




Analysis of Preventive Actions as an Effort to Increase the Effectiveness of Teaching and Learning

Miftahir Rizqa¹, Radhiatul Husni², Annisa Rahmadina¹, Dini Febriani¹, and Ghina Mardhiyah¹

¹ Universitas Islam Negeri Sultan Syarif Kasim Riau, Indonesia

² Universitas Islam Negeri Sjech M Djamil Djambek Bukittinggi, Indonesia
radhia.0205@gmail.com

Abstract. Teachers take Preventive actions to prevent deviant behavior that occurs in students during learning. Every teacher must be able to create a comfortable and safe learning environment without any strange behavior so that the learning process can run effectively. This research aims to observe indicators of preventive actions taken by educators and what kind of peculiar behavior is usually carried out by students. The research method used is a quantitative descriptive method. The data collection technique used was distributing questionnaires to 28 students and interviewing Riau Banking Vocational School teachers. The research results show that the atmosphere of interpersonal relationships between students is warm, friendly, and happy. Apart from that, the relationship between teachers and students is also harmonious. However, there are still disputes that occur in the class due to the existence of friendship groups. But this does not make students afraid to come to school and not feel that attending school is only to complete obligations. This happens because educators can take preventive action to create a compelling and democratic classroom atmosphere.

Keywords: Preventive, Effectiveness, Teaching and Learning.

1 Introduction

A school is a place or institution where education is held. School is a place where the learning process is carried out for students to study and receive instruction under the supervision of a teacher. Teachers have a very large role in determining the success of learning at school. Teachers play a role in helping students develop to achieve learning goals. Teacher activities in the classroom include two things, namely, teaching activities and managing the class. Teaching activities include: Teaching activities include: Planning learning; Presenting learning materials to students; Evaluating student progress in learning. Meanwhile, classroom management activities are more comprehensive than setting up the classroom and the physical learning environment alone. Class management is an activity to create and maintain a classroom atmosphere and conditions so that the learning process can occur effectively and efficiently.

According to Faruqi, the management process or management and classroom learning are two key factors that must be used to determine the success or failure of

teaching and learning activities in schools[1]. The two processes are closely related because a good teaching and learning process is necessary for students to integrate the material appropriately. This is also in line with Endayani and Armanisah's research, which shows how classroom management influences the learning achievement of class IV students at MIS Nurul Falah [2]. An indicator of whether educators' success in learning can be seen from declining student achievement. This is not only caused by the way of teaching and mastery of the material but also due to an educator's need for knowledge regarding classroom management activities. Class management here, of course, includes planning, implementation, learning assessment activities, and administrative activities in the classroom[3].

By implementing good classroom management, students can be motivated to learn, thereby minimizing the occurrence of deviant behavior. Hardiyanto and Romadhona stated that *deviant behavior* can be defined as someone doing or behaving in a way that is contrary to the norms that apply in the educational environment[4]. *Teenage deviant behavior* is a social and environmental problem that often appears in various forms in Indonesia and is classified as worrying. One way to prevent deviations is by preventive action, such as establishing rules that students must obey at school. Research conducted by Tanfidiyah shows that the development of classroom regulations is usually able to overcome student deviant behavior and also has the effect of improving student learning outcomes[5].

From this presentation, preventive measures in classroom management are really needed. Success in preventive action (preventive action) indicates successful classroom management. Not only does it support learning in class, but classroom management also becomes a solid wall to limit student behavior because student behavior and behavior constantly change from time to time [6]. Therefore, researchers researched to analyze the preventive actions carried out by teachers at the Riau Banking Vocational School to increase the effectiveness of teaching and learning in the school environment.

Classroom management can be seen from various points of view (Cooper, 1982); first, class management is controlling student behavior to comply with class rules. Second, classroom management means maximizing student learning through freedom in learning activities. Third, classroom management is changing student behavior for the better. Fourth, classroom management is a process of creating positive socio-emotional relationships. Fifth, class management is an effort to maintain the integrity of the class organization. There are several problems in the classroom, such as disturbances, anxiety in children, stress, and no harmonious communication[7], so preventive measures are needed to create optimal learning conditions[8]. School violence is very high, as happened at Columbine High School in Colorado. Activities to anticipate problems in classroom management classes are preventive [9]. Preventing problems in the classroom has become a significant concern for educators. Prevention of problems has been carried out through preventive actions[10]. However, it must be expanded at different times and school levels.

