An Analysis of Classroom Management in Social Science Learning to Strengthen Character Education in Class V at SD Negeri Kandangan 1 Sleman Yogyakarta

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Abstract: This research aims to, (1) describe the class management process in social studies learning to strengthen social care character education, (2) describe the class management process in social studies learning to strengthen responsible character education, (3) describe the supporting and inhibiting factors in classroom management in social studies learning to strengthen character education, (4) describe solutions to classroom management obstacles in social studies learning to strengthen character education. This research is descriptive qualitative research. The research sample was determined using purposive sampling. The data collection process uses observation, interview and documentation techniques. Data validity techniques use data triangulation which includes source triangulation, technique triangulation, and time triangulation. This research consists of four steps of data analysis: data collection, data reduction, data presentation, and drawing conclusions. The results of the research show that (1) teachers carry out classroom management in social studies learning to strengthen social care character education. The teacher forms students into several groups then looks for community activities around their neighborhood, and also makes donations if there are people affected by natural disasters. (2) To strengthen the character of responsibility, teachers give students individual assignments with time limits, and students carry out class pickets according to their respective schedules. (3) Supporting factors for classroom management in social studies learning to strengthen character education are good communication between teachers and parents, social studies material that is relevant to everyday life, students who are active in discussions and teachers who use technology. Inhibiting factors include the large number of students and not all students being easy to manage. (4) Solutions to these obstacles include schools creating additional tutoring programs, singing national songs or regional songs before learning, and carrying out 3S habits (senyum, sapa, salam/ smile, say hello, greet).

Keywords: class management; social studies learning; strengthening character education


Introduction

The national teaching system is the basis of a country's development. In the Law on the national education system, the government regulates the foundation, structure and principles of education. Education is a process of changing the attitude of a person or group to help
that person develop as an individual through teaching and training. In school teaching and learning activities, a teacher plays an important role in the classroom. The teacher's role as an educator requires more than just mastery of subject matter and the ability to choose effective learning strategies and media for students. Based on the Ministry of Education and Culture, Research and Technology No. 47 of 2023 Article 1 Chapter 1 (Riset et al., 2022) concerning management standards that those who work in the education sector are independent members of society who are chosen to help provide education.

Class management is one of the teacher's competencies to maintain the learning environment in the classroom as well as possible and prevent disruption to the teaching and learning process such as students disturbing their friends, falling asleep in class, and not focusing on the learning process. Good classroom management is a key factor in achieving academic and scientific goals. Good and efficient classroom management can be carried out by teachers and homeroom teachers for overall student learning outcomes. Teachers in the classroom must be able to foster independence, self-confidence and creativity in students (Citra Insany Irgananda, Kartika Andari Wulan, Fatima, 2020, hlm. 78). Achievement of learning objectives is greatly influenced by classroom management.

Effective classroom management is very important because it influences how well students understand information during learning activities. Effective classroom management aims to create a pleasant and supportive learning atmosphere in the classroom so that learning can take place as efficiently as possible and students can increase their potential to the maximum (Yantoro dalam Dwi Cahya Wiguna, 2020, hlm. 48). There are two skills needed to manage an effective and efficient class, namely renewal skills to make the class run optimally and skills to restore optimal learning conditions (Suwana dalam Kartina et al., 2021, hlm. 32). According to (Salmiah et al., 2021, hlm. 55-56), there are six basic concepts that teachers must understand when implementing effective and efficient classes, namely warmth and excitement, challenge, variety, flexibility, emphasis on positive aspects, and building discipline.

Effective classroom management is the key to creating a conducive learning environment for all subjects. Learning is a process that involves structuring and managing the atmosphere around students so that they can develop and inspire them to be involved in the learning process (Pane & Darwis dalam Nur Aziz, Gali Pribadi, 2020, hlm. 2). Learning is also a process of conveying information while developing students' attitudes. Thus, teaching is a process that helps students' learning, especially in lessons related to social sciences (Febriani, 2021, hlm. 61).

