

TEACHING AND LEARNING QUALITY (DESCRIPTIVE STUDY ON ADMINISTRATION MAGISTER PROGRAM, FACULTY OF EDUCATION, UNIVERSITY OF BENGKULU, INDONESIA)

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Abstract. Almost all education and higher education are ready to face the 21st century, which is digital and millennial. This study aims to describe the teaching and learning quality of the Administration Magister Program facing the 21st century. This study used descriptive qualitative methods. The research has conducted at the Administration Magister Program, Faculty of Education, University of Bengkulu, Indonesia. Data collection techniques with checklists, interviews, observation, and documentation studies. Data were analyzed quantitatively and qualitatively. The results show that teaching and learning not yet develop motivation students to learn hard, develop critical thinking. Still dominated by lecturers with the lecture method, assignment, students, and lecturers have not triggered to improve themselves directly and not yet close the way of learning in the 4.0 revolution era. Students have not motivated to do their best so that the learning outcome will be maximal. The lecturer model learning behavior and teaches based on scenarios that have made that are not yet flexible for enjoyable learning. The lecturer has not yet acted as a facilitator in learning—suggestions to heads of education offices immediately given training on learning in the industrial revolution era 4.0. Lecturers and students can develop 21st-century learning.

Keywords: Teaching, Learning Quality

INTRODUCTION The quality of learning is a reflection of activities that has carried out in lectures led by lecturers and followed by students. Learning quality discuss, "about what, why, and how to carry out quality assurance of learning. The presentation begins with an introduction, which includes why quality assurance of learning needs to be done, why this guide is needed, and the scope of the guide. Furthermore, it is explaining the concept of quality learning, which is the starting point in realizing the quality assurance of lectures. Starting from the concept presented the quality assurance objectives of learning, which are then followed by the implementation of quality assurance, which is the most crucial part of quality assurance. This section describes: when, by whom, how to conduct quality assurance, and performance indicators. Besides, this

section also provides a follow-up on the results of quality assurance. Finally, this guide is completing with bibliography and appendices of various formats that have used in the implementation of quality assurance (AMP Study Program, 2014: 2).

The concept of quality learning is indeed diverse and has viewed from various aspects. The emergence of quality learning is always associated with various aspects and also affects the quality of a school. The World Bank Consultant, among others, conveyed the school's view of teachers, qualified lecturers. Quality teachers can be said to be one indicator of quality learning because qualified teachers are assumed to produce quality learning. In learning, qualified teachers can create challenging learning, place high expectations on students, create a positive and controlled learning climate, and carry out continuous assessments of

student progress. Also, qualified teachers can work together with their colleagues to improve the quality of learning. All of these characteristics of qualified teachers apply to qualified lecturers in conducting lectures. (Program AMP, 2014: 3). Besides, Kilbane Milman R. Clare and Natalie B. (2014, 33) argue, "What goes on inside of our nation's schools is increasing in influenced by what goes on outside of them. Five major trends, digital technologies, access to information, globalization, equity, and accountability, are changing the world in profound ways. As they do, they also affect PreK-12 education and 21st-century teaching thought the idea, movement, and reforms they inspire."

This research will study the quality of learning that takes place in Prodi Administration / Education FKIP up to this time, of course, with learning also born policies to address an urgent global challenge to respond. The problem is not the change but the process that is running so far. The quality of learning demanded indeed requires energy managers, lecturers, employees, and students to do it. For this reason, the research title. "Quality of Learning in Management /Administration Study Program FKIP Bengkulu University" will be an exciting job to do.

Regarding the title of this research, "Quality of Learning in the Management Study Program / Education Administration of FKIP Unib," a general problem was formulated, namely: How is the quality of learning in the Management Study Program / Administration of FKIP Unib ?. These general problems have detailed in the following special issues: (a) Does learning a foster joy, warmth, and

mutual trust between students, lecturers, and program managers? (B) Are students and lecturers triggered to improve themselves continuously? (c) Are students always encouraged to do their best so that they can display optimal results ?; (d) Does the lecturer model learning behavior consistently? (e) Are students actively involved, both mentally/ intellectually and emotionally, in learning ?; (f) Does the lecturer act as a facilitator? (g) Is the learning experience lived by students a useful experience, which is not quickly forgetting, which makes students have the desire to learn and are challenged to explore their environment? (g) Is the experiential learning that is experienced by students able to foster instructional and accompaniment impacts?

