THE INFLUENCE OF CLASS MANAGEMENT AND LEARNING BEHAVIOR TOWARD UNDERSTANDING LEVEL OF STUDENTS ClASS XI ANNIZAM MEDAN

Muhammad Rifa'i*, Rahmiyatul Mawaddah

State Islamic University North Sumatra Sekolah

*Correspondence Address:
muhammadrifai@uinsu.ac.id

Abstract : *This study aims to analyse the phenomena of classroom management and student learning behavior while in learning and to the level of understanding of accounting cycle XI AK SMK An-Nizam Medan. This research use associative method, and sample of this research is counted 100 student class XI academic. Data collection techniques used are: Indirect communication techniques and direct communication. The data collection tool are; Questionnaire research, Interview. The results showed that; (1) There is partial influence of class management on the level of students' understanding. (2) There is partial influence of learning behavior toward level of understanding of student of class XI AK SMK An-Nizam Medan with value of sig 0,036 <0,050. (3) There is a linear influence between classroom management on learning behavior with deviation from linierity 0,073> 0,050 siginifikansi value. (4) There is significant and positive influence simultaneously class management and learning behavior toward student understanding level shown significance value 0,002 <0,050, and big influence of determination coefficient (R^2) equal to 35%.*

Abstrak : *Penelitian ini bertujuan untuk menganalisis tentang manajemen kelas dan perilaku belajar siswa saat dalam pembelajaran dan tingkat pemahaman siswa akuntansi kelas XI SMK An-Nizam Medan. Penelitian ini menggunakan metode kuantitatif, dan sampel penelitian ini sebanyak 100 siswa. Teknik pengumpulan data yang digunakan adalah; Teknik komunikasi tidak langsung dan komunikasi langsung. Sedangkan alat pengumpulan data adalah; Kuisioner, wawancara. Hasil penelitian menunjukkan bahwa; (1) Ada pengaruh parsial manajemen kelas terhadap tingkat pemahaman siswa. (2) Ada pengaruh parsial perilaku belajar terhadap tingkat pemahaman siswa kelas XI AK SMK An-Nizam Medan dengan nilai sig 0,036 <0,050. (3) Ada pengaruh linier antara manajemen kelas terhadap perilaku belajar. (4) Ada pengaruh yang signifikan dan positif secara simultan manajemen kelas dan perilaku belajar terhadap tingkat pemahaman siswa yang ditunjukkan dengan nilai signifikansi 0,002 <0,050, dan pengaruh besar koefisien determinasi (R^2) sebesar 35%.*

INTRODUCTION

An effective learning process, supported by the ability of teachers to manage the learning process (Mahmud & Suratman, 2019). Teachers have the responsibility to educate and teach their students in order to increase their understanding (Babuta & Rahmat, 2019). According to Salman Rusydie (2011) "the success of a student in capturing and understanding the subjects they learn is really very much determined by the teacher's ability to manage the class" (Baharun, 2016). Classroom management in schools is not only about learning arrangements, physical facilities and routines, but by preparing classroom conditions and the school environment to create a comfortable and learning atmosphere effective. Running an activity will require an activity phase plan, implement, and assess the success or failure of these activities. Other opinions Nana Sudjana (2014) "that affect student understanding or success in learning are class characteristics including a democratic learning atmosphere, class size and number of students, as well as facilities and learning resources available".

Student learning behavior is also a factor in the success of a learning process (Wahid, Muali, & Rafikah, 2018). Learning behavior can affect the level of student understanding (Munif, 2016). Learning behavior shows the learning habits of an individual which is done repeatedly so that spontaneity is done (Hasan Agus R, 2016). This happens because it is continuously carried out with the help of guidance and supervision from teachers and parents at home as well as the exemplary nature in all aspects and educational creativity. According to

Sudarwan Danim (2011) "class management is seen as a process to control or control student behavior in the classroom". A student is said to have succeeded in learning if he is able to show a change in him. Menururt Purwanto (2009) "changes in behavior due to learning activities result in students having mastery and understanding of teaching material delivered in teaching and learning activities to achieve teaching objectives". The change in question is the change that can be shown from the ability to think (cognitive), skills (psychomotor) and attitude (affective).

