

Classroom Management Skills Increase Interest and Learning Outcomes in Pancasila Education for Fourth Grade Elementary School Students

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Abstrak

Dalam kegiatan pembelajaran sering ditemukan siswa yang kurang minat dalam belajar sehingga mengakibatkan rendahnya hasil belajar siswa. Dalam mencapai keberhasilan dalam proses pembelajaran, guru perlu memiliki kemampuan mengelola kelas dengan efektif. Berdasarkan hal tersebut tujuan penelitian ini yaitu menganalisis pengaruh Keterampilan Manajemen Kelas terhadap Minat dan Hasil Belajar Siswa Kelas IV Pendidikan Pancasila Sekolah Dasar. Jenis penelitian ini yaitu penelitian kuantitatif. Metode penelitian pada desain penelitian kuantitatif yang digunakan yaitu metode *ex post facto*. Populasi dalam penelitian ini adalah seluruh peserta didik kelas IV SD yang berjumlah 128 peserta didik. Teknik pengambilan sampel yang digunakan dalam penelitian ini menggunakan teknik Purposive sampling. Metode yang digunakan dalam mengumpulkan data yaitu wawancara, angket, dan dokumentasi. Instrumen yang digunakan dalam mengumpulkan data yaitu instrumen wawancara, instrumen minat belajar, dan instrumen dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini adalah metode analisis statistik inferensial dengan menggunakan SPSS. Hasil penelitian yaitu keterampilan mengelola kelas memiliki pengaruh terhadap minat dan hasil belajar pendidikan pancasila siswa. Disimpulkan bahwa Keterampilan Mengelola Kelas berpengaruh secara signifikan dalam meningkatkan minat dan hasil belajar siswa di sekolah dasar.

Kata Kunci: Keterampilan Mengelola Kelas, Minat Belajar, Hasil Belajar

Abstract

Students with more interest in learning often have low learning outcomes in learning activities. In order to achieve success in the learning process, teachers need to be able to manage the class effectively. Based on this, this research aims to analyze the influence of Class Management Skills on the Interest and Learning Outcomes of Class IV Elementary School Pancasila Education Students. This type of research is quantitative research. The research method used in the quantitative research design is the *ex post facto* method. The population in this study was all students in class IV elementary school, totaling 128 students. The sampling technique used in this research was purposive sampling. The methods used to collect data are interviews, questionnaires, and documentation. The instruments used to collect data were interviews, learning interests, and documentation. The data analysis technique used in this research is the inferential statistical analysis method using SPSS. The research results are that class management skills influence students' interest and learning outcomes in Pancasila education. It was concluded that Class Management Skills significantly increased student interest and learning outcomes in elementary schools.

Keywords: Class Management Skills, Interest in Learning, Learning Result

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1. INTRODUCTION

Education aims to help people reach their full potential and align them with the values most prevalent in the community and culture. Education is a deliberate and planned effort to create a learning environment and learning process so that students actively develop their potential to achieve goals (Aziz et al., 2021; Oktarina & Fatonah, 2021; Sizi et al., 2021). Through education, students have the skills needed for themselves, society, nation, and state, and the potential for intelligence, morals, and self-control (Oktarina & Fatonah, 2021; Tahmidaten, 2021). Education functions as a barometer of social standing. This happens because a person's opinions, attitudes, and life skills can be influenced, changed, and even

developed through education (Hidayati & Astuti, 2020; E. P. Rahayu et al., 2021; Wiradarma et al., 2021). It can be concluded that education is an effort carried out consciously by society and the government through various activities such as guidance, teaching, and training, both inside and outside school, throughout a person's life. The aim is to prepare students to play appropriate roles in various aspects of life in the future (Haris et al., 2019; Veliyanti & Sasmoko, 2022). Education includes learning experiences designed formally, non-formally, and informally, which last a lifetime and aim to optimize individual potential.

