INCREASING LEARNING OUTCOMES AMONG PRIMARY SCHOOL STUDENTS BY USING CLASSROOM MANAGEMENT

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Abstract:
This study aimed to determine the implementation of classroom management, and to find out the supporting and inhibiting factors in improving the students' learning outcomes. This research used qualitative method which focused on interviewing the principal and teachers. The data were analyzed through classifying the data, coding and theme creation, then presenting the results. The finding of this study indicated that classroom management had impact on students' learning outcomes. There were also some supporting factors, such as coordination and motivation from the school and parents who had big part in encouraging the improvement of the students' learning outcomes. However, there were inhibiting factors, such as learning environment which was not conducive.

Abstrak:
Penelitian ini bertujuan untuk menentukan implementasi manajemen kelas, serta faktor pendukung dan penghambat dalam meningkatkan hasil belajar siswa. Penelitian ini menggunakan metode kualitatif yang berfokus pada wawancara kepala sekolah dan guru. Data dianalisis melalui pengklasifikasian data, pengkodean dan pembuatan tema, kemudian menyajikan hasilnya. Temuan dari penelitian ini menunjukkan bahwa manajemen kelas berdampak pada hasil belajar siswa. Terdapat juga beberapa faktor pendukung, seperti koordinasi dan motivasi dari sekolah dan orang tua yang berperan besar dalam mendorong peningkatan hasil belajar siswa. Namun, ada beberapa faktor penghambat, seperti lingkungan belajar yang tidak kondusif.

Keywords:
Classroom Management, Learning Outcomes

INTRODUCTION

Classroom management is an important concept in implementation of learning process in the classroom. The implementation of suitable classroom management is a vital part that will determine the sustainability of education. According to (Usman, 2011) classroom management is a teacher's skill to create and maintain optimal learning conditions and return it when there is a disruption in the teaching and learning process. In other words, it is an activity to create and maintain the optimal condition for the

occurrence of teaching and learning process.

According to Wibowo (2013), management is a systematic and cooperative process of utilizing the available resources to achieve the result that has set effectively and efficiently. In addition, Rosdiana (2017) said that classroom management is a conscious and planned effort made by a teacher or person in charge to plan, organize, implement/actualize, supervise or control the activities carried out so that the teaching and learning process can take place effectively and efficiently, and create conducive conditions so that all the potential students can be optimized. Chandra (2015) stated that classroom management aims at establishing student self-control through a process of promoting positive students' achievement and behavior. Thus, academic achievement, teachers' efficacy, and the attitude of teachers and students are directly linked with the concept of classroom management. The teacher, being the key for the teaching process, they should be able to establish positive atmosphere such as an atmosphere which is described as purposeful, active, relaxed, and motivational (Delceva, 2014). In the learning process in the education unit, the teacher has an important and even very dominant role compared to other education components (Wahid, Muali, & Mutmainnah, 2017).

The appropriate implementation of class management is necessity. The aspect should be done regularly, systematically and continuously until create a conducive learning climate. According to the Laws of the Republic of Indonesia number 14 of 2005 paragraph 1 about teacher and lecturer, the meaning of teacher is a professional educator who has some main tasks, such as: educating, teaching, guiding, directing, training, assessing and evaluating the students in kindergarten, primary and middle education through a formal education. The implementation of class management involves all of the related parties, such as the principal, teachers, staff and education personnel. For example, principal has to know how the implementation of classroom management that has been carried out by the related parties.

Mastery of classroom management is a critical component of effective teaching and learning, thus, teachers are often evaluated based on their management of the classroom (Shamina, 2018). Mooney Handoko (2009) said, classroom management can achieve effectively, efficiently and directed if the implementation adjusts some principles, such as: a) Coordination, the requirements of coordination that involve authority serve reciprocally, doctrine (formulation of purpose) and discipline; b) Scalar principle, a scalar process has some principles, prospects and direction that has been reflected by leadership, delegation and functional definition; c) Functional principles have several missions with different functional. The problems in class management can be minimized by using class management principles. Kompri (2015) stated that class management principles are warm, enthusiastic, challenging, varied, flexible, positive approach, and instilling discipline.

