



## THE ROLE OF TEACHERS IN IMPROVING DIGITAL-BASED LEARNING MANAGEMENT AT MADRASAH IBTIDAIYAH LEVEL

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### Abstract:

This study aims to provide information on the transformation of the role of madrasah ibtidaiyah level teachers in managing learning in the digital era. This research uses the type of literature review research, research that conducts objective assessments, and the data sources are literature books, as well as research journals that are commonly used in research that collects data through literature review. In this study, the literature study method is related to collecting library data, reading and recording and managing writing materials. The type of writing used is a literature study related to the topic or research variability. While the approach in writing uses a qualitative approach with technical content analysis, which is to draw conclusions identifying the specific characteristics of a message objectively and systematically. The research concluded that the role of teachers in the digital age.

**Keywords:** *Management, Learning, Digital*

### INTRODUCTION

Currently, the industrial revolution has reached the fourth stage or better known as the industrial revolution 4.0, where development not only leads to increasingly digitalized tools, but also to the push to improve human quality so that they are able to keep up with the changes. In the education sector, digital competence is needed, teachers as an integral and crucial part of learning need digital competence. Digital competency for teachers in today's education is the ability to unite physical and non-physical components in the learning system to answer human resource needs to create opportunities for creativity and innovation in the world of education.

Regarding teacher professional competence, one of the competencies that must be possessed is the ability to manage using ICT (technology and communications). Teachers' digital literacy is defined as the ability to access, understand and use information intelligently. The importance of digital competence was introduced by Paul Gilster who said that digital literacy is an individual's awareness of using digital equipment and facilities appropriately and accurately. In Law of the Republic of Indonesia No. 14 of 2005 concerning Teachers and Lecturers article 10 states that teachers must have 4 competencies, namely professional competence, personality competence, social competence and digital competence.

The European Commission formulated digital competency indicators for teachers in the European Framework for the Digital Competence of Educators (DigCompEdu) document with six competency areas, including Professional Engagement (using digital technology to communicate, collaborate and develop professional skills), Digital Resources (selecting learning resources digitally, creating

learning resources and managing and sharing them), Teaching and Learning (managing the use of technology in learning), Assessment (creating learning evaluation strategies, analyzing and making evaluation plans using technology), Empowering Learners (empowering students in using digital technology to improve personalization and active involvement in learning), and Facilitating Learners' Digital Competence (providing direction to students in using digital technology creatively in solving problems in using digital technology).

According to Munir (2009), learning using information and communication technology tools will be able to run effectively and efficiently if the role played by teaching staff in learning is apart from providing information, and focuses more on the function of learning facilitator or helping students facilitate the learning process itself. The learning process using information and communication technology is a means for teaching staff to be able to guide in order to support effective learning. In line with this, according to Amarullah (in Chotijah Fanaqi et al) effective learning is learning that uses digital as optimal infrastructure for learning.

In learning activities, learning management is needed. A teacher who is able to manage a class needs to create a happy or enjoyable atmosphere in the school environment through classroom management, by establishing closeness between teachers and students, the teacher can direct students more easily to encourage and motivate students' enthusiasm for learning. Fun learning is learning where the interaction between teacher and students, the physical environment, and atmosphere provide opportunities to create conditions that are conducive to learning. A pleasant learning atmosphere will not make students feel bored and they will not feel afraid to involve themselves in the learning process. In the learning process, teachers must create conducive conditions and students are required to be active in developing their creative ideas in asking questions, questioning problems that arise in learning, and expressing their ideas. Thus, in learning, teachers do not dominate teaching and learning activities, but students do more learning activities. This means that during each face-to-face meeting, teachers must use varied methods and models.

Various activities carried out by teachers in relation to learning management include planning learning materials, formulating learning objectives, organizing and developing learning materials, establishing harmonious communication with the school principal, ordering the class, presenting teaching materials, building and maintaining relationships and constructive educational communication. with students, motivating and building students' enthusiasm for learning, evaluating and following up on student learning outcomes. Skilled and professional teachers are required to carry out the management duties and functions mentioned previously. The teacher's success in developing students' cognitive, affective and psychomotor abilities optimally is also influenced by the quality and continuity of the implementation of learning management functions.

