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## **Cultural Learning Management in Increasing Creativity of Students in Madrasah, State of Tsanawiyah, 2 Jember**

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### **ABSTRACT**

*Teacher is the main component in education system because teacher can influence a quality of educational process and outcomes. This research aimed to find out the lesson plan, learning implementation, learning evaluation, and supporting and inhibiting factors in improving students' creativity. Research approach used was qualitative with descriptive method. Data was collected through interview, observation, and study documentation. Research subjects were principal, vice principal in curriculum, Art and Culture teachers, and students. The results showed that: (1) planning was formulated based on curriculum 2013 and there were still some corrections to be improved. Planning was formulated by teachers in teaching administration such as syllabus, lesson plan, teaching and learning activities, annual program, semester program, effective time, and item analysis. (2) Learning implementation carried out by Art and Culture teacher was not implemented as stated in lesson plan. (3) Learning evaluation of Art and Culture subject was disorganized and assessment was not based on the follow up program. (4) The supporting factor of learning Art and Culture subject in improving students' creativity was the internal factor from student itself. The inhibiting factors were insufficient facilities and infrastructures and lack of learning hours for cultural arts practices that fit the curriculum found in Intracurricular.*

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### **INTRODUCTION**

The school is an educational institution, where teachers teach and learn students, so that there is a process of teaching and learning activities, and a learning community that seeks to build a whole human. The school is a formal institution in accordance with its mission of carrying out teaching and learning activities in order to achieve educational goals. As stated in the Law of the Republic of Indonesia Number 20 of

2003, in chapter 2 of article 3, National Education is functioning to develop the ability and form the dignified character and civilization of the nation in order to educate the nation, aiming to develop the potential of learners to become believers and be conscious of the Almighty God, noble, healthy, knowledgeable, skillful, creative, independent, and a democratic and responsible citizen.

Nowadays school institutions in Indonesia are growing rapidly, not only in big cities, but in regions even public and private schools are growing rapidly. Likewise Islamic education. One of the schools under the auspices of the Ministry of Religion in Jember is Madrasah Tsanawiyah Negeri 2 Jember (MTsN 2 Jember) Education at Madrasah Tsanawiyah Negeri 2 Jember besides providing general knowledge that is equivalent to other junior secondary schools as well as knowledge of Islam that has a balanced portion with general science. Barnawi and Arifin (2012) suggest that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, evaluating and evaluating student learning outcomes. Teacher professionalism is characterized by his expertise in the field of education and how to manage learning. Teachers who have functions as educators, instructors, guiding, fostering and facilitating students in the process of developing science are also motivators for students in awakening their creativity. This can motivate students to participate in classroom learning and create new creativity within themselves. According to Riyanto (2010) argues that creativity is a process that requires balance and application of the three essential aspects of analytical intelligence, creative and practical, some aspects which when used in a combinative and balanced manner will give birth to intelligence.

If viewed in terms of skills, the teacher should be a motivator and model in the learning process. Agung (2010) states that learning behavior reflected by teachers tends to be less meaningful if it is not balanced with creative ideas / ideas and learning behaviors. So, researchers are interested in examining how the management of art and culture learning in improving the creativity of students in MTsN 2 Jember

## **METHODOLOGY**

This research uses descriptive method, qualitative approach. Sugiyono (2013) "Qualitative data is data in the form of words, sentences, gestures, facial expressions, charts, and photographic images. The subjects of this study were principals, curriculum representatives, cultural arts teachers, and students. The variable of this study consisted of one independent variable, namely creativity and one dependent variable, namely learning management. Data collection techniques are through observation, interviews, and documentation. Sugiyono (2013) states, "data collection can be done in various settings, various sources, and various ways. When viewed from the settings, data can be collected in natural settings, in laboratories with experimental methods, in schools with education and education personnel, at home with various respondents, at a seminar, discussion, on the road and others " Data and information that have been obtained by the next researcher, are analyzed and interpreted from the beginning of the study until the end of the study by referring to the theoretical foundation that relates to the problem under study. Data analysis in qualitative research is done by classifying directing, removing unnecessary, and organizing data (reducing data), summarizing the main points (display data) and drawing conclusions (data verification).

## **RESULTS AND DISCUSSION**

### **Learning Management**

#### 1. Management

Management is the ability and special skills to carry out an activity, both with other people or through other people in achieving organizational goals. Hersey and Blanchard (1982) provide understanding that management is an activity carried out jointly and through a person and group with the aim of achieving organizational goals. Management is another term of management which, according to Suharsimi Arikunto (1996: 2) is administration, regulation, and arrangement of an activity.

#### 2. Learning

Learning is an effort to teach students to learn. Learning is also interpreted as a process of changing behavior or attitude caused by experience. Learning according to Gagne in Dahar (1989) can be defined as a process where an organism changes its behavior as a result of experience. Learning in essence is an activity that expects changes in behavior in individuals who are learning (Ministry of Education, 2004) From the concept of learning the term learning emerges. Degeng in Wena (2009) defines learning as an effort to teach students. Gagne and Briggs define learning as a series of events (conditions, events, events, etc.) that are intentionally designed to influence learners, so that the learning process can take place easily (Diknas, 2004).

