

## Learning Management Based on Active Deep Learner Experience (ADLX) in Developing Teacher Innovation and Competence (Case Study at SMPIT Al Uswah Surabaya)

Ismiatiningsih<sup>1</sup>✉, Erny Roesminingsih<sup>2</sup>, Karwanto<sup>3</sup>

<sup>1,2,3</sup>Universitas Negeri Surabaya, Indonesia, 60213.

Corresponding Author: [ismiatiningsih.20011@mhs.unesa.ac.id](mailto:ismiatiningsih.20011@mhs.unesa.ac.id)✉

### Article history

Received : 2023-04-12

Accepted : 2023-07-23

Published : 2023-08-31

### Keywords:

Learning Management,  
Active Deep Learning  
Experience, ADLX

**Abstract:** SMPIT Al Uswah is one of the SMPITs under the auspices of the Integrated Islamic School Network which implements a learning system that prioritizes memorizing the Koran and also leadership, according to the school's motto, namely "Tahfidz and Leadership". By combining the integrated learning concept between the government curriculum and the Integrated Islamic School Network curriculum, cooperative learning, and Project Learning, teaching staff are expected to be able to innovate in developing media and learning strategies so that students do not feel bored. The Active-Deep Learner eXperience (ADLX) learning design combined with the Study, Exploration, Formulate, Present, Apply, Worldly, and Ukhrowi (TERPADU) learning concept is carried out as one of the learning innovations. The learning planning management prepared in the ADLX learning design uses a constructivist theory approach where learning planning places more emphasis on the learning experience of students. To meet these needs, the school strives to encourage all teachers at SMPIT Al Uswah Surabaya to take part in the ADLX training program so that teacher competency and innovation can be developed, and teachers gain extraordinary learning experiences that can be applied at school. This experience includes experience in planning learning, applying ADLX learning designs in schools, preparing assessments of ADLX learning activities, making evaluation plans for the implementation of ADLX learning, and being able to create innovative learning methods and learning media according to the needs and character of students at school.

**Abstrak:** SMPIT Al Uswah merupakan salah satu SMPIT dibawah naungan Jaringan Sekolah Islam Terpadu (JSIT) yang menerapkan sistem pembelajaran yang mengedepankan hafalan Al Quran dan juga kepemimpinan, sesuai dengan motto dari sekolah yaitu "Tahfidz dan Leadership". Dengan memadukan konsep integrated learning antara kurikulum pemerintah dengan kurikulum Jaringan Sekolah Islam Terpadu (JSIT), cooperative learning, dan Project Based Learning, tenaga pendidik diharapkan dapat berinovasi dalam mengembangkan media dan strategi pembelajaran agar siswa tidak merasa jenuh. Desain pembelajaran Active-Deep Learner eXperience (ADLX) yang dipadukan dengan konsep pembelajaran Telaah, Eksplorasi, Rumuskan, Presentasikan, Aplikasikan, Duniawi, dan Ukhrowi (TERPADU) dilakukan sebagai salah satu inovasi pembelajaran. Manajemen perencanaan pembelajaran yang disusun dalam desain pembelajaran ADLX menggunakan pendekatan teori konstruktivistik dimana perencanaan pembelajaran yang lebih menekankan pada pengalaman belajar pada peserta didik. Memenuhi kebutuhan demikian, maka sekolah berupaya untuk mendorong semua guru di SMPIT Al Uswah Surabaya untuk turut serta mengikuti program pelatihan ADLX agar kompetensi dan inovasi guru dapat terbangun, serta guru mendapatkan pengalaman belajar yang luar biasa



Available online at  
[http://jurnal.usk.ac.id/  
riwayat/](http://jurnal.usk.ac.id/riwayat/)

dan bisa diaplikasikan di sekolah. Pengalaman ini meliputi pengalaman dalam merencanakan pembelajaran, mengaplikasikan desain pembelajaran ADLX di sekolah, menyusun penilaian kegiatan pembelajaran ADLX, membuat rencana evaluasi dari pelaksanaan pembelajaran ADLX hingga mampu untuk membuat inovasi metode pembelajaran dan media pembelajaran sesuai kebutuhan dan karakter siswa di sekolah.

