

The Effect of Classroom Management Implementation on Students' Achievement

Iswan^{1*}, Herwina Bahar¹, Agus Suradika¹, Ahmad Susanto¹, Farihen Misriandi¹, Zainudin Hassan²

¹Faculty of Education, Muhammadiyah University of Jakarta, Indonesia

²School of Education, Faculty of Social Sciences and Humanities (FSSH), Universiti Teknologi Malaysia, Malaysia

Received September 30, 2020; Revised November 1, 2020; Accepted November 7, 2020

Cite This Paper in the following Citation Styles

(a): [1] Iswan, Herwina Bahar, Agus Suradika, Ahmad Susanto, Farihen Misriandi, Zainudin Hassan, "The Effect of Classroom Management Implementation on Students' Achievement," *Universal Journal of Educational Research*, Vol. 8, No. 11C, pp. 136 - 148, 2020. DOI: 10.13189/ujer.2020.082316.

(b): Iswan, Herwina Bahar, Agus Suradika, Ahmad Susanto, Farihen, Misriandi, Zainudin Hassan (2020). *The Effect of Classroom Management Implementation on Students' Achievement*. *Universal Journal of Educational Research*, 8(11C), 136 - 148. DOI: 10.13189/ujer.2020.082316.

Copyright©2020 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

Abstract This study aims to know about the effect of Classroom Management Implementation on Achievement Student learning. The approach in this research is quantitative research. The results of this study are based on the results of statistical tests. Based on the test results with the linear equation formula shows, that the coefficients table (a) regression equation model, learning achievement results can be predicted, influenced by the results of class management implementation which is obtained value $Y = 31,147 + 15,929 X$. Variable Y is the result of learning, and X is the implementation of classroom management. Based on the results of the linear equation test, it can be analyzed, among others, if the teacher does not implement classroom management, then the value ($X = 0$), and the results of students' learning achievement statistical value test is obtained at $31,147 + 15,929(1) = 57,176$. Then the regression coefficient of value mounts to $b = 31.147$, the amount of students' achievement scores increase in line with increase in the results of implementing class management. The result of the regression equation $Y = 31,147 + 15,929$, the value of X used as the basis for the calculation increases with the level of students' learning achievement, who are influenced by the implementation of good classroom management.

Keywords Classroom Management Implementation, Students' Learning Achievement

1. Introduction

The development of the country is greatly influenced by various factors and one of them is, human resource quality. Human resource quality is a very important factor to become a developed, strong, and prosperous country. Increasing the quality of human resources, depending on education. As stated in the Law of the Republic of Indonesia Number 20 of 2003 Chapter 1 Article 1 "National Education is education based on Pancasila and the 1945 Constitution, which is rooted in religious values, Indonesian national culture, and responsive to the demands of changing times" (Regulations implementation of the National Education System. (2010: 2-4) In general, the goal of national education in Indonesia is to educate the nation's life In Chapter II Article 3 of the Republic of Indonesia Law Number 20 of 2003 that National Education functions, develops the capabilities and shapes the character and the civilization of the nation. It has dignity in the framework of educating the nation's life, and developing the students' potency to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and independent and become democratic and responsible citizens.

In order to achieve this goal, families and the environment as well as educational institutions play a very important role, especially in educational institutions which are basically used as direct sources of knowledge. The quality of school institutions will also demand professional

teachers. Professional teachers are teachers who are skilled in mastering the learning process so that it runs effectively and efficiently. A pleasant learning process is closely related to friendly, conducive and comfortable classroom conditions. This requires the action of a teacher to manage the class well. The students will still feel bored, if the teachers only implement fun teaching method but the class condition is less comfortable. In other words, the teacher in the classroom must pay attention to the two important things, such as the right learning method and classroom management. It must also be the main point that to consider.

The success of the learning process is largely determined by the strategy and management carried out by the teacher. In the Education Administration Lecturer Team at Education University of Indonesia revealed that teaching is not only about transferring knowledge, but also a number of behaviors that will become the ownership of students. Ade Rukmana, et al. (2010: 103). Thus it is important for a teacher to master classroom management in order to form active and fun learning activities. Seeing that most teachers have implemented classroom management well, with the facilities prepared, have been managed and utilized optimally. Apart from facilities, time management and the learning process have been designed in such a way that the child looks enthusiastic about learning. Through this research, the researchers will see the implications of classroom management on students' achievement, and as the object of research is Grade VI primary school students Lab School, FIP-UMJ. Indonesia.

Formulation of the problem

Based on the background, problem identification and problem limitation, the researchers formulate the following problems:

1. How is the implementation of classroom management in Grade VI students at SD Labschool FIP-UMJ Indonesia?
2. How is to improve students' achievement at Grade VI SD Labschool FIP-UMJ. Indonesia?
3. How is the effect of classroom management implementation on students' achievement at Class VI SD Lab School FIP-UMJ. Indonesia?

Research purposes

1. To find out and analyze the implementation of classroom management in Grade VI students at SD Lab School FIP-UMJ Indonesia.
2. To find out and analyze how to improve students' achievement of Class VI at SD Labschool FIP UMJ Indonesia.
3. To determine and analyze the effect of classroom management implementation on students' achievement of Class VI SD Lab School FIP-UMJ. Indonesia.

2. Literature Review

Definition of Management

Classroom management is an education aspect that is often the main concern of prospective teachers, new teachers, and even experienced teachers. This is because prospective teachers, new teachers, and experienced teachers want their students to learn optimally. Teachers must be able to convey learning material, and be well accepted by students. Soekarno argued that: a. Management is the process of leading, guiding and facilitating the efforts of people organized in formal organizations in order to achieve predetermined goals; b. Management is the process of planning, organizing, mobilizing and controlling. Management is also an effort to use various sources to achieve goals. As the opinion of Dedi Sudirman, (1996:23), which states that "management is associated with all efforts to achieve certain goals by making the best use of existing resources.

Activities carried out, in management, are of course based on predetermined planning and have goals that must be achieved. To be able to achieve the maximum goal, then compiling a plan must be adjusted to existing material sources. Thus from the above opinions it can be concluded that management is an effort to lead, guide, through the planning, organizing, mobilizing and monitoring processes to achieve certain goals by making the best possible use of existing resources.

