# LEARNING PROGRAM ADMINISTRATION IMPLEMENTATION IN EDUCATION

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**Abstract: Administration of learning programs is an activity that includes setting a set of learning experience programs arranged to develop students' abilities in accordance with school goals in order to create an effective and efficient teaching and learning process.** Program evaluation is a series of activities carried out intentionally to see success rates program. Through program evaluation, the evaluation step is not only carried out haphazardly but is systematic, detailed, and uses procedures that have been carefully tested.

Keywords: Administration, Learning Program

**Abstrak: Administrasi program pembelajaran merupakan kegiatan yang meliputi pengaturan seperangkat program pengalaman belajar yang di susun untuk mengembangkan kemampuam siswa sesuai dengan tujuan sekolah dalam rangka terciptanya proses belajar mengajar yang efektif dan efisien.** Evaluasi program adalah suatu rangkaian kegiatan yang dilakukan dengan sengaja untuk melihat tingkat keberhasilan program. Dengan melalui evaluasi program, langkah evaluasi bukan hanya dilakukan serampangan saja tetapi sistematis, rinci, dan menggunkan prosedur yang sudah diuji secara cermat.

**Kata Kunci:** Administrasi, Program Pembelajaran

## INTRODUCTION

Education is an investment in long-term human resources that has a strategic value for the continuity of human civilization in the world. Therefore, almost all countries place education variables as important and important in the context of nation and state development. Likewise Indonesia places education as something important and main. This can be seen from the contents of the Preamble of the 1945 Constitution paragraph IV which emphasizes that one of the national goals of the Indonesian nation is to educate the life of the nation.

While Sugihartono et al. (2007: 3). states that education is a series of continuous processes for the development of abilities and behaviors that individuals have in order to be utilized for their lives. Education becomes everyone's needs in his life.

The growth and development of someone who is qualitative is the result of the education process, both consciously and unconsciously. Education aims to develop all the potential that exists in each individual, so that individuals with their potential will benefit themselves and their environment even for their country.

Rian Triprayogo, (2013: 1). Stating that in the implementation of the education process, the teacher as an educator must be able to provide direction while being able to show his confidence in students through performance in accordance with his professional competence as an educator as well as a teacher. For the process of achieving optimal teacher performance is influenced by many factors both from internal and external. Internal factors that originate from the motivation of the teacher as an educator and from within

the student which include physiological conditions, psychological conditions, intelligence and maturity greatly influence the success of students in learning. While external factors come from outside the teacher and students, including the natural environment and social environment includes family, community and school. Efforts to achieve teacher performance goals, begins with improving the quality of teaching and learning processes, because the teaching and learning process is at the core of educational activities in which there is a transformation of knowledge from teachers to students.

To improve the quality of education, learning programs must be properly administered. Therefore, the teacher as the spearhead in the education process who directly engages in the teaching and learning process must be able to carry out the administrative activities of the learning program. It is expected that with the implementation of a good learning program administration, the teaching and learning process will run with what is expected to be in accordance with the goals of education. Learning administration includes: Competency Standard (SK), Basic Competence (KD), Annual Program, Semester Program, Syllabus, Learning Implementation Plan (RPP), Remedial Program Evaluation and Program is a concept or plan of a teacher in transferring knowledge to students systematically (Suparlan, 2006: 34). Without a plan and standard in teaching, teaching materials given to students will not be conveyed systematically.

Conceptually the administration of learning programs is an important thing to be carried out by the teacher. The administration of effective and efficient learning programs is an urgent need, but in reality there are still many teachers who are less aware of the importance of carrying out these activities. This is because the teacher does not have time to work on the administration. Administrating learning programs is considered only for formality, and the material to be delivered is considered easy and very memorized so that learning programs do not need to be administered. It also allows teachers to make good administration of educational learning programs. As we know that sometimes people are affected by forgetfulness, therefore if the administration of the learning program is done when forgetting the teacher can open the preparation or what material will be given to students. The existence of a good learning program administration teacher can make various changes and corrections of teacher teaching methods so that the teaching method and teaching material that the teacher has will always be out of date so students will feel happy, students easily receive the lessons delivered, avoid the frequent learning process not in accordance with the right material, and how to teach is not monotonous so students become unsaturated even students cannot understand the material that has been delivered by the teacher.

The point of the education process is learning. The implementation of education will not be implemented properly without learning. Therefore, between education and learning cannot be separated. Learning is a form of implementation of the curriculum or in other words the curriculum is actualized in the classroom in the form of learning. The context of learning programs in schools, that the success of learning programs is always seen from the learning outcomes achieved by students. On the other hand the evaluation of the learning program requires data about the implementation of learning and the level of achievement of its objectives.

