**The Impact Of Make Every Minute Count Classroom**

**Management On The Activities Of Class IV Students**

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| ***Abstract****.*  *The present study reports the first comprehensive study on the freshwater macroinvertebrates and its habitat preferences in Bilah River, the largest riverin the Northern Sumatra. The riverside is characterized by the presence of anthropogenic and industrial activities which may alter the macroinvertebrate assemblage and biodiversity. Five moon 1, 2, 3 and 4 while group 2 consisted of station 5, 6, 7, 8, 9, and 10. Based on the diversity indices as ecological parameters, the habitat condition in Bilah River is categorized from low to moderately polluted. Spatial patterns in both environmental conditions affecting the macroinvertebrate assemblage was observed using canonical correspondence analysis (CCA) revealed the preferences from each macroinvertebrate species towards environmental conditions* *This study aims to find out: (1) Population variance of the two groups is the same or homogeneous, (2) Differences in average student learning outcomes, (3) The influence of class management Make Every Minute Count on student learning activity. This research is quantitative research using experimental methods and quasi-experimental design. The research population is the entire student at MI Taufiqurrahman 2 Kukusan which totaled 457 students. The sample technique used is purposive sampling. Research sample of 42 students consisting of class IV A 21 students (experimental) and IV B 21 students (kontrol). The data collection technique uses the lift as the primary instrument. From the test results the instrument obtained a Table R of 0.396 and Cronbach's Alpha of 0.836. The results analysis technique uses the t-test, which compares the two groups' rata-rata. The research findings indicate that: (1) Based on the information available, the significance level (Sig.) is less than 0.198 > 0.05, indicating a similar or homogenous population variation. (2) Based on results showing that the average learning time for the Afterwards Experiment (Make Every Minute Count) was 86,00 and the average deviation was 5,167, as well as the Average Learning Time for the Afterwards Control (Classroom Meeting) was 82,29 and the average deviation was 6,133. It may be observed that there are differences in student learning activity between the "Make Every Minute Count" and "Classroom Meeting" lesson plans. (3) Based on the Uji Wilcoxon results, Asymp.Sig. (2-Tailed) 0,000 < 0,05 or Ha is found. Thus, it is shown that there is a difference in the Make Every Minute Count staff's learning activity among fourth-grade students.*  ***Keywords:*** *Classroom Management, Experimental Design, Management Class, Make Every Minutes Count and Student Learning Activity.* |

**I. INTRODUCTION**

Classroom management expertise is an important aspect of being an effective teacher. Effective teachers are able to keep the class active, coordinate tasks, build and maintain a conducive learning environment. This can lead to a new view of class management. Control of the classroom environment in terms of clearly stated expectations, consistent routine, and efficient use of time are essential components of effective class management. Perle revealed that a teacher serves many important roles in the classroom, including educators and child behavior managers. Despite their best efforts, teachers often observe students not performing their duties or showing disturbing behavior (e.g., screaming, arguing, disobeying, bullying) [1]. Therefore, the role of teachers in the management of learning and classroom behavior is essential to ensuring the academic and social success of students.Effective management of classroom activities opens the door to teaching more academically challenging materials [2]. In order for this environment to be optimal, teachers need to constantly review teaching strategy and procedures, group organization, class monitoring, activation, and handling of student interference in class. The classroom contains students with an ever-increasing range of academic, cultural, and social backgrounds [3]. With diversity emerging diverse needs and demands for well-managed classrooms to promote positive behavior and optimize learning and achievement [4]. In this case, teachers consistently regard the discipline of students in the classroom as the most serious challenge for them. Because classroom management problems continue to be the main cause of teacher fatigue and job and public dissatisfaction repeatedly put discipline as the first or second most serious problem facing schools Pressley et al. (2001).

Revealed in a seminal study of the instruction of 30 first-class teachers in five different states, defining the characteristics of the most effective teachers including excellence in classroom management and the creation of a positive and empowering learning environment. Various innovations are being made to create a good learning environment, which can motivate students to learn more energetically, various learning strategies are being implemented. Classroom management is one of the activities that can create such a learning climate.Until now in terms of managing classes often teachers encounter students who tend to be passive in following learning in class. While student activity is important in improving the quality of learning and is the core of the learning activity, this learning activity occurs and is present in all the learning activities, but the rate varies depending on the activity, the materials learned and the goals to be achieved. Activating students both physically and mentally means giving students the opportunity to learn holistically, using sense and sense, for example, can be done in training students to solve problems, make decisions, analyze things and so on. The problem faced by students at MI Taufiqurrahman 2 Kukusan is the lack of teachers in regulating class conditions. Problems such as student interfering behavior in class, reluctance to attend lessons, and the end of the teacher becoming unwilling to a set goal. Teachers don't create a comfortable and conducive classroom atmosphere so students can't follow lessons to the maximum. The reality in the observations carried out by researchers at MI Taufiqurrahman 2 Kukusan shows that many students are passive in following teaching learning activities. This ineffectiveness is evident from teachers who have not introduced a classroom management system so it affects student learning activity. The use of classroom management techniques can improve student behavior and teacher professionalism [5].

