



Alternative Effectiveness of MEMC-Based Classroom Management in Student Learning at MI Taufiqurrahman 2 Kukusan

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ABSTRACT

The Make Every Minute Count (MEMC) pattern is the focus of classroom management implementation which is considered effective in designing educational experiences that encourage active participation in student learning, so that it is in line with the purpose of this research through the involvement of 42 MI Taufiqurrahman 2 Steamer students as samples divided into control classes and experiments (purposive sampling) from 457 research results by applying through methods quasi-experiment. In testing samples using questionnaires as the main instrument, the feasibility test results of the instrument 0.836 (Cronbach's Alpha) are known. The population variance of the two homogeneous class groups is seen from the comparison of t_{count} and t_{table} ($0.198 > 0.05$). The post-test MEMC (Experiment) result of 86.00 is greater than the post-test Classroom Meeting (Control) of 82.29. The meaning of the results of this test proves that MEMC class management affects student learning activity in MI Taufiqurrahman 2 Kukusan. The results of these findings, contributing to realizing classroom management oriented to student learning activity, but its effectiveness may not be generalizable to students outside the sample subjects studied.

Informasi Artikel

Kata Kunci:

Manajemen Kelas;
Make Every Minutes Count (MEMC);
Keaktifan Belajar Siswa;
Sekolah Dasar

ABSTRAK

Pola *Make Every Minute Count* (MEMC) menjadi fokus implementasi manajemen kelas yang dipandang efektif dalam mendesain pengalaman edukatif yang mengadirkan partisipasi aktif belajar siswa, sehingga selaras dengan tujuan dilakukannya penelitian ini melalui melibatkan 42 siswa MI Taufiqurrahman 2 Kukusan sebagai sampel yang dibagi kedalam kelas kontrol dan eksperimen (*purposif sampling*) dari 457 pupulan penelitian dengan menerapkan melalui metode *quasi-experiment*. Dalam pengujian sampel menggunakan angket sebagai instrumen utama yang diketahui hasil uji kelayakan instrumen 0,836 (Cronbach's Alpha). Varians populasi kedua kelompok kelas homogen dilihat dari perbandingan t_{hitung}

dan $t_{\text{-tabel}} (0,198 > 0,05)$. Hasil *post-test* MEMC (Eksperimen) 86,00 lebih besar dari *post-test Classroom Meeting* (Kontrol) sebesar 82,29. Makna hasil pengujian ini membuktikan manajemen kelas MEMC berpengaruh terhadap keaktifan belajar siswa di MI Taufiqurrahman 2 Kukusan. Hasil temuan ini, berkontribusi dalam mewujudkan manajemen kelas yang berorientasi pada keaktifan belajar siswa, meski keefektifitasannya ini mungkin tidak dapat digeneralisasikan pada siswa di luar subjek sampel yang diteliti.

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INTRODUCTION

Classroom management skills are a special skill that teachers need to have in creating effective learning environments and situations, with which teachers need to understand classroom culture that supports student learning in the classroom. A good teacher will always ensure that the class he fosters remains active, creates a sense of community to move forward together, complete learning tasks, and ensure a good learning environment (Clark et al., 2023).

Polarizing various classroom conditions that create a more educative and effective learning atmosphere. Teachers as class managers in realizing productive classroom management should understand the culture of classroom conditions from various sides, both student culture, availability of facilities, readiness to adapt to new classroom management situations (Tarno et al., 2023).

Perle (2016) in his analysis emphasized that there will always be many important tasks carried out by a teacher who comes into contact with classroom management, such as teaching and supervising children's behavior. Teachers often see students not performing tasks or behaving disruptively, such as yelling, arguing, disobeying, and throwing tantrums, even though they try their best. Therefore, the role of the teacher is not solely to manage learning, but how to remain focused on controlling student behavior in the classroom (Hußner et al., 2024).

The effectiveness of classroom management, opens up opportunities to encourage students to be ready for more academic learning challenges (Hammond et al., 2022). In order for this to happen, teachers need to learn classroom structuring methods that can ward off potential classroom disruptions. Because creating an effective class is directly proportional to student learning activity (Capizzi, 2022).

