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EFFECTIVE LEARNING MANAGEMENT IN THE 21st CENTURY

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Abstract. This article aims to examine the management of effective learning in the 21st century. Based on the results of the literature review, the following conclusions can be found: First, the 21st century is an extraordinary century of development of science and technology in all fields, including in the management of learning. Second, effective learning management is all the teacher's efforts to optimise all available and available resources so that learning can run smoothly and be able to achieve goals promptly, on target, at the right cost and on time. Third, effective learning management is one of the key indicators to realise the National Education Standards (SNP) set by the Government which include: content standards, processes, competencies of graduates, educators and education personnel, facilities and infrastructure, management, funding and educational assessment. Fourth, effective learning management in the 21st century cannot be simplified into strategies, methods, techniques and models of learning alone, but rests on the level of identity and integrity of the teacher's personality both in carrying out his duties and in daily personal life. Fifth, effective learning management is oriented towards the realisation of learning competencies or referred to as learning competency, which is a learning process that strives students to have a set of knowledge, skills, attitudes, insights and applications by the learning objectives. Sixth, effective learning management in the 21st century can be realized by relying on four strengths, namely: 1) Critical Thinking and Problem Solving; 2) Creativity and Innovation; 3) Communication; and 4) Collaboration.
Key Words: Management, Learning, Effective, the 21st Century

A. INTRODUCTION

The 21st century is a century of the extraordinary development of science and technology in all fields, which is very different from previous centuries. In this century, especially in the sophisticated field of Information and Communication Technology (ICT), the world is increasingly narrow. Because of the sophistication of ICT technology, a variety of information from various corners of the world can be accessed instantly and quickly by anyone and from anywhere. Interpersonal communication can be done easily, cheaply anytime and anywhere.

However, the 21st century also raises the problems faced by humans increasingly complicated and complicated. The examples are the global economic crisis, global warming, terrorism, racism, drug abuse, trafficking, still low multicultural awareness, the gap in education quality between regions and so forth. Each of these problems requires a solution that must be done by the community together (collaboration). The complexity of the problem in this century also lies in the inability of humans to find the source and causes of the problem precisely and quickly. Also, when the problem arises is often not able to be predicted (unpredictable) and unpredictable. In the end, many of the problems of society cannot be solved effectively and efficiently, including in the world of education, including the problem of learning effectiveness in the 21st century.

The 21st century demands a higher and optimal teacher role. As a consequence, teachers who cannot follow the development of nature and the times will be increasingly left behind so that they can no longer play their roles optimally in carrying out their duties and carrying out their profession. Changes in the education paradigm cannot be separated from the teacher's role because various current information always flows to students for the hard work they do. That beyond that other media help students does not mean that the teacher's role must be eliminated. It must be acknowledged that in the current flow of information, teachers are no longer the only source of information but are one source of information.

Nevertheless, its role in the education process is still needed, especially about psychological and educational touches towards students. Therefore, essentially the teacher is needed by everyone and everyone expects the presence of an ideal teacher image within him. For that, the teacher will continue to act as an educator as well as acting as a manager or facilitator of education, so that teachers must be able to plan, implement and supervise educational resources so that students can learn productively.

Effective management of learning is all the teacher's efforts to optimise all available and available resources so that learning can run smoothly and be able to achieve goals promptly, on target, at the right cost and on time. Effective management of learning is the key to success in reaching the bright future of national education, preparing the nation's generation with high knowledge, which will ultimately be useful for the nation, state, and religion.

Learning does not have to be done carelessly; it takes from careful planning, making learning tools, choosing strategies, media, techniques, learning models, to evaluating learning that is all mutually sustainable — related to this problem, in this article a formulation of the problem is proposed: How to realise effective learning management in the 21st century?