So management of learning is any effort to regulate the teaching and learning process, in order to achieve an effective and efficient teaching and learning process.

In the learning process there needs to be management practices that show that management functions or activities such as planing, organizing, actuating, and controlling directly or indirectly are always related to human elements, planning in management is human creation, organizing besides regulating human elements, actuating is a process moving human members of the organization, while controlling is held so that the implementation of management (human beings) can always improve the results.

Learning is not only limited to the activities carried out by the teacher, as is the case with the concept of teaching. Learning includes all activities that may have a direct influence on the human learning process. Learning also includes events that are revealed by printed materials, images, radio programs, television, films, slides and combinations of ingredients. Even today learning develops by utilizing various computer programs for learning or known as e learning.

Based on management concepts and learning, the concept of learning management can be interpreted as a process of managing which includes activities of planning, organizing, controlling (directing) and evaluating activities related to the process of learning the learner by including various factors in order to achieve the goal. In "managing" or managing learning, managers in this case the teacher carries out various steps of activities starting from planning learning, organizing learning, directing and evaluating the learning done. Understanding such management learning can be interpreted broadly in the sense that it covers the entire activity of how to teach students from learning planning to the assessment of learning

### **Student Creativity**

#### 1. Creativity

Creativity is one of the activities that produce new creations or works and the work can be enjoyed by other people or the surrounding community. as stated by:

Conny R Setiawan (2009: 44) creativity is modifying something that already exists into a new concept. In other words, there are two old concepts that are combined into a new concept. Similarly, the statement from Maslow (in Schultz, 1991) quoted from Kemendikbud (2011: 28) states that creativity is equated with creativity and the naïve imaginary power that children have, a way that is not prejudiced, and immediately sees things or assertive, Creativity is a trait that one would expect from self-actualization.

## 2. Students

Students are community members who try to develop their own potential through the learning process on the path of education both informal education, formal education and non-formal education, at the level of education and certain types of education.

From some of the descriptions above, it can be stated that the creativity of students is essentially the ability of a child to develop themselves through the learning process to produce something new, both in the form of ideas and real works, both in the form of new works and combinations of things that already exist all of which are relatively different from what has been there before.

## Art and culture

### 1. Art

Art has various meanings according to experts, including:

- Understanding Art According to the Big Indonesian Dictionary (KBBI)

In the Large Indonesian Language Dictionary (KBBI) the word art contains three points of understanding, which in it states that art has a meaning:

Smooth, small & smooth, thin & smooth, soft & nice to hear, and tiny & beautiful, the ability to make quality works, the ability of the mind to create something of high value or (extraordinary) people with extraordinary abilities.

- Ki Hajar Dewantara: According to Ki Hajar Dewantara the notion of art is the result of beauty so that it can move the beautiful feelings of people who see it. Therefore, human actions that can influence and give rise to beautiful feelings are art.

- According to Aristotle,

According to Aristotle, art is an imitation of nature, but its nature must be ideal. Aristotle explained and explained that art is actually an imitation of nature that has the right or ideal nature, in accordance with the proportion of nature. But this opinion can dismiss the power of art which can actually be expressed even if a work is only owned by one's imagination and is impossible.

- According to Plato & Rousseau

Plato & Rousseau expressed his opinion about art, and explained that art is the result of imitation of nature with all its contents.

Not only Aristotle who explained that art is a natural imitation, Plato and Aristotle also argued that art is an imitation of nature that covers all aspects of the universe.

### 2. Culture

Whereas culture is a way of life that develops, and is shared by a group of people, and is passed down from generation to generation. Culture is formed

from many complex elements, including religious and political systems, customs, languages, tools, clothing, buildings, and works of art.

From the concept above, it can be concluded that cultural arts are all things created by humans about how life develops together in a group that has an element of beauty (aesthetics) for generations from generation to generation

### **Learning Planning**

The results of the study indicate that: the planning that has been prepared by the cultural arts teacher has been prepared in accordance with the provisions / policies compiled into the learning device. teachers in preparing their learning tools consult in MGMP activities or through other activities in order to be more focused on the procedures for making lesson plans that are in accordance with curriculum demands. Muslich (2009) states that the learning plan or commonly called a Learning Implementation Plan (RPP) is a per-unit design learning lesson that will be applied by teachers in classroom learning. RPP is a written design that has been programmed as a guideline about the implementation of the learning process in the classroom so that the teacher is more focused in all actions taken in the class and the desired goal is achieved. Planning developed in order to improve the management of learning includes: defense planning ranks, implementation of learning, and implementation of evaluations.

### **Implementation of Learning**

Implementation of classroom learning, teachers should teach according to what was planned and designed in the form of lesson plans. Sanjaya (2010) argues that learning design is basically a linear process that begins with determining needs, developing them, testing them, and finally conducting an evaluation process to determine the results of the design (design) effectiveness. Ismail (2014) states that organizing classroom learning optimally will determine the quality of education.