Diversity gives rise to diverse needs. Because of diversity, there are many needs and needs for different classrooms so it needs to be managed properly without compromising the social culture that exists in the classroom to encourage positive behaviors that reflect learning discipline and improve learning outcomes (Hasty et al., 2023; Sugai & Horner, 2022). On the other hand, poorly managed classes will always be the main cause of teacher powerlessness in controlling classroom activities (Rizzotto & França, 2022).

Ateh & Ryan (2023) identified in their research on the managerization-instructional skills of teachers in the classroom, which reviews the characteristics of effective teachers, one of which is reflected in their expertise in creating a positive learning climate and supporting students' effective performance in the classroom. The results of the research basically mention that to improve the learning environment, various learning strategies are used. One of the things that can help create an ideal learning environment is managing the conductivity of the classroom learning climate (Kubiszewski et al., 2023).

Until now, there have been various classroom cases faced by teachers, for example facing the passivity of students to progress and excel. Eliminating student passivity is actually part of the purpose of implementing classroom management because of its coherence with building learning quality (Wang et al., 2024). This coherence occurs as a result of the actions of a well-defined class setting.

Building a mentally or physically active learning situation means giving students the opportunity to learn comprehensively through classroom design designed by the teacher. This can be achieved by teaching them to solve problems, make decisions, analyze, and much more (Kengatharan & Gnanarajan, 2023). It's just that the context of classroom management that occurs in MI Taufiqurrahman 2 Kukusan seems difficult to achieve this comprehensiveness when still sticking with the same class management pattern with a reflection of the difficulty of maximizing students' learning potential and activity. The empirical reality that then occurred in class IV MI Taufiqurrahman 2 Kukusan seemed to lack the lack of mass management performance that teachers should apply in improving the class culture they faced.

These problems include the potential for classes to be disrupted due to student behavior that is difficult to control, the inability to achieve predetermined targets, and the potential to trigger failure to create a productive classroom atmosphere in a more conducive situation (Cekaite & Bergnehr, 2023). This has an impact on many cases that show the passivity of students involved in class activities. Of course, classroom management that does not adjust class culture is a factor in this ineffectiveness. A research result states that accuracy in determining classroom management methods can improve student behavior and teacher professionalism (Sutisna & Indraswati, 2020).

The phenomenon of classroom learning such as in MI Taufiqurrahman 2 Kukusan needs to be followed up so that it does not continue, such as indications of teacher behavior which show that it is still difficult for teachers to adapt to effective classroom management such as Make Every Minute Count (MEMC) classroom management for example and other factors. Everything will be less effective if class management is not done properly (Major et al., 2024). As a result, the efficiency of learning time is hampered

and causes serious problems for teachers and students themselves ([Adams et al., 2022](#); [Halzberger & Prestele, 2021](#)).

This is a challenge for teachers in carrying out their duties and responsibilities must continue to improve the ability of class managers to handle classroom problems in MI Taufiqurrahman 2 Kukusan. An alternative to restoring the classroom state as happened in MI Taufiqurrahman 2 Kukusan is to apply a MEMC-based class management pattern. The selection of class management is then implemented through the design of class experiments. It is designed to help teachers manage classes well and ensure the learning process runs smoothly without disturbing misbehaving students ([Bouffard, 2023](#)).

Many studies offer a variety of effective classroom management alternatives such as through the implementation of prodigy theory with a classroom management-based learning approach ([Basri et al., 2021](#)), Islamic personal mentoring programs in the implementation of classroom management ([Febrian & Yozi, 2022](#)), Classroom facilities as a determinant factor of the effectiveness of class management ([Anggraini & Imaniyati, 2018](#)), learning aqidah akhlak based on classroom management ([Sufiani, 2017](#)), the application of the PjBL model in offline classroom management ([Mikidori, 2022](#)). Although there are many alternative classroom management patterns that can be chosen in its implementation at MI Taufiqurrahman 2 Kukusan as from various recommendations from previous research, further research at MI Taufiqurrahman 2 Kukusan focused on the application of effective class management-based MEMC patterns. Because of some previous research sourced from references to research results in research journals in Indonesia, it is still limited to examining the effectiveness of this MEMC as an alternative to classroom management in Madrasah Ibtidaiyah (MI).