Assess the level of change experienced by students, each aspect learning there is a level. The learning success of a student is often associated with learning outcomes that contain values that indicate the level of student understanding in all subject matter carried (Muali, Islam, & Bali, 2018). But the sign of a student understanding the accounting cycle material is not only addressed from the values obtained in the subject but also if the student understands and can understand every presentation of the accounting cycle material. In this study the level of student understanding is realized by the value obtained in the learning cycle of accounting that is the even semester daily test scores on the accounting cycle material.

Based on observations on December 12, 2019, the data obtained from the results of even semester semester for XI AK class at SMK AN-NIZAM Medan. For clarity, the following results are obtained from students' daily test scores on the material cycle of accounting.

Table 1 : Percentage of Daily Repeat Value Even Semester Material Accounting Cycle

Value Range Students	Category Understanding	Level	Percentage achievement Understanding
81 – 100	Very understand		36 %
61 - 80	Understand		47 %
41 – 60	quite understand		17 %
21 – 40	do not understand		0
0-20	Very do not understand		0

From the table above, it was found that students who had grades in the range 81 to 100 there were 36% students and categorized very well understood in answering material questions in the accounting cycle, 47% of students had grades in the range of 61-80 categorized understand in answering questions, and 17% of students have grades in the range 41-60 and are categorized quite understandable in answer questions.

Students who have grades in the range 41-60, this is due to the behavior of students who do not prepare themselves well before the test is held, students' habits when attending lessons do not pay attention when the teacher teaches, there are still students who do not have the awareness to learn on their own in class , as well as students who inactive prefer to sit in the back area making it difficult for students themselves to concentrate more when study. Based on interviews with teachers who teach accounting cycle material said the level of understanding possessed by students of class XI AK SMK Annizam Medan in grades by teachers there was difficulty in understanding the adjusting journal entries in the accounting cycle material. This is evenly distributed to all students who feel unable to understand the adjusting journal.

So there are some students who have grades in the range 41 to 60. Likewise the classroom management activities carried out by the teacher are still less than optimal, as evidenced by the fact that there are still students who have grades in the range 41 to 60 because the teacher still does not pay attention to the location of the student seat less actively sitting in the back. Therefore we need the ability of the teacher to manage the teaching and learning process, so that the learning atmosphere can be conducive by taking into account the physical condition of the class and the ability of students.

RESEARCH METHODS

The method used in this study is an associative method, because this study aims to determine the relationship between classroom management variables and learning behavior on the level of understanding of students at the Annizam Vocational School in Medan. The population in this study was class XI AK which consisted of 4 classes with a total of 143 students, and the number of research samples was 100 students.

Data collection techniques used in this study are indirect communication techniques, and direct communication techniques. The data collection tool used was a research questionnaire, interview guidelines. Data analysis is by analyzing item (1) the validity of the questions and Test reliability (2) Descriptive analysis of percentages (3) Data normality test (4) Multicollinearity Test (5) Heterocedasticity Test (6) Linearity Test and (7) Multiple Linear Regression Analysis.

RESULT AND DISCUSSION
a. Research result

This research involved class XI AK namely XI AK 1, XI AK 2, XI AK 3, and IX 4 SMK Annizam Medan. Before the researcher distributes the research questionnaire, the research questionnaire is tested first. The trial was conducted in class XI AK which did not include a sample but included a population of 43 students. Then the results obtained from the validation test of the X1 variable (class management) research questionnaire contained 2 invalid questions from 25 questions tested, namely item 7 and item 23. So invalid items, not used for simple regression analysis. Thus the number of items in the classroom management variable questionnaire tested in this study was 23 items.