Definition of Classroom Management

Classroom is seen as a complex and interactive environment. In the classroom there are interactions of various subjects to support the learning process. These subjects include students, teachers, various learning media, props, facilities and infrastructure and so on. Thoifuri (2008: 127), argues that class is a place of learning in which there is a teacher who delivers lessons to students with the same material and time. A pleasant learning process is closely related to friendly, conducive and comfortable classroom conditions. This requires the action of a teacher to manage the class well. Even though the teacher's teaching method is fun for students, if the class conditions get less attention, it will be difficult to build students' enthusiasm for learning, thus students' achievement will also be difficult to increase. As expressed by Ahmad Rohani (2010:142), that the teachers' efforts in creating what is expected to be effective in some considerations; first, the factors that can support the creation of favorable conditions in the teaching and learning process are known. Second, it is known as problems. It is expected and usually occurs and can damage the teaching and learning climate. Third, the mastery of various approaches in classroom management and knowing when and for which problems an approach is

used.

Classroom management is the teacher's skill to create and maintain optimal learning conditions and restore them when things happen that can disrupt the learning atmosphere. Thus classroom management includes a series of processes carried out by the teacher in striving for the success of the learning process. Erdogan and Kurt (2014:12) stated that classroom management is a familiar term that describes how teachers act in building a mutually supportive learning environment in developing students' academic potency and socio-emotional skills in order to create that teaching and learning activities can run accordingly with predetermined achievements. A similar opinion was also stated, namely that classroom management is a teacher's skill to create a conducive learning climate, and to control it if there is a disruption in learning. Classroom management is a proactive action by creating an interactive classroom environment between teachers and students or students and students as a manifestation of education management and school management. Salman Rusydie (2011:24), classroom management is all efforts made to create an effective and fun teaching and learning atmosphere and can motivate students to learn well and according to their abilities.

Some of the opinions above can be concluded that classroom management is all efforts made to create a conducive and interactive learning climate and can motivate students to learn well and according to their abilities, where this action is a manifestation of education and school management.

Classroom Management Principles

A teacher who already knows the concept of classroom management must also be able to understand the principles in applying it. The principles of class management are aimed at the effectiveness of applied management and can minimize problems that arise. Aho, et.al (2010: 397), explain that the principles in classroom management are illustrated as student knowledge, teacher personality, emotional state, caring, uniqueness of educational situation, school operational environment and social context. This is expected to be able to bridge actions and ways of thinking. Furthermore, according to Salman Rusydie, the principles of class management include: a. Teachers must be enthusiastic and enthusiastic; b. Teachers must be able to provide challenges; c. Teachers must be flexible; d. Emphasize the positives; e. Cultivation of self-discipline. Management principles are enthusiasm, challenge, variety, flexibility, emphasis on positive things and cultivation of self-discipline. From some of the opinions above, the principles of classroom management are enthusiastic, challenging, varied and emphasize positive things.

Approach in Classroom Management

Burden in Yasar (2008:15), states that classroom

management is the level of control that teachers give to students and classes. Burden classifies the classroom management approach into 3 main clusters including; the intervening model (high control approach), the interacting model (intermediate control approach) and the guiding model (low-control approach). In addition, Ali Imron et al (2003:46), said that the approach to classroom management includes 3 things, namely the behavior change approach, the socio-emotional climate approach and the group process approach. As for behavior change approach, the basis of this approach is behavioral psychology. This psychology suggests that: (1) all behavior is the result of learning, and (2) there is a psychological process that can be used to explain the learning process, such as positive reinforcement, negative reinforcement, law and elimination. This approach views that in order to foster the desired behavior, the teacher must provide negative reinforcement or positive reinforcement, whereas to reduce deviant behavior, the teacher can use negative stimuli, the elimination of rewards, and time out (canceling the opportunity for students to receive rewards in the form of objects or activities liked). Apart from positive and negative reinforcement, there are primary and secondary reinforcement. Primary reinforcement is reinforcement that cannot be learned and is always necessary for life (food, air and water) while secondary reinforcement is reinforcement that is learned (praise, affection, money and so on).

The socio-emotional climate approach, the presence of psychological factors in learning will provide an important contribution. Psychological factors will always provide a foundation and ease in achieving optimal learning goals. The basis of this approach is clinical psychology and counseling. The assumption is that effective classroom management and effective teaching is a function of the relationship between teachers and students, as well as students and students, while teachers occupy a central position for the creation of a good socio-emotional climate. The socio-emotional approach is an approach based on the establishment of a good relationship between teachers and students.

These three opinions can be concluded that this socio-emotional approach aims to improve good interpersonal relationships between teachers and students and between students. Group process approach. This approach is known as the socio-psychological and group dynamics approach. The group process approach refers to learning experiences that take place in school, occur in social groups, and class is seen as a social system that has characteristics like other social systems. In this approach, teachers must: (1) Create cohesive groups, (2) Assist students in developing and developing productive group norms and meeting the needs of learning objectives. That teaching small groups and individually can be done in the following ways: a. Developing organizational skills, by providing motivation and making variations in assignments; b. Guide and facilitate learning, which includes

strengthening, initial processes, supervision, and learning interactions; c. Space usage planning; d. Clear, challenging, and interesting assignments. In summary, this opinion can be concluded that teaching small groups require preparation and high creativity in order to achieve conducive learning.

Teacher Activities in Classroom Management

The teacher's activity in the classroom is a manager, who has a number of roles to shape learning activities. Akan and Basad (2013:147), state that the classroom is a place to produce educational and learning activities in schools with good, planned, targeted, and appropriate facilities and infrastructure as well as activities based on real life. With this learning environment it is hoped that it can increase individual interest in learning and ensure their participation in the learning process. The teacher's activities in classroom management are as decision makers, planning experts, as improvisers, as researchers, as expert planners. The teacher's role in classroom management includes: informant, organizer, motivator, director, initiator, transmitter, facilitator, mediator and evaluator. The teacher acts as an educating teacher. He does not only teach subjects according to his expertise but also educates the younger generation of his nation. As a teacher, he is in charge of managing students' learning activities at school. This opinion can be concluded that the teacher has complex activities. He not only acts as a material provider but is also responsible for managing and conditioning the class so that learning activities can run effectively.