The most substantial reason why this management pattern is focused in this study, in Indonesia it self it is still rare to find educational institutions that practice this MEMC pattern in classroom activities. With this fact, it inspires researchers to examine in research design related to the impact of results that may arise from management patterns.

The theoretical usefulness of the results of this study is expected to be useful to provide important information related to MEMC class management patterns on student learning activity that can be applied in all educational units, especially at the madrasah ibtidaiyah level. Practical use, this research can be useful for students as an effort to habituate learning discipline in every following the process of learning activities in class. While the contribution for teachers can make the MEMC pattern as an applicable classroom management skill to activate student learning activities optimally. It is also recommended to all parties involved in managing school activities to be more sensitive to student learning discipline in class.

METHOD

Researchers used a quantitative approach to test the effectiveness of this MEMC-based classroom management. This method is useful for finding research problems because it shows trends or explains relationships between various variables (Creswell, 2015). The quantitative approach, based on positivism, is used for population or sample research especially in testing the correctness of the hypotheses made, which are analyzed through a series of analysis processes ranging from data collection to analysis of the results resulting from the process (Sugiyono, 2011).

Experimental methods, also known as intervention research that analyze the comparison of class groups with quantitative data approaches, therefore the fundamental purpose of choosing this method is to assess one or more variables in relation to each other. This study was designed with a quasi-experimental class setting by involving the placement of students into undetermined research groups through a randomization process. Quasi-experiments are used because getting a control group for research is difficult. For this study, an unequal control group design was used as a quasi-experimental design.

All MI Taufiqurrahman 2 Kukusan students were included in the population group, but the target sample was focused on class IV which was determined based on a purposive sampling mechanism. With the involvement of the sample, the MEMC class management pattern was applied to be tested for effectiveness (Mulyatiningsih, 2012). The reason for considering the selection of grade IV students to be the subject of research is because the characteristics of students in terms of understanding the concept are believed to be able to understand the purpose of the questionnaire instrument given as part of the required data collection method.

Unlike other data collection methods, such as interviews and questionnaires, observation as a data collection technique is carried out through stages: planning class settings, class observation, and feedback from observed classroom conditions. Data is collected with the help of documentation, and then reviewed. In this study, the documentation used included school profiles and data on all aspects of the school. A questionnaire, also called a questionnaire, is a method of data collection that involves giving respondents a set of questions or written statements to answer. The questionnaire instrument is used as a testing tool for the effectiveness of observed class management patterns whose feasibility is known to be 0.945 (very reliable) for use in supporting test analysis.

Table 1. Instrument Reliability Test Results

| Reliability Statistics | |
|------------------------|------------|
| Cronbach's Alpha | N of Items |
| .945 | 20 |

Focusing on efforts to increase student learning activity through MEMC class management at MI Taufiqurrahman 2 Kukusan, teachers must understand the concept of this stage of classroom management. Which begins with building student trust, changing learning habits that are more educative, providing a sense of shared responsibility, having a strong motivation to progress and achieving which are all designed during learning.

Its effectiveness can be tested through inferential analysis of parametric and non-parametric tests. This test can be used in experimental testing as hypothesis testing based on inferential statistical databases. Therefore, data normality testing is carried out before establishing hypothesis testing (parametric/non-parametric). The normality test is a basic concept performed to determine if the research data is normally distributed. Before performing parametric statistical analyses such as paired t sample test and independent t sample test, normal data must be present. However, Wilcoxon's non-parametric test method is used to analyze abnormal test conditions.

RESULTS AND DISCUSSION

A. Result

Creating classroom management patterns will always be the obligation of teachers because they have a duty to encourage all students to become active learners. Not only that, making learning effective is also a benchmark for learning success. Therefore, classroom management with the Make Every Minute Count (MEMC) pattern in this context is very useful, especially in learning based on the effectiveness of the use of available time.