## **RESEARCH METHODS**

This research uses a type of library study or literature review research, research that carries out objective studies, and the data sources are literature books and research journals which are commonly used in research where data is collected through literature review. In this research, the literature study method is related to collecting library data, reading and taking notes and managing writing materials. The type of writing used is a literature study related to the research topic or variable. Meanwhile, the approach in this writing uses a qualitative approach with technical content analysis, namely drawing conclusions identifying the special characteristics of a message objectively and systematically.

## **RESULTS AND DISCUSSION**

Judging from the origin of the word, the word management comes from the Latin manus, which means hand, and agere, which means to do. These two words are combined into the verb managere which means to do with hands or handle. In English

the word manager is translated in the form of the verb to manage, with the noun management. Meanwhile, people who carry out management activities are called managers. Furthermore, in Indonesian, the word management is translated as management or managing.

In the context of the world of education, Satori (1980) defines educational management as "the entire process of cooperation by utilizing all available and appropriate personnel and material resources to achieve educational goals that have been set effectively and efficiently". Meanwhile, Nawawi (1992) stated that "education management is a series of activities or the entire process of controlling the cooperative efforts of a number of people to achieve educational goals systematically which are held in a certain environment, especially in the form of formal educational institutions".

The teacher is a manager in the class organization. As a manager, a teacher's activities include planning, organizing, leading and evaluating the results of the teaching and learning activities he manages. According to Reigeluth and Garfinkel (1983), teachers are as facilitators and managers of education. This role requires a resource-based system, the use of the power of new tools related to technological advances rather than teacher-based. According to Hoban (Heinichm 1970) learning management includes the interrelationship of various events, not only all learning events in the learning process but also logistical, sociological and economic factors.

Learning management is narrower than just educational administration, because this activity handles a teaching program in an educational institution. According to Sue and Glover (2000) that learning management is the process of helping students to achieve knowledge, skills, abilities and understanding of the world around them. Learning management means reviewing the concept of learning strategies, and the teacher's teaching style will determine success in achieving teaching goals. The benefit of learning management is as a professional activity in using and maintaining the teaching program units being implemented.

It can be concluded that learning management is the process of using all interacting components (teaching resources) to achieve the goals of the teaching program. The functions of learning management are teaching planning, organizing, teaching, leadership in teaching and learning, and teaching evaluation. Carrying out the management function means that teachers must be able to manage the use of teaching resources (learning resources) in the classroom and outside.

There are several concepts that receive the same emphasis in three sources, namely there is a collaborative process involving a number of people, activities carried out, organizational goals or visions achieved, and there is a set of resources that are managed and used through processes of planning, organizing, supervising, controlling, and evaluation of the results achieved. Based on the description of management, the essence of educational management is the management and implementation of a set of educational tasks, learning effectively and efficiently through the process of planning, organizing, implementing, assessing and evaluating to achieve school education goals.

According to McGregor (1960) the principles of management are as follows: Prioritize educational goals above personal interests and group interests. through such management principles, all resources and work strategies are at stake only to achieve/realize the vision/goals of education/learning, coordinate authority and responsibility; Management is needed to regulate and maintain aspects of authority, responsibility, rights and obligations, carried out in a balanced and harmonious manner. If authority and rights take precedence and ignore responsibilities and obligations, then problems and conflicts will inevitably arise which will cause sub-optimality in achieving educational goals, full attention to staff in relation to assigning tasks and responsibilities. Leaders delegate and give authority and responsibility to their staff, need to pay attention to the abilities and nature of responsibility of the stage concerned. This includes getting to know character and personality, revitalizing values, organizations always involve a number of people. Each member of the organization has certain values, views on life and ideals. Also the value system he adheres to. Management's duties and responsibilities are to maintain, maintain and develop positive values that support work success and

achievement of organizational goals. Meanwhile, value systems that hinder individuals from developing need attention to be eliminated.

Learning as a process takes place dynamically because various situations and conditions change and can be affected by the quality of the learning carried out. Of course, complex learning dynamics also have a big impact on students' ability to achieve learning outcomes. This was explained by Sudjana, that there are several things that influence each other in a learning process, namely: Learning Conditions, Learning conditions can be explained as one of the factors that can influence the learning outcomes of teachers and students. This condition is understood to originate internally and externally. Internally, determining methods and developing learning strategies carried out by teachers can create good learning conditions and encourage students to be more motivated to participate in learning. Learning methods, learning methods are one of the important elements in learning. Interesting learning dynamics are largely determined by the methods used by the teacher during the learning process. Therefore, learning methods are a determining element in the learning system to make learning more interesting and make it easier for students to understand the content of the teaching materials delivered by the teacher. Learning Outcomes, learning outcomes relate to all achievements that can be used as a measure to assess whether the learning process was successful or not. This is one of the important elements at the end of the learning process which can be recognized in students in the form of cognitive, affective and psychomotor abilities. Thus, these learning outcomes can be influenced by the series of learning carried out by the teacher, including the choice of methods and media used as learning instruments. All of these elements constitute a series of systems that cannot be separated.