B. METHOD

Referring to the formulation of the problem in this focus research, the type of research used is library research. With library research, this study uses descriptive analytic methods, i.e. data obtained in the form of words, pictures and behaviors that are not stated in numbers or statistics, but remain in qualitative form by giving a description of the situation under study in the form of narrative descriptions (Margono, 2000: 39). To sharpen the analysis of qualitative descriptive methods, researchers use content analysis techniques (content analysis), which is an analysis that emphasizes scientific analysis of the message content of a communication (Moleong, 1990: 163-164). Content analysis utilizes procedures that can draw authentic conclusions from a book or document (Noeng Muhadjir, 1992: 72). The content analysis process is started from the contents of the communication message, sorted (sorted), then carried out categorization (grouping) between similar data, and then analyzed critically and objectively (Josep Bleicher, 1980: 28).

The type of data needed in this study is qualitative data that is textual. The data sources are divided into three, namely: primary, secondary and supporting data sources. The primary data of this study are the library data which are the main sources in this study, namely: 1) Didik Cahyono, *Guru Abad 21"* (2012); 2) Hoesnaeni, *"Metode Pembelajaran Efektif"*, (2008); 3) Mulyasa. *"Menjadi Guru Profesional"* (1990); 4) Aswandi, *"Pembelajaran Efektif"* (2010); 5) Aina Mulyana, *"Pembelajaran Abad 21 dan Kurikulum 2013";* 6) Syaiful Imran, *"Model Pembelajaran Efektif"* (2009). Medium secondary data and supporting data are a number of other literature documents and downloads from the internet that support the study of effective learning management in the 21st century.

C. DISCUSSION
1. Effective Learning Management

Effective learning management is the teacher's skill in utilising class potential in the form of giving the widest possible opportunity to each person to do creative and directed activities so that the available time and funds can be used efficiently. According to Suharsimi Arikunto (1988), learning management is an effort carried out by the person in charge of teaching and learning activities to achieve optimal conditions so that learning activities can be carried out as expected. Learning management can also be interpreted as an activity to create and maintain optimal conditions for the occurrence of the learning process which includes student settings and facilities.

General learning takes place in a room called class. So that in many studies, learning management is also often referred to as classroom management. The class has the meaning of a room as a gathering place for students to follow and organise creative teaching and learning activities. The class is not merely a room for teaching and learning between teachers and students, and not just a physical building consisting of teaching and learning equipment. However, more than that, class is a small organisation that is unique in education.

In classroom learning, the role of the teacher determines its position as an educational leader among students in the class. Teachers who hang out with their students every day carry out duties as educators who are obliged to help the growth and development of students in realising their maturity.

Effective learning management is the whole effort in the process of cooperation to optimally utilise all available resources to achieve the learning objectives that have been effectively set. Effective learning managenet is one indicator of education quality. While the quality of education itself is not easily defined, it is more difficult than defining quality in other fields. Although not easily defined, the quality of education must be sought to be defined, at least a measurable parameter is needed to facilitate the quality assurance process, monitoring and evaluating educational activities. At present, the Government has set the National Education Standards (SNP) as a reference or parameter in the implementation of quality education, namely standards; content, process, the competence of graduates, educators and education personnel, facilities and infrastructure, management, financing and assessment of education. One of these standards is graduation competency standards that take attention and become serious talks in today's society. Prof. Dr. H. Djaali as a member of the National Education Standards Agency (BSNP) honestly acknowledged that the most difficult task of BSNP was the assessment or measurement of graduation competency standards which are currently carried out through the National Examination (UN). This is understandable because all national education standards lead to these graduation competency standards. The pros and cons of the National Examination are easy to understand because the assumption is very simple, that the

National Examination is a problem because the standards of other national education have not been fulfilled, especially the achievement of standardised processes or the implementation of effective learning management has not been fulfilled.

Richard Dunne & Ted Wragg (1996) in his book "Effective Teaching" states that "Effective teaching is the heart of effective schools or schools that have achieved their goals. In the introduction to the book above, Anwar Jasin stated that "The quality of educational outcomes is largely determined by the quality of teaching and learning activities. The professional quality of the teacher must be seen in his ability to manage the class and teach effectively in the sense that he can teach students to master the subject matter that is given by the curriculum requirements.

