

EFFECT OF CLASS MANAGEMENT ON THE DEVELOPMENT OF STUDENTS' CHARACTER IN SMK NEGERI 1 TORAJA UTARA



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ABSTRACT

This research aims to find out how the class management in SMKN1 Toraja Utara, how the implementation of character education in SMKN1 Toraja Utara, and to know how much impact the management of the class on character education in SMKN 1 Toraja Utara. The method used in this research is descriptive qualitative. Descriptive methods describe the state of the data without compromising or adding data as is. The results showed a positive correlation between class management and character development is 0.328, categorized as being in a weak category. while the value of sig. (2-tailed) of 0.002 were less than 0.05, so it can be concluded that the relationship between class management variables and character development is significant. In contrast, the value of R Square or the coefficient of determination is 0.108. It means that the percentage of class management variable capability size explains the variation of character development variable in SMKN 1 Toraja Utara by 10.8% while the rest is determined by other variables/factors not included in this study.

1. INTRODUCTION

Character strengthening is a program of President Jakowi Widodo and Vice President Jusuf Kalla in this case, and the point is to revolutionize the nation's character. The movement to strengthen character education encourages national education to be a concern for all [1]. There are five character education priorities, namely religion, nationalism, integrity, self-reliance, and cooperation.

With the advancement of science and technology today and the diverse demands of various sectors of economic life, it is needed the development of human resources [2]. For human is the main actors or the main drivers in why a goal - the nation-building, empowerment of qualified human resources become demands in the world of education in carrying out its functions and is a vital industry that is expected to be able to push a country and nation towards national goals. By understanding the importance of education for human welfare, "Law No.20 of 2003 concerning the National Education System states: "National education serves to educate the life of the nation through the development of abilities and the formation of dignified national character and civilization in the world community" [3]. The education process is the main thing for forming quality human resources, insightful, critical thinking, intelligent, unpretentious, to improve the standard of human life. According to the National Education System states:

"National education is expected to be able to explore the ability of students as human beings who believe and fear God almighty, healthy physically and spiritually, knowledgeable, honest, have a dedication to developing self-capable entrepreneurship and democracy and full of responsibility in order to educate the life of the nation" [4].

The progress of the times requires the empowerment of competent human resources. The Indonesian nation can compete with countries in the world, especially in free trade in terms of its outcome and human resources. The government's actions to increase quality middle-level human resources are the development of vocational secondary education. In this case, vocational education will equip students to work in one particular area of expertise. However, the skills possessed by each student must be included with good character education in order to be able to manage the work and be able to interact with the surrounding environment so that the work done can be more maximal [5]. The character of each human being contains things that contain life skills received from God, expressed in actions, speech, feelings, which are based on religious norms, laws, manners, habituation, culture, and customs. Character is a particular unique value that is ingrained in a person through his behaviour.

For character education in students consists of character values' practice, which contains the value of knowledge, effectiveness, awareness or desire, and ways to do good things, to God, himself, others, the environment, and the state [6]. Implementation of character education in *SMKN1 Toraja Utara*, involving components (stakeholders), supporting elements of education, such as curriculum content, teaching and evaluation process, cooperation, coordination, school management, planning activities or activities outside of learning hours, improvement of infrastructure, finance, and participation of all residents and school environment

The essential role in building the character of learners is the management of learning in the classroom. Educators carry out class management intending to present excellent conditions for creating learning processes in the classroom [7]. Class management deals with ways to shape and maintain a pleasant atmosphere so that the learning process runs conductively. Implementation of character education in schools is the responsibility of management relationships or school leaders. In this case, planning, organizing, command, coordinator, overall control is controlled in a fair educational process [8]. Character education consists of components that need to be instilled, curriculum content, learning, evaluation, educators and non-educational personnel, and other things.

