

STUDENT LEARNING ACTIVITY RELATED TO CLASSROOM MANAGEMENT: HOW TEACHER ROLE?

Fidrayani¹, Sakinah Mawadah²
Universitas Islam Negeri Syarif Hidayatullah Jakarta^{1, 2}
fidrayani7276@uinjkt.ac.id

ABSTRAK

Penelitian ini bertujuan untuk mengetahui adanya hubungan antara pengelolaan kelas dengan keaktifan belajar peserta didik kelas IV di MI El-Syifa Ciganjur. Jenis penelitian ini ialah deskriptif korelasional yang bersifat *ex post facto* (pengukuran sesudah kejadian). Besar populasi dalam penelitian ini yaitu seluruh peserta didik kelas IV MI El-Syifa Ciganjur sebanyak 100 peserta didik dengan sampel penelitian menggunakan sampel jenuh. Teknik pengumpulan data dalam penelitian ini menggunakan angket pada pengelolaan kelas dan keaktifan belajar peserta didik. Teknik analisis data yang digunakan ialah teknik korelasi *product moment*, untuk mencari adanya hubungan dan koefisien determinasi serta mengetahui kontribusi variabel pengelolaan kelas terhadap variabel keaktifan belajar peserta didik. Hasil penelitian yang telah didapat menunjukkan terdapat hubungan yang positif signifikan antara pengelolaan kelas dengan keaktifan belajar peserta didik kelas IV di MI El-Syifa Ciganjur dengan nilai korelasi (r_{xy}) sebesar 0,609 dengan tingkat hubungan berada pada kategori kuat. Hasil koefisien determinasi pada penelitian ini sebesar 0,37 yang berarti kontribusi variabel pengelolaan kelas sebesar 37% terhadap keaktifan belajar peserta didik.
Kata Kunci: Keaktifan Belajar, Pengelolaan Kelas

ABSTRACT

This study aims to determine the significant positive relationship between classroom management and the learning activities of fourth grade students at MI El-Syifa Ciganjur. This type of research is descriptive correlational ex post facto (measurements before the incident). The population in this study was all students of class IV MI El-Syifa Ciganjur as many as 100 students with the research sample using a saturated sample. The data collection technique in this study used a Likert scale questionnaire on classroom management and student learning activities. The data analysis technique used is the product moment correlation technique, to determine the relationship and the coefficient of determination and to determine the contribution of class management variables to students' learning activity variables. The results of the research that have been obtained indicate that there is a significant positive relationship between classroom management and the learning activities of fourth grade students at MI El-Syifa Ciganjur with a correlation value (r_{xy}) of 0.609 with the level of the relationship in the strong category. The result of the coefficient of determination in this study is 0.37, which means the contribution of the class management variable is 37% to the active learning of students.
Keywords: Learning Activities, Classroom Management

INTRODUCTION

Education is a way to change human attitudes in the future, educational activities play an important role in the process of changing a human behavior or attitude in every condition, making the human mindset run, grow and develop well, from something that is

not understood to understand, from the ignorant to knowing. School is a place for students to learn, each of whom carries out learning activities in the classroom. Most learners spend their study time in the classroom. According to Suardi (2017: 59) in building an education, the school must pay attention to three main requirements to improve the quality of human resources (HR), namely facilities, quality books, and professional teachers and education personnel.

Teachers are an important component in education so they have a very large role in the success of students and the achievement of a learning objective. The teacher's task is to create an optimal classroom atmosphere with a teaching and learning atmosphere that can make students active in learning. Teachers must also be able to minimize the situation if there are disturbances in the classroom during the learning process.

Teachers can be said to be professional when they have the ability to manage classes. The ability to manage well during the teaching and learning process will create conditions that allow students to learn (St. Fatimah Kadir, 2014: 16). Every learning process will be implemented properly when the teacher can manage the class optimally. Classroom management is formed from the teacher's ability to ensure students participate in all learning activities and maintain a class balance of distorted students (Fidrayani and Eti Hadiati, 2020: 136). One of the things that teachers must pay attention to to improve the quality of teaching in managing classes is to create a pleasant classroom atmosphere by providing enthusiasm to students and applying various learning methods, so that the class becomes more interactive and students do not feel bored, and the teacher is able to restore the classroom atmosphere to be conducive if there is a riot during the learning process, as this requires teachers to behave and act flexibly when teaching.