While the results of the research questionnaire validity test variable X2 (level understanding of learning) shows there is 1 item that is not valid from 25 items tested that is item 22. Thus the number of items about the questionnaire variables of learning behavior tested in the study was 24 items. So that from 50 items that were used as research questionnaires into 47 items. The question reliability test is to find out the reliable level of questions so that the instruments used can be trusted. Based on the calculation results for the reliability of variable X it is known that alpha cronbach is 0.746 which means that the total reliability of variable X is in the high reliability category.

While the reliability of variable X2 is known to be alpha cronbach at 0.727, which means the reliability of variable X2 in the high category. After getting the items that will be used in the study, the research was conducted in all classes of XI AK Annizam Vocational School Medan.

Then after conducted research, obtained results and conducted data analysis. Analysis of the data in the normality test data can be seen in the following table.

Table 2 : Calculation Results for Data Normality Test
One-Sample Kolmogorov-Smirnov Test

		Class Management	learning behavior
N		100	100
Normal Parameters[a]	Mean	66.0200	64.4900
	Std. Deviation	11.43800	12.84523
Most Extreme Differences	Absolute	.052	.104

|			
	Positive	.039	.104
	Negative	-.052	-.060
Kolmogorov-Smirnov Z		.516	1.040
Asymp. Sig. (2-tailed)		.953	.230
a. Test distribution is Normal.			

Based on the table the results of testing data normality with using kolmogorov-smirnov, with the criteria if the probability of significance> 0.05, then the data are normally distributed, and vice versa if the probability of significance <0.05, then data distribution is not normal. Based on the calculation table above, the class management variable (X1) and learning behavior variables (X2) indicates the probability of significance>α (X1 = 0,953> 0,05 and X2 = 0,230> 0,05); then the data of both research variables are normally distributed. To find out whether there is no linear relationship between independent variables, a multicollinearity test is performed with the results obtained as follows

Table 3. Multicollinearity Test Output Results Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Class Management	.7591	.318
	Learning Behavior	.7591	.318

a. Dependent Variable: Level Understanding

Based on the table above the tolerance value of each variable X1 0.759> 0.10 and a VIF value of 1.318 <10.00 so that it can be concluded that regression models do not occur multicollinearity. And the tolerance value of variable X2 is 0.759> 0.10 and the VIF value 1,318 <10.00 so that it can multicollinearity. Next to find out if inconvenience occurs (not constant) concluded that the regression model does not occur variance from residual regression or change as independent variables are tested for heterokedasticity and the results obtained are explained in the following figure.
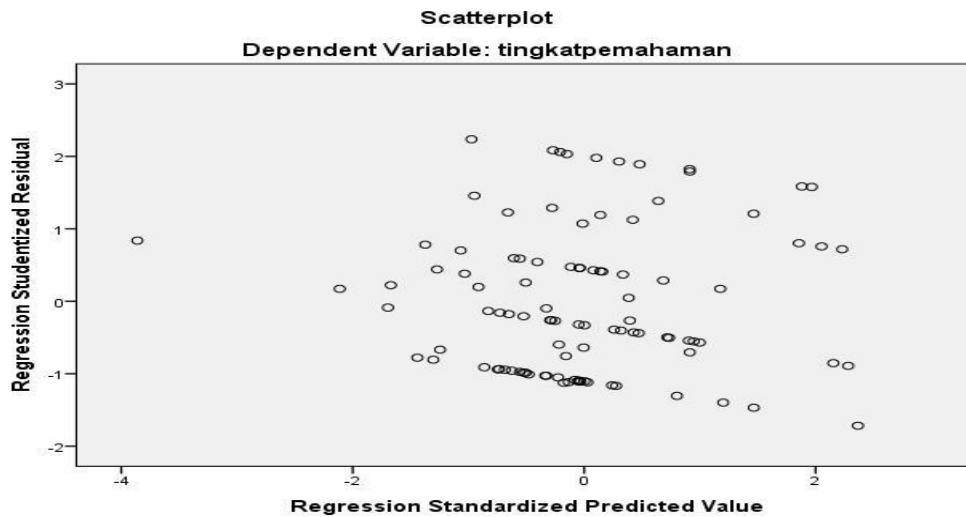
Picture 1 : Heterokedasticity Test Output Results

Based on the picture above, it can be seen that the points spread below and above point 0, and do not have a certain pattern. Then the second can be concluded independent variable does not occur heterokedastisitas. Then a linearity test is performed to ensure that the data held matches the linear line, the following results are obtained.

