MOVING CLASS LEARNING SYSTEM AS A STRATEGY TO CREATE EFFECTIVE CLASSROOM MANAGEMENT

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ABSTRACT

One of the causes of low learning outcomes is the boredom factor of students while studying. Satisfactory results are not necessarily achieved with different learning methods and the comfort of the study space. This suggests that there must be other factors in favor of both elements. This study aims to determine the effectiveness of classroom management with a moving class learning system. The approach used in this study is qualitative. Data was collected through a literature review of indexed scientific articles and books related to the problem discussed. The results showed that the learning system with a moving class model is one of the effective solutions in implementing classroom management because it has a positive impact, among others. It can improve discipline, learning motivation, learning outcomes, independence, responsibility, and student learning satisfaction. The right strategy is needed in the management of moving classes which includes: (1) management of student movement; (2) management of teaching and learning rooms; (3) administrative management of teachers and students; (4) remedial and enrichment management; and (5) assessment management. It is recommended that schools that will run this system already have a mature planning, organization, and evaluation system so that the implementation of moving classes can run well and smoothly.

Keywords: *moving classes, learning systems, classroom management.*

1. INTRODUCTION

According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create an atmosphere and learning process in such a way that students actively develop the potential of religious, spiritual power, self-discipline, personality, intelligence, noble character, character, and the skills needed by himself, society, nation, and state. Based on this understanding, the purpose of national education is to form people who are kin and have skills that benefit themselves and others. A system with specific standards is needed to achieve these goals so as to create a good learning environment for students. Each school has a different learning implementation system that is adapted to the practice of the school itself(Suri et al., 2020)

The implementation of school-based management in Indonesia gives freedom to schools to empower education units by giving authority (autonomy) to schools to make participatory decisions in the development of learning systems (Amir, 2013)

Quality education can be achieved with suitable learning methods. Learning is the help that teachers offer to students to impart knowledge and help students to learn well. Every professional or education provider always strives so that the learning provided to students is accurate and complete. In the learning process, the goal of students and teachers is to achieve maximum and quality learning outcomes(Putrielis, 2017).

Hackett's learning and noble learning objectives can only be achieved through programs that are directed, integrated, and enthusiastic by constantly updating learning mechanisms and models according to the demands of the times to achieve educational goals. For this reason, it is necessary to develop and disseminate the awareness of educators to continue to innovate to find effective and not dull learning models for students (Riandi & Gumelar, 2018).

Based on experience shows that satisfactory results are not achieved with different learning methods and the comfort of the study room. This suggests that there must be other factors in favor of both elements. After reviewing the research, it was found that one of the causes of low learning outcomes is the factor of student boredom while studying. It is understood that students learn 24 hours a week with very dense material without refreshments in the same room. Classrooms must move to avoid student boredom (Riandi & Gumelar, 2018)

Moving classes are learning models created for active and creative learning. In the teaching and learning system, students come to the teacher in the classroom and not vice versa. In the moving class learning system, each teacher and subject has a private class. To follow each class, students must move from one class to another that has been determined so that the class designation corresponds to the subject. In moving classes, a student-centered subject approach is used, with the characteristic that students actively visit the teacher, so that the teacher of each subject has its own space for the lesson to be taught and the teacher is given the freedom to manage his classroom for the learning process (Hanun, 2019).

Based on the description above, this research aims to examine how the learning system with a moving class model, advantages, disadvantages, management strategies, and their impact on discipline, learning motivation, learning outcomes, independence, responsibility, and learning satisfaction among students to realize effective classroom management.

2. RESEARCH METHODOLOGY

The approach used in this study is qualitative. Data is collected by conducting literature reviews on indexed scientific articles and books related to the problems discussed. The scientific papers and books used were selected to be published for the last ten years. The data analysis technique of this study uses the three analysis steps suggested by Miles and Huberman, namely data reduction, data presentation, and concluding/verification (Wahidmurni, 2017). The process of data analysis in qualitative research is carried out from the stage of data collection so that the data can be reduced. Data reduction is the attempt to acquire data and organize data into certain conceptual units, certain categories, and specific themes. The results of the data reduction are processed in such a way that they can be presented more comprehensively. The result of data reduction can be sketches, synopses, matrices, and other forms. This is very important to facilitate the presentation and verification of conclusions. The process does not occur once but interacts back and forth. Only after that is the information presented, and then decisions are made and verified (Rijali, 2019).

3. RELATED RESEARCH/LITERATURE REVIEW

Relevant research on moving class learning systems includes research conducted by Riandi and Gumelar. This study found that the implementation of the moving class learning model has a substantial and significant influence on the effectiveness of student learning (Riandi & Gumelar, 2018).

