

The Effect of Classroom Management on Student Learning Outcomes

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Abstract: This study aims to determine the description of classroom management and description of learning outcomes and the influence of classroom management on student learning outcomes. This research is a quantitative research. Sampling was done using proportional random sampling technique from a population of 155 people. Respondents in this study are the students of class X Skill Competence Administration Office SMK Negeri Makassar as many as 47 respondents. To achieve these objectives, the researchers used data collection techniques through observation, questionnaires, documentation, and interviews. The results showed that classroom management was categorized both regarding physical conditions, Socio-emotional conditions and organizational conditions. For learning outcomes fall into the category of both the value of student report cards. From the result of analysis and hypothesis test show that there is the influence of class management to result in student learning of class X Office Skill Competence Administration at SMK Negeri 1 Makassar. This is seen from the results of data analysis performed, with r arithmetic is 0.451 and r table is 0.288 at a significant level of 5 percent which means that the level of influence is categorized in the category of being.

Keywords: Classroom Management, Learning Outcomes

1 INTRODUCTION

Education is an effort to prepare students through guidance, instruction, and training for their role in the future (Clark & Mayer, 2016; Darling-Hammond, 2015, 2015; Feisel & Rosa, 2005; Sherry, 1995; Zeichner, 1987). Therefore, the school as a formal educational institution should systematically plan a variety of environments, namely the educational environment that provides various opportunities for students to undertake various learning activities. With a variety of learning opportunities, growth and development of students directed and driven to the achievement of the aspired goal (DuFour & Eaker, 2009; Paris & Paris, 2001; Wohlstetter, Datnow, & Park, 2008).

To achieve the objectives of National Education, the Government through the Ministry of National Education seeks to improve and reform the education system in Indonesia, namely in the form of curriculum renewal, structuring teachers,

improvement of education management, and the construction of educational facilities and infrastructures. With this renewal is expected to produce a creative human being by the demands of the times, which in the end the quality of education in Indonesia increases (Kristiansen, 2006; Medlock III & Soligo, 2001; Mourougane, 2012).

Improving the quality of education can be seen from the achievement of optimal learning outcomes. Learning outcomes are a change in student behavior due to learning. The change is sought in the process of teaching and learning to achieve educational goals. According to Stachowski & Mahan, (1998) "learning outcomes are patterns of deeds, values, insights, attitudes, appreciations, and skills."

Learning outcomes are influenced by the subject's learning experience with the physical world and its environment. Student learning outcomes depend on what is already known, the subject of learning, the goals, the motivations that influence the

process of interaction with the material being studied. A person's learning outcomes can achieve maximum results if the teacher can manage the class well. Clark's research says students' 70% student learning outcomes are influenced by students' ability and 30% are influenced by the environment.

Based on observations made in November 2015 by researchers at SMK Negeri 1 Makassar, showing the atmosphere of the less conducive class, the arrangement of goods that are less groomed, students are noisy so disturbing the concentration of other students and disrupt the learning process. From the above problems, we can conclude that a teacher must be able to manage the class well so that the creation of an atmosphere conducive to teaching and learning process. Teachers are required to improve their roles and competencies; competent teachers will be better able to create an effective learning environment and will be better able to manage their classes.

2 METHODS

Researchers use a quantitative research approach with the type of associative research. This research consists of two variables, namely class management as independent variable given X symbol and student learning result as dependent variable given Y symbol. To measure the variable of this research, then used the instrument in the form of a questionnaire which is submitted to the respondent by using a likert scale. The population in this study were students of Class X Competency of Administration Skill of Perkantoran SMK Negeri 1 Makassar 155 people. Researchers use the technique of sampling in proportional (proportional random sampling) so that the research sample can be obtained as many as 47 people at once used as respondents research.

Data collection techniques use several techniques, namely: 1) Observation, 2) Questionnaire, 3) Documentation, 4) Interview. Data analysis techniques used are descriptive statistical analysis and inferential statistical analysis which aims to examine research variables and will be calculated using SPSS 23 (Statistical Product and Service Solutions)

3 RESULTS AND DISCUSSION

3.1 Class management

The results showed that the implementation of classroom management in SMK Negeri 1 Makassar was in a good category, seen from 3 indicators, such as 1) physical condition, 2) socio-emotional, 3) organizational condition.

3.1.1 Physical Condition

The physical condition of the place where the learning process has an important influence on student learning outcomes. Physical conditions in question are the room where the process of teaching and learning, seating arrangements, ventilation and lighting arrangements and the arrangement of storage of goods.

Based on the results of research related physical condition indicator showed good category. In this case, teachers who teach in class X competence office administration expertise at SMK Negeri 1 Makassar has done the classroom management with good visible from the flexibility of students while in the classroom so as not to disturb other students when going out or doing activities in space class. Also, seating arrangements are usually made by teachers to make students feel more comfortable in following the learning process because seating arrangements made allow students to see teachers who are explaining and can see the existing writing on the board.

