THE INFLUENCE OF TEACHERS' ABILITY TO MANAGE CLASSROOMS, USE MEDIA AND LEARNING METHODS ON SOCIAL STUDIES LEARNING OUTCOMES

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Abstract

This study aims to analyze the joint influence between teacher ability in managing class, using media, and learning methods on social studies learning outcomes of SD Negeri Mentor III, Sumberasih District, Probolinggo. The data collection technique is from primary data in the form of a questionnaire. The use of the scale in this study is the Likert scale which will be used in a closed questionnaire. While secondary data is in the form of documentation in the form of notes, reports, and photos. This documentation technique is used to collect data on student grades in the form of report card grades, school profiles, facilities and infrastructure, and the number of students who will be studied later. There are 2 data analysis techniques used in this study, namely: Frequencies analysis and graphic analysis. Based on the questionnaire on class management skills (X1), learning methods (X2), and learning media (X3), the average answers from 72 respondents were the same. The results of the 3 questionnaires, for the lowest ranged from 1.4% as many as 1 respondent and the highest ranged from 29.2% as many as 21 respondents. So, from the results of this study it can be concluded that there is a positive and significant influence simultaneously on the ability to manage the class, learning media, and learning methods on the learning outcomes of students at SD Negeri Mentor III, Sumberasih District.

Keywords: Teacher ability, Class management, Media, Learning methods, Learning outcomes

INTRODUCTION

Education is the main foundation in the development of a nation, where the role of teachers is very vital in determining the quality of education. Teachers not only play the role of conveyors of knowledge, but also as facilitators, motivators, and inspirations for students. In this context, the ability of teachers to manage the classroom, use learning media, and apply effective learning methods is the key to the success of the teaching and learning process. At SD Negeri Mentor III, Sumberasih District, Probolinggo, the challenge in optimizing these three aspects is an important concern because it is directly related to student learning outcomes, especially in the subject of Social Sciences (IPS) (Rahmawati & Suhardi, 2019).

Effective classroom management is the foundation for the creation of a conducive learning atmosphere. Teachers who are able to manage the classroom well will be able to create a safe, comfortable, and structured environment, so that students can focus on the material being taught. Classroom management is not only about maintaining discipline, but also about creating positive interactions between teachers and students and between students. At SD Negeri Mentor III, differences in teachers' ability to manage the classroom are often seen from the difference in the level of student activity and the varying classroom atmosphere. This indicates the need to strengthen classroom management skills among teachers (Williams & Zhang, 2020).

In addition, the use of appropriate and innovative learning media is an important element in increasing learning effectiveness. Learning media functions as a tool that can facilitate students' understanding of the material presented. In social studies subjects, which often involve abstract concepts, The use

of media such as images, videos, and interactive maps can help students to more easily understand and remember the material. However, at SD Negeri Mentor III, not all teachers have adequate access and skills in utilizing various types of learning media available, both conventional and digital.

The teacher's ability to choose and apply learning methods is also a factor that greatly determines the success of student learning. Learning methods that are in accordance with the characteristics of the material and students will make the learning process more interesting and effective. For example, discussion, group work, and project-based learning methods can encourage students to be more actively involved in the learning process and develop their critical thinking skills. However, in SD Negeri Mentor III, most teachers still tend to use one-way learning methods, such as lectures, which can cause students to become passive and less actively involved in the learning process (Priyadi & Setiawan, 2020).

The importance of classroom management, the use of media, and the right learning methods can be seen from their impact on student learning outcomes. Learning outcomes are not only about how much students can remember information, but also about how students understand, apply, and develop the material studied. In social studies subjects, which teach about society, history, and culture, a deep understanding and the ability to think critically are indispensable. Therefore, teachers' abilities in these three aspects must be improved to ensure that students do not just pass exams, but also truly understand the material and can apply it in daily life (Brown & Green, 2020).

Previously, many studies have shown that there is a positive correlation between teachers' ability to manage the classroom, use media, and apply learning methods with student learning outcomes. However, at SD Negeri Mentor III, research that specifically examines the influence of these three factors on social studies learning outcomes has not been widely conducted. In fact, understanding the relationship between teachers' abilities and learning outcomes is very important to formulate strategies to improve the quality of education in the school. By identifying the most influential factors, schools can take concrete steps to support teachers' professional development and improve the quality of learning.