The learning result is a product that has been produced by the teacher and its implementation should be known by teacher and principal. The implementation of class management has some problems that happen annually. Mursalin (2017) said that

the problems in the implementation of classroom management usually happen because of students. For example, while learning process there are some students who make a fuss, do not pay attention to the teacher, and also do not want to learn in the class. However, these problems often happen due teacher who does not ready to implement classroom management and does not focus on the students' activity.

Djamarah (2010) stated that class management is very important as the results of research activities in the learning process because students' behavior always changes. The students might study well today but no one knows what happen the next day. Yesterday they did a supportive competition within a group but in future might be an unsupportive competition. Class is always dynamic in behavior, attitude, mental and emotional. Therefore, class ability is always directed to create an effective and fun atmosphere in teaching and learning. Other than that, class also directed to motivate the students to study well based on their ability to carry out the expected learning activities.

Innovation is needed in education to achieve a better learning process, especially in school management which arranges all of the students' activities and in-depth evaluation that has been done in the implementation of class management. It is clear that the implementation of the classroom management program is needed to improve learning outcomes by doing collaboration with related parties, such as teachers, the principal, and staff. Therefore, it is expected the quality of achievement of learning outcomes can be better in the future.

Zainal (2008) stated that learning outcomes are perennial in the history of human life because throughout life, humans pursue the result base on their ability, so learning outcomes can be used as an indicator for the students' (intelligence) absorption. Syah (2010) conducted a study which showed that learning outcomes are the level of students' achievement that has relation with academic performance. Learning outcomes generally measured from academic abilities that become the learning purpose.

Learning outcomes describe students' ability in learning. According to Alfarabi in Mudjiono (2006) learning outcome is patterns of action, values, understanding, attitudes, appreciation and skill. Sudjana (2009) defined that students' learning outcome essentially is a process of transforming students' behavior as the result, besides learning result covers cognitive, affective and psychomotor aspects.

Psychomotor domain According to Bloom in Suprihatiningrum (2013), goal consists of reflexes including fundamental movement, perceptual and physical abilities, trained movements, and non-discursive behavior. This classification consists of skills level which generally follow the sequence of phase in motor learning process.

Learning outcomes could be seen by the learning goal achievement, Gagne and Briggs in Suprihatiningrum (2013). Learning outcomes are students' ability as action of learning result and it can be observed through students' performance that has distinguished into intellectual skill, cognitive strategy, verbal information, motor skill and attitude. Learning outcome is the most important part in learning process. Sudjana

(2009)stated that learning outcome is a process of transforming behavior as learning result, in a broader sense including cognitive, affective and psychomotor. Mudjiono (2006) indicated that learning outcome is an interaction output of teaching and learning process. In this case, an achievement is a value, output, and competency that have been achieved by the students in the learning process.

An optimal learning outcome can be achieved and influenced by several factors, such as internal and external factors. According to Syah (2010) in general, some influence factors for students in learning process divided into three types, namely (1) internal factors (an inside factors of the students), such as spiritual and physical students' condition; (2) external factors (an outside factors of students), students' environmental condition; and (3) learning approach factors.

The question problems of this research were: (1) how did the implementation of classroom management increase the students' learning outcomes in SDN 70 Danau Teluk, Jambi City; and 2) what were the supporting and inhibiting factors of the implementation of classroom management to increase learning outcomes in SDN 70 Danau Teluk, Jambi City. In this case, the objectives of this research were as follow: 1) describing the implementation of class management to increase learning outcomes of SDN 70 Danau Teluk, Jambi City; and 2) describing the supporting and inhibiting factors of the implementation of classroom management to increase learning outcomes of the students in primary school.

