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## **Learning Management In The Development Of Social Skills For Madrasah Aliyah Students**

**(Qualitative Analytical Descriptive Study on MAN 1 and MAN 2 Tasikmalaya Regency)**

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### **Abstract**

*The background of this research is the weakness of teacher learning management in fostering students' social skills which implies the low ability of students to build oral and written communication. The focus of the problem is how to improve teacher learning management so that the development of students' social skills is increased, especially in building student's oral and written communication optimally. The purpose of the study was to find out the management of teacher learning at MAN Tasikmalaya Regency in the form of policies for planning, organizing, implementing, monitoring, learning problems and solutions in fostering students' social skills. The approach used in this research is qualitative with descriptive method. Data obtained from interviews, observations and document studies. Data analysis uses individual case data analysis techniques and cross-case data analysis (cruss-cases analysis). Checking the validity of the data is carried out through member checks, and discussions with colleagues based on the findings obtained, Learning Management at MAN 1 Tasikmalaya Regency partially has similarities with both holding scientific learning and authentic assessment referring to the 2013 curriculum and Education System Law number 20 of 2003. Learning planning in fostering students' social skills is carried out at the beginning of each school year through madrasa work meetings with the agenda of compiling and establishing operational curricula, syllabus development, preparation of annual programs (Prota), semester programs (Prosem) , learning implementation plans (RPP), preparation of teaching materials by each subject teacher, and subject cluster teams, preparation of supervision or learning evaluation tools. Organizing learning in fostering students' social skills is carried out through mapping the duties of subject teachers and extracurricular coaches, scheduling, fulfilling workloads and additional teacher assignments. The implementation of learning in social skills development is carried out through scientific learning management where students as learning subjects can observe, ask questions, collect information, associate, communicate learning materials. Supervision of learning through authentic assessments during the learning process takes place to measure students' abilities in building question-and-answer communication, reasoning, making stories orally and in writing. The development of students' social skills is carried out through oral and written communication in the management of scientific learning and authentic assessment of intracurricular and extracurricular activities can run well, although there are still shortcomings and weaknesses. Problems that arise in learning management in fostering students' social skills are accommodated through follow-up plans (RTL) and solutions for preparation for improvement of learning activities in fostering students' social skills to achieve further goals on an ongoing basis.*

**Keywords: Learning Management and Student Social Skills Development**

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## INTRODUCTION

Learning is part of education is the right of all nations and is a shared responsibility between the government, society, families to carry out learning and education programs and protect the entire Indonesian nation equally in the lives and lives of the citizens of the Unitary Republic of Indonesia, as stated and implied in the Preamble The 1945 Constitution of the Republic of Indonesia mandates that, "The Government of the Republic of Indonesia shall protect the entire Indonesian nation and the entire homeland of Indonesia and to promote public welfare, educate the nation's life, and participate in implementing world order based on independence, eternal peace, and social justice". And one of the efforts to educate the nation's life, requires teachers who are able to manage learning to build students through effective and efficient coaching in achieving goals and objectives.

Then in the Law on Teachers and Lecturers of 2005, Chapter 1 article 1 stated that teachers are "professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, primary education and secondary education". As a professional teacher is responsible for managing learning, being a manager, acting as a facilitator, motivator for students to learn, so the teacher must be able to deliver students to have knowledge, experience, abilities, intelligence and skills as a result of learning activities.

The negative impact of the COVID-19 pandemic is very much felt in interpersonal social relationships and face-to-face interactions in learning activities between teachers and students are barely implemented, because learning management is replaced with virtual classes or online, with the tremendous influence of social media in human life, especially for students in These include crowding, mobilizing, communicating, collaborating, collaborating, mutual cooperation, and friendship, which are commonly experienced in face-to-face classroom learning. greeting, shaking hands, group learning is getting weaker because it is limited by online communication and health protocols that must be obeyed. When you meet you are not allowed to shake hands, when you touch you must wash your hands or use a hand sanitizer, wear a mask, avoid crowds, minimize mobilization, tend to be independent/individualistic when using a cellphone, face to face, greet and greet the communication built in direct communication is replaced with communication with face to face or by using telephone, WhatsApp, Instagram, google classroom, zoom meeting and other social media.