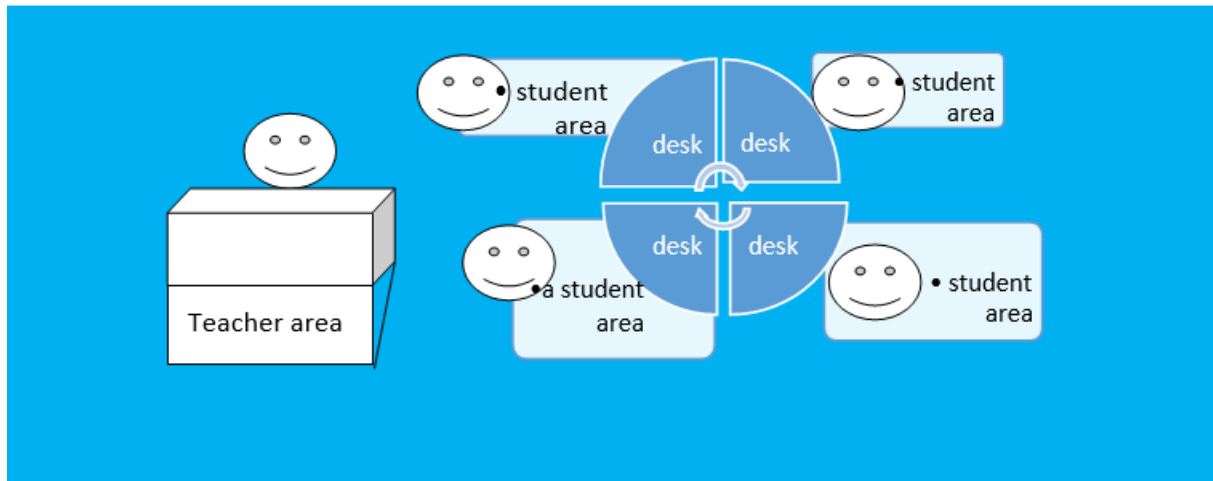
Classroom Management Aspects

Class management actions are actions taken by teachers in order to provide optimal conditions. Pieper in Dobrescu and Emilia (2014:466), explains that an important aspect of classroom management is to create a dynamic climate that will increase students' interest in supporting autonomy, initiative, and optimal academic results. The teacher's actions can be in the form of preventive measures, namely by providing both physical and socio-emotional conditions so that students can feel comfortable and safe to carry out the learning process. Other actions can be in the form of corrective action against deviant student behavior and damage the optimal conditions for the ongoing teaching and learning process. A series of activities carried out by teachers in classroom management include student management and learning facility arrangements. As it is known that the current curriculum has treated students as learning subjects, not as learning objects. Thus in the learning process, students must play an active role by utilizing various sources and the teacher only acts as a

facilitator and motivator. However, it should be noted that in the classroom there are various kinds of characters, from the many people who are in the class, we will find that they are very diverse, both in terms of character, emotion, intellect, behavior and tendencies and habits.

It is possible that the learning process will occur with various methods and approaches adopted by the teacher. Teachers must be able to manage students so that they are able to follow learning scenarios comfortably and conductively. In student settings, the actions taken include: a. the teacher must observe and condition the behavior and discipline of students in order to be able to follow the learning process well; b. Teachers must be able to attract and maintain students' motivation and attention during the learning process using appropriate methods and fun teaching methods.

Safe, comfortable and beautiful classroom condition will be the dream of students. Thus, in addition to the teacher being able to manage students, the teacher must also be able to manage the class in such a way as to create a class that is conducive and enjoyable for students during the teaching and learning process. The arrangement of learning facilities consists of several things that must be considered, including: adequate ventilation, adequate lighting, seating layout must be comfortable and adjusted to the learning model and method used, comfortable classroom as possible with supporting decorations and posters, placement of learning facilities and infrastructure neatly arranged, maintaining the cleanliness and tidiness of students by forming team duties, forming student management organizations. Classroom management activities include two aspects that need to be considered, namely: Teaching and learning conditions and situations, Teaching and Learning Conditions and Situations, Physical Conditions, The physical environment where learning is very influential on the learning process. The physical environment is favorable and has minimum requirements to support the increasing intensity of the learning process of students and has a positive influence on the achievement of teaching goals. The physical environment in question includes: a room for teaching and learning that the learning space should allow students to move freely while carrying out learning activities. The size of the class room depends on the type of activity and the number of students. If a classroom with a certain number of students makes it impossible to carry out a learning activity, the teacher can take advantage of learning in the practicum room or studying outside the classroom. Seats should be set in a moving class manner, or it can be arranged face to face between students to be more effective, because it allows students to have a dialogue with each other, as shown below:



Source: Ade Rukmana, et,all. (2010:103).

Ventilation and Lighting

The space is adjustable, and ventilation and lighting are important assets for a comfortable learning atmosphere. Ventilation arrangements should be sufficient to ensure student health. The windows must be large enough so that the heat from the sun can enter the room and the exchange of oxygen and carbon dioxide gases can run smoothly so that the classroom remains in fresh conditions. Arrangements for the storage of facilities and infrastructure should be stored in a special place and easily accessible when needed. Items that have high practitioner value and can be stored in the classroom such as textbooks, curriculum guides, personal cards and so on should be placed in such a way that they do not interfere with student learning activities. The socio-emotional conditions in the classroom will have a considerable influence on the effectiveness of achieving teaching goals.

The type of leadership, the role of the teacher, the type of teacher leadership, or the administrator will color the emotional atmosphere in the classroom. Teachers who tend to be authoritarian will produce apathetic and aggressive student attitudes. Both of these attitudes will be a source of obstacles to class management both individually and in groups because students will be active only when the teacher supervises. The laissez-faire leadership type will create unproductive learning conditions even though there is leadership. This type is only suitable for students who have an active character, are full of willingness, take initiative and are not always waiting for direction. However, it is known that the character of students like this tends to be a minority.