2 Methods

2.1 Type of Research

This research is quantitative research using a descriptive approach. A descriptive study describes conditions in the field and conveys them in the form of a research report [11]. This research aims to describe the implementation of preventive measures in dealing with deviant behavior as an effort to increase learning effectiveness. In this research, bad behavior is described through student responses using a questionnaire.

Researchers must be able to design instruments to measure the implementation of preventive measures in dealing with deviant behavior in the classroom. The preparation of the device must be in accordance with the preventive action indicators in order to provide an overview of bad conduct in the school so that it can influence learning effectiveness.

Descriptive research was carried out using descriptive statistics. In this research, the results of data analysis are reported in the form of percentages regarding the description of deviant behavior in the classroom. A descriptive study only looks at the characteristics of phenomena that occur in the field.

2.2 Population and Sample

This research was conducted at the Riau Banking Vocational School (Pekanbaru et al.) with a research sample of 28 respondents using purposive sampling techniques. Sample adequacy was analyzed using the SPSS version 26 program as follows,

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.535
Bartlett's Test of Sphericity	Approx. Chi-Square	338.473
	Df	190
	A. Sig.	.000

Fig. 1. KMO and Bartlett's Test

Based on Figure 1, the sample of 28 respondents represents the population. This can be seen from the significance level of 0.000

2.3 Data collection

The data collection technique in this research is a questionnaire. The questionnaire is prepared based on preventive action indicators given to students as objects of action

2.4 Research Instrument

The research instrument used was a questionnaire. The questionnaire is first validated in terms of content by an expert. The questionnaire was declared valid in terms of content. The questionnaire instrument was also declared reliable. Reliability testing using the SPSS version 26 program. The results of the analysis can be seen in Figure 2 below,

Reliability Statistics	
Cronbach's Alpha	N of Items
.858	20

Fig. 2. Reliability Instrument

Based on the reliability test, the reliability was very high, namely 0.858. So, the questionnaire instrument is valid and reliable, so it can be used to describe preventive actions at the Pekanbaru Banking Vocational School quantitatively. Instruments are distributed to students via Google Forms. Students complete the questionnaire via the Google Form link. The questionnaire instrument has choices with five categories with positive and negative statements. Determination of categories (Sugiyono, 2016) for positive statements, strongly agree (score 5), agree (score 4), disagree (score 3), disagree (score 2), disagree (score 1). Meanwhile, negative statements strongly agree (score 1), agree (score 2), disagree (score 3), disagree (score 4), disagree (score 5). Interviews were also conducted with the Class XI Fashion Design homeroom teacher regarding implementing preventive measures

2.5 Data collection

The questionnaire data obtained will be analyzed descriptively using descriptive statistics. The results of the data analysis of student responses will be described using a presentation regarding preventive actions at the Riau Banking Vocational School

3 Results and Discussion

Implementation of preventive actions is described through a questionnaire given to respondents, which the validator has declared valid. Preventive actions can be described through preventive action indicators, which are formulated in the form of a questionnaire grid. The preventive action questionnaire grid can be seen in the table Table 1.

Table 1. Preventive Action Instrument Grid

Variable	Indicator	items
Preventive Action	The atmosphere of children's interpersonal relationships is warm, familiar, happy, and harmonious kinship.	5
	There is no mental pressure that can disturb a child's emotions	5
	The teacher-pupil relationship is friendly	5
	Children are free from feelings of fear	3
	Expressive children's emotions and a democratic classroom atmosphere	3

In Table 1, regarding the preventive action questionnaire grid, there are five indicators, namely first, the atmosphere of children's interpersonal relationships, which are warm, familiar, and happy, and harmonious relationships have five items, items 1, 2, 4, and 10 in the statement positive and 1, namely item 8 in the negative statement. Second, no mental pressure can disturb the child's emotions. It has five items, namely items 3, 6, 12, 13, and 14 in the negative statement. Third, the teacher-student relationship is friendly and has five items, namely items 7, 9, 16, 17, and 18 in the positive statement. Fourth, children are free from fear and have three items: items 5, 11, and 15 positive statements. Fifth, expressive children's emotions and a democratic classroom atmosphere have two items: items 19 and 20 in positive statements and 1 item, item 12 in negative statements.