The development of interpersonal intelligence can be programmed through specialization, habituation, training or learning that is built in the learning management system applied in schools (Madrasah) at the high school level, especially Madrasah Aliyah (MA) according to the Guide to Curriculum Preparation for the Regional Office of the Ministry of Religion of West Java province mentioned that, life skills education in the face of the information age and globalization, should be adjusted to the demands of the needs of "21 or 4.0 century skills which include strengthening character, developing critical, creative thinking, communication and collaboration or collaboration (4C) and literacy"(2018:41). . This requires that learning activities be able to realize the 4Cs in a coordinated manner in the management of teacher learning in all fields of study, especially the field of Civics.

To synergize between life skills-based learning and the needs and challenges of 21st century education and learning through its 4Cs, it is necessary to have learning management that leads to the development of life intelligence, which is obtained through the development of interpersonal intelligence that is integrated with the subjects taught at Madrasah Aliyah, so that it is expected that graduates or outputs of Madrasah Aliyah students have "the ability to adapt, have interpersonal intelligence to live socially with other people or the community in the environment where students are", as stated by Anwar, regarding the definition of life skills, in

Life Skills Education (2015). And the author intends to study and examine the management of learning in fostering student interpersonal intelligence in the implementation of education and learning with a research entitled "Learning Management in the Interpersonal Intelligence Development of Madrasah Aliyah Students".

## RESEARCH METHODS

This research was conducted using a qualitative approach. The method used is descriptive analysis. Location and source of research data at Madrasah Aliyah Negeri (MAN) 1 in Sukamanah, Tasikmalaya West Java. . Techniques and research instruments using observation, interviews and documentation. While the analysis technique is done through data reduction, data display and drawing conclusions.

## RESULTS AND DISCUSSION

Learning management in the development of social skills at Madrasah Aliyah can be described by the following discussion:

### **1. Learning planning in fostering student interpersonal intelligence**

Learning planning at madrasahs as formal institutions characterized by Islam adheres to the principle of "lifelong learning", building life skills, realizing religious life and interpersonal social intelligence in the madrasa environment which is characterized by socially pious behavior, sincere charity, humble in behavior, creative and independent , happy to work together and establish ties of friendship through smiles, greetings and greetings. The teacher prepares preparation for the implementation of learning (RPP) by preparing a plan that contains at least 3 elements, namely objectives, activities (introduction, core, closing), and assessment. In the lesson plans, there are approaches to models, methods, materials, and learning activities, namely: First, the introduction which includes apperception, habituation, and classroom conditioning so that students are ready to learn. Second, core activities, namely learning activities where children can participate in scientific learning with five principles, namely students can observe teaching materials, ask questions by building communication or the ability to ask questions (5W + 1H), collect information, associate and reason with material, communicate, through approach to literacy models, numeracy, critical thinking, collaboration. Third, closing activities in the form of reflection, feedback, and follow-up plans for the next lesson. In essence "learning is a process of building understanding, meaning to information and or the learner's experience", the opinion expressed by George Kaluger (1984) quoted by Hosnan (2014).

Then learning planning can encourage standardization of changes caused by students learning and being fostered in learning classrooms with teachers as coaches who provide facilities, encouragement, overseeing the process of fostering students to change, build themselves in interacting, communicating, collaborating interpersonally with one another as social human beings who must socialize in an environment of change, namely the learning environment.

The development of interpersonal intelligence has not yet become an independent program, but is still integrated into comprehensive learning management, referring to the core competencies of social attitudes which are the core competencies in learning management as an effort to foster interpersonal intelligence which is identical to students' social intelligence after participating in learning, and fostering interpersonal intelligence students are integrated in all subjects in intracurricular activities and madrasah extracurricular activities in a synergistic

development program to achieve the goals and objectives of learning and madrasah aliyah education.

Development planning is an inseparable part of learning planning, prepared by teachers in intracurricular subjects and prepared by the person in charge of the laboratory and coaches on extracurricular activity plans. Learning is planned by referring to four core competencies that must be achieved when children complete learning, namely: First, Spiritual Core Competencies where students have the ability and skills to accept and practice their religion. Second, social core competencies, after participating in the learning students are expected to have intelligence or intelligence in showing honest, disciplined, responsible behavior, polite in speaking, caring for others and confident in interacting with family, friends and teachers built in verbal communication. as well as writing. Spiritual and social core competencies are competencies that are achieved through indirect learning, namely learning through exemplary attitudes, habituation, school culture by taking into account the characteristics of subjects as well as the needs, and conditions of students. Third, knowledge competence, where after learning students are expected to have knowledge that has been conveyed through interaction, communication, and collaboration during learning. Fourth, competency skills that directly or gradually become intelligence and skills that are inherent in the student's personality.