Social Sciences Education (IPS) examines how humans interact with their environment. The environment is a place where children develop through activities in society and face various problems that arise in that society (Parni, 2020, hlm. 100). Social Sciences can be summarized as the integration of various social ideas and materials with the aim of improving education and learning programs in schools (Nur Aziz, Gali Pribadi, 2020, hlm. 123). Social Sciences in elementary schools are taught in an integrated format known as Integrated Social Sciences. Social Science books consist of at least five sub-fields, namely history, geography, politics, law and economics (Ratri, 2018, hlm. 6). Subjects in Elementary School (SD) refer to integrated learning which combines a number of related scientific fields. There are slight differences in the social competencies that students must learn at each grade level, especially in elementary school. Class I and II social competencies are showing discipline, honesty, responsibility, politeness, caring and courage when collaborating with teachers, friends and family. Class III and IV social competence includes neighbors, while classes V and VI include neighbors and
love of the homeland (Widodo et al., 2020, hlm. 189-190).. The process in elementary schools regarding social science learning is an initial socialization process in a formal environment, so Social Science learning material is very useful for students in elementary schools (Parni, 2020, hlm. 97).

The step to help students develop their morality and character is through character education. All character values are taught in class. In the field of education, strengthening character education is very important. Character education is a form of instilling character values which includes desires or awareness, various knowledge, behavior in applying character values towards God, the surrounding environment, other people and oneself (Setiawan et al., 2021, hlm. 6). Character education is a deliberate human effort that is also planned to guide and enable the abilities of students to create individuals with character and develop into individuals who are beneficial to themselves and the surrounding environment. Education and character education are closely related because the aim is towards a better life (Annur et al., 2021,hlm. 332).

Based on observations carried out at SD NegeriKandangan 1 Sleman Yogyakarta on 21-22 August 2023, several learning problems were found, including the large number of students in one class causing class management to not run optimally, the lack of enthusiasm for learning social studies among students, lack of focus in class, the formation of social care and responsibility in social studies learning still needs to be improved, teachers have not implemented a variety of social studies learning models and teachers have difficulty conditioning students in class. Based on the background above, researchers are interested and need to carry out research with the title "Analysis of Class Management in Social Studies Learning in the Context of Strengthening Character Education in Class V of SD NegeriKandangan 1 Sleman Yogyakarta".

Several important aspects of this research are that this research focuses on how to manage the classroom in social studies learning and optimizing classroom management so that it is effective and efficient. In general, this research can provide insight into effective ways to manage classes for social studies learning which can strengthen character education among grade 5 students. The aim of this research is to describe the process of classroom management in social studies learning in the context of strengthening character education in grade 5, identify the gap between existing classroom management practices and ideal practices in social studies learning in grade 5, and assess the impact of good classroom management on social studies learning and the formation of students’ character.

The relationship between this research and previous research is research conducted by (Atika, 2022) who both studied strengthening character education using qualitative methods. Meanwhile, the difference is in the scientific fields studied where (Atika, 2022) focuses on studying the Thematic Elementary School science field while the researcher focuses on the social science field. This is the same as research conducted by (Fajri & Rivauzi, 2022) which both studied strengthening character education and used qualitative methods with descriptive analysis. Meanwhile, the differences lie in the scientific fields studied. (Fajri & Rivauzi, 2022) did not study the field of science specifically but in general, while researchers focused on the field of social sciences.

The theoretical implications of this research show that classroom management in social studies learning in the context of strengthening character education in class 5 of SD Negeri Kandangan 1 Sleman Yogyakarta has been implemented effectively and efficiently based on the research results. Strengthening character education in aspects of social care and
responsibility has been implemented well during learning. Many factors support classroom management so that it runs smoothly. There are still several obstacles that occur but they can still be overcome by teachers and schools. The practical implication of this research is that the researcher has described aspects of social care in accordance with social values and provisions and has been implemented well. Researchers describe the aspects of responsibility as being in accordance with the values of responsibility and the provisions are implemented well. Researchers describe supporting and inhibiting factors for classroom management according to actual conditions during observations, interviews and documentation. Researchers describe solutions to classroom management obstacles in accordance with what the school has done to address the obstacles that have occurred, such as establishing communication with parents regarding students, holding tutoring after school and also always providing support and encouragement for students.

The flow of thinking in this research was when initial observations found several problems that occurred regarding students. The problems found include the large number of students in one class causing class management to not run optimally, students' enthusiasm for learning in social studies learning is still lacking, students' focus in the class is low and the formation of social care and responsibility in social studies learning needs to be improved. The object studied is classroom management with one type of approach. The type of classroom approach used by the teacher is an authoritative approach, namely the teacher directs students to follow the rules in the class. Class management is connected to social studies learning with the aim of strengthening character education in aspects of social care and responsibility. The action that can be taken is an analysis of class management in social studies learning in the context of strengthening character education in class 5 of SD Negeri Kandangan 1 Sleman Yogyakarta.