## **INTRODUCTION**

Education is an important manifestation in this era of globalization and is even included in the basic needs of every human being because by obtaining education humans will be able to improve their quality of life. Education is also a supporting factor in a country's progress because higher education in a country can produce quality human resources and help advance the country's development. The higher the quality of education in a country, the higher the quality of human resources that can advance and make the country proud (Tukiran, 2020).

Competent educational resources can be realized by providing training to teachers who will be given responsibility or as parties directly involved in the education implementation process. The forms of programs carried out by educational institutions can take the form of teacher training, workshops, learning media creation training, and teaching training. One of the institutions implementing this program is the Al Uswah Surabaya Integrated Islamic Junior High School (SMPIT).

SMPIT Al Uswah created learning management that places greater emphasis on the formation of students' morals, a personality that is always close to the Koran, critical-creative thinking skills, social-communicative skills (general skills), and encourages students to discover their potential in the area of interest. By combining the integrated learning concept between the government curriculum and the Integrated Islamic School Network (JSIT) curriculum, cooperative learning, and Project Learning, teaching staff are expected to be able to innovate in developing media and learning strategies so that students do not feel bored. The Active-Deep Learner eXperience (ADLX) learning design combined with the Study, Exploration, Formulate, Present, Apply, Worldly, and Ukhrowi (TERPADU) learning

concept is carried out as one of the learning innovations (Sanjaya & Sanjaya, 2008).

ADLX is a learning concept that combines two important learning approaches, namely Active Learning (learning that actively involves students both physically, psychologically, and emotionally in the learning process) and Deep Learning (in-depth learning) and Experience Learning (learning with experience) which is packaged in a learning process that provides learning experiences as a learner for students (Salman, 2019). The meaning of learning as a learner experience is the basis for understanding learning in the ADLX approach. Learning is a holistic experience like a customer's experience of a product. Learning durability is influenced by the complete learning experience, not just the content approach and learning methods (Akib & Taufik, 2021). Every interaction that occurs with students is mental, physical, and emotional with material, facilitators, peers, exercises, games, technology, and the work environment. The experience of this interaction is what makes students expected to be able to improve their learning (Dearing, 2021).

This system encourages the competitive spirit of SMPIT Al Uswah teachers to continue to improve innovation in presenting interesting and in-depth learning so that students feel the benefits of this learning (Indra, 2020).

Departing from this background, researchers are very interested in taking up research on Active Deep Learner Experience (ADLX) Based Learning Management in Developing Teacher Innovation and Competence (Case Study: Al Uswah Integrated Islamic Junior High School Surabaya).

## **METHODS**

This research uses a qualitative type of research using a field research design (Moleong, 2018). The data sought by the

researcher is qualitative, namely, the researcher sees and understands the research subject directly and in-depth by expressing the subject's views both orally and in writing.

This type of research is descriptive research in which the researcher will describe this research as a whole by analyzing phenomena, events, attitudes, and thoughts from people individually and in groups, both obtained from interview data and documentation.

Research is carried out by researchers who actively interact directly with the research object. This aims to "photograph and report" in depth so that the data obtained is more valid and more complete. Researchers carry out direct observations of research objects so that researchers can search for as much information as possible and in-depth so that the data obtained can be described clearly and in detail.

## **RESULTS AND DISCUSSION**

### **ADLX Learning Planning at SMPIT Al Uswah Surabaya**

Learning planning at SMPIT Al Uswah Surabaya is based on the educational values implemented at SMPIT Al Uswah Surabaya based on previously established quality policies. The commitment to continuously improving quality management that has been established by SMPIT Al Uswah Surabaya is as follows: a) Implementing independent curriculum-based learning by integrating Islamic values through an integrated approach; b) Increasing the competence and professionalism of teachers and education personnel; c) Carry out the development of student's interests, talents, and soft skills; d) Creating a clean, healthy and comfortable school environment; e) Increasing students' completeness of the Qur'an based on their abilities; f) Providing information technology-based school services; g) Carrying out development of students' morals, character and worship according to their stage of development through daily habits; h) Improve academic and non-academic achievements at the national level (Kaltsum, 2016).

### **Implementation of ADLX Learning at SMPIT Al Uswah Surabaya**

The implementation stage of curriculum management involves all human resources in the school, because in implementing school programs, principals, educators or teachers, and educational staff cannot implement the strategy individually. The ability of school principals, teachers, and educational staff in schools to implement the curriculum will not be optimal if all of them are unable to work together. Thus, as stated by (Wina, 2008), management will be easily achieved if it fulfills three categories, namely: a) Structure; b) Process; and c) Behavior.