Planning for time allocation and learning content is a maximum of 50% during the COVID-19 pandemic emergency, from the normal era of learning in learning to be more limited. However, it must be a challenge for teachers to make effective "time management" carefully planned in learning strategies, so that they are more qualified and meaningful for the achievement of learning objectives. The reduction in the delivery of material is also the reason for learning during the COVID-19 pandemic, which requires teachers to organize learning techniques that are more effective and effective, reducing the stages of activities. Likewise, the quality of achieving goals in fostering students' interpersonal intelligence or social intelligence on communication interaction skills after attending face-to-face or virtual classes optimally. So that the virtual or face-to-face learning system during the covid 19 pandemic in building student interpersonal intelligence through student and teacher communication is an interesting and complicated challenge for teachers as facilitators of student learning in interpreting students as learning subjects to achieve learning goals.

The provision of electronic books at the Ministry of Religion has been ongoing since 2017 accompanied by improvements from year to year and synergies with the Ministry of Education and Culture's curriculum center. On the other hand, to anticipate inadequate signals or networks, madrasas instruct teachers to create learning media for teaching materials by madrasa teachers in the form of videos, animations, lesson modules, electronic books to fill e-learning content, centralized habituation programs through loudspeakers, Syiar Ramadhan Madrasas collaborate with Electronic Media every Monday to Friday during the month of Ramadan by following the 5M Health protocol instructions (Washing hands, Wearing masks, Maintaining Distance, Avoiding crowds, Reducing Mobility).

The purpose of planning is that the development of student interpersonal intelligence can be achieved optimally and maximally, so planning is one of the absolute requirements for every learning and coaching management activity. Therefore, madrasas need to involve all citizens and the madrasa or community environment and integrate all aspects of supporting the success of the learning and coaching process. Goals in planning must be better than goals in implementation. Students as the subject of learning and fostering interpersonal intelligence must be an element of decision-making. Learning preparation plans (RPP) and emergency RPP must be prepared before learning, which is integrated with the development of students' interpersonal intelligence through a description of the development of interaction skills in communicating, working together as part of an inseparable learning plan.

## **2. Organizing learning in fostering students' interpersonal intelligence**

In organizing learning, it is the duty and responsibility of the deputy head of the curriculum. First, set learning objectives for each subject that are in accordance with the RKM (Madrasah Work Plan) and the reference curriculum, namely the revised 2013 curriculum and the emergency curriculum. Second, mapping teachers as learning managers according to their field of expertise and educational background according to their profession. Through a letter of assignment issued and signed by the head of the madrasa. Third, mapping activities by setting or dividing work assignments, compiling lesson schedules for teachers that are tailored to the profession and expertise based on hours and study groups (Rombel) of student interest. Fourth, the teacher organizes and maps, develops a syllabus, core competencies (KI), basic competencies (KD), indicators, themes, time for one academic year (Prota), two semesters (Prosem), learning implementation plans (RPP) which contain minimum learning objectives, preliminary activities, core activities, closing activities, equipped with methods, subject matter, assessment tools and follow-up plans (RTL). UTS, PAS, PAT, and UM lesson schedules for one academic year.

Organizing learning related to fostering student interpersonal intelligence in intra-curricular activities tailored to the areas of student interest in Mathematics and Natural Sciences, Social Studies, and Religion referring to the improved 2013 curriculum and synergies with the emergency curriculum of the Covid 19 pandemic era. Organizing online learning, offline which is integrated in fostering intelligence or intelligence interaction in scientific learning, with a model approach, cooperative methods, literacy, critical thinking, and authentic assessment. cooperative learning. Hi, this is in accordance with the opinion of Slavin, (2010), in Hosnan, (2014), which states that. Cooperative learning is learning that prioritizes cooperation as an ideal solution for the opportunity to interact between students in heterogeneous groups of abilities, as small teams from different ethnic backgrounds.

