Classroom Display Management As a Determinant Factor of Primary School Students' Learning Achievement

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Abstract

Classroom management has a significant role in supporting effective teaching and learning activities; however, many teachers have not implemented aspects of classroom management and often ignore these aspects. This study aims to determine the effectiveness of classroom management on student's learning achievement. The research method was conducted using a quantitative approach to 30 students at Elementary School in Rambang Niru, South Sumatera, Indonesia through determinant coefficient data analysis techniques to determine the effectiveness. The results show that seating arrangements contributed by 0.64%, volume and intonation by 1.46%, speech by 0.63%, feedback by 0.85%, material adjustment by 0.63%, rulemaking by 0.19%, respect student opinions by 0.62%, neat and polite appearance by 0.023%, time adjustment by 0.05% and syllabus delivery by 1.92%. Class management data of totaling 30 students, shows that the highest percentage is in the range of 86-95 scores of 50% with a high level category. This shows that class management has been carried out very well. However, classroom management only contributes 7.39% to student's learning achievement. 92.61% of student's learning achievement is influenced by other factors, both internal and external factors. Internal factors significantly influence student achievement, although it is undeniable that external factors play a role in determining student's learning achievement.

Keywords: *classroom management, determinant factor, learning achievement.*

Abstrak

Manajemen kelas memiliki peran yang signifikan dalam mendukung kegiatan belajar mengajar yang efektif. Namun, banyak guru yang belum menerapkan aspek pengelolaan kelas dan sering mengabaikan aspek tersebut. Penelitian ini bertujuan untuk menentukan efektifitas manajemen kelas terhadap prestasi belajar siswa. Metode penelitian dilakukan dengan pendekatan kuantitatif kepada 30 siswa Sekolah Dasar di Rambang Niru, Sumatera Selatan, Indonesia melalui teknik analisis data koefisien determinan untuk mengetahui keefektifannya. Hasil penelitian menunjukkan bahwa pengaturan tempat duduk berkontribusi sebesar 0,64%, volume dan intonasi sebesar 1,46. %, ucapan sebesar 0,63%, umpan balik sebesar 0,85%, penyesuaian materi sebesar 0,63%, pembuatan peraturan sebesar 0,19%, menghargai pendapat siswa sebesar 0,62%, penampilan rapi dan sopan sebesar 0,023%, penyesuaian waktu

sebesar 0,05% dan penyampaian silabus sebesar 1,92%. Data pengelolaan kelas yang berjumlah 30 siswa menunjukkan persentase tertinggi berada pada kisaran skor 86-95 sebesar 50% dengan kategori level tinggi. Hal ini menunjukkan pengelolaan kelas sudah dilakukan dengan sangat baik. Namun demikian, pengelolaan kelas hanya memberikan kontribusi sebesar 7,39% terhadap prestasi belajar siswa. 92,61% prestasi belajar siswa dipengaruhi oleh faktor lain, baik faktor internal maupun eksternal. Faktor internal berpengaruh secara signifikan terhadap prestasi belajar siswa, meskipun tidak dipungkiri bahwa faktor eksternal turut berperan dalam menentukan prestasi belajar siswa.

Kata kunci: *pengelolaan kelas, faktor penentu, prestasi belajar.*

INTRODUCTION

Education has become a necessity of life in improving the quality of people's lives. Education is the effort of every country to develop its nation. Humans carry out development in various fields prepared through education. School as a formal educational institution is a planned and organized activity, including activities in the teaching and learning process in the classroom (Habsiah, 2017; Joyce et al., 2017; Rohanah et al., 2020). Creating a pleasant classroom will help to learn (Shafira et al., 2022). One of the elements of classroom management is the classroom display.

The teacher's task in delivering the subject matter should be able to create a pleasant classroom atmosphere. A pleasant classroom atmosphere can encourage students to learn. Teachers not only deliver learning materials to students but also how to prepare them to become skilled humans and ready to face global challenges that occur in the future (Ariani, 2017; Nur Chamidah, 2014; Prasetyono et al., 2020; Williams & Woods, 2020).

Classroom management carried out by the teacher can involve the management of students in the classroom against the subject matter delivered by the teacher, on the other hand. It can be seen from the aspects of managing the classroom's physical environment, such as the arrangement of chairs, lighting, and classroom cleanliness where learning occurs. The classroom as an environment and place for student learning is an aspect of the environment that must be organized and managed professionally (Dorman & Fraser, 2009; Prasetyono et al., 2020; Syamsi, 2014). This environment must be monitored so that teaching and learning activities can be directed and lead to the desired target. Supervising the teaching and learning environment also encourages a good environment (Maharani & Syamsi, 2018).