The similar opinion states that "The quality of education is determined by Effective Teaching and Learning (ETL). ETL itself is influenced by (1) teacher supply, training, and professional development support; (2) school leadership internal organization and culture; (3) quality assurance and support system; (4) accountability mechanisms and processes, including school governance; (5) the physical environment of the school; (6) the curriculum and it's assessment: instructional aid; (7) links and partnerships with parent and the community; and (8) the well-being attendance and motivation of all pupils.

Learning management becomes effective when learning is given to students who already know the information or messages to be taught. The initial information is useful in constructing new information or knowledge that enters the brain or mind of students through various learning methods or strategies. What about the lecture method that dominates almost the entire learning process or lecture so far? A study shows that "In lectures in the style of lectures, students pay less attention to 40% of all their lecture time. Other research shows that around 60% of students are practically oriented rather than theoretical in learning, "quoted from Melvin L. Silberman (2004) in his book" Active Learning ".

Confucius opinions that are often cited more than 2400 years ago say; "What I heard, I forgot. What I see, I remember. What I do, I understand." Most people learn through and based on context, because of that, as much as possible, the context of the context around the things and fields being studied is known today as "Contextual Learning".

More recent brain research states that "learning can be best accomplished if learning activities are directly related to physical experience, or learning by doing, and involve students' emotions, especially in the crucial period of early childhood," quoted from Daniel Muijs & David Reynolds (2008) in his book "Effective Teaching".

Parker J. Palmer (2009) in his book "The Courage to Teach" adds not only that, effective learning is determined by the identity and integrity of a teacher. He emphasised that the ability to be able to educate students well depends on the relationship of trust. Trust relationships are very dependent on the ability of educators to explore their own conscience space or know their identity. He stressed that "Good teaching cannot be simplified into mere forms, teaching techniques. Good teaching comes from the identity and integrity of the teacher. "

2. Effective learning management of the 21st century

Effective learning management in the 21st century can be realised by relying on four strengths, namely: 1) Critical Thinking and Problem Solving; 2) Creativity and Innovation; 3) Communication; and 4) Collaboration. This can be described as follows:

a. Communication

In this character, students are required to understand, manage, and create effective communication in various forms and contents verbally, in writing, and multimedia. Students

are given the opportunity to use their ability to express their ideas, whether it is when discussing with their friends or when solving problems from their educators.

The 21st century is a digital age. Communication is carried out across national borders using increasingly sophisticated technology tools. The internet is very helpful for humans in communicating. At present, there are so many social media that are used as a means to communicate. Through its smartphone, in seconds, humans can easily connect to the whole world.

In the Big Indonesian Dictionary, the notion of communication is the sending and receiving of messages or news from two or more people so that the message in question can be understood. While Wikipedia stated that communication is "a process where a person or several people, groups, organisations, and communities create and use the information to connect with the environment and others".

Communication cannot be separated from the interaction between the two parties. Communication requires art, must know with whom to communicate, when is the right time to communicate, and how to communicate well. Communication can be done either verbally, in writing, or through symbols that are understood by those who communicate. Communication is carried out in diverse environments, starting at home, school and community. Communication can be a means to strengthen the relationship between people, but on the contrary, can be a source of problems when miscommunication or communication is not going well. Language mastery is very important in communicating. Communication that works well cannot be separated from the good language mastery between the communicator and communicant.

Learning activities are very strategic means to train and improve students' communication skills, both communication between students and teachers, as well as communication between students. When students respond to teacher explanations, ask questions, answer questions, or express opinions, it is a communication.

b. Collaboration

In this character, students demonstrate their ability in group and leadership collaboration, adapt in various roles and responsibilities, work productively with others, place empathy in place, respect different perspectives. Students also carry out personal and flexibility responsibilities personally, at the workplace, and public relations, establishing and achieving high standards and goals for themselves and others, understanding confusion.

Group learning, cooperative train students to collaborate and collaborate. This is also to instil the ability to socialise and control the ego and emotions. Thus, through collaboration will create togetherness, a sense of belonging, responsibility, and concern among members.

