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Class Management Strategies to Improve Student Learning Outcomes in Science Learning

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Abstract

Class management is an important point in the learning process in the classroom. Science learning at MI/SD is mandatory learning for elementary/MI students. Therefore, classroom management in science learning needs to have the right strategy in order to improve student learning outcomes. The type of research used is classroom action research. Data collection techniques using observation and tests. Data analysis technique using descriptive analysis. The research results show that using appropriate classroom management strategies can improve student learning outcomes as seen from the KKM results. The KKM results in the first cycle of students who completed were 33.33% while in the second cycle it was 87.50%.

Keywords: *Classroom Management; Learning outcomes; Science Learning*

Abstrak

Pengelolaan kelas merupakan poin penting dalam proses pembelajaran di kelas. Pembelajaran IPA di MI/SD merupakan pembelajaran wajib bagi siswa SD/MI. Oleh karena itu, pengelolaan kelas dalam pembelajaran IPA perlu memiliki strategi yang tepat agar dapat meningkatkan hasil belajar siswa. Jenis penelitian yang digunakan adalah penelitian tindakan kelas. Teknik pengumpulan data menggunakan observasi dan tes. Teknik analisis data menggunakan analisis deskriptif. Hasil penelitian menunjukkan bahwa dengan menggunakan strategi pengelolaan kelas yang tepat dapat meningkatkan hasil belajar siswa yang terlihat dari hasil KKM. Hasil KKM pada siklus I siswa yang tuntas sebesar 33,33% sedangkan pada siklus II sebesar 87,50%.

Kata Kunci: Pengelolaan Kelas; Hasil Belajar; Pembelajaran IPA

A. Introduction

Learning strategies are the core of learning in the classroom (Sanjani, 2021). Learning strategies will improve student knowledge (Widyaningrum & Rahmanumeta, 2016). Therefore, learning strategies can make it easier for teachers to achieve an optimal learning process (Purwanto, 2021).

Teachers have an important role in learning in the classroom. Teachers must also manage the class comfortably for students so that learning in the school is effective and efficient (Maryanto & Suklani, 2023). This study also supports that ideal classroom management will create good learning and produce easy learning for students and good learning outcomes (Jannah, 2023; Khotimah & Sukartono, 2022; Sulthoni et al., 2024) . Good classroom management will also increase student learning motivation (Ginting & Sari, 2024; Habbah et al., 2023) .

Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter I, Article (1), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and the skills necessary for themselves, society, the nation, and the state. Education is a system aimed at developing the quality or potential of humans so that they can think broadly and comprehensively, possess creativity, good character, and become responsible individuals. Education is organized as a process of cultural development and empowerment of students that takes place throughout life.

A study (Nurdyansyah & Fitriyani, 2018) shows that active learning strategies will influence students' attention and even increase student activity. Another study by (Kaban et al., 2021) shows that using PAKEM learning strategies can significantly improve learning outcomes. In this study, the focus was on PAKEM learning strategies, but in the study conducted by researchers, it was more focused on classroom management which includes classroom arrangement, for example, seating arrangements, room lighting, and classroom facilities. Another study shows that using the Think Talk Write learning strategy can improve learning outcomes and learning motivation (W. Lestari, 2015). In this study, the drawback is that it requires intensive guidance from the teacher in learning in the classroom. The difference with this study is more about classroom management strategies to improve student learning outcomes. Another study also shows that there is a relationship between classroom management and student learning outcomes (Anggraeni et al., 2023). The weakness of this study is that it does not specifically explain the classroom management that is carried out, it only shows increased learning outcomes for students. Other studies also show that if a teacher is skilled in managing the class, it will create a conducive class and students will even be active in the class. The weakness of this study is that it only relies on theory and has not yet been seen in terms of implications in the classroom (Nugraha et al., 2023). From the various studies above, it is clear that the classroom management that will be implemented is related to student seating arrangements, room lighting, classroom cleanliness, and arrangement of facilities in the form of goods, wall decorations, and classroom furniture.