The success of teaching a teacher is not only determined by matters that are directly related to the implementation of learning activities, such as the formulation of objectives appropriately, the selection of appropriate teaching materials, the mastery of adequate teaching materials, the selection of appropriate teaching methods, as well as the completeness of learning resources and the ability of teachers to utilize them effectively and efficiently (Syarifuddin, 2020). Another thing that also determines the success of teachers is the teacher's ability to manage the class, prevent student behavior that interferes with the course of learning activities, and the physical condition of the learning place and the teacher's ability to manage it (Bahri, 2012). The classroom needs teacher management because of students' disruptive behaviors caused by several internal and external factors that the teacher should be aware of (Queroda, 2020).

Learning can be effective if each element functions in the learning process, participants feel happy, and satisfied with the learning results, bring impressions, adequate facilities and facilities, and learning methods and materials are fulfilled. The achievements obtained by students in following the learning process in class are one of the benchmarks for student success in school. The learning achievement in question is the level of achievement of students' results in the form of knowledge, understanding, and application. So it can be said that student achievement results from learning obtained during teaching and learning activities (Arifiya & Prasasty, 2021; Rahman et al., 2021).

However, although classroom management has an important role in supporting effective teaching and learning activities, many teachers have not implemented aspects of classroom management and often ignore these aspects. So that it harms the teaching and learning process, for example, decreasing student learning motivation, decreasing student discipline in the classroom, and other unexpected things that can cause a decrease in student learning outcomes (Pearson & Trinidad, 2006).

Research from Cho et al. (2020) describes the results of the researcher's conceptualization of the role of technology in classroom management and the overall type of technology that might be utilized for that role. Similarly, in classroom management, research from Chang (2020) demonstrating cognitive and expressive suppression suggests a mediating effect on the relationship between students' perceived poor behavior and emotional exhaustion. The findings of Thi and Nguyen (2021) findings show that each classroom management style impacts students' motivation to learn English with different levels and dimensions. So it is concluded that there are many impacts of class display management on students. Therefore, researchers are interested in examining the relationship between classroom display management and student learning achievement as a determinant of elementary school students learning success. This study aims to determine the effectiveness of classroom management on student's learning achievement.

METHODS

The researcher used a quantitative research approach with field research methods in this study. In this study, the researcher did not make all students of Elementary School in Rambang Niru, South Sumatera the object of research, but only grade 1. The sampling technique used in this study is simple random sampling, where sampling members from the population is carried out randomly without regard to the strata in that population (Arikunto, 2006; Suharsimi, 2013). The number of samples taken consisted of 1 grade 1 with 30 students.

The variables in this study consist of independent and dependent variables. An independent variable is a variable that influences or causes its change or the emergence of a dependent variable. A dependent variable is a variable that is affected or that becomes a result due to the presence of an independent variable (Kizlik, 2012). As for this variable, it can be understood from the table 1.

Table 1. Independent and Dependent Variables

Variable	Definition Conceptual	Operational Definition	Source Data
Class Management	Skills to control learning conditions	An attempt made by the person in charge of the class, in this case, the teacher, to create an Effective learning	

		atmosphere to achieve learning objectives, or undertakings made by the person in charge of the class, in this case, the teacher, to create an Effective learning atmosphere to achieve learning objectives.	
Learning Attainment	Ability obtained due to the learning process.	A change in the right direction. better because of a process of change in self, where the change occurs in intellectual change, personal changes of students, as well as changes in knowledge, especially mastery of the material	Yield Value Final Exam Semester, Test Middle Semester and Daily test

Data collection techniques are carried out using questionnaires, interviews, and documentation. Therefore, the instrument used is a questionnaire that is prepared as a closed questionnaire, which is a questionnaire that has been provided with alternative answers so that respondents just choose; this will make it easier for respondents to answer. The format is as follows:

Table 2. Content of the Variable Instrument on the Effect of Class Management

Variable	Dimension	Indicators	No. Item	Sum
Classroom Management	Purpose of Classroom Management	a. Provides Learning Facilities	1	1
		b. Use Learning Facilities	2	1
		c. Learning Tools	3, 4	2
		d. Working and Learning Condition	5	1
		e. Learning Interaction	6, 7	2
		b. Building and guide	8, 9	2
	Approach Management Class	a. Threat	10, 11, 12	3
		b. Change Behavior	13	1
		c. Social Relations	14	1
		d. Authority	15	1
		e. Freedom	16	1
	Principles Management Class	a. Warm and Enthusiastic	17	1
		b. Challenges	18	1
		c. Planting Discipline	19	1
	Skills Manage Class	a. Class Conditions	20, 21	2
		b. Responsiveness	22, 23	2
		c. Dividing Attention	24, 25	2
		d. Give Instructions Clear Instructions	26, 27	2
		e. Rebuke	28	1
		f. Give Strengthening	29	1
		g. Management Group	30	1
	Sum			**30**

While the data analysis technique carried out is through prerequisite tests: validity and reliability of data. The validity test is carried out by calculating the correlation between each statement with the total score using the product moment correlation technique formula. After testing the validity of the class management instrument, as many as 30 items, 17 valid or used items, were obtained, and 13 items were invalid. This data management tests validity with the correlation technique formula using SPSS 16.0 software.