In the digital era like now, teachers' ability to utilize technology as a learning medium is becoming increasingly important. Technology offers a wide range of opportunities to create a more learning experience engaging and interactive. E-learning applications, learning videos, and digital simulations are some examples of media that can be used to enrich social studies learning. However, at SD Negeri Mentor III, the use of technology in learning is still limited. Some teachers may not be used to or do not have enough skills to utilize this technology, so learning is still predominantly done conventionally (Lestari & Suryani, 2021).

In addition to mastery of technology, the ability of teachers to adjust learning methods to students' learning styles is also very important. Each student has a different learning style; Some are more visual, some are more auditory, and some are more kinesthetic. Teachers who can adjust their learning methods to the needs of students will be more successful in achieving learning goals. For example, students who are more visual may find it easier to understand social studies material if presented in the form of maps or diagrams, while students who are more kinesthetic may need practical activities to understand concepts. Adapting learning methods to students' learning styles will help improve their learning outcomes.

The role of teachers in providing constructive feedback should also not be ignored. Clear and timely feedback is essential to help students understand their mistakes and improve their understanding. At SD Negeri Mentor III, teachers who are able to provide feedback effectively can help students not only remember the subject matter, but also understand how to apply it in a broader context. Positive and supportive feedback will increase students' confidence and motivate them to continue learning.

Classroom management, media use, and effective learning methods also contribute to the development of students' social and emotional skills. This skill is especially

important in social studies subjects, which often address social, cultural, and moral issues. At SD Negeri Mentor III, teachers who are able to create an inclusive classroom atmosphere and use media and learning methods that involve students in discussions and cooperation will help students develop empathy, a sense of responsibility, and critical thinking skills. These skills are not only important for academic success, but also for shaping students' character as good citizens (Arifin & Nugraha, 2022).

In line with that, good classroom management also includes the ability of teachers to create positive discipline in the classroom. Positive discipline not only means enforcing rules, but it also encourages students to understand the importance of taking responsibility for their actions. Teachers who are able to apply fair and consistent discipline will create a more organized and productive learning environment. At SD Negeri Mentor III, good discipline in the classroom will help students to focus on learning and reduce distractions that can hinder the teaching and learning process.

One of the challenges faced by teachers at SD Negeri Mentor III is limited resources. Whether it is limitations in terms of available learning media, time to design innovative learning methods, or adequate professional training. Without adequate support, teachers may find it difficult to implement effective classroom management, use appropriate media, and implement optimal learning methods. Therefore, it is important for schools and local governments to provide the necessary support, both in the form of providing facilities, training, and opportunities for teachers to continue to develop themselves (Thompson & Davis, 2018).

In an effort to improve social studies learning outcomes, collaboration between teachers, students, and parents is also very important. Parents who are involved in their child's education can help reinforce the learning done in school. At SD Negeri Mentor III, encouraging parental involvement in the learning process, for example by providing regular feedback on their child's progress or involving them in learning activities, can help improve student learning outcomes. This collaboration will create a more comprehensive learning environment and support students' academic and personal development.

Finally, it is necessary to realize that improving learning outcomes cannot be achieved instantly, but requires continuous effort. Teachers, as the main component in the educational process, need to continue to adapt and improve their competence to face the ever-evolving challenges. In SD Negeri Mentor III, strategies to improve teachers' ability to manage classrooms, use media, and apply appropriate learning methods must be a priority. Thus, it is expected to achieve a significant improvement in social studies learning outcomes, which in turn will contribute to improving the overall quality of education.

RESEARCH METHODS

This study uses quantitative data. (Sugiyono (2019), stated that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to research on certain populations or samples.

The approach used in this research data is a quantitative approach, because the data information obtained is presented in the form of numbers and analyzed using statistical analysis. The method used in this study is the survey method.

