

MANAGEMENT OF ACADEMIC SERVICES BASED ON ITC (INFORMATION AND COMMUNICATION TECHNOLOGY) IN IMPROVING THE QUALITY OF LEARNING

WASKA WARTA

Sekolah Pascasarjana Universitas Islam Nusantrara. Email: waskawarta@uninus.ac.id;

DEDE JUMARA

Sekolah Pascasarjana Universitas Islam Nusantrara. Email: dedejumara_s2adm_19@uninus.ac.id;

YUDI PRIADI

Sekolah Pascasarjana Universitas Islam Nusantrara. Email: yudipriadi_s2adm_19@uninus.ac.id

Abstract

The world of education has been exposed by the COVID-19 pandemic, marked by a decline in academic administration and services which has an impact on learning outcomes that are not met. Serious efforts are needed for recovery and strengthening so that the quality of learning increases and can be in accordance with educational goals. These efforts include implementing current academic service management, which is based on information and communication technology. This study aims to describe the management of academic services based on information and communication technology (ICT) to improve the quality of learning. The theories and concepts that underlie this research are management, education and learning, and service concepts. The results of the study indicate that planning, organizing, implementing and evaluating on learning carried out optimally can produce good and quality learning; **good** refer to the implementation and service that is effective while **quality** refers to the fulfillment of the specified standards. Utilization of information and communication technology related to the managerial process delivers programs that are in accordance with current needs and in an efficient way of working.

Keywords: management, service, academic, learning, ICT.

A. INTRODUCTION

The Corona Virus Disease (Covid-19) pandemic which has begun to feel gripping in Indonesia since March 2020, has an impact on the order and behavior of people's daily lives in various sectors of life. The significance of the influence it has caused until now in mid-2022 is still being felt. Almost all institutions/organizations (in various forms and fields of business) are constrained in implementing programs and services to the community. No exception in the field of education which incidentally became the backbone of the progress of the nation's civilization was also affected.

The policy of limiting social relations and the strict application of health protocols, giving rise to work from home (WFH) for employees, reducing or even eliminating togetherness in worship for the people, temporarily stopping face-to-face teaching and learning activities and the implementation of distance learning (DL, in Indonesia called PJJ) for educational institutions. In connection with this PJJ, many impacts have been noted and

one of the most prominent is academic decline or loss of students' knowledge and skills.

During PJJ, students find it difficult to understand and understand because they are at home and far from the teacher. The pandemic has changed everything, not just the transfer of the way we learn from the classroom to the computer screen in our homes. The pandemic brought many changes in social distancing and movement restrictions that affected education (JawaPos.com, Thursday 21 July 2022).

It was also reported that too long PJJ can cause several disturbances to children's growth and development, including: growth and development disorders, fine and gross motor skills; intellectual and emotional children; the child also experiences psychosocial stress; undetected violence against children; and the number of children dropping out of school (Kompas.com: Thursday, July 21, 2022).

As previously reported (Kemdikbud.go.id Thursday 21 July 2022), the Education and Culture Journalists Forum (Fortadikbud) recorded several findings during the one-year PJJ due to the Covid-19 pandemic). The findings or impacts include the number of students who cannot absorb subjects well, because they are not used to participating in online learning using certain applications (such as Zoom). The success of PJJ is largely determined by the support of parents for their children, weak parental supervision causes many students to use study time to be lazy and reluctant to do assignments from the teacher. Another finding is that there is no inner relationship between students and teachers, it becomes cold because they have never greeted each other and met face to face for a year. It is the new students who are in grade 1 at the elementary, junior high and high school levels who feel the most, they are registered as students for one year, but do not know who their teachers and friends are at the new school.

However, apart from the negative side that is quite disturbing, there is a positive side that can be learned by the activists of the education world. We have the momentum and encouragement to master the development of communication and information technology (ICT) which incidentally became one of the important icons during the pandemic. Everyone in their life is required to be involved and live in a virtual world that is all digital, of course, along with the results of communication and information technology. Related to this we are forced even though we are forced to get used to it and can. From the positive side, we can take lessons and benefits from various digital applications that are developing dynamically.

In the context of education in schools, this research focuses on the use/utilization of ICT to provide the best service in the academic field to improve the quality of learning.

