The Urgence of Teacher Self-Management to Improve The Quality of Learning In Elementary Schools

Kadek Hengki Primayana 1,2
1 Sekolah Tinggi Agama Hindu Negeri Mpu Kuturan Singaraja, Indonesia

Abstract
The teacher is one of the assets in school management, the teacher plays an important role because the teacher is expected to always behave professionally in his work. Classroom management is a benchmark for achieving what is the goal of learning effectively and efficiently in the educational process. The educational process is the activity of changing something into something else. Something that influences the ongoing process is called input, while something resulting from the process is called output. In micro-scale education (school level), the process in question is the decision-making process, the process institutional management, program management processes, teaching and learning processes, and monitoring and evaluation processes.

Keywords: Self-management; quality of learning; primary schools

INTRODUCTION
Education is an important pillar in the progress of a nation. Indonesia as a developing country continues to strive to progress by improving the quality of education. One of them is through the government's commitment to maintaining 20% of the State Revenue and Expenditure Budget (APBN) for the education sector in the hope of being able to finance various planned programs. However, the commitment to the percentage of the budget has not shown maximum results.

Based on data from the Organization for Economic Co-operation and Development (OECD, 2018) it shows that the Program for International Student Assessment (PISA) scores for Indonesian student competitions (numeration, literacy and science) are still below average (low performers). Indonesian students' reading ability with a score of 371 was in position 74, mathematics ability with a score of 379 was in position 73, and science ability with a score of 396 was in position 71. The PISA score obtained was inseparable from the quality of educators or teachers. According to data from the Ministry of Education and Culture in the 2019 National Education Balance it shows that the quality of teachers in Indonesia is inadequate. The average score for the competence of PNS teachers was only 50, contract teachers scored below 50, and only 4% of teachers had scores above 70 or higher.

As educational implementers, teachers play an important role in increasing students' learning motivation in the learning process. Learning motivation is an absolute requirement for learning and plays an important role in providing passion or enthusiasm for learning (Andriani & Rasto, 2019). This motivation must be encouraged by the teacher so that students
can develop the abilities that exist within them. Because learning motivation is the key to success in achieving learning goals (Emda, 2017).

Every individual has different aspirations and desires, different desires for life, because every human being has different desires and thoughts. Achieving these goals requires a plan for good self-management. Without good self-management, these goals are difficult to achieve. This study explains the answers regarding the self-management of outstanding teachers consisting of its principles, the function of self-management, its effect on performance, and various factors that influence the self-management of outstanding teachers. Every teacher needs freedom to be creative and self-actualized. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. (Law of R.I. No. 14 of 2005, Concerning Teachers and Lecturers Article 1 paragraph 1).

Self-management or self-management is the procedure by which the individual manages his own behavior. In this individual technique involved in the basic components in the form of: selecting the strategy to be established, carrying out and evaluating the procedure, and determining the target behavior, as well as monitoring the behavior (Komalasari, Wahyuni, and Karsih, 2016: 180). In other words, self-management is the ability of an individual to control himself both in terms of emotions, behavior, and even to change stimuli. Teacher performance is directly proportional to the development of educational quality, but not a few teachers work below predetermined competency standards. Not because they are unable but because they have not built a commendable conducive work culture, this is caused by low morale, shaped like a sine graph which will meet a saturation point at some point if there are no curative and preventive efforts from both the supervisor’s guidance and himself (Barnawi and Arifin, 2014: 7).

The teacher is one of the assets in school management, the teacher plays an important role because the teacher is expected to always behave professionally in his work. Kishore (2011: 11) says that: "teacher education is the backbone of an education system in a progressing nation and the teacher educator is the pivot in the system of education. Teacher education is also a teacher". This means that educators are the backbone of the education system to advance the country and educators are also the axis of the education system. Educators are teachers who play an important role in advancing the nation through education.