There are 4 main variables that are the focus of this study, including:
Teacher's ability to manage the classroom:
1. Independent/independent variable (X1)
2. Independent variable learning media (X2).
3. Independent variable learning method (X3)
4. Learning outcomes: bound/dependent variable (Y)

The data measurement used for each variable is ordinal. Ordinal measurements allow everything to be sorted according to their respective ranks.

The measurement scale for the research instrument used is the Likert scale. This Likert scale will show the agreement or disagreement of a series of questions about an object, and usually has five or seven categories from strongly agreeing to strongly disagreeing (Sugiyono, 2019).

The population in this study is students of SDN Mentor 3 Sumberasih District, Probolinggo Regency, below are some of the classes that will be used as the population, including:

a. There are a total of 24 students in class 1, with the number of boys around 15 children while the number of female students is around 9 children

b. There are a total of 27 students in grade 2, with the number of boys around 17 children while the number of female students is around 10 children.

c. Grade 3 has a total of 25 students, with the number of boys around 9 children while the number of female students is around 16 children.

d. Grade 4 has a total of 21 students, with the number of boys around 10 children while the number of female students is around 11 children.

e. Grade 5 has a total of 25 students, with the number of boys around 10 children while the number of female students is around 15 children.

f. There are a total of 26 students in grade 6, with the number of boys around 17 children while the number of female students is around 9 children.

So the total population in the research that will be carried out at SDN Mentor III is around 148 students. In this study, the researcher determined that the population was only taken in grades 4, 5, and 6. With consideration of being more capable of responding to the questionnaire that will be given by the researcher. The basis for this determination is using Purpossive Sampling, which if made into one, a sample of 72 students is obtained. In carrying out research activities, the author uses several data collection techniques, including:

a. Questionnaire

This data collection technique is carried out by giving written questions to respondents to be answered. The type of questionnaire used is a closed questionnaire using a *Likert scale.*

b. Documentation

Documentation techniques are used to obtain data that is already available in the form of documentation techniques are used to obtain data that is already available in the form of notes, reports, and photos. This technique is used to collect data on student attitudes and behaviors, school profiles, facilities and infrastructure, and the number of students to be studied.

In this study using descriptive data analysis, there are 2 models for this data analysis, including:

a. Analisis frequencies

Frequencies are data analysis of teachers' ability to manage classrooms, learning media and learning methods for the presentation of data in the form of tables or percentages (in statistics known as frequency distribution.

b. Chart analysis

Frequencies is an analysis of learning motivation data, learning facilities and environment for the presentation of data in the form of tables. In this study, the author uses the Graph method (Setiawan et al., 2014).

RESULTS AND DISCUSSION
Result

Data processing was carried out in two stages, the first stage was carried out by calculating and summing each score, then finding the average score answer from each respondent. Then the second stage is the calculation of the statistical components needed in the analysis which includes a validity test with the product moment correlation formula, a reliability test with the Cronbach's Alpha formula, a normality test with chi squared, a linearity test, finding the mean (M), standard divergence (SD), data analysis with the double regression correlation formula as explained in the previous chapter. Meanwhile, the calculation of statistical analysis was carried out using the SPSS 27 program computer.

Based on the results of the data processing, the research data can be described with the aim of providing information about the state of the independent variable of classroom management ability (X1), learning method (X2), learning media (X3) and the presentation of variables bound to learning outcomes (Y). An overview of the scores and criteria can be tabulated as follows:

Table 1. Tabulation of Research Results Score Statistics

		X1	X2	X3	Y
N	Valid	72	72	72	72
	Missing	0	0	0	0
Mean		3.86	3.86	3.86	85.79
Median		3.30	3.30	3.30	87.00
Mode		3	3	3	89
Std. Deviation		.789	.789	.789	4.522
Minimum		3	3	3	74
Maximum		5	5	5	92
Sum		278	278	278	6177

