

ONLINE LEARNING MANAGEMENT AT SMA PGII 2 BANDUNG CITY

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Abstract

How does SMA PGII 2 Bandung City respond to advances in science and technology, especially advances in information and communication technology, which have ushered in the world of digitalization? This is the problem to be explored and described through this research. Through this research, it is possible to explore and analyze ICT managerial in SMA PGII 2 Bandung City, including policy, availability, utilization, and development of ICT in the educational process. This research was conducted using a qualitative descriptive approach that seeks to describe ICT management in SMA 2 PGII Bandung City. The description targets include programs and policies, availability of infrastructure, utilization, and development of ICT in SMA PGII 2 Bandung City. The availability of basic ICT devices at institutions is very good, both hardware and software. Provision of the next tool is very dependent on the development of scientific text and technological literacy of the stakeholders. ICT development and utilization programs lead to better policies because they are supported by the orientation and responsiveness of stakeholders in schools and foundations.

Keywords: Online Learning; Management.

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INTRODUCTION

The progress and development of science and technology have undergone extraordinary changes and accelerations and have resulted in new findings and innovations in various fields, including information and communication technology (ICT). The latest findings and innovations are sought to provide maximum benefits for human life itself. Various new findings and innovations in the field of ICT actually provide benefits for meeting the needs and demands of human life in various aspects of life. Apart from bringing human life to the issues of globalization, rapid progress in the field of ICT has also brought life to a state of disruption that demands the reconstruction of various patterns and actions in various aspects of life. This situation demands a fast and appropriate response in the world of education.

In an effort to respond to developments in the ICT field and utilize it in the world of education, it requires the efforts and literacy skills of every educated person. Through literacy, it is hoped that all educational stakeholders can make policies, control and make the most of the benefits of the educational process so that with the support of ICT the education process can run effectively and efficiently. Also through literacy, every educated person can anticipate the negative impacts that may be caused by ICT advances.

The development of technology, especially information and communication technology, has given a new color to the education system so that it is known by various terms e-learning, distance learning, online learning, web-based learning, computer-based learning, and virtual classroom, where all of the terminology refers to the meaning namely education based on information and communication technology. With information and communication technology, educators and students find it easy to explore learning materials such as journals, books, and modules and can discuss or consult without face-to-face meetings. Along with the development of science and technology, Azhar Arsyad (1997) stated that advances in the ICT field are increasingly encouraging renewal efforts in the use of technological results in the learning process. Educational stakeholders, especially educators, are demanded to be able to use the tools provided by educational institutions which does not rule out the possibility that these tools are in accordance with the developments and demands of the times.

Optimizing the advancement of ICT in education is believed to have a very big impact because information and communication issues are an integral part of the educational process. The process of education and/or learning is a process of transferring information through social interaction or communication between various parties. Because the results of ICT progress, both hardware, and software, can be used as a tool as well as media in the educational process. By utilizing ICT media, it is hoped that it can increase the success rate of the educational process effectively and efficiently. ICT tools and media can have an impact on educational effectiveness because of their nature which can simplify and accelerate the transformation process and the delivery of various educational information materials. Likewise, ICT tools and media enable the educational process to run efficiently because they can reduce or even eliminate time, distance, and resource constraints. By using ICT tools or media, a job that was previously done by many people can be handled by a few or just one person. Utilization of appropriate technological facilities can streamline time, place, and costs, and there are many other positive things that can be done with the ease and practicality of technology. However, even though ICT can deliver an effective and efficient educational process, another thing that must be considered is related to the security side, both physically, psychologically, and on the other side. Thus, in addition to using it for the purposes of facilitating, speeding up, or even cheapening, the safety and convenience of use are a very important considerations. Once again, in order to be able to optimize ICT, adequate literacy is needed from every educational person.

SMA PGII 2 Kota Bandung is one of the reputable private Islamic education schools that puts forward an Islamic vision and mission. With the vision and mission and educational practices that are Islamic in nature, until now the institution continues to take part and strives to provide the best service for the ummah through the educational process. How does SMA PGII 2 Bandung City respond to advances in science and technology, especially advances in information and communication technology, which have ushered in the world of digitalization? This is the problem

to be explored and described through this research. Through this research, it is possible to explore and analyze ICT managerial in SMA PGII 2 Bandung City, including policy, availability, utilization, and development of ICT in the educational process. It is hoped that the excavation results and descriptions will provide benefits, both theoretically and practically. Theoretically, the results of this study can become the basis for developing scientific insights related to ICT management in Islamic educational institutions; allowing it to be used as one of the conceptual operationalization guidelines; theoretical study material to find patterns of sustainable ICT development. Practical Benefits, findings, and studies can make a positive contribution to efforts to improve the quality of ICT management at SMA PGII 2 Bandung City which is still in need of improvement; can also be used as material for consideration in making institutional ICT development and utilization policies; It is hoped that it can also be a reference for other Islamic educational institutions that have similarities or the same Islamic vision and mission in the implementation of ICT management.