**Methods**

The benefit of this research is that it provides a deeper understanding of classroom management in social studies learning in the context of strengthening students' character education. This type of research is descriptive qualitative. Qualitative research is research that applies a scientific framework to explain events and is carried out using various current techniques. The goal of qualitative research is to provide a narrative description of actions taken and their impact on participants' lives (DenzindanLincolndalamAdlini et al., 2022, hlm. 975). Various empirical materials, case studies, personal experiences, introspective analysis, life histories, interviews, observations, textual and visual representations of daily routines, related issues are collected and used in qualitative research projects (Denzin dan Yvonna dalam Hasibuan et al., 2022, hlm. 39). The data sources used are the main data sources including the school principal, grade 5 teachers, grade 5 students and secondary data sources include photo documentation and observation results. The data collection process uses observation, interview and documentation techniques. As stated by (Mekarisce, 2020, hlm. 147), data validity checking techniques are not only used to challenge the assumption that qualitative research lacks scientific rigor, but are also an integral part of the qualitative research process. The validity of the data was tested using data triangulation, including source triangulation, technical triangulation, and time triangulation. Data analysis in this research uses a framework proposed by (( Milles, Matthew B. dan A. Michael Huberman dalam Ahmad & Muslimah, 2021, hlm. 177) which consists of four stages: data collection,
Results and Discussion

The research results show that teachers have an important role in controlling classroom management. Teachers have the responsibility to create effective and efficient classes for students. If classroom conditions are effective and efficient, they will be enjoyable and can improve the learning process and student participation in learning. This is relevant to the theory of (Yantoro dalam Dwi Cahya Wiguna, 2020, hlm. 6525) which explains that fostering a pleasant and supportive learning environment in the classroom then classroom learning can take place as efficiently as possible. Strengthen character education, especially the social care aspect, is very important for students. Instilling social care values by teachers includes creating projects for students that contain social values, holding charity activities or introducing social topics in learning will increase students’ awareness of social issues. This activity is in accordance with the definition of social concern according to (Kardinus, 2022, hlm. 32) that an attitude and basic principles that involve awareness of the surrounding environment as well as inviting and reminding other people to care about other people’s shortcomings. In social studies learning theme 6, subtheme 3, there were 3 teachers using power point and books in learning.

The teacher shows pictures of community activities around the residence, such as people making batik, fishing and farming. The teacher displays these pictures to introduce social situations to students. After the teacher provides an explanation of each picture, the teacher always reinforces the value of social care character for students so that they care about the surrounding environment. After that, the teacher formed five groups to complete the task of answering questions from a reading text, namely “Osing Batik Craftsmen”. The teacher gives this assignment to make students pay attention to the contents of the reading about making batik from natural dyes. The content of the reading aims to make students care about the surrounding environment and contribute positively to society. This activity is the teacher’s effort to strengthen the social care character of students. The activities carried out by the teacher are the same as research from (Fajri & Rivauzi, 2022) that that the implementation of strengthening character education is carried out when starting school and is always linked to learning material so that the character values instilled are in accordance with the character development of students. The importance of strengthening character education, especially the social care aspect for students. Instilling social care values from teachers, such as creating projects for students that contain social care values, holding charity activities or introducing social topics in learning will increase students’ awareness of social issues. This is appropriate according to (Kardinus, 2022), namely an attitude and basic principles that involve awareness of the surrounding environment as well as inviting and reminding other people to care about other people’s shortcomings.

The research results also show that teachers always incorporate the principles of responsible character in students. This aims to form responsible and independent behavior regarding their duties, obligations and the surrounding environment in order to create students who can be relied on and always respect their surroundings. This is relevant to the understanding of responsibility, namely the ability of students to do things independently and without being preceded by pressure. Social studies learning on theme 6, subtheme 2, 3 teachers’ learning using power point and books.
In the next lesson, the teacher displays pictures of natural features such as beaches and also community activities in coastal areas such as fishermen. The teacher also gives individual assignments to look for community activities in coastal areas apart from fishing and also look for the main idea of each paragraph of a reading text. After giving the assignment, the teacher sets a time limit for completing it. Students complete the task correctly and within the agreed time. Therefore, educators have attempted to foster a sense of responsibility in students for the tasks assigned to them, while participants are equally responsible for their own responsibilities. The actions taken by teachers are in line with research (Nurizka & Rahim, 2019) where the use of effective learning resources in the school environment can foster responsible character education.

