



## Classroom Management in Improving Student Motivation and Learning Outcomes at SD Negeri 2 Karya Jaya, Mesuji Makmur District

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**Abstract.** This research aims to analyze classroom management in increasing student motivation and learning outcomes. This research was conducted at SDN 2 Karya Jaya, Mesuji Makmur District in four classes, namely class V A, class V B, class VI A, class VI B. The subjects of this research were teachers of classes V and VI at SDN 2 Karya Jaya, Mesuji Makmur District. The method used in this research is qualitative with a descriptive qualitative type. The data sources used are observation, interviews, documentation, book sources, journals and previous research. The results of class management at SDN 2 Karya Jaya in class V A, class V B, class VI A, class VI B look good. Good classroom management is proven to make students have motivation to learn so that students have learning outcomes above the KKTP. The report card data for students who are already above the KKTP is that in classes V A and VI A there are many students above the KKTP, in classes V B and VI B quite a lot of students are above the KKTP. Obstacles in classroom management in the four classes can be overcome by providing technical guidance for teachers, making classes comfortable for students and using varied learning methods, and reporting any damage to school facilities.

**Keywords:** Class Management, Motivation, Learning Results

### 1. INTRODUCTION

Management comes from the Latin language, namely from the origin of the word manus which means hand and agree which means to do. The words are combined into managere which means to handle. Managere translates into English to manage (verb), management (noun), and manager for the person who does it. Management is translated into Indonesian as management (management). Management in a broad sense is the planning, implementation and supervision (p3) of organizational resources to achieve goals effectively and efficiently. Management in a narrow sense is school/madrasah management which includes: program planning, program implementation, leadership of school/madrasah principals, supervision, evaluation and school/madrasah information systems.

Classroom management is the process of planning, organizing, mobilizing, and supervising teachers, either individually or with or through others, to achieve learning goals with the best possible use of resources. In the learning process, because the classroom is the main learning environment in the school, the teacher must manage the class as well as possible. This means that teachers must have good classroom management skills so that students feel comfortable and create a passionate learning environment. Since classrooms serve as the

primary learning environment in schools, teachers must manage the classroom effectively during the learning process. The layout and operation of the classroom ensure that learning activities run smoothly and that the expected results are achieved. Therefore, to make students feel comfortable and create an enthusiastic learning environment, a teacher must master classroom management. Learning effectiveness, motivation, and student learning outcomes are indicators of how well or poorly teachers manage their classes. (Danim, 201)

The concept of classroom management, namely Improving the quality of school education, needs to be supported by the ability to manage and implement classroom management. Schools or classes need to thrive from year to year. Therefore, a good relationship between teachers and students needs to be created in order to establish a conducive and fun learning climate and atmosphere. Likewise, the arrangement of physical appearance and the classroom needs to be fostered so that the classroom becomes an educational environment that can foster creativity, discipline, and learning spirit of students. In this framework, the need for the implementation of classroom management is felt. To implement classroom management effectively and efficiently, teachers need to have knowledge of managing classroom learning, planning, and a broad view of the classroom. In addition, the authority of teachers must be developed by increasing the attitude of concern, teaching spirit, teaching discipline, exemplary and human relationships as morals for the realization of a conducive work climate. In order to implement classroom management effectively and efficiently, teachers must be creative in improving classroom management. Teachers are role models and direct role models for students in class. Therefore, teachers need to be ready with all obligations, both management and preparation of teaching materials. Teachers must also organize their classes well. Lesson schedules, student division, cleanliness, beauty and order of the classroom, arrangement of student seating, placement of tools and others must be done as well as possible. A fun and disciplined classroom atmosphere is needed to encourage students' enthusiasm for learning. Creativity and creativity of teachers to implement classroom management need to be continuously encouraged and developed (Mulyasa, 2002)

## **2. LITERATURE REVIEW**

### **Definition of Classroom Implementation and Management**

Application when seen in the general dictionary of Indonesian has a meaning, namely "about practicing" (Poerwadarminta, 2015). According to some experts, application is an act of practicing a theory, method, and other things to achieve a certain goal and for an interest desired by a group or group that has been planned and arranged in advance. While according

to other terms, Application is "implementation which means the use of equipment in work, implementation, work until realization and restraint" (Mangunsuwito, 2011).

