

RELATIONSHIP BETWEEN STUDENT PERCEPTION WITH LECTURER'S SKILLS IN CLASS MANAGEMENT AND LEARNING OUTCOMES

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ABSTRACT

The Relationship between Student Perceptions and Lecturer Skills in Managing Classroom and Learning Outcomes. This research examines the relationship between student perceptions and lecturer skills in managing classes and student learning outcomes for class 2022. This research uses the literature review method. The purpose of this study was to find out whether or not there was a relationship between student perceptions and lecturer skills in managing classes and student learning outcomes for class 2022. The result showed that there was a relationship between student perceptions and lecturer skills in managing classes and student learning outcomes for class 2022.

Keywords: *Perception, Classroom Management Skills, Learning Outcomes*

Introduction

The role of Higher Education in creating highly competitive human resources greatly influences the progress of the nation. Among several well-known universities in Indonesia, Makassar State University is one of universities that is expected to be a pioneer of superior civilization in the future. State University are expected to be able to produce quality human resources who will later become a spearhead for the progress of the nation. For this reason, lecturer skills in teaching are needed in conveying knowledge and skills so that students have competence in accordance with the demands of the rapidly developing world of work. The effective application of teaching skills can be measured based on several indicators such as the ability to provide reinforcement, the ability to explain, the ability to make variations, the ability to open and close lessons, the ability to manage classes and he ability to guide small group discussions as well as the ability to teach groups and individuals in each learning process.

Among these skills, the researcher chose to focus on teaching skills in managing a class which would later be used as one of the variables in the study. Classroom management skills are a set of activities to develop desired student behaviour, repeat or eliminate unwanted

behaviour, with positive interpersonal relationships and socio-emotional climates as well as developing and facilitating effective class organization. This causes classroom management to be one of the important factors determining lecturer performances in the learning process. Achieving optimal learning outcomes is something that is not easy for everyone. Likewise experienced by students. For this reason, there are several factors that must be considered by educators, one of which will be discussed further in this study, namely teaching skills which are focused on classroom management skills.

Class management skills applied by lecturers or educators have an important role in instilling understanding in student in each teaching and learning process. Throughout 2016, the Ministry of Research, Technology and Higher Education has been able to show satisfactory performance achievements. This is reflected through an increase in the quality and quantity of the institutional component of higher education lecturers. Lecturer's data in Indonesia shows and increase from year to year. In 2016 the number of lecturers in Indonesia increased to 237,837 people, from the previous 227,734 people. The reality on the ground shows that the factor of teaching skills, especially in terms of classroom management, has not been felt

directly by students as something that also encourages students to improve learning outcomes, while the teaching skills of lecturers are one of the factors that can also influence students' ability to improve learning outcomes in an overall way optimal

Research Methods

The type of research in this matter is a literature review or literature research. Literature review or literature research is research that examines or critically reviews knowledge, ideas, or findings contained in academic-oriented literature and formulates theoretical and methodological contributions for certain topics. The data used is secondary data. The data used is library's data through literature studies by reading, studying books, research results, writing and related laws and regulations.

Secondary data is research data obtained by the author indirectly through intermediary media obtained and recorded by other parties as well as other materials. Data analysis was carried out by reading research journals that matched the inclusion criteria after which they were collected and a summary of the journal was made including the research name, year of publication of journal research title, procedure and summary of results or findings. The summary of the research journal is entered into the table according to the format mentioned above. To further clarify the analysis of the abstract and full text of the journal, read and pay attention. The summary of the journal is then tried to analyse the contents contained in the research objectives and result results/findings.

Analysis of the contents of the journal, the coding is done on the contents of the journal being reviewed base on the outline or essence of the research which is done by parsing it in a sentence after that if has been collected then look for similarities and comparisons in each study and then discuss it to draw conclusions. In this study the authors used qualitative analysis through the stages of data collections, classifying, connecting with existing theories and problems, then drawing conclusions to determine the results. Then it is described descriptively, namely explaining, describing, and describing according to the problems that are closely related to this research.

Discussion

Classroom management is inseparable from learning activities which ultimately affect learning outcomes. The expected learning outcomes are of course good learning outcomes. It is human nature that every individual has the will to achieve the best possible learning outcomes. Meanwhile, achieving optimal learning results cannot be separate from environmental conditions where students can learn affectively and can develop their own abilities or exploratory power because the development of student behaviour as a learning goal is something that is not easy for everyone. Likewise experience by student. For this reason, there are several factors that must be considered by educators, one of which will be discussed further in this study, namely teaching skills which are focused on classroom management skills.

Class management skills applied by lecturers or educators have an important role in instilling understanding in students in each teaching and learning process. The reality on the ground shows that the factor of teaching skills, especially in terms of classroom management, has not been felt directly by students as something that also encourages students to improve learning outcomes, while the teaching skills of lecturers are one of the factors that can also influence student's ability to improve learning outcomes in an overall way optimal.

Research on the Relationship Between Students Perceptions and Lecturer Skills in Managing Classroom and State Learning Outcomes, which was analysed based on the variables that have been studied, turns out to be quite varied. This can be seen in the following discussion:

1. Classroom management skills are teacher skills in restoring learning conditions optimal. Based on the result of the study which stated that there was a relationship between student perceptions and lecturers' skills in managing classes, the researchers drew the conclusion that lecturers' skills in managing classes were very important, because they could enable students to learn optimally. Classroom management skills are teacher skills for creating and maintaining optimal learning conditions and returning to optimal conditions in the event of a disturbance, either by disciplining or carrying

out remedial activities. This is in accordance with the basic concept which explains that basic skills in teaching student are needed by teachers so that interactions between teachers and students can run well and students don't feel pressured when learning so that the lessons can be captured optimally. The success of a teacher in teaching is not only determined by factors related to the learning process, but also determined by the classroom management skills he masters. Thus it can be concluded that the better the lecturer's skills in managing the class, the better the student's perception of the lecturer's skills in managing the class, conversely the less the lecturer's skills in managing the class, the less good the student's perception of the lecturer's skills in managing the class will be.

2. Learning outcomes are learning achievements achieved by students in the process of teaching and learning activities by bringing about a change and the formation of one's behaviour to state that a learning process can be successful. Based on the results of the research above which states that there is a relationship between student perceptions and student learning outcomes, the researcher can conclude that one of the achievement of learning outcomes is the presence of a good perception of oneself regarding the importance of learning. Learning is a process activity and is a very fundamental element in the implementation of every type and level of education. This means that the success or failure of achieving educational goals is very dependent on the learning process experienced by students, both when they are at school and in their own home or family environment (Shah, 2015: 63). This is based on the basic concept which explains that learning outcomes are the level of statements achieved by students in participating in learning programs in accordance with established educational goals. Therefore, student learning outcomes include three aspects, namely: cognitive aspects, affective aspects, and psychomotor aspects. Thus it can be concluded that the researcher assumes that learning outcomes with student perceptions are closely related because learning outcomes can be achieved well when these students have a good perception of a learning process so that good

learning outcomes can be achieved, as desired and expected.

Conclusion

Research on the relationship between students' perceptions and lecturers' skills in managing classes and learning outcomes in the State, can be concluded as follows:

1. There is a relationship between student perceptions and lecturer' skills in managing classes in the State.
2. There is a relationship between student perceptions and State learning outcomes.
3. There is a relationship between student perceptions and lecturer skills in managing classes and State learning outcomes.

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