Good physical condition is also supported from good air circulation where there is considerable ventilation so students can breathe fresh air. A large window also allows the sunlight to enter so students can see the writings on the board or any textbook they use in the teaching and learning process.

The process of teaching and learning can also take place well with the arrangement of goods such as hygiene kits, pictures of presidents and vice presidents, pictures of national heroes, vases of flowers, erasers,

and markers in good class and teratur. Goods that is well organized it makes students feel comfortable and to follow the teaching and learning process properly and help students take the goods when required.

3.1.2 Socio-Emotional Conditions

The socio-emotional codes in the classroom will have a considerable effect on the learning process and will ultimately also affect the outcomes achieved by the students. The sociological-emotional characteristic is the type of teacher leadership in the learning process, the teacher's attitude and the voice of the teacher in the teaching and learning process.

The results showed that socio-emotional condition in class X The competency of administration skill in SMK Negeri 1 Makassar is in a good category, it can be seen from the type of leadership of the democratic teacher so as to provide great opportunities for friendship attitudes between teachers and students. The democratic attitude of the teacher is seen from the openness of the teacher to accept the opinions of his students and the students' openness about the problems faced by his teacher thus creating a good classroom climate and creating optimal conditions for teaching and learning process.

The attitude of teachers who remain patient and friendly in dealing with students who violate the rules provide a positive value to the socio-emotional conditions felt by students during the learning process. In addition to that, the voices of teachers who teach in the class X competency of administration expertise in SMK Negeri 1 Makassar also provide stimulus for students to dare to question because the voice of teachers is relatively low but with clear articulation and full volume so that All students can hear it.

3.1.3 Organizational Condition

Regular organizational activities done both at the classroom level and at the school level will prevent classroom management problems. With routine activities undertaken and communicated clearly and openly to all students, will be embedded in every student and become a good habit and regularity of behavior. The organizational conditions that are meant are the replacement of the lesson, the absent teachers and the problem of students.

Based on the results of organizational research conditions that occurred in class X competency of administration expertise in SMK Negeri 1 Makassar is in a good category. This can be seen from some of the students who will remain in the classroom waiting for the teacher to be teaching during the turn of the lesson, and if the hours are long enough, then they will spend their free time by visiting the library or staying in the classroom and reading the textbook.

The good organizational condition is also evident from the condition of class X Competence of office administration expertise at SMK Negeri 1 Makassar which looks to be coordinated with when their teachers are unable to attend. All students will directly perform the tasks assigned by substitute teachers when teachers who are supposed to teach can't attend. Also, the class situation will be conducive back in the event of problems, the class leader causes this, or other students have the initiative to report to the homeroom teacher or other teachers to be able to solve problems that occur so as not to cause distance among the other students.

3.2 Learning outcomes

Student learning outcomes are abilities that include the cognitive, affective and psychomotor domains that change as a result of students' experiences and learning process. Student learning outcomes were obtained from students' report score. The result of class X students' learning competency of office administration skill in SMK Negeri 1 Makassar is in the good

category in a review of the average score of student report cards.

The result of this research shows that there is the influence of class management to student learning result of class X competence of administration skill in SMK Negeri 1 Makassar with medium relationship level. The results of hypothesis testing of this study indicate that the classroom management of student learning outcomes class X competence of administrative skills in SMK Negeri 1 Makassar has a significant influence.

The result of hypothesis from research using SPSS 23 (Statistical Product Standart Solusion), that there is the influence of class management to result in student learning of class X competence of administration skill of office at SMK Negeri 1 Makassar. This means that the hypothesis that allegedly there is a significant influence of classroom management on student learning outcomes class X competence of administrative skills in SMK Negeri 1 Makassar in this study is acceptable.

The results above are also in line with the opinion of Metzler (2017) which states a person can obtain maximum learning outcomes if true teachers can manage the class well. Also, Clark in his research stated the students' learning outcomes at school 70% influenced by the ability of students and 30% influenced by the environment. The classroom is the smallest environment of the school where students carry out the learning process activities. Conducive classroom conditions will have a positive impact on the achievement of student learning outcomes. Therefore, teachers should be able to create conducive class conditions through good class managers, so that students can achieve maximum learning outcomes.

4 CONCLUSIONS

Management of class X competence of administrative skill of office at SMK Negeri 1 Makassar in the good category. This can be seen based on indicators of

physical conditions, socio-emotional conditions, and organizational conditions. The result of student learning of class X competency of administration skill of office at SMK Negeri 1 Makassar in the good category. This can be seen from the average value of student report cards that are mostly within the range of values of 75-89. The effect of classroom management on student learning outcomes of class X competence of administrative skill in SMK Negeri 1 Makassar with moderate influence level, so that hypothesis that allegedly there is the influence of class management to student learning result of class X competence of administration skill of office at SMK Negeri 1 Makassar acceptable.

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