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Conference Paper

Learning Management in Police Academy Educational Institutes and Training

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Abstract

Learning management in Police Academy Educational Institutes and Training covers planning, implementing, evaluating, and controlling. Learning management is done by Educators in order to achieve high qualified graduates in Police Academy Educational Institute and Training. Besides that, it indirectly improves Educators' competence. However, there are some teachers that use monotonous lecturing as their learning method on the planning stages. The effect is the students feel less concentration during learning process. This research is done by using descriptive approach to solve the problem. Variables of the research are management, learning, and learning management. It uses primary and secondary data to obtain the information. The primary data were obtained through interview and observation, and the secondary data were obtained from written sources through documentation that is related to learning management in Police Academy Educational Institutes and Training. Technique analysis of the data is descriptive qualitative. The results of this study show that learning management done by teachers covers planning, implementing, evaluating, and controlling. The lesson plan composed by teachers still use monotonous lecturing as learning method on the planning stages in each meeting.

Keywords: management, learning, learning management

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1. Introduction

1.1. Background

Learning can be interpreted as a process or way that is done by someone in order to do learning activities. Learning can be accomplished effectively if it is supported by good and right management. Terry (2012:115) divides four main functions of management namely planning, organizing, implementation (actuating) and controlling. In realizing the vision and mission of Institute of Education and Training (Lemdiklat) of Police Academy, in carrying out its duties are required for professionals with the field of science and always strive continuously to develop professional skills. As an educational institution, the establishment of Police Officers of the Police Academy has the primary

function of establishing the First Professional Police officers who are professional, good character and modern also have competence of maintaining the security of public order, protectors, public servants and law enforcers. The approach pattern used in Institute of Education and Training of Police Academy Following Police Kalemdiklat Skills: Kep 587/X/2016 is three patterns namely teaching, training and nurturing. Teaching is done by educators, training conducted by Instructor and educators, and nursing done by nanny. Implementers of these three parts have different tasks according to their main tasks and functions.

Learning Management in Police Academy covers planning, organizing, implementation and supervision can be explained as follows: planning of learning stages, leader of courses team asked the teachers to gather instructional administration consisting of syllabus, lesson plan and teaching materials to the Subdivision of Education Administration at the beginning of the semester. The learning method used is lecturing while the assessments are written tests and non-authentic assessment. Stages of organizing learning in the classroom are by dividing the teachers into team teaching. A team consists of eight teachers, while in each level consists of eight classes. Each teacher in his/her division of labor gets 1 class in each level. Stage of Implementation of the courses consists of courses with theories only and there are also courses that cover theories and practice. In that scenario, teachers are assisted by persons from Demonstrations and Exercises, as counter players when the practice is implemented. The casts in this scenario are done by the learners. The supervision is only limited to checking the lesson plans and syllabus as well as the material related to the curriculum in Institute of Education and Training of Police Academy.

The learning method used by teachers is still lecturing method. It makes learners' concentration tends to decrease when the learning process takes place. This fact is supported by the results of research of teachers from Semarang State University, Police Academy and Diponegoro University (2016) show that the officers of Police Academy cannot follow the class well. The teachers are not being able to build a good classroom atmosphere, the material presented is less proportionally and difficult to be understood, teaching materials need to be adjusted or up to date and in the evaluation, learning methods need to be improved. The total of students in a class is 38 students, too large and ineffective. They get only a bit tasks and their communication skill is not good enough, the laboratory is still normative, the learning process is still theoretical, so boring, there are a lot of complaints during the process of learning and less applicative learning materials. Therefore, solutions are needed to solve the problems that occur in Police Academy. There should be a learning approach that can

turn the atmosphere of learning more attractive. One example is using a scientific learning approach that is focused on productive courses through a balanced learning process between educators with learners. The productive courses taught in Police Academy include the subjects of Detective, *Lantas, Binmas, Sabhara* and *Intel*.

Research done by Ali Mahmudi (2015), with the title of research 'The scientific Approach in Mathematics Learning' states that the scientific approach consists of five stages or learning experience, they are observing, asking, trying/gathering information, associating/communicating, and can be followed by creating. A scientific approach is applied to facilitate learners in building their knowledge. Knowledge can be fact, concept, or procedure. The scientific approach has the potential to develop the creativity of learners.

Based on the results of the concept of learning management theory and learning management in Police Academy found the gaps in the planning stage, namely learning achievement is only limited to cognitive while on *Permenristek Dikti No.44* year 2015 about National Standard of Higher Education, learning achievement in the cognitive, affective and psychomotor aspects. The learning method used is still using lecturing while on *Permenristek Dikti No.44 year 2015* characteristic of learning process include: interactive, holistic, integrative, contextual, thematic, effective, collaborative and student-centered.