Success is not only interpreted as an individual success but also success together, because humans are besides being an individual, also a social being. Today many people are intellectually intelligent, but are less able to work in teams, are less able to control emotions, and have a high ego. This will certainly hamper the road to success because according to Harvard University research results, a person's success is determined by 20% hard skill and 80% soft skills. Collaboration is a picture of someone who has mature soft skills.

c. Critical Thinking and Problem Solving

In this character, students try to give reasonable reasoning in understanding and making complex choices, understanding the interconnections between systems. Students also use their abilities to try to solve problems they face independently; students also have the ability to compile and express, analyse, and solve problems.

Learning activities are designed to realise this through the application of a scientific approach (5M), problem-based learning, problem-solving, and project-based learning. Teachers do not feel uncomfortable or feel disturbed when there are students who are critical, ask questions, and often express opinions. This is a form of high curiosity. The thing that needs to be done by the teacher is to give the opportunity freely and respond to each student to ask questions and express opinions. The teacher invites the students to conclude

and make reflections together. Questions at the HOTS level and open answers as a form of accommodating students' critical thinking skills.

d. Creativity and Innovation

In this character, students can develop, implement, and convey new ideas to others, being open and responsive to new and different perspectives. Teachers need to open space for students to develop their creativity. Develop a culture of appreciation for the slightest role or student achievement. This aims to motivate students to continue to improve their achievements. Of course, we remember with Mr Tino Sidin, who filled in the drawing or painting program on TVRI many years ago. He always said "good" to whatever the conditions of the work of his students. This needs to be emulated by today's teachers so that students feel valued.

The role of the teacher is only as a facilitator and guides each student in learning because each student is unique. This is in accordance with what was conveyed by Howard Gardner that humans have multiple intelligences. There are eight types of multiple intelligences, namely; (1) mathematical-logic intelligence, (2) language intelligence, (3) musical intelligence, (4) kinesthetic intelligence, (5) visual-spatial intelligence, (6) intrapersonal intelligence, (7) interpersonal intelligence, and (8) naturalist intelligence

D. CONCLUSION

Based on the results of literature studies, the study of effective learning management in the 21st century can be summarised as follows: First, the 21st century is a remarkable development of science and technology in all fields, including learning management. Thus the 21st Century demands the role of teachers who are increasingly high and optimal in order to realise more effective learning. Second, effective learning management is all the teacher's efforts to optimise all available and available resources so that learning can run smoothly and be able to achieve goals promptly, on target, at the right cost and on time. Third, effective learning management is the key to success in reaching a bright future of national education, preparing the nation's generation with high knowledge to be useful for the nation, state, and religion. Fourth, effective learning management is one of the key indicators for realising the National Education Standards (SNP) set by the Government which include: content standards, processes, competencies of graduates, educators and education personnel, facilities and infrastructure, management, financing and educational assessment. Fifth, effective learning management in the 21st century cannot be simplified into strategies, methods, techniques and models of learning alone but rests on the level of identity and integrity of the teacher's personality both in carrying out his duties and in daily personal life. Sixth, effective learning management is oriented towards the realisation of learning competencies or referred to as learning competency, namely the learning process that seeks students to have a set of knowledge, skills, attitudes, insights and applications by the learning objectives. Seventh, effective learning management in the 21st century can be realized by relying on four strengths, namely: 1) Critical Thinking and Problem Solving; 2) Creativity and Innovation; 3) Communication; and 4) Collaboration. Eighth, the role of the teacher is only as a facilitator and guide each student in learning, because every student is unique. This is in accordance with what was conveyed by Howard Gardner that humans have multiple intelligences. There are eight types of multiple intelligences, namely; (1) mathematical-logic intelligence, (2) language intelligence, (3) musical intelligence, (4) kinesthetic intelligence, (5) visual-spatial intelligence, (6) intrapersonal intelligence, (7) interpersonal intelligence, and (8) naturalist intelligence.

Based on the above conclusions, the authors provide advice in the framework of effective learning management in the 21st century; teachers should be able to develop themselves as lifelong learners in order to have knowledge and skills and personalities that continue to evolve by the demands and needs of the times.

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