RESULTS AND DISCUSSION

Class management with 30 respondents who are all valid, it can be seen that the frequency and percentage of class management score that obtain numbers 66, 71, 78, 82, 84, 85.87, 90, 92, 93, 100, and 102 are one students each (3.3%), numbers 77, 81, 86, and 89 are two students each (6.7%), numbers 79 and 91 are three students each (10%), and numbers 94 are four students (13.3%). If the level or level of student perception about class management in grade 1, as many as 30 people is made, as can be seen in Table 3.

Table 3. Grade Management Level Index

No	Acquisition Range Class Management Score	Level/Level Classroom Management	Number of Students	Percentage (%)
1	66-75	Low	2	6,7%
2	76-85	Keep	11	36,6%
3	86-95	Tall	15	50%
4	96-105	Very High	2	6,7%
		Sum	30	100%

Source: Statistical Calculation Data

Based on calculations, the student class management scores in social studies subjects is 6.6% of students who score 95-105 with two students and a very high level of class management. The score of 86-95 is 50%, with 15 students and a high level of class management. The score of 76-85 was 36.6%, with 11 students and a moderate level of class management. The score of 66-75 is 6.6%, with two students and a low level of class management. Thus, it can be interpreted that the most significant percentage is found in a score of 86-95, with a total of 15 students and a high level of class management, which is 50%

Descriptive Learning Attainment Data (Variable Y)

Data description of research results on the learning achievement of grade 1 students. The author uses the average results of daily assignment scores, daily tests, midterm exam (UTS) score results, and final semester exam (UAS) score results in odd semesters. To clarify the description of learning achievement data can be seen in Table 4.

Table 4. Statistical Description of Learning Attainmen (Variable Y)

Valid N	30
Missing	0
Mean	72,47
Std. Error of Mean	1,671
Median	76,00
Mode	76
Std. Deviation	9,153

Xvariance	83,775
Minimum	56
Maximum	87
Sum	2174

Based on the table above shows the number of scores obtained from respondents for the learning achievement variable of grade 1 students totaling 30 people; the minimum score is 56, the maximum value is 87, the average value or mean is 72.47, the median is 76.00, the mode is 76 with a standard deviation of 9.153.

Suppose a range of learning outcomes scores in social studies subjects are valid. In that case, it can be seen that the frequency and percentage of learning achievement scores of grade 1 students who obtain scores of 56, 58, 59, 61, 66, 68, 69, 71, 72, 73, 78, 79x, and 87 are one person each (3.3%), scores of 57, 67, 80, 81, and 86 every two people (6.7%), The value of 77 is three people (10%), and the value of 76 is four people (13.3%). If the level or level of learning achievement of grade 1 students as many as 30 people is made, as can be seen in Table 5.

Table 5. Learning Outcome Rate Index

No	Learning Outcomes Score Range	Learning Outcome Level	Number of Students	Percentage (%)
1	56-65	Low	6	20%
2	66-75	Keep	9	30%
3	76-85	Tall	12	40%
4	86-95	Very High	3	10%
	Sum		30	100%

Based on calculations, the acquisition of learning achievement scores for grade 1 students is 10% of students who score between 86-95 with very high learning achievement as many as three people. As many as 40% of students scored between 76-85 with high learning achievement, and as many as 12 people. As many as 30% of students score between 66-75, with moderate learning achievement in as many as nine people. And 20% of students who scored between 56-65 with low learning outcomes as many as six people. Thus, it can be interpreted that the most significant percentage is found in grades 76-85, with a total of 12 students and a high level of learning achievement of 40%, as seen in the histogram data describing the learning achievement of grade 1 students.

Hypothesis Testing

Description of the data of the results of the correlation between class management (variable X) and learning achievement (variable Y) carried out at Elementary School in Rambang Niru, South Sumatera using the help of SPSS 16.0 software with the enter method technique, namely by entering variable X data (Class Management) and variable Y (Learning achievement) into the form available in the program, as shown in Table 6.

Table 6. Variables Entered/Removed

Type	Variables Entered	Variables Removed	Method
1	Classroom Management[b]	.	Enter

a. Dependent Variable: Learning Attainment

b. All requested variables were entered.

After the two variables, as described in the description of class management data and learning achievement, are entered into the SPSS program, the results of the correlation between class management (variable X) and learning achievement (variable Y) are issued.

