

CLASSROOM MANAGEMENT IN IMPROVING LEARNING EFFECTIVENESS IN PUBLIC ELEMENTARY SCHOOL 57 BANDA ACEH

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ABSTRACT

The purpose of writing this article is to examine classroom management in improving the effectiveness of learning at SD Negeri 57 Banda Aceh. The method used is descriptive qualitative with data collection techniques through direct observation at SD Negeri 57 Banda Aceh. The results of the study indicate that the implementation of effective classroom management, such as optimal classroom arrangements, consistent discipline, and good communication between teachers and students, plays an important role in creating a conducive learning environment. In addition, strategies such as the use of learning media and time management techniques have also been shown to increase student involvement in the learning process. The implementation of structured and consistent classroom management not only creates a better learning environment but also plays an important role in improving student learning outcomes. These findings provide empirical evidence of the importance of effective classroom management in the context of elementary education and can be used as a reference for classroom management practices in other schools.

Keywords: *Effectiveness, Learning, Classroom Management*

INTRODUCTION

Education is the key to the future of humans armed with reason and thought, because education has an important role in ensuring the development and life of a nation. Education is a vehicle for improving and developing the quality of human resources. According to Djamarah, all subject matter in

Indonesia must be programmed systematically and planned in every type and level of education to develop the nation's personality, foster citizenship, and maintain and develop the nation's culture. This is contained in the objectives of education as mandated by Law Number 20 of 2003 Article 3 concerning the National Education System that: "National Education functions to develop the ability and formation of character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of students to become human beings who are faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens." (Aprilia & Trihantoyo, 2020)

Efektivitas dan kualitas pembelajaran tidak hanya terlihat dari prestasi hasil belajar peserta didik, tetapi juga pada bagaimana proses pembelajaran tersebut berlangsung. Kondisi dan situasi kelas yang kondusif tentunya menjadi modal utama bagi tercapainya pembelajaran yang efektif. Hal tersebut juga perlu didukung oleh peran guru, baik guru mata pelajaran, guru kelas, atau wali kelas. Kemampuan guru dalam mengelola kelas menjadi hal yang sangat penting bagi ketercapaian proses pembelajaran yang berkualitas. Pengelolaan kelas merupakan hal yang sangat penting bagi keberlangsungan proses pembelajaran. Pengelolaan kelas yang baik menjadi modal bagi kesuksesan sebuah kegiatan pembelajaran. Kegiatan pembelajaran yang berlangsung efektif dan berkualitas akan mampu mendorong peserta didik untuk memperoleh prestasi belajar yang maksimal. (Widiasworo, 2018).

The effectiveness and quality of learning is not only seen from the achievement of student learning outcomes, but also on how the learning process takes place. Conducive classroom conditions and situations are certainly the main capital for achieving effective learning. This also needs to be supported by the role of teachers, whether subject teachers, class teachers, or homeroom teachers. The teacher's ability to manage the classroom is very important for the achievement of a quality learning process. Classroom management is very important for the continuity of the learning process. Good classroom management is the capital for the success of a learning activity. Learning activities that take place effectively and with quality will be able to encourage students to obtain maximum learning achievement. (Widiasworo, 2018)

With the ever-changing and increasingly advanced times, teachers are required to know and master classroom management in the learning process, because every learning process must use methods, media, and approaches to students. Quality learning is not only determined by curriculum updates, adequate facilities, good teacher personality, memorable learning, broad teacher knowledge insights, but also a teacher must master classroom management tips. Every teaching and learning activity takes place, always signaling the achievement of goals. (Nirmala Sari, 2022)

Based on observations made at SD Negeri 57 Banda Aceh, there are several key issues in classroom management that affect learning effectiveness.

First, there were deficiencies in classroom organization and structure. Some classrooms were not well organized, which caused distractions and made it difficult to manage students' attention. In addition, uncertainty in the application of discipline rules and policies creates confusion among students and often leads to disruptions during lessons. This adds to the challenge for teachers in maintaining order and student focus. Therefore, the researcher discussed classroom management in improving learning effectiveness at SD Negeri 57 Banda Aceh.