Classroom management is a benchmark for achieving what is the goal of learning effectively and efficiently in the educational process. Classroom management is defined as an effort made by the teacher as class manager in managing students who are in the class which is carried out to design or design so as to be able to create and at the same time be able to maintain a pleasant atmosphere, motivate students to always be actively involved during the learning process. in the classroom environment so that such a conducive atmosphere will be able to assist in supporting the success of the previously planned teaching program.

The learning process is not as easy as turning the palms of the hands. All require a series of rules and principles that must be followed in carrying out teaching and learning activities in educational tents. The principle of learning in the world of education was born from the womb of the theory of learning psychology. Therefore, in this learning principle, we look more at and look at the development of the psychological aspects of students who are considered to have flakes of weakness in learning. Seeing this fact, the principles of learning management in the education arena are considered capable of awakening the decline of learning that has been considered to be still sleeping and dreaming.

**METHOD**

This research is a type of qualitative research. Qualitative research method is a method or research method that emphasizes analysis or descriptive. In a qualitative research process things that are subject perspectives are emphasized and theoretical foundations are used by
researchers as guides, so that the research process is in accordance with the facts encountered in the field when conducting research. Qualitative research methods aim to explain a phenomenon in depth and are carried out by collecting data as deeply as possible. Qualitative methods prioritize the observation of phenomena and examine more the substance of the meaning of these phenomena. The analysis and acumen of qualitative research are greatly affected by the strength of the words and sentences used. Attention when a researcher conducts research with qualitative methods will focus more on human elements, objects, and institutions, as well as the relationships or interactions between these elements, in an effort to understand an event, behavior, or phenomenon.

**RESULTS AND DISCUSSION**

**Teacher Self-Management**

One important factor that influences learning is attitude. Someone who has good morals can be seen how well he manages his own mindset and attitude. For this reason, good self-management skills are needed. Sukadji in Komalasari et al (2018: 180) states that self-management is a procedure in which individuals regulate their own behavior. Meanwhile, from Gie's point of view (2000:77) self-management is managing, controlling and developing individual abilities to achieve a better life. Another opinion was expressed by Ratna (2013: 57) that self-management is a process of self-control in terms of thoughts, words and actions to avoid bad deeds and increase good deeds. Based on the opinions that have been conveyed by several experts above, it can be concluded that self-management is a person's ability to manage himself both in terms of setting time, thoughts, behavior/actions so that they can take place in harmony in order to achieve goals optimally.

Jawwad (2004:6-7) argues that the purpose of self-management is: carrying out tasks with the best results, being able to save time, costs and energy, being disciplined in all matters, both work and other matters, minimizing adverse events, people Those who have good management can be used as role models for others, can optimize potential because time is used for useful things.

Ratna (2013: 59) said that the purpose of self-management is to empower individuals to be able to master and manage their own behavior. With self-management, both thoughts, feelings and actions will encourage individuals to behave well. Based on the opinion above, it can be concluded that the purpose of self-management is as follows: a) Get to know yourself more deeply. b) Conduct self-evaluation. c) Discipline in all matters, both work and other matters. d) Can increase self-control. e) Have responsibility for what has been done. f) Learn to solve their own problems related to behavior. g) Optimizing the potential that individuals have because of the time spent on useful things.

According to Gie (2000:77-80) there are at least four aspects of self-management for students, namely: (1) self-motivation. The first requirement for a student to achieve his educational goals is self-motivation. Self-motivation is an inner drive within a person that stimulates him so that he has the will to carry out various activities to achieve the desired goal. Furthermore, Gie also stated that strong self-motivation will give birth to a great interest in learning with maximum ability. A strong encouragement from within oneself will be better than only encouragement from other people or outside things. (2) self-organization. It can also be said that self-organization is an attempt to organize and manage all matters relating to thoughts, time, places, objects and other resources that support the formation of self-management.