Hadari Nawai (1997:95), argues that, the type of teacher leadership that emphasizes more on a democratic attitude is a type of leader who is active, dynamic and directed, who tries to take advantage of everyone for the benefit, progress and development of the organization. This attitude can help create a favorable learning climate for the creation of optimal conditions for teaching and learning. Teachers'

attitudes in dealing with complex students must be wise. When dealing with students who violate school rules, the teacher must remain patient and friendly with the belief that student behavior can be improved. A friendly attitude and giving appreciation for students who excel are also necessary for a teacher. Students will tend to be enthusiastic and motivated if they gets the attention and appreciation of the teacher.

The teacher's voice can also influence the learning process of students in the classroom, a relatively low but clear voice with a relaxed sound volume will encourage students to be more courageous in asking questions. Sound pressure must also be varied so that students do not feel bored and are more enthusiastic about participating in learning activities. Thus volume and pressure are also factors that determine the success of the educational process. Report Card Development, Fostering good relations between teachers and students in classroom management issues is very important. With a good relationship between teachers and students, it is hoped that students will always be happy, enthusiastic and full of passion, being optimistic in learning activities. If students show challenges in their level of ability alone, it is often helpful for the teacher to make notes about the assignment in the student agenda or send home weekly progress reports to communicate short-term improvements. So based on Anita's opinion, it is necessary for the teacher to pay close attention to planning, action and evaluation.

Organizational conditions, routine activities that are organized both at the class level and at the school level will prevent problems in classroom management. With routine activities that have been clearly regulated and have been communicated to students openly so that it is clear to them, it will instill in each student good habits and regularity of behavior. These activities include: Lesson Substitution. Routine matters in changing lessons must also be arranged in an orderly manner. For example, when activities that require moving rooms there should be a grace period for students. The movement of students from one room to

another is led by the class leader, the rooms are clearly marked, students are obliged to tidy up the room and their used equipment after the activity is finished.

The flag ceremony activity must have determined the turn to lead the flag ceremony, both from the teacher and from the ceremony participants. So that all participants know what time they have to start, what kind of uniform to wear, are there any school announcements, who should give advice, directions and so on. Discipline and Rules, class management is how students can develop a disciplined attitude properly. An orderly and disciplined learning atmosphere does not spontaneously form by itself. To realize this condition, it is necessary to have a management or a series of planning activities. Regarding classroom management, the teacher and students form an agreement to obey the rules that are applied in the classroom. The rules are arranged based on the results of the teacher's discussion with students in order to form an order that is not burdensome but is able to form disciplined conditions.

Class Management Objectives

In general, the purpose of classroom management is to support the achievement of the goals of the learning process, namely that students succeed in maximizing knowledge through the teaching and learning process that is carried out. Allen (1986:7), states that there are two main objectives in classroom management including socialization (interaction between students and teachers) and courses. One of the main reasons students love school is that it is a place where they can hang out and socialize with their friends. The role of the classroom management process is to create conducive, effective and efficient teaching and learning conditions. Classroom management is carried out to create and maintain conducive and optimal conditions for the implementation of learning activities effectively and efficiently. Another opinion also suggests that classroom management aims to create optimal conditions for the teaching and learning process to take place effectively.

According to the Director General of Early Childhood Education and the Director General of Primary Education of the Republic of Indonesia (1996:110), quoted by Ade Rukmana in the UPI Education Administration Lecturer Team, that the objectives of classroom management are as follows: a. Realizing classroom situations and conditions, both as a learning environment and as a study group, which allows students to develop their abilities as much as possible; b. Removing various obstacles that can hinder the realization of learning interactions; c. Provide and organize learning facilities and furniture that support and enable students to learn in accordance with the social, emotional and intellectual environment of students in the classroom; d. Fostering and guiding students according to their social, economic, cultural and individual characteristics. Creating

a good social atmosphere in the classroom so that this condition can provide satisfaction, an atmosphere of discipline, intellectual, emotional development, attitude and positive appreciation for students. Class management aims to help students work in an orderly manner, so that the goals of teaching effectively and efficiently in the classroom can be achieved”.

This opinion can be concluded that the purpose of classroom management is to create a conducive learning environment by providing and arranging supporting facilities, fostering and guiding students according to their backgrounds and eliminating various obstacles that hinder learning interactions.

Barriers to Classroom Management

During the implementation of classroom management, of course the teacher will find obstacles that cause the teacher to experience difficulties in achieving the targets to be achieved. These obstacles can come from several factors including the following: A learner or teacher can also be an inhibiting factor in implementing the creation of a favorable atmosphere in the learning process. Inhibiting factors that come from learners, namely:

a. Learner Leadership Type

Ahmad Rohani argues that the type of learner leadership in managing an authoritarian and less democratic learning process will foster students' passive attitudes.

b. Monotonous Learning Format

Monotonous learning formats will cause boredom, frustration and disappointment for students which will eventually become a source of disciplinary violations.

c. Learner Personality

A successful learner is required to be warm, fair, objective and flexible so that a pleasant emotional atmosphere is built in the learning process. Attitudes contrary to this personality will cause classroom management problems.

d. Learner Knowledge

Martinis Yamin (2013:54), argues that the limited knowledge of learners about management problems and management approaches, both theoretical and practical. Discussing this problem with peers will help improve classroom management skills in the learning process.

e. Learners' Understanding of Students

Martinis also revealed that the limited opportunities for learners to understand the behavior of students and their backgrounds can be caused by the lack of efforts of learners to deliberately understand students and their backgrounds, perhaps because they do not know how or because the burden of teaching learners is beyond their reasonable

limits.

Student factors, According to Maman Rahman, students' lack of awareness in fulfilling their duties and rights as members of a class or a school can be the main factor causing problems in class management. Likewise, the personal factors of students include fatigue, lots of playing, and sleepiness while studying. In addition, family factors are also very influential. The behavior of students in the classroom is a reflection of the condition of their family. The authoritarian attitude of parents will be reflected in the behavior of students who are aggressive or apathetic. Habits that are not good in the family environment such as disorder, disobedience to discipline, and excessive freedom or too restrained will be the background that causes students to violate discipline in class.