Teachers are expected to build a conducive, comfortable and enjoyable learning environment and provide good character education for more useful learners. That can make students feel happy and excited about learning activities in the classroom [9]. Character education is carried out in an integrated way in schools, against the background that students will experience growth and develop well if directly involved in the teaching and learning process. Gaining learning experience in a meaningful sense [10]. Systematic teaching can be interpreted as an understanding of learning approaches that activate several science areas to instil valuable knowledge for students [11].

Character education can be done by modelling or being an example to realize. The form that can be used in this strategy is that teacher acts as an example of a good example. Students must follow the model who has a noble character, and the teacher can solve every problem well, speak politely to the learner and be able to convince the student properly, is a form of behaviour expected by each student [12]. Habituation pattern in the application of ethics is a significant level that should accompany every learning activity. Moral teaching without habituation will be useless because the cultivation of ethics is not just knowledge, but habituation in ethics.

The ideals and laws expect character education, but the conditions that we are experiencing now have changed to the value. With the emergence of abusive behaviours of social norms and cultural values, increasing consumeristic and hedonistic lifestyles, many parents are disappointed with their teenage children's actions that are difficult to foster. Similarly, teachers who at all times deal with the behaviour of diverse teenage students. Students who used to respect the value of honesty, but in reality, that size is tarnished by instant grades and do not have to work hard, for example, do not need to learn to get good grades, because by asking friends and opening books and buying right value answers it will be able to be achieved and levelled up or graduated. Social demands and the desire to maintain self-esteem in the eyes of peers have encouraged cheating to become commonplace and mandatory. Fast-paced value has replaced the value of honesty [13]. In addition to cheating, other deviant habits can be made by learners including unlimited association, kebo gathering, smoking in school, stealing, skipping, fighting teachers, consuming liquor and drugs, engaging in fighting, getting pregnant before marriage, viewing porn, which lowers the character of the learner.

In class management concerning curriculum content planning, planning and learning resources, it structures class elements, observes student development, and tackles obstacles that arise in the classroom. The function of Class Management is so that the learning process can be carried out in an integrated manner, to make it easier to follow the progress and development of students and to solve obstacles that need to be discussed in the classroom

in order to improve teaching patterns in the future including problems in social life [14]. One of the successes of students in the learning process is the teacher's learning strategy. Teachers are expected to know the essential tools in conducting the learning process in the classroom. Therefore, educators are expected to understand the philosophy of learning and teaching activities. Teaching is transferring or transferring knowledge and several characters that need to be instilled in students.

Class management organizes learning, facilities and infrastructure and rutunitas and concerns preparing the classroom and school environment to achieve a conducive atmosphere and a fair and enjoyable learning process. Therefore, schools need to be well organized, thus creating conducive teaching and learning conditions. Duties and responsibilities to help young people deal with the dynamics of life are generally given to schools. "Schools are expected to be the centre of community change or the site of a mental revolution".

2. THEORETICAL REVIEW

Management is defined as "a field of science that strives systematically to understand why and how humans work together to achieve goals and make this system more beneficial to humanity" [15]. Management is a typical process consisting of planning, organizing, implementing, and supervising each field is used both science and expertise and which is followed sequentially to achieve the goals that have been set" [16].

Planning is a series of activities to know the direction of the goals achieved by an organization and establish the most appropriate means to be used to achieve the objectives. "Planning is the selecting and relating of facts and the making and using of assumption regarding the future the visualization and formulation of proposed activities, believe necessary to achieve desired results" [17]. In the planning, three elements must be considered: data collection, fact analysis, and practical planning.

Planning cannot control the time to come, but planning can predict what will happen, capturing the opportunities and challenges that will be faced. Planning objectives include: 1) to provide guidance both to the leadership and to the staff; 2) to reduce uncertainty because, with planning, a leader looks far ahead; 3) to minimize waste; 4) planning aims to determine the objectives and standards used to facilitate evaluation and supervision [18], [19]. At the organizing stage, there is a process of determining formal relationships between personnel and existing resources. This function concerns all actions that are thought to be planned into a structure of responsibility and authority. In this case, a manager must create job specifications, job descriptions and job definitions. The definition of work should be based on specialization by dividing or grouping work, making it easier to supervise [20], [21], [22].