METHOD

This research used qualitative method with a descriptive approach. It aimed to get a description of understanding and in-depth interpretation about the meaning and all the facts about classroom management. Marshall & Rossman (1999) indicated that the purpose of conducting qualitative research historically is to explore, texplain, and describe the observed phenomena. This research provided an overview of class management in improving students' learning outcomes in SDN 70 Danau Teluk, Jambi City

In this study, researchers used "purposive sampling" procedure which the researchers chose the respondents and the research location to conduct a study that could provide information and answer the problems of this research. Creswell (2011) conducted a study which showed that this strategy commonly used in qualitative research which researchers choose the respondents who can provide the information needed to answer the research questions. In this case the researchers chose the principal, assistant principal of student affairs, assistant principal of curriculum and teachers who are considered capable of answering the research questions that has been described in the study. Specifically, research participants include:

Table 1. The Number of Respondents	
Participants	**Position**
1st participant	Principal
2nd participant	Assistant principal of student affairs
3rd participant	Assistant principal of curriculum
4th participant	1st grade teacher
5th participant	2nd grade teacher
6th participant	3rd grade teacher
7th participant	4th grade teacher
8th participant	5th grade teacher
9th participant	6th grade teacher
Total	**9 participans**

Creswell in Johnson & Christensen (2008) said that purposive sampling commonly used in qualitative research, which is the researchers ask to the participants who have provided data to recommend who else can become research participants. This strategy appropriated for this research because the researchers had flexibility in finding participants who were able to provide valid information to answer research questions in order to achieve research objective. Creswell (2011) also stated that observation and document such as curriculum, syllabus, and lesson plan are the main tools to collect the data. In qualitative research, the researchers also used interviews and documents as data collection tools to record their background.

The credibility of the data or the validity of the data in qualitative research is very important in order to avoid bias with the entry of personal data Creswell (2011). To maintain the credibility of the data or the validity of the data, first the researchers interviewed the parties who involved in the study, in 30 to 45 minutes. Second, the triangulation data used interview and document as data collection method. Third, member checking, which is the interview data that has been transcribed is returned to the participants to ask their opinion whether it is appropriate or not with what they said in the last interview. The research participants and the thesis supervisor also were asking for their opinion about the data that has collected. All names and places in this study were disguised as part of research ethics involving participants. All the names and locations of the study were not written in accordance with the original in order to keep the research participants' data confidential.

RESULTS AND DISCUSSION

Qualitative research with this observation aims to describe classroom management in improving learning outcomes in SDN 70 Danau Teluk, Jambi City relating to the principles of planning, organizing, implementing, and controlling at one of the elementary school in Jambi City. The researchers interviewed the parties involved directly in managing the class in improving students' learning outcomes which consisted of the principal, assistant principal of student affairs, assistant

principal of curriculum and teachers. In this study there were six main themes and five sub themes.

The results of this study showed that the school has some planning activities to improve students' learning outcomes. The school also organizes in carrying out activities that create conducive learning process and better result by conducting collaboration between school and parents, completing infrastructure facilities to support activities, distributing tasks and responsibilities can foster students' educational values. The results of the study showed that the school has some plans including activities to determine targets and tools according to achieve predetermined goals.

Based on the principles of management, the school has the ability to plan, organize, implement, and control the education of students which is accordance with the content of principal management. These principles are based on the results of research with the parties responsible for the class management in improving the learning outcomes of students at the study site.

Related to this matter, class management can increase students' learning outcomes by doing collaboration with the principal, teachers, parents and each individual. It must be carried out in the same direction, directed and orderly. Werren (1994, as cited in Wukir 2013), planning is a decision- making activity that requires the process of ensuring goals and deciding activities to be carried out to achieve the goals. This class management planning process aims to manage the organization effectively and efficiently. In the context of class management planning, planning is the whole thought process of determining all activities that will be carried out in the future in achieving goals (Wiyani, 2015). To improve the students' leaning outcomes, the management process is carried out by the principal and teachers as well as students are also involved from planning, organizing, implementing, and supervising classroom management.