Table 4. Linearity Test Output Results ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Learning	Betwe en	(Combined)	9619.751	41	234.628	2.399	.001
behaviour *							
Class managem ent	Group s	Linearity	3686.866	13	686.866	37.69	.000
		Deviation from Linearity	5932.885	40	148.322	1.516	.073
	Within Groups		5673.639	58	97.821		
	Total		15293.39 0	99			

Based on the table of the results of the calculation of the class management linearity test (X1) on learning behavior (X2) obtained a Flinierity coefficient of 1.516 <Ftable and significance of deviation from linearity 0.073> 0.050. So it can be argued that between classroom management variables on learning behavior is linear so it can be concluded that it meets the linear

regression requirements to be used explain the influence between existing variables. The last test phase carried out is the multiple linear regression test, to see whether there is influence and how it is explained in the following tables.

Table 5. Output Results of the Summary Model Table Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.624[a]	.350	.331	.34616	.550	2.572	2	97	.002	2.595

a. Predictors: (Constant), learning behavior, class management
b. Dependent Variable: level understanding

Based on the above calculation, the R value is 0.624, which means it has a high level of influence. Determination of the effect of all independent variables on the value of the dependent variable is shown by the magnitude of the coefficient of determination (R2). The number obtained will be converted to percent, which means percentage contribution of the influence of independent variables on the dependent variable. From the table above R2 value of 0.350, meaning that the percentage contribution of classroom management influence and learning behavior to the level of student understanding of 35% while the rest is influenced by other variables.

Table 6. Results of SPSS Output Table Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	57.585	2	28.793	2.572	.002[a]
	Residual	1086.091	97	11.197		
	Total	1143.676	99			

a. Predictors: (Constant), learning behavior, class managemnt
b. Dependent Variable: RES_2

Based on the ANOVA table above, an interpretation is carried out to test the effect of simultaneous classroom management variables, learning behavior on the level of understanding of the accounting material cycle of class XI AK Annizam SMK Medan. From the table, the significance value is obtained 0.002 <0.050. With these results it can be concluded that simultaneously classroom management variables and learning behavior affect the level of understanding of the material accounting cycle for students of class XI AK SMK Annizam Medan.

Table 7. Results of SPSS Output Table Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients			Correlations		
	B	Std. Error	Beta	T	Sig.	Zero-Order	Partial	Part
1 (Constant	7.381	2.927		1.130	.000			
Class Management	.311	.134	.238	3.333	.001	.578	.234	.233
Learning Behavior	.064	.030	.240	2.128	.036	.222	.211	.211

a. Dependent Variable: Level Understanding

Based on the SPSS calculation results in Table 4.11 obtained the coefficient of class management variables that are positive with t count value of 3.333 at a significance level of 0.001 <0.05. This means that classroom management has a partially positive influence on the level of understanding of students of class XI AK SMK Annizam Medan. Likewise, a positive coefficient of learning behavior coefficient was obtained with a value of t count of 2.128 at a significance level of 0.036 <0.050. This means that learning behavior has a partially positive influence on the level of understanding of the accounting cycle material.

b. Diccussion
Influential Class Management Positive on the level of understanding Classroom Student Accounting Cycle Material XI AK Annizam Medan

Based on the results of research to answer the first problem formulation namely whether class management partially influences the level of understanding of accounting material in the class XI AK of Annizam Vocational School Medan, it is found that class management has a positive effect on the level of understanding of the accounting cycle material in class XI AK of

Annizam Vocational School Medan. This is supported by a descriptive analysis that classroom management activities carried out by the teacher are in good criteria. Classroom management carried out by the teacher in the accounting cycle subject matter is formed of several indicators, including rooms where students have good criteria, seating arrangements of students have good criteria, ventilation and lighting arrangements have good criteria, arrangements for storing goods in class have good criteria, the type of teacher leadership has good criteria, the teacher's attitude in teaching has good criteria, the teacher's voice when managing has a good criterion, and coaching good relations between teachers and students have good criteria.