Limited time, media, and deepening of teaching materials are not entirely in line with changes in student behavior in building social attitudes in madrasas, experiencing limitations, because of the change in the paradigm of face-to-face classroom learning to virtual face-to-face learning there are several changes in student behavior after participating in learning, including students who do not cares about friends around him, tells stories, laughs to himself. The habit of learning and fostering students in organizing is packaged in the management of teachers in classroom learning, both virtual classes and face-to-face classes, so that teachers design learning management organizations based on personality competencies that display figures to be admired and imitated by students through greetings, greetings, adapting and adapting learning atmosphere to be comfortable, interactive, fun that prioritizes communication and interaction with a friendly, caring, disciplined and responsible attitude. The same thing was expressed by Stephen that learning prioritizes the flow of "Behaviourism is a school of thought that emphasizes the role of experience in regulating behavior. The main goal of the behaviorist is to determine the laws that govern learning. A number of ideas contribute to a view of behavior".

Then the organization of coaching on student interpersonal intelligence refers to the structure of curriculum content, educational calendar, syllabus development, annual programs, semester programs, lesson plans, gradually and in detail. Organizing in the learning preparation order, teachers are required to provide teaching materials, methods, media, learning activity strategies, evaluation measuring tools, and teaching materials and classes and student learning environments. And fostering interpersonal intelligence build verbal and written communication that is integrated on the principle scientific learning where students are fostered to be able to observe teaching materials, enthusiastically ask the content of teaching materials, explore and collect information, then be able to associate subject matter and reason. And in the end,

students are able to communicate lessons which indicate that learning goals and objectives can be achieved properly. When intelligence development cannot be accommodated in intracurricular activities, organizational development activities in extracurricular activities and building with partner organizations exist in the madrasa environment.

In other words, coaching is an effort that is carried out consciously, planned, directed, regularly and responsibly, in order to introduce, grow, guide, develop knowledge and foster intelligence, skills that already exist to be more efficient and effective. The verb Coaching is fostering, which in the Indonesian Dictionary by Em Zul Fajri (tt: 168) foster means to build, establish, strive to be better through interpersonal interaction and communication where according to Alo Liliweri (2017), interpersonal communication is "An interactional relationship that occurs between two or more people that contains several elements in the form of sender, encoding (the process of creating a message), message, media, decoding (process of using code), receiver, effect, and context". Therefore, the development of interpersonal intelligence can be organized by interaction and communication both individually and in groups in the form of oral or written communication.

### **3. Implementation of learning in fostering student interpersonal intelligence**

In the implementation of learning, basically, the teacher must display personality competencies as a person who should be "guided and imitated" by students in all situations. So that the teacher's personality competence is the main indicator that will become an example in fostering student interpersonal intelligence, both in face-to-face and virtual learning.

The teacher implements the Learning Implementation Plan (RPP) by carrying out three activities, namely:

First, the preliminary activity, the teacher conducts orientation through apperception, motivation and giving references. Apperception, namely by doing things to link the learning that will be done by students with the previous material by asking or asking questions with questions that match the material to be studied. Motivation is teacher orientation to students by providing an overview of the material to be studied, conveying goals and asking questions so that interaction, learning communication can run actively and conducive. The third orientation is the provision of references on the material to be discussed, informing core competencies, basic competencies to be achieved, group division and learning contracts as learning steps that will become student learning experiences. In habituation, it motivates students to ask questions, argue and reason about past lessons and the themes that will be presented by conveying learning objectives. In this preliminary activity, the teacher is required to be a student facilitator who is ready, motivated, or enthusiastic to participate in learning so that the teacher must be able to make students actively communicate and collaborate.

Second, the core activity, teacher learning conveys material through discussion with students through a scientific approach that prioritizes 5M aspects (observing, asking questions, gathering information, associating, and communicating) which are packaged in stimulating literacy activities, critical thinking, collaboration ( Collaboration), and creativity. The learning model approach includes Discovery learning, Problem Based Learning (PBL) And the methods that lead to the interpersonal intelligence of students interacting in communication and working together are the following methods:

- a. cooperative learning, namely interacting between students in heterogeneous groups, Slavin, (2010), in Hosnan, (2014), namely learning that prioritizes cooperation as an ideal solution for opportunities to interact between students in heterogeneous groups of abilities, as small teams from different backgrounds. different ethnic backgrounds.
- b. collaborative learning where the class is a mirror of society, students learn to be active and constructive depending on the context with different backgrounds.

c. Learning to solve problems through project base learning / PBL, namely project-based learning, students learn independently and the results are presented in front of their friends.