One of the problems experienced by teachers is in terms of classroom management, as teachers can maintain and create an optimal classroom atmosphere. Faizal Djabidi (2016:42) revealed that "The activity of managing the classroom as a process of creating and maintaining a classroom atmosphere so that learning activities can take place effectively and efficiently". Activities that are able to create and maintain optimal conditions during the learning process so as to reduce the distractions that come to change classroom conditions (Ahmad Rohani, 2004: 123). Class management itself is an activity that includes planning, organizing, coordinating, actualizing, and implementing supervision or supervision, and assessing the design of activities in the classroom (Abu Hasan Agus, 2015: 2). According to Syaiful Bahri Djamarah in Erwin Widiasworo (2018: 3) classroom management as an effort made by teachers, starting from planning, organizing, and optimizing various resources, materials, and learning facilities in the classroom to create effective and quality learning activities for students.

The teacher's actions in managing the classroom by looking at environmental and socio-emotional conditions, so that they feel comfortable and safe to learn. As a teacher, it is necessary to have the ability to approach and strategy in managing the classroom. This can create effective and efficient learning activities, the ability of the teacher will be useful for growing student learning activities. However, classroom management is carried out as an effort to: a) Increase learning activities, b) Improve student achievement in learning, c)

Apply effective, varied, and innovative learning approaches, d) Establish interaction between teachers and students, e) Make learning contracts with students (Iskandar, 2009: 210). As this is an effort made by every teacher to achieve optimal conditions, so that learning activities can be carried out as expected (Suharsimi Arikunto, 1996: 67).



The relationship in a learning process requires activities carried out by students. Agung Febrianto (2014, 18-23) said that to create active learning for students, teachers must be able to use good teaching methods, where the teaching methods shown by teachers are various. The teacher's activities in managing the classroom will involve the activeness of students in the learning process. If classroom management has been done well, but not optimally applied to learning activities in the classroom, it results in students being less active at the time of learning (Saprin, 2017). Student activity is the most important part of the learning process (Nana According to Sudjana in Sinar, 2018: 10).

According to the view of Getrud M Whipple in the journal Rosdiana, et al (2017: 112-126) stated that learning activity is a teaching and learning process that refers to physical, mental, intellectual, and emotional activity in order to obtain learning outcomes in a combination of cognitive, affective and psychomotor aspects. The criteria for students who are active in learning in the classroom can be seen, including: 1) Entering class on time. 2) Pay attention to the teacher's explanation. 3) Linking the lessons being received with the material already mastered. 4) Record things that are considered important. 5) Be active and creative in group work. 6) Ask about things that are not yet clear. 7) Make the best use of rest time. 8) Forming a study group (Komrpi, 2017: 260-261).

The teaching and learning process is learning that is carried out as an interaction between students and teachers. The teacher provides information to the learners, while the learners receive the information obtained by the teacher. The establishment of a relationship between teachers should have a better role so that interactions between teachers and students or students with other students can run efficiently and in accordance with what is expected. However, the teaching and learning process does not always run smoothly.

The main factor in classroom management is the problems that occur in students. As the teacher's skill in managing the classroom is actually an effort to increase the passion of students when learning both in groups and individuals. Likewise, a harmonious relationship between teachers and students will increase interaction between teachers and students, this is said by Syaiful Bahri Djamarah that the birth of optimal interaction depends on the approach taken by the teacher in managing the classroom.

The unsuccessfulness of a teaching and learning process can be influenced by several factors that can support and hinder classroom management, according to Sri Warsono (2016: 474) there are internal factors and external factors. Internal factors relate to the emotions, thoughts, behavior and personality of learners. Meanwhile, external factors include the school environment, educators, learning atmosphere, student positions, groupings, number of students and so on. This factor involves the activeness of learners in the learning process.

