



## **Learning Management and Learning Media Based on Local Wisdom at RA Ma'arif Inclusion Metro**

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### **Abstract**

Education has educational goals according to their respective levels and categories. The aim of education at the early childhood education level, in this case RA Inclusion Ma'arif 1 Metro City, which is included in the category of formal education, has a goal as a process of stimulating child development. In achieving this goal, good management is needed which includes planning, implementation and evaluation, especially in the learning aspects and the media used. This research is a field research with a descriptive qualitative approach, while in terms of data collection used observation, interviews and documentation with data analysis organizing, analyzing, and interpreting data. As for the results of the research and discussion of this study, namely in the management of learning, planning is carried out in the form of preparing curriculum sets including; PROTA, PROMES, RPPM, RPPH and learning academic calendar. While in the implementation aspect, using the RPPH guidelines to run. As for the process of evaluating the results of the implementation of learning is done through daily assessments, work and anecdotal notes. Furthermore, the management of learning media based on local wisdom is planned and implemented based on the RPPH and uses materials that are available and easily available around the home and school environment. Learning and media are managed for the benefit of all students, both ABK and non-ABK as a commitment to realizing inclusive education.

**Keywords:** *Learning Management, Inclusion School, Local Wisdom*



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## INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process to develop the potential of students (Zahidah, Afifa, Apriyanti, & Wulandari, 2022).

Law No.20 of 2003 concerning the national education system has explained that education consists of early childhood education, basic education, secondary education, and higher education, all of which constitute a systematic whole. Article 13 explains that the education pathway consists of formal, non-formal and informal education that can complement and enrich each other. RA Inclusion Ma'arif 1 Metro is included in the formal education category at the early childhood education level. RA Inclusion Maarif 1 Metro has a vision, mission and educational goals. The efforts made to realize educational goals require good management. Management activities are carried out in every group of cooperation of a number of people in various fields of life including the field of education, therefore, education management is an application of administrative science in the activities of fostering, developing and controlling educational efforts organized in the form of cooperation of a number of people by using all available facilities and infrastructure both moral and material and spiritual in order to achieve educational goals effectively and efficiently. The goal largely boils down to the success of educators to develop all aspects of child development (Rochanah, Muna, & Ariyanto, 2023). Education management is carried out in order to ensure the implementation of the educational process starting from planning, implementation and evaluation of each educational program realized with the hope that the realization of educational goals (Ushansyah, 2017).

Educational planning itself functions as a basic pattern, instructions and guidelines in making decisions, in implementing and controlling educational activities, in developing the quality of education, fulfilling the accountability of educational institutions and to prepare alternative policies for future activities in educational development (Eka & Wati, 2022). Educational planning provides clarity of direction in the process of organizing education. With this clarity of direction, education business management will be carried out more effectively and efficiently (Rahmadani et al., 2019).

The implementation of education is the realization of educational planning carried out by educational managers including principals, teacher councils, education personnel and students (Rahayu, 2015). The implementation of education in the context of RA is to realize structured play activities based on the lesson plans that have been prepared, starting from the welcoming process, pre-activities, core activities, eating together, closing and picking up students, each of which has a plan and standard operating procedures. These activities are carried out based on Islamic values, because the process is carried out in the RA environment which is an Islamic school (Ramli, 2022).

Evaluation Etymologically evaluation comes from English, evaluation. The word evaluation comes from the word value which means value or price. In Arabic, valuation means tatsmiim, taqyiim or taqdir (M. Baalbaki, 2006); (Anas Sudijono, 2005). The word evaluation also comes from the verb to evaluate which means to assess (Arifin, 2009) (Sari, 2018). In the context of education in RA, the assessment is

carried out in the form of a checklist of daily, weekly and semester development levels, then the results of work and anecdotal notes.

Evaluation in Islamic discourse has several word equivalents. These words are; al-hisab which means estimation, interpretation, calculation. Al-bala' which means trial and testing, Al-hukm which means termination, Al-qadha which means decision, Al-nazhr which means vision and al-imtihan which means testing (Hidayat, 2016). The term value or value was originally popular among philosophers, and it was Plato who first put it forward. According to the philosopher, value is "the idea of worth" (Arifin, 2009). Starting from this understanding, the word value began to be recognized in various circles, even the word value is not only used in the field of economics or calculation, but the word value is also used in the realm of education.

PAUD management in this case RA Ma'arif is a necessity as a form of seriousness in guarding the development of children at the age level of 4-5 years and 5-6 years. As we know that early child development is a foundation and golden period that should not be missed and will be a determinant in the next educational process (Yusuf, 2016). Good management will greatly affect the learning process and the development of students. The management in question starts from planning, implementing and evaluating learning and learning media (Yusuf & Abrori, 2022).