In the implementation of ADLX learning at SMPIT Al Uswah Surabaya, there have been several adaptations made due to changes in the curriculum from the 2013 curriculum to an independent curriculum combined with the typical JSIT curriculum, namely INTEGRATED. Of course, this refers to the stages of management functions that underlie implementing the transformation of the ADLX learning curriculum. Therefore, several stages carried out in this stage are organizing and actuating (Hamadani, 2019).

The implementation of the learning program at SMPIT Al Uswah Surabaya also includes activities to develop interests and talents as well as life skills in the form of academic and non-academic activities. ADLX-based learning activities can be carried out in the academic field, including programs: a) Olympic coaching; b) Youth Scientific Work; c) Creativity Project; d) Outdoor Learning; e) ANBK; f) Islamic Personal Development; and g) Arabic. (Source: Secondary Data).

In non-academic fields, learning can be done with various kinds of extra-curricular activities, namely: a) Robotics; b) Multimedia and Programming; c) Comics; d) Catering; e) Badminton; f) Basketball; g) Archery; h) Self Defense; i) Futsal; i) Swimming; j) Scouts. (Source: Secondary Data)

The field of developing life skills and character building is carried out with various activities, including a) OSIS; b) Galang Council; c) Business Day; d) Entrepreneurship Workshop; e) Basic Leadership Camp; f) Life Skills Education Camp; g) LDKS; and h) National Ministry. (Source: Secondary Data)

### **Evaluation of ADLX Learning at SMPIT Al Uswah Surabaya**

The final stage, namely Controlling, is carried out in the process of implementing the Independent Curriculum which is combined with ADLX learning, so it can be reflected in the process of monitoring and evaluation activities. In this controlling stage, the dominant role of evaluation activities is limited to functional delegation and has not yet reached the empirical order of crosscheck; how the teacher has implemented learning using ADLX learning which is combined with the national curriculum, namely the independent curriculum as a whole.

The results of the research show that at SMPIT AL Uswah Surabaya learning evaluation is carried out by the principal every day, every month, and every semester. There are four types of supervision carried out by the Principal, namely: Academic Supervision; Checking the Completeness of Learning Administration; Performance Evaluation and Development for Teachers and education personnel; and Evaluation of Learning Activity Programs.

### **Learning Management Planning**

Planning is a guideline for every organization because planning is the first step in determining whether or not an organization's goals will be achieved.

In the future, planning is very important for every organization to make the best possible design starting from the corporate level design, at the department or field level, and at the operational level, including what applies to SMPIT Al Uswah Surabaya. This is by (Namsa, 2006) who stated that the use of planning management studies for educational institutions places more emphasis on determining overall goals and ways to achieve them.

As is the case in learning planning at SMPIT Al Uswah Surabaya which has the characteristics of an integrated Islamic-based school, in this case, it uses a learning planning model that uses the Active Deep Learning eXperience or ADLX concept. The planning of the ADLX learning curriculum involves all parties in the school, including the Ukhuwah Islamiyah Foundation team, the principal, deputy principal, Level Coordinator (Korjen), subject teachers, Al-Qur'an and Taqossus

teachers, and the committee as representatives of the people. older students.

The results of the research show that learning planning by the strategic plan has been previously determined by the Ukhuwah Islamiyah Foundation, especially in the field of education. Then the foundation coordinates with several parties regarding the strategic plan that will be implemented by the school in each unit by involving several parties, namely: a. Foundation; b. Headmaster; c. Vice principal; d. Teacher; e. Committee.

Then from the strategic plan, SMPIT Al Uswah Surabaya created the following planning procedure or flow: 1) Socialization of Quality Policies and Targets; 2) Pre-Raker (Determining RKAS from Content Standards, Process Standards, Graduate Competency Standards, PTK Standards, Infrastructure Standards, Management Standards, Financing Standards, and Assessment Standards); 3) Working Meeting (Creating a work program in the fields of curriculum, student affairs, levels, and the Koran, including program targets or goals, implementation time, details of financing, person in charge of the learning program and determining evaluation instruments).