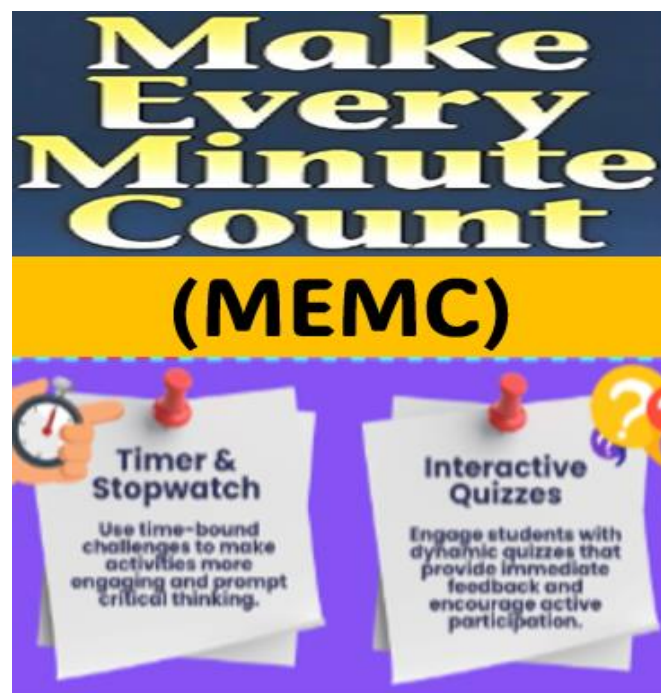


Figure 1. Concept of Patterned Classroom Management Implementation
Make Every Minute Count (MEMC)

Based on this expectation, a classroom management system that counts every minute is used in the MI Taufiqurrahman 2 Kukusan class. Table 2 shows the results of descriptive statistical analysis that measures the effectiveness of implementation. The results of the class experiment were obtained from the post-test calculation of the class.

Table 2. Comparison of the Effectiveness of Pre-Test and Post-Test Results

| No. | Frequency Distribution | Pre-Test | | Post-Test | |
|-----|------------------------|------------|---------|------------|---------|
| | | Experiment | Control | Experiment | Control |
| 1. | Maximum value | 86,87 | 87,90 | 100 | 94,56 |
| 2. | Minimum value | 63,77 | 65,76 | 76,77 | 72,65 |

The highest score for the experimental class pre-test was 86.87, the highest score for the experimental class pre-test was 65.76, and the highest score for the control class pre-test was 87.90. The lowest score for the experimental class post-test was 76.77, the highest score was 100, and the lowest score for the control post-test was 72.65, and the highest score was 94.57.

The posttest scores of students in the experimental class were higher than those of the control class; The experimental class received a score of 86.00, while the control class received an average score of 82.29. The Wilcoxon test was used because the study data was abnormally distributed. Therefore, researchers must do something to ensure that the research data they collect can be tested or analyzed. Ties data were obtained based on Wilcoxon's non-parametric test results. There is no equal value between pre-test and post-test here because the ties value is 0. In other words, the concept of learning before the application of calculating every minute has the same state.

Table 3. Wilcoxon Analysis Test Statistics

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

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The results of the examination have been known, and Asymp. Sig. (2-Tailed) is 0.000. Since the value of 0.000 is less than 0.05, it can be concluded that "Ha accepted" indicates that there is a difference between the results of pre-test and post-test learning activity. Therefore, it can be concluded that MEMC-based classroom management has an impact on student activeness in learning in class IV.

The Mann-Whitney (U) test is a non-parametric test that is considered strong as a replacement for the t-test because it does not require assumptions of normality and homogeneity. In cases where the variable to be tested is a continuous variable, it is very important that its measurement level is at least ordinal. The difference between the two

independent samples is assessed through the Mann-Whitney test. This is the result of the calculation of the Mann-Whitney Test.

Table 4. Mann-Whitney Analysis 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 | | |

Table 5. Test Statistics Mann-Whitney

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

As shown in the results of the Man-Whitney test presented in table 4.10, it can be concluded that there is a difference in the average scores of students with class management making a minute-by-minute calculation of the learning activity of grade IV students in MI Taufiqurrahman 2 Kukusan. As shown in the results of the Man-Whitney test presented in table 4.10, it can be concluded that there is a difference in the average scores of students who do the counting every minute in MI Taufiqurrahman 2 Kukusan, regardless of the learning activity of grade IV students. In other words, H_a is accepted. This is due to the fact that, after data calculations using the Man-Whitney test, the significance level of 0.028 is less than 0.05.

