

IMPROVING LEARNING ADMINISTRATION QUALITY OF MANAGEMENT MR AND HEALTH INFORMATION THROUGH PORTOFOLIO

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ABSTRACT

THIS ARTICLE AVAILABLE IN:

<https://jurnal.stikesbaptis.ac.id/index.php/JEMARI>

DOI: -

CITATION:

Febrijanto, F. (2024). Improving Learning Administration Quality of Management MR and Health Information through Portfolio. JEMARI: Journal of Health and Medical Record Indonesia, Vol. 1, No.1, pp.34-41.

ARTICLE HISTORY

Received:

[Aug 07, 2024](#)

Revised:

[Aug 27, 2024](#)

Accepted:

[Aug 28, 2024](#)

This research was carried out because learning administration (syllabus and lesson plans) in laboratory practice for students of D-IV MIK Study Program through portfolio was not optimal. Therefore, the aim of this study is to improve learning administration quality. The research subjects were 14 students who took laboratory practice. The data were collected using a document study method based on learning administration (syllabus and lesson plans) which were compiled by the research subjects. To measure learning administration quality (syllabus, lesson plans) which were compiled, statistical analysis was used. Based on the results obtained, in this study the preparation of portfolios can improve learning administration quality for students who were carrying out laboratory experience practices. This was evidenced by the results of the evaluation of cycle I and cycle II. In the first cycle, which was classified as high quality was only 62.5%; while in the second cycle which was classified as high quality by 87.5%. Thus, there appears to be an increase of 25%.

Keywords: Learning Administration Quality, Portfolio.

INTRODUCTION

Teachers are the most strategic component in the process education. As time progresses, teachers are required to do more professional and competent in carrying out their duties and obligations. One of the duties and obligations of a teacher is improve performance in the learning process, thereby creating a learning atmosphere that is effective, active, innovative, participatory, fun and achieves optimal learning goals. **Marno and Idris (2008)**, say that: Teachers who have professional competence imply that Lecturer has authority related to teaching duties which include: (a) mastery of the field of study being taught, (b) understanding students' personal conditions, (c) understanding the principles and teaching techniques, (d) mastering branches of knowledge relevant to their field of study, and (e) respecting their profession.

Darmodiharjo (in Marno and Idris, 2008), argues that the lecturer's duties as an explanation of the mission and functions carried out are at least three: educating, teaching and training. The task of education places greater emphasis on the formation of soul, character and personality based on values. Teaching assignments place greater emphasis on developing reasoning abilities, and training assignments emphasize developing the ability to apply technology by practicing various skills. According to **Republic of Indonesia Law No.14 of 2005 concerning Teachers and Lecturers (2006)**, it is explained that teachers have the main task, namely educating, teaching, guiding, directing, training, assessing and evaluating students in early childhood education through formal education, primary education and secondary education. From the opinion above, it can be concluded that a teacher must have a high professionalism attitude and take a social approach towards his students, thereby creating students who are with a Pancasila spirit, which has the main task, namely, to educate, teaching, guiding, training, directing, assessing and evaluating students.

But in general, teachers are often considered to be the people most responsible for the quality of education, especially the success or graduation of their students. This assumption is not entirely correct, considering that there are still many components of education that greatly influence the quality of education. And teachers often become easy targets for those who are dissatisfied, even though the teacher's functions and duties have been carried out as well as possible.

That is the fact, but teachers still try to implement different learning styles based on their talents and abilities which are adapted to their respective fields or subjects. A teacher's enthusiasm never wanes as a patriot, a national hero to carry out the vision and mission of education. The vision and mission of each school is different according to the targets and goals to be achieved by the school.

To achieve the vision and mission of each school, teachers are required to always improve their quality through the quality of learning management. This can be reflected by the teacher concerned starting from the quality of learning administration which he compiled. Learning administration that directly reflects the quality of teachers in carrying out their professional duties as a teacher is the syllabus, lesson plans and minimum completeness criteria that they prepare. It is these three learning administrations that need to be emphasized in this case.