This is supported by Salman Rusydie (2011) that "the success of a student in capturing and understanding the subjects they learn is really very much determined by a conducive classroom atmosphere, where this requires the skills of teachers in managing and organizing it". In line with this opinion according to Yasemin Demiraslan Çevik (2013) in a journal about "*Examining Preservice Teachers' Classroom Management Decisions in Three Case-based Teaching Approache* stated "*classroom management situations may help them develop better understanding and skills pertaining to these skills*".

The ability of a teacher to manage the class can help develop student understanding in learning so students are able to understand each lesson that is delivered well and is expected to obtain good learning outcomes.

This is also supported by research by Prastiwi Yuliani (2014) about the Effects of Learning Facilities, Classroom Management, and Family Environment on Economic Learning Outcomes through Student Motivation for Class XI MA AL-Asror Semarang City. From the results of the study showed that the class management variable (X2) obtained a significance value of 0.009 <0.05 and t value = 2.691> 2. This means that classroom management variables influence learning motivation or H2 is accepted. The findings in this study have differences with the research of Prastiwi Yuliani (2014) on the significance value and t value. This is because there are differences in the number of variables used, and the total population. The population in Prastiwi's research was 67 students, while in this study there were 143 students as population. So this will provide a difference in research results.

Positive Behavior Learning Behavior Level of Understanding Cycle Material Accounting **for Students of Class XI AK of Annizam Vocational School Medan**

The second problem statement in this study is whether the learning behavior partially influences the level of understanding of the accounting material for the class XI AK Annizam Vocational School Medan. Based on the results of research that learning behavior has a positive effect on levels understanding material accounting cycle class XI AK Annizam Vocational School Medan.

The learning behavior shown by students of the XI AK Annizam Vocational School Medan is formed from several indicators, including the efforts of students in learning to have good criteria, student discipline in doing assignments has good criteria, habit of following lessons have good criteria, the

attitude of receiving lessons has good criteria, active when the learning process has good criteria, students show positive attitudes have good criteria, effective behavior students have good criteria, provide benefits learning material accounting cycle for students having good criteria, and bring Good influence for students has good criteria.

This is supported by Rohmalina Wahab (2015: 21) that "every change that occurs in students is the result of learning, which by learning someone can know from what he has not known or not known to know, from those who do not understand to understand. Based on research by Made Buda Artana (2014) about the influence of Intellectual Intelligence (IQ), Emotional Intelligence (EQ), Spiritual Intelligence (SQ), and Learning Behavior towards Accounting Understanding, Based on the results of data analysis conducted it is known that learning behavior has a significant positive effect on levels understanding of accounting with the results obtained tcount 3.231 and a significance level of 0.002 <0.05.

This shows that at the 5% level, learning behavior has a positive effect on the understanding of student accounting. Different when compared with this study the significance value of learning behavior variables on the level of understanding is 0.035 while in the Made Buda Artana research (2014) which is 0.002. Thing that can causing this difference is the number of independent variables in the study and the sampling technique used. Made's research has 4 independent variables, each of which gives a large contribution value, and chooses to use a purposive sampling technique, whereas in this study chooses to use simple random sampling.

