IMPROVING SKI LEARNING OUTCOMES BASED ON CLASS MANAGEMENT USING A WHOLE GROUP DISCUSSION APPROACH

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ABSTRACT

Teacher competence in implementing classroom management functions based on student activity, as well as student interest and active participation in the learning process, is one of the factors that can influence the achievement of learning objectives and improve student learning outcomes, so innovative learning management is needed. The purpose of this study is to examine how classroom management using the whole group discussion technique and increasing the History of Islam (SKI) learning achievement of class V students of Madrasah Ibtidaiyah (MI) Attaqwa 19 Bogor sero Bekasi. This research used an experimental method with a classroom action research (PTK) approach applied to 80 students in class V MI 19 Bogor Sero Bekasi, who were divided into two classes, through the use of Simple Random Sampling Techniques. Shows that there is an increase in SKI learning results after conducting experiments using a classroom management approach based on the use of whole group discussion techniques, and the results of rxy and t calculations show t-count is 4.352 while t-table is 1.685954; this shows t-count is greater than t-table, meaning there is a significant influence So, classroom management using the Whole Group...
Discussion Technique has a significant influence on student learning outcomes in SKI subjects with a Gain Score of 63.6, meaning there is a significant increase between the experimental class and the control class. This research can be used as a reference for teachers to improve student learning outcomes.

Keywords: Management, Learning Outcomes, Whole Group Discussion

INTRODUCTION

Basic education is education that must be undertaken by all Indonesian people and organized by educational units in the form of primary schools or equivalent, as stated in Government Regulation No. 47 of 2008 chapter I article 1 paragraph 1 and 2 concerning compulsory education. Education is a humanizing process that aims to develop human potential in the individual dimension (personality) related to growth, development and changes in human behavior, the social dimension related to human capacity as a social being that requires action, interaction, and the professional dimension related to education and teaching as a science, art, profession and as a human activity (Almasri, 2016; Anwar, 2020; Maharani & Putra, 2018; Putra & Sawarjuwono, 2019). These objectives are mentioned by Winkel by referring to Cognitive, emotional, and psychomotor domains of the Bloom's taxonomy (Omar Mohammad al-Toumy al-Syaibany in (Hasan Langgulungg, 1979)). Islamic education must be based on the principles contained in the Qur'an and al-Sunnah which aims to foster and develop the humanistic aspects of man as Allah has mentioned the word human with “al-insan”, “al-Basyar” “al-Nas” dan “durriyat Adam” (Ahyat, 2017; Ginanjar & Kurniawati, 2017; Iskandar & Aqbar, 2019).

The implementation of formal education involves elements of management as an effort to achieve effective and efficient learning objectives. Management according to G.R.Terry is the performance of conceiving and achieving the desired outcome through collective efforts that utilize people resources and talents (Terry et al., 2010). The statement above is interpreted by Syahrani (2018) effective management...
is the coordination of collective actions, including the utilization of talents and human resources, to organize and achieve desired objectives (Pratomo & Gumantant, 2021; Sirait & Noer, 2013). Human resources involved in the success of learning in the classroom are the existence of teachers as innovators, stimulators and facilitators. Teacher competence managerially and academically in learning is thought to greatly affect the success of learning in the classroom (Afifah, 2017; Radhiah & Sunarto, 2021; Rohmat, 2014).

The achievement of learning outcomes is internal and external student factors substantially influence students. Among the internal elements of students aged 6-11 years is the condition of student development in nature and nurture (physical and psychological) which is a period for children to face and complete tasks to produce something meaningful to them. Children of this age are able to think critically and systematically, when faced with a problem, children will understand the cause and effect first, then arrange steps to solve it. Children see an object not only in one dimension but with various dimensions (Agusniatih & Manopa, 2019; Machmud, 2021; Ramadhani et al., 2022). In this phase, the most influential figures in a child's life besides family are their teachers and peers Barnett et al., (2022) that can affect their cognitive and psychosocial development as well as their learning abilities and learning outcomes (Yadika et al., 2019). The ability of a child to master developmental tasks with confidence is called industry while the feeling of inferiority and self-confidence due to a child's failure is called inferiority. In learning activities, the role of the teacher is very important in fostering children's confidence and enthusiasm for work according to the abilities of each child (Ayun, 2017). Thus, a teacher must be able to foster children's self-confidence and enthusiasm for work according to the abilities of each child. Similarly, classmates as peers have a very significant role in influencing learning outcomes (Atsani, 2020).