The selection of learning strategies is part of classroom management that must be undertaken by teachers. Classroom management in elementary schools involves not only the implementation of learning activities and the provision of physical facilities in the classroom but also preparing the classroom environment to create a comfortable and effective learning atmosphere. One example is in Grade 5 at MI NU Watuduwur, where there are challenges in classroom management strategies, particularly in teaching science about the human respiratory system. Due to insufficient management strategies to support a conducive classroom environment, students have struggled to understand the human respiratory system, which could be easily understood with the right teaching method. The relationship between classroom management strategies and learning outcomes is that the appropriate strategies used by educators can motivate students to keep learning. This approach can be applied by every teacher, especially at MI NU Watuduwur. This

study focuses on how classroom management can improve student learning outcomes.

B. Method

The research method used in this study is Classroom Action Research (CAR). Classroom Action Research (CAR for Teachers) is research conducted in the classroom by implementing an action to improve the quality of the teaching and learning process in order to achieve better results than before(Sanjaya, 2016). Penelitian Tindakan Kelas ini dilaksanakan di MI NU Watuduwur kelas lima. Subjek penelitian ini yaitu siswa kelas V dan objek penelitian di MI NU Watuduwur.

The data collection techniques used in this study include observation and testing. Observation activities are carried out during the learning process, involving direct observation based on a pre-prepared observation sheet. A test consists of a series of questions used to measure the skills, knowledge, and talents possessed by individuals or groups.

The procedure for this classroom action research is conducted in 2 cycles, with the same material discussed in each cycle. Cycle 1 consists of several activities, which include:

1. Planning

   This stage begins by submitting an observation permit letter to the school principal. Then, the researcher collaborates with the classroom teacher to identify issues and design the actions to be taken.

2. Classroom Action

   The second stage of the research is the implementation of the planned actions(Susilo et al., 2022). In this phase, the teacher conducts lessons according to the lesson plan (RPP) designed across several cycles.

3. Observation

   The researcher observes the action in progress, recording occurrences during the learning process to gather accurate data. The results from these observations provide feedback for the teacher to reflect on and revise plans for the next cycle.

4. Reflection

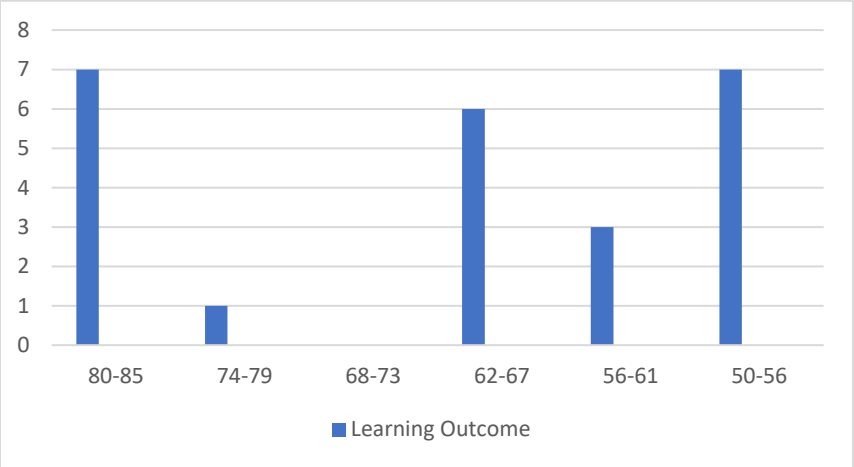
At the end of each cycle, reflection involves analyzing and evaluating or discussing the data collected during implementation. If the indicators and desired outcomes have not yet been met, the researcher proceeds to the next cycle to achieve optimal results, aiming to improve students' learning motivation.

Data analysis in this study uses both quantitative and qualitative data. Quantitative descriptive analysis is applied to assess the research outcomes. Data analysis begins at the start and continues until the end of data collection. The results of this analysis are presented by the researcher in descriptive sentences.

C. Discussion

On Wednesday, December 6, 2023, classroom action research was conducted at MI NU Watuduwur. The results obtained are as follows:

Figure 1. Data on Student Learning Results in Cycle I



Based on the results from the table above, data shows that 66.66% of students have not met the Minimum Competency Criteria (KKM), while 33.33% have met it. The highest score is 85, and the lowest score is 50, with an average of 66.04. This can serve as a guide for conducting Cycle 2 to enhance the implementation process, aiming to improve learning motivation in science subjects for 5th-grade students. This improvement in learning scores does not yet meet the success criteria, as the results do not fulfill the minimum quantitative criteria. Therefore, the researcher will proceed to Cycle 2.