## **METHODOLOGY**

This research was conducted based on the results of observations of researchers who found uniqueness in the management of RA Ma'arif Inclusion. This type of research is a field riseach using a descriptive qualitative approach. The acquisition of data is obtained from the results of observation, documentation and interviews with the manager of RA Ma'arif Inclusion. Furthermore, the data analysis used is data reduction.

## **RESULTS AND DISCUSSION**

### **Learning Management Based on Local Wisdom**

Local wisdom-based learning in an institution must have different management, as is the case with the RA Ma'arif Inclusive school which has several things that become the basis for managing local wisdom-based learning in Inclusive schools, namely:

#### **1. Scheduling the use of learning strategies**

Scheduling the use of strategies is an important part of managing local-based learning, a learner must be able to make common sense calculations about what strategies will be used in a learning activity. Therefore, a learner is required to be able to make and design when, what strategies and how many times a learning strategy is used in a lesson. To determine what strategy, when and how many times a strategy is used is certainly very much related to existing learning conditions.

Learning media as a teaching aid by PAUD teachers requires teacher creativity in it because it is part of the application of learning management strategies as described above. Without teacher creativity in applying it in learning, it will be difficult to obtain optimal learning and learning outcomes. The decision to use organizing strategies should also be accompanied by a clear identification of

whether all components will be involved. Is it necessary to use analogical knowledge to clarify the ideas being discussed. (Erwinsyah, 2016)

## **2. Creation of student learning progress records**

Keeping a record of learners' learning progress is very important for both decision-making purposes related to whatever strategy is taken, in learning a learner must know how far the content of the learning has been learned by the learner. In this case, learners' knowledge of learning evaluation will be helpful to answer the questions: when, how many times and how to test learning outcomes. In addition, the record of learners' progress is very important because it can be used to see the effectiveness and efficiency of learning done by learners. From analyzing the effectiveness and efficiency of learning, learners can determine the following steps: (1) whether the learning strategy used is appropriate or not, (2) whether the low learning outcomes of students are caused by factors caused by teachers or other friends, (3) whether the scheduling of the use of learning strategies is appropriate or not. These factors make keeping records of students' learning progress very important. (Laki, 2017)

## **3. Motivational Management**

Motivational management is also considered very important in improving learning management because it can increase student learning motivation. Motivational management is related to efforts to increase learner motivation in learning activities. If students' motivation is low, any strategy that will be used in learning will not be able to improve student's learning outcomes. Therefore, motivational management is an integral and essential part of every learning process. Every learning strategy basically implicitly contains motivational components, although in different ways. However, there are also some learning strategies that are specifically designed to increase learners' motivation.

## **4. Learning Control**

Learning control is the freedom of learners to be able to make choices on the content they learn, the speed of learning, the components of the learning strategy used and the cognitive strategies used. In order for learners in learning activities to be able to make these choices, a learner must be able to design learning activities that are able to provide various alternative learning options for him (the learner). If learners are able to design such learning then an individual learning system will be possible. With such a learning system, students will play more of a role as learning designers. (Erwinsyah, 2016)

## **5. Curriculum Management**

Curriculum management is an effort to organize resources so that the organization is realized productively. The curriculum relates to something that is used as a guide in all educational activities carried out, including teaching and learning activities in the classroom. As an educational program, to achieve certain educational goals, the curriculum needs to be managed so that all educational activities become productive. School principals have more duties regarding the implementation of the curriculum in schools. The role of principals and teachers is huge and is the key to successful curriculum development. Curriculum management is related to the management of learning experiences that require certain strategies to produce learning productivity for students. the strategy starts from planning and

implementation to evaluation, which needs to be supported by adequate resources. Thus curriculum management is an effort to optimize student learning experiences productively. (Mulyati, 2022) As for how to manage school administration to achieve quality educational goals is carried out in a recorded, organized, and orderly manner to support the smooth running of education. The scope includes curriculum administration, student administration, personal, material, and financial administration.

#### **6. Facilities and infrastructure management**

In achieving the implementation of quality school education, it is necessary to have adequate school facilities, where there are school facilities and infrastructure that can support the learning process in class for the realization of quality schools in the present and future. As a teacher must know better what strategies will be given to students that are in accordance with the conditions of students with their expertise and as a teacher must create facilities despite the limitations of teaching media to further achieve the maximum level. (Erwinsyah, 2016)

The implementation of local wisdom-based learning management in RA Ma'arif Inclusion has been carried out well. This can be seen from the implementation of local wisdom-based learning management at RA Ma'arif Inclusion which meets the criteria for good implementation in learning and education management. The criteria for good implementation include local wisdom-based education is carried out regularly through learning activities using hand puppets and puzzles, management is in accordance with the previously prepared plan, and there is good cooperation between all school members in managing local wisdom-based learning. However, in the management of local wisdom-based learning at RA Ma'arif Inclusion there are still shortcomings, namely the lack of appreciation and motivation from teachers for students who perform well.

