education, which also has a major influence on their development (Mansur, 2009).

To help develop and maximize the potential of children from birth, the environment must be carefully planned. Schools can make this design anywhere whether at home, at school, etc. This can be utilized in educational institutions, such as Kindergartens (TK), Raudhatul Athfal (RA), or Playgroups (KB) (Akhmad, 2010). Early childhood education can take the form of TK, RA, and/or other equivalent forms according to Law No. 20 of 2003 Article 28. In accordance with the child's developmental period, Kindergarten (TK) organizes education to develop personality and potential. Meanwhile, Raudhatul Athfal (RA) offers Islamic religious learning to foster children's potential and develop ideas based on faith and piety to God, but the learning concept is equivalent to kindergarten.

According to Samples and Howard Gardner, at birth, the baby's brain already has an active neural network of about 100 billion neurons ready to start the connection process. Children's intelligence will continue to develop and increase along with daily experiences. However, the environment plays an important role in strengthening cell connections and providing the right stimuli to achieve maximum intelligence development. An educational environment such as kindergarten, RA, or other forms is needed to help children gain the right experiences and stimulants (Anita Yus, 2011).

Thus, the social development of children can be influenced by the environment they receive. This environment includes parents, teachers, peers, and the surrounding environment that provides the stimulation and experience needed. The role of teachers and parents is very important to help children develop their social skills, such as helping to build self-confidence, overcoming fear, and helping children learn to communicate and work together with others. Therefore, the environment needs to be well designed to help facilitate children's social development according to their stage of development.

It is important to remember that playing is not only for fun, but also has great benefits in helping children's social, emotional, intellectual, and motor development. In playing, children learn to understand social norms, control emotions, coordinate and develop motor skills, and form imagination and creativity. Therefore, the role of the school environment such as kindergarten, RA, and others is very important in providing appropriate and quality playing experiences for children (Yuliani, 2009).

Good social attitudes and behavior must be applied to children from an early age so they get used to them and form good habits. Parents must also give praise and positive motivation to children when they do good social behavior and provide learning and understanding about bad social behavior. Good habits and experiences in childhood can help children have good and quality relationships with other people throughout their lives.

This approach helps children understand their roles and responsibilities as members of society and helps form good social behavior and tolerance for differences. Teachers can also help children improve their speaking and communication skills through various activities such as group discussions, plays, and others that require social interaction between children. This will help form self-confidence and good communication skills which are important for the development of children's social skills (Ahmad Susanto, 2012).

To overcome the problem of learning management in the development of students' social skills, RA Kholafiyah Syafiiyah can do several things to improve students' social skills: First, by providing continuous guidance and motivation to students to understand the importance of good behavior in social life. Second, by familiarizing students with social activities such as mingling with their friends, joining playgroups, and so on. Then, by providing training or guidance for students to overcome social symptoms that are not good such as hammering in playing, having bad behavior, and so on. After that, teachers and parents can coordinate with each other to monitor the

development of students, evaluate the results that have been achieved, and take the necessary follow-up to improve social skills.

This research is very important to do because social skills are very important for the individual development of students. The success of learning management in the development of social skills will benefit schools, teachers, and others. This research can provide recommendations for school program managers and developers to improve learning management so that it can further support the development of students' social abilities.

METHODOLOGY

Researchers use descriptive qualitative research methods, researchers can reveal and understand in depth how learning management affects the social abilities of students at RA Kholafiyah Syafiiyah. Interactive analysis assists researchers in processing and analyzing collected data to find patterns and relationships between existing concepts. This research is expected to produce useful information for managers and other related parties in improving the quality of learning and developing the social skills of students (Burhan Mungin, 2007).

As a first step, the researcher became acquainted with and made friends with important informants in this research, namely the head of RA, the RA teacher, and the administrative staff of RA Kholafiyah Syafiiyah in order to facilitate the data collection process through data collection techniques as follows:

Observation is a structured and regular observation technique used by researchers to collect data about learning management and improving students' social skills, starting from the planning stage to evaluation. During the observation activities, the RA teacher made direct observations and the researcher analyzed and concluded the data. The results of the observations are recorded in the findings and discussion of the research.

Interviews are a regular data collection technique and are carried out after the researcher has succeeded in establishing familiarity with the source of information. The purpose of the interviews was to obtain complete information about planning, implementation, and evaluation in improving early childhood social skills. When conducting interviews, the researcher recorded the conversation with the permission of the interviewee and gave a message that the recording would only be used for research purposes. The results of the interviews, whether recorded or not, are recorded and analyzed in field notes to improve students' social skills.

After the researchers made observations and interviews, the next step was a documentation study. The researcher will request the necessary documents through an application letter and a list of required documents, such as RPPM, RPPH, social development plans for students, and other information deemed important. These documents will be used to complement the data and strengthen the findings of the research.

The second step in this research is data condensation, where the researcher identifies and organizes the information that has been collected through observation and interview techniques. The information is then grouped and coded for easy identification and analysis.

The third step is data presentation, in which the researcher presents the results of data analysis in the form of narrative text and diagrams. Text narratives are used to explain research findings in detail and in detail, while diagrams are used to present data visually to make it easier to

understand.

The fourth step is drawing conclusions and verification, in which the researcher uses an emic approach, which is based on the views of the informants. Researchers conducted an analysis of the results of data collection to draw conclusions and provide recommendations related to learning management to improve students' social abilities. Verification is carried out by comparing research findings with relevant previous theories and studies.

RESULTS AND DISCUSSION

Learning Management at RA Kholafiyah Syafiiyah

Learning management is the process of designing, implementing, and evaluating learning activities to achieve the effectiveness and efficiency of successful learning. This process requires cooperation between teachers, students, and parents to create a quality learning environment and ensure the success of learning (Ibrahim Bafadal, 2006).