Based on the research results, several supporting factors for classroom management to strengthen character education in class V of SD Negeri Kandangan 1 Sleman Yogyakarta are the role of students' parents, the role of teachers, the condition of the class, the learning materials which have been added to strengthen character education, the existing facilities in the classroom, the role of the students themselves. Social studies learning has been implemented quite well in the classroom because it is added with the use of technology as well as the active participation of students in class discussions as well as variations in learning such as methods and media. These supporting factors are in accordance with (Mulyasidhi, Guardia & Haq, 2022, hlm. 152) where Factors that make it possible to create an effective and efficient learning environment include teachers, students, parents and facilities. The learning carried out by teachers in class is not only classical methods but there are individual assignments as well as group discussions. The learning media used is not only books but also power points. The supporting factors that have been found are in line with the ideas (Wijayani dalamn Salmiah et al., 2021, hlm. 55-56) regarding the main principles of effective and efficient classroom implementation. These principles include creating a warm and enthusiastic environment, providing tough assignments, including varied teaching methods, a flexible approach, highlighting positive aspects, and prioritizing discipline. The teacher brings warmth and joy when teaching, shows compassion and genuine interest in presenting the topic. Teachers also provide constraints by placing time limits on assignments, thereby helping to grow students' enthusiasm in completing them. Educators use a variety of techniques and media for classroom teaching purposes. The teacher's adaptability in modifying learning approaches is clearly visible when presenting material to sleepy students. The teacher begins the assignment by asking students to read some material. Teachers provide examples of good behavior to students, including coming to class on time.

Some of the obstacles that occur are from students who are not all active but there are still some who are passive and there are still some who are lacking in completing their school assignments. Too many students in class also affects class management and the teacher's attention to each student. The solution to the obstacles to classroom management in social studies learning to strengthen character education is to continue to build good relationships with parents regarding these students, form group discussions so that it is easier for teachers to monitor them, and hold additional tutoring for students. Additional tutoring aims to enable students who already have tutoring outside of school to adjust their schedule so that it is not too tight and can also focus on the assignments given by their teacher.

The school also needs to always provide encouragement and support for students so that they can achieve both academic and non-academic achievements, and so that students can develop into more competent individuals by realizing their potential and pursuing their hobbies and talents. The solutions to the obstacles described above are also relevant to the research article from (Nurizka & Rahim, 2019) that the way to overcome less conducive
classes is to increase the sense of togetherness in their learning, students are continuously active in preparing and organizing the classroom. The steps implemented include student participation in classroom cleanliness, picket schedules, posters and motivational writing throughout the class, as well as chair rotation which is designed to avoid monotony and encourage student involvement.

**Conclusion**

Based on the research results, it can be concluded that strengthening character education, especially in aspects of social care and responsibility, has been integrated into classroom learning. The social care aspect in learning theme 6, sub-theme 1, learning 3, KD 3.2 and 4.2 is given by the teacher through group assignments to students who then look for activities in the surrounding community to look for their goals and benefits. Fundraising is also held when there is a natural disaster in an area. Aspects of responsibility in learning theme 6, sub-theme 2, learning 3, KD 3.2 and 4.2, are given by teachers through individual assignments with time limits to train students, class cleanliness such as carrying out class picketing is also carried out according to the schedule to strengthen responsibility. Teachers use technology when learning. Supporting factors for classroom management are good communication between parents and teachers, active students during discussions, social studies material is linked to everyday life, technology is utilized when studying in class. Factors inhibiting classroom management are the large number of students, not all students are easy to manage, and there are some students who take lessons outside of school. The solution to the obstacles to singing national songs or regional songs before learning begins, implementing 3S training in schools, and schools holding additional tutoring programs. There are several obstacles but the school is able to solve them with several solutions.

Based on the researcher’s direct experience in this research process, several research limitations experienced were that when carrying out the interview process it was sometimes disturbed by surrounding conditions, a lack of theoretical exploration that could enrich the research and the results of the research itself, and also technical obstacles before and during the field which indirectly makes researchers feel less than optimal in this research.

Suggestions that can be given for future research are that those who will research classroom management in social studies learning in the context of strengthening character education should expand the scope of research by including aspects or variables that have not been covered in previous research. This research can be carried out more widely, not just researching one class or one teacher.

**References**


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