The Director General of PUOD and the Director General of Higher Education at the UPI Education Administration Lecturer stated that classroom management is about making the teaching and learning environment fun and successful and encouraging students to learn well according to their talents. Alternatively, classroom management can be interpreted as a deliberate effort to plan learning activities methodically. As a result of deliberate efforts, teaching materials, facilities, and teaching aids are prepared, learning spaces are set up to provide settings and scenarios for the teaching and learning process, and time management is practiced to ensure learning runs smoothly and curriculum goals are achieved. The fundamental idea in classroom management that must be considered is "the placement of individuals, groups, schools and environmental factors that affect it. The teacher's duties such as controlling, regulating or disciplining students are not appropriate actions anymore for now". (Rukman, Ade, 2009)

### **Aims and Objectives of Classroom Management**

Classroom management is a skill that teachers must have in "decide, understand, diagnose and act towards the improvement of a dynamic classroom atmosphere. Aspects that teachers need to pay attention to in classroom management are the nature of the class, the drivers of class strength, the classroom situation, selection actions and creativity". In addition, the development and maintenance of ideal classroom conditions must be a serious concern by class managers. Thus, teaching and learning activities will be more successful. Classroom management, according to Mulyadi, functions to provide and equip facilities for various tasks, such as assisting groups in the division of tasks, forming groups, collaborating in identifying organizational goals, assisting individuals in working with groups or classes, assisting work order, and regulating classroom conditions. Maintenance of tasks so that they run smoothly is the second task. (Mulyadi, 2009)

According to Rusydie and Novan Ardi Wiyani, classroom management specifically aims to: facilitate student learning activities; removing barriers that hinder interaction during teaching and learning activities; regulating the use of various learning facilities; fostering and guiding students based on individual characteristics and various social, economic, and cultural backgrounds; help students learn and work according to their potential and abilities; creating a positive social atmosphere in the classroom; and help students learn in an orderly manner. (Novan Ardi and Wiyani, 2014)

## **Definition of Motivation and Learning**

Humans are motivated by an inner force that drives them to pursue a specific goal and engage in a specific activity. "Motivation comes from the word motive, which can be understood as internal motivation that encourages a person to take certain actions to achieve a goal. One way to think about motives is as a state of internal readiness. A.M. Sardiman (2006)

Learning motivation is "anything that can motivate students or individuals to learn. Without motivation to learn, a student will not learn and ultimately will not achieve success in learning". (Istarani, Intan Pulungan, 2015)

Then, according to Sardiman, learning is "an effort to change behavior. Thus, learning can be interpreted simply, namely, a process by which organisms acquire forms of behavior change that tend to continue to influence the general pattern of behavior towards an improvement". The change in behavior consists of "various processes of modification towards a permanent form, and occurs in aspects of actions, thoughts, attitudes, and feelings. Finally, it can be said that learning is nothing but gaining new experiences". (Sardiman, A.M., 2006)

## **3. METHODS**

Research methods are essentially a scientific approach in collecting data for a specific purpose. The research methodology used must be in accordance with the expected data in order to produce findings that are in accordance with the research objectives. To investigate the natural condition of objects, researchers use qualitative research methods based on the philosophy of postpositivism. Triangulation (combination) is the main method of data collection, inductive/qualitative data analysis is a data analysis method, and qualitative research findings emphasize more on meaning than generalization (Sugiyono, 2011:9).

This research is a descriptive research which is a research method that seeks to describe and interpret objects as they are. This research activity is basically to collect data, present information and then describe the actual situation that occurs in the field regarding "Classroom Management in Improving Student Motivation and Learning Outcomes at SDN 2 Karya Jaya, Mesuji Makmur District" and then draw conclusions based on the provisions that have been set.

#### 4. RESULTS

A school profile is a state or description contained in a school which includes the school's identity, vision, mission and goals, a brief history of the school, facilities and infrastructure, the state of teachers, and the state of students. The profile of the 2 Karya Jaya State Elementary School is as follows:



**SDN 2 Karya Jaya School Profile Picture**

In the findings of the student research, the researcher conducted interviews with students from the four classes. In class V A and class V B there are 40 students, in class VI A and class VI B there are 38 students. The students' responses to classroom management from the results of the research are as follows:

##### **a. Classroom Management**

The learning that students like is doing written assignments, doing questions and answers, grouping, answering puzzles, making crafts. Students don't like lecture learning, memorization, and math. In the teaching process, teachers often reprimand students who are not in order or violate the rules in the school. When studying, teachers do not like to get angry in class or reprimand students in front of other students. Teachers provide more motivation and warnings in a polite way. Teachers always ask students how they are doing at the beginning of lessons or during breaks. Some students were asked directly by the teacher if the student looked moody in class. Teachers are very concerned about students, teachers always pay attention to the circumstances and conditions of students. Teachers guide students by being kind, patient, friendly, firm, disciplined, being gentle, affectionate, making learning play while learning, reminding students to immediately collect assignments, reminding them to eat breakfast and take care of their health, explaining the material until students understand, helping students when they don't understand, teaching until students understand, providing solutions, not yelling at students, paying attention to students, provide a good example, as well as provide motivation and enthusiasm to students. In the classroom, students like their class teachers, the things that students like from teachers are when the teacher is cheap, smiling, cheerful, polite, patient, compassionate, coming on time, not favoritism, and humorous.

In addition to the role of teachers, classroom facilities are a very supportive thing for learning. From the four classes, students answered that the facilities in their classrooms are quite complete and in the good category. The facilities in the classroom are one teacher's desk, student desks according to the number of students, one teacher's chair, one student chair according to the number of students, one whiteboard, one eraser, two markers, one bookcase, one shoe rack, one classroom cabinet, one set of reading corners, one information board, and two fans. And according to the students, the facilities that are not yet in the classroom are dispensers, air conditioners/air conditioners, computers. Facilities that are not yet in class are facilities that require a fairly high cost. However, the facility still exists in the school to be used together. Like computers do not exist in every classroom because computers have their own room, namely the Computer room. Then wifi is only in the computer room for computer learning and preparation for Computer-Based National Analysis (ANBK). Air conditioning/fans are only available in computer rooms, teacher rooms, and principal's rooms. And projectors are not installed in every classroom, but the school prepares several projectors that are prepared to support the learning process in the classroom.

#### **b. Student Learning Motivation**

In classroom learning, teachers often motivate students, this is known from the results of interviews with students in the three schools. The motivation given by teachers is various, such as giving praise, applause, enthusiasm at the beginning of learning, rewards, and supporting students while learning. This motivation is useful for students so that students are more enthusiastic about learning. For example, the teacher gives encouragement at the beginning of learning, for example there are body stretches, singing and clapping, puzzles or stories that make students interested in learning. Then the teacher gives praise to students who dare to ask questions, answer questions, or present the results of the discussion. In addition, the teacher applauds and invites other students to applaud when the student successfully answers the question, or can explain the material correctly. Students also feel happy if they are given a prize such as an achievement star in the form of a plastic star, a star sticker, or a star image in the student's book. These achievement stars will be calculated every month so that students are more interested in collecting more stars which at the same time makes students more active in learning. Then teachers also support every work that has been completed by students and support and provide direction to students who lack motivation to learn.

In addition, teachers also provide a comfortable environment for students to learn. In the classroom, students must be orderly, harmonious, cooperative, not noisy, do not play when

studying, do not eat when studying and do not disturb other students. A comfortable and conducive environment allows students to concentrate on learning and focus on the material presented. In the classroom, the teacher has the right to arrange students so that students are always orderly and learning can run well from the beginning of learning to the end of learning. Teachers also have the right to punish students when they do not follow or obey the rules. However, the punishment given must be educational so that students do not feel that they are being excluded. When learning, students like a variety of activities, namely learning in groups, listening to videos, singing together, reading, writing, arithmetic, doing written assignments, drawing, coloring, dancing, making crafts, practicing sports, learning questions and answers, memorizing, giving quizzes, learning while playing. Varied learning makes students more motivated and enthusiastic about learning. If the motivation to learn has been embedded in the student, the teacher does not need to bother to tell the student to learn, on the contrary, the student will learn on its own without any instructions or orders.

### **c. Student Learning Outcomes**

After learning, students feel happy to get new information that is not yet known, some students answer that they are bored and tired of the lessons, either in the form of school assignments or homework assignments. However, the majority of students study because they want to get good grades, grades that are in accordance with their efforts and expectations, so that the grades obtained reach KKTP. To get good grades, students must work on assignments and collect assignments on time. In addition, the main reason students want to learn is that they want to be smart, get a class champion, achieve their goals, gain knowledge, gain insight, become a successful and useful child for themselves and their parents, and be able to teach younger siblings.

Student learning outcomes can be seen from student behavior after learning and the report card scores given. The behavior of students after learning is to be even better than before. Such as being a love of learning, often helping parents, loving to help others, doing good to others, and always carrying out worship. The report cards of students in the four grades, namely class V A, class V B, class VI A, class VI B, most of the students have received the grades that must be achieved, namely in accordance with the Learning Goal Achievement Criteria (KKTP).