"Organizing is the establishment of the effective behavioural relationship among persons, so that they may work together efficiently and gain personal satisfaction in doing selected tasks under given environmental conditions to achieve some goal or objective" [23], [24]. This opinion confirms that organizing provides a clear breakdown of related tasks among personnel to work well together to achieve the goals set.

Briefing as an effort of a leader in interacting with staff both individually and in groups. A leader must be able to direct the staff to be able to work towards a common goal. Briefings are essential, considering people are usually unpredictable because they have unique attitudes and personalities. A manager invites every personnel in the organization he leads to contribute through cooperation in a briefing effort. The briefing can be done by providing motivation that can be an encouragement for every person to work optimally.

Controlling or supervision is a significant activity in an organization. Supervision activities include monitoring the process of activities carried out by workers to ensure that they carry out their responsibilities following the planned expectations and correct any irregularities. The controlling function consists of actions and decisions managers undertake to ensure that actual results are consistent with the desired result [25], [26]. The function of control or supervision concerns the efforts and decisions to ensure that the results achieved by the organization can be consistent with the results set out in the planning.

"Class Management is defined as the ability of teachers or homeroom teachers in utilizing the potential of the classroom in the form of providing the widest opportunities in each person to conduct creative and targeted activities so that the time and funds available can be utilized efficiently to conduct classroom activities related to curriculum and student development" [27], [28]. Meanwhile, Adnan Sulaeman said that "Classroom management is a series of teacher behaviours to create and maintain classroom conditions that enable learners to achieve their learning goals efficiently or enable learners to learn well".

3. RESEARCH METHOD

The method used in this research is descriptive qualitative. Descriptive methods describe the state of data without compromising or adding data. Qualitative research type is to examine objects' condition naturally where the essential instruments are people, humans, or researchers themselves. Qualitative research has the characteristics of natural background that is the data obtained is a reality that is intact following the context. That means that a researcher enters the research area to obtain data firsthand without manipulating it. Research data is sourced from primary data. Primary data is empirical data needed to test hypotheses. Primary data is obtained through perception measurement, and for that, it is structured questioner-shaped measuring instruments containing questions or statements using a Likert scale. At the same time, secondary data is obtained from existing data in schools.

4. RESULT AND DISCUSSION

Before the instrument is distributed to all respondents, the instrument made is given to 20 respondents and tested to determine if the instrument is valid or not and whether they make reliabel.

Table 1: Validity Test Results

Correlations		X_TOTAL	r TABEL	KESIMPULAN
X_ITEM1	Pearson Correlation	.521 [*]	0.444	VALID
X_ITEM2	Pearson Correlation	.500 [*]	0.444	VALID
X_ITEM3	Pearson Correlation	.681 ^{***}	0.444	VALID
X_ITEM4	Pearson Correlation	.542 [*]	0.444	VALID
X_ITEM5	Pearson Correlation	.677 ^{***}	0.444	VALID
X_ITEM6	Pearson Correlation	.713 ^{***}	0.444	VALID
X_ITEM7	Pearson Correlation	.781 ^{***}	0.444	VALID
X_ITEM8	Pearson Correlation	.657 ^{**}	0.444	VALID
X_ITEM9	Pearson Correlation	.545 [*]	0.444	VALID
X_ITEM10	Pearson Correlation	.642 ^{**}	0.444	VALID
X_ITEM11	Pearson Correlation	.587 ^{**}	0.444	VALID
X_ITEM12	Pearson Correlation	.621 ^{**}	0.444	VALID
X_ITEM13	Pearson Correlation	.618 ^{**}	0.444	VALID
X_ITEM14	Pearson Correlation	.560 [*]	0.444	VALID
X_ITEM15	Pearson Correlation	.639 ^{**}	0.444	VALID
X_ITEM16	Pearson Correlation	.555 [*]	0.444	VALID
X_ITEM17	Pearson Correlation	.597 ^{**}	0.444	VALID
X_ITEM18	Pearson Correlation	.770 ^{***}	0.444	VALID
X_ITEM19	Pearson Correlation	.639 ^{**}	0.444	VALID
X_ITEM20	Pearson Correlation	.648 ^{**}	0.444	VALID
X_ITEM21	Pearson Correlation	.539 [*]	0.444	VALID
X_ITEM22	Pearson Correlation	.535 [*]	0.444	VALID
X_ITEM23	Pearson Correlation	.468 [*]	0.444	VALID
X_ITEM24	Pearson Correlation	.498 [*]	0.444	VALID
X_ITEM25	Pearson Correlation	.699 ^{***}	0.444	VALID
X_ITEM26	Pearson Correlation	.523 [*]	0.444	VALID