Teachers are also required to be more creative in mastering classes and learning methods in the delivery of material to be taught so students are motivated and attract interest. The ability of students in one class is definitely heterogeneous. From this, the teacher cultivates his thinking so that such situations can be overcome through various new creations / findings from him so that the learning that will be delivered is more desirable to the overall learners. Related to the management of students, Muslich (2009) mentions things that need to be considered are the types of activities, objectives of activities, student involvement, time of study, availability of facilities / infrastructure, and characteristics of students.

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### **Learning Evaluation**

In evaluating it is necessary to have a follow-up program, namely an enrichment program for students who have fulfilled learning completeness and remedial programs for students who have not yet reached the minimum level of completeness (KKM). Daryanto (2012) states that evaluation, as we see, is a systematic collection of facts to determine whether in reality there is a change in students and determine the extent of change in the student's personality. In learning the arts and culture teachers in MTsN

have not fully carried out the correct evaluation. From a series of processes in achieving educational goals, evaluation is an assessment process that greatly determines whether or not the learning process is implemented and the achievement of the quality of education carried out through various evaluation measures. Learning evaluation conducted by the teacher will state the level of success of the teaching and learning process carried out in the classroom with the hope that the learning outcomes carried out in the classroom will be achieved as expected.

### **Supporting and Inhibiting Factors**

Supporting factors that the authors get in the field, namely, internal factors of the students themselves. Students in general have their own creativity that is driven from within themselves towards learning art and culture. That is, some of them have more interest and interest in learning art and culture. The internal factors include: talents possessed by students, the ability to transfer songs in the form of notations and cords, or the ability to transfer the natural scenery that he sees in paintings on canfas And many others. Thus it is not difficult for teachers to encourage their students to further enhance the creativity of students, especially in learning art and culture. as explained by Annurrahman (2014) that when students have a high interest in learning, then they will try to prepare things related to what will be better studied. For example, this can be seen from the willingness of students to record lessons, prepare books, stationery or other things needed. Annurrahman (2014) states that motivation in learning activities is a strength that can be a driving force for students to utilize the potential that exists in themselves and the potential outside of themselves to realize learning goals. Whereas the factors that inhibit the process of implementing art and culture learning in improving students are:

1. Facilities and infrastructure in learning that are inadequate in increasing the creativity of students
2. Lack of time to practice and practice art and culture materials that are in accordance with the existing curriculum.

Annurrahman (2014) states that infrastructure and learning facilities are factors that contribute to student learning outcomes. The state of a regular school building, the availability of class and laboratory facilities, the availability of textbooks, media / learning aids are important components that can support the realization of student learning activities. With adequate facilities and infrastructure, it will facilitate all learning activities effectively and efficiently. Especially in learning arts and culture which basically requires support tools / visual aids in practical material. The next obstacle is the lack of time to practice and practice cultural arts material that is in accordance with the existing curriculum.

The curriculum is a continuous activity, carried out continuously and continuously both in the aspects of planning, implementation and evaluation. As explained by the author above, this Madrasah Tsanawiyah Negeri 2 Jember follows the school curriculum (National) which is under the auspices of the Ministry of Religion, so that the standard reference of competencies used is not only general subjects, but also filled with religious content. As we know that the curriculum is programmed and planned to be work instructions for teachers, supervisors, administrators and others. Hamalik (2008) mentions that the curriculum is a learning plan. The curriculum is an educational program provided to teach students. According to Fitri (2013) stated that

Islamic education curriculum planning requires a curriculum that has more coverage that is not only equipping students with a set of worldly competencies (meaning work ready) with skills, life skills and other competencies, but also subject matter equip students to be ready to face a more enduring / eternal life that is facing the presence of Allah SWT. So that the scope of curriculum planning does not only sound world-work, but world-hereafter. As for cultural arts which are subjects of theory and practice in order to channel students' creativity, it should get sufficient time allocation to further develop students' talents and creativity and practice knowledge gained during the implementation of the intra-curriculum, but because at MTsN 2 Jember the allocation of time for general subjects and religion was too dense, so the allocation of time for cultural arts practice was very inadequate. This obstacle is often experienced by religious-based educational institutions.

## **CONCLUSION**

1. Planning for art and culture learning as outlined in the learning device has been prepared in accordance with the provisions / policies but still needs to be addressed.

2. The learning implementation carried out by these cultural arts teachers has not fully implemented learning in accordance with written physical evidence as formulated in the Learning Implementation Plan.

3. Evaluation of cultural arts learning is rarely carried out by the teacher at each meeting to find out the extent to which students' understanding of the material is delivered both material in the form of theory and practice. The assessment carried out by the teacher was not carried out based on a follow-up program that is for students who have fulfilled learning completeness and remedial programs for students who have not achieved a minimum level of completeness.

4. The supporting factors are the perseverance of the students themselves both in learning arts and culture in the classroom and in participating in extracurricular activities especially in art activities, while the inhibiting factors are inadequate facilities and infrastructure and lack of time available to practice the acquired cultural arts theory on Intracurricular learning.

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