B. METHOD

This study uses a qualitative approach and applies analytical descriptive methods, in line with the conditions of natural objects where the researcher is the key instrument (Sugiyono, 2019:18), along with the intention of understanding the phenomena

experienced by the research subjects such as behavior, perception, motivation, action, , and others holistically, and by way of description in the form of words and language, in a special context that is natural and utilizes various natural methods (Meleong, 2005:6).

The research was conducted at SMA Pasundan Rancaekek and SMA Pasundan Majalaya, Bandung Regency. Sources of data are school leaders (principals and vice principals), teachers and students who were selected purposively and can be categorized as key informants. Data is collected through interviews and observations, while qualitative data analysis techniques are carried out by collecting, selecting, and converting data into information.

The two schools were used as research objects because they were affected by the pandemic in the implementation of learning, but both of them tried to get up and try to return services to normal conditions, by optimizing the use of ICT to pursue learning outcomes.

C. RESULT AND DISCUSSION

1. Result

- a. Planning for school academic services is carried out in the scope of the main activities consisting of: syllabus preparation, preparation of lesson plans (learning implementation plans, learning methods, and tools/facilities used, which as a whole utilize information and communication technology or ICT-based. Included in this planning is an ICT-based learning training plan and its monitoring of teachers aimed at improving the quality of learning in order to produce quality graduates and make schools effective and efficient.
- b. Organizing school academic services includes activities consisting of: preparation of programs for using ICT in learning, preparation of necessary resources, preparation of learning infrastructure, and preparation of teacher training in ICT-based learning.
- c. The implementation of school academic services is manifested in a series of programs or activities which include: socialization and simulation (trials) of the utilization/utilization of information and communication technology in learning, implementation of ICT-based learning (through various relevant and available applications, or application development according to the situation and needs), use of ICT-based learning facilities/media (desktop and/or laptop computers, projectors, devices/gadgets with appropriate audio and video). and the media used in ICT-based learning.
- d. Evaluation of school academic services includes assessment or control of several aspects, namely: the use of ICT in learning, teacher skills/skills in utilizing or using ICT in learning, supervision of the implementation of ICT-based learning, supervision of ICT-based learning media, and follow-up of ICT-based learning.

2. DISCUSSION

Service is a concrete form of the efforts of an organization or institution in an effort to meet and satisfy customers (Sinambela, 2011:5; Tjiptono & Chandra, 2007:121; Wisnalmawati, 2005:155). As a unit of educational service provider institutions, schools are obliged to provide services to all stakeholders which contextually in this case is academic or learning services as the operationalization of education to students. The orientation of the services provided by the school is fully directed at the occurrence of a quality learning process to deliver students happy, happy and enthusiastic in learning to achieve learning outcomes at school.

Service is a necessity that must be carried out by service providers, without which the existence and reliability of an institution will not be realized, therefore it must be carried out in a quality manner, and always designed with the spirit of providing the best or prime (Hayat, 2017:16-17). The implementation of a school's services is part of the public service to gain their trust, so it should be carried out with full responsibility Lewis and Gilman (2005). In the world of education, this service refers to Permendikbud 32/2018 concerning Minimum Service Standards, which contains various rules for its implementation in schools. Of course, this implies that educational services should be managed properly and professionally referring to management principles.

The issue of substantial education services is learning services which in fact are the core or the most basic operationalization. Learning is essentially a process of interaction with all situations that exist around individual students, and can be seen as a process that is directed to the achievement of goals and the process of acting through various experiences created by the teacher. Sudjana (Rusman et al, 2012: 5) states "learning is also a process of seeing, observing and understanding something". Learning activities are carried out by two actors, teachers and students. Teacher behavior is learning and student behavior is learning, and it is related to learning materials. Learning materials can be in the form of knowledge, moral values, art, religious norms, attitudes and skills. The relationship between teachers, students and teaching materials is dynamic and complex. To achieve success in learning activities, there are several components that must be developed by teachers, namely: objectives, materials, strategies, and evaluation of learning. Learning according to PP No. 17/2010 is a process of interaction of students with teachers and or learning resources in a learning environment.

As globalization progresses with the rapid and dynamic development of information and communication technology (ICT), all forms of services are now supported by the work of ICT. The activities of educational institutions related to learning, inevitably require optimizing the use of ICT, especially when triggered by the conditions and various consequences caused by the pandemic. ICT can improve performance and allow various activities to be carried out quickly, precisely and accurately so that it will increase productivity, along with that the need for a concept and mechanism for teaching and

learning (education) based on information and communication technology (ICT) becomes inevitable.