And in detail, the score results of each variable are presented as follows:

a. Ability to Manage Classes

Based on the results of the distribution of the questionnaire for the ability to manage classes (X1), the following data was obtained: From 20 questionnaire items distributed to 72 respondents, it was known that the ability to manage classes was in the average range between 1.4% to 29.2% with details of 1 respondent answering with an average score of 1.4%; 6 respondents answered with an average score of 2.8%; 4 respondents answered with an average score of 5.6%; 5 respondents answered with an average score of 6.9%; 8 respondents answered with an average score of 11.1%; 12 respondents answered with an average score of 16.7%; 15 respondents answered with an average score of 20.8% and 21 respondents answered with an average score of 29.2%. The average answer of 72 respondents for the ability to manage classes (X_1) was the lowest at 1.4% and the highest at 29.2% with 21 respondents.

b. Learning Methods

Based on the results of the distribution of questionnaires for the learning method (X_2), the following data was obtained: From 10 questionnaire items distributed to 72 respondents, it was known that the learning method was in the average range between 1.4% to 29.2% with details of 1 respondent answering with an average score of 1.4%; 6 respondents answered with a taskor ratio of 2.8%; 4 respondents answered with an average score of 5.6%; 5 respondents answered with an average score of 6.9%; 12 respondents answered with an average score of 16.7%.; 15 respondents answered with an average score of 20.8% and 21 respondents answered with an average score of 29.2%. The average answer of 72 respondents for the learning method (X_2) was the lowest at 1.4% for 1 respondent and the highest at 29.2% for 21 respondents.

c. Learning Media

Based on the results of the distribution of the learning media questionnaire (X3), the following data was obtained: From 10 questionnaire items distributed to 72 respondents, it was known that the learning media was in the average range between 1.4% to 29.2% with details of 6 respondents answering with an average score of 2.8%; 4 respondents answering with an average score of 5.6%; 5 respondents answering with an average score of 6.9%; 8 respondents answered with an average score of 11.1%; 12 respondents answered with an average score of 16.7%; 15 respondents answered with an average score of 20.8%; and 21 respondents answered with an average score of 29.2%. The average The answers of 72 respondents of the learning media (X3) were the lowest at 1.4% as 1 respondent and the highest at 29.2% as many as 21 respondents.

d. Learning Outcomes

Based on the report card results for learning outcomes (Y), the following data were obtained: From table 1 of learning outcomes, 72 respondents were found to have an average range of 1.4% to 18.1% with details of 4 respondents answering with an average score of 1.4%; 6 respondents answering with an average score of 2.8%; 3 respondents answering with an average score of 4.2%; 8 respondents answering with an average score of 5.6%: 5 respondents answered with an average score of 6.9%; 6 respondents answered with an average score of 8.3%; 7 respondents answered with an average score of 9.7%; 12 respondents answered with an average score of 16.7%; 8 respondents

answered with an average score of 11.1% and 13 respondents answered with an average score of 18.1%. The average answer of 72 respondents was the lowest Learning Outcome (Y) of 1.4% for 4 respondents and the highest for 18.1%. as many as 13 respondents.

Hypothesis Test Results
Statistical testing
Linearity test

From the results of the linearity test for data derived from independent variables, namely the ability to manage classes (X1), learning methods (X2), and learning media (X3) as well as the variables bound to student learning outcomes (Y), the results were obtained that these variables were normally distributed. Graphically, the lineart of these variables can be described as follows:

Table 2. Results of the X1 Linearity Test with Y
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
* X1	Between Groups	(Combined)	111.632	9	12.404	.574	.813
		Linearity	3.795	1	3.795	.176	.677
		Deviation from Linearity	107.837	8	13.480	.624	.755
	Within Groups		1340.243	62	21.617		
	Total		1451.875	71			

In the results of the linearity test of X1 with Y, it is explained that 0.677 is obtained from the table Anova X1 with Y. So the relationship from X1 to Y is linear meaning that the change of the X1 variable is followed by the change of the Y variable.

Table 3. Results of the X2 Linearity Test with Y
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
* X2	Between Groups	(Combined)	48.790	9	5.421	.240	.987
		Linearity	17.319	1	17.319	.765	.385
		Deviation from Linearity	31.471	8	3.934	.174	.994
	Within Groups		1403.085	62	22.630		
	Total		1451.875	71			

In the results of the linearity test of X2 with Y, it is explained that 0.385 is obtained from the Anova table X2 with Y. So the relationship from X2 to Y is linear means that the change of the X2 variable is followed by the change of the Y variable.