Facility factor, is an obstacle in class management. These factors include: a. Number of students in the class, "There are two points of view related to establishing the right class size. If the class size is too large, the number of students is directly related to improving the quality of teaching. However, in terms of financing, the reduction in the number of students in one class will certainly result in increased funding that must be spent; b. The size of the classroom, that there is no optimal class size for all situations. The optimal class size must be related to the nature of the learning objectives to be achieved. The classroom must be proportional to the number of students and consider students to move in the class and the class must be modified so that it becomes a comfortable and enjoyable room for students.

According to Loisell in Milan Rianto (2007), class design is an absolute necessity because the study room must be conducive, visibility, accessibility, flexibility, safe, comfortable, beautiful and pleasant. Availability of tools, the insufficient number of books or other tools that are not in accordance with the number of students who need them will cause classroom management problems. This room psychologically will influence thinking, activity, and acting for students. It is feared that narrow classrooms and school environments will give birth to graduates who are apathetic, uncreative and have narrow minds.

Class Management Functions

The function of class management is actually the implementation of management functions that are applied in the classroom by the teacher to support the learning objectives they want to achieve. These functions include: Planning, organizing, leading and controlling. Planning, that planning is the process of determining what to do and how to achieve it. Thus planning is making a target that will be achieved in the learning process that will be carried out. The application of the PBSC concept, in organizing the class, personally each teacher has competence, in line with this, quoting the views of Iswan, et al (2020:122). In the journal *International Journal of Psychosocial*

Rehabilitation, ISSN: 1475-7192. The application of concept / management theory about personal balanced scorecard in Islamic education a process or series of activities that integrate resource processes by competitiveness and it must be integrated in the stages of implementation of the management function, in this case the class management process is not free from the ability of an educational institution, one of its aspects is the condition, infrastructure, and the ability to provide a budget. Thus what is done is, set carefully, goals and actions. Apart from that, the actions taken include reviewing appropriate resources and methods and techniques.

Organizing is a process where the work is divided into components that can be handled and activities coordinate the results to be achieved so that the goals set can be achieved. So organizing, namely determining the resources needed to achieve organizational goals, designing management and giving authority to individuals who are competent in their fields. Leadership is related to the ability that a person has in influencing others, because it is essentially related to humans. Teachers become role models and leaders in the course of the learning process. Therefore, a teacher must have a firm and flexible and democratic attitude. Controlling, through planning that is done in advance, the teacher is obliged to ensure whether the course of the learning process is in accordance with the plan.

Learning achievement

The meaning of learning in general is the change in one's behavior. However, this opinion was developed by several experts, for example Slameto (2010: 2), argues that "Learning is a business process that is carried out by a person to obtain a whole new change in behavior, as a result of his own experiences in interaction with his environment. Meanwhile, Sardiman revealed that learning is a change in behavior or appearance, with a series of activities such as reading, observing, listening, imitating and so on. According to Gagne, quoted by Nurdin Ibrahim (2001: 487), explained that: "Learning is a change in human disposition or capabilities. Changes in showing performance (behavior) means that learning determines all the skills, knowledge, attitudes, and values that students acquire. In learning a variety of different behaviors are generated, such as knowledge of attitudes, skills, abilities, information and values. " Thus, learning is a change in behavior or appearance as a result of interaction with the environment through the process of reading, observing, listening, imitating and so on.

Factors Affecting the Learning Process

The success of a learning process will be influenced by many factors. Slameto classifies the factors that affect the learning process into 2 groups, namely: internal factors

including: physical factors, psychological factors, external factors, including: family factors, school factors, community factors, explaining in more detail about the factors that affect the learning process, namely: internal factors, including: attitudes towards learning, learning motivation, learning concentration, processing teaching materials, the ability to save learning outcomes, the ability to explore stored learning outcomes, learning outcomes performance, student self-confidence, intelligence and learning success, learning habits, the students' big dream.

Learning achievement

Learning achievement according to Nana Sujana (2000:22), is the abilities that students have after receiving their learning experiences. Learning achievement is a skill that consists of three types, namely the ability to face and adapt to new situations quickly and effectively, to know / use abstract concepts effectively, to know relationships and learn them quickly. Meanwhile, learning achievement according to Hadari Nawawi (1981:100), is the level of student success expressed in the form of scores obtained from test results regarding the amount of certain subject matter. Another opinion Syaiful Bahri said "The achievement of educational assessments is about the development and progress of students who are willing to master the learning materials that have been presented and the values contained in the curriculum." Mohamat Ali (2012:80), argues that high achievement in his field is not necessarily achieved by someone because he has talent. In other words, achievement requires a learning process or interaction with a concept, whereas intelligence without going through a learning interaction process is not an achievement.

Thus, learning achievement is not only knowing or using abstract concepts effectively, but also includes the ability to face and adapt to new situations quickly and effectively as well as to know relationships and learn them quickly which is expressed in the form of scores obtained from test results regarding a certain amount of subject matter.

Distribution in Learning Achievement

According to Winkel, (1996:244), the systematics of the division/classification of achievements is not based on a self-determined systematics (which is arbitrary), as occurs in the library catalogues, which classifies books in alphabetical order on the author's name, book title or topic. The taxonomy or classification is as follows: Cognitive domain, Knowledge, Comprehensive, Application, Analysis, Synthesis, Evaluation, Affective domain), Receiving, participation (responding), valuing, organization (organizing), formation of life patterns (characterization by value of value complex), Psychomotor domain (Psychometric domain), Perception (perception), Readiness (Set), guided movement (guided response), movement that is used (mechanical response), complex

movement (complex response), adjustment of movement patterns (adjustment), creativity (creativity).

Research methods

The method used in this research is the correlation research method, because the correlation method is a method to find out between two variables. The two variables to be investigated are usually coded X and Y variables. This correlation method is carried out by distributing questionnaires to grade VI students to measure the implementation of classroom management carried out by the teacher. Then to get data about student achievement, namely score data of grade VI students.

