



Learning management at KGPM Kawangkoan Christian Theological High School, Minahasa Regency, North Sulawesi Province

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Abstract

The purpose of this study is to analyze and describe the planning, organization, implementation, supervision and evaluation of learning at the KGPM Kawangkoan Christian Theological High School. The research method used in this study is a qualitative descriptive approach. Data collection techniques are carried out by observation, interviews and documentation. The data analysis technique used is the Miles and Huberman interactive analysis model, namely data reduction, presentation and drawing conclusions or verification. The results of the study are: (1) Learning planning at SMTK KGPM Kawangkoan begins with the preparation of teaching materials that determine basic competencies, formulation of learning objectives, learning methods and media tools used, (2) Organization of learning begins from planning to evaluation, (3) implementation of learning begins from initial activities, namely greetings, checking student attendance, implementation of learning to closing activities, (4) supervision carried out periodically and continuously by superiors, (5) Evaluation of learning carried out at each learning meeting, mid-semester and end of semester. The learning management carried out at SMTK KGPM Kawangkoan is still based on what is determined in accordance with national standards which have not been integrated with theology-based learning management.

Keywords: Learning management, planning, organizing

Introduction

Learning management is very important in an effective education system. Good learning management is learning management that includes careful planning, efficient organization of resources, systematic implementation, and comprehensive evaluation. Effective learning management includes four important domains, namely planning and preparation, classroom environment, instruction and professional responsibility. In other words, learning management is an activity carried out systematically by a group of people in this case teachers so that learning activities can take place well in all conditions, and greatly affects all aspects of learning in an educational unit that begins with planning, organizing, implementing to supervision and evaluation.

Good learning management, then learning objectives can be formulated clearly, teaching materials are arranged systematically, relevant learning methods can be applied, and learning evaluations can be carried out measurably. In addition, effective learning management also allows educators to understand the learning needs of students individually, so that they can provide appropriate support and guidance. Thus, good learning management not only improves the quality of the teaching and learning process, but also contributes significantly to the achievement of optimal learning outcomes for each student.

Learning management in SMTK is a basic need to ensure a holistic and transformative educational process that is expected to bring about major changes for every student or young generation. Learning management in SMTK is a systematic and planned effort in organizing all components of education to create a learning process that balances intellectual, spiritual, and character development based on Christian values. Learning management in SMTK is also said to be a series of activities designed to facilitate the

teaching and learning process that not only develops students' cognitive abilities, but also forms character and spirituality in accordance with the calling of church service. Learning management implemented in SMTK does not always run optimally or does not match expectations. Some of the challenges faced include the difficulty in integrating the main principles of theological schools, namely theology-based learning into all subjects where the limitations of teacher competence in understanding and applying theological perspectives in learning and the lack of a learning management model that is specifically designed for the SMTK context.

On the other hand, the public's expectations of SMTK graduates are quite high. SMTK graduates are expected to not only have good academic competence, but also have a strong Christian character, deep theological understanding, and the ability to implement Christian values in everyday life. This expectation certainly requires a learning management system that is planned, structured, and based on solid theological principles.

Research on learning management in SMTK is very significant in order to develop a responsive, innovative, and quality theological education model. The existence of SMTK has a variety of specific characteristics according to the background of its denomination and region. One of them is the Christian Theological High School (SMTK) KGPM Kawangkoan, which is an integral part of the church's theological education structure that has its own uniqueness in the learning management system.

SMTK KGPM Kawangkoan was institutionally built with a noble vision to educate prospective church servants, but the reality of learning management is still far from ideal expectations. The ongoing teaching and learning process reflects more on general education patterns than theological institutions, with minimal efforts to integrate theological

values in every stage, both in planning, organizing, implementing, and supervising and evaluating learning. Theology subjects are often taught as separate academic materials, without contextualization with the dynamics of church service, thus losing the transformation of theological education. The inconsistency in learning management can be seen from several things, including the low ability of educators to connect theological material with the practical context of service. Teachers tend to use conventional methods such as lectures and memorization, which do not encourage students to reflect, and the absence of spiritual development and theological analysis skills in learning. The curriculum used seems to emphasize cognitive aspects alone, ignoring the affective and psychomotor dimensions which should be important factors in forming the character of church service.