However, it turns out that there are still practical students who simply understand based on a syllabus and lesson plans, is just administrative equipment without paying attention to its quality, even though in the future they will apply in real work. The obstacle faced by practical students in preparing the administration is that students' knowledge/insight is still limited. On this basis, guidance is provided to students who take laboratory practice in improving the quality of their learning administration, which

consists of the syllabus and lesson plans. The effort made to achieve this is by implementing a portfolio. This alternative was chosen based on the following considerations.

- 1) To encourage and build students' confidence in their obligations as administrators who must complete their tasks, such as learning administration (syllabus, lesson plans), so that prospective students do not consider these obligations as a heavy burden that must be carried.
- 2) Develop a sense of responsibility, discipline and learn to correct the results of their own work, so that students know their own weaknesses or deficiencies during the preparation of the learning administration that they have gone through.
- 3) The application of portfolio preparation in coaching activities allows for social interaction between students and tutors in the coaching process, both at campus and outside campus, including at home.
- 4) The application of portfolios in coaching makes the coaching process more varied and less boring. Conditions like this will increase student's motivation to improve the quality of the learning administration they prepare. Growing student's motivation will influence optimal processes and results.

There are indeed many learning administrations that teachers need to prepare. However, what is discussed in this research are only 2 learning administrations that directly influence learning activities, namely the syllabus and lesson plans. Syllabus development according to **Majid (2009)** includes the following steps:

- Fill in the identity column
- Review and analyze competency standards
- Review and determine basic competencies
- Identify standard materials
- Develop experience (process standards)
- Formulate indicators of competency achievement
- Determine the type of assessment
- Time allocation
- Determine learning resources

Before carrying out the learning process, first make sure a learning implementation plan. The learning implementation plan which will lead to the implementation of learning includes three activities, namely identifying needs, formulating basic competencies, and preparing learning programs (**Mulyasa, 2007**). **Fajar (2009)** defines a "portfolio as a collection of valuable papers from a particular job". According to **Paulson (in Rasyid and Mansur, 2008)**, defines "portfolio as a collection of student work that shows their efforts, development and skills in one or more fields". The collection should include student participation in content selection, selection criteria, assessment criteria and evidence of self-reflection. Meanwhile, **Sumiati and Asra (2008)** argue that "portfolio means a collection of work or assignments carried out by students". **Rustaman (in Fajar, 2009)**, defines that: Portfolio is a planned (aimed) collection of students' efforts, progress or achievements in a certain area. A portfolio can also be interpreted as a special collection of students' work that is experiencing development, which allows students and educators to determine the progress that students have achieved. In this case, a portfolio is a collection of field practicum student work in the form of a syllabus and lesson plans.

RESEARCH METHOD

This action research was carried out on students of D-IV MIK study program who took laboratory practical experience in campus. The subjects in this research were laboratory practice students, totaling 14 people. The data collection method used document study based on learning administration (syllabus and lesson plans) prepared by research subjects. To measure the quality of learning administration (syllabus and lesson plans) that are prepared, statistical analysis is used. In this case, Dantes (in Dwija, 2006), put forward the following conversion guidelines.

$M_i + 1 S_{di}$ ----- $M_i + 3 S_{di}$ = high
 $M_i - 1 S_{di}$ ----- $< M_i + 1 S_{di}$ = moderate
 $M_i - 3 S_{di}$ ----- $< M_i - 1 S_{di}$ = low

Note:

M_i is ideal Mean = $\frac{1}{2} X$ (ideal maximum score + ideal minimum score).

S_{di} is ideal Deviation Standard = $\frac{1}{6} X$ (ideal maximum score – ideal minimum score).