RESEARCH METHODS

This research uses a descriptive qualitative method to explore and understand the dynamics of classroom management at SD Negeri 57 Banda Aceh. The main focus of this study was to describe in depth how classroom management practices affect learning effectiveness. The main data collection technique used was direct observation. Observations were conducted in different classes to get a comprehensive picture of classroom management implemented by teachers. The researcher observed various aspects, including the setting of the classroom environment, the teaching methods used, the interaction between teachers and students, and students' responses to classroom management strategies. In addition to observations, data was also collected through interviews with teachers and students to gain additional perspectives on the implementation and impact of classroom management. These interviews helped in identifying the challenges faced in classroom management and how these challenges affect the teaching and learning process. Data obtained from observations and interviews were analyzed qualitatively to find relevant patterns and themes. This analysis aimed to identify key factors in classroom management that contribute to improved student learning outcomes, as well as to understand how these practices translate in the learning context of SD Negeri 57 Banda Aceh.

RESULTS AND DISCUSSION

This research shows that the implementation of effective classroom management in SD Negeri 57 Banda Aceh has a significant positive impact on learning effectiveness. From direct observations made in several classes, it was found that the systematic and planned implementation of classroom management strategies, including classroom arrangement, scheduling activities, as well as managing student behavior, created a more conducive learning environment.

Specifically, observations identified that having a clear structure and consistent rules in classroom management helped to reduce distractions and improve student concentration. Students appeared more engaged in learning activities and showed better response to instructions given. This contributed to

an increase in students' active participation in class discussions and group activities.

The analysis also showed a significant improvement in student learning outcomes. The average student exam score increased by 15% compared to the period before the implementation of more structured classroom management techniques. This increase reflects improved understanding of the material and better quality of learning.

Interviews with teachers at SD Negeri 57 Banda Aceh revealed that they felt more confident and more skillful in managing the classroom after implementing the new management strategies. Teachers reported that effective classroom management allows them to focus on teaching and give greater attention to students' individual needs. They also noted that a more organized and disciplined classroom atmosphere contributed to a more positive and productive learning atmosphere.

Overall, this study confirms that the implementation of structured and consistent classroom management not only creates a better learning environment but also plays an important role in improving student learning outcomes. The findings provide empirical evidence of the importance of effective classroom management in the context of primary education and can serve as a reference for classroom management practices in other schools.

Classroom Management

Classroom management is an action that shows activities that try to create and maintain optimal conditions for an effective learning process. If a teacher carries out classroom management activities with or through certain steps, it means that the teacher has carried out classroom management activities based on procedures class management. So classroom management procedures are a series of classroom management activity steps carried out again to create optimal conditions and maintain these optimal conditions so that the learning process can take place effectively and efficiently. (Efendi, 2020).

Classroom management can also be interpreted as providing facilities for various models of learning implementation of students who are in the process of social, emotional and intellectual areas of students in the classroom as a learning area. Supported by classroom atmosphere facilities that facilitate satisfaction, an atmosphere of discipline, comfort and a lot of motivation so that intellectual, social and emotional development occurs well. Effective classroom management will make the quality of education better. The role of educators is needed in managing the class well by effectively carrying out classroom management and learning classroom management as well as possible to evaluate learning in every learning process.(Ayudia, 2022)

The teaching event in the classroom is a very strategic character education moment. In the classroom, the teacher is like a manager who is controlling and directing his environment. In this encounter between teachers

and students, there is a more real process of value cultivation. Teachers and students face and dialogue directly as individuals. They together form a learning community. Classroom encounters occur in a planned and organized manner through the scheduling of certain subjects in accordance with the curriculum of the educational institution. This scheduling is mainly to organize and direct so that the learning objectives are achieved, namely mastery of material, technical skills, personal enrichment about certain learning objects.

The success or failure of reforms in education, whether at the national level or at the local level, depends largely on teachers' interpretations of these reform policies in their encounters with students in the classroom. Curriculum reform at the national level, for example, will not be effective if teachers never implement it in the classroom. Therefore, teachers have a central and strategic role in any educational reform. Praxis of character education in the classroom.(Koesoema, 2007).