Third, closing activities filled with feedback activities and follow-up plans. Intelligence in interacting, communicating does not just appear but must be trained, built step by step, continuously and through habituation and continuous. Speaking the right words, being polite, polite, honest, and disciplined is also a way to build interpersonal intelligence through wisdom in communication that can be built in learning.

Then in communication and working together there is a collaborative method according to Smith and MacGrogor (1992), that in the learning process students have the following assumptions: (1) learning is active and constructive, (2) learning depends on context, (3) students are diverse. background, (4) whole learning is social. Teachers as coaches of students in fostering interpersonal intelligence as a social attitude in communication and cooperation which is the basis and purpose of student learning both in real classes and in virtual classes. Teachers must be able to facilitate and motivate students to learn actively and constructively to build interpersonal social intelligence by combining situations and conditions that are adapted to the content or theme of learning activities that are aligned with the backgrounds of students who have different social statuses in the COVID-19 emergency situation.

There are five employee work cultures that are being implemented at the Indonesian Ministry of Religion, including teachers, namely integrity, innovation, professionalism, responsibility, and example. First, integrity, namely harmony between hearts, thoughts, words, and actions, where teachers are required to be thoughtful who is able to unite a heart that always has positive prejudices (husnudhan), that students are individuals who are ready to build their behavior, speech, interactions through attitude. who is polite and courteous in greeting, then spoken through the words of the teacher who is polite, courteous, always greets students with a smile, greeting and friendly, saying positive, wise, wise and honest, good and true words. Second, innovation, namely improving existing communication and interaction and creating new things that can enrich the spiritual, social, knowledge and skills treasures of students who are better, qualified in achieving the expected learning goals. Third, professionalism, namely working in a disciplined manner, according to the profession or scientific background or competent and always working on time with the best results. Fourth, the teacher has the responsibility of facilitating students to learn to interact and communicate to build themselves in learning, so a teacher is required to work thoroughly in delivering all students to the achievement of learning goals and objectives, and always consequently to work according to the burden and responsibility as educators and teachers to deliver students become a religious person, have skills in social life and are skilled in utilizing their abilities. Fifth, exemplary, which is to be a good example for students to become a person who should be "digugu and imitated", an example for everyone as a person who can be imitated.

Building students' ability to associate social attitude skills through scientific learning is an effort to implement the core competencies of students' social attitudes in learning. Then to build the core competence of knowledge which is a reference and learning objectives are theories that are supported by learning theories. Thus in essence the development of interpersonal intelligence can be implemented in the management of learning based on four competencies, namely the competence of spiritual attitudes, social attitudes, knowledge and skills that are implemented in 5 M scientific learning, namely Observing, Asking, Gathering information, Associating, and communicating learning materials to achieve the planned goals.

Associative process, when people learn concepts, they not only build prototypes, but relate examples to concepts, as expressed. It means that "cognitive process". Concepts are learned by testing hypotheses about the correct solution. If the first hypothesis formed is true, the individual has learned the concept. However, if the hypothesis is false, another hypothesis

will be generated and tested. Hypothesis testing will continue until the right solution is found. Stephen B. Klein (1996)

The fifth scientific learning approach is communicating where students after having a learning experience through observation, questioning, gathering information, reasoning or associations, students are able to communicate well individually or in groups. Students' communication skills can be expressed in writing or expressed orally in the form of stories, research reports. Courage to re-communicate the results of learning is something that needs to be improved as an effort to foster student social behavior through communication, and as a career for students when they move up a level or become graduates to continue to higher education.

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Collaboration intelligence, namely building intelligence in working in groups is an unavoidable need, as social beings who are required to produce social attitudes through learning, students are fostered through working together in groups or study classes. The intended collaboration is an effort to foster interpersonal so that they can interact, communicate and help each other in achieving learning goals. This must be familiarized with the model approach or learning method, so that students will gradually get used to it and can build interaction, harmonious communication with each other.