Improving Indonesian society's welfare and realizing all people's full potential are the two main goals of national education (Kaban et al., 2021; Malik & Nugraheni, 2020). This group includes people who are intellectual, skilled, have high morals, are physically and mentally healthy, have a strong sense of independence, and feel obligated to their community and country. Student participation and learning outcomes during the learning process, especially in Pancasila Education, can be used to assess the achievement of educational goals. Interest in learning is an internal or innate factor within each individual that can support student learning. This is because if students are not interested in learning, then students will not want to learn. Student interest in participating in learning activities can be influenced by how the teacher teaches in class, and student interest will also influence student learning outcomes (Pratiwi & Wiarta, 2021; Sulasteri et al., 2018). Student learning outcomes are the academic achievements achieved through exams and assignments, actively asking and answering questions that support the achievement of these learning outcomes (Audhiha et al., 2021; S. Wulandari et al., 2021). Student learning outcomes include cognitive, affective, and psychomotor domains (Dahlia et al., 2022; Rendai, 2021). Two factors can influence learning outcomes: internal factors that come from within the student and external factors that come from the teacher.

However, the current problem is that many teachers still have difficulty creating enjoyable learning. Previous research states that there are still many teachers who have difficulty determining appropriate learning activities for students, so sometimes students feel bored when participating in learning activities in class (Arianti et al., 2019; Arisantiani et al., 2017; Suprianti et al., 2021). Other research also reveals that teachers still use conventional learning methods, which impacts low student learning outcomes because students find it challenging to understand the learning material taught by the teacher (Agustiana et al., 2020; Prabaningrum & Putra, 2019). Based on the results of interviews with five class IV teachers and the results of the Class IV Mid-Semester Assessment (PTS), which was carried out at SD Gugus 6, Purwodadi Regency, there are obstacles to learning Pancasila Education, namely that the interest and learning outcomes of class IV students are still moderate to low. In Pancasila Education subjects, many teachers still use monotonous learning strategies when teaching, and often the learning conditions are not supportive. For example, some students are busy with personal activities, some distractions make the classroom atmosphere noisy, and there is commotion. There is rarely any interaction between teachers and students outside of learning, and students rarely ask questions. As a result, teachers will have difficulty giving sufficient attention to each student in class, resulting in ineffectiveness and efficiency in the learning process.

The solution offered is that teachers must improve classroom management to increase elementary school students' interest and learning outcomes, especially in learning Pancasila. Teachers are the key to success in managing the teaching and learning process, so teachers need to have abilities in the teaching process, including skills in classroom management (Cintia et al., 2018; Tarihoran & Cendana, 2020). As a professional teacher, his primary responsibilities include educating, teaching, providing guidance, direction, training, assessment, and evaluation of students in formal education (Salmawati et al., 2017; Setiawan & Syaifuddin, 2020). In the classroom, the teacher is the most critical factor in determining

the success of learning, which will influence the success of students' interests and learning outcomes. To achieve success in learning, teachers need to have good teaching skills (Simanjuntak, 2020; Wahyon et al., 2020). One of the critical issues in the learning process is the teacher's ability to manage the class. During classroom learning, the teacher acts as a manager who is responsible for the learning process (Faizatun & Mufid, 2020; Hartanti & Yuniarsih, 2018). Classroom management is a teacher's skill in creating and maintaining optimal learning conditions and controlling the situation if disturbances occur that can hinder the learning process. Classroom management skills are an essential ability a teacher possesses in creating and maintaining an ideal learning situation (Agustina, 2018; Astrid Setianing Hartanti & Yuniarsih, 2018). Apart from that, this ability can restore disturbed learning conditions to optimal learning conditions.

Relevant research findings show that classroom management skills significantly impact classroom conditions, which influence students' interest and learning outcomes during learning (Cintia et al., 2018; Karnia et al., 2023). Other research also states that teachers with a professional attitude can improve student learning outcomes (Aryana et al., 2022; T. Rahayu et al., 2020; Suriani et al., 2021). The correlation between classroom management in the learning process and student interest and learning outcomes is reflected in the objectives of each variable so that in its implementation, classroom management skills must be applied optimally. However, there has been no study regarding Class Management Skills on the Interests and Learning Outcomes of Class IV Pancasila Elementary School Students. Based on this, this research aims to analyze the influence of Class Management Skills on the Interests and Learning Outcomes of Grade IV Pancasila Education Students in Elementary Schools.