The planning started from students entering the school by distributing school equipment for new students and involving school parties in the implementation of classroom management such as the principal, teachers, parents, and school administration plan such as curriculum, syllabus, lesson plans, annual programs, semester programs and other teaching tools.

The planning process in developing classroom management in improving learning outcomes starts from the principal, teachers, and parents through the process of activities in the school. First, the principal acts as a supervisor or controller of the planning process. The second, the teacher act as a guide, director and controller the course of an activity which fosters students' character values. Third, parents are very important in fostering educational values.

In educational plan, the preparation of teaching and learning activities are the earliest step that must be taken to develop learning methods that will be conveyed to students. In other words, the first step that should be made before carrying out other activities is planning, disciplinary values, Pancasila, culture, and national education

purposes. These values are the processes that must be carried out according to the classroom management components at school (Wiyani, 2015). The components that contained in classroom management are curriculum, syllabus, lesson plans, annual programs, and semester programs. Besides that, the steps in developing school curriculum are: (1) identifying and analyzing problems at school regarding students' learning levels; (2) formulate the vision, mission, and objectives of the school; (3) formulating indictors of the students' behavior; (4) developing syllabus and learning plans based on educational curriculum (K13); (5) integrating contents of K13 curriculum in all subjects; (6) developing educational assessment instrument is for measuring the achievement of K13 curriculum program; (7) building communication and collaboration between school and students' parents.

The management is human resources who take care of the administration of the school regarding management in leading, coordinating, directing, fostering and managing school governance to create a classroom-based school culture. Teacher plays a very strategic role, especially in building classes to developing students' potential. In teaching and learning process, the teacher has the task to educate, teach, guide, direct, train, assess and evaluate, also provide learning facilities for students to achieve classroom purpose management. The students are learning subjects who will go through the process of transforming values in the implementation of classroom management in school. According to Wiyani (2015) education classification which prioritizes intellectual and development of students needs to consider because not all of students are treated equally but instill disciplinary values in students' learning that are expected base on their levels of age.

In terms of arranging a school, organizing, allocating, and distributing work and resources are needed to be considered in the achievement organizational purposes, that is achieving a better students' education. According to Wiyani (2015) the implementation of education in schools also can be pursued through several stages. One of them is building communication with students' parents such as a school collaborates with parents and school also do it in environment. Terry (as cited in Wukir, 2013) stated that organizing is an effective relationship and treatment between people, so they can work together efficiently and obtain satisfaction in carrying out certain tasks, in certain environmental conditions achieve a certain objectives purpose.

Human Resources who take care of the administration of school management concern on leading, coordinating, directing and fostering school governance to create a classroom-based school culture. The teacher plays a very strategic role, especially in shaping the characteristics of learning and developing the potential of students (Wiyani, 2015). In the process of teaching and learning activities teachers have the task to educate, teach, guide, direct, train, assess or evaluate, and provide learning facilities for students to achieve the purpose of education of students. Students are the learning subjects who will go through the process of transforming values in the implementation of education in schools. The class management classification stage in improving learning outcome for students is really need to be considered in class management plan

because not all students are treated equally but the inoculcating disciplinary values of students who are expected to have a levels that appropriate with their levels of age.

Students' discipline need to grow during learning process, there are some habits in the process of forming student-based classroom management, such as providing good knowledge for students, the coordinate between parents and students, in accordance with the implementation (actuating). Terry (1991, as cited in Wukir, 2013) stated that the implementation is an effort to move the organization to run according to the objectives that want to be achieved. In the context of school habit, SDN 70 Danau Teluk, the school has applied several activities such as marching, prayer, literacy, group learning and self development activities like sports and dance.