As a medium for fostering interpersonal intelligence towards the achievement of core competencies in social attitudes in learning to achieve life skills, fostering interpersonal intelligence in learning management, students cannot be separated from the aspects of the 4 pillars of soft skills that are currently being sought, namely leadership, communication, collaboration, and time management Then there are 10 soft skills that all young professionals need to have as the future of interpersonal intelligence for madrasah aliyah students after attending learning and education, then fostering student interpersonal intelligence can be focused on a model or method approach to: 1) critical thinking; 2) Good communication; 3) Access, analyze, synthesize information; 4) Curiosity, creative and innovative; 5) Leadership; 6) Adaptability; 7) Cooperation and collaboration 8) Public speaking (speaking in public) 9) Time management; 10) Net working (Opening a network/social relationship with other people or parties) or gathering.

The program for fostering student interpersonal intelligence is carried out in an integrated manner in the aspects of intracurricular learning, and extracurricular activities are carried out in an integrated manner, and cooperation can be realized in integrated character education in all subjects in stages and continuously in an effort to develop soft skills and hard skills in a synergistic and integrated manner.

The development of students' interpersonal intelligence can be managed through learning management to achieve complete social skills. In [www.isigood.com](http://www.isigood.com), 27 July 2015, Dyah Fardisa argues, there are 12 social skills that will lead a person to success, namely: 1) Talk less, work more; 2) Appreciate and be happy for the success of others, 3) Join a specific group or organization 4) Pay attention to everything in detail, 5) Acknowledge the strengths of others, 6) Talk a lot about the good side of others, 7) Be a good listener, 8) Smile more, 9)

Understand manners, 10) There are times when we don't say anything, Then to realize interpersonal intelligence students need an "Agent of Change". And an agent of change in learning management is the teacher. According to Ibn Taymiyya, an agent of change is a person who is called ma'ruf nahi munkar (calls for goodness and forbids evil) who "has three provisions, namely, knowledge, being gentle and patient".

Thus, one should have knowledge first before arguing ma'ruf nahi munkar. He must know the condition of the person who will be invited to good and forbidden to do evil. Then you have to pay attention to the benefits that will arise when doing amar ma'ruf nahi munkar, so that armed with knowledge will more quickly reach the target

At this time, Civics lessons only carried out 45 minutes (50%) learning activities in one week of effective learning. This will be difficult if efforts to build students' interpersonal intelligence are not in synergy with other subjects. Therefore, collaboration with other subjects is needed, both intracurricular and extracurricular. The core competencies of students' social attitudes that can be observed from students' behavior in living and practicing honest, disciplined, polite, caring behavior (mutual cooperation, cooperation, tolerance, peace), being responsible, responsive, and pro-active, in interacting effectively are packaged in communication skills in accordance with the development of children in the environment, family, school or madrasa, the community and the natural environment around the students.

The development of students' interpersonal intelligence is carried out in extracurricular activities, such as student scouting social attitudes are built through tri satia and dasadarma scouts, taste processing through nasyid art and drumband, paskibra, PKS and 20 other extracurricular activities that contribute to students to build social skills Be a person who is faithful, knowledgeable, charitable, has an artistic spirit to become a Pancasila citizen.

#### **4. Evaluation of learning in fostering student interpersonal intelligence**

Supervision Controlling is the process of determining the achievement of standards being carried out, namely assessing the implementation of scientific learning, and improvements, so that implementation is in accordance with the plan. In learning management, supervision is usually called evaluation. Learning evaluation is carried out with authentic assessment, namely the process of collecting information by the teacher regarding the development and achievement of learning carried out by students through various techniques that can reveal, prove precisely that the learning objectives have been mastered, results can be obtained directly because this authentic assessment is carried out during the learning process. learning takes place.

In the implementation of supervision or evaluation, the teacher carries out an assessment format as an assessment standard in accordance with the learning and coaching objectives to be achieved, compares the results achieved with the expected goals, corrects deviations or discrepancies between planning and implementation to be followed up on the next learning activity by choosing a model, method, or a more appropriate assessment technique. This is in accordance with George Terry's opinion, that the supervision process should meet the following criteria, namely:

- a. Determining the standard or basis for control (determining the standard or basis for supervision) Measuring the performance (measures of implementation).
- b. Comparing performance with the standard and ascertaining the difference, it any (compare performance with the standard and find out if there are differences).
- c. Correcting the deviation by means of remedial action.