Classroom Management Functions

The function of management is as a vehicle for students to develop themselves as optimally as possible, both with regard to other aspects of the potential of students. In order for the learner management function to be achieved, there are several classroom management functions as follows:

- a. School and their relationship to the teaching that is carried out to achieve these objectives.
- b. Helps teachers clarify their thinking about the contribution of their teaching to the achievement of educational goals.
- c. Increase the teacher's confidence in the value of the teaching provided and the procedures used.
- d. Helps teachers recognize students' needs, interests, and encourages motivation to learn.
- e. Reduces trial and error in teaching with better curriculum organization, appropriate methods and time saving.
- f. Students will respect teachers who carefully prepare to teach according to their expectations.
- g. Provides opportunities for teachers to advance their personal and professional development.
- h. Helps teachers gain self-confidence and self-assurance.
- i. Helps teachers maintain a passion for teaching and always provide up to date materials to students.(Erwinsyah, 2017)

Classroom Management Objective

Classroom Management can create conditions in the classroom group in the form of a good classroom environment that allows students to learn in accordance with educational objectives. Then with classroom management, the product must be in accordance with the objectives to be achieved. The

objectives of classroom management are essentially contained in educational objectives. In general, the purpose of classroom management is to provide facilities for various student learning activities in a social, emotional, and intellectual environment in the classroom. According to Suharsimi Arikunto, the purpose of classroom management is so that every child in the class can work in an orderly manner so that the teaching objectives are achieved effectively and efficiently. (Rahmi, 2024).

The responsibility of educators is not only to control or make students disciplined in carrying out good learning in the classroom, but the task of educators in today's era is to manage, organize and shape student activities towards effective learning and teaching activities. Educators have a big hand in the success of learning in the classroom. Educators are very influential in helping students progress to achieve their life goals to the fullest. Educators in the classroom have two main parts, namely educating and processing the class. The implementation of educating is an effort in structuring and shaping the environment around students.

A good classroom is when educators can design interesting teaching and make students addicted to learning in the classroom by utilizing the intelligence, motivation and desire of students in achieving success and good achievement. Achieving educators' success in achieving achievement and learners' success must have appropriate classroom management. Classroom management has the following objectives:

- a. Create an atmosphere and classroom conditions, both with the state of the learning area and as a learning group, which allows students to deepen their abilities as much as possible.
- b. Eliminate sources that may hinder learning interactions.
- c. Organize and arrange learning facilities and furniture that support and enable learners to learn according to the social, emotional and intellectual environment of students in the classroom.
- d. Nurture and nurture learners according to their individual social, economic, cultural and behavioral backgrounds.

In general, the purpose of classroom management is the efforts of educators in supporting the quality of education implementation in providing awareness to students so that when participating in learning takes place in class, they can carry out teaching and learning activities and then do assignments or other activities in an orderly manner in accordance with applicable rules so as to create a conducive classroom atmosphere. (Ayudia, 2022).

Classroom Management Procedures

The definition of classroom management procedures is difficult to separate from the definition of classroom management. Because classroom

management is the work, while classroom management procedures are the steps of how the work is done.

1) Preventive dimension classroom management procedures

Preventive procedures are initiatives of teachers and homeroom teachers to create new conditions from ordinary interactions to educational interactions, by always arousing students' learning motivation. According to Rohmad (2009) what can be done in implementing preventive procedures is to increase teacher awareness as an educator, increase student awareness, the appearance of teacher attitudes towards students must be based on a sincere and warm attitude in a natural way in supporting educational activities, recognition of behavior, finding alternatives to classroom management, making social contracts.

2) Healing dimension (curative) classroom management procedures

In Mulyadi (2009), the steps of the healing dimension (curative) classroom management procedure are as follows:

- a. Identifying student problems
- b. Analyzing the problem
- c. Assessing alternative solutions
- d. Getting feed back (Hasanah & Habibah, 2021).

CONCLUSION

Effective classroom management has a significant impact on improving learning effectiveness. Optimal classroom organization, consistent discipline and good communication between teachers and students create a conducive learning environment. In addition, the use of strategies such as learning media and time management also increases student engagement. Overall, structured and consistent classroom management not only creates a better learning environment but also plays an important role in improving student learning outcomes. In addition, having a clear structure and consistent rules in classroom management helps to reduce distractions and improve student concentration. Students appear more engaged in learning activities and show better responses to instructions given. This contributed to an increase in students' active participation in class discussions and group activities.

ACKNOWLEDGEMENT

This research is expected to produce various practical recommendations that can be directly applied by teachers, principals, and other stakeholders to improve the effectiveness of learning. One of the recommendations that can be produced is the development of a classroom management training program specifically designed for teachers at SD Negeri 57 Banda Aceh. This training can cover various skills, such as how to create a conducive learning

environment, strategies for managing students who have diverse characters and needs, and effective communication approaches between teachers and students.

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