And, (3) self-control (self-control). Self-control is a human act of building determination to discipline the will, spur enthusiasm, erode reluctance, and direct energy to actually do what must be done at school. Indeed, the tendency to be lazy, the desire to find ease, the reluctance to work hard to concentrate, the habit of procrastinating doing assignments, not to mention various other distractions such as television shows, movie commercials, or invitations from friends always plague most students. All of that can only be parried or resisted by self-control.
The existence of strong self-control will certainly appear a strong determination or desire to do what must be done. A strong desire will spur the emergence of enthusiasm to be able to get what you want to achieve. Strong self-control can also provide self-strengthening to individuals so that they can avoid things that are not important and prioritize what is their priority. (4) self-development. Self-development is an act of perfecting or improving yourself in various ways. Complete and complete self-development includes all personal resources in a student such as; increase knowledge and skills that are useful in life, develop noble thoughts and ethical behavior, maintain physical health and participate in spiritual activities.

Another opinion conveyed by Jawwad (2004:25-36) argues that there are variables that affect self-management as follows: a) Very concerned about time. Anyone who is very concerned about time will manage all his affairs. This is because someone who can manage time well will not waste time on things that are not important. b) social conditions. If humans are not managed, the social relations between themselves and society will deteriorate and vice versa. Good social conditions can have a good influence on self-management skills. c) Material and economic conditions. The better the quality of a person's management of his affairs, the more his ability to complete a lot of work will increase, and this will provide him with material and economic benefits. d) Level of education. The more a person's knowledge increases, the more neatness, knowledge, depth of thought and insight to help organize and solve all his affairs. e) Constraints in the surrounding environment. The environment that surrounds humans has an influence on the growth and maintenance of both praiseworthy and despicable traits. If the environment includes people who do not manage themselves, then it can affect the individual later. f) Type of work. Some jobs require a high managerial level to manage affairs and time so that the work can be completed effectively and efficiently. g) Participation in social charity. The tidier the social charity, the better the planning, the more it will influence a person to organize himself, or at least not interfere with his plans and self-management. Referring to the two opinions above, it can be concluded that aspects that influence self-management can come from within and outside. From within, namely self-motivation, self-organization, and self-control. From the outside, namely social conditions, economic conditions, level of education and environmental constraints.

According to Gie (2000:77-80) there are at least four aspects of self-management for students, namely: (1) self-motivation. The first requirement for a student to achieve his educational goals is self-motivation. Self-motivation is an inner drive within a person that stimulates him so that he has the will to carry out various activities to achieve the desired goal. Furthermore, Gie also stated that strong self-motivation will give birth to a great interest in learning with maximum ability. A strong encouragement from within oneself will be better than only encouragement from other people or outside things. (2) self-organization. It can also be said that self-organization is an attempt to organize and manage all matters relating to thoughts, time, places, objects and other resources that support the formation of self-management.

And, (3) self-control (self-control). Self-control is a human act of building determination to discipline the will, spur enthusiasm, erode reluctance, and direct energy to actually do what must be done at school. Indeed, the tendency to be lazy, the desire to find ease, the reluctance to work hard to concentrate, the habit of procrastinating doing assignments, not to mention various other distractions such as television shows, movie commercials, or invitations from friends always plague most students. All of that can only be parried or resisted by self-control. The existence of strong self-control will certainly appear a strong determination or desire to do what must be done. A strong desire will spur the emergence of enthusiasm to be able to get what you want to achieve. Strong self-control can also provide self-strengthening to individuals so that they can avoid things that are not important and prioritize what is their priority. (4) self-development. Self-development is an act of perfecting or improving yourself in various ways. Complete and complete self-development includes all personal resources in
A student such as; increase knowledge and skills that are useful in life, develop noble thoughts and ethical behavior, maintain physical health and participate in spiritual activities.

