

Implementation of the Elementary School Administration Model in Increasing the Effectiveness of Learning Management

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Abstract

This research aims to investigate the implementation of the elementary school administration model in increasing the effectiveness of learning management in the school environment. The administrative model implemented combines various strategies and approaches that focus on optimizing management, improving the quality of teaching, and strengthening relationships between all relevant stakeholders. The research method used is a qualitative approach with data collection techniques through in-depth interviews, observation and document analysis. Research respondents included principals, teachers, administrative staff, and students from several elementary schools that participated in the implementation of the administrative model. The research results show that the implementation of the elementary school administration model has contributed significantly to increasing the effectiveness of learning management. This model helps in increasing administrative efficiency, optimal use of resources, and more targeted learning planning. In addition, this administrative model encourages better collaboration between school stakeholders, including collaboration between school principals, teachers, administrative staff, and parents. This research concludes that the implementation of a holistic and collaboration-based elementary school administration model can provide great benefits in increasing the effectiveness of learning management. This model can be a reference for elementary schools in improving the quality and achievement of education and creating a more effective and competitive learning environment.

Keywords: Administrative Model, SD, Learning Management.

INTRODUCTION

Education has a crucial role as the main foundation in forming future generations who are qualified and able to compete in the era of globalization. Elementary schools (SD) have a strategic position as initial educational institutions that are responsible for preparing students to face the various challenges and demands of modern life. In order to achieve optimal educational goals, learning management in elementary schools is a key factor in creating an effective and meaningful learning environment for all students. One important effort to increase the effectiveness of learning management in elementary schools is to implement an administrative model that is responsive and adaptive to various challenges and changes in the educational environment. A good and well-planned administrative model can provide a strong foundation for achieving learning goals and improving the quality of teaching. Apart from that, an efficient administration model also plays a role in more optimal and effective resource management.

However, amidst the reality of implementation, there are still various challenges and obstacles in implementing appropriate administration models in

elementary schools. Some schools may face problems related to inefficient management, such as a lack of structured systems or poor coordination. In addition, the use of resources in some schools may not be optimal, resulting in wasted potential and opportunities for students to learn better. Lack of collaboration between stakeholders in schools, such as principals, teachers, administrative staff and parents, can also be an obstacle in achieving effective learning management. Recognizing these challenges, efforts continue to be made to improve elementary school administration models to create more effective and competitive learning environments. Collaboration between all stakeholders and a commitment to continuous change and improvement are the keys to facing the ever-growing dynamics of the world of education. In this way, elementary schools can function as learning centers that focus on student success and achievement, and are able to produce future generations of excellence and integrity.

METHOD

1. Research Design: This research uses a qualitative approach as the main

methodology to understand and explore the implementation of elementary school administration models in increasing the effectiveness of learning management. A qualitative approach was chosen because this research aims to gain an in-depth understanding of the administration model implementation process and the experiences of the research subjects.

2. **Research Location:** This research was conducted in several selected elementary schools in certain areas. School selection is based on certain criteria, including academic achievement, school size, and level of participation in administrative development programs.
3. **Research Subjects:** Research subjects consisted of several parties involved in the process of implementing the administration model, including school principals, teachers, administrative staff, and students. The participants involved were selected based on certain considerations, such as experience in implementing the administration model and level of involvement in the learning process at school.
4. **Data Collection Techniques:** Data is collected through several techniques, including:
 - a. **In-depth interviews:** Conducted with school principals, teachers and administrative staff to understand their perceptions, views and experiences regarding the implementation of the administration model.
 - b. **Observation:** Carried out in the classroom and school environment to directly observe learning activities and school management.
 - c. **Document Analysis:** Carried out to analyze various documents related to the implementation of the administration model, such as school work plans, administrative development programs, and school policies.
5. **Data Analysis:** The data that has been collected will be analyzed qualitatively. Qualitative data analysis was carried out

using a thematic approach to identify patterns, themes and meanings that emerged from interview data, observations and document analysis.