Suri et al. also researched the effect of moving class learning systems on student learning motivation. This research found that the moving class learning system has a positive influence on student learning motivation (Suri et al., 2020)

Research related to the moving class learning system was also carried out by Nurhayati. This study examines the relationship between the moving class system and student discipline. It was found that there is a relationship between the application of the moving class learning system and student discipline. The relationship is classified as a moderate one (Nurhayati, 2019).

Putrielis, with her research on the relationship between the use of moving classes and their impact on learning satisfaction, found that the learning arrangements used in moving class learning have a significant connection to increasing learning motivation which will have an effect on improving student learning satisfaction both academically and non-academically(Putrielis, 2017)

Research that examines the improvement of student learning outcomes through moving class learning was also carried out by Putera. This research found that the moving class method can improve student learning outcomes in schools. The moving class learning method provides breadth to students to maximize their potential in understanding the material discussed during learning. Because in this learning method, students do not feel saturated and bored when receiving learning materials. Therefore the atmosphere or place of study is constantly changing and refreshing, allowing students to start their learning with a happy and comfortable heart and mind. This lasts until the learning time is completed (Putra, 2019).

4. RESULTS AND DISCUSSION

Moving Class Learning System

The moving class learning system is a learning system where students move from one class to another when changing subjects. The courses in the moving class system have been specifically designed according to their field of study. The subject teacher and all learning devices are already in the classroom. So it is the subject teacher who is waiting for the students in class, not the teacher who comes to the students to class. This learning system creates an atmosphere in the classroom that varies according to the design of the subject teacher(Nurmalina & Hasnadi, 2022).

Moving classes mean that students have the awareness to gain knowledge. This means that if students are willing to gain understanding, then they must move to a specific class provided. Moving classes are not limited to classroom venues. They can be outside the classroom, school environment, places of worship, and libraries. Thus, moving places to learn from one place to another can reduce the level of saturation, students can be more eager to receive lessons, and this can improve student learning outcomes (Gunawan, 2019).

The differences between the moving class learning system and the sedentary class can be described as shown in table 1 below.

Table 1. Differences between Moving Class Learning and Sedentary Classes

No.	Moving Class	Sedentary Class
1	Educators settle in the subject space, and students move around	Students decide in the classroom, and teachers move around
2	Teaching aids or learning aids are in the subject space	Teaching aids or learning aids must be carried by the teacher to move around the classroom
3	Raung learns to characterize the peculiarities of the subject	The study room does not represent the peculiarities of the subject
4	The identity of the study room is the subject space	The essence of the study room is the classroom
5	Each change of lesson creates a new atmosphere for students due to the different conditions of the subject room	A new atmosphere for students is acquired during recess and home from school

Source: Gunawan, 2019

The objectives of implementing the moving class system, according to (Putrielis, 2017) and (Gunawan, 2019), include: 1) Facilitating students who have a variety of learning styles, both visual, auditory, and especially kinesthetic, to develop themselves, 2) Providing learning resources, teaching (Gunawan, 2019), and learning facilities that are by the character of the subject, 3) Stimulating all aspects of student development and intelligence 4), Improving the quality of the learning process, 5) Improving the effectiveness and efficiency of learning time, 6) Improving the discipline of students and teachers (educators), 7) Increase teacher confidence in varying learning methods and media applied in students' daily lives, 8) Increase student motivation, outcomes, and learning satisfaction, 9) Accustom students to feel comfortable in learning. In addition, so that they feel unsaturated and responsible for what they are learning, 10) Train students' independence, cooperation, and social care because in moving classes, students will meet other students, even from different levels, every time there is a class change or subject change, and 11) increase students' courage to ask questions, answer, express opinions and be open to each subject.

Similar to other learning systems, the moving class learning system has advantages and disadvantages, as described in table 2 below.