Another opinion conveyed by Jawwad (2004:25-36) argues that there are variables that affect self-management as follows: a) Very concerned about time. Anyone who is very concerned about time will manage all his affairs. This is because someone who can manage time well will not waste time on things that are not important. b) Social conditions. If humans are not managed, the social relations between themselves and society will deteriorate and vice versa. Good social conditions can have a good influence on self-management skills. c) Material and economic conditions. The better the quality of a person's management of his affairs, the more his ability to complete a lot of work will increase, and this will provide him with material and economic benefits. d) Level of education. The more a person's knowledge increases, the more neatness, knowledge, depth of thought and insight to help organize and solve all his affairs. e) Constraints in the surrounding environment. The environment that surrounds humans has an influence on the growth and maintenance of both praiseworthy and despicable traits. If the environment includes people who do not manage themselves, then it can affect the individual later. f) Type of work. Some jobs require a high managerial level to manage affairs and time so that the work can be completed effectively and efficiently. g) Participation in social charity. The tidier the social charity, the better the planning, the more it will influence a person to organize himself, or at least not interfere with his plans and self-management. Referring to the two opinions above, it can be concluded that aspects that influence self-management can come from within and outside. From within, namely self-motivation, self-organization, and self-control. From the outside, namely social conditions, economic conditions, level of education and environmental constraints.

Teacher Self-Management to Improve Learning Quality

The role of education quality management today is increasingly being recognized, even considered as the heart of education. Munif Chatib, the pioneer and initiator of "School for Humans" stated that in a school institution, regardless of its level, there is the most important thing, namely school management and its heart (Munif Chatib, 2013: 35). As in human life, the heart is the center of life. Thus, school management becomes the most important element in school activities.

In Indonesia, to realize quality education, since the 1990s the government has begun to pay attention to efforts to shift the orientation of educational reform by focusing more on structuring education management, especially strengthening school management (Arismunandar, 2004 paper). Even in more developed countries, long before that attention had been paid to the need for education management in encouraging the improvement of the quality of education. The emergence of the "good schools" movement in the 1970s (N Postman & C Weingartner, 1973), "excellent schools" in the 1980s (W.W Wayson, & B.M Mitchell, 1988), and "effective schools" in the 1990s, (H.Silver, 1994) shows the amount of attention to school management processes and systems.

One of the pillars to support nation-building is the success and effectiveness of the education system. And many studies states that effective and successful education is supported by the application of good management. This is similar to the study of 300 schools conducted by Berman and Mc Laughlin, that the success of the schools that were the study sample was more dominant because it was supported by the principal as an education manager (Rosnani Hashim, 2012: 162).

Educational management is the application of management science to the world of education (Nawawi Hadari, 1997). This is part of the development of management science and technology in accordance with the orientation of scientists in the regulation and regularity of education management, so that educational management was born (Makmur, 2008: 100). Besides that, educational management is also a form of evidence that management science and technology develop in the human mind which is strengthened by the ability to think (the
knower) of all phenomena obtained from individual experience and the ability to reason (the knowing) in providing arguments or explanations to phenomena that are obtained from experience by the humans concerned. Educational management is a science that discusses education from the point of view of cooperation in the process of achieving educational goals. The collaboration process involves fully contributing various aspects that are deemed necessary and positive in an effort to achieve this success, through harmonization in such a way as material—such as money and facilities, spiritual—such as beliefs and values, knowledge—such as science and technology, as well as humans or human beings. The use of various resources is carried out effectively and efficiently to achieve the goals that have been determined.

Management is defined as a science that discusses education from the point of view of the process of cooperation between humans in developing the potential of students through changing attitudes in learning to achieve educational goals, effectively and efficiently.

Educational management application is a process or activity of developing cooperative activities for a group of people in empowering various educational resources so that they are effective and efficient in achieving educational goals. Management provides a touch through planning, organizing, leadership, and controlling educational inputs so that they can be used and support the educational process, so that educational outputs can be realized effectively and efficiently, and become quality outcomes for education.