The implications of this holistic non-integrated learning management produce potential graduates, experiencing a gap between theological knowledge and general knowledge. Students often lose the connection between the theological concepts they learn and the complex reality of church service, so they have difficulty when they have to transform conceptual understanding into a dynamic and contextual service context. This condition can in turn reduce the effectiveness and relevance of theological education organized by SMTK KGPM Kawangkoan. If this continues or continues, it is not impossible that education at SMTK KGPM Kawangkoan will continue to decline. Based on this urgency, an in-depth study is needed regarding the management of learning at SMTK KGPM Kawangkoan starting from planning, organizing, implementing, supervising and evaluating learning.

Method

Research on "Learning Management at SMTK KGPM Kawangkoan, Minahasa Regency, North Sulawesi Province" uses qualitative research with a descriptive approach. According to Mudjia Rahardjo (2010)^[39], Qualitative research is research that produces analysis procedures that do not use statistical analysis procedures or other quantification methods. Meanwhile, according to Sugiyono (2019), explains that qualitative research is a research method used to research in natural conditions (natural settings), where researchers are key instruments, data collection techniques are carried out by triangulation (combination), data analysis is inductive / qualitative, and qualitative research results emphasize meaning rather than generalization. Qualitative research is based on efforts to build the views of those who are studied in detail, formed with words, holistic and complex images.

The data in this study were obtained from 2 sources which were grouped into two, namely primary data sources and secondary data sources. Moleong (2017)^[29], stated that qualitative research data is in the form of expressions from informants, events or incidents related to the implementation of the school education quality assurance system. The data collection method used is triangulation, which combines three techniques at once, namely observation, in-depth interviews and documentation studies. In this study, researchers used data analysis techniques with an interactive model from Miles and Huberman (2007)^[28], which consists of several analysis components, namely: data reduction, data presentation, drawing conclusions. Testing the validity of the data in this study, researchers took the

theory used in qualitative research. In Sugiono (2019), the criteria for data validity include: Degree of Trust (Credibility), Transferability (Transferability), Dependability (Dependability) Certainty (Confirmability).

Results and Discussion

A. Results

1. Learning Planning

From the results of interviews with 6 teachers consisting of the principal and teachers who are also informants in this study, it was stated that learning planning at SMTK KGPM Kawangkoan was carried out together through deliberations held in meetings such as principal and teacher meetings at the beginning of the semester.

In learning planning at SMTK KGPM Kawangkoan, the first thing to do is to determine the curriculum and learning syllabus as the main reference material in learning, formulate specific learning objectives to be achieved, and determine the learning material that is in accordance with the objectives. Furthermore, determine the teaching method which is the material for developing the learning material so that it can be accepted by students. Then determine the teaching aids that can be used to facilitate the acceptance of learning materials by students, and can make learning run interestingly and effectively. The last step is to determine the evaluation tool that can measure whether or not the objectives have been achieved, the results of which can be used as feedback for teachers in improving the quality of their teaching and the quality of student learning.

In other words, things included in learning planning include:

1) Formulate learning objectives to be achieved, 2) determine subject matter that is in accordance with the objectives, 3) determine teaching methods, 4) determine teaching aids, 5) determine evaluation tools that can measure whether or not learning objectives have been achieved. Based on the results of the interview above, it can be stated that learning planning has been carried out. This is supported by observations and in-depth interviews conducted by researchers, it can be explained that learning planning at SMTK KGPM Kawangkoan has taken place in accordance with the stages of general learning management. Where each teacher in the learning planning process prepares subject matter that is in accordance with learning objectives based on the national curriculum which is combined with the determination of teaching methods, learning aids.