The role of the teacher as a learning facilitator is expected to always create a conducive, interactive and fun learning space as the developmental phase of elementary school children who are ready to receive experiences and knowledge and intellectual skills with all their enthusiasm (Santrock, 2011). Among the teacher's
duties is to organize his class so that learning objectives are maximally achieved. This starts from lesson planning, namely determining the material to be delivered, preparing students to receive learning and together actively implementing effective and efficient learning to achieve maximum learning outcomes. Learning outcomes are items that can be seen from two perspectives, namely the perspectives of the students and the teacher (Suci & Listiadi, 2020). Based on the learner's side, learning outcomes are a better level of mental development when compared to before learning (Fauzi et al., 2021). The categories of cognitive, emotional, and psychomotor domains show the level of mental growth (Setyawan & Dimyati, 2015). Learning outcomes, on the other hand, are what the instructor is concerned with after the lesson material is finished. Results may also be regarded as evidence that a person has acquired new knowledge and will exhibit altered behavior, such as moving from ignorance to knowledge or from ignorance to comprehension (Guay, 2022; Putra et al., 2023, 2024; Ryza, 2017).

There are several previous studies that are relevant to this research, among others, the results of research by Bahrun Alim et al with research variables on the effect of classroom management and learning discipline on the learning motivation of grade V students in elementary schools, with the study's findings showing that learning discipline has a positive influence of 32.20% on student learning motivation and classroom management has a positive influence of 17.20% on the learning motivation of grade V students at SDN 01 Luwung Gede, Tanjung sub-district. Students in grade V at SDN 01 Luwung Gede, Tanjung sub-district, experience a simultaneous positive influence of 42.90% from classroom management and student learning discipline (Zubair et al., 2017). In line with Rusman's opinion in his research related to the implementation of effective classroom management strategies in improving learning in elementary schools which shows that the implementation of effective classroom management strategies has a positive impact on learning in elementary schools. Teachers who implement effective classroom management strategies are able to create a conducive learning environment, increase student engagement, and reduce classroom disruptions. In addition, learning strategies that focus on student engagement and the use of technology also have significant results in improving
students' understanding and motivation to learn (Adama et al., 2021; Suhartono & Patma, 2018). However, this study provides important implications for teachers, principals and education policy makers. Teachers need to be provided with training and mentoring in implementing effective classroom management strategies. School principals should provide support and facilitate a supportive environment for the implementation of these strategies. In addition, education policy needs to consider the importance of effective classroom management strategies as an integral part of efforts to improve the quality of learning in primary schools.

The results of Mohamad Faiz's (2021) research mentioned that the implementation of the whole group discussion method has a significant effect on the speaking skills of intermediate level students. However, this study is to identify the effectiveness of learning through a whole group discussion-based classroom management approach for primary level students. In this study, it is stated that the use of the group discussion method is very good for the learning process of mathematics, because it can foster cooperation among students. So that it creates motivation to learn, in addition, students can issue ideas to occur in the discussion method and assignments, so that it can cause students' talents and interests in learning, and their learning outcomes continue to increase. Learning by using the group discussion method can also motivate students to learn. Students are better able to develop learning competencies with groups, compared to learning individually. However, there are still students who are not active in the group (Ardayani, 2017; Yadika et al., 2019).