Schools are faced with three aspects as described above, namely services, learning, and ICT. How this educational unit is able to effectively and efficiently organize ICT-based academic services to improve the quality of learning is to apply management principles. Referring to the results of the study, the analysis can be described as follows:

- a. The planning carried out by the school illustrates the accuracy of the implementation of the management concept for the first or foremost function, namely planning. In this case, the selection or setting of goals and determination of strategies, policies, projects, programs, procedures, methods, systems, budgets, and standards needed to achieve goals (Boone & Kurtz, in Ismaya, 2019:16). Also in line with the views of George R. Terry (Sukarna, 2011: 10) that planning is the selection and linking of facts as well as the making and use of estimates or assumptions for the future by describing and formulating the necessary activities. to achieve the desired result.” The most important meaning of planning is to provide clarity of direction for each activity, so that every step that will and must be taken can achieve goals effectively and efficiently. The school realizes this in the activities of syllabus preparation, preparation of lesson plans (learning implementation plans, learning methods, and tools/facilities used, which all utilize information and communication technology or ICT-based. Included in this plan is a plan for empowering teachers through learning training ICT-based and monitoring or monitoring, which is fully directed to improve the quality of learning oriented to quality graduates and make schools effective and efficient.
- b. Organizing is carried out according to management rules for this second function, namely the process of grouping and dividing activities/work so that everyone involved in it carries out duties and responsibilities according to their capacity to achieve goals. Schermerhorn (1996:218) states that organizing is “the process of organizing people and other resources to work toward a common goal”; while Certo (1997:228) views organizing as a process of creating an orderly use of all resources in the management system. The school in this case is to assign duties and responsibilities to each personnel who are directly related to the learning process. The teacher as the main actor in the learning process must be able to use devices or various ICT equipment in the learning process. The school in this case supports it by preparing special personnel if there are teachers who are not yet capable or proficient in using the equipment.
- c. Implementation that focuses on the realization step or real operation of all organizational resources to achieve goals, is realized well by the school. Various views of management experts lead to one statement that implementation is an effort to move group members in such a way that they desire and strive to achieve organizational/institutional goals, including their aligned or relevant individual goals or objectives (Winardi, 2012). The school's real actions in this case include

socialization and simulations (trials) of the utilization/utilization of the results of information and communication technology processing in learning, learning with ICT applications (available or the results of development according to the situation and needs), as well as the use of ICT-based devices including media (audio). e-mail, visual, audio-visual, multimedia, projector, and other gadget variants) and the internet.

- d. Conceptually evaluation is a supervisory management function by schools carried out according to its basic principles as a systematic effort to set implementation standards with planning objectives, designing feedback information systems, comparing real activities with predetermined standards, determining and measuring deviations, and take necessary corrective actions to ensure that all company resources are used in the most effective and efficient manner in achieving goals (Mocker in Ismaya, 2019: 19). Supervision is also an activity that seeks to control so that implementation can go according to plan and ensure whether organizational goals are achieved. The school's real actions related to evaluation or supervision include a series of activities consisting of monitoring the use of ICT in learning, teacher skills/skills in utilizing or using ICT in learning, supervision of the implementation of ICT-based learning, supervision of ICT-based learning media, and follow-up to ICT-based learning.

D. CONCLUSION

1. General

Information and communication technology (ICT)-based academic services to be able to maintain and improve the quality of learning in schools can only be achieved properly if the management function is implemented.

2. Specific

- a. Academic service planning which includes the preparation of syllabus, preparation of lesson plans, learning methods, and facilities/media which are all ICT-based provide clear directions in an effort to achieve the goal of improving the quality of learning.
- b. The organization of academic services includes the preparation of ICT-based learning programs, preparation of resources, learning infrastructure, and teacher training in ICT-based learning, encouraging responsible involvement of the parties involved in achieving the goal of improving the quality of learning.
- c. Implementation of academic services that include a series of socialization activities and simulations of the use of ICT processing results in learning, implementation of learning using ICT applications (relevant and available, or development results according to the situation and needs), as well as optimizing ICT tools including media (audio, visual, audio-visual media). visuals, multimedia, projectors, and other gadget variants) and the internet, promise the potential for achieving the goals of improving the quality of learning.

- d. Evaluation or supervision of academic services includes assessment and control in the form of monitoring the use of ICT in learning, teacher skills/skills, supervision of implementation and ICT-based learning media, ensuring good implementation in schools' efforts to improve the quality of current learning and its development in the future.

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