METHODOLOGY

This research was conducted using a qualitative descriptive approach that seeks to describe ICT management in SMA 2 PGII Bandung City. The description targets include programs and policies, availability of infrastructure, utilization, and development of ICT in SMA PGII 2 Bandung City.

For the purposes of collecting data and study materials, the researchers placed the school principal, deputy head of curriculum, and the head of the IT team as research subjects as well as informants for the purposes of interviews and document studies. The principal as the top manager at SMA 2 PGII is the main source for gathering information regarding programs and policies related to management patterns, programs, utilization, and development of ICT. The Deputy Head of Secretary is a source of information regarding data on facilities and infrastructure, the use of ICT, HR competencies, and their development. The IT Team is a source of information and data regarding IT infrastructure facilities, both in the form of hardware and software, utilization, and development poles.

The type of data in this study is a number of information through interviews from primary sources, namely the principal, vice principal, and the IT team, field observations, and the results of a documentation study regarding ICT management at SMA PGII 2 Bandung City. Thus, technically this research uses interview techniques with these sources, the results of the interviews are affirmed by exploring and studying the required data and or materials through available official documentation studies, and direct observation at the research location.

In a qualitative study, there is an acknowledgment of the reflexivity of the researcher which is a contemplative process carried out by the researcher in order to dismantle his subjectivity (Guillemin & Gillam, 2004; Warin, 2011). Based on the characteristics of the qualitative research, the collected data were then processed using an in-depth reflection approach. Harding (1997) states that the more in-depth the reflection done by the researcher, the more "objective" the research results will be.

RESULTS AND DISCUSSION

Profile SMA PGII 2 Bandung City

SMA PGII 2 Bandung City is a private educational institution that has Islamic characteristics and vision and mission. From time to time this school has become a private school that is reckoned with and is the choice of prospective students or even parents who want to send their children to school.

Institutionally this school is under the auspices and management of the Indonesian Islamic Teachers Association Education Foundation (YP PGII). Historically, the PGII foundation was a change from an Indonesian Islamic Teachers Association (PGII) organization which was born in 1949 under the Majelis Syuro Muslimin Indonesia (Masyumi). In further developments, in 1950, Masyumi figures, KH. Wahid Hasyim, who at that time served as Minister of Religion, KH. Zarkasih, KH. Affandi Ridwan, RT. Jaya Rakhmat, Sutan Abdul Ghani and KH. EZ. Muttaqien

organizes general education which is operationally organized by the Muslim Education Institute. The current name of the educational institution was Musimin High School. Then in 1952, this name changed to SMA PGII.

After the Presidential Decree in 1959, Masyumi was disbanded so it had an impact on the existence of PGII as a mass organization. So since then PGII turned into an educational foundation and took over the administration of education which was originally held by Muslim Education Institutions. This foundation was officially established in Bandung in 1960 which was confirmed by Notary Noezar, registered in notarial deed No. 74. Also present at the establishment of the foundation were figures including Sutan Abdul Ghani, Muhammad Heru Tjahya, Abdurachman bin Sarbie, and the full details written on the notarial deed.

Along with the increasing trust and interest of the influential community, there was a fairly high increase in the number of students, so in 1988 YP PGII took the initiative to divide 2 (units) SMA PGII into SMA PGII 1 which is located on Jl. Panatayuda No. 2 led by Drs. Hasan Mansur and SMA PGII 2 which are located on Jl. Hero Blk. No. 17 led by Drs. Lili Asmi

At the beginning of its establishment, SMA PGII 2 faced many obstacles, both in terms of the number of students and the facilities and infrastructure it had. However, with the passage of time and the hard work of all elements, since 2000 there have been significant changes in both the number of students and school facilities. Since 2000 SMA PGII 2 has been led by Drs. Komara, SP. then the leadership was continued by Drs. Salehuddin HS M.Pd. I until now.

Now SMA PGII 2 Kota Bandung is standing strong by holding "A" accreditation from BAN SM. By utilizing all resources, supported by 30 teachers and 5 education staff, they continue to work and provide the best service to 287 students who are divided into 9 groups.

ICT programs and policies

In the institutional profile, it has been explained that SMA PGII 2 Bandung City is one of the schools under the auspices of YPPGII. Programs and policies related to the use and development of ICT in schools under the auspices of this foundation are implemented centrally by the foundation. In the foundation's management structure, there is the ICT Section head structure, which is confirmed through a foundation decree.

The Head of IT is tasked with designing ICT development for the benefit of an effective and efficient educational process. However, although the task of developing and using ICT is attached to the main task of the Head of IT, in practice the preparation and determination of programs and policies for the development and use of ICT are carried out jointly by all stakeholders. In this activity, the foundation, the head of IT, and the school collaborated (integrating a top-down and bottom-up approach) to respond to the accelerated development of ICT and all its demands. By taking into account the availability of resources, and the needs and demands of stakeholders in line with the progress of science and technology, institutions together are always adaptive and responsive.