Based on several previous studies, it shows that this study has similarities in searching for data on the independent variable, namely the significance of classroom management to achieve effective and efficient learning objectives in primary level education units. However, this study differs from earlier studies, which lies in finding data on the significance of using classroom management with whole group discussion techniques in Islamic cultural history (SKI) subjects in Madrasah Ibtidaiyah with the aim of strengthening assumptions and analyzing hypotheses from the variables studied.
The results of observations show that the lesson of Islamic Cultural History (SKI) is one of the lessons that is considered quite boring for MI students at Attaqwa 19 Bogor Sero Bekasi which has a homogeneous life background with a scientific tradition that is still conventional. So that it affects the achievement of learning outcomes as shown by the results of the student pretest test which is at an average value of 67.47. Among the factors of this problem are the limited competence of MI Attaqwa 19 teachers in managing interactive, dynamic and fun classes for elementary school age students. This is indicated by some teachers who use conventional methods such as the lecture method, which focuses on one-way communication. So that teachers pay less attention to their students both in psychological and cognitive development. So that students are less able to develop their potential both cognitively and psychosocially in accordance with the development of nature and nurture. This has an impact on the achievement of student learning outcomes which include aspects of intellectual independence, namely the ability to think critically and systematically, which is indicated by the emergence of a sense of industry (diligence) in students and the loss of a sense of inferiority (shame and inferiority). The urgency of the learning approach based on whole group discussion is to build cooperation among students, this is in line with Steinberg's theory of Autonomy (independence). The change in the person's personal relationships, especially with parents, is what constitutes the first instance of emotional autonomy. The capacity to make and carry out decisions on one's own is the second behavioral autonomy. The third characteristic focuses on a component of independence known as value autonomy, which entails more than just being able to buck social pressure to comply with demands; it also entails possessing a system of values on good and wrong, what is significant and what is not (Hirtenstein, 1999).

RESEARCH METHOD

This study employs experimental and quantitative methodologies in the form of true experimental design through the Classroom Action Research (CAR) approach which aims to find the effect of certain treatments on others under controlled

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conditions (Mulyatiningsih, 2015; Sugiyono, 2018). This study was characterized by the presence of a control group from a randomly drawn sample with pre-test and post-test treatment in each cycle. The study population was fifth grade students of Madrasah ibtidaiyah (MI) Attaqwa 19 Bogor Sero Bekasi as many as 100 students. Sampling using random sampling technique using the slovin formula, which is 5% of the total population. The sample size of 80 students was divided into two classes, experimental class and control class. Each class has a sample of 40 students. The effect of treatment in the cycle is analyzed through the t test. To determine the effect between the independent variable (Classroom Management with Whole Group Discussion Technique) and the dependent variable (Islamic Culture History Learning Outcomes of 5th Grade Students of MI Attaqwa 19) was tested and analyzed using the Product Moment correlation test (rxy), t test (significant level), and Gain Score.

RESULTS & DISCUSSION

Results

Based on the results of the t test in the experimental class given before treatment, which was carried out through a pretest test with a sample of 40.

Table 1. Learning Outcomes

<table>
<thead>
<tr>
<th>No</th>
<th>Description</th>
<th>Achievement of experimental class learning outcomes</th>
<th>Achievement of control class learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Pre Test</td>
<td>Post Test</td>
</tr>
<tr>
<td>1.</td>
<td>Total number of student scores</td>
<td>2799</td>
<td>3508</td>
</tr>
<tr>
<td>2.</td>
<td>Average</td>
<td>69,975</td>
<td>87,7</td>
</tr>
<tr>
<td>3.</td>
<td>Highest score</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Lowest score</td>
<td>56</td>
<td>68</td>
</tr>
<tr>
<td>5.</td>
<td>Completed</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>6.</td>
<td>Not Complete</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>Average percentage of completions</td>
<td>50%</td>
<td>93%</td>
</tr>
<tr>
<td>8.</td>
<td>Average percentage of unsuccessful</td>
<td>50%</td>
<td>8%</td>
</tr>
</tbody>
</table>
Based on the table 1 shows the results of the acquisition of SKI scores of fifth grade students of MI Attaqwa 19 Bogor Sero Bekasi in table 1 as a whole amounted to 2799 with an average score of 56 with a KKM score of 70 criteria for student learning completeness in SKI subjects as much as 50%, and those who got the criteria for SKI learning incompleteness as much as 50%. This shows that the learning process that has been carried out has not been optimal and after being given treatment (treatment) to the experimental class, it shows an increase in the learning outcomes of grade V MI students in SKI subjects with scores above KKM as much as 93%. This shows that classroom management with the whole group discussion technique can improve the learning outcomes of MI students in SKI subjects.