In this case, the problems of students cannot be left alone, including the behavior of teachers who have not understood in managing the classroom. If class management is not done to the maximum, then everything becomes less effective. So learning time will be interrupted and become a problem for students and teachers themselves. This is the challenge for teachers, they are required to keep digging their skills in solving the problems that students have both in class and outside the classroom. This class management was developed through experimental designs aimed at helping teachers find ways to manage the classroom properly, as well as conducting the learning process smoothly without any interference from students who behave badly in class.Theoretical usefulness the results of this study are expected to be useful, i.e. the results of the study will be useful to provide information about the importance of managing the classroom towards student learning activity. Can provide insight or contribution of thought to elementary school education that continues to evolve according to the demands of society. In practice, this research can be useful for students as a material of self-introphy in following the process of teaching and learning activities and important input to improve learning activity in the classroom as an attempt to improve the learning outcomes. While for teachers, the research results can provide input to teachers to improve classroom management skills in improving student learning activity so that achievement of learning achievements can run optimally. It is hoped that the school will benefit from the results of the research so that it can be used as a benchmark to advance the development of more innovative classroom management skills that will affect the student's learning activity in the classroom.

**II. METHODS**

In this study, the researchers used research with a quantitative approach. Creswell said that in quantitative research, researchers identify a research problem through a trend description or the need for an explanation of the relationship between several variables [6]. Quantitative approach can be understood as a method of research based on the philosophy of positivism, used to research on a population or sample, analysis of quantitative data is statistical with the aim of testing the hypothesis that has been established [7]. In other words, this quantitative research uses numbers, starting with data collection, interpretation of data, and results obtained.The research method used in this research is experimental research method. Experimental method (also called intervention research or group comparison research) is a procedure in quantitative research where the researcher determines whether activity or material creates a difference in the participants' results [8]. The purpose of this experiment is to test one or more variables against other variables. The variable that can be controlled or manipulated by the researcher is the independent variable, whereas the variable influenced by the free variable is called the bound variable. (Dependent Variable).The design of the research in this research, that is, the experiment (quasi eksperimen).

Quasification of experiments involves placing (but not random placement) participants into groups. Quasiation experiments are used because in fact it is difficult to get control groups used for research. The quasi-experimental design form used in this study is nonequivalent control group design [9]. The population taken is the whole of the students at MI Taufiqurrahman 2 Kukusan. Purposive sampling is used when the target of the tested sample has certain characteristics so that it is impossible to take another sample that does not meet the specified characteristics [10]. Observation as a data collection technique has specific features when compared to other techniques, namely interviews and questionnaires. In this study, observations are carried out through three phases: planning meetings, implementation of class observations, and feedback discussions. The documentation used in this study includes data on everything about the school and also the profile of the school to describe the school description. Angket (questioning) is a data collection technique that is carried out by giving a set of questions or written statements to respondents to be answered [11]. The angket in this study is used as a tool to determine the influence of the management class make every minute count after the treatment.The research instruments used in this research include conceptual and optional definitions. Increase student learning activity (Variabel Y). Conceptual definition of learning activity is the activity or behavior that occurs during the teaching learning process that is achieved through the affective area after applying it to classroom management.

As for the indicators in this study are engaged in the problem-solving process, performing assigned tasks, establishing cooperation in the learning process, being able to present ideas in public, and cultivating self-discipline.Class management make every minute count (Vatiabel X). Conceptual definition Class management is an important thing that should be mastered by teachers in improving student learning activity in the classroom. Make Every Minute Count has 6 steps or phases. Each phase has a different content/behavior that has to be performed step by step by someone who performs the Make Every Minute Count management class (teacher/researcher). Where a few days earlier the teacher/researcher first explained the purpose and purpose of the management of the Make Every Minute Count class. Classroom management is a strategy for achieving a specific learning objective in an affective area in order to create an effective and efficient learning environment. Make Every Minute Count is a way of implementing classroom management by giving a sense of responsibility for the learning activity they build during the learning process.