In developed countries, education is seen as the main means of solving social problems. For certain problems, national welfare is imposed on the shoulders of schools or universities.

Farida Yusuf Tayibnapis, (2000: 1-2) states that the criticisms that often arise about the education system are often changing and unbalanced, the

curriculum is not right with too many subjects and does not focus on things that should be given, and so on. But the most severe problem in any education system is the lack of affective evaluation. The frequent changes in the education system are mainly caused by:

1. Lack of reliable information about education outcomes, practices, and programs.
2. Lack of a standard system to obtain this information in point one.

Awareness of this is one step towards improvement, evaluation can provide even more approaches in providing information to education to help improve and develop the education system. Therefore, influential people in education, education experts, and leaders support and agree that education programs must be evaluated. Understanding parents want information about the curriculum and teaching methods used to teach their children. Other groups of people want to know the results achieved with the costs they have paid. Because evaluation is for reasons in the process of improving education. School and university experts and leaders receive evaluations as a requirement for obtaining funds for various educational programs. Teachers and employees see evaluations to find out what has been widely accepted in education and other relevant fields.

Differences in formal and informal evaluations are distinguished. Informal evaluations occur when one chooses between several choices and informally chooses. For example, choose a menu in a restaurant, or someone asks the waiter what menu is popular that day for dinner. Such an informal evaluation, a very subjective choice depends on the perception of the president about the best choice. From the above example we can conclude that before making a choice, we make an assessment of the objects we will choose.

**THEORETICAL STUDY**
**Learning Program in Education**

The definition for the term "program" can be interpreted as "plan". A program is a continuous activity because it implements a policy. Therefore, a program is a unit or unit of activity so the program is a system, namely a series of activities carried out not only one time but continuous. Suharsimi Arikunto, et al. (2004: 3-4).

Heri Gunawan, (2012: 108) learning is at the core of the education process. Etymologically according to Zayadi, the word learning is a translation of English, meaningful instruction as an effort to teach someone or a group of people, through various efforts and strategies, methods and approaches towards achieving goals that have been previously set. Whereas in terms of terminology according to Sagala, learning is a process in which a person's environment is intentionally managed to enable him to participate in certain behaviors in special conditions, or produce responses under certain conditions, learning is a special subset of education.

While Wina Sanjaya, (2009: 26) states that learning is interpreted as a process of cooperation between teachers and students in utilizing all potentials and resources that exist both in the potential that comes from within the students themselves such as interests, talents and basic abilities possessed including style learning and the potential that exists outside of students such as the environment, facilities and learning resources as an effort to achieve certain learning goals. As a collaborative process, learning is not only focused on teacher activities or student activities, but teachers and students jointly try to achieve predetermined learning goals. Thus, the awareness and understanding of teachers and students of the goals to be achieved in the learning process is an absolute requirement that cannot be negotiated, so that in the process, the teacher and students lead to the same goal.

Furthermore Kunandar, (2009: 297) learning is defined as a process of

interaction between students and their environment so that behavior changes occur in a better direction. In learning the teacher's task, the most important thing is to condition the environment to support behavior changes for students.

The learning program in its activities is to change students who have not mastered certain knowledge to become master, occur in a transformation process until graduation. In the learning program, all program implementation is deployed for the success of the program. Learning programs are said to be successful if they succeed in producing high-quality graduates, namely mastering the knowledge and skills that are useful for their lives, family, and society. Suharsimi Arikunto et al. (2004: 49 )

From the definition above, it can be concluded that the processing program is a program whose main activities are to convert raw materials (inputs) into finished materials as a result of the process or output.

**Administration of Learning Programs in Education**

Eka Prihatin, (2011: 3) Educational administration is defined as the process of developing collaborative activities of a group of people to achieve their stated goals, namely to achieve educational goals. The process of controlling group activities is related to planning activities; arrangement (organizing); actuating; controlling (controlling) as a process to achieve goals. So that the administration of learning programs is an activity that includes setting a set of learning experience programs arranged to develop students' abilities in accordance with the school's objectives in order to create an effective and efficient teaching and learning process.

Wina Sanjaya, (2009: 24). If a plan is a document from the results of the activity. So every plan must have at least four elements as follows:

1. **There are goals to be achieved**

The purpose is the direction that must be achieved. For the program to be prepared and determined well, then the goal needs to be formulated in the form of clear and measurable goals. With the existence of clear targets, there are targets to be achieved. That target then becomes the focus in determining the next steps. Formulation of learning objectives must include three aspects termed by Bloom as the domains of cognitive, affective, and psychomotor domains.