*. Correlation is significant at the 0.05 level (2-tailed).

The above table shows that the r value for all items is more than 0.444, so it can be concluded that the statement items in the Class Management variable are all valid.

Table 2: Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.928	26

Obtained a reliability coefficient of 0.928 where more than r table (0.444) it can be concluded that the details of the statement in the variable Management Class X1 reliabel

Table 3: Test Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
MANAGEMEN_KELAS	.079	86	.200 [*]	.988	86	.597

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on SPSS results above, obtained the significance value of Kolmogorov-Smirnov variable Compensation of 0.200 where > 0.05 so that it can be concluded that the data in class management variables are distributed normally.

Table 4: Validity Test Results

Correlations				
		Y_TOTAL	r TABEL	KESIMPULAN
Y_ITEM1	Pearson Correlation	.584**	0.444	VALID
Y_ITEM2	Pearson Correlation	.846**	0.444	VALID
Y_ITEM3	Pearson Correlation	.563**	0.444	VALID
Y_ITEM4	Pearson Correlation	.514*	0.444	VALID
Y_ITEM5	Pearson Correlation	.785**	0.444	VALID
Y_ITEM6	Pearson Correlation	.867**	0.444	VALID
Y_ITEM7	Pearson Correlation	.747**	0.444	VALID
Y_ITEM8	Pearson Correlation	.548*	0.444	VALID
Y_ITEM9	Pearson Correlation	.600**	0.444	VALID
Y_ITEM10	Pearson Correlation	.548*	0.444	VALID
Y_ITEM11	Pearson Correlation	.630**	0.444	VALID
Y_ITEM12	Pearson Correlation	.728**	0.444	VALID
Y_ITEM13	Pearson Correlation	.719**	0.444	VALID
Y_ITEM14	Pearson Correlation	.546*	0.444	VALID
Y_ITEM15	Pearson Correlation	.841**	0.444	VALID
Y_ITEM16	Pearson Correlation	.662**	0.444	VALID
Y_ITEM17	Pearson Correlation	.471*	0.444	VALID
Y_ITEM18	Pearson Correlation	.722**	0.444	VALID

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The above table shows that the r value for all items is more than 0.444, so it can be concluded that the statement items in the Class Management variable are all valid.

Table 5: Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.926	18

Obtained a reliability coefficient of 0.926 where more than r table (0.444) can be concluded that the statement items in the variable Management Class X1 reliable

Table 6: Test Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PERKEMBANGAN_KARAKTER	.081	86	.200 [*]	.982	86	.272

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results of the SPSS process for correlation appear as follows:

Table 7: Correlation Analysis

		MANAJEMEN_KELAS	PERKEMBANGAN_KARAKTER
MANAJEMEN_KELAS	Pearson Correlation	1	.328**
	Sig. (2-tailed)		.002
	N	86	86
PERKEMBANGAN_KARAKTER	Pearson Correlation	.328**	1
	Sig. (2-tailed)	.002	
	N	86	86

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the above results obtained correlation coefficient between class management variables and character development is 0.328, during sig value. (2-tailed) of 0.002 were less than 0.05, so it can be concluded that the relationship between class management variables and character development is significant.