1.2. Theoretical framework

1.2.1. Constructivism theory

Constructivism theory is evolved from Piaget's work, Vygotsky's information processing theories, and other cognitive psychological theories such as Bruner's theory (Slavin, 2006). Knowledge is always the result of a cognitive construct of reality through the activities in formatting of schemes, categories, concepts and structures of knowledge (Bettencourt 1989 in Suparno, 1997: 18).

1.2.2. Learning management

According to Sagala (2009: 43), learning management can be defined as the process of managing activities, include planning, organizing, controlling and evaluating related to the process of learning by the learner to achieve the learning goals. Understanding

of learning management can be interpreted widely in the sense of covering over-all activities of how to teach students ranging from learning planning to the assessment of learning. According to Bavadhal (2004: 11), learning management is about all efforts of arrangement of teaching and learning process in order to achieve an effective and efficient teaching and learning process. Management of learning programs is often referred to curriculum and learning management. Management according to Slamet (2007: 5) said that basically management is cooperation with people to determine, interpret and achieve organizational goals with the implementation of organizing functions; planning, organizing, actuating, and supervision (controlling). Management according to Griffin (2004:7) as a series of activities (including planning, and decision-making, organizing, leadership and controlling) aimed at organizational resources (human, financial, physical and informational) in order to achieve organizational goals effectively and efficiently.

2. Result and Discussion

2.1. Learning planning

The results of interview with the teachers from Police Academy, they said that they have made Semesteral Planning Program and Lesson Plans related to the instruction from the Institute. Gradually, the leader through Sub Division of Education Planning and Control has attempted to make a request letter to teachers to submit their Semesteral Planning Program, Syllabus, and Lesson Plans. However, from 101 courses in Police Academy, only 2 courses are submitted on time. It is shown that planning has been made by the teachers but have not implemented well. According to Pamelasari, Wusqo, and Hardianti (2017), the planning phase consists of the development stage of the lecture planning that includes the needs of analysis, device development and development of teaching materials. In this part, there is a development stage for educators consisting of analysis of learning needs, learning tools and the development of learning materials. From the results of the research can be explained that it is important for teachers to analyze the learning needs for teaching and learning process so it can run effectively and efficiently supported by infrastructure in developing learning materials. According to Septyana (2013), learning planning consists of identification of training needs, learning, the determination of learning materials, the determination of method, the determination of media and the determination of learning evaluation. It

can be seen that good learning planning consists of several components to achieve the learning objectives that exist in each course.

Researchers do analysis of documents from Semesteral Planning Program (RPS), Syllabus and Lesson Plans (RPP) both in Sub Division of Education Planning and Control and Compartment of teacher of the course. In those three cases, it is found that the format of some Lesson Plans are not relevant to the format of institution even though Sub Division of Education Planning and Control has given the example of lesson plan format to the teachers.

The format consists of Unit of Lectures, Lesson Plans and Learning Design. One example of Unit of Lectures consists of several components: (1) Course, (2) Course Code, (3) Time, (4) Meeting, (5) Instructional Objectives, (6) Subjects, (7) Sub Subjects, (8) Teaching and learning activities, (9) Evaluation, (10) Reference.

Learning Design Format contains: (1) Identity of educational institutions, (2) Subjects, (3) Meetings, (4) Basic competencies, (5) Indicators of learning outcomes, (6) Highlights, (7) Time, (8) implementation of activities, and (9) References. The format at Lesson Plan consists of: (1) Identity of educational institution, (2) Course, (3) Course code, (4) Level or semester, (5) Meeting, (6) Time allocation, (7) Course character, (8) Standard competence, (9) Main competencies, (10) Supporters competence, (11) Other competencies, (12) Indicators of achievement of competence, (13) Learning objectives, (14) Main subject, (15) Learning methods, (16) Learning steps, (17) Tools and learning resources, and (18) Assessment.

Based on those three examples of lesson planning; Unit of Lectures, Learning Design and Lesson Plans as a whole, they do not have the same format but there are some components that must be written and teachers can develop the learning plan independently with basic competence.

According to Majid (2013: 98), teaching preparation model does not have a standard format for teaching preparation. Teachers are expected to develop new formats. There is no need for similar format because the syllabus is essentially and the teaching plan is the 'program' of the teaching teacher. Meanwhile, according to *Permenristekdikti No.44 of 2015* article 14 paragraph 3 states that, "Learning methods as stated in paragraph (2) that can be selected for the implementation of learning subjects include: group discussions, simulations, case studies, collaborative learning, cooperative learning, projects, problem-based learning, or other learning methods, which can effectively facilitate the achievement of graduate learning achievements." In addition, according to *Permendikbud No.22 of 2016* on Standards The process of primary and secondary education states that:

"Lesson Plans components consist of: a) School identities, b) Subject identities or themes/sub themes, c) classes/semesters, d) Main subject, e) Time allocation determined according to need, f) Learning objectives formulated based on Basic Competence, g) Basic competence and achievement indicators of competence, h) Learning Materials, i) Learning method, j) Learning media, k) Learning resources, l) Learning steps, m) Assessment of learning outcomes."