Based on this formula, the following calculations are obtained:

- ideal maximum score = 17
- ideal minimum score = 0
- $M_i = \frac{1}{2} \times (17 + 0) = 8,5$
- $S_{di} = \frac{1}{6} \times (17 - 0) = 2,83$
- $11,33$ ----- 17 = high quality
- $5,67$ ----- $< 11,33$ = moderate quality
- 0 ----- $< 5,67$ = low quality

This research is said to be successful if a minimum of 75% of teachers demonstrate high quality learning administration.

RESEARCH RESULT

Based on the evaluation results through document study activities regarding learning administration (syllabus, lesson plans) prepared by laboratory practice students in cycle I, the following results were obtained.

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Table 1. Learning Administration Quality (Cycle I)

Indicator	Research Subjects Number														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
a	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
c	1	0	1	1	1	1	1	1	0	1	1	1	1	1	
S	d	0	1	0	0	0	1	0	1	1	0	0	0	1	0
I	e	1	0	1	1	1	1	1	0	0	1	1	1	1	
L	f	1	0	1	0	1	1	1	1	0	1	0	1	1	
L	g	0	0	0	0	1	1	1	0	0	0	0	1	1	
A	h	1	1	0	0	0	0	0	1	1	0	0	0	0	
B	i	1	1	1	1	1	0	1	1	1	1	1	1	0	1
U	a	1	1	1	1	1	1	1	1	1	1	1	1	1	
S	b	1	1	0	1	1	1	1	1	1	0	1	1	1	
R	c	1	1	1	1	1	1	1	1	1	1	1	1	1	
P	d	0	0	0	0	1	0	1	0	0	0	0	1	0	
P	e	0	1	0	0	0	1	0	1	1	0	0	0	1	
	f	1	1	1	1	1	1	1	1	1	1	1	1	1	
	g	0	1	1	0	0	1	1	0	1	1	0	0	1	
	h	1	0	1	1	1	1	1	1	0	1	1	1	1	
Total		12	11	11	10	13	14	14	13	11	11	10	13	14	
%		0,59%	4,71%	4,71%	3,82%	6,47%	2,35%	2,35%	6,47%	4,71%	4,71%	3,82%	6,47%	2,35%	
Result		High	lode ate	lode ate	lode ate	ligh	ligh	ligh	ligh	lode ate	lode ate	lode ate	ligh	ligh	

Table 2. Conversion of Learning Administration Quality Results (Cycle I)

Category of Quality	Average Score	Frequency	Category of Percentage
High	12-14	8 students	62,5%
Moderate	10-11	6 students	37,5%
Total		14 students	100%

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Based on the results presented above, the implementation of cycle I has not been successful because the success target of at least 75% of teachers has not been achieved showing that learning administration quality was in the high category. In this table, it was known that the percentage of laboratory practical students who showed learning administration quality in the high category was only 62.5%. Therefore, this action needs to be improved in cycle II so that the results were optimal. The results of the evaluation through document study activities regarding learning administration (syllabus, lesson plans) prepared by laboratory practical students in cycle II, obtained the following results.

Table 3. Learning Administration Quality (Cycle II)

Indicator	Research Subjects Number														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
a	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
b	1	1	1	1	1	1	1	1	1	1	1	1	1	1	
c	1	0	1	1	1	1	1	1	0	1	1	1	1	1	
S	d	1	1	0	1	0	1	0	1	1	0	0	0	1	0
I	e	1	0	1	1	1	1	1	0	0	1	1	1	1	1
L	f	1	0	1	1	1	1	1	1	0	1	1	1	1	1
L	g	1	0	0	1	1	1	1	0	0	0	1	1	1	1
A	h	0	1	0	0	0	0	0	1	1	0	0	0	0	0
B	i	0	1	1	0	1	0	1	1	1	1	1	1	0	1
U	a	1	1	1	1	1	1	1	1	1	1	1	1	1	1
S	b	1	1	0	1	1	1	1	1	1	0	1	1	1	1
R	c	1	0	1	1	1	1	1	1	1	1	1	1	1	1
P	d	0	1	0	0	1	0	1	0	0	1	1	1	0	1
P	e	1	1	0	1	0	1	1	1	1	0	1	0	1	0
	f	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	g	1	1	1	1	0	1	1	0	1	1	1	0	1	1
	h	1	1	1	1	1	1	1	1	0	1	1	1	1	1
Total		14	12	11	14	14	14	15	13	11	12	15	13	14	14
%		2,35%	0,59	4,71	2,35	2,35	2,35	3,24	6,47	0,59	4,71	3,24	6,47	2,35	2,35
			%	%	%	%	%	%	%	%	%	%	%	%	%
Result		High	ligh	lode	ligh	ligh	ligh	ligh	ligh	ligh	lode	ligh	ligh	ligh	ligh
				ate							ate				