Cognitive domain is a learning goal that is related to the development of intellectual aspects of students, through mastery of knowledge and information. Attitude and appreciation are domains related to mental development that is in a person. Skills and appearance are domains that describe the ability or skill of someone who can seen from performance or performance.

2. **There is a strategy to achieve goals**

Learning strategies must be carried out by students in interacting with learning materials and learning resources to master basic competencies and indicators, these activities are contained in opening, core, and closing activities.

This preliminary activity is carried out primarily to encourage students to focus on being able to follow the learning process well. Core activities are learning activities in the framework of forming student learning experiences. The closing activities that can be carried out are concluding or revealing the results of the learning that has been done. Kunandar, (2009: 345-346)

### 3. Resources that can support

Determination of resources needed to achieve goals, in which includes the determination of facilities and infrastructure needed, budget and other resources, for example the use of time needed to achieve the objectives that have been formulated.

### 4. Implementation of each decision

Implementation is a process of applying ideas, concepts, policies, or innovations in a practical action so as to have an impact, both in the form of changes in knowledge, skills and values, and attitudes. The implementation of the curriculum includes three main activities, namely the development of programs, implementation of learning, and evaluation of learning.

## Administrative Parts of the Learning Program

1. Program Preparation

The preparation of the program is to think about and establish activities that will be carried out during one school year in order to achieve educational goals. Where this activity there is participation between the headmaster of the teacher, as well as staff who support the running of an activity that will be carried out at the beginning of the year. The initial activity of the year is an activity carried out routinely but only carried out at the beginning of the year, this activity is carried out to discuss anything that must be done at the beginning of the year, daily, weekly, monthly and year-end activities. Program preparation is usually carried out by the head of the foundation or the principal based on the results of the meeting.

The way to implement the program is cooperation between the

school principal, the teacher, and the staff in the school to carry out the activities called meetings. The teaching and learning activities are carried out based on the preparation of the program. Preparation of the program must take place before the opening of the school year new

2. Academic calendar and time allocation

Establishing time allocation, is the first step in translating curriculum. Determining time allocation is basically determining the effective week of effective days in each semester during one school year. The time allocation plan serves to find out how many hours of effective time are available to be used in the learning process in one school year

While Wina Sanjaya, (2009: 49-50) that the steps that must be taken in determining the allocation of learning time are as follows:

1. Determine in what month the learning activities begin and what month ends in the first and second semester.
2. Determine the number of effective weeks each month after taking the test weeks and holidays.
3. Determine effective study days in each week.
4. Planning teaching and learning

Teaching and learning planning is a design of activities that must be carried out by the school so that the implementation of the teaching and learning process that we want. Without the planning of teaching and learning is very difficult to determine what is needed by the students. Therefore, before conducting teaching and learning activities, planning activities are carried out first.

Planning is needed first so that the creation of good and smooth teaching and learning activities. These learning planning activities must be carried out before the teaching and learning process takes place. There is no chaos in the

learning process). If planning activities are planned in advance, the teacher only lives carry out their duties as teachers and educators.

1. Annual program planning

The annual program is a plan to determine the time allocation for one school year to achieve the objectives (standard competencies and basic competencies) that have been set. The aim of the annual program planning is for all basic competencies in the curriculum to be achieved by students. basically it is setting the amount of time available for each basic competency.

The steps that can be taken to develop the annual orogram are:

1. See how many hours of time allocated for each subject in a week in the curriculum structure set by the government
2. Analysis of how many weeks are effective in each semester as we have applied in the description of effective time allocation. Through this analysis we can determine how many minutes are available for the implementation of the learning process

Determination of time allocation is based on the number of hours in accordance with the applicable curriculum system and the breadth of material that must be mastered by students. Wina Sanjya, (2009: 52-53).

2. Implementation of Learning Activities

The implementation of teaching and learning activities is an activity carried out both in the classroom, as well as outside the classroom in the school environment consisting of educators and their students. Where in the teaching and learning activities there is an activity that provides knowledge to children so that the intelligence possessed by children can increase and the developmental aspects possessed by children can be seen.

The implementation of teaching and learning activities is very important so that children can increase knowledge. Where with the existence of teaching and learning activities teachers can see and assess their students who quickly capture learning taught by teachers and teachers can assess what is needed by their students so that the development process of their students.

The way to implement it, educators where they first provide learning media that has been designed in advance. Where the theme is related to the media that will be delivered at the time of teaching. Before teaching first a teacher gives an explanation of the theme after which the teacher gives questions about what was taught earlier. Then the teacher gives assignments to the children so that the teacher can know the limits of the abilities of the children being taught.