Influential Class Management Towards Student Learning Behavior Class XI AK Annizam Vocational School Medan

Based on the formulation of the third problem that is whether classroom management affects the learning behavior of students of class XI AK Vocational School Annizam Medan, research results are obtained to answer the problem formulation third. Based on the results table

The calculation of the linearity test of class management (X1) on learning behavior (X2) shows that between the variables of classroom management on learning behavior is linear so that it can be concluded that class management influences the learning behavior of students of class XI AK SMK Annizam Medan. This is also supported by the opinion of Sudarwan Danim (2011) "class management is seen as a process of modifying student behavior". Class management is the process of changing student behavior, from behavior that has deviations to productive behavior both inside and outside the classroom within the scope of the school. In the opinion of Cliff Jackson (2013) in the journal about *Classroom Profiling Training:Increasing PreserviceTeachers' Confidence and Knowledge of Classroom Management*

Skills stated "*Classroom management is* perceived *by both teachers and principals as import antindicator of competence. The ability to manage students' behaviour is an integral component of teacher's professional identity*".

The ability of a teacher to manage the class well felt as a competency that must be possessed by teachers, not only as a teacher, delivering material to students, but also participate as educators, controlling and shaping the learning behavior of students leading to better. In line supported by research by Ahmad Afiif (2016) shows that there is an influenceThe significance of the implementation of classroom management on the learning behavior of students of the Department of Islamic Education Management of the Tarbiyah and Teaching Faculty of UIN Alauddin Makassar was obtained from the results of a hypothesis test where r arithmetic> r table = 0.68> 0.367. In the research of Ahmad Afiif (2016) shows the value of r test has a value greater than the value of r count. This matter cause there are fundamental differences, namely data analysis techniques used, and the number of samples used. In the research, Ahmad Afiif used a simple regression analysis technique to answer the problem and the research sample of 31 students. Whereas in this study to answer the formulation of the third problem using a linearity test and a sample size of 100 students.

Class Management and Behavior Positive Learning Influence On the level of understanding Material Accounting Cycle Class XI AK Annizam Vocational School Medan.

The fourth problem formulation in this study is whether classroom management and learning behavior simultaneously affect the level of understanding of the accounting cycle material of class XI AK students at Annizam Vocational School Medan. Based on the multiple linear regression analysis test that has been done, it is obtained that the results of classroom management and learning behavior variables simultaneously influence on level of understanding. In line with the results obtained, supported by the opinion of Purwanto (2009) "behavior change due to learning activities result in students having mastery and understanding of teaching material delivered in teaching and learning activities to achieve teaching objectives". Likewise Nana Sudjana's opinion (2014) "besides the factors of teachers that influence learning outcomes, the quality of teaching is also influenced by class characteristics consisting of class size, learning atmosphere, facilities and learning resources". Then it can be concluded that class management and learning behavior simultaneously affect the level of understanding of the accounting material for class XI AK SMK Annizam Medan.

CONCLUSION

Based on the calculation results and SPSS output, in the multiple linear regression analysis test X1 to Y obtained at a significance level of 0.001 <0.050 and the value of t count> t table variable X1 (3.333> 1.671) then H0 is rejected Ha is accepted. Then it can be concluded that there is a partial effect of class management on the level of understanding of the material accounting cycle for class XI AK Annizam Vocational School Medan.

Based on the results of calculations and SPSS output, the X2 to Y multiple linear regression analysis test was obtained at a significance level of 0.036 <0.050. and the value of t count> t table variable X2 (2.128> 1.671) then H0 is

rejected Ha is accepted. Then it can be concluded that there is an effect of learning behavior partially on the level of understanding of the material accounting cycle for class XI AK Annizam Vocational School Medan.

Based on the table of the calculation results of linearity management class (X1) test on learning behavior (X2) obtained Flinierity coefficient 1.516 <F table and significance of deviation from linearity 0.073> 0.050. So it can be argued that between classroom management variables on learning behavior is linear so it can be concluded that it meets the linear regression requirements.

Based on the results of the Anova SPSS output, an interpretation is performed to test the effect of simultaneous classroom management variables, and learning behavior on the level of understanding of the accounting cycle material class XI AK Annizam Vocational School Medan. From this table a significance value of 0.002 <0.050 was obtained. With these results it can be concluded that simultaneously classroom management variables and learning behavior affect the level of understanding of the material accounting cycle of class XI AK students Annizam Vocational School Medan.

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