Table 2. Gain Score Data

<table>
<thead>
<tr>
<th>Description</th>
<th>Experimental Class</th>
<th>Control Class</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Post-test</td>
<td>Pre-test</td>
</tr>
<tr>
<td>Lowest Score</td>
<td>56</td>
<td>68</td>
<td>52</td>
</tr>
<tr>
<td>Highest Score</td>
<td>90</td>
<td>100</td>
<td>80</td>
</tr>
<tr>
<td>Average Score</td>
<td>69,975</td>
<td>87,7</td>
<td>64,475</td>
</tr>
<tr>
<td>Gain Score</td>
<td>63.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on table 2 shows that the Gain Score (the difference between the pre-test and post-test scores) between the experimental class and the control class with a ratio of 63.6 means indicating the difference between the experimental class and the control class has increased significantly. The coefficient of determination (R2) aims to quantify the extent to which variations in the dependent variable may be explained by the model. The correlation coefficient ranges from 0 to 1. If the value is close to one, the independent variable can virtually completely predict the dependent variable; conversely, if the value is close to zero, the independent variable cannot almost completely predict the dependent variable.

Table 3. Determination Coefficient Test Results (R²)

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.577&lt;sup&gt;a&lt;/sup&gt;</td>
<td>.333</td>
<td>.315</td>
<td>10.204</td>
</tr>
</tbody>
</table>
a. Predictors: (Constant), Classroom Management - Whole Group Discussion Technique

Based on table 3, it is known that R is 0.577, meaning that there is a correlation of 0.577. Adjusted R square of 0.315 means that the dependent variable, namely student learning outcomes in Islamic culture history subjects, can be explained by 31.5% by classroom management through the whole group discussion technique. While the remaining 68.5% is explained by other variables not included in this research model. The results of table 3 also note that the magnitude of R (0.577) which is located between 0.41 - 0.70 shows a moderate or sufficient correlation between the classroom management variable through the whole group discussion technique and the student learning outcomes variable in Islamic culture history subjects.

The partial test tries to demonstrate the validity of the hypothesis and the extent to which each independent variable contributes to the variation in the dependent variable. The significance level employed in this study's t-test to determine the value of each independent variable's significance level was 5% ( = 5%). A probability value larger than 0.05 has no significant impact on the independent variable, but a probability value less than 0.05 has a significant impact.

Table 4. T Test Results (Partial)

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>37.059</td>
<td>11.748</td>
<td>3.155</td>
<td>.003</td>
</tr>
<tr>
<td>Class Management – Whole Group Discussion</td>
<td>.724</td>
<td>.166</td>
<td>.577</td>
<td>4.352</td>
</tr>
</tbody>
</table>

a. Dependent Variable: Hasil Belajar Siswa Mata Pelajaran SKI

Based on table 4 shows a constant of 37.059, meaning that the constant value states that if classroom management through the whole group discussion technique has a constant value (37), then the value of student learning outcomes in Islamic cultural history subjects will be 37.059. The regression coefficient of classroom
management through the whole group discussion technique is 0.724 implying that if the variables in the regression model are held constant, each unit improvement in classroom management will result in a 0.724 rise in the value of student learning outcomes in courses on Islamic cultural history. Results of a partial test with a calculated t value of 4.3252> 1.6859 and a significance level of 0.000 0.05. Therefore, it may be inferred that Ha is accepted and Ho is rejected because entire group discussion-based classroom management has a favorable and significant impact on students' learning outcomes in Islamic cultural history courses.

The use of learning management with the whole group discussion technique approach has increased by 32.49% in the achievement of student learning outcomes in SKI subjects at MI Attaqwa 19 Bogor Sero Bekasi, which is indicated by an increase in the aspects of being able to think critically, courage in communication. Based on the rxy test and t test, it is found that the tcount is 4.352 while the t table is 1.685954 with the t count greater than the t table, meaning that the Null Hypothesis (Ho) is rejected and the Alternative Hypothesis (Ha) is accepted. then there is a significant influence between variable X and variable Y with the whole group discussion technique. Based on the data shown by the gain score of the pre-test and post-test results of the experimental class, it can be seen that there is a significant difference of 63.6 between the experimental class. This is indicated by the results of the correlation test calculation (product moment) which produces a correlation coefficient of 0.57 which shows a correlation between learning by using a classroom management approach through the whole group discussion technique with student learning outcomes in Islamic Cultural History subjects, where the calculated results are in the range of 0.41-0.70, meaning that between the independent variable and the dependent variable after being carried out shows a moderate or sufficient correlation. So it can be concluded that learning with a classroom management approach through the whole group discussion technique has a significant influence in improving students' SKI learning outcomes at MI Attaqwa 19 Bogor Sero Bekasi.
Discussion

**Improving SKI Learning Outcomes Based on Management Class with Whole Group Discussion Approach**

The results of a student's efforts in completing learning activities are known as learning outcomes, and they can take the form of numbers, letters, or actions as well as concrete forms like report cards, transcripts, diplomas, certificates, or other documents (Indrayani, 2022). Learning outcomes are items that may be seen from both the teacher's and the student's perspectives. When compared to before learning, student learning results show a higher level of mental development (Fuad, 2018; Malik & Nugroho, 2016; Mubayyinah & Ashari, 2017). The categories of cognitive, emotional, and psychomotor domains show the level of mental growth (Setyawan & Dimyati, 2015). Learning, however, is on the teacher's side.