Syaiful Bahri Djamarah (2010: 185-186) revealed that to be able to minimize problems such as disturbances in the classroom, it is possible to apply the principles of classroom management, namely as follows: a) Warm and enthusiastic, b) Challenges, c) Varied, d) Flexibility, e) Emphasis on positive things, and f) Cultivation of discipline. Classroom management is a teacher's skill in the learning process by creating an effective and efficient teaching and learning atmosphere, and can overcome classroom conditions if there are disturbances in the classroom so that the teaching and learning process runs well and a learning goal is achieved.



In fact, when conducting an interview with one of the class IV teachers at MI El-Syifa Ciganjur, there are still teachers who pay less attention and do not apply effective and efficient learning methods or strategies, even subjects that are applied from the beginning are more likely to dominate teachers who are still conventional so that students look passive and less courageous to express their ideas. During the learning process, there are some students who are still cool telling stories, joking and not paying attention to the teacher. The less varied seating arrangements also make students feel bored. Lack of facilities and comfort in the classroom during the learning process. This causes the creativity of students not to develop and the enthusiasm for learning to decrease. Students are less responsive to the material provided by the teacher so they cannot answer questions or ask questions.

One of the problems that often arises in education is the use of learning strategies or methods that are not optimal in learning activities, monotonous teacher teaching styles, so that students feel less passionate about learning will have an impact on student learning outcomes that decrease. As it is said that teachers have an important role in managing the classroom to create and maintain an optimal learning atmosphere in the classroom in order to provide various facilities that allow students to learn in an orderly and active manner, provide satisfaction and comfort, and achieve effective and efficient learning activities.

The purpose of this study is to find out whether there is a relationship between classroom management and student learning activity and find out how much the level of class management is related to the learning activity of grade IV students at MI El-Syifa Ciganjur.

RESEARCH METHODS

This research was conducted at MI El-Syifa Ciganjur Kec. Jagakarsa, South Jakarta City for the 2019/2020 Academic Year. This research includes quantitative research of correlational types that are ex post facto in nature, namely examining events that have occurred. Correlation research is conducted to determine whether there is a relationship or degree of relationship between two or more variables. The existence of variable-level relationships is important, because by knowing the level of relationships that exist, researchers will be able to develop them according to the purpose of the study (Sukardi, 2003: 166). The data collection used in this study used a questionnaire method which was carried out by giving a series of written statements to respondents for answers (Sugiyono, 2017: 142). Meanwhile, the total population taken in this study was all students of class IV MI El-Syifa Ciganjur with a total of 100 students consisting of four classes, namely class IV A, IV B, IV C, and IV D. The sampling technique was carried out by means of nonprobability sampling, namely by using saturated samples. According to Sugiyono (2017: 80) this sampling technique does not provide the same opportunity for each member of the population to be selected as a sample, namely as many as 87 respondents. The data analysis technique used in this study uses product moment correlation and coefficient of determination to find out how much the percentage value of the contribution made by the bound variable (X) to the free variable (Y).



RESULTS AND DISCUSSION

Classroom management is an effort to skill teachers in the learning process by creating an effective and efficient teaching and learning atmosphere, and can overcome classroom conditions if there are disturbances in the classroom so that the teaching and learning process runs well and achieves a learning goal. According to Novan Ardy Wiyani in the Gangsar Febri Journal (2016: 537), there are 3 core activities in classroom management, namely: (1) Creating the right learning climate, (2) Managing learning spaces, and (3) Managing teaching and learning activities. Based on the results of categorization calculations, it can be known the table of distribution of category frequencies in class management, which is as follows:

Table 1
Class Management Variable Categorization Distribution (X)

Category	Interval	f	Percentage %
High	≥ 117	13	15%
Medium	$93,8 \leq X \leq 117$	60	69%
Low	$\leq 93,8$	14	16%
Total		87	100%

From the results of the processing of categorization distribution data above, it shows that of the 87 respondents, 15% are in the high category, 69% are in the medium category, and 16% are in the low category. The highest number of respondents' answers was included at the moderate category level, which was a percentage of 69% which showed that the class IV teacher at MI El-Syifa Ciganjur did enough class management. The distribution of the answers of such respondents can be described as follows:

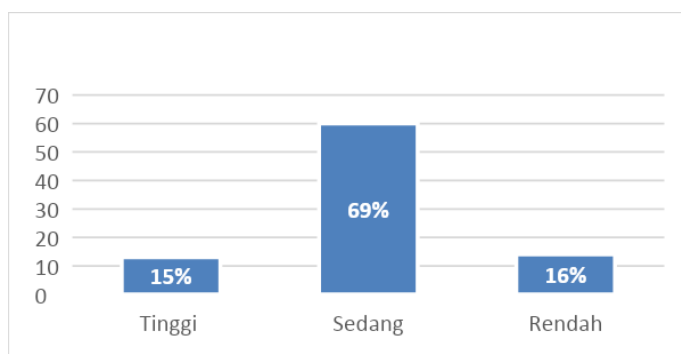


Figure 1. Classroom Management Graph

Nana Sudjana (2007: 20) revealed that there are several things that can affect learning activity, including (a) Learning Stimulus, (b) Attention and Motivation, (c) The response she learns, (d) Reinforcement, (e) Use and Transfer. Student learning activity is the participation of students both in thinking and doing during teaching and learning where students are able to play an active role in carrying out the learning process using their abilities. Based on the results of categorization calculations, it can be known the table of distribution of category frequencies on learning activity, which is as follows:

Table 2
Categorization Distribution of Learning Activity Variables (Y)

Category	Interval	f	Percentage %
High	$\geq 103,4$	14	16%
Medium	$78 \leq X \leq 103,4$	60	69%
Low	$\leq 93,8$	13	15%
Total		87	100%

Based on the processing of categorization distribution data above, it shows that of the 87 respondents, 16% are in the high category, 69% are in the medium category, and 15% are in the low category. The highest number of respondents' answers was included in the moderate category level, which was a percentage of 69%, which indicates that the active learning of class IV students at MI El-Syifa Ciganjur is in the moderate category. The distribution of the answers of such respondents can be described as follows:

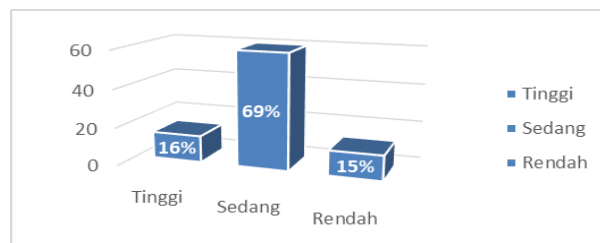


Figure 2. Learning Activity graph

Meanwhile, to find out the relationship between class management and student learning activity, a hypothesis test was carried out. To prove the correctness of the hypothesis test, a *product moment* correlation analysis using the *IBM SPSS 20* program can be obtained, the following correlation test results can be obtained:

Table 3. Correlation Test Results of Variable X and Variable Y

Correlations		Classroom Management	Active Learning
Classroom Management	Pearson Correlation	1	.609**
	Sig. (2-tailed)		.000
	N	87	87
Active Learning	Pearson Correlation	.609**	1
	Sig. (2-tailed)	.000	
	N	87	87

****.** Correlation is significant at the 0.01 level (2-tailed).

From the results of the *product moment* correlation test analysis table above, data were obtained to determine the relationship of class management to student learning activity., the r_{xy} value obtained a pearson correlation value of 0.609 which is known to be not negatively marked which means that the relationship goes in the same direction as $N=87$



and the significance level is 5%. Like, if the significance value < 0.05 then there is a correlation or relationship, and vice versa. The closer the number 1 to the correlation value, the stronger the correlation value, if it approaches the number 0, the relationship between the two variables is weak (Ririn Anasti, 2020: 90). This means that the results of the analysis of hypothesis testing data obtained in this study that there is a significant positive correlation between classroom management and the learning activity of grade IV students at MI El-Syifa Ciganjur and is relatively strong. The higher the class management carried out, the greater the active learning of students. This is explained because classroom management has a contribution in increasing the activeness of student learning. The amount of contribution of classroom management to learning activity is indicated by the coefficient of determination (r^2) which is 0.370. This shows that the increase or decrease in student learning activity is influenced by the level of classroom management of 37% while the remaining 63% is influenced by other factors.