Operational Definition of Variables

According to conceptual definition, class management is defined as a series of processes carried out by teachers to organize students and classrooms so that teaching and learning activities take place effectively, efficiently, attractively and pleasantly. The series of processes includes: classroom arrangement, student seating, ventilation and lighting arrangements, learning facilities and infrastructure, teaching aids, classroom decoration, and student grouping. Class management is carried out by the teacher to create and control a conducive classroom situation so that students can learn as best as possible for the smoothness of the teaching and learning process. Operational definition. The data used as variable X is in the form of a questionnaire containing questions about class management that are adjusted to the aspects described.

Variable Y (Learning Achievement)

Conceptual definition, learning achievement is a skill that consists of an educational assessment of the development and progress of students who are willing to master the learning materials that have been presented and the values contained in the curriculum, operational definitions, and data on student achievement.

Population and Sample

Population is the entire population which is intended to be investigated. In this study, researchers used a population of all Grade VI students of SD Lab School FIP-UMJ. Indonesia, which numbered 34 students. Sample, is part of the population that has certain characteristics or conditions to be studied. To determine the sample in this study, researchers took all students as many as 34 students who were used as samples in this study.

Data collection technique

The data collection technique used is to use: Questionnaire. This is a list of questions given to other

people who are willing to respond (respondents) according to user requests. Documentation, aimed at obtaining data directly from the research site, includes relevant books, regulations, activity reports, photographs, documentary films, and relevant research data. The instrument used was a questionnaire about the implementation of classroom management. Measurement of classroom management implementation, in the form of statements about teacher activities in class. The total number of statements in total is 20 items. The statement criteria have the following rating weights:

SL = Always the weighted value is 4

S = Often, the weighted value is 3

K = Sometimes the weight value is 2 TP = Never, given a value of 1

Indicators from the preparation of the questionnaire used in the study.

Table 1. Variable X research instrument grays:

No.	Variable	Indicator	Item Number
1.	Classroom Management Implementation (Variable X)	Teaching and Learning Conditions and Situations	1-5
		a. Physical condition	6-10
		b. Socio emotional conditions	11-15
		c. Organizational conditions Discipline and order	15-20

Data analysis technique

To obtain data on classroom management, use a frequency table with the help of the SPSS for Windows Version 22.0 program, to determine the effect of classroom management on learning achievement, first using the validity test, reliability test, normality test then linear regression analysis with the following formula:

Validity test

In this study, the level of validity of the questionnaire used content validity

Validity. Each statement is compiled based on existing theory in order to obtain a valid questionnaire. Then the questionnaire is arranged based on the grid, by first dividing each variable into indicators. To calculate the validity of the questionnaire, use a formula

$$Product\ Moment: r = \frac{N \sum XY - (\sum x)(\sum Y)}{\sqrt{(n(\sum X^2) - (\sum X)^2)(n(\sum Y^2) - (\sum Y)^2)}}$$

Information: r = correlation number X = score for each question item

Y = total score

N = number of tables

Reliability

The level of reliability is a measure of consistency and productivity. The questionnaire in this study was tested on 10 elementary school teachers. Testing reliability of Alfa

Cronbach namely $r_{11} = \frac{\sum St^2 - \sum p^2 q^2}{N-1}$

Information:

r11 = Reliability coefficient

N = Number of items

Σ = Constant number

St2 = Total variation

pi = The proportion of testers who answered correctly

qi = The proportion of testers who answered incorrectly (qi = 1. pi)

Normality test

To determine the normality of the data, researchers used the formula $K_2 = \frac{\sum i^3 - 3 \sum i^2 + 2 \sum i}{n^3 - 3n^2 + 2n}$

n

Information:

I = up to ... i

N = Number of Linear Regression Test data

To find out whether the variable X partially has a significant effect on variable Y, the researchers used a simple linear regression formula. In this study, the significant level to be used is 5% or 0.05.

Simple linear formula:

Y = a + b. X Description:

Y: The dependent variable

X: The independent variable

A and b: constants

Research Findings

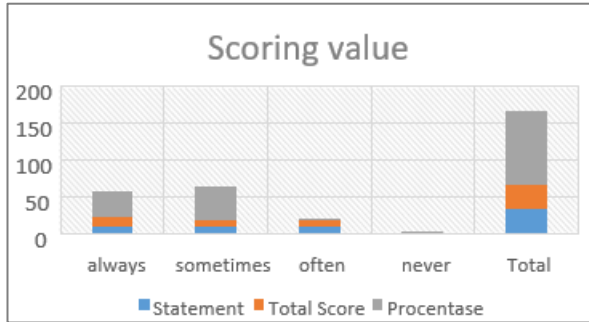
To obtain data for variable X is by distributing a questionnaire containing 20 items with alternative answers always, often, sometimes and never. The score for each statement with the answer is always given a weighting value of 4, answers are often given a weighted value of 3, answers are sometimes given a weighted value of 2 and answers are never given a weight of 1. Respondents filled out a questionnaire about the implementation of classroom management, totaling 34 respondents from each The statement items are scored then the results of the score are tabulated. After being scored, the percentage of the score results is made as follows:

Table 2. Percentage of Score Result

No.	Statement	Score Result	Percentage
1.	Always	12	54%
2.	Sometimes	10	45,3%
3.	Often	10	0,6%
4.	Never	2	0,1%
Total		34	100%

The data presented in this study are variable data X, namely the results of filling out the questionnaire, while variable Y is the result of the first semester Mid Term Test scores. appears (mode), while the size of the distribution to

be described is the standard deviation (standard deviation), and hypothesis testing, such as the following graph:



Graph 1. Scoring Result

Data Analysis

Validity test, using the product moment correlation formula, obtained rcount of 20 items, with a sample of 34 respondents, with a value of $\alpha = 0.05$.

To find out the validity of the items, the r_{count} value must be greater than $r_{table} = 0.273$. Rhitung value from the results of the validity test.

Table 3. Recapitulation of r_{count} value in the validity test research instrument

No.	r_{count}	r_{table}	Information
1.	0,69	0,27	Valid
2.	0,54		Valid
3.	0,34		Valid
4.	0,37		Valid
5.	0,37		Valid
6.	0,37		Valid
7.	0,56		Valid
8.	0,58		Valid
9.	0,60		Valid
10.	0,39		Valid
11.	0,66		Valid
12.	0,58		Valid
13.	0,34		Valid
14.	0,29		Valid
15.	0,70		Valid
16.	0,34	0,27	Valid
17.	0,30		Valid
18.	0,75		Valid
19.	0,79		Valid
20.	0,30		Valid

Reliability

Through calculations with SPSS version 22.0, the

Cronbach Alpha reliability coefficient value. The result of the above calculation means that the question instrument can be said to be reliable, meaning that the instrument can be trusted for data collection because the reliability coefficient exceeds 0.6.