Table 7. Results of Correlation between Calculation
Classroom Management and Learning Outcomes

Results of Correlation Calculation		Classroom Management	Learning Outcomes
Pearson Correlation		1	,272
Classroom Management			,145
Sig. (2-tailed)			30
N		30	
Learning Outcomes	Pearson Correlation	,272	1
			30
	Sig. (2-tailed)	,145	
	N	30	

Source: Statistical Calculation Results

The data output generated from the SPSS program showed that the correlation between Class Management (Variable X) and Learning achievement (Variable Y) obtained the Pearson Correlation, correlation coefficient with the Product Moment formula of 0.272 with a confidence level of 5% or 0.05. So, it can be concluded that the null hypothesis H0 is rejected, which means that variable X (Class Management) does not affect variable Y (Learning achievement).

Based on the calculation results of Table 4.12, a KD value of 7.39% was obtained; this shows the contribution of variable X (Class Management) to variable Y (Learning achievement) of 7.39%. While 92.61% are other factors that affect student learning achievement. The results of the calculation of contributions (R Square / Coefficient of Determination) or the influence of class management (Variable X) on learning achievement (Variable Y) is R2 x 100% = 0,2722 x 100% = 7,39%

Classroom Management

Based on the description of class management data for Elementary School in Rambang Niru, South Sumatera students totaling 30 people, it shows that the highest percentage is in the range of 86-95 scores of 50% with a high level. This shows that class management has been done very well; all that needs to be done is maintaining that management level.

Student Learning Attainment

Based on the description of student learning achievement data, it shows that the highest percentage is in the range of 76-85 scores of 40% with a high level of 12 students. This shows that student learning outcomes are good, and the basic competencies and competencies of learning have been achieved so that they are sufficiently improved and maintained so that learning outcomes can be even better.

The Effect of Classroom Management on Learning Achievement

Based on the results of the correlation calculation between class management (Variable X) and learning achievement (Variable Y) shows that with a correlation level of R (rxy) of

0.272 and R Square (Coefficient of Determination) of 7.39%, the correlation results are in accordance with the table Interpretation of Correlation Index Numbers ―r‖ Product Moment shows that the correlation between class management (Variable X) and learning achievement (Variable Y) there is a weak or low correlation.

The Contribution of Classroom Management to Learning Achievement

Classroom management only contributes 7.39% to student learning outcomes. Other factors influence 92.61% of learning outcomes. Many other factors affect student learning outcomes, both internal and external. Internal factors significantly affect a student's learning outcomes. However, it is undeniable that external factors have a role in determining learning outcomes because learning outcomes result from students' learning efforts, including cognitive, affective, and psychomotor domains.

From several aspects of classroom management according to the Regulation of the Minister of National Education of the Republic of Indonesia number 41 of 2007 concerning process standards for primary and secondary education units, seating arrangements contributed by 0.64%, volume, and intonation by 1.46%, speech by 0.63%, feedback by 0.85%, material adjustment by 0.63%, rulemaking by 0.19%, respect for student opinions by 0.62%, neat and polite appearance by 0.023%, time adjustment by 0.05% and syllabus delivery by 1.92%.

In line with this study, the result of research from Agbaria (2021) shows a relationship between classroom management skills in kindergarten teachers related to emotional intelligence and self-efficacy. Class management, especially class display management, is one of the most important parts of self-management and the emotions possessed by students. The teacher becomes the designer and manager of the class display management because the teacher is a role model in student behavior (Safitri et al., 2021).

The results of the study by Nwankwo et al. (2019) also show that effective classroom management by teachers in both public and private secondary schools in Ebonyi state will improve classroom management for teaching and learning. Good classroom management is an important part because the results of this study show that student learning outcomes are good, and basic competencies and learning competencies have been achieved so that they are sufficiently improved and maintained so that learning outcomes can be even better with classroom management. The research results from Garrote et al. (2020) show that classroom management contributes to students' social acceptance at the individual and class levels. Classroom management contributes to learning activities and the social acceptance of students at individual and class levels. So it becomes an important part that the teacher must consider.

CONCLUSION

Based on the research results can be concluded that class management at Elementary School in Rambang Niru, South Sumatera shows that a high level category. This shows that class management has been done very well; all that needs to be done is maintaining that management level. However, classroom management only makes a small contribution to student achievement. Student achievement is more influenced by other factors, both internal and external factors. Internal factors significantly influence student achievement, although it is undeniable that external factors play a role in determining student achievement. Therefore, to create a effective classroom climate, teachers must know the condition of students first, teachers also need to make groups work, and work groups must also be able to provide benefits for

students so that they can work together in their tasks so that the learning process can be carried out correctly and smoothly.

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