Table 2. Advantages and Shortcomings and Efforts to Overcome the Lack of a Moving Class Learning System

No.	Excess	Deficiency	Efforts to Address Deficiencies
1	Students stay fresh because they are always on the move after the lesson	Students can feel tired	Cultivating student discipline when learning transfer
2	Teachers can prepare learning media in advance	If students are tired, learning concentration can be disrupted	Cultivating brisk walking students
3	Can meet friends from different classes	If there are items left behind, it will be troublesome to pick them up, especially if the class is far away	Emphasizing that teachers be more disciplined
4	Practicing discipline	If teachers and students are not disciplined in using time, it will result in a stagnation of the learning process for other lessons	Keep schedules from changing
5	When the hours are empty by students, they can be used to do assignments or filled with practical activities such as religious fields, skills, and others.	Student attendance at certain hours is difficult to supervise, especially if a teacher rarely attends to his students	Continuously monitor the attendance of teachers in schools
6	Teachers try to calculate the time as well as possible and not skip teaching because it will be detected quickly	Usually, there are students during the first hour of studying, but the next hour they do not participate in the study	Holding a persuasive approach to each student to be open and accustomed to getting along with friends without differentiating social conditions and status
7	Every student is required to study hard and actively because if they are not active, students will miss lessons		Seeking media that can be worked on by teachers and schools, for example, teaching materials, teaching aids, practicum materials

Source: Gunawan, 2019

Based on the description of the objectives, advantages, disadvantages, and efforts to overcome the lack of moving classes, it can be concluded that in the management of moving classes, the primary purpose of moving classes is to form students to think maturely in training independence, discipline, and exciting student development and intelligence to achieve the expected goals.

The application of learning through the moving class system requires the support of more facilities and infrastructure compared to traditional learning. The needs that need to be equipped are in the form of space and learning equipment that is required by specific subjects. Of course, given the nature of moving class implementation, it would be rather difficult for a school with a limited number of classrooms to implement—ideally, one or two classrooms for a clump of subjects.

Moving class management, according to (Iskandar & Anzani, 2018), can be carried out properly if they have met several conditions, including the following.

1. Student movement management
   a. Students move study rooms according to the subjects they follow based on a predetermined schedule.
   b. The interclass transfer time is 5 minutes.
   c. Students can be given the freedom to determine their seats.
   d. Students need to be affirmed the rules regarding the use of space and discipline in the implementation of learning activities and their consequences.
   e. The bell for the transfer of a learning activity is sounded when the lesson is less than 5 minutes.
   f. Before lockers were available, students were allowed to bring bags into the study room. Learning activities in the laboratory are made into different regulations as a result of the teacher's agreement with the laboratory.

g. Students are given a tolerance of 10 minutes of delay. Outside of this time, students are not allowed to enter the classroom before reporting to the picket teacher or the person in charge of academics.

h. Consecutive delays more than 3 (three) times held coaching actions carried out by the person in charge of academics together with the guidance teacher.

2. Teaching and learning room management

   a. Teachers are allowed to arrange study rooms according to the characteristics of their subjects.

   b. The study room at least has appropriate learning facilities and media, teacher teaching schedules, student discipline, and inventory lists pasted on the wall.

   c. The study room can be equipped with a reference library and other facilities that support the learning process.

   d. Each cluster of subjects has been provided with multimedia infrastructure.

   e. The use of facilities and infrastructure is regulated by the person in charge of each subject family.

   f. The teacher is responsible for the study room he occupies.

   g. Thus each teacher has a key to their own space.

3. Learning Management.

   a. Learning is carried out in a team (Team Teaching) which consists of at least two teachers, of which one teacher is the primary teacher, and the other is a collaborator/assistant.

   b. In the teaching team, there is one teacher who is responsible for different grade levels. For example, the teacher in charge of class X, the teacher in charge of class XI, and the teacher in charge of class XII.

   c. If there a teacher is unable to teach for some reason or is carrying out other official duties and activities related to quality improvement, they can be replaced with a collaborator.

4. Administrative management of teachers and students

   a. The teacher is obliged to fill out the attendance list.

   b. The teacher makes notes about events in class based on the format that has been provided.

   c. Teachers fill out student learning progress reports on this day, student attendance, and student delays, and make recaps according to the format provided.

   d. Teachers make reports on specific matters that require handling by the person in charge of academics.

   e. The teacher makes a schedule of topics/materials taught to students pasted in the study room.

5. Management of remediation and enrichment

   a. Remedial and enrichment are carried out outside of face-to-face activities and practical hours.

   b. Remedial and enrichment are carried out in team teaching, where collaboration can be the primary teacher on certain materials.

   c. Remedial and enrichment activities can use time in structured (25 minutes) and unstructured (25 minutes) task learning activities.

   d. Remedial and enrichment are carried out at different times or simultaneously if possible. For example, the primary teacher gives enrichment while the collaborator gives remedial.

   e. Remedial and enrichment are carried out on an ongoing basis based on post-test analysis, daily replays, and midterm tests.