Based on table 4, it is known that the partial test that has been carried out previously shows the calculated t value is greater than the t table with a significance value smaller than the significant level. So that Ha is accepted, which means that classroom management through the whole group discussion technique has a positive and significant effect on student learning outcomes in Islamic cultural history subjects. The results of this study are in accordance with research Hidayatullah (2021) that the independent variable (classroom management) has a significant effect on learning outcomes. Anggraini & Imaniyati (2018) also explained that classroom management has a strong and significant effect on student learning achievement results, this provides implications for schools and teachers as a reference for improving optimal student learning achievement. Mohamad Faiz's (2021) research results stated that the implementation of the whole group discussion method had a significant effect on the speaking skills of intermediate level students. The Cronbach's Alpha value for the speaking skills test in the experimental group and control group showed high internal consistency. Data analysis also showed that the t-value (7.350) was greater than the t-table value (2.000) with a significance level of 0.00, indicating that the null hypothesis (H0) was accepted and the alternative hypothesis (H1) was rejected (Puspita et al., 2018).
Classroom management is the teacher's ability to make the most of the class's potential by giving each student the greatest opportunity to engage in creative and directed activities so that the time allotted for class activities can be used effectively for curriculum and student development. According to King et al. (2014), classroom management is the process of selecting and using classroom management is an effort to maintain optimal classroom conditions that can support the implementation of the learning process in the classroom effectively and efficiently as a form of realization in achieving learning objectives. Classroom management includes organizing, managing, and managing the class (Dicke et al., 2014). The skill and accuracy of choosing the right learning approach will make it easier for the teacher as the person in charge of the class to achieve learning objectives. Among the factors that affect the success of student learning are; (1) the physical environment; learning space, seating arrangements, ventilation, storage arrangements, (2) socio-emotional conditions; teacher attitudes, teacher voices, teacher relationships with students, (3) organizational conditions (classroom management); internal students, student placement, student grouping, number of students. There are six stages in classroom management through the use of whole group discussion, namely as follows:

1. Students choose a subtopic from the topic being studied, which is usually set by the teacher. In this case students choose an activity sheet provided by the teacher. Next, students are organized into four to six members per group into task-oriented groups. Group composition should be academically and ethnically heterogeneous.

2. Group Discussion Students and teachers plan the learning procedures, tasks and specific objectives on the subtopics that have been selected in the first stage.

3. The students carry out the strategy they created in the previous stage. Students should be directed to many sorts of learning resources both inside and outside the school as part of learning activities, which should encompass a wide range of activities and abilities. The teacher regularly assesses the development of each group and offers support as necessary.
4. Evaluation and creation Students examine and analyze the knowledge they have learned in the third stage and plan how the information is summarized and presented as material for presentation to the whole class.

5. Presentation of final results Some groups present the results of their investigations to the whole class, with the aim that other students engage with each other in their work and gain a broad perspective on the topic.

6. Analysis Each group's contribution to the work of the class as a whole is assessed by the students and the teacher. Either an individual or a group evaluation may be conducted.

CONCLUSION

Based on the results of research and discussion, it can be concluded that the use of learning management with the whole group discussion technique approach has an increase in the achievement of student learning outcomes in SKI subjects at MI Attaqwa 19 Bogor Sero Bekasi, which is indicated by an increase in the aspects of being able to think critically, courage in communication. Learning with a classroom management approach through the whole group discussion technique has a positive and significant effect in improving student SKI learning outcomes at MI Attaqwa 19 Bogor Sero Bekasi. This provides implications for schools and teachers as a reference for improving optimal student learning achievement.

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Improving SKI Learning Outcomes Based On Class Management Using A Whole Group Discussion Approach


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