**III. RESULT AND DISCUSSION**

Data Description Management Results Experimental and Control Class Data from experimental and control class research results are as follows:

Parameters state that the data of each variable to be analyzed must be distributed normally. Therefore, before the hypothesis is tested, the normality of the data will be tested first. The basic concept in the normality test is: (Sugiyono) Normality tests are performed to find out whether the research data is distributed normally or not. Normal data is an absolute prerequisite before we do parametric statistical analysis. (uji paired sample t test dan uji independent sample t test).The test of data homogeneity means that the data has a variation or diversity of equal or statistically equal values. So the emphasis of data homogenity is on the diversity of data variance [12]. Homogeneous data is one of the conditions (not an absolute condition) in the independent sample t test. In this study the homogeneity test is used to determine whether the variance of the data post-test of the experimental class (Make Every Minute Count) and the data of the control class (Classroom Meeting) is homogenous or not. The criterion for decision-making on the homogeneity test is that if the significance value is > 0,05 then the data will be distributed homogenous if the significant value is < 0,05, then the distributed data is non-homogeneous. Based on the results of the data homogenity using SPSS 20, the known significance (Sig.) is 0.198 > 0.05. In accordance with the decision making criteria that if significance is > 0.05, then data is homogenic, so it can be concluded that the variance of data Post-test of the Experimental and Post-Test data of the Control classes is the same or HOMOGEN. Recapitulating the statistical analysis result of the descriptive calculation of the post-test experimental and control classes is as follows:

**Table 1.** Recapitulasi Results Analysis Statistics Descriptive

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **No.** | **Distribusi Frekuensi** | **Pre-Test** | | **Post-Test** | |
| **Eksperimen** | **Kontrol** | **Eksperimen** | **Kontrol** |
| 1. | highest score | 87 | 88 | 100 | 95 |
| 2. | lowest value | 64 | 66 | 77 | 73 |
| 3. | Mean | 73,76 | 74,67 | 86,00 | 82,29 |
| 4. | Median | 73,00 | 72,00 | 86,00 | 82,00 |
| 5. | Standar Deviasi | 4,847 | 6,613 | 5,167 | 6,133 |

Based on the results of the above descriptive analysis, the lowest Pre-Test score of the Experimental class was 64, the highest pre-test score in the Experiments class was 87, and the lower pre-test rating in the Control Class was 66, and the top Pre-test score in Control class is 88. The lowest Post Test score of Experiments grade was 77, the top Post-TEST score in Experiments was 100, and the bottom post-test check score was 73, and the tallest post-tests in Control were 95. The above data suggests that there is a difference in posttest values between experimental and control classes. The difference occurred in the control class with an average of 82.29, whereas for the experimental class 86.00.Wilcoxon tests are used because there are research data that are distributed abnormally. Therefore, there is a need for action to be taken by researchers so that the data collected can still be tested or analyzed. The Wilcoxon test is also used to determine whether there is any difference in the average of two pairs of samples. As for the test criteria, if the Asymp.Sig (2-tailed) value is < 0.05, then the Ha hypothesis is accepted. If the Asynp.Sig (2-Tailed) values are > 0.05, the Ha hypothesis is rejected. Based on the non-parametric Wilcoxon test using SPSS 20, then the data is obtained as follows:

Negative ranks or (difference) negative between experimental class management and control for Pre Test and Post Test are 0 on both N, Mean Rank, and Sum of Ranks. This value 0 indicates no decrease (reduction) from Pre Test to Post Test values.

Postive ranks or positive (difference) between experimental class management and control for Pre Test and Post Test. Here are 21 positive data which means 21 students have improved in their learning activity. Mean Rank or the average increase of 11.00 and the number of positive rankings or Sum of Ranks of 231.00.

Ties is the similarity of Pre Test and Post Test values, here the Ties value is 0, so it can be said that there is no equal value between Pre test and Post test.