6. Assessment management

   a. Assessments are conducted to measure learning outcomes, processes, and products.

   b. Process assessment is carried out at any time to assess student learning progress, while product/learning outcomes assessment is carried out through daily tests, midterm tests, and semester tests.

c. Assessment includes cognitive, practical, and attitudinal attitudes that are adjusted to established regulations and refer to the characteristics of the subject.

d. The results of the assessment are entered in the format that has been provided in the form of an excel file which is then submitted to the person in charge of the academic.

e. To facilitate the management of assessment results, it is necessary that the results of the daily assessment that has been carried out segera be handed over to the person in charge of academics.

f. No remedial is held for exams/semester tests. Remedial is carried out by the provisions of remedial management and enrichment.

g. The subject teacher is responsible and has full authority over the results of the assessment of the subject taught. Any changes to the assessment results can only be made by the teacher concerned.

Effectiveness of Classroom Management Through Moving Class Learning System

Effectiveness is a measure that expresses the extent to which the means/goals (quantity, quality, and time) have been achieved. In the form of equations, effectiveness is equal to the real result divided by the expected result. Effective class management shows the congruence between the results achieved and the desired results. The effectiveness of class management with a moving class system can be said to be achieved if all students, not only those who have high abilities in learning, can develop themselves, but students who have ordinary intellectual abilities can develop themselves as far as possible when compared to the initial conditions when they just entered school. (Ningrum et al., 2019).

The effectiveness of classroom management through the application of the moving class learning system can be proven from several research results that have been carried out previously. Research conducted by Nurhayati on the relationship between the moving class system and student discipline found that the moving class system implemented at SMK Negeri 5, East Jakarta has a moderately positive relationship with student discipline (Nurhayati, 2019). Further research related to the effectiveness of the moving class system on discipline and student learning outcomes was carried out by Insan at SMK Negeri 55 Jakarta. The study found that the management of the moving class system and the level of discipline with student learning outcomes showed a positive and significant relationship. The more the management of the moving class system is side by side with good student discipline, the optimal student learning outcomes will be obtained(Insan, 2018). In addition, research conducted by Nurmalina and Hasnadi at SMP Negeri 1 Kuala, Bireuen Regency, found that the classroom atmosphere of each field of study has differences and is comfortable and fun to learn. Teachers can design the classroom atmosphere as attractive and comfortable as possible according to the conditions, needs and materials taught. Students feel happier and more enthusiastic in the teaching and learning process. This has an impact on increasing learning motivation so that student learning outcomes and the quality of education in schools(Nurmalina & Hasnadi, 2022).

The effectiveness of the application of the moving class learning system can also be seen in research conducted by Fatimah and Muhibbin. The study analyzed the implementation of moving classes at SMK Negeri 8 Surakarta. It was found that the implementation of moving classes in the school was already going well. Students can learn of their own accord or not depend on others. In other words, that moving classes can increase the character of student independence. This can be proven from the results of the research questionnaire, where the character score of student independence obtained a very high predicate with criteria of 81.1% - 100%. In addition, it was also found that the implementation of moving classes can improve the character of student responsibility. This can be proven during the application of moving class learning, where students have fulfilled their responsibilities as a student. By the data obtained, with moving class learning, students can show their seriousness in doing assignments from the teacher, students dare to take risks when making mistakes, it is rare for students to make the

learning atmosphere rowdy, and even the teaching and learning process in class is very conducive, students can do their tasks according to their responsibilities, and punctuality in collecting tasks given by the teacher has well realized. The percentage of the questionnaire score in the level of responsibility also obtained a very high predicate with a criterion of 81.1% - 100% (Fatimah & Muhibbin, 2017)(Fatimah & Muhibbin, 2017)

In addition to having a positive impact on discipline, motivation, learning outcomes, independence, and student responsibility, the moving class learning system also has a positive effect on student learning satisfaction. This is evidenced by research conducted by Muflihatun and Suryani which found that there is a positive and signiinfluencebetween the moving class learning system on the learning satisfaction of class XI students of the Office Governance Automation Expertise Program at SMK Negeri 2 Semarang(Muflihatun & Suryani, 2020).

5. CONCLUSION

Based on the results and discussions that have been previously presented, this study concludes that the learning system with a moving class model is one of the effective solutions in the implementation of class management because it has a positive impact, among others, it can increase discipline, learning motivation, learning outcomes, independence, responsibility, and student learning satisfaction. For this to be achieved, the right strategy is needed in the management of moving classes which includes: (1) managing student movements; (2) the management of teaching and learning spaces; (3) the administration of teachers and students; (4) remedial management and enrichment; and (5) assessment management. D recommends that schools that will run this system already have a careful planning, organization, and evaluation system so that the implementation of moving classes can run well and smoothly.

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