The implementation of education in schools at least can be pursued through three alternative strategies in an integrated manner: 1). Integrating the entire subjects. The development of cultural education values and national character are integrated into each subject matter of each subject of these values included in the syllabus and lesson plans, 2). Integrating into daily activities, 3). Building communication with parents of students, collaborating between school and parents, and role all elements of the school in order to create a conducive atmosphere that will have a good impact on the growth of children's character education. Therefore, the role of all school elements become to a very supportive element towards the realization of the atmosphere. The school has to communicate all policies and practices implemented at school to parents and the surrounding community, so classroom programs in increasing learning outcomes do not only happen in school and it is not only school's responsibility. A good cooperation in the environment will affect growth and the development of the learners. Collaboration between school and the environment will create conducive school conditions. One of the factors that influences the application of the classroom assembly is the environment. One of the aspects that provide the greatest aspect in shaping a person's style of thought, attitude and behavior is the environmental factor in which the person interacts.

The collaboration between family and the environment influenced the implementation of classroom management and it has an impact on students learning outcomes. In daily learners' activities, they encounter things that are around them, such as from families. Positive and supportive environment will also produce the expected students. Surveillance (controlling) the management is a systematic effort to set the standards of implementation with planning objectives, design a feedback information system comparing actual activities with predetermined standards, determine and measure deviations, and take corrective actions needed to ensure that all organizational resources are used in the most effective and efficient way in achieving organizational goals (Mocker, 1995, as cited in Wukir, 2013). In this surveillance, there is a control effort carried out by the leadership of the organization with certain measurement standards to evaluate how much the level of success achieved by an organization and to obtain various information on a regular, ongoing, and comprehensive basis about the process and results of growth and development to be achieved by participant's students. The

purpose of the assessment is to measure the extent to which values are formulated as minimum standards that have been developed and instilled in schools, are internalized and applied and maintained by students in everyday life.

From this research, it shared information that the inhibiting factors of classroom management in increasing the teaching and learning process were the teacher factors, the inhibiting factors that come from in the form of things, such as: authoritarian teacher leadership types, teaching and learning formats were monotonous, the teacher had no a good personality, lack of teachers' knowledge, as well as their understanding of learners that are lacking, student factors, family factors and also facility factors. There are some efforts that taken in class management to improve the effectiveness of the teaching and learning process, such as: a) preparing administrative tasks, b) the using of various learning methods and learning media, c) using a pluralistic approach.

In general, the results of qualitative research with this observational approach are narrated by displaying real statements from the principal, teachers, and students themselves, starting from the planning of organizing, implementing, and monitoring, so that the supporting and inhibiting factors for class management in improving students' learning outcomes can be overcome together by evaluating it.

CONCLUSION

Improving students' learning outcomes through class management consisted of several processes. First, class management plan in improving the students' learning outcomes involved the principal, teachers, and parents. Because planning is the school's goal to increase students' learning outcomes with complete preparation of teaching tools, curriculum, lesson plans, and syllabus. Second, organizing class management can be done by activities, marching, praying, literacy and also group learning. Third, actuating (mobilization) is an effort to move the organization to run according to plan and achieve goals. the implementation of classroom management is a habitual effort in the process of improving students' learning outcomes for the changes that occur at school can run better. Fourth, controlling is a limitation effort carried out by the leadership of the organization with certain measurement standards to evaluate how much the level of success achieved by an organization. The curriculum influences class management plan because it depends on the management of human resources, teachers and students to create conducive classes.

The factors that support class management in improving students' learning outcomes in SDN 70 Danau Teluk, Jambi City are supporting activities as well as motivation from schools such as teachers, school's principal, parents who play a major role in increasing students' learning outcomes. While, the inhibiting factors from class management is from environmental factors such as the students peer that caused difficult to foster a conducive learning climate at home, school environment even around the place of residence. Thus, the environment greatly affected the way of the students learn.

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