3. Implementation of the Evaluation

The evaluation is an activity carried out by teachers or tutors to assess their students based on the abilities of their students. Forms of assessment or reporting in the form of a narrative written in report cards containing aspects of development in students.

The implementation of the evaluation is very useful in order to find out the abilities of each student. Where we know that each child has different abilities. If we already know the ability of students, as a good teacher the teacher just needs to fix anything that must be addressed so that the child's ability can increase.

The way to carry out this evaluation is done at the end of the semester when the students receive a report. The report book does not only contain narratives but contains checklists, the report book contains the ability of the child to accept the teaching process for one semester.

**Evaluation of Learning Programs in Education**

1. What is Program Evaluation?

There are three terms that are used about program evaluation, namely "evaluation" (evaluation), "measurement" (measurement) and "assessment" (assessment). Evaluation comes from the word evaluation (English). The term "valuation" is a noun of "value". Definition of "measurement" refers to the activity of comparing something with a certain unit of measure, so that its nature becomes quantitative. Arikunto, (2004: 1).

While Eka Prihatin, (2001: 164) states that evaluation is a collection of activities concerning the learning process systematically to determine whether changes occur to students and the extent to which these changes affect the lives of students. Then what is meant by educational evaluation is an action or a process to determine the value of everything in the world of education or anything that has to do with the world of education. Amini, (2015: 65).

Suchman in Arikunto, (2004: 5) further views evaluation as a process of determining the results achieved by several planned activities to support the achievement of goals. Other definitions are stated by Worthen and Sanders. The two experts said that evaluation is an activity of looking for something valuable about something, in looking for something, also includes finding useful information in assessing the existence of a program, production, producer, and alternative strategies proposed to achieve the specified goals. A very well-known expert in the evaluation program named Stufflebeam said that evaluation is a process of drawing, searching, and providing information that is very useful for decision makers in determining alternative decisions.

From the opinion above, it can be concluded that evaluation is an activity to collect information about the workings of something, which is then used to determine the right alternative in making a decision.

If the word program is directly linked to program evaluation, the program is defined as a unit or unit of

activity which is the realization or implementation of a policy, takes place in a continuous process, and occurs in an organization involving a group of people.

According to Ralph Tyler said that program evaluation is a process to find out whether educational goals can be realized. Whereas according to Cronbach and Stufflebeam, program evaluation is an effort to provide information to be conveyed to decision makers.

So it can be concluded that program evaluation is a series of activities carried out intentionally to see the success of the program.

Therefore, educational activities must be evaluated so that the shortcomings can be assessed and these shortcomings will be considered for the implementation of education at other times. In other words, program evaluation is intended to see the achievement of program targets. To determine how far the program target has been achieved, the benchmark is the goal that has been formulated in the planning phase of the activity. Arikunto, (2012: 326). While Trianto, (2010: 254) found that besides that the assessment also aims to find out how far the success of the teacher in carrying out the learning process, which is used as feedback / feedback for the teacher in planning the next learning process.

What is the need to conduct a program evaluation? Program evaluation is usually done in the interest of policy makers to determine further policy. Through program evaluation, the evaluation step is not only carried out haphazardly but is systematic, detailed, and uses procedures that have been carefully tested.

## Why Teachers Need to Conduct Program Evaluation

The teacher is the most important person in his teaching and learning activities because the teacher holds a very important task, which is to organize and drive the ark of class life. Students

can learn without obstacles and can master what is taught by the teacher with good grades. If it turns out that the value is not good, the teacher certainly wants to explore what causes the bad value. To answer why teachers do program evaluations, first know about who can do the evaluation. It was also stated that people who carry out evaluations (evaluators) in program activities can be people from within, and can also people from outside. Arikunto, (2004: 328) Based on these considerations evaluators can be classified into two types, namely in internal evaluators and outside evaluators.

1. Inside Evaluator (Internal Evaluator)

Program evaluation officer who is also one of the officers or program implementing members evaluated. Arikunto, (2004: 23) The advantages and disadvantages of evaluators in, namely:

Strengths: 1) The evaluator fully understands the program to be evaluated so that there is no need to worry about not or not precisely the target. In other words, the evaluation is right on target. 2) Because evaluators are insiders, decision makers do not need to spend a lot of money to pay evaluation officers.

Weaknesses: 1) There is an element of subjectivity from the evaluator, so they try to convey the positive aspects of the program being evaluated and want the policy to be implemented well too.2) Because they already understand the intricacies of the program, if the appointed evaluators are impatient, the evaluation activities will carried out in a hurry.