1. Management Clas

The indicator of classroom management performed by the teacher is a key factor in the teacher's success in managing the classroom. Based on research conducted at MI NU Watuduwur, and through observations made, the researcher generally observed various physical factors (classroom conditions), the state of the students, the teacher, the seating arrangement, classroom cleanliness, and the arrangement of facilities such as items, wall decorations, and classroom furniture.

The research findings indicate that the teacher has managed the classroom space well. The teacher arranged the seating in a U-shape. A well-organized seating arrangement is expected to create a conducive and enjoyable learning environment for the students. This was also found in research that classroom management, for example, seating arrangements, has a significant influence on student learning outcomes (Nugraha et al., 2023) . This study also supports that structuring classroom models can increase motivation and focus on student learning so that it is easier for teachers to convey material and student interaction is maintained (Mubarok, 2019). Other studies also show that the first position affects students' learning concentration (A. L. Lestari et al., 2023).

In the classroom, there are no lights used for lighting inside. The teacher only opens the window/door when the lighting inside the classroom is insufficient. This is by other studies which found that room lighting will provide comfort in the classroom, thereby creating joy and enthusiasm for students in the teaching and learning process (Budiman & Indrani, 2012). This study is also supported by other research which shows that with good lighting in the classroom, students will feel comfortable in the classroom (Pranasmara, 2024). The teacher also consistently emphasizes classroom cleanliness. All students perform their classroom duties according to the schedule that has been made. This is by the results of studies that the cleanliness of the classroom will increase student learning concentration (Anugerah, 2020). This study also supports that clean learning can increase students' learning motivation (Harahap, 2018). However, there are still some students who neglect this matter. Some students continue to throw trash in the desk drawers.

Based on the research, the teacher demonstrates a caring nature as a foundation for a positive classroom climate, such as listening to and trying to understand things from the students' perspectives, which creates a safe and comfortable learning environment and helps students face difficulties during

learning. Along with this, the teacher shows patience when dealing with students during lessons.

The teacher and students also form a classroom organization consisting of a class leader, vice class leader, secretary, treasurer, and various sections within the class. This organization is very important for enforcing school rules and regulations as well as teaching skills and leadership responsibilities to the students. During the learning process, the teacher seeks a substitute if unable to attend school and helps students solve problems by acting as a mediator and seeking solutions.

2. The observation of the teacher's implementation

The observation of the teacher's implementation of learning was conducted from the beginning to the end of the learning session. The teacher's implementation of learning can be described as follows:

In the first and second meetings, the teacher carried out the lessons according to the prepared lesson plan (RPP). The teacher guided students to develop their knowledge effectively by giving them opportunities to think of answers to the questions posed by the teacher. While teaching, the teacher connected the lessons to the students' real-life experiences. However, the teacher has not yet linked the subject matter to the real-life situations of the students. During the learning activities, the teacher divided the students into several heterogeneous groups. The teacher selected media that was predetermined according to the material being taught. At the end of the lesson, the teacher reviewed the material before the students completed the evaluation questions. The teacher also conducted assessments throughout the learning process.