Normality test

To determine the normal distribution of the data, the normality test was carried out by using the One-Sample Kolmogorov Smirnov test using the SPSS 22.0 for Windows program with a significance level of 0.05.

The hypothesis in the pretest data normality test is as follows:

H_0 : the sample comes from a normally distributed population

H_1 : the sample comes from a population that is not normally distributed the decision-making criteria are:

- 1) If the significance value is smaller than 0.05 then H_0 is rejected
- 2) If the significance value is greater than 0.05 then H_0 is accepted

After processing the data, the output display can be seen in Table 4.4

Table 4. Normality Tests of Normality Distribution

Class	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.
Respondent	,063	90	,200*

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the results of the normality test output using the *Kolmogorov Smirnov* test, the significance value is above 0.200. The significance value is greater than 0.05. Based on the decision making criteria, H_0 is accepted. This shows that the sample comes from a normally distributed population.

Hypothesis Test

Based on the results of the normality test, it was found that the data were normally distributed, so that the average similarity test could be continued using linear regression through the SPSS 22.0 for Windows program using the Independent Sample T-Test with a significance level of 0.05. The hypothesis in the mean similarity test is as follows:

H_0 : Implementation of class management has no effect on learning achievement in Lab Elementary School, FIP-UMJ.

H_a : Implementation of class management has an impact on learning achievement in Lab Elementary School,

FIP-UMJ.

When formulated into a statistical hypothesis are as follows:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 > \mu_2$

Because the test is carried out for one-party test, the test is based on the test criteria, namely "Accept Ho if $t_{count} \leq t_{1-\alpha}$ and reject if t has a significance level of 0.05". After processing the data, the t-test results can be seen in the following table:

Table 5. Descriptive Statistics

	Mean	Std. Deviation	N
Student achievement	87,37	7,048	34
Classroom Management Implementation	3,53	,261	34

Descriptive statistics table data above can be analyzed.

The number of respondents who became the sample was 34 people. The average value of learning achievement was 87.3 with a standard deviation of 7.04. The standard deviation of 7.048 means that if it is related to an average achievement of 87.37, the achievement will be between 87.37 ± 7.048 with an average management class score of 3.53.

Table 6. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,590 ^a	,348	,341	5,722

- a. Predictors: (Constant), Classroom Management Implementation
- b. Dependent Variable: Student achievement

Based on the summary table above, it can be finalists, that the influence between the implementation of classroom management, learning achievement is very positive, namely $r = 0.590$. The positive meaning is that the relationship between the X and Y variables is unidirectional, that is, the stronger the application of classroom management, the better the learning achievement obtained.

Table 7. ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1539,953	1	1539,953	47,039	,000 ^b
	Residual	2880,947	88	32,738		
	Total	4420,900	89			

- a. Dependent Variable: Student achievement
- a. Predictors: (Constant), Classroom Management Implementation

Analysis of the ANOVA Table:

1. Make a hypothesis in a sentence description.

Ho: Simple linear regression model cannot be used to predict that the implementation of classroom management

can affect learning achievement. Ha: A simple linear regression model can be used to predict that the implementation of classroom management can affect student achievement.

2. Test rules

a. Based on the comparison between F_{count} and F_{table}

If: $F_{count} \leq F_{table}$ then H_o is accepted

If: $F_{count} > F_{table}$ then H_o is rejected

Where the value of F_{count} from the ANOVA table is 47.039 and $F_{table} = 3.94$

b. Based on the probability value

If probability (sig) $> \alpha$ then H_o is accepted

If probability (sig) $< \alpha$ then H_o is rejected

Where: based on the test results in the ANOVA table the probability value (sig) = 0.00 and the significant value level 0.05, Comparing F_{table} with F_{count} and sig and α Turns out: $F_{count} = 47.039 > F_{table} 3.94$, then H_o is rejected Turns out: $0,00 < 0,05$, then H_o is rejected.

The decision, a simple linear regression model can be used to predict learning achievement that is affected by the implementation of classroom management.

Table 8. Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	31,147	8,219		3,790	,000
	Classroom Management Implementation	15,929	2,322	,590	6,858	,000

a. Dependent Variable: Students' achievement

The regression equation test is used in two ways, namely: based on the t test and based on probability

1. Based on the t test

There are some steps below:

a. Make a hypothesis in the form of a sentence

Ho: there is no influence between class management and learning achievement. Ha: there is an influence between the implementation of classroom management on learning achievement.

b. Make a hypothesis in the form of a statistical model

Ho: $\rho = 0$

Ha: $\rho \neq 0$

c. Test rules

If $t_{-table} \leq t_{count} \leq t_{table}$ H_o is accepted

If $t_{count} > t_{table}$ then H_o is rejected

From the Coefficient (a) table, the $t_{count} = 3.790$ is obtained

The value of the t_{-table} can be found using the Student t_{-table} .

$$T_{table} = t_{(\alpha/2)(n-2)} = t_{(0,05/2)(90-2)} = t_{(0,025)(88)} = 1,960$$

d. Comparing t table with t count

It turns out that $t = 3.790 > t_{table} = 1.960$, so H_0 is rejected

e. Making decisions

There is a significant influence between the implication of classroom management on learning achievement.

Based on the probability technique, and the steps are

a. Making a hypothesis in the form of a sentence

H_0 : there is no influence between the implementation of classroom management on students' achievement.