Management works integrally with the PBM process to achieve educational goals. Such harmonization activities are in the form of objects or the meaning of money and facilities, such as beliefs and values such as science and technology, as well as humans or humans. The use of various resources effectively and to achieve the goals that education has defined as a science that discusses education from the point of view of the process of cooperation between humans in developing the potential of students through changing attitudes in learning to achieve educational goals, effectively and efficiently.

The educational process is the activity of changing "something" into "something else. Something that influences the ongoing process is called input, while something resulting from the process is called output. In micro-scale education (school level), the process in question is the decision-making process, the process institutional management, program management processes, teaching and learning processes, and monitoring and evaluation processes. The process is said to be of high quality if the coordination and harmonization and integration of school inputs (teachers, students, money, curriculum, equipment, etc.) are carried out in harmony, so as to be able to create pleasant learning situations (enjoyable learning), able to encourage motivation and interest in learning, and truly able to empower students.

Empowering in this case implies that students do not only master the knowledge taught by the teacher, but this knowledge also becomes the conscience of students, carried out later in everyday life and more importantly students are able to learn how to learn (able to develop self). A good process is a deliberate process through the stages of good management. Good management will make the educational process quality. Some indications of the educational process of quality educational institutions from a management perspective are as follows: a) The effectiveness of the learning process. Using lesson plans in the form of Prota, Primes, and Syllabus, using methods that can activate and empower students in learning, utilizing environmental resources as media in learning, conducting evaluations and assessments with standard instruments, and Providing feedback from the results of evaluations and assessments for improvement of the learning process. b) Strong School/Madrasah leadership. Have a clear vision and mission, have entrepreneurial skills, have integrity and high self-confidence, have managerial skills, have renewal ideas, be able to motivate the creation of a solid work team. c) Have a Quality Culture. The use of a clear information system, the division of authority, the provision of appropriate rewards and punishments, mutually beneficial cooperation, the realization of a sense of security in school/madrasah residents, the growth of a sense of job satisfaction; The growth of a sense of belonging to the madrasah community towards the
school/madrasah. d) Have a compact, smart, and dynamic team. Loyalty to the institution is not personal, Success is expressed as mutual success, Prioritizing institutional success over personal satisfaction. e) Have independence, be able to make their own decisions, have adequate resources, have the ability and ability to work independently, dare to take risks against all the consequences of decisions and implementation of activities. f) High participation of school/madrasah and community members. There is a forum for participation that can accommodate and channel ideas, ideas, aspirations, funds, personnel, facilities from school/madrasah residents and the community, organizing participation activities through meetings, discussions, dialogues, etc., Realization of openness/transparency in madrasah management, there is a sense of responsibility cooperation between schools/madrasas, the community, the government on the success of schools/madrasas. g) Carry out continuous evaluation and improvement. There is a scheduled and structured evaluation plan, there are clear evaluation guidelines and standards, the evaluation results can be read by all parties, the evaluation results are used as material for the next planning and policy formulation. h) Having accountability. There is a written report to the stakeholders. There is feedback from the stakeholders in the form of satisfaction or other responses. i) Have outstanding graduates. Academic achievement according to school/madrasa standards, non-academic achievements according to school/madrasa standards, there is a list of alumni and their tracking. j) Emphasis on Drop Out Numbers. There is an enrichment program, there is a remediation program, there is an ongoing coaching structure.

The indications mentioned above are ideal ideals for schools/madrasas. Management's task is to realize these ideal characteristics through the stages of responsible management. Currently, the ideal characteristics of the educational process can be traced from the national education standards issued by the BNSP (National Education Standards Agency).

CONCLUSION

Classroom management is a benchmark for achieving what is the goal of learning effectively and efficiently in the educational process. The educational process is the activity of changing "something" into "something else. Something that influences the ongoing process is called input, while something resulting from the process is called output. In micro-scale education (school level), the process in question is the decision-making process, the process institutional management, program management processes, teaching and learning processes, and monitoring and evaluation processes.

REFERENCES