The results of the regression analysis between class management variables and character development are as follows:

Table 8: Regression Analysis

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.328 ^a	.108	.097	.35475

a. Predictors: (Constant), MANAJEMEN_KELAS

b. Dependent Variable: PERKEMBANGAN_KARAKTER

Based on the SPSS output above, it also appears that R Square value or the coefficient of determination value is 0.108. It means that the percentage of class management variable capability size explains the variation of character development variable 10.8% while the rest is determined by other variables/factors not included in this study.

Table 9: Test Result F

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.276	1	1.276	10.140	.002 ^b
	Residual	10.571	84	.126		
	Total	11.847	85			

a. Dependent Variable: PERKEMBANGAN_KARAKTER

b. Predictors: (Constant), MANAJEMEN_KELAS

The F test result above shows a significance value (Sig.) of 0.002 was less than 0.05, meaning that the X1 variable affects the variable Y, in other words, the class's management affects the character development variable.

Table 10: Test Result

Model		Coefficients ^a			t	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	2.420	.564		4.292	.000
	MANAJEME N KELAS	.397	.125	.328	3.184	.002

a. Dependent Variable: PERKEMBANGAN_KARAKTER

The α value or constant value is 2,420. It means that if the Class Management value (X) is 0, then the Character Development value (Y) is 2,420. The β or class management regression coefficient value (X) is 0.397. It means that if the Class Management value increases by 1 unit, then character development (Y) will increase by 0.397. Obtained a positive value regression coefficient. It means that the more the Class Management, the more the Character Development. If it is associated with a research hypothesis, then H0 is rejected, and Ha is accepted. It means that Class Management (X) affects Character Development (Y). Judging from the significance value (Sig.) in the t-test, it appears that the value of X significance is 0.002 were less than 0.05 (0.002 < 0.05). It means that Class Management (X) affects Character Development (Y). In the research hypothesis, H0 rejected Ha accepted.

Table 11: Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
PERKEMBANGAN_KARAKTER * MANAJEMEN_KELAS	(Combined)		953.976	26	36.691	1.632	.061
	Between Groups	Linearity	244.621	1	244.621	10.881	.002
		Deviation from Linearity	709.355	25	28.374	1.262	.229
	Within Groups		1326.350	59	22.481		
Total			2280.326	85			

Because the significance value in linearity is 0.002 where less than 0.05 it can be concluded that there is a linear relationship between character development and class management.

5. CONCLUSIONS

This study's conclusions are as follows: a) The lowest value of a class management variable is 3.77, with a high of 4.88. the extensive range is 1.12, and the average value is 4.27, so it can be concluded that the class management variables in *SMKN 1 Toraja Utara* are in an excellent category. The lowest value of a character development variable is 3.39, with a high of 4.72. the extensive range is 1.33, and the average value is 4.10, so it can be concluded that the class management variables in *SMKN 1 Toraja Utara* are in a suitable category. A positive correlation between class management and character development is 0.328, which is categorized as being in a weak category. while the value of sig. (2-tailed) of 0.002 were less than 0.05, so it can be concluded that the relationship between class management variables and character development is significant. In comparison, the value of R Square or the coefficient of determination is 0.108.

It means that the percentage of class management variable capability size explains the variation of character development variable in *SMKN 1 Toraja Utara* by 10.8% while the rest is determined by other variables/factors not included in this study. While the advice that researchers can give is as follows: a) To improve the management of the

classroom, before starting the learning, teachers need to provide discipline for learners in the learning process; b) To improve character building, students need to improve honesty and foster trustworthy attitudes in their words and actions; c) In order for class management to have more impact on character development, it is necessary to maximize matters related to the class management process at *SMKN 1 Toraja Utara*; d) Character education needs to be designed to be more attractive and following the context of the surrounding environment; e) The government needs to issue a school manual for the Development of Cultural Education and National Character; f) In order for character education to run effectively, character education needs to include three basic approaches, which are class-based character education, school culture and community.

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CONFLICT OF INTEREST

The author have declared that no competing interests exist.

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