The learning planning carried out by SMPIT Al Uswah Surabaya is adapted to Islamic habits, namely internalizing Islamic values in daily life into learning, whether in academic planning, the Koran, SKL, or life skills. As referring to the opinion (Alamsyah & Effendi, 2022) that the principles of JSIT learning are Present, Internalize, and Apply which are then broken down into a learning flow through seven stages, namely Study, Explore, Formulate, Present, Apply, Worldly, and Learn.

Technical planning for ADLX-based learning at SMPIT Al Uswah Surabaya is carried out in three stages, namely: 1) Setting learning objectives; 2) Arrange learning tools according to student characteristics; 3) Design INTEGRATED learning innovations with media and student familiarization activities or practicums. This is in line with the opinion of Arikunto (2009) who says that learning planning is carried out in at least two stages, namely: (a) preparing learning objectives, (b) creating learning tools that are at least in the form of an Annual Program (Prota), Semester

Program (Promes), Syllabus, RPP, KKM, assessment sheets, and learning media.

### **Implementation of ADLX-Based Learning**

The implementation stage of curriculum management involves all human resources in the school, because in implementing school programs, principals, educators or teachers, and educational staff cannot implement the strategy individually. The ability of school principals, teachers, and educational staff in schools to implement the curriculum will not be optimal if all of them are unable to work together. Thus, as stated (Qolbi & Hamami, 2021), management will be easily achieved if it fulfills three categories, namely: a) Structure; b) Process; c) Behavior.

Of course, this refers to the stages of management functions that underlie the implementation of the transformation of the ADLX learning curriculum in the form of Organizing, Actuating, and according (Kusnandar, 2007) them into four basic management functions, namely Planning, Organizing, Actuating (Implementation) and Controlling (Supervision) or known as P.O.A.C.

### **Organizing**

In this organizing stage, the school principal determines the teaching mandate and other mandates outside of teaching which will be his duties for the next year. Apart from that, the school also provides several infrastructures to support the learning process such as computer technology, LCD, sound system, libraries, and laboratories. This refers to the opinion expressed by (Huda, 2017) that the basics of this organization are as follows: a) Objectives; b) Division of work; c) Workforce placement; d) Determination of authority and responsibility; e) Delegation of authority to workers.

### **Actuating**

The forms of assistance carried out at SMPIT Al Uswah include a provisioning program for human resources, both teachers and teaching staff, in the form of a) ADLX provision; b) Monthly Coaching; c) Weekly Training; d) MGMP; e) Community according to science; f) filling out the monthly innovation plan form. This refers to the opinion (Yusutria, 2017) that competence in the aspect of human resource development,

knowledge, and skills are the main keys to producing training output in developing the role of teachers.

### **Controlling**

In this controlling stage, the dominant role of evaluation activities is limited to functional delegation and has not yet reached the empirical order of crosscheck; how the teacher has implemented learning using ADLX learning which is combined with the national curriculum, namely the independent curriculum as a whole.

Control in ADLX learning management involves monitoring and evaluating teacher learning progress and outcomes. The learning evaluation aspect at SMPIT Al Uswah Surabaya is carried out using several types of assessment including formative and summative evaluation of teacher performance in developing innovation and competence.

### **Evaluation of the ADLX Learning Implementation Process**

The results of learning implementation and evaluation at SMPIT Al Uswah Surabaya use several steps, including weekly evaluations, monthly evaluations, semester evaluations, and annual evaluations. The learning evaluation steps used at SMPIT Al Uswah Surabaya using the stake count model contain two main things, namely description and consideration. Descriptions and considerations are obtained by going through three stages, namely the preliminary stage (antecedent), the process stage (transaction), and the results stage (outcomes).

### **CONCLUSION**

The ADLX Learning Management Planning aspect includes two aspects, namely: a) Human resources involved in learning planning: foundation, principal, deputy principal, teachers, teaching staff, and school committee as representatives of student parents; b) The planning process begins with socialization, and a pre-working meeting is carried out which is attended by foundation and school stakeholders.

Aspects of Learning Management Implementation, including 4 P.O.A.C steps, namely as follows: a) Planning by compiling learning tools (RPP, Prota, Promes, etc.); b) Organizing, with the principal distributing

human resources related to the continuity of previous learning planning; c) Actuating, implementing learning by the learning flow, olympiad mentoring, training and workshops to improve the learning process; d) Controlling, which takes the form of supervision or assistance from the curriculum development team formed by the school principal.