2. Organizing Learning

Organizing is done to control all the resources needed, starting from the human element so that the activities that have been set can be carried out in accordance with the objectives to be achieved. Organizing is a management function and a strategic step in implementing an organizational plan. In organizing learning, teachers must plan the learning process so that they can motivate students in learning so that the learning objectives can be achieved. In organizing learning activities at SMTK KGPM Kawangkoan, teachers pay attention to several important elements of the learning environment, the learning process to the final learning activities. In this case, the learning environment is considered so that it can provide comfort in the learning process. Preparation before entering the classroom, the teacher prepares a number of learning planning documents including learning resources, learning

guides which include: syllabus, lesson plans, competency standards. In preparing learning activities, the teacher begins by implementing the following steps: 1) determining the learning unit, 2) formulating learning objectives, 3) compiling assessments, 4) choosing learning methods, 5) choosing teaching media. At the learning stage in the classroom, the teacher carries out learning activities based on the devices that have been prepared in the RPP, using learning methods that have been adjusted. Furthermore, at the post-learning stage, the teacher does several things such as: 1) assessing the results of student work, 2) making plans for the next meeting, 3) evaluating the previous learning process and implementing improvements.

3. Implementation of Learning

The implementation of learning at SMTK KGPM Kawangkoan includes several activities as stated in the teaching module / RPP, namely the introduction / opening, core activities, and closing activities and reflection. In the opening activity, it begins with greetings in the form of greetings, checking student attendance, providing motivation and apperception, and giving trigger questions. In the core activity, it is explaining the material or presenting material according to the topic which uses teaching methods and teaching media that are adjusted to the material. In the closing activity, feedback is provided and a joint reflection is carried out for the learning activities carried out, then closed with a prayer.

4. Learning Supervision

From the results of interviews with 6 teachers, it was stated that supervision had been carried out based on the supervision guidelines that had been outlined by the school and developed by each teacher. In carrying out the supervisory function, teachers carry out tasks according to their respective authorities. As homeroom teachers, teachers are tasked with supervising all students in one class for each teaching and learning process, including monitoring learning progress for each subject. As a subject teacher, the teacher carries out supervisory duties for the teaching and learning process and monitors the progress of student learning in the subjects they are good at.

Based on interviews, the learning supervision system carried out at SMTK KGPM Kawangkoan involves various elements of supervision, starting from direct observation by the principal or education supervisor, peer monitoring by fellow teachers. Supervision is focused on several things such as the suitability of the material to the curriculum, the application of learning methods, management of learning in the classroom and class management and the achievement of learning objectives.

5. Learning Evaluation

From interviews with 6 subject teachers, it was stated that learning evaluation at SMTK KGPM Kawangkoan is held every day in several forms such as observation, performance, mid-semester assessments and semester exams. Formative tests are carried out periodically to evaluate student learning progress on each lesson topic or more specifically to find out whether or not the learning objectives that have been formulated at the beginning of learning have been achieved. Meanwhile, monthly/semester summative tests are carried out to assess student learning progress in each month or each topic in the teaching

materials of a particular subject. Learning evaluation is seen from student development in cognitive to psychomotor. Learning evaluations are delivered to parents or guardians of students in mid-semester progress reports and semester exams.

B. Discussion

1. Learning planning at SMTK KGPM Kawangkoan

Learning planning is an important and fundamental aspect in every learning. According to Dick & Carey (2015) ^[11], Learning planning is a systematic approach to developing instruction that includes analysis, design, development, implementation, and evaluation. Meanwhile, Abdul Majid (2014) ^[23], defines Learning planning as the process of compiling lesson materials, using learning media, using learning approaches and methods, and assessments in a time allocation that will be carried out at a certain time to achieve predetermined goals. George R. Terry (2010), said that planning is determining the work that must be carried out by the group to achieve the goals outlined.

Faizah and Triana Rosalina Noo (2024) ^[16], said that learning planning has an important role as a guide for students' learning experiences according to the stages that have been set. Based on the opinions of several experts, it can be concluded that learning planning is an activity carried out by a group of related people who carry out a systematic activity from the beginning of planning to the evaluation stage to achieve a goal.

The quality of learning implementation cannot be separated from the influence of learning planning. Therefore, every teacher must be able to plan a learning program before implementing the learning process. Every educational institution, both formal and informal, has its own way of preparing learning plans. SMTK KGPM Kawangkoan also carries out learning planning before learning activities begin. As stated by informants based on interviews conducted by researchers during the research, the principal and teachers carry out learning planning at the beginning of the semester which is carried out through deliberation. In other words, learning planning at SMTK KGPM Kawangkoan is carried out with preparation involving all elements in the education unit.