B. Discussion

As the condition of classroom management in the research class sample at MI Taufiqurrahman 2 Kukusan at first seemed difficult to activate student learning activities, so that the MEMC-based class management pattern could be implemented in the experimentation class setting to test the effectiveness of the class management pattern. According to the results of a descriptive analysis conducted on MI Taufiqurrahman 2 Kukusan student data in class IV, student learning outcomes in the experimental class environment have an impact on student learning activity.

This class activity is tested through class settings based on the use of effective class time, such as timing, utilizing stopwatches used when providing challenges to students such as when doing quizzes that are competetized in class. Presents learning challenges tied to the use of time, making classroom activities more dynamic and engaging that make students think critically and logically (Nuralan et al., 2022; Utamajaya et al., 2020). Management of the use of time in working on quizzes, dynamically providing direct student feedback, encouraging active participation of other classes through efficient use of available time so as to be good in cultivating the character of student learning discipline (BK & Hamna, 2022).

The output of the Wilcoxon Non-Parametric Test proves this data. Asymp results. Sig. (2-Tailed) value of 0.000 less than 0.05 shows that there is an average difference between the value of student learning activity in the experimental class before and after the test with evidence that there is a difference in student learning activity after the implementation of MEMC pattern class management.

There is a difference in the maximum pre-test score of the experimental class of 87 and the maximum post-test value of 100, according to the results of descriptive statistical analysis presented in table 4.8, which means that MEMC class management has a more positive impact in activating student learning activities. The effectiveness of this class management pattern is in line with the view [Adkins & Scantling \(2015\)](#), the MEMC pattern in classroom management further structures student learning activities while in class, which creates conditions for learning comfort in the classroom so that the development of student potential can be developed.

According to [Michenko \(2012\)](#), Classroom design with the MEMC pattern can be a solution to overcome learning obstacles in the classroom such as obstacles in disciplining students, obstacles in activating student learning, and various other obstacles. However, with the application of this classroom management pattern, at least it can help teachers minimize the great potential of obstacles that can dilute the achievement of learning objectives.

If the class settings are set and the class activity time is also set by maximizing all class resources optimally, then the learning process that leads to student learning activity can also be realized optimally ([Gangal & Yilmaz, 2023](#); [Hamna & BK, 2023](#)). This optimization is an indicator of teacher success in creating a more active and productive classroom culture ([Hettinger et al., 2021](#); [Kumar, 2019](#); [Sebastian et al., 2019](#)), So that the achievement of classroom management goals is achieved and this depends very much on the ability of teachers to lead their classes ([Chen & Lu, 2022](#); [Holzberger & Prestele, 2021](#)). This then returns to the essence of the teacher as the front line in determining student learning goals while in class ([Dobrescu & Grosu, 2014](#); [Stahnke & Blömeke, 2021](#); [Taylor & Wendt, 2022](#)). It is true that obstacles in establishing an active learning class always exist, but in dealing with it requires teacher readiness to try to adapt to MEMC-based classroom management patterns to implement reasonable corrective actions.

CONCLUSIONS

The results of the analysis of the effectiveness of Make Every Minute Count (MEMC)-based classroom management in class IV at MI Taufiqurrahman 2 Kukusan showed that there was an increase and consistency in student learning activities. From the results of the Wilcoxon Test, Asymp data was obtained. Sig. (2-Tailed) $0.000 < 0.05$, it can be concluded that there is a difference in the overall student learning activity value between the two models. Classroom management makes counting every minute have a better impact on student learning activity. The results of the Mann-Whitney test also produce the same result, namely significance level data or Asymp.Sig. (2-Tailed) $0.028 < 0.05$. As a result, it is recommended to use MEMC classroom management to maximize the student

learning experience. To achieve effective classroom learning objectives, teachers must apply this classroom management consistently and decisively. Because the results of this study were only conducted at MI Taufiqurrahman 2 Kukusan in the 2019/2020 school year, additional research is needed. Given that the research findings obtained are still limited, although the results of the implementation of this MEMC management pattern are effective in class IV MI Taufiqurrahman, they are not necessarily effective in other class conditions if further trials are not carried out through in-depth research study analysis.

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