Availability of ICT Infrastructure

The data was collected through an interview process using a checklist, exploring and studying available documents, as well as direct observation at the research location.

Judging from the ownership of ICT infrastructure by SMA PGII 2, all basic ICT needs have been fulfilled. These conditions allow the creation of ICT optimization in the educational process. Available internet and hotspot/wireless networks supported by other hardware such as computers/desktops/laptops, CCTV, ICT labs, TVs, printers, and other available devices are the main infrastructure to be utilized. Thus, in general, the basic needs for the development and use of ICT are sufficient. Ownership of programs that are still in the pilot stage can be developed along with the development of supporting resources.

Teachers' ICT Ownership and competence

Based on the collected data, it can also be described about the ownership and competence of teachers with regard to ICT tools. All teachers have ICT devices in the form of computers or

laptops followed by the ability to operate them. This shows a good condition to support maintaining or even increasing the ranking of schools in terms of educator competence as one of the BAN-SM assessment indicators. This condition is an exception for SMA PGII 2 from the condition of other schools or madrasas according to the results of a survey by the Jakarta Religion Research and Development Agency (2017) with findings of 18.3% already owning a computer, 76.6% laptops, 66.8% smartphone, printer machine 28.9%.

Utilization of ICT by Teachers in Learning

Through interviews, documentation studies, and direct observations at research locations, data were also obtained on the use of ICT tools by teachers. In terms of teacher utilization of ICT tools, the data shows that all PGII 2 SMA teachers have made good use of them. Teachers utilize ICT tools in preparing lesson plans, carrying out the learning process, and carrying out assessments. The information obtained in this research is that since a few years ago, SMA PGII 2 has carried out the exam process through the use of ICT devices (paperless). Apart from making it easier, implementing paperless exams using ICT tools has also had an impact on efficiency and effectiveness as well as the best service. Teachers also use ICT tools as media as well as learning resources and they also use them to download and upload various kinds of information. This situation is also an exception to the results of a survey of Indonesian ICT indicators by the Ministry of Communication and Informatics (2011) which found that the average use of ICT devices in teaching and learning activities is still low. Specifically, this study provides an overview of the use of ICT tools in the learning process.

The collected research data shows that the ICT tools available at SMA PGII 2 have been utilized for ICT-based learning, Blended/Hybrid learning, ICT-based assessments, activities in ICT labs, and school database applications. Some time ago, the world was hit by the Covid-19 virus. To avoid and minimize the spread of the Covid-19 virus during a pandemic and post-pandemic, schools are forced to carry out distance learning through online learning. Online learning is carried out by teachers at SMA PGII 2 using Google Meet or Zoom which the institution has subscribed to. After the pandemic, teachers are still required to carry out blended or hybrid learning. In implementing blended or hybrid learning, SMA PGII 2 teachers utilize CCTV cameras installed in each class on four (4). With the support of this camera, it can expedite the blend and hybrid learning process because students who take part in online learning can see and feel the classroom atmosphere from their home or where they study. Using ICT like this can make online learning more interactive and communicative.

Institutionally SMA PGII 2 Bandung City has utilized all available ICT tools to carry out school management. The utilization of ICT tools by schools is primarily used for curriculum management, student management, and community relations management. Meanwhile, for manpower management, the management of infrastructure is managed and controlled centrally by the foundation. For funding management, the management system using ICT tools is still in the development and refinement stage. This presentation illustrates that the use of ICT tools by institutions has been well implemented.

ICT Utilization Development

Based on the commitment of the school leadership which is of course supported by the foundation and all interested elements, the school's efforts are to continuously develop and utilize ICT tools. Patterns and directions for the development and utilization of ICT required will be aligned with the development of ICT and the demands of society. The development and use of ICT will be carried out continuously and continuously with a continuous improvement approach by mobilizing all the resources that are owned and continuously improved. Likewise, in terms of increasing the capacity and capability of human resources in the context of increasing ICT literacy, it is always carried out consistently and with full responsibility. The school is always active in involving teachers and students in a number of ICT understanding, mastery, and skills training.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the pattern of ICT development policies and programs in SMA PGII 2 has been implemented properly. Collaboration and a combination of top-down-bottom-up approaches in the preparation and determination of programs related to ICT is a management model that will be effective.

The availability of basic ICT devices at institutions is very good, both hardware and software. The provision of the next tool is very dependent on the development of scientific text and technological literacy of the stakeholders.

The utilization and use of ICT tools by teachers have been well implemented and supported by their competencies. Available hardware and software have been used according to their designation and are intended to improve services and achieve effective and efficient education. Likewise, the use of ICT tools by institutions has been well implemented and supports the digitization of school management which is believed to increase the effectiveness and efficiency of institutional management. Institutional communication with stakeholders and the wider community is getting faster without being limited by space and time. In turn, the use of ICT tools in school management can increase accountability.

ICT development and utilization programs lead to better policies because they are supported by the orientation and responsiveness of stakeholders in schools and foundations.

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