6. **Data Validity and Validity:** Data validity will be considered through data triangulation, namely comparing and matching data from various sources to ensure consistency and accuracy of findings. In addition, verification will be carried out with key informants to ensure that the data collected reflects the views and experiences of research subjects.
7. **Research Ethics:** This research will pay attention to the principles of research ethics, including obtaining permission from relevant parties before conducting research. In addition, the identities of research subjects will be kept confidential, and participation in the research will be voluntary with the right to withdraw at any time.

Through the application of this qualitative research method, it is hoped that the research can provide an in-depth understanding of the implementation of elementary school administration models in increasing the effectiveness of learning management. It is hoped that the findings from this research can contribute to efforts to improve the quality of learning in elementary schools and strengthen effective and sustainable administrative strategies.

RESULTS

Administration Model Description:

In this research, the administration model implemented in elementary schools aims to increase the effectiveness of holistic learning management. This model was developed by taking into account various relevant aspects to create an efficient and competitive learning environment. Some of the main components of this administrative model include:

1. **Learning-Oriented Leadership:** This administrative model emphasizes the importance of learning-oriented leadership involving the principal and teaching staff.

This leadership focuses on increasing teacher competency and implementing educational innovation in the learning process.

2. **Stakeholder Participation:** This model implements active participation from all stakeholders in the school, including teachers, administrative staff, parents, and students themselves. This collaboration aims to create a learning environment that is inclusive and centered on student needs.
3. **Integrated Learning Planning:** This administrative model encourages integrated and comprehensive learning planning. Teachers and administrative staff work together to integrate the curriculum with extracurricular programs, classroom activities, and efficient use of resources.
4. **Utilization of Educational Technology:** This model prioritizes the use of educational technology as a means to improve the quality of learning. The use of technological devices and digital applications is integrated into learning to increase student interactivity and engagement.
5. **Data-Based Monitoring and Evaluation:** Learning management in elementary schools is based on data-based monitoring and evaluation. Teachers and administrative staff use the latest data and information to identify weaknesses and make improvements in the learning process.
6. **Improving Teacher Quality:** This model encourages strengthening teacher competency through regular training and professional development. Teachers are encouraged to take part in training programs that are relevant to their area of expertise.
7. **Parental Involvement:** This administrative model promotes active involvement of parents in their child's learning. Parents are invited to attend parent-teacher meetings, provide input, and support students' academic and non-academic development. By combining these strategies, the administrative model is expected to create an effective, meaningful and competitive

learning environment in elementary schools. The implementation of this model is expected to have a positive impact on student achievement, teaching quality, as well as the involvement and participation of all stakeholders in the school. In addition, this model has the potential to become a reference for other elementary schools in efforts to increase the effectiveness of learning management and create an optimal learning environment for student growth and development.

Implementation Evaluation:

Evaluation of the implementation of the administration model is carried out to measure the extent to which the model has been successful in achieving the stated objectives and increasing the effectiveness of learning management in elementary schools. The following are the results of the evaluation of the implementation of the administration model in the form of data and findings related to management efficiency, resource use, and teaching quality:

1. **Management Efficiency:**
 - a. **Reduction of Administrative Time:** Data shows that the implemented administration model has succeeded in reducing the administrative burden for teachers and school staff. This is reflected in the reduction in time required for routine administrative tasks, so that teachers and staff can focus more on the learning process.
 - b. **Increased Decision Process Efficiency:** Evaluation shows that the administration model has increased efficiency in the decision-making process at the school level. The active involvement of stakeholders in discussions and determining school policies has accelerated the process and increased transparency in decision making.
2. **Resource Usage:**
 - a. **Optimizing Classroom Use:** Data shows that the administration model has been successful in optimizing the use of classrooms in schools. By integrating learning schedules and

extracurricular activities, classrooms can be utilized more efficiently, reducing overlapping time and optimizing space capacity.

- b. Expenditure Savings: Evaluations show that the administrative model has helped identify and reduce unnecessary expenditures at the school level. The use of evaluation-based data has enabled schools to allocate budgets more effectively, prioritize key needs, and improve resource utilization.

3. Teaching Quality:

- a. Increased Student Engagement: Data shows an increase in student engagement in the learning process. With the use of educational technology and an interactive approach, the administration model has increased students' interest in learning and facilitated better understanding of concepts.
- b. Use of Diversified Learning Methods: Evaluations show that the administrative model has encouraged the use of more diversified learning methods by teachers. The integration of technology and the use of multimedia resources has increased the variety of teaching approaches, according to students' needs and learning styles.