The ADLX Learning Management Evaluation Aspect uses two types of evaluation, namely: a) Evaluation for Teachers (day, monthly, and semester) and b) Evaluation for students (Formative and Summative Assessment).

### SUGGESTION

In the learning management planning aspect, schools should be given complete freedom to manage all learning plans according to the quality of the school, including budgeting, HR planning, and HR assessment. Apart from that, it is necessary to carry out diagnostic tests to determine the uniqueness and learning potential of students so that it is easier for teachers to create learning formulas and models.

The learning implementation aspect should be shortened somewhat at the review stage because it will take a very long time to be able to carry out active and in-depth learning by accommodating the uniqueness of each individual. Apart from that, the curriculum development team should assist in implementing learning to teachers in the form of verifying the suitability of lesson plans to learning objectives. Evaluation should be carried out with assessment standards that are appropriate to the situation and conditions in the implementation of learning management in the school because different schools will have different conditions in their implementation.

### REFERENCES

Akib, A., & Taufik, T. (2021). Administrasi pendidikan dan manajemen biaya pendidikan: teori, konsep, dan isu. In *Shautut Tarbiyah* (Vol. 27, Issue 1).

Alamsyah, M. W., & Effendi, A. (2022). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru di

Madrasah Ibtidaiyah Muhammadiyah Gondang Kabupaten Sukoharjo Tahun Pelajaran 2021/2022. *JIP: Jurnal Inovasi Penelitian*, 3(5).

Dearing, J. W. (2021). Diffusion of Innovations. In *The Oxford Handbook of Organizational Change and Innovation*. <https://doi.org/10.1093/oxfordhob/9780198845973.013.23>

Hamadani, A. (2019). Sekolah Alam: Alternatif Pendidikan Ramah Anak. *Jurnal Harkat: Media Komunikasi Gender*, 11(1). <https://doi.org/10.15408/harkat.v15i1.10433>

Huda, N. (2017). Manajemen Pengembangan Kurikulum. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 1(2). <https://doi.org/10.33650/al-tanzim.v1i2.113>

Indra, R. (2020). Implementasi Standar Mutu Kekhasan Jaringan Sekolah Islam Terpadu Pada SMP IT Iqra' Kota Solok. *El-Hekam*, 5(2). <https://doi.org/10.31958/jeh.v5i2.2547>

Kaltsum, H. U. (2016). Bahasa Inggris dalam Kurikulum 2013 di Sekolah Dasar. *University Research Colloquium*, 67.

Kusnandar. (2007). Guru profesional: implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan persiapan menghadapi sertifikasi guru. In *Jakarta*.

Moleong, L. J. (2018). Metodologi Penelitian Kualitatif. In *PT Remaja Rosdakarya*. PT Remaja Rosdakarya.

Namsa, M. Y. (2006). *Kiprah baru profesi guru Indonesia: wawasan metodologi pengajaran agama Islam*. Media Aktualisasi Pemikiran.

Qolbi, S. K., & Hamami, T. (2021). Implementasi Asas-asas Pengembangan Kurikulum terhadap Pengembangan Kurikulum Pendidikan Agama Islam. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(4). <https://doi.org/10.31004/edukatif.v3i4.511>

Salman, E. (2019). Implementasi Standar Mutu Kekhasan Jaringan Sekolah Islam Terpadu (Jsit) Di SMP IT Cahaya Hati Kota Bukittinggi. *IAIN Bukit Tinggi*.

Sanjaya, W., & Sanjaya, W. (2008). Strategi pembelajaran berorientasi standar proses pendidikan / Wina Sanjaya. In *1. MODEL PEMBELAJARAN <BR>2. BELAJAR*

- DAN MENGAJAR, *Strategi pembelajaran berorientasi standar proses pendidikan / Wina Sanjaya* (Vol. 2008, Issue 2008).
- Tukiran, M. (2020). *Filsafat manajemen pendidikan*. PT Kanisius.
- Wina, S. (2008). Kurikulum dan Pembelajaran: Teori dan Praktik Pengembangan Kurikulum Tingkat Satuan Pendidikan (KTSP). In *Jakarta: Kencana* (Issue 5).
- Yusutria. (2017). Profesionalisme Guru Dalam meningkatkan Kualitas Sumberdaya Manusia. *Jurnal Curricula*, 2(1).