Based on the aforementioned three references, it can be explained that the planning of learning by Majid has no standard format, but teachers can develop their own format related to the material. However, in the preparation of good learning planning, there are some components that must be written according to *Permendikbud No.22 of 2016* about the basic process of basic and secondary education level in which the learning objectives can be achieved.

In lesson planning, most of the methods used are monotonous lecturing methods that are not related to the *Permenristekdikti No.44 of 2015* on National Standards of Higher Education and *Permendikbud. 73 of 2013* on the application of Indonesia National Curriculum Framework in the field of Higher Education where learning achievement of Indonesia National Curriculum Framework graduates is obtained through internalization of knowledge, attitudes, skills, competence and accumulated work experience during student's recovery. In this part, learners become less active and less concentration in following the learning process so that learning achievement is not achieved.

According to Widodo (2007), the process of teaching and learning using conventional methods, because students do not feel empowered in the learning process. Students are only passive because the teacher as the figure or the center of the teaching and learning process. From the opinion, it is seen that the teacher should not always be the figure or the center of the teaching and learning process, but they must empower the students in the learning process related to the material being taught.

2.2. Implementation of learning

Every teacher, before the implementation of learning should prepare the planning first such as lesson plans, modules and exposure materials that have been designed previously. Lesson plan has been planned methods, media, and evaluation techniques. Based on interviews with the teachers and learners, there are some teachers that provide monotonous learning materials. According to Purwoko (2012), teachers do not be able to create a good atmosphere for teaching and learning process. Sometimes, some

students have a bad experience; they feel bored in following the learning process. From that statement, it is shown that teachers are not be able to create a good atmosphere so the students are bored and have no spirit to study and interact with other students.

The implementation of the lesson is contradictory with *Permenristekdikti No.44 of 2015* on National Standards of Higher Education and *Permendikbud No.73 year 2013* on the application of Indonesia National Curriculum Framework in the field of Higher Education where learning achievement of Indonesia National Curriculum Framework graduates is obtained through the internalization of knowledge, attitudes, skills, competence and accumulation of work experience during the students follow the recovery. In other research, Harsono, Soesanto and Samsudi (2009) state that learning competence of assembly and installation of brake system with using animation media produces a better average than using conventional media. Furthermore, according to Widada (2017), the data of teachers of Police Academy has shown that from 231 people only 92 people who have followed the Applied Approach (AA) and the Improvement of Basic Instructional Skill Techniques Program (PEKERTI) certifications. The research results have an influence on the competence of teachers in preparing and implementing the learning plan so that learners become more active in following the learning process and not monotonous.

2.3. Supervision of learning

The process of supervision of learning conducted at Police Academy during this time is done as follows; Sub Division of Education Planning and Control send a letter to each compartment of course, ask the teachers to submit their Semesteral Planning Program and syllabus. Based on the duties, Sub Division of Education Planning and Monitoring not only compiling the Semesteral Planning Program and Syllabus, but also control the contents of the syllabus. If not appropriate, they returned it to the teachers to revise it related to the purpose of learning. In addition, Sub Division of Education Planning and Control also conducts supervision in the implementation of the curriculum conducted by the teachers. In the evaluation process, Sub Division of Education Planning and Control evaluates the syllabus and the Lesson Plans and make sure that it runs related to planning.

According to Prasetyo, Sukaesih and Hadiyanti (2016), this mentoring activity has been done well by generating a conclusion that the understanding of Biology teachers in high school, who are members of Deliberation of Subjects Teachers (MGMP) in Semarang increased as well as information and understanding of various techniques

of AA assessment through discussion forum and consultation. According to Listyawati (2012), the quality of Science learning process can be improved by doing supervision of teaching with follow-up of collegial dialogical, coaching by using the instrument that has been developed related to the method of learning used by science teachers. The methods are experiment, demonstration, discussion and lecture. Both the results of the study, explained that the supervision on the method of learning to assessment techniques can help teachers in carrying out the assessment process from the subjects taught.

3. Conclusion

Based on the results and discussion of the research about the learning management model in Police Academy, it can be concluded that at the planning of learning, lesson plans which have been compiled by teachers have different format but have the same components and the method used is various lecture method. In the implementation of learning, there is still a monotonous method in the process of delivering learning materials. In the assessment, there are two ways of assessing, practice and theory. Assessment on practice, including the grade of the teaching process, the grade of the product, the grade of practice while for the assessment of theories include the grade of the teaching process, the grade of the assignment and the grade of knowledge. In the final stage or stage of Supervision, the Sub Division of Education Planning and Monitoring has carried out its main tasks and functions, by compiling semesteral planning program and Syllabus, to control the contents of the syllabus. Supervision in the implementation of the curriculum, and evaluate the syllabus and the lesson plan have been implemented with the planning that has been made or has not been in each semester.

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