Table 4. Conversion of Learning Administration Quality Results (Cycle II)

Category of Quality	Average Score	Frequency	Category of Percentage
High	12-15	12 students	87,5%
Moderate	11	2 students	12,5%
Total		14 students	100%

Based on the results presented above, the results of cycle II were higher than cycle I. The percentage of practical students who showed learning administration quality in the high category was 87.5%. This figure clearly showed that the target of success in this research has been achieved. This was inseparable from the various efforts made. One of them is correcting in detail the administration made by the practical students to be further revised by the practical students under the guidance of the tutor according to suggestions for improvement. These documents are then collected and used as guidelines by student practitioners and tutors in preparing the next learning administration so that the same mistakes are not repeated a second time.

The results of this research show that there has been an increase in the quality of learning administration prepared by student practitioners from cycle I to cycle II. In cycle I, only 62.5% were classified as high quality; while in cycle II, which was classified as high quality, it was 87.5%. Based on this, it can be said that the application of portfolios can improve the quality of learning administration for field practicum students in 2020. This increase occurred due to various efforts made by supervisors and working together with the school in monitoring teacher performance to improve the quality of the learning administration they make. Apart from that, the application of portfolios also provides significant benefits for practical students in improving the quality of learning administration that they prepare under the guidance of tutors.

Rustaman (in Fajar, 2009), defines that: portfolio as a collection of efforts, progress or achievements that are planned (aimed) in a certain area. A portfolio can also be interpreted as a special collection of someone's work that is experiencing development which allows that person to determine the progress that has been achieved by students. From this opinion, it can be understood that the collection of previous work results can be used as material for reflection or self-assessment in improving the quality of subsequent work results. This is what also stands out from the coaching activities carried out. All learning administration documents that have been corrected by the supervisor are collected by practical students as a basis for carrying out revision activities and as a basis for preparing the next learning administration. This is considered effective because the supervisor in question no longer needs to repeatedly correct the same mistakes. Practicing students can assess their own results by comparing the results of previous work which have been corrected and provided with suggestions for improvement by their supervisor or tutor.

Based on the implementation of this coaching, the quality of learning administration prepared by student practitioners can be improved. Therefore, it is recommended that the preparation of portfolios in this coaching activity be used by teachers to control the development of teacher performance which can be seen through the development of the quality of the learning administration they prepare.

CONCLUSION

Based on the description of the results and discussion in chapter IV, in this research it can be concluded that; Preparing a portfolio in coaching activities can improve the quality of learning administration for students of the Hindu Religious Education study program who practice PPL in schools. This is proven by the results of the evaluation of cycle I and cycle II. In cycle I, only 62.5% were classified as high quality; while in cycle II, which was classified as high quality, it was 87.5%. Thus, there appears to be an increase of 25%.

RECOMMENDATIONS

Seeing the satisfactory research results. Through this research, it is recommended that prospective teachers and Hindu Religious Education teachers continue to improve their performance through self-reflection with the help of this portfolio to create professional teaching staff in their field. School principals are expected to continue to monitor the administration of learning prepared by teachers or student practitioners so that the quality can be accounted for as a professional. PPL supervisors should apply this portfolio preparation on an ongoing basis because apart from being useful for prospective teachers, it is also useful for supervisors in preparing reports on the results of field practicums.

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