Teachers who have the function of being educators, tutors and mentors require various roles within the teacher. This role will always describe the expected pattern of behavior in each interaction, both with students, other teachers, as well as other staff (Sardiman, 2007, p. 143). In several studies, a teacher can be seen as a role model, leader, change agent, even manager. It has been observed that the teacher is an administrative manager who manages the classroom (Shaikh & Khoja, 2012, p. 28).

A manager can generally be understood as someone who has a position at the top of an organization. However, a teacher, lecturer or educational staff at a university or educational institution can also be called a manager. In this case, it relates to managing the tasks they receive along with managing the environment in which they are involved (Analoui, 2006, p. 16). The teacher as a learning manager means managing learning resources, time and class organization. The teacher's activity as a manager is to manage class time and conditions from the beginning of the lesson to the end of the lesson (Gulo, 2005, p. 86-87). Teachers have the greatest possible independence and autonomy in managing all teaching and learning activities by dynamizing all learning support resources as a learning manager (Umar, 2009, pp. 71-72).

The teacher's managerial functions in the classroom include administration, supervision and monitoring, as well as information and communication management (Malik & Murtaza, 2011, pp. 786-787). Administration in this case is related to providing direction, guidance, control and management of resources or teaching materials which will later be able to grow and develop education. This shows that the teacher's managerial function in the classroom is not only about classroom management, but also the resources or teaching materials used. Supervision is related to monitoring facilities that support the implementation of the learning process, learning activities themselves, including methods and mechanisms that are in accordance with efforts to improve the quality of learning. This shows that the teacher's managerial function in the classroom is to pay close attention to the conditions in which learning activities take place and apply methods that are appropriate to these activities.

Information and communication management in this case relates to how a teacher is able to collect information, process it, and disseminate or communicate the information itself so that the information becomes useful. Meanwhile, communication itself is related to the process of information change and reciprocity. In practice, related to communication, Kadir (2008, p. 340) revealed that, the teacher's role as manager is

when convergent communication occurs. Convergent communication occurs when interactive discussions between students and teachers or between students in class do not run smoothly. In this process, the teacher organizes the class so that students can solve the problems discussed with minimal expectation of the teacher's help.

The era of education 4.0 emphasizes that a teacher must have adequate quality, competence and qualifications, then one of their functions will be replaced, namely transferring knowledge. Teachers must respond quickly to these changes. In other words, teachers have more duties than just teaching, but also managing students. In the era of education 4.0, the emphasis is on the digital economy, artificial intelligence, robots and data. The role of teachers in education and learning will be role models for students. Teachers need to carry out learning in an interesting, creative, friendly and flexible manner. Apart from that, teachers can also be facilitators, inspirers, motivators, imaginative, creative, and work teams as well as developers of character values. The role of teachers in facing the era of education 4.0 which is controlled by teachers will be able to train students' skills such as critical thinking, creative, communicative and collaborative.

Teachers in the digital era have an increasingly important role in guiding students to master the skills and knowledge needed in a dynamic world. Teachers are able to master information technology knowledge that will be applied in the learning process to students. Teachers in the current digital era are required to be able to improve their scientific qualifications in changing classic patterns found in the learning process, as well as improving and maintaining attitudes and behavior in front of students. Apart from that, teachers must have an attitude of awareness of increasingly rapid technological developments, in this case teachers are able to implement the positive impacts of the digital era and anticipate the negative impacts of educational developments in the era of digitalization.