Table 4. Results of the X3 Linearity Test with Y
ANOVA Table

			Sum of Squares	Df	Mean Square	F	Sig.
* X3	Between Groups	(Combined)	561.650	9	62.406	4.346	.000
		Linearity	440.421	1	440.421	30.673	.000
		Deviation from Linearity	121.229	8	15.154	1.055	.406
	Within Groups		890.225	62	14.358		
	Total		1451.875	71			

In the results of the linearity test of X3 with Y, it is explained that 0.000 is obtained from the table Anova X3 with Y. So the relationship from X3 with Y is linear meaning that the change of the X3 variable is followed by the change of the Y variable.

Normality Test

From the results of the normality test for data derived from independent variables,

namely learning methods (X1), learning media (X2), and learning facilities (X3) as well as variables bound to student learning outcomes (Y), the results were obtained that these variables were normally distributed. Graphically, the normality of these variables can be described as follows.

Figure 1. Normality Test Results
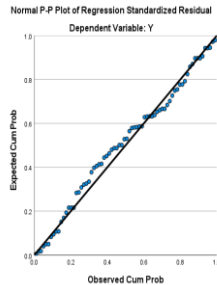
Heterokedasticity Test

Heterokedasticity is a residual variant that is not present in all observations in the regression model. The heteroscedasticity test uses the Spearman's rho correlation coefficient test technique, which is to correlate independent variables with their residuals. The test uses a significance level of 0.05 with a 2-sided test. If the correlation between the independent and residual variables can be significant more than 0.05, then it can be said that there is no heteroscedasticity problem

Table 5. Heteroscedasticity Test Results

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569[a]	.324	.294	3.799
a. Predictors: (Constant), X3, X1, X2				
b. Dependent Variable: Y				

The results of heteroscedasticity using the Spearman's rho correlation coefficient test technique, which is . 569a in a significance of more than 0.05, it can be said that there is no heteroscedasticity problem.

Multicollinearity Test

Multicollinearity means that the independent variables contained in the regression model have a perfect linear relationship or near perfect (the correlation coefficient is high or even 1). The consequence of multicollinearity is that the correlation coefficient is not definite and the error becomes very large.

Table 6. Multicollinearity Test Results

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569[a]	.324	.294	3.799
a. Predictors: (Constant), X3, X1, X2				
b. Dependent Variable: Y				

correlation **test**

The autocorrelation test is a statistical analysis that is carried out to find out if there is a correlation between the variables in the prediction model and the change in time. Therefore, if the autocorrelation assumption occurs in a prediction model, then the disturbance values are no longer independently paired, but autocorrelated pairs. On this occasion, we will only focus on the autocorrelation test with SPSS.

Table 7. Correlation Auto Test Results

Model Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.569[a]	.324	.294	3.79886	1.349

a. Predictors: (Constant), X3, X1, X2
b. Dependent Variable: Y

Hypothesis testing

From the 4 hypothesis submissions, the same conclusion was obtained, namely that there is a positive and significant influence between the teacher's ability to manage the classroom, the selection of learning media, the selection and learning method on student learning outcomes. The results of data analysis obtained a regression of 0.000[b] with a significance of 0.005. This number of 0.000 is smaller than the alpha of 0.05. Thus, it can be said that there is a significant influence of X1, X2, X3 on Y.

Discussion

The ability of teachers to manage the classroom is one of the key factors that affect the effectiveness of the learning process. A well-managed classroom is able to create a conducive learning environment, where students can focus on the material presented. Effective classroom management involves good spatial planning, control of student interaction, and proper time management. When teachers are able to create an orderly and orderly classroom atmosphere, students will find it easier to concentrate and be motivated to learn, so their learning outcomes tend to improve (Chen & Wang, 2021).

In addition to classroom management, the use of appropriate learning media also plays an important role in improving student learning outcomes. Learning media is a tool or means used by teachers to convey subject matter. The use of media that is appropriate to the characteristics of the material and the needs of students can help make their understanding easier. For example, the use of videos or images can help students understand abstract concepts in social studies. Engaging and interactive media can also increase students' interest and motivation in learning, so they are more active in the learning process (Smith & Jones, 2023).