Based on research findings from interviews and observations at SMTK KGPM Kawangkoan, learning planning begins with reference to the preparation of documents such as curriculum, syllabus prota, prosem, RPP/teaching modules which contain competency standards, basic competencies, indicators and learning objectives up to evaluation. Where every teacher at SMTK KGPM Kawangkoan carries out learning planning before learning is carried out and each device has been integrated with steps based on learning stages in accordance with the national curriculum or general curriculum. Learning management planning at SMTK KGPM Kawangkoan depends on the national curriculum. Therefore, the national curriculum is an important part of integrated learning management planning at SMTK KGPM Kawangkoan.

The National Curriculum used in SMTK KGPM Kawangkoan is something that needs special attention. In learning planning at SMTK KGPM Kawangkoan, the school uses a national standard curriculum or the same curriculum as schools of the same level in general. In other words, learning planning at SMTK KGPM Kawangkoan is no different from learning planning in public schools or schools

in general, even though SMTK KGPM Kawangkoan is a school with a theological background that has special features or uniqueness compared to public schools. SMTK KGPM Kawangkoan has special features such as in terms of spiritual intelligence where students through a holistic approach whose learning is centered on understanding the Bible as the basis for developing faith and character. The uniqueness or specialness of SMTK KGPM Kawangkoan also lies in its comprehensive integration, where Christian values are not only taught in religious lessons but are integrated into all aspects of life. A learning environment that supports the growth of faith, reinforced by regular worship practices, Bible study, and service activities forms an ideal ecosystem for spiritual development. This school also has an important role in shaping the character of students to be in accordance with Christian values. In addition to theological knowledge, this school is also a place for the development of spiritual, intellectual, social and emotional aspects of students in a balanced manner.

With the various uniqueness and specialties at SMTK KGPM Kawangkoan, the learning planning at the Christian Theological High School (SMTK) KGPM Kawangkoan must be built on a foundation of true and biblical theology. The learning curriculum must be designed by placing the Bible as the highest authority and primary source in the development of materials and pedagogical approaches. Each learning plan not only emphasizes intellectual knowledge of theology, but also the formation of Christian character and the development of deep spirituality in accordance with biblical principles.

The curriculum structure in SMTK KGPM Kawangkoan must be based on true theology that includes holistic integration between core theological subjects and general subjects. The learning method at SMTK KGPM Kawangkoan must be designed to balance intellectual development with spiritual formation. A dialogic approach that allows students to ask questions and engage in in-depth theological discussions should be prioritized, rather than a one-way transfer of knowledge. Contextual learning that connects theological concepts to real-life situations helps students see the relevance of theology in everyday life. Teachers at SMTK KGPM Kawangkoan must also act not only as instructors but also as spiritual mentors who help students grow in faith through biblical role models and personal guidance.

The learning planning of SMTK KGPM Kawangkoan should also include practical and service aspects as integral components. Students not only learn theological theory but are also given the opportunity to practice their faith through various forms of church and community service. Programs such as preaching practice, evangelism, social service, and involvement in local church services are an important part of the curriculum. The development of spiritual disciplines such as prayer, Bible meditation, and personal worship are also integrated into the academic schedule to ensure balanced spiritual growth with academic progress. The professional development of SMTK KGPM Kawangkoan teachers is a crucial aspect in learning planning.

Teachers at SMTK KGPM Kawangkoan, both those who teach theology and general subjects, need to receive ongoing theological training to ensure a solid theological understanding and the ability to integrate a Christian perspective into their teaching. In addition, the development of teachers' spirituality and character must also be a priority,

because teachers act as role models of faith for students. Collaboration between teachers in planning theologically integrated learning also needs to be facilitated through regular meetings for discussion and joint reflection on how each subject can contribute to the vision of SMTK KGPM Kawangkoan education based on true theology. With proper and appropriate planning, it will affect the learning management process, which can also influence or have an impact on the character values of students.