The data obtained is then processed and presented as very high, high, relatively high, and low categories. The range of values used for each aspect varies from one another. This is based on the average value and standard deviation of each aspect. The conditions used to determine the value range for each category are as in Table 2 below [12]

Table 2. Categories of Intellectual Characteristics

Category	Score
Very high	$x > \bar{x} + 1,5. S$
High	$\bar{x} + 0,5. s < x \leq \bar{x} + 1,5. s$
Spring	$\bar{x} - 0,5. s < x \leq \bar{x} + 0,5. s$
Low	$\bar{x} - 1,5. s < x \leq \bar{x} 0,5. s$
Very low	$x \leq \bar{x} - 1,5. S$

Information:

x : Score obtained by the student.

\bar{x} : Average.

s : Standard Deviation.

The questionnaire given to students regarding teacher preventive action it is discussed based on five factors of preventive action, namely:

1. The atmosphere of the child's interpersonal relationships is warm, familiar, and happy, and the relationship is harmonious.
2. There is no mental stress that can disturb the child's emotions.
3. The relationship between teachers and students who are friends
4. Students who are free from feelings of fear
5. The students' feelings in the class are expressive, and the class atmosphere is democratic

3.1 Children's Interpersonal Relations

Teachers' efforts to create teaching effectiveness through preventive actions can build children's interpersonal relationships by 78%. Children's interpersonal relationships can be described by the students being enthusiastic about going to school every day, 43% agree, and 36% strongly agree; students are familiar with all their friends in class, 36% agree and 21% strongly agree; students can create a comfortable classroom atmosphere during the teaching and learning process, 61% agree and 14% strongly agree; students are used to being alone every day, 25% agree and 11% strongly agree; students feel that their friends are friendly and can accept them as they are, 39% agree and 22% strongly agree.

Based on student responses, children's interpersonal relationships that are warm, familiar, happy, and harmonious are classified as high and medium. Interpersonal relationships between students at the Riau Banking Vocational School are well established. Effective classroom management depends on positive relationships between students in the classroom. Therefore, teachers must be able to build students' interpersonal relationships that are warm, intimate, happy, and harmonious. The good relationships that exist between students greatly influence the dynamics of the people in the class. Students can concentrate on knowledge transfer that occurs in a favorable learning environment. On the other hand, a lousy learning environment will make it easier for students to focus

3.2 Mental Pressure that Disturbs Children's Feelings

Teachers' efforts to create teaching effectiveness through preventive measures showed that mental stress disturbed children as much as 56%. Students feel that in class, there are often disputes between classmates; 39% agree, and 3% strongly agree. The class was divided into several circles: 50% agreed, and 25% strongly agreed; students feel that they are often not considered when speaking in class, 25% agree, and 7% strongly agree; students feel there is someone or a superior group in the class, 25% agree, and 21% agree; students are uncomfortable at school and want to go home quickly, 21% agree, and 7% strongly agree.

The mental pressure studied in this second indicator is the existence of disputes and gangs in the class. As a result, mental pressures disrupt the child's feelings. Based on the results of student responses, disputes and gangs in the class are in the medium

category, meaning that some students feel that there are disputes and gangs in their class. The existence of disputes and gangs often causes divisions[13], and student gangs often do deviant things at school. This makes students uncomfortable in class, so teaching effectiveness is less conducive

3.3 Friendly Relationship Between Teachers and Students

Teachers' efforts to create teaching effectiveness through preventive actions can build friendly teacher and student relationships by 79%. A friendly relationship between teachers and students can be described by the students feeling that the teacher can create a compelling learning atmosphere; 75% agree, and 7% strongly agree. Students feel that teachers can understand the characteristics of their students in class, 43% agree, and 14% strongly agree; students feel that teachers try to create harmonious relationships between students, 61% agree, and 22% strongly agree; the teacher sets rules for class members to obey, 77% agree, and 7% strongly agree; students feel that the teacher/homeroom teacher pays good attention to their students' development, 43% agree, and 25% strongly agree.

Based on student responses, the relationship between students and teachers at the Riau Banking Vocational School is in the medium category. According to Dewi, in education, the teaching and learning process will run effectively if communication and interaction between teachers and students occur intensively[14]. Educators must realize the importance of building good relationships with their students so that teaching and learning activities can take place in a conducive manner. One of the factors that must be built by teachers to be able to create a positive learning environment is the interpersonal relationship between students and teachers[15]. This can trigger the urge to achieve academic success to achieve the desired educational goals. A harmonious teacher-student relationship makes students want to study harder and participate in learning as well as possible [1]. Efforts to improve students' learning abilities through classroom management. He desired final results are, of course, both learning and national education goals

3.4 Children are Free from Fear

Teachers' efforts to create teaching effectiveness through preventive actions make children free from fear by 42%. Children free from fear can be described as students feeling afraid to go to school. 7% agree, and 0% strongly agree; students have difficulty making friends and getting along with classmates, 17% agree, and 3% strongly agree; students go to school only to fulfill their obligations, 21% agree, and 7% strongly agree.