In addition to knowing the subjects that it was his job, the better the teacher knows well about everything that matters, related to her role in society. Chu Wah Kai Samuel, at, all, (2017; 5) suggests " Globally, there is much talk about the importance of learning the twenty-first-century skills and practices, which go beyond traditional content learning to include cross-citing skills that span across disciplines, such as problem-solving and information literacy as well as softer such as collaboration. The twenty-first-century skills standard seems to demand inquiry-oriented approaches to learning without explicitly saying so. That is what makes the current volume so timely as it bridges these new standards for learning with enabling pedagogies and technologies."

The teacher can create the quality of learning that can satisfy all parties by preparing everything the learning needs correctly and appropriately. Mental

readiness and mastery of the material that will be delivered will build learning in the classroom with a favorable atmosphere, and learning will be able to run satisfying all parties. The role of the teacher must be able to be fulfilled energetically to the life of learning.

RESEARCH METHODS

This research is descriptive qualitative research. "Descriptive meaning refers to verbs that describe the nature of an activity; in this case, the activity in the quality of learning. Descriptive research explains the existence of research activities that are descriptive of an object, which is usually the implementation of a procedure. So what is meant by descriptive research is research that aims to gather information about what happened, which is a real condition regarding the implementation of activities that require description. Descriptive research is using to obtain a picture of an ongoing situation. This method has done by taking the steps of data collection, classification, data analysis, and making conclusions with the primary objective to make a description of a situation in a real and objective manner.

The place of research under the title of learning quality is carrying out in the Master of Management / Administration Education Study Program FKIP Bengkulu University Jl. W.R. Supratman Bengkulu City Limun Cage. Interviews and classroom observations have conducted in the lecture room after the lecture is finished or before the lecture, and the interviewees are current semester students. Observations have made when lecturers give

lectures by asking permission in advance. The time for conducting the research is six months, from June, July, August, September to November 2019.

Research subjects are objects, things, or places of data for the research variables attached and in question. Research subjects are not always people but can be objects, activities, places. The subjects of the study were the dean, head of the study program, study program secretary, administrative staff, librarian in the education/management study program at FKIP Bengkulu university. Subjects in this study: Dean, Assistant Dean, Head of Study Program, Study Program Secretary, Lecturer of Study Program. Obtain the data needed in this study, and the data collection technique refers to Patton (1990: 10), which states that qualitative methods contain three types of data collection techniques, namely closed or open interviews, direct observation, and observing documents.

RESULTS

the results of the study describe that "In the learning process not yet fully fostering a sense of joy, warmth, and mutual trust between students, lecturers, and program managers, there is still the dominance of lecturers by assigning both individual and group assignments that have an impact focusing on task completion. Students and lecturers have not been triggered to improve themselves continuously, and get closer to learning in Revolution Era 4.0. Students have not motivated to do their best, so they can display optimal results; the orientation lies in completing assignments and exam results. The lecturer has not modeled the learning

behavior consistently as it should be what the lecturer should be a model or example for students and all those who consider him to be a lecturer. The lecturer models learning behavior based on the scenarios he has made and is not yet flexible for consistently enjoyable learning. Lecturers have not acted as facilitators in learning to provide services to students in learning activities. As a facilitator, the lecturer should be able to fulfill the learning principles developed in partnership education. The learning experience experienced by new students is knowledge, or new knowledge in part is a useful experience, which is not easily forgetting, has not made students have the desire to learn and are challenged to explore their environment. The learning experience experienced by students has not been fully able to foster instructional and accompaniment impacts.

CONCLUSION AND SUGGESTION

Suggestions are as follows: (a) Learning conducted at the Education Management study program hopes to foster a sense of joy, warmth, and mutual trust between students, lecturers, and program managers for this reason there needs to be discussion or interest for this assistance and the learning patterns of lecturers in accordance with the latest developments in science and technology, (b) Understanding of learning as changes in knowledge, attitudes, and skills needs to be agreed upon and the application of world agreements on lifelong learning must be done so that students and instructors are triggered to assist with learning, (c)

Students must understand and utilize maximum abilities, are encouraged, and are able to optimize results, (d) Must be necessary to support lecturers to model learning methods that really make habits and transmit them to students, (e) Lecturers and students must be actively involved, both mentally or intellectually or emotional, in learning, (f) The role of the lecturer must understand why the facilitator is a role that will help humans to be creative and successful in learning, (g) experienced by students and is a useful experience, which is not easily forgotten, which makes students have a desire to learn and are challenged to facilitate their environment, (h) Experience learning carried out in class by lecturers and students the positive accompaniment impact.

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