**Tabel 2.** Test Statisticsa

|  |  |
| --- | --- |
|  | Post – Pre Eksperimen |
| Z | -4,018b |
| Asymp. Sig. (2-tailed) | ,000 |

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Based on the results of the test statistics above, known Asymp.Sig. (2-Tailed) is worth 0,000. Since the value 0,000 < 0,05, then it can be concluded that "Ha accepted". That means there is a difference between the results of learning activity for Pre Test and Post Test, so it can be concluded that there is an influence of the management of the Make Every Minute Count class on the learning activity of fourth grade students.The Mann-Whitney test (U) is a non-parametric test that is strongly used as a substitute for the t-test. In the Mann-Weitney test the assumptions of normality and homogenity are not required, but the minimum measurement level of the ordinal variable to be tested is a continuous variable. The Mann-Whitney test is used to test the difference between two independent samples. (Kadir.) As explained above, the researchers decided to choose the Mann-Whitney test. This is done because the data from the normality test is not distributed normally but from the homogenity test the data is said to be homogeneous. So the researchers decided to use the Man-Whitney test. The test criteria are: If the Asymp.Sig value is < 0.05 then the hypothesis (Ha) is accepted. If the Assymp.Sig values are > 0.05, then the hypothetic (H0) is acceptable.

Here are the results of the calculation of the Mann-Whtiney test using the SPSS 20 program:

**Tabel 3.** Ranks

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Class | N | Mean Rank | Sum of Ranks |
| Learning Activity | Class A | 21 | 25,64 | 538,50 |
| Class B | 21 | 17,36 | 364,50 |
| Total | 42 |  |  |

**Tabel 4.** Test Statisticsa

|  |  |
| --- | --- |
|  | Learning Actiivity |
| Mann-Whitney U | 133,500 |
| Wilcoxon W | 364,500 |
| Z | -2,194 |
| Asymp. Sig. (2-tailed) | ,028 |

1. Grouping Variable: Class

Based on the results of the Man-Whitney test in table 4.10 it can be concluded that there is a difference in the average score of students with the management of the Make Every Minute Count class compared to the learning activity of students of grade IV at MI Taufiqurrahman 2, or can be said Ha accepted. This is due to the fact that in the calculation of data using the Man-Whitney test on the application SPSS 20 shows that the degree of significance is 0.028 < 0.05.

**Discussions**

**Make Every Minute Count**

Based on the results of a descriptive study of data from students of 4th grade MI Taufiqurrahman 2 Kukusan on student learning outcomes, it shows that there is an influence of class management make every minute count on the learning activity of students in grade IV A.

**Classroom Meeting**

This data is demonstrated by the output of the Non-Parametric Test Wilcoxon obtained Asymp.Sig. (2-Tailed) is worth 0,000 < 0,05, which means there is a difference in the average student learning activity value of the Pre-Test of the Experiment class with the Post-test of the Class Experimental (Make Every Minute Count), or there are differences in student learning activities before applying it to the class management (Making Every Minutes Count) with the after-treatment of the Management of Classes (Make Every Minutes Count). This data is demonstrated by the output of the Mann-Whitney Non-Parametric Difference Test on table 4.11 obtained Sig. (2-tailed) of 0.028 < 0.05 then it can be concluded that there is a difference in average student activity results between the management of the Make Every Minute Count class and the classroom meeting management. It can then be concluded that there is an average difference in student learning activity between the management of the Make Every Minute Count classroom and the classroom meeting management.

**IV. CONCLUSION**

Based on the results of the Test of Homogeneity, the significance value (Sig.) is 0.198 > 0.05 which means the population variance of the two groups is the same or homogeneous. This means that the learning activity of the student in the management class using the Make Every Minute Count model is higher and more consistent than that of the students in the class management using the Classroom Meeting model. It can then be concluded that there is a difference in the average learning activity value between the management of the “Make Every Minute Count” class and the class administration using the “Clasroom meeting” model. Based on the results of the Wilcoxon Test obtained data Asymp.Sig. (2-Tailed) 0,000 < 0,05, then “Ha accepted”. It can be inferred that there has been an influence of the Management of the Make Each minute Count class on the learning effectiveness of the pupils of the fourth grade.

Thus, the hypothesis he put forward was tested by the data, thereby concluding that there was an impact of the management Class Make Every Minutes Count on student learning activity. It can be concluded that there is a difference in the average score of students with the management of the Make Every Minute Count class versus the learning activity of students of grade IV at MI Taufiqurrahman 2 or H0 rejected. In order to increase student learning activity, teachers should train students more frequently using the Make Every Minute Count class management so that students can maximize their learning process in the classroom. Teachers need to be consistent and determined in applying classroom management so that maximum results are achieved and classroom learning is effective. Further research is needed, because the results of this research are only carried out in MI Taufiqurrahman 2 years of education 2019/2020. For further research to always make improvements so that the maximum results are obtained.

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