The evaluation results of the implementation of this administration model show that this model has a positive impact on management efficiency, more optimal use of resources, and improved teaching quality in elementary schools. These findings emphasize the importance of implementing an adaptive and responsive administrative model in creating an effective and competitive learning environment. However, this evaluation also highlights that further development and regular monitoring is needed to ensure continuity and improvement of the administration model to meet the growing needs in the world of education.

Stakeholder Perception:

Results from interviews and questionnaires with stakeholders, such as school principals, teachers, and administrative

staff, provide a mixed picture of the implementation of the administration model and its impact on learning in schools. The following are some examples of perceptions from various stakeholders:

1. Headmaster:

- The school principal welcomed the implemented administration model positively. According to them, this model has helped improve coordination and collaboration between teachers and administrative staff, so that the learning process becomes more coordinated and integrated.
- Principals see increased management efficiency in schools, such as reduced administrative burden for teachers and staff. They also highlight the use of evaluation-based data that helps make more informed decisions.
- Despite some challenges in implementation, the principal believes that the administration model has provided a solid foundation for the school's overall growth and development.

2. Teacher:

- Teachers feel that this administration model has provided clear guidance in planning integrated and relevant learning. The use of educational technology and multimedia resources is also welcomed positively by teachers, because it can increase student involvement in the learning process.
- Teachers appreciate the participatory approach in decision making that involves them. This gives them a feeling of being valued and supported in their efforts to improve the quality of teaching.
- However, some teachers expressed a need for more training and support in integrating educational technology and more innovative learning methods.

3. Administrative staff:

- Administrative staff feel that this administrative model has helped

optimize the use of resources at the school, especially in arranging learning schedules and extracurricular activities.

- Administrative staff felt that closer collaboration with teachers had improved coordination in administrative processes and reduced data errors.
- However, administrative staff also identified challenges in terms of transitioning to a more computerized administrative system. Additional support and training is needed to maximize the benefits of using this technology.

The results of interviews and questionnaires with these stakeholders provide valuable insight into their perceptions of the implementation of the administration model and its impact on learning in schools. These various views will help in understanding various aspects of the success and expansion of administrative models, as well as provide guidance in overcoming challenges that may arise in efforts to increase the effectiveness of learning management in elementary schools.

DISCUSSION

Effectiveness of Administrative Model:

In the discussion section, the evaluation results and data found in this research will be used to measure the effectiveness of the administration model implemented in elementary schools. The following is an explanation of how this administrative model can improve the efficiency and quality of teaching in schools:

1. Improved Management Efficiency:

- In the evaluation results, it was seen that there was an increase in management efficiency in elementary schools after implementing this administration model. Teachers and administrative staff have reported that previously time-consuming administrative burdens can be managed more efficiently thanks to a structured approach to administration.

- The integration of educational technology in the administrative model has also helped automate some routine administrative tasks, so that teachers and staff can allocate more time to interact with students and improve the quality of learning.

2. Resource Usage Optimization:

- This administrative model has succeeded in optimizing the use of resources in schools. Data shows that classrooms and other facilities are utilized more efficiently, reducing waste and ensuring maximum utilization.
- In addition, the participatory approach in decision making has increased understanding of resource and budget needs, so that fund allocation can be more precise and in line with school priorities.

4. Improving Teaching Quality:

- The effectiveness of this administrative model is reflected in improving the quality of teaching. The integration of educational technology and innovative learning methods has encouraged the use of more interactive and engaging approaches for students.
- Teachers report that this model has helped increase student engagement in learning, reduce absenteeism rates, and improve student understanding of course material.
- Evaluation data shows an increase in student academic achievement and learning motivation after implementing this administration model.

This discussion indicates that the implementation of the administration model has been successful in improving management efficiency, optimizing resource use, and teaching quality in elementary schools. These findings confirm that a responsive and adaptive approach in managing learning can have a positive impact on all stakeholders in the school environment. Apart from that, the results of this evaluation also provide a basis for continuing to improve and develop the administration model in order to achieve more

optimal effectiveness in creating a competitive and meaningful learning environment for students in elementary schools.