2. Organization of Learning at SMTK KGPM Kawangkoan

Organization is the second step in learning management after learning planning. Thorough planning will not succeed without someone to run or move it. Good organization will produce a good organization, starting from the work system, resource structure and various other aspects. Siagian (2012), defines organizing as the entire process of grouping people, tools, tasks, and authority and responsibility in such a way as to create an organization that can be moved as a unit in order to achieve predetermined goals. Meanwhile, Terry GR (2010), said that: organizing is the act of establishing effective behavioral relationships between people, so that they can work together efficiently, and gain personal satisfaction in carrying out certain tasks, in certain environmental conditions in order to achieve certain goals or targets. In other words, organizing is an activity carried out by a group of people by sequencing a system to make it more effective.

Organizing learning is the process of dividing learning components so that they can be done well. Oemar Hamalik (2014) ^[19], defines organizing learning as a teacher's job to organize and connect learning resources so that learning objectives can be realized in the most effective and efficient way. Meanwhile, Majid (2014) ^[23], said that organizing learning is a job done by a teacher in organizing, sequencing, and connecting various components involved in the learning system to achieve predetermined goals effectively. This is emphasized by Rusman (2012) ^[43], organizing learning is the entire process of grouping all tasks, responsibilities, authorities, and components in the learning process so that a good working system is created in order to achieve predetermined learning objectives. In other words, organizing learning is the process of sequencing components in the learning process so that a good system is implemented by a group of people in achieving the expected goals and results.

To organize a learning activity, a learning organization strategy is needed to create a sequence of related concepts. In addition, the organization of learning by teachers is intended to group the activities of human resources and other resources owned by the school so that the implementation of a plan can be achieved effectively and efficiently. Organizing in learning is the work done by teachers in organizing and using learning resources with the aim of achieving learning goals in an effective and efficient manner.

The organization of learning carried out at SMTK KGPM Kawangkoan includes learning planning starting from the preparation of learning components such as curriculum, syllabus, prota and prosem, division of time allocation and lesson schedules based on the provisions of the national curriculum. And then there is the activity of organizing learning materials. The organization of this material aims to determine the main points of the material that will be taught

to students. Each main point of material is adjusted to the learning objectives summarized in the preparation of the implementation plan (RPP). Before carrying out learning, teachers must make their own RPP that will be used. RPP functions as a scenario for the learning process to make it easier and create learning activities that are more directed at learning objectives.

Next, determine the learning method. Choosing the right method will certainly make it easier to achieve learning objectives. In choosing a teaching method, SMTK KGPM Kawangkoan teachers consider several factors as considerations such as student conditions, situations, facilities and teacher abilities. The selection of learning media/resources is a means to help students' learning process. Adequate learning facilities and resources will create a conducive learning environment to support the effectiveness of student learning. The selection of learning media/resources is part of organizing learning at SMTK KGPM Kawangkoan. Furthermore, at the learning stage carried out in class by integrating all components related to learning, learning becomes more effective. Through the stages of organizing learning that have been explained starting from the planning stage to the completion of the learning process, it shows that the organization of learning at SMTK KGPM can run well. The stages of organizing learning carried out at SMTK KGPM Kawangkoan have been running well, but considering that SMTK KGPM Kawangkoan is a theology-based school, it is necessary to consider a more appropriate organizational system at SMTK KGPM Kawangkoan.

Organizing learning management at SMTK KGPM Kawangkoan that is integrated with theology requires a holistic and integrated approach. Learning planning must include integration between the theological curriculum and general subjects, ensuring that each subject reflects Christian values. Student management must encourage the formation of Christian character through extracurricular activities, spiritual services and mentoring and time management must consider time for worship, retreats and other spiritual activities. Proper organization will result in effective and efficient learning and produce SMTK KGPM Kawangkoan graduates who are academically competent and have strong theological integrity.