The selection of the right learning method by teachers also has a great influence on student learning outcomes. Learning methods that are varied and in accordance with the characteristics of the subject matter will make the learning process more dynamic and interesting. Teachers who are creative in choosing learning methods can avoid student boredom and encourage their active participation in learning. For example, group discussion methods or project-based learning can directly involve students in the learning process, so that they not only receive information passively, but also actively develop their own understanding.

Teachers' ability to combine classroom management, media use, and learning methods can also create a more holistic learning experience for students. By managing classes well, using effective media, and implementing appropriate learning methods, teachers can facilitate more in-depth and meaningful learning. This is very important in social studies subjects, which often involve complex concepts and require a good understanding to be applied in daily life (Setiawan & Nurhadi, 2023).

In the context of social studies learning, teachers also need to pay attention to student characteristics, such as their ability level, interests, and learning styles. An understanding of the characteristics of these students will help teachers in choosing the most effective learning media and methods. For example, students who are more visual may be more helped by the use of diagrams and concept maps, while more kinesthetic students may need more hands-on activities to understand the material. By adapting learning approaches to student needs, teachers can help students achieve optimal learning outcomes (Johnson & Ward, 2019).

Teachers' ability to use technology is also an important factor in modern learning. In this digital era, learning media is no longer limited to textbooks and whiteboards, but also includes various digital platforms such as videos, interactive applications, and e-learning. Teachers who are able to utilize this technology effectively can create a more engaging learning experience that suits the needs of today's students. Technology also allows for more flexible learning, where students can learn outside the classroom and access learning resources at any time (Wahyudi & Hartono, 2021).

Effective classroom management also involves the teacher's ability to create positive discipline in the classroom. Good discipline not only means enforcing rules, but also building mutual respect between teachers and students. When students feel valued and treated fairly, they will be more motivated to participate in learning and achieve good learning outcomes. Conversely, chaotic and disorganized classrooms will hinder the learning process and reduce student learning outcomes (Walker & Moore, 2019).

Innovative learning methods can also increase student involvement in social studies learning. For example, the use of project-based learning methods or problem-based learning can help students develop critical and creative thinking skills. Through this method, students not only learn about social studies materials in theory, but are also invited to solve real problems that are relevant to their lives. This relevant learning experience will make students more interested and engaged in learning, so that their learning outcomes will also improve (Cahyono & Hidayat, 2020).

The teacher's ability to provide constructive feedback also greatly affects student learning outcomes. Feedback provided in a timely and clear manner will help students understand their mistakes and correct them. Teachers who are able to provide feedback in a supportive way will also build students' confidence, so they are more motivated to learn and achieve better results. Positive and constructive feedback is one of the most important forms of support in the teaching and learning process (Miller & Yang, 2022).

In conclusion, teachers' ability to manage the classroom, use media, and choose the right learning method has a significant influence on student learning outcomes, especially in social studies subjects. Teachers who are competent in these three aspects are able to create a conducive, interesting, and interactive learning environment, so that students can learn more effectively and achieve optimal learning outcomes. For this reason, it is important for teachers to continue to develop their competencies in classroom management, media use, and the application of innovative learning methods.

CONCLUSIONS AND SUGGESTIONS

1. There is a significant influence together between teachers' ability to manage classes, use media, and apply learning methods to social studies learning outcomes at SD Negeri Mentor III, Sumberasih District, Probolinggo. This shows that these three aspects are interrelated and together determine the effectiveness of social studies learning.
2. The ability of teachers to manage classes independently also has a significant influence on social studies learning outcomes. Good classroom management helps create a conducive learning atmosphere, which in turn supports the achievement of more optimal learning outcomes.
3. The ability of teachers to use learning media and apply appropriate learning methods also individually has a positive influence on social studies learning outcomes. The effective use of media and learning methods that are in accordance with the material and characteristics of students is able to increase students' understanding and participation in the learning process, which then has an impact on improving their learning outcomes.

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