Planning is an important stage in the learning process because, with good planning, teaching and learning activities will run smoothly and maximally. According to Roger A. Kauffman, planning is a projection to reach a valuable goal. Therefore, before the process of teaching and learning activities begins, the teacher should have a good plan that includes the vision, mission, goals, educational schedule, student ability development programs, weekly and daily learning implementation plans, selection of materials, and appropriate learning methods (Engkoswara and Aan Komariah, 2011).

Researchers at RA Kholafiyah Syafiiyah found that effective learning programs can be achieved by paying attention to the formulation of the vision, mission, and goals of the institution. Teachers must improve their performance and pay attention to the educational calendar which includes effective learning times and effective learning weeks. The curriculum must include the same time allocation for each scope of student development. Semester programs in one year must have different themes for each semester. In terms of developing students' social skills, learning must be supported by a Weekly Learning Implementation Plan (RPPM) and a Daily Learning Implementation Plan (RPPH). However, the authors note that RPPH is still not effective because it has not shown the development of students. Therefore, it is necessary to update the RPPH preparation in order to achieve maximum learning outcomes.

In addition to developing social skills, the teacher focuses on social-emotional learning materials and uses habituation and role-playing methods. However, the authors note that additional materials such as books related to social skills are needed. Game tools can also be a medium in efforts to develop social skills, but at RA Kholafiyah Syafiiyah, the number of play tools that children like is still minimal, so there need to be additional play tools to ensure that children's social abilities continue to develop properly.

As for the implementation of good learning, first, it involves intense interaction between teachers and students, so that students can be involved and understand the material being taught. The teacher must ensure that the learning process is interesting and not boring so that students do not lose interest and enthusiasm for learning. Implementation of learning must be in accordance with the plans that have been made and focus on the formation of students' social attitudes.

Second, create a fun and comfortable learning atmosphere. The teacher does various ways to make students feel comfortable and enjoyable, such as making movements that match the song, introducing students to one another, and getting students to work together. A fun and comfortable learning atmosphere will help students to have high enthusiasm and interest in learning.

Third, utilizing teaching materials that are appropriate to the child's developmental level. The teacher chooses teaching materials according to the child's developmental level and makes learning more fun by adding visual and audio elements. Such as using teaching materials such as pictures, videos, and game tools.

Fourth, evaluate learning. The teacher evaluates learning periodically by assessing the learning outcomes of students. Evaluation of learning helps teachers to know the level of understanding and knowledge of the material by students. This also helps the teacher determine what follow-up needs to be done, such as providing additional guidance or repeating material that is poorly understood.

Implementation of Learning Management in Developing Social Skills of Students at RA Kholafiyah Syafiiyah

Implementation of effective learning management can assist in the development of students' social skills (McMillan and Schumacher, 2014). Following are some of the things that were done in the implementation of learning management in an effort to develop the social abilities of students at RA Kholafiyah Syafiiyah:

Creating a positive learning environment: A positive learning environment can help students to feel comfortable and be able to interact well with their peers

Figure 1. Warming Up Activities Before Learning

Integrating social activities in learning: Teachers can integrate social activities such as group discussions, role plays, and group collaboration in learning. This will help students to practice and improve their social skills.

Figure 2. Group Study Activities

Creating extracurricular activities: Extracurricular activities such as social activities, competitions, and training can help students to practice and improve their social skills.

Figure 3. Balloon Running Contest Activities

Provide positive feedback: Teachers can provide positive feedback and motivate students to always learn and improve their social skills.

Creating a mutually respectful learning climate: Teachers can create a learning climate of mutual respect and motivate them to speak and interact well with their peers.

Implementation of appropriate and effective learning management can help in efforts to improve their social skills and ensure the success of learning management at RA Kholafiyah Syafiiyah.

The Impact of Implementation of Learning Management in the Development of Social Skills of Students at RA Kholafiyah Syafiiyah

Implementation of good learning management can have a positive impact on developing students' social skills (McMillan and Schumacher, 2014). Some of the impacts that occur include:

Creating a positive learning environment for students: The application of good learning management has been able to help create a positive, safe, and inclusive learning environment, which facilitates the development of students' social abilities.

Active involvement of students: Ineffective learning management, teachers can provide activities and assignments that facilitate the active involvement of students, which helps them to interact and learn from one another.

Increasing student self-confidence: By facilitating positive learning experiences and appreciating student contributions, learning management can help to strengthen their self-confidence.

Formation of students' social skills: Good learning management can facilitate the formation of social skills, such as communication, teamwork, and conflict resolution skills, through related activities and assignments.

Increased empathy and tolerance of students: Good learning management can help to understand and accept differences and build better relationships with others, thereby increasing their empathy and tolerance.

Researchers also found the fact that poor implementation of learning management can have a negative impact on the development of students' social skills. Therefore, it is important to ensure that the learning management applied is of good quality and facilitates the positive development of students.

CONCLUSION

Learning management at RA Kholafiyah Syafiiyah starts from the learning planning process by compiling a vision and mission, institutional goals, curriculum, preparation of educational calendars, and implementation of learning-to-learn evaluation. Implementation of learning management in developing students' social skills at RA Kholafiyah Syafiiyah through several things including: creating a positive learning environment, integrating social activities in learning, creating extracurricular activities, providing positive feedback, and creating a mutually respectful learning climate. The impact of implementing learning management in developing the social skills of students at RA Kholafiyah Syafiiyah includes: creating a positive learning environment for students, active involvement of students, increasing students' self-confidence, forming social skills of students, and increasing students' empathy and tolerance.

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