3. Implementation of Learning at SMTK KGPM Kawangkoan

Learning is an activity that can change other individuals from ignorance to knowledge through various techniques, methods and approaches that are adjusted to the intended purpose. Implementation of learning is the process of implementing a learning plan that has been prepared based on previous steps or sequences by a teacher. Sudjana (2010), said that Implementation of learning is a process that is arranged in such a way according to certain steps so that the implementation achieves the expected results. Meanwhile, Majid (2014)^[23], said that implementation of learning is the implementation of the learning implementation plan, including preliminary activities, core activities and closing activities. Lefrancois R. (2000)^[22], Implementation of learning is the implementation of strategies that have been designed to achieve learning objectives. Rogredeon T. S. Piri (2024), said that Implementation of learning is the implementation of what is planned in the planning function by utilizing the preparations that have been made by organizing. Based on the opinions of these experts, it can be concluded that the implementation of learning is an important part which is the implementation of things that have been prepared or arranged previously which includes several stages, namely from the preparation stage, the core

to the closing stage. The implementation of learning at SMTK KGPM Kawangkoan has generally been carried out well, this is proven by the implementation of the learning process by following the national standard curriculum set by the government which includes preparation activities, core activities to closing activities including determining the learning methods and media, which have gone through a planning process in advance.

The implementation of learning at SMTK KGPM Kawangkoan has started with preparation activities, core activities, and closing activities. In the preparation and introduction activities, it begins with a stage that begins with prayer and greetings as part of improving the spiritual characteristics of students as well as to see the readiness of students in the learning process. Then continued with the introduction of the material or topic to be studied, in this case the material taught is based on the national curriculum which is not integrated with theological values, until the closing activities which contain evaluation and assessment. In the implementation of learning, it is more focused on improving academic values and does not pay attention to spiritual values. In other words, the learning process held at SMTK KGPM Kawangkoan in my opinion is in line with the demands of the national curriculum, but it still needs to be fixed and adjusted.

Considering that SMTK KGPM Kawangkoan is a school based on theology, it should have differences with other public schools in terms of implementing learning. The implementation of proper learning at the Christian Theological High School (SMTK), especially at KGPM Kawangkoan, requires a comprehensive and balanced approach between academic and spiritual aspects. Learning is not only about transferring knowledge, but also the formation of character and Christian values in students. In other words, the implementation of learning at SMTK KGPM Kawangkoan does not only focus on general academic knowledge but in learning must be accompanied by theological values including in every subject taught to students. Flexibility in adjusting methods during learning implementation must be adjusted to the needs of students and the implementation of learning must be oriented towards the formation of spirituality and the calling of student service so that they can become leaders and special servants who have integrity and competence and master learning academically well.

4. Learning supervision at SMTK KGPM Kawangkoan

Supervision is part of learning management. Supervision is a process to ensure that organizational goals are achieved. Supervision is a monitoring process carried out by a superior from the relevant task. According to George R. Terry (2010), Supervision is the process of determining what must be achieved, namely standards, what is being done, namely implementation, assessing implementation and if necessary making improvements so that implementation is in accordance with the plan. According to Siagian (2012), supervising means observing and monitoring in various ways such as direct observation of operational activities in the field, reading reports and various other ways while operational activities are taking place periodically. In other words, it is necessary to carry out routine or continuous supervision by the leader to carry out monitoring or observation, inspection, assessment, and improvement so that there is no deviation, so that the goals to be achieved are in accordance with the established procedures.

Learning supervision is a systematic process to monitor and assess the implementation of learning so that it is in

accordance with the standards and objectives that have been set. This activity includes efforts to ensure that the learning plan is implemented properly and produces the expected learning. Arikunto (2014) ^[7] said that learning supervision is an effort to ensure that learning activities are directed at achieving planned learning objectives. Meanwhile, Mulyasa (2012) ^[31], said that learning supervision is a process specifically designed to help teachers and supervisors learn daily tasks at school so that they can use their knowledge and abilities to provide better services to parents of students and schools. From these various definitions, it can be concluded that learning supervision is a systematic process to monitor, assess, and foster the implementation of learning so that it is in accordance with the standards and objectives that have been set. The supervision carried out at SMTK KGPM Kawangkoan is direct supervision, either from superiors to teachers, or also teachers to students who are carrying out the learning process.

The principal carries out supervision through class supervision which is carried out during the learning process. In this activity, the principal supervises teachers and students to ensure that learning activities are taking place properly or in accordance with the planning that has been prepared previously. Meanwhile, teacher supervision, where teachers supervise students to see whether students have followed the learning process well, or done the assignments well and whether the goals that have been set have been achieved. And supervision carried out by the principal and teachers in the continuity of learning at SMTK KGPM Kawangkoan, is carried out periodically. It also needs to be noted, as a school that is integrated with theology-based education, learning supervision at SMTK KGPM Kawangkoan will be more effective if in addition to focusing on academic aspects such as understanding the material and teaching methods but also includes supervision of character, spirituality and application of theological values.