According to Tarihoran (in Khalisatun Husna et al) in the digital era the role of teachers has changed significantly to meet the needs of technological developments and complex societal needs. Teachers are able to guide digital knowledge and skills, where a teacher has an important role in students' digital development. Teachers who teach students how to use it are tech-savvy, digital ethics, and cybersecurity. Teachers also help students understand and use digital tools relevantly to search for information, communicate, collaborate and innovate. Meanwhile, according to Fahroji (2020), teachers must also encourage students' creativity and innovation. Teachers play a role in inspiring and encouraging students to think critically, creatively and innovatively. They provide space for students to explore new ideas, develop creative solutions to problems, and create original work using available technology and resources. Likewise with collaborators and learning networks, teachers play a role in building collaboration and learning networks between fellow teachers, students and other educational stakeholders. They work together to design relevant curricula, share experiences and knowledge, and develop best practices in the use of technology in learning.

Through many technological applications, teachers can now easily take part in various training both offline and online to be able to design and create more effective learning methods. Apart from that, they can also take advantage of the availability of technological information as a place to increase insight and skills in terms of skills, knowledge and skills. skills in providing better media and learning methods such as learning videos from YouTube. According to Suheri et al (2020), various sources and teaching materials are currently spread across various media, such as Google, e-books, browsers, Chrome, Opera, Facebook, YouTube, email, fax, SMS, video calls and so on. The development of learning resources has changed the learning paradigm from manual or face to face to digital and inter-connected. Apart from that, digital technology has also offered various communication media which will make it easier for teachers and students and their parents to exchange information or communicate with each other, namely, apart from communicating by voice and SMS, it can also be via Facebook, WhatsApp, Telegram, Instagram, Zoom, etc. Gmeet and various other types of media. Apart from being able to send data, digital technology can also store data almost indefinitely, and

provide data via Google.

Teachers can provide creative and varied learning methods so that they can increase students' interest in learning and reduce boredom regarding learning both online and offline. For children at madrasah ibtidaiyah level, according to E Mulyna, learning in the digital era can be successful by implementing character education such as understanding the nature of national character education, socializing well, creating a conducive environment, supporting adequate learning facilities and resources, developing student discipline, creating exemplary and engaging teachers. the entire school community. There are seven roles of madrasah ibtidaiyah teachers in digital era learning as follows. Madrasah ibtidaiyah teachers as learning resources; The teacher's role as a learning resource is related to the teacher's ability to master the subject matter. So when students ask questions, the teacher must be alert and responsive. Elementary school teachers will be able to answer them directly in language that is easy for their students to understand. Madrasah ibtidaiyah teachers as facilitators, teachers can provide services to students to make it easier for students to receive lesson material. Madrasah ibtidaiyah teachers as managers mean being able to control learning. Madrasah ibtidaiyah teachers are able to become demonstrators, that is, they are able to show attitudes that inspire students to do the same thing or even better. Ibtidaiyah madrasa teachers act as supervisors, this includes delivering teaching materials, learning and developing skills and knowledge according to the madrasa curriculum. Teachers help develop students' character through religious guidance. Madrasah ibtidaiyah teachers as motivators have a key role in inspiring, encouraging and helping students to achieve their maximum potential. This includes motivating by providing role models, creating an enthusiastic and fun classroom environment. Madrasah ibtidaiyah teachers as elevators, this is related to the concept of metaphor or analogy which wants to highlight the role of teachers in increasing students' knowledge and understanding of the function of elevators. Where teachers guide students through a tiered learning process.

## CONCLUSION

Learning management is the process of using all interacting components (teaching resources) to achieve the goals of a teaching program. The functions of learning management are teaching planning, organizing, teaching, leadership in teaching and learning, and teaching evaluation. Carrying out the management function means that teachers must be able to manage the use of teaching resources (learning resources) in the classroom and outside. The teacher as a learning manager means managing learning resources, time and class organization. The teacher's activity as a manager is to manage class time and conditions from the beginning of the lesson to the end of the lesson (Gulo, 2005, pp. 86-87). Teachers have the greatest possible independence and autonomy in managing all teaching and learning activities by dynamizing all learning support resources as a learning manager (Umar, 2009, pp. 71-72).

Teachers have more duties than just teaching, but also managing students. In the era of education 4.0, the emphasis is on the digital economy, artificial intelligence, robots and data. The role of teachers in education and learning will be role models for students. Teachers need to carry out learning in an interesting, creative, friendly and flexible manner. Apart from that, teachers can also be facilitators, inspirers, motivators, imaginative, creative, and work teams as well as developers of character values. The role of teachers in facing the era of education 4.0 which is controlled by teachers will be able to train students' skills such as critical thinking, creative, communicative and collaborative.

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