CONCLUSION

Based on the results of research that has been conducted at MI El-Syifa Ciganjur for the 2019/2020 school year regarding the relationship between class management and student learning activity, it can be concluded as follows that there is a significant positive relationship between class management and the active learning of class IV MI El-Syifa Ciganjur students for the 2019/2020 school year. The results of the correlation calculation stated that the relationship between class management and the active learning of grade IV students of MI El-Syifa Ciganjur obtained a correlation value of 0.609.

The amount of contribution of classroom management to learning activity is indicated by the coefficient of determination (r^2) which is 0.370. This shows that the increase or decrease in student learning activity is influenced by the level of class management of 37%.

BIBLIOGRAPHY

- Agus, Abu Hasan. (2015). "Strategi Pengelolaan Kelas Dalam Proses Pembelajaran," *Pedagogik: Jurnal Pendidikan* 3, no. 1, 2.
- Ririn Anasti, dkk. (2020). *Cara Mudah Olah Data Statistik Dengan Program SPSS*. Jakarta: Edu Pustaka.
- Arikunto, Suharsimi. (1996). *Pengelolaan Kelas Dan Siswa*. Jakarta: Raja Grafind.
- Djamarah, Syaiful Bahri dan Aswan Zain. (2010). *Strategi Belajar Mengajar*. Jakarta: PT. Rineka Cipta.
- Febri, Gangsar. (2016). "Kemampuan Guru Mengelola Kelas 4 Dan 5 SD Negeri Pandeyan, Umbulharjo, Yogyakarta," *Jurnal Pendidikan Guru Sekolah Dasar* 5, no. 16, 537.
- Febrianto, Agung. (2014). "Economic Education Analysis Journal Pengaruh Keterampilan Mengelola Kelas Dan Gaya Mengajar Guru Terhadap Keaktifan Belajar Siswa Kelas X Pembelajaran Pembangunan Ekonomi SMA NEGERI 2 SLAWI Agung Febrianto." *Economic Education Analysis Journal* 2, no. 1, 18–23.
- Fidrayani, and Eti Hadiati. (2020). "The Analysis of Self-Efficacy and Classroom Management as Contributors to Teacher Personality of Madrasah Ibtidaiyah." *Al Ibtida: Jurnal Pendidikan Guru MI* 7, no. 1, 136.
- Iskandar. (2009). *Psikologi Pendidikan*. Cipayung-Ciputat: Gaung Persada Press.



- Kadir, St. Fatimah. (2014). "Keterampilan Mengelola Kelas Dan Implementasinya Dalam Proses Pembelajaran". *Jurnal Al-Ta'dib* 7, no. 2, 16–36.
- Kompri, *Belajar Faktor-Faktor Yang Mempengaruhinya* (Yogyakarta: Media Akademi, 2017), h. 257.
- Rohani, Ahmad. (2004). *Pengelolaan Pengajaran*. Jakarta: Rineka Cipta.
- Rosdiana et al. (2017) "Pengaruh Manajemen Kelas Terhadap Keaktifan Belajar Peserta Didik Pada Mts Madani Alauddin Kabupaten Gowa," *Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan* 20, no. 1, 112–126.
- Saprin. (2017). "Pengaruh Penerapan Manajemen Kelas Terhadap Peningkatan Aktivitas Belajar Peserta Didik Di Mts. Negeri Gowa." *Al-Kalam* 9, no. 2 , 165.
- Sinar. (2018). *Metode Active Learning*. Yogyakarta: Deepublish.
- Suardi. (2017). "Urgensi Pengelolaan Kelas Dalam Meningkatkan Motivasi Belajar Di SMA Negeri 15 Bulukumba" *Akmen Jurnal Ilmias*, no. 1.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*. Bandung: Alfabeta.
- Sudjana, Nana. (2007), *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Sukardi. (2003). *Metodologi Penelitian Pendidikan Kompetensi Dan Praktiknya*. Yogyakarta: Bumi Aksara.
- Warsono, Sri. (2016). "Pengelolaan Kelas Dalam Meningkatkan Belajar Siswa." *Jurnal Unib* 10, no. 2, 474.
- Widiasworo, Erwin. (2018). *Cerdas Pengelolaan Kelas*. Yogyakarta: DIVA Press.