2. METHODS

This type of research is quantitative research. Quantitative research is a research method based on the philosophy of positivism. Research is used to examine specific populations and samples, collect data using research instruments, and analyze statistical data to test hypotheses that have been formulated (Sugiyono, 2016). The research method used in the quantitative research design is the *ex post facto* method. This research uses three variables, one independent variable and two dependent variables. The independent variable in this research is Class Management Skills (X). The dependent variables in this research are interest in learning (Y1) and student learning outcomes (Y2) obtained from the pretest and posttest results on the Pancasila Education subject of class IV students at Dabin 6 Elementary School, Purwodadi District. The population in this study were all class IV students at SDN 1 Ngraji, SDN 3 Ngraji, and SDN 5 Ngraji, totaling 128 students. The sampling technique used in this research was purposive sampling. The samples taken in this research were all class IV students at SDN 1 Ngraji, SDN 3 Ngraji, and SDN 5 Ngraji. The reason for using the entire population as a sample is because if the population is less than 100, then all of them will be used as research samples.

The methods used to collect data are interviews, questionnaires, and documentation. The interview method was carried out to obtain initial information about the problems in the object and a general description of the research site. In this research, the author interviewed the fourth-grade teacher at Dabin 6 Elementary School, Purwodadi District. Indicators of students' learning interests guide this research questionnaire method. The type of questionnaire in this study, the researcher used a closed questionnaire. The documentation method collects data on the number of students, a list of student's names, and data on odd semester PTS grades for students' Pancasila education subjects. Then, to see further learning results after implementing class management skills, namely using documentation of daily test

results. This research also uses documentation in the form of photographs during interviews, observations, and when filling out research questionnaires. The instruments used to collect data were interviews, learning interests, and documentation. The instrument grid is presented in Table 1.

Table 1. Learning Interest Questionnaire Instrument Grid

No.	Variable	Indicator	Sub Indicator
1	Interest to learn	Feeling happy	1. Happy with the subject 2. Happy with learning media
		Interest	1. Interested in subjects 2. Interested in learning media
		Attention in learning	1. Pay attention to the lesson 2. Follow every teacher's explanation
		Participation in Learning	1. Actively involved in class 2. Ask 3. Learn without being told

Questionnaire testing on research samples was conducted before the actual data collection activities. This instrument is tested to determine its validity and reliability and whether it will be used to collect the required data. This research tested the instrument with validity and reliability tests. Based on calculations tested on 20 statement items, statements must meet the validity criteria. Hence, the 20 statement items on the interest and classroom management skills questionnaire instrument are valid. This research measures reliability by analyzing data from one test and calculating the Cronbach's Alpha value of the observed variables. Based on the results of data analysis, the interest and classroom management skills questionnaire instrument was obtained with a Cronbach's Alpha coefficient of > 0.60 ; thus, the instrument is considered reliable and suitable for data collection. This instrument can be used repeatedly to measure the same object at different times and will produce consistent data. The data analysis technique used in this research is the inferential statistical analysis method using the Statistical Package for Social Science (SPSS) computer application. In this research, the data analysis technique consists of three stages: 1) descriptive statistical analysis, 2) prerequisite analysis, normality and linearity tests, and 3) hypothesis testing using the t-test.

3. RESULTS AND DISCUSSION

Result

This research was conducted in SD Dabin 6 Purwodadi sub-district. The research location was in three villages, namely Kalongan village, Ngraji village, and Kedungrejo village, Purwodadi sub-district, Grobogan district. The subjects of this study were fourth-grade students of SD Dabin 6 Purwodadi sub-district consisting of SDN 2 Kalongan, SDN 1 Ngraji, SDN 3 Ngraji, SDN 5 Ngraji, and SDN 3 Kedungrejo. Data collection in this study was carried out using a questionnaire for variables X and Y1. Meanwhile, the Y2 variable uses the learning outcomes of students' Mid-Semester Assessment (PTS) scores in the Pancasila Education subject.

From the questionnaire analysis process of 20 students with 20 questionnaire items, the results of the learning interest questionnaire score show that the index value of the dependent variable of learning interest can be known if the index value of each indicator has been calculated first. Based on the Three Box Method criteria, the index value of the learning interest variable of 86.57% is in the high category. According to the calculation, the highest