Based on the results of student responses, most students did not express fear about attending class and disagreed that their attendance was solely to fulfill their responsibilities as students. In other words, students do not feel burdened and feel at home at school. Providing children and other school personnel with a sense of security and comfort is essential to making school feel like a second home for them. At the Riau

Banking Vocational School, the class XI Fashion Design class teacher said that bullying, peer conflict, and lots of homework make children reluctant to go to school

3.5 Feelings of Expressive Children and the Democratic Class

Teachers' efforts to create teaching effectiveness through preventive actions make children free from fear by 42%. Children who are free from feelings of fear can be described by students feeling that students are often not considered when speaking in class; 25% agree, and 7% strongly agree; students are free to express their opinions without fear, 43% agree, and 4% strongly agree; students respect their friends' opinions even if they differ from their opinions, 68% agree, and 14% strongly agree.

Based on student responses, students felt they could have been more expressive in expressing their emotions in class. Of course, a teacher with a democratic personality must take the initiative to create a democratic learning environment. A democratic educator allows students to voice their thoughts, respects those opinions, learns to listen well, is willing to accept criticism, knows how to respond to it, and appreciates student achievements.

In general, preventive actions at the Riau Banking Vocational School can be seen in Figure 3,

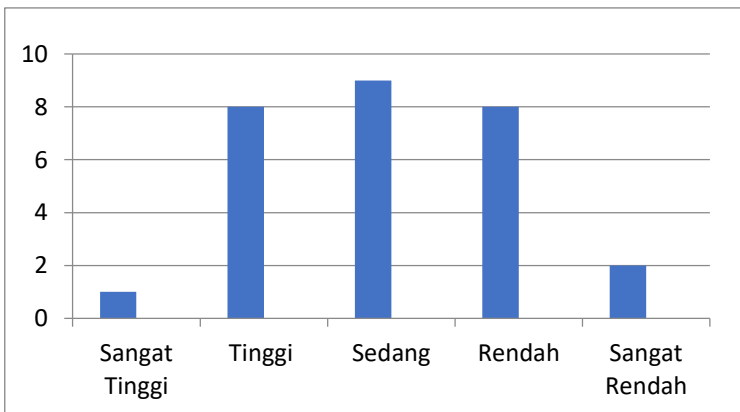


Fig. 3. Graph of Implementation of Preventive Actions at Riau Banking Vocational Schools

Figure 3 shows that implementing preventive measures at the Riau Banking Vocational School is in the medium category. This means that preventive classroom management measures have been implemented by teachers in the classroom but still need to be fully optimal. In learning activities, teachers must, of course, have skills in managing the class in order to create conducive and enjoyable learning so that later they can achieve the goals of education itself[16]

Teachers can implement Preventive classroom management strategies by establishing class rules and building harmonious relationships with students. Classroom rules or regulations will limit student behavior at school regarding whether or not specific

behavior or actions are permissible. Thus, the primary purpose of this rule is a preventive effort to train and familiarize students with orderly, responsible, and mature lives [17]. The higher the level of student awareness regarding school rules, the lower the level of rule violations will be.

4 Conclusions And Suggestions

4.1 Conclusion

The conclusion that can be drawn from the discussion that the researcher has discussed is that the Riau Banking Vocational School has taken preventive action between students and their teachers so that teaching and learning can be effective, but because students are divided into several groups, conflicts between students often occur in the classroom.

This conflict can be triggered by several factors, including differences in personality or character of the students involved and differences of opinion between the students themselves. So that teaching and learning activities run smoothly and learning objectives are successfully achieved, preventive measures in classroom management must be implemented by educators

4.2 Suggestion

Based on the study regarding preventive actions for classroom management, the researcher provides suggestions for the following parties:

1. Teachers are expected to implement preventive measures as an initial step to prevent deviations from occurring.
2. Schools must continue to assist teachers in increasing preventive efforts to overcome student behavioral disorders. Teachers will feel more confident in their efforts if the school supports them in believing they are