H_a : there is an influence between the implementation of classroom management on students' achievement.

b. Making a hypothesis in the form of a statistical model

$$H_0: \rho = 0$$

$$H_a: \rho \neq 0$$

c. Determining the testing criteria

If: $\text{sig} \leq \alpha$ then H_0 is rejected

If: $\text{sig} > \alpha$ then H_0 is accepted

From the coefficient table (α), the value of $\text{sig} = 0.000$ is obtained

The value of α , because of the two-sided test, α is divided in two, so that the value of $\alpha = 0.05 / 2 = 0.025$

d. Comparing t table with t count

It turns out: $\text{Sig} = 0.000 < 0.025$, so H_0 is rejected

e. Making decisions

There is a significant influence between the implementation of classroom management on student achievement.

3. Conclusion

1. Implementation of classroom management, in Class VI SD students. Lab. School FIP-UMJ. Indonesia., Proven based on the results of statistical tests using the t-test using the SPSS 22.0 for Windows program using the Independent Sample TTest (equal variance assumed) with a significance level of 0.05, it is known that $t_{count} = 3.790$ and t_{table} with $t_{1-\alpha} = t_{0.25} (88) = 1.645$.
2. How to improve students' achievement in Class VI SD Lab School FIP-UMJ. Indonesia, as evidenced by the statistical results of the average value, from the value of learning achievement is 87.37 with a standard deviation of 7.048. The standard deviation of 7.048 means that if it is associated with an average achievement of 87.37, the achievement will be between $87.37 + -7.048$ with an average score of classroom management implementation of 3.53
3. The effect of management implementation on student achievement of Class VI SD Lab School FIP-UMJ.

Indonesia. The results can be proven based on the results of statistical tests, and it turns out that $t_{count} = 3.790 > t_{table} = 1.960$, then H_0 is rejected, then $t_{count} > t_{table}$, then H_0 is rejected. Indonesia.

REFERENCES

- [1] Ali Abdi , "The Effect of Inquiry-based Learning Method on Students' Academic Achievement in Science Course," Universal Journal of Educational Research, Vol. 2, No. 1, pp. 37 - 41, 2014. DOI: 10.13189/ujer.2014.020104.
- [2] Aho, E ., Haverinen, H L., Juuso, H., Laukka, S., Sutinen, A. Teacher's principles of decision-making and classroom management; A case study and a new observation method. *Procedia - Social and Behavioral Sciences*. 9. 395-402, 2010. 10.1016/j.sbspro.2010.12.171
- [3] Akan D., Basar M. The effect of classroom activities on classroom management in the teaching-learning process: The case of Uşak City. *Mevlana International Journal of Education* 3(4), 147-165, 2013. <http://dx.doi.org/10.13054/mije.13.63.3.4>.
- [4] Allen J. Classroom Management: Students' Perspectives, Goals, and Strategies. *American Educational Research Journal* 23(3), 1986. 10.2307/1163059
- [5] Asep S., Ade, R. Education Management. UPI Educational Administration Lecturer Team. Publisher: PT. Alfabeta. Bandung. Indonesia, 2010.
- [6] Dedi Sudirman. *Management Basics, Prints to 1*. Publisher: PT. ARMICO. Bandung. Indonesia, 1996.
- [7] Dobrescu T., Emilia F G. Aspects Regarding Classroom Management and its Part in Making the Educational Process More Effective. *Procedia - Social and Behavioral Sciences*. 141. 465-469, 2014. 10.1016/j.sbspro.2014.05.082.
- [8] Erdogan M ., Kurt KA. Review of Research on Classroom Management in Turkey. *Procedia - Social and Behavioral Sciences*. 186, 9-14, 2015. DOI: 1410.1016/j.sbspro.2015.04.212
- [9] Gagne N I. Physics Learning Outcomes of Tanjung Sari Sumedang Open Junior High School, West Java (*Journal of Education and Culture*, No. 031, Year-7, September 2001). Indonesia, 2001.
- [10] Imron A I. *Education Management*. Publisher: Universitas Negeri Malang. Indonesia, 2003.
- [11] Iswan. Applying Personal Balanced Scorecard (PBSC) Concept in Islamic Education. *International Journal of Psychosocial Rehabilitation*, 24, 5, page: 120-127, 2020.
- [12] Maman R. *Class Management*. Jakarta: Dikbud Dikti PPGSD IBRD Loan Indonesia, 1999.
- [13] Nawawi H. *Education administration*. Publisher: Toko Gunung Agung. Jakarta. Indonesia, 1997.
- [14] Rianto M. *Classroom Management with Pakem Model*. Publisher: Dirjen PMTK. Jakarta. Indonesia, 2007.

- [15] Rohani A. *Teaching Management*. Publisher: PT. Rineka Cipta. Jakarta. Indonesia, 2010.
- [16] Sardiman. *Teaching and Learning Interaction & Motivation*. Publisher: PT. Raja Grafindo Persada. Jakarta. Indonesia, 2011.
- [17] Slameto. *Learning & Affecting Factors*. Publisher: PT. Rineka Cipta. Jakarta. Indonesia, 2010.
- [18] Soekarno. *Fundamentals of management*. Publisher: CV. Miswar. Jakarta. Indonesia, 1980.
- [19] Thoifuri. *Become an Initiator Teacher*. Publisher: STAIN Kudus Press. Semarang. Indonesia, 2008.
- [20] Yamin M. *New Paradigm of Learning*. Publisher: GP Press. Jakarta. Indonesia, 2013.
- [21] Yaşar S. Classroom management approaches of primary school teachers. Unpublished Master Thesis. Middle East Technical University, 2008.
- [22] Winkel. *Teaching Psychology*. Publisher: PT. Grasindo. Jakarta. Indonesia, 1996.
- [23] Rusydie S. *Classroom Management Principles*. Publisher: Diva Press. Yogyakarta. Indonesia, 2011.
- [24] Sanjaya N. *Learning in Competency-Based Curriculum Implementation*. Publisher: PT. Kencana Prenada Media Grup. Jakarta. Indonesia, 2005.
- [25] Bahri Yusof M S. *Using Feedback to Enhance Learning and Teaching*. Centre for Academic Excellence & Student Advisory and Development (CDAE), Universiti Sains Malaysia (USM).
- [26] Alshemmeri F., Putih A., Siraj S., Khan A., Abdallah N. *Art Ability and Academic Achievement in the Kingdom of Saudi Arabia: Role of Age and Sex*. *New Educational Review*, 26 (4), 238-247, 2011.