## **5. DISCUSSION**

Classroom management is a series of classroom management carried out by teachers and students in order to create an active, efficient, and fun learning atmosphere and can create student learning motivation and achieve desired learning goals. In classroom management, there are two dimensions, namely the human dimension such as the principal, teachers, students, and support staff for the learning process and the non-human dimension such as books, tables, chairs, study rooms, learning media, learning technology, and objects around the learning process. Overall, the human and non-human dimensions work together in achieving productive learning. Life in the classroom is the main source of inspiration for a student's learning process in discovering, shaping, and designing their personality. From this classroom, students internalize values and habits that will later be used as a tool to interact with people outside their classroom. So it can be stated that the quality of classroom life will affect the growth and development process of students outside the classroom, both on the street and at home. The function of classroom management is to make changes in the classroom, so that students can develop an active attitude in learning and be able to control themselves. The cooperation between students and teachers is a preparation for good classroom management in learning carried out by classroom teachers. This is one of the teachers' duties to create an atmosphere that can create a spirit of learning, improve the quality and quality of learning, and provide guidance to students.

Based on research conducted in four classes at SD Negeri 2 Karya Jaya, namely class V A, class V B, class VI A, class VI B, the planning made by the school is at the beginning of the new school year, precisely at the time of the school work meeting, teachers are urged by the principal of SD Negeri 2 Karya Jaya to make an annual program, semester programs, TAPI analysis, syllabus, and Learning Implementation Plan (RPP) for each thematic learning and other subjects. The planning made must be adjusted to the conditions and characteristics of students. This aims to group students and provide learning that suits the needs of each student.

In the classroom, a teacher acts as a leader as well as a supervisor of his students. Whether or not a learning is achieved is determined by the implementation carried out by the teacher in the classroom. Teachers are responsible for guiding the learning process in the classroom, inspiring, supporting, and motivating students to continue learning so that they are ready to achieve learning goals that will have a positive impact on learning outcomes. The purpose of classroom supervision by teachers is to ensure whether their role as organizers and leaders has successfully achieved the set goals. Teachers should evaluate and rearrange the learning environment rather than changing the goals if those goals have not been achieved. To



realize effective learning from the conditions and atmosphere as well as its maintenance efforts, teachers as supervisors must be able to carry out the learning process to the maximum.

Classroom teachers are teachers who have an important role in the learning process, one of which is able to create a conducive classroom. That is a friendly classroom for a self-learning environment or learning together, creating interaction between students and teachers and friends, so that students can develop their abilities to the maximum. If the management of the learning environment is not supportive, it will have an impact on decreasing learning concentration and material absorption by students.

## **6. CONCLUSION**

Based on the discussion in CHAPTER IV, it can be concluded that the teachers at SD Negeri 2 Karya Jaya in all four grades have carried out good classroom management. This can be seen from the teaching process carried out by teachers of classes V A, class V B, class VI A, class VI B by providing a disciplined attitude and conducting fun learning, being firm with students, providing innovative, effective and fun learning, and providing fun learning for students.

In addition, teachers of SD Negeri 2 Karya Jaya implement classroom management by making plans, namely making annual programs, semester programs, KKTP analysis, syllabus, and Learning Implementation Plans (RPP). Organizing is making the structure of class administrators, class picket schedules, class plans, and class rules, as well as preparing facilities in the classroom. The implementation process is to carry out Teaching and Learning Activities (KBM) in accordance with the lesson plan and materials that have been prepared beforehand, ask about students' readiness to learn, provide perception before learning, provide motivation to learn and provide a fun learning process so that students are interested in learning. And teachers conduct evaluations in the form of written and oral exams. Student learning outcomes can be seen through the results of student report cards that have reached the Learning Goal Achievement Criteria (KKTP). The learning outcomes of students in all four grades have reached the KKTP and the learning results can be seen from the behavior in a better direction.

Obstacles in classroom management come from teachers, namely lack of knowledge about science and technology (IPTEK), from students, namely making the classroom unconducive and factors that come from students, and from classroom facilities, namely the destruction of classroom facilities. However, every obstacle in the classroom can be solved jointly by teachers, students, and the school. Among them are holding technical guidance for

teachers, creating comfortable classrooms for students and using various learning methods, and reporting any damage to school facilities.

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