learning interest index value is in indicator 2, namely interest, with an index value of 91.42%. Meanwhile, the lowest learning interest index value lies in indicator 3, namely attention in learning, with an index value of 74.28%. This shows that Classroom Management Skills can increase students' interest in learning because, based on the results of the questionnaire calculation, interest in learning is in the high category. Furthermore, it shows that student learning outcomes in PTS Pancasila Education as long as classroom management skills are applied by teachers well in the learning process, namely having a minimum value of 75, then a maximum value of 96, and an average value of 82.24. Based on the 5-scale conversion guideline table for the average grade IV PTS score of 82.24, it can be interpreted that the learning outcomes of grade IV students based on the Pancasila Education PTS score are included in criterion A (Very Good). Based on the value of learning outcomes obtained by students, it shows that classroom management skills applied by the teacher will significantly affect the value of student learning outcomes. That can be proven from the PTS value of Pancasila Education that the average student gets a score with perfect criteria. Furthermore, hypothesis testing is carried out. The results of the normality test are presented in [Table 2](#).

Table 2. Data Normality Test Results

		Classroom Management Skills	Interest in Learning	Learning Outcomes
	N	128	128	128
Normal Parameters ^{a,b}	Mean	28.90	30.18	83.03
	Std. Deviation	2.330	2.017	1.103
Most Extreme Differences	Absolute	0.095	0.105	0.067
	Positive	0.095	0.090	0.067
	Negative	-0.076	-0.105	-0.048
Test Statistic		0.095	0.105	0.067
Asymp. Sig. (2-tailed)		0.006 ^c	0.001 ^c	0.200 ^{c,e}
	Sig.	0.191 ^d	0.117 ^d	0.586 ^d
Monte Carlo Sig. (2-tailed)	99% Confidence Interval	Lower Bound 0.181	0.108	0.573
		Upper Bound 0.202	0.125	0.599

Based on [Table 2](#), it can be seen that the significant value of Monte Carlo Sig. (2-tailed) in the Kolmogorov Smirnov table if the significance value of the three variables exceeds 0.05, then the data is considered to have a normal distribution. Next, a linearity test was carried out. The results of the linearity test are presented in [Table 3](#).

Table 3. Data Linearity Test Results X1 with Y1 and X1 with Y2

		Sum of Squares	df	Mean Square	F	Sig.
	(Combined)	60.521	12	5.043	1.271	0.245
Interest	*Between Linearity	22.056	1	22.056	5.558	0.020
Classroom Management Skills	Groups Deviation from Linearity	38.465	11	3.497	0.881	0.561
	Within Groups	456.346	115	3.968		
	Total	516.867	127			
Learning Outcomes	Between (Combined) *Groups Linearity	8.407	12	0.701	0.551	0.877
		6.015	1	6.015	4.730	0.032

		Sum of Squares	df	Mean Square	F	Sig.
Classroom Management Skills	Deviation from Linearity	2.392	11	.217	0.171	0.999
	Within Groups	146.219	115	1.271		
	Total	154.625	127			

Based on [Table 3](#). value Sig. (Significant) Deviation from the Linearity line on the Classroom Management Skills variable with Learning Interest has a value of 0.561, which means that the Sig Deviation from the Linearity value is > 0.05. So, it can be concluded that there is a significant linear correlation between the Classroom Management Skills variable and Learning Interest. Then, based on the table above, the Sig value. (Significant) Deviation from the Linearity line on the Classroom Management Skills variable with Learning Outcomes has a value of 0.999, which means that the Sig Deviation from the Linearity value is > 0.05. So, the conclusion is that there is a significant linear relationship between the Classroom Management Skills variable and Learning Outcomes. Furthermore, simple regression analysis was carried out using the T-test.

Based on data analysis obtained from the results of the t-test, the significance value is $0.019 < 0.05$, which means it can be concluded that there is an influence of the classroom management skills variable on the learning interest variable. Based on daya analysis, obtained from the results of the t-test, the significance value is $0.026 < 0.05$, which means it can be concluded that there is an influence of the classroom management skills variable on the learning outcomes variable. The results of the simple regression test of Classroom Management Skills with learning outcomes are presented in [Table 4](#).