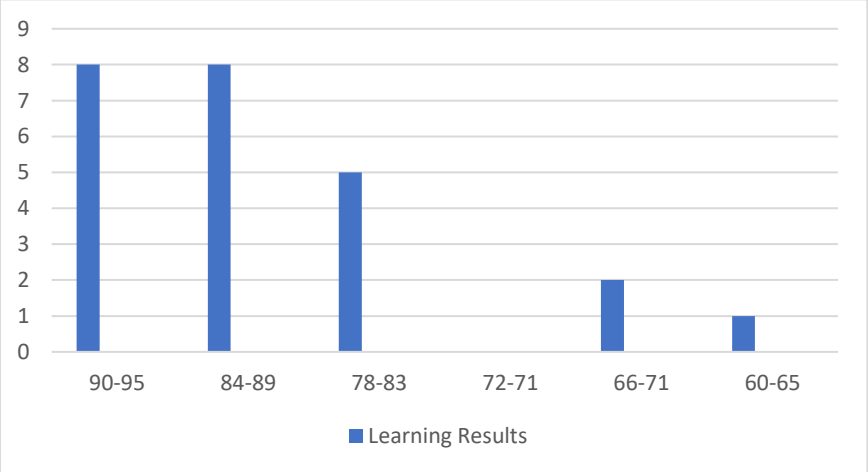
Table 1. Reflection Results of Cycle 1

No	Findings	Improvements
1.	Some students still disrupt their classmates during lessons	The teacher separated the disruptive students from their classmates during the lesson.
2.	When working on assignments, some students do not make an effort on their own and only look at the results or answers of their classmates	The teacher tries to review the material again so that the students better understand what they need to do.

3.	In group activities, individual tasks are still lacking because students only wait for instructions from the teacher when working on group assignments.	Before starting the group assignments, the teacher gives instructions to guide the students on their individual tasks.
4.	There are still some students who are less active during the learning process.	Assigning tasks to students as group leaders in completing group assignments.

An increase in learning motivation in Cycle 1 has been observed; however, it is still not optimal, as some students have not yet reached the established Minimum Competency Criteria (KKM). During the learning process, student attitudes in learning activities were quite enthusiastic, but there were also some students who did not seek knowledge from various sources and only asked their friends for answers, as shown in the table above. In group activities, individual responsibility is still lacking because students merely wait for instructions from the teacher when completing group assignments. The steps in the learning activities have been taken to address the shortcomings in Cycle 1. Based on the reflection results, Cycle II is needed to improve the deficiencies identified in Cycle I to further enhance student motivation. On Wednesday, December 20, 2023, classroom action research was conducted at MI NU Watuduwur, and the results are as follows:

Figure 2. Data on Student Learning Results in Cycle 2



Based on the results from the table above, the data shows that the average score of the students is 84.37, with 12.50% of students not meeting the Minimum Competency Criteria (KKM), while 87.50% of students have met the KKM. This is a positive response to the implementation of the science subject concept, particularly the material on the human respiratory system in the 5th grade. The learning outcomes achieved by the students have also improved, with the highest score being 95 and the lowest score being 65. This improvement in learning outcomes is due to the students' enthusiasm during the lessons, as they became active participants during the learning process.

This indicates that the success criteria of the research have been met, and the actions taken in Cycle 2 received a positive response. This demonstrates that the achievement aligns with the success indicator of the research, which is approximately 75%. The students achieved scores that met the KKM in the science subject, with 21 students achieving this criterion. The results obtained in Cycle II indicate that 87.5% have met the KKM. With these results, the research is considered successful and sufficient, and there is no need to add additional cycles to the implementation of the research.

Based on the research conducted at MI NU Watuduwur, it is evident that the implementation of science lessons on the material of the human respiratory system proceeded smoothly and had a positive impact on the students. The results of this research are also relevant to other studies which found that the more skilled teachers are in classroom management, the more impact it will have on student learning outcomes (Aini & Hadi, 2023; Aulia & Sontani, 2018; Hendriana, 2018). From the explanation above, learning motivation is the internal force within an individual that encourages active and continuous participation in learning activities to achieve desired goals. There are several factors that influence learning motivation, including internal factors such as the desire to learn, interest, ability, self-confidence, and expectations, as well as external factors such as the learning environment, social interactions, and support from family and teachers.

D. Conclusion

Based on research results, shows that classroom management can improve student learning outcomes. The KKM results in the first cycle of students who completed were 33.33% while in the second cycle, it was 87.50%. In the first cycle the researchers improved four ways, namely: 1) The teacher separated students who often disturbed their friends. 2) The teacher repeats the material until the

students understand. 3) The teacher gives instructions before students do the assignment. 4) Inactive students are given the role of class leader so that students become more active. With these improvements, in the second cycle, there was an increase in KKM of 87.50.

Recommendations from the results of this research require sustainable classroom management so that it can improve student learning outcomes. This class management needs to be mastered by other teachers through workshop activities on class management so that teachers have innovation in learning in the classroom. The limitations in this research do not necessarily result in the same increase in learning outcomes because this research focuses on science subjects.

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