Supervision Controlling is the process of determining the achievement of standards being carried out, namely assessing implementation and improvement, so that implementation is in accordance with the plan. In supervisory learning management commonly called

evaluation or assessment, learning evaluation is carried out with authentic assessment, namely the process of collecting information by teachers regarding the development and achievement of learning carried out by students through various techniques that can reveal, prove precisely that the learning objectives have been mastered. Direct results can be obtained because of the authentic assessment carried out during the learning process. The development of social attitudes in students' interpersonal intelligence is evaluated through a Likert scale, to assess students' social attitudes and assessment through teacher observations during the scientific learning process, cooperative model approaches, communication, and critical thinking literacy take place.

Authentic assessment is an assessment carried out comprehensively during the learning process to assess the input (input), process, and output (output) of learning assessment, measurement, testing or evaluation and forms of supervision of the achievement of learning objectives. There are three basic techniques of authentic assessment, namely, First, direct assessment is an assessment, measurement during the learning process; Second, assessment of assignments, namely teacher assessments through assignments given to students; Third, process analysis assessment. Authentic assessment tends not only to measure knowledge but also an assessment that emphasizes what students can do in real life as social beings.

Assessments in the 2020 emergency curriculum are designed to encourage meaningful learning activities, and do not need to be forced to measure the completeness of overall curriculum achievements. Assignments to students and assessment of learning outcomes during the Study from Home period may vary between students, according to their respective interests and conditions, including considering the gap in access/availability of learning facilities at home. Assignment needs to be proportional or not excessive, so that the protection of health, safety, and motivation of students during an emergency is maintained.

According to the American Library Association, authentic assessment is an evaluation activity, assessing the ability, attitude, performance, motivation and achievement of students in appropriate activities in learning. Authentic assessment is the process of collecting information by the teacher regarding the development and achievement of learning carried out by students through various techniques that can reveal, prove correctly. During the Covid-19 pandemic, learning evaluations were carried out online or a zoning system for sending assignments. Authentic assessment experienced a fairly heavy adaptation, due to the condition of the students who were still adjusting from virtual face-to-face learning to face-to-face learning. Especially to prove authentic assessment with face-to-face classes because authentic assessment has the characteristics of complete, authentic, continuous learning, based on certain parameters, using various methods and assessment tools.

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In this case, the implementation of learning is almost the same and the same. is cultivating environmentally friendly schools towards adiwiyata success. Environment as a learning resource that is green, natural, healthy and a child-friendly school, where students are welcome, and can enjoy the feel of a safe, comfortable, caring school.

Authentic assessment requires teachers to be more sensitive in parsing the value of knowledge, social and spiritual attitudes and skills of students, so that learning is more useful and meaningful. The techniques used in authentic assessment are in the form of direct testing, task assessment, and assessment of student responses as a result and analysis of activities in learning. And authentic assessment in fostering students' social skills in communication requires students to be able to build, combine, analyze, measure so that they can become new insights in interacting and communicating students in their environment.

Authentic assessment is carried out comprehensively during the learning process to assess the input, process, and output of learning assessment, measurement, testing or evaluation and forms of supervision of the achievement of learning objectives. Authentic assessment techniques in the form of direct assessment during the learning process; assignments, namely teacher assessments through assignments given to students; and process analysis which tends to not only measure knowledge but rather an assessment that emphasizes what students can do in real life as social beings.

Real examples of PKKn subjects are only carried out for 45 minutes. 45 minutes are the deepening of learning materials and working on assignments or assessments during the deepening process of learning or assignments that are brought to their respective residences. So learning evaluation is basically carried out in every lesson and efforts to foster social skills through attitudes and communication skills while participating in both online and offline learning. Evaluation during virtual or virtual learning activities, efforts to build students' social skills or fostering student social skills are integrated in all intracurricular, extra-curricular learning although it has not been carried out optimally due to limited time, only some students dare to ask questions and answer, argue, give reasons .