Table 4. Simple regression test results of Classroom Management Skills with Learning Outcomes

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	80.333	1.199		67.005	0.000
Classroom Management Skills	0.093	0.041	0.197	2.258	0.026

Discussions

The results of the data analysis show that classroom management plays a significant role in influencing student interest and learning outcomes. The following factors cause this. Good classroom management can increase students' interest in learning. Classroom management involves arranging facilities, teaching, and managing students ([Indrianto & Fatmawati, 2020](#); [Mohd Zain et al., 2018](#)). Teachers must ensure the classroom atmosphere is safe, comfortable, and conducive to learning. This can increase student interest by creating a fun and active atmosphere ([Mustajib, 2020](#); [Sarwa et al., 2021](#)). Teachers must build good relationships with students, create a family atmosphere, and show student appreciation. This can increase students' interest by making them feel valued and involved in learning ([Nugroho et al., 2020](#); [Nurmaulidina & Bhakti, 2020](#)). Classroom management skills can make the atmosphere of the learning process more exciting and cool, thus motivating students to participate in ongoing learning ([Hanifah, 2018](#); [Sihotang et al., 2020](#)). Teachers who do not use classroom management skills well can motivate students to absorb material more easily.

Second, good classroom management can improve student learning outcomes. From the interviews conducted, it was found that classroom management skills have a vital role in the learning process. This influences teachers' approach to managing the classroom, both from administrative and practical aspects. Organizing students can positively influence the smoothness of the teaching and learning process, one of which is helping to provide complete teaching tools (Setiawan & Syaifuddin, 2020; H. Wulandari & Nurhaliza, 2023). Effective classroom management is essential to the learning process. Instructors must be able to involve students in the learning process and make the class fun. Direct relationships between teachers and students are crucial for effective classroom management (Maulana et al., 2023; Yurinda & Widayarsi, 2022). This approach is used to pinpoint the problems students face when they study. Teachers can identify topics that students experience and find solutions using this strategy. Effective classroom management can increase students' enthusiasm for learning and is essential for their achievement (Ramadhani & Zulela, 2020; Wardani & Budiadnyana, 2023). When the classroom is in an appropriate environment, students naturally participate in learning activities and can absorb information successfully. As a result, the learning objectives will be achieved.

Third, good classroom management can improve a pleasant learning atmosphere. The results of data analysis in this study show that the classroom management skills teachers apply well during the learning process influence students' interest and learning outcomes, especially in Pancasila education subjects, because classroom management makes learning more exciting and provides a comfortable learning atmosphere for students. Apart from that, classroom management skills that teachers apply well during the learning process also make students more motivated to learn, which ultimately has an impact on student learning outcomes, which also increase (Setiawan & Syaifuddin, 2020; Wardani & Budiadnyana, 2023; Wulandari & Nurhaliza, 2023). Classroom management skills are essential in creating an optimal, efficient, and effective learning atmosphere (Evanofrita et al., 2020; Yurizki et al., 2018). The teacher's ability to manage the class is crucial in keeping the situation conducive to achieving learning goals (Setiawan & Syaifuddin, 2020; Wahyuillahi et al., 2021). Teachers skilled in classroom management can encourage students to develop individual responsibility for their behavior, help them understand classroom rules by providing constructive reprimands rather than angry reactions, and encourage awareness of the obligation to complete tasks and behave through learning activities.

Previous research findings suggest that teachers must create productive group rules and develop good teacher-student relationships. This can increase student interest by creating an active and fun atmosphere (Miran & Tampubolon, 2017; Putri, 2018). Other research also reveals that teachers must build good relationships with students, create a family atmosphere, and give appreciation to students (Achdiani & Rusliyani, 2017; Makhrus et al., 2018). This can increase students' interest by making them feel valued and involved in learning. Teachers must use various learning strategies to make learning more exciting and active. This can increase student interest by providing variety and better stimulation. The limitation of this research is that this research only measures the effect of classroom management on elementary school student's interests and learning outcomes. Classroom management can positively impact students' interests and learning outcomes during learning activities. Teachers can use problem-based learning strategies that allow students to think critically and creatively. This can increase student interest by providing variety and better stimulation.

4. CONCLUSION

The research results show that the high interest and learning outcomes of students in the Pancasila education subject at Dabin 6 Elementary School, Purwodadi Regency, are also

influenced by the teacher's skills in managing the class. The teacher's ability to understand students, interact actively and coolly with students during the learning process, and organize a classroom environment that is comfortable for students to learn influences student interest and learning outcomes. It was concluded that when the teacher implements Class Management Skills well, student interest and learning outcomes are categorized as high and very good. This means that Class Management Skills significantly and positively affect the interest and learning outcomes of class IV students at Dabin 6 Elementary School, Purwodadi District, Grobogan Regency.

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