2. External Evaluator (External Evaluator) are people who are not related to the program policy and implementation. The advantages and disadvantages of internal evaluators are:

Strengths: 1) Because there is no interest in the success of the program, outside evaluators can act objectively while carrying out evaluations and making decisions.2) A paid expert will

usually maintain the credibility of his abilities. That way the evaluator will work seriously and carefully.

Disadvantages: 1) Outside evaluators are new people, who previously did not know the policies about the program to be evaluated.2) Waste, decision makers must spend considerable funds to pay free evaluators.

## Objects or Objectives of Program Evaluation

In the process of transformation, students who have just entered the education process are seen as raw materials to be processed (transformed from raw materials into finished materials) through the teaching process. These new students enter (input) have their own characteristics or specificities, which affect the success of learning a lot. Besides that there are other inputs that also influence the success of student learning, namely instrumental input (material / curriculum, teachers, teaching methods, and educational facilities (tools, materials, and learning media)) and environmental input. Students who have been incorporated into processing tools, namely transformation, and have become finished materials, known as outputs or outputs.

## How to carry out program evaluation

If the teacher wants to carry out a program evaluation carefully, it must first develop an evaluation plan while compiling an instrument for collecting data. As the simplest way is to keep a record of the events experienced from daily activities in the class. It will be enough that the teacher wants to make a brief and simple reference that is arranged in the form of questions only. So, from the answer to the question the teacher will get a feedback on what is done. Examples of questions about students:

1) Is student attendance good? Complete and timely?

2) Are students interested in our study? If not or less what is the reason?
3) Are students not reluctant to involve themselves in teaching and learning activities?

**Learning Program Evaluation Models**

a. Goal Oriented Evaluation Model

The evaluation model proposed by Tyler emphasizes the review of objectives from the beginning of the activity and takes place continuously. The object of observation in this model is the purpose of the program that has been set long before the program starts.

b. Goal Free Evaluation Model

The model proposed by Michael Scriven can be said to be the opposite of the first model developed by Tyler. Scriven explained that in carrying out program evaluations evaluators did not need to pay attention to what the program objectives were. What needs to be considered is how the program works, by identifying the appearances that occur, both positive things (ie things that are expected) and negative things (which actually are not expected). From these explanations, what is meant by "evaluation apart from objectives" in this model is not completely separated from the goal, but only apart from the specific purpose. This model only considers the general objectives to be achieved by the program, not just in detail per component.

c. Formative-Summative Evaluation Model

The model also suggested by Scriven suggests that there are two types of evaluations, namely formative and summative. Formative evaluation aims to obtain information needed by an evaluator about students to determine the level of development of students in the unit of teaching and learning process. Summative evaluation aims to determine the position of students in relation to mastery of learning material

that has been followed during a learning process.

d. UCLA-CSE Evaluation Model. CSE

It stands for the Center for the Study of Evaluation, while UCLA stands for the University of California in Los Angeles. Fernandes gave an explanation of the UCLA-CSE model into four stages, namely (1) needs assessment, (2) program planning, (3) formative evaluation, and (4) summative evaluation.

e. Model CIPP (Contex Input Process Product) Evaluation.

This model was developed by Stufflebeam, et al. At Ohio State University. Focus of evaluation, namely 1) context evaluation, 2) input evaluation, 3) process evaluation, 4) product evaluation. Eka Prihatin, (2011: 174).

f. Model Countenance Evaluation.

This model was developed by Stake, which emphasized the implementation of two main things, namely 1) description (description) and 2) judgment (judgments); and distinguish between three stages in program evaluation, namely 1) antecedents (antecendents / context), 2) transactions (transaction / process), and 3) outputs (output-outcomes).

**CONCLUSION**

The processing program is a program whose main activities are to convert raw materials (inputs) into finished materials as a result of the process or output. The learning program in its activities is to change students who have not mastered certain knowledge to become master, occur in a transformation process until graduation.

Administration of learning programs is an activity that includes setting a set of learning experience programs arranged to develop students' abilities in accordance with school goals in order to create an effective and efficient teaching and learning process.

Program evaluation is a series of activities carried out intentionally to see the success of the program. Through program evaluation, the evaluation step is not only carried out haphazardly but is systematic, detailed, and uses procedures that have been carefully tested. With certain methods, reliable and reliable data will be obtained.

Learning Program Evaluation Models are:

a. Goal Oriented Evaluation Model
b. Goal Free Evaluation Model
c. Formative-Summative Evaluation Model
d. UCLA-CSE Evaluation Model
e. Model CIPP (Contex Input Process Product) Evaluation
f. Model Countenance Evaluation (Model Description-Considerations)

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