At the end of the learning activity the teacher carries out closing activities, and the teacher has carried out an assessment during the learning activity process to obtain the results of the values of spiritual attitudes, and social attitudes, and held a final assessment in the form of tests and assignments to assess knowledge and skills as well as follow-up plans for the next learning systematically. sustainable.

Authentic assessment requires teachers to be more sensitive in parsing the value of knowledge, spiritual attitudes and social attitudes, as well as student skills, so that learning is more useful and meaningful. The technique used in authentic assessment is in the form of direct testing, assessment of assignments, and assessment of student responses as a result and analysis of activities in learning. And authentic assessment in fostering students' social skills in communication requires students to be able to build, combine, analyze, measure so that they can become new insights in communication in the form of asking and answering skills, the ability to think, storytelling skills, and students' ability to express students' ideas in writing. .

The problem of learning management in the context of fostering social skills in the era of the COVID-19 pandemic is almost evenly distributed, namely, the decreased enthusiasm for fostering social skills through communication, interaction with one another. Problems that arise in technical arrangements that use online or virtual learning include the location of homes that are not covered by the internet; the media and learning methods used by the teacher are dominantly monotonous, the decrease in face-to-face interaction or two-way communication and collaboration between teachers and students. The 2-year period of BDR makes the motivation of students in socializing with each other, including with teachers in learning management, weakens. Learning problems during the covid 19 period still seem to leave an imprint on the management of learning towards the new normal era, because during learning from home, the involvement of teachers, students, and parents in learning management is quite difficult to describe with reason, and infrastructure constraints and weak human resources. or low.

## CONCLUSION

Based on empirical findings and supported by several substantive theories and analysis of research data regarding "Learning Management in the Development of Student Interpersonal Intelligence at MAN 1 and MAN 2 Tasikmalaya Regency" runs in accordance with management principles, namely planning, organizing, implementing, and supervising.

- 1) Learning planning in fostering students' interpersonal intelligence in the program of intracurricular and extracurricular activities based on the National Education System Law number 20 of 2003, that learning preparation is an interaction process to build students' social abilities as students, by teachers as educators through reviewing and developing curriculum, syllabus, determination education calendars, preparation of annual programs, semester programs, preparation of lesson plans, follow-up planning have been planned at the beginning of the intracurricular and extracurricular learning year by all teachers and or coaches individually or in teams well.
- 2) Organizing learning is the teacher's activities in the arrangement or division of work, lesson schedules for teachers according to their profession and expertise. Determine the education calendar, syllabus development, KI, KD, indicators, themes, time for one school year (Prota), two semesters (Prosem), RPP, and UTS, PAS, PAT lesson schedules. Organizing learning in the development of social skills according to the fields and interests of students in Mathematics, Social Sciences, and Religion refers to the 2013 curriculum, and emergency with offline and online time allocations including fostering students' social skills in building communication skills based on scientific learning, and authentic assessment.
- 3) Implementation of Learning Planning learning at MAN 1 and MAN 2 Tasikmalaya Regency in fostering student interpersonal intelligence based on RKM, vision, mission and the same motto, namely: Faith, Knowledge and Charity; Nyantri, Nyakola, Nyeni both instill faith, scientific knowledge, and scientific practice. Building life skills, realizing religious and social life in the madrasa environment which is characterized by pious, sincere, humble, creative and independent behavior, likes to work together and establish friendships with the slogans of smiling, greeting and greetings through habituation in preliminary activities. The development of scientific learning observes, inquires, collects information, associates, communicates learning outcomes through a model approach, communicative learning

learning methods, collaborative learning, PBL, PJBL, which implements virtual and network-based science and technology as well as the use of information technology in achieving coaching goals in order to obtain better results in students' social attitudes.

- 4) Supervision of learning in fostering student interpersonal intelligence is the process of determining the achievement of standards being carried out as an authentic evaluation and or assessment during the process of learning activities based on scientific learning which includes the process of collecting information by teachers regarding changes, development and achievement of students' communication skills through various techniques of asking questions. utilizing the concepts of 5W, 1H, (What, Why, Who, When, Where, How) answering questions, expressing opinions and reasons, expressing ideas, ideas, works through written communication that can express, appropriately prove that the learning objectives have been mastered, effectively directly or indirectly as well as providing changes to the attitudes of students' core social competencies through authentic assessment results and demonstrating appropriate and effective social behavior for students in everyday life.

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