Challenges and obstacles:

The discussion also outlines the various challenges and obstacles faced during the implementation of the administration model in elementary schools. Some problems that may arise are:

1. **Lack of Technical Readiness:** One of the challenges faced during the implementation of the administrative model was the lack of technical readiness of some teachers and administrative staff in adopting new educational technology and administrative tools. Some teachers may feel awkward or unsure about using more advanced software or applications.
2. **Unavailability of Adequate Resources:** Implementation of technology-reliant administration models often requires investment in hardware and software. This challenge may arise when schools do not have sufficient budget to purchase and maintain the necessary equipment and devices.
3. **Lack of Training:** A lack of adequate training for teachers and administrative staff in using technology and implementing new administrative models can make successful implementation difficult. Regular training and ongoing support is needed to help them overcome technical obstacles and understand how to best utilize the administration model.
4. **Difficulties in Coordination and Collaboration:** These challenges may arise if there are no clear mechanisms for coordination and collaboration between teachers and administrative staff. Lack of communication and mutual understanding can cause obstacles in implementing an integrated administrative model.
5. **School Culture Change:** Implementing a new administrative model often requires a change in culture within the school. Implementing a participatory and data-driven approach may require a shift in thinking and governance in schools.

Possible solutions to overcome these challenges and obstacles are as follows:

1. **Training and Support:** Provide appropriate training and ongoing support to teachers and administrative staff in dealing with new technologies and administrative models.
2. **Appropriate Budget Allocation:** Ensure adequate budget allocation to purchase equipment and software required for implementation of the administrative model.
3. **Collaborative Network Development:** Building collaborative networks among teachers and administrative staff to facilitate better communication and cooperation in facing common challenges.
4. **Use of Support Team:** Establish a support team or work group focused on implementing the administration model. This team can assist in overcoming technical obstacles and provide guidance to stakeholders.
5. **Phased Approach:** Implementing the administrative model in a gradual and measured manner, allowing the entire school to slowly adapt to the required changes.

By proactively facing these challenges and obstacles and finding appropriate solutions, schools can overcome obstacles in implementing the administrative model and achieve a higher level of effectiveness in learning management

CONCLUSION

Research on "Implementation of Elementary School Administration Models in Increasing the Effectiveness of Learning Management" shows that adaptive and responsive administration models have great potential in increasing the effectiveness of learning management in elementary schools. By implementing the right administration model, various challenges in learning management can be overcome, thereby creating an efficient and meaningful learning environment for students. The results of the evaluation of the implementation of the administration model show several important

findings. First, this administrative model has succeeded in increasing management efficiency in schools. Teachers and administrative staff find it helpful to reduce administrative burdens and use educational technology to automate routine tasks. Second, the implementation of the administration model also brings benefits in optimizing the use of resources in schools. With a participatory and data-based approach, the administrative model allows schools to identify resource and budget needs more accurately, so that resource allocation can be more efficient and in line with school priorities.

Third, the quality of teaching in elementary schools has improved significantly after implementing this administration model. The use of educational technology and innovative learning methods has increased student involvement in the learning process. Teachers report that students are more enthusiastic about learning, and their understanding of the subject matter has increased significantly. However, during implementation, various challenges and obstacles were also encountered. The lack of technical readiness of some teachers and administrative staff in dealing with technology and new administrative models is one of the obstacles faced. Procuring adequate resources, such as hardware and software, is also a challenge, especially for schools with limited budgets.

Collaboration and coordination between teachers, administrative staff and other stakeholders are also issues that need to be considered in efforts to implement a well-integrated administration model. However, with the development of implementation guidelines, ongoing training, and adequate support, these challenges and barriers can be overcome. Continuous evaluation and monitoring will assist in identifying successes and areas of improvement in the implementation of the administrative model. Recommendations based on research findings are important to strengthen the effectiveness of learning management in elementary schools. By adopting appropriate corrective measures

and strategies, schools can create learning environments that are adaptive, inclusive, and competitive. In this way, students will have a better opportunity to develop their potential optimally and be ready to face future challenges.

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