Evaluation in local wisdom-based education through learning hand puppets and puzzles at RA Ma'arif Inclusion has been well implemented. The results showed that teachers have carried out learning evaluation and follow-up regularly. Evaluation is carried out in accordance with the planned evaluation method, namely through practice and observation from the teacher. Teachers also prepare evaluation plans as attached to the lesson plan. However, there are still shortcomings in the implementation of evaluation, namely supervision from the school principal.

#### **Media Management Based on Local Wisdom**

Teaching and learning activities in inclusive schools have the same principles as school teaching and learning activities in general, namely equal educational rights for children with special needs and normal children, indirectly inclusive schools are regular schools that also accept students with special needs. (Juanda, 2011) In this case, inclusive schools have a unique learning media management pattern and need to be harmonized with the existing student circumstances integrated with local wisdom, local wisdom-based learning management has a distinctive value and one way to maintain the preservation of local culture so as to form the character of students who can reflect positive values in everyday life.

Learning that integrates with local wisdom has some planning in its learning media, this includes: Identification of needs in learning media integrated with local

wisdom in the RA Ma'arif environment. Classify the types of student learning media to improve the quality of the process and results of learning that are adapted to the theme and integrated with local wisdom. Provide learning tools and media to students. Carry out learning based on themes and learning media that have been made. Evaluation of learning (Ulfah Fajarini, 2014)

Learning media is a tool used as an intermediary in stimulating aspects of development in early childhood, both aspects of moral and religious values, physical motor aspects, language aspects, social emotional aspects, cognitive aspects and artistic aspects (Guslinda & Kurnia, 2018). The implementation of learning in an inclusive school environment is one way to stimulate early childhood development that is tailored to the stages of child development because inclusive schools have a variety of students who are not only regular but students who have special needs that are not only done by playing and learning but by taking an emotional approach to make it easier to provide teaching with learning methods with existing media, learning media with real media, audio media, visual media, environmental media and audio-visual media this is done so that early childhood runs effectively and efficiently (University, Raden, & Lampung, 2022).

The learning implementation of RA Ma'arif Inclusion Metro City is described as follows (Nurlaili, 2018):

Tema / Sub Tema	Indicator	Learning Resources Needed	Description
I'am	Language: - The child can recite number sequences, word sequences (auditory training) - The child can follow several commands at once - The child can use and answer what, why, where, how much, how and so on questions. - And other language skills and so on.	Hand puppets, Finger puppets, etc. Other	These hand puppets can be made from used materials such as old socks and clothes, and then designed to be more attractive.
My Family	Cognitif: - The child can explain and distinguish who is in the family environment - The child can compile a family tree - The child can answer questions, differentiate and introduce his/her	Family-themed puzzles, props such as paper puppets, hand puppets or family songs	- Puzzles are made from pieces of paper depicting houses and who lives there. - Paper puppets and hand puppets are made from used items made as interesting as

	family to others. - Sing and act out with prepared educational props - And other cognitive abilities and other abilities		possible.
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Evaluation is the process of collecting and processing information to determine the level of achievement of child development. Evaluation of the process and results of learning with play models in PAUD is adjusted to indicators of child development achievement and refers to established assessment standards. Evaluation is also the process of documenting children's skills and development. It measures a child's level of development and provides an indication of the next stage of development. Evaluation is not just measuring, ranking, or grouping children in certain categories.

The implementation of the learning media described above, the media moves and approaches learning so that the achievement of children's development is in accordance with the assessment standards.

As with the "theme of me and my family" which utilizes used goods as learning media and students are able to understand and be able to achieve learning indicators but not all of these indicators are able to achieve assessment standards, the shortcomings in learning with the local wisdom method are not all tendik able to use it because it must be carried out painstakingly and understand what will be applied to the learning media.

## CONCLUSION

Good management will greatly impact the development of students. The good management that is the focus of research in this article is learning management and learning media management. The realization of learning management in RA includes; Scheduling the use of learning strategies, Making records of student learning progress, Motivational Management, Learning control, Curriculum management and Management of facilities and infrastructure. While the management of learning media includes; Identification of needs in media, Classifying types of media, providing learning tools and media to students, Implementing learning based on themes and Evaluation of learning.

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