5. Learning evaluation at SMTK KGPM Kawangkoan

Learning evaluation is a final activity that aims to assess the success of the learning process and the extent to which students understand the teaching material. According to Arikunto (2013) ^[6], learning evaluation is a systematic activity to measure and assess the level of success of the teaching and learning process in achieving the educational goals that have been set. Meanwhile, Mardapi (2012) ^[25], defines learning evaluation as the process of collecting and processing information to measure the achievement of student learning outcomes comprehensively, covering aspects of knowledge, attitudes, and skills. Zainal Arifin (2013) ^[3], Evaluation is a systematic and ongoing process to determine the quality (value and meaning) of something, based on certain considerations and criteria in order to make decisions. From these various definitions, it can be concluded that learning evaluation is a systematic process to collect, analyze, and interpret information to determine the level of achievement of learning goals by students and as a basis for making educational decisions.

In general, evaluation helps determine the effectiveness of the learning that is applied and the results can be seen from changes in students. Assessing student learning helps measure students' ability to achieve the goals that have been set at the beginning of the planning. Evaluation activities also greatly affect the use of learning media. According to Beatrix Tawer, H. Lumapow, and Z. Sumampow (2024), evaluation activities are carried out as a collaborative assessment process of the use of learning media that has

been implemented to form the basis for preparing learning media planning. In other words, evaluation is not only an assessment of students but also with other aspects such as evaluation of learning media, so that learning implementation activities will run effectively.

Learning evaluation at SMTK KGPM Kawangkoan is carried out periodically by each subject teacher. Such as formative tests which are carried out to evaluate students' learning progress on each lesson topic carried out at learning meetings. This is done to see the achievement of previously set learning objectives. While summative tests are carried out to assess students' learning progress every month or every topic listed in the teaching materials for certain subjects in general.

Learning evaluation at SMTK KGPM Kawangkoan will be even better if the learning evaluation is more in-depth, namely the evaluation process is not only focused on students' academic achievement, but also includes an assessment of Christian character growth and biblical understanding. Evaluation of learning at the KGPM Kawangkoan Christian Theological High School should be carried out comprehensively and continuously, by considering cognitive, affective, and psychomotor aspects. By carrying out learning evaluation effectively, SMTK KGPM Kawangkoan can ensure that students receive general education and also quality theological education and are ready to compete in this era and are also ready to serve the church and society.

Conclusion

1. Learning planning at SMTK KGPM Kawangkoan is carried out through deliberation with the principal and teachers and education personnel at the educational unit. Learning planning at SMTK KGPM Kawangkoan begins with the preparation of several documents such as the curriculum which is prepared following the national curriculum, then poured into the form of a classroom learning plan which contains learning achievements, learning objectives, methods and techniques used in learning to evaluation and reflection. The learning documents that are prepared still refer to the national general curriculum and have not been integrated with the theology-based curriculum even though SMTK KGPM Kawangkoan is a school with a theological background.
2. The organization of learning at SMTK KGPM is carried out from the planning stage to the supervision and evaluation stage by looking at the situation and conditions in the field. Organizational activities are carried out by teachers and each organizational activity is discussed first and then the components related to learning in general are sorted without being integrated with theological or Christian spiritual values.
3. The implementation of learning at SMTK KGPM Kawangkoan is realized based on previously made planning which is then implemented in every learning activity that begins with preliminary activities, core activities and closing activities that are combined with reflection activities based on the national curriculum.
4. Supervision of learning at SMTK KGPM Kawangkoan is carried out periodically, and is carried out by the principal as the school leader to see every learning activity. Evaluation activities are also carried out by teachers in supervising students so that they can achieve the previously set learning objectives.
5. Evaluation of learning at SMTK KGPM Kawangkoan is carried out directly both in and outside the classroom

and also an evaluation of teacher performance related to learning management. Learning activities at SMTK KGPM Kawangkoan are already based on the function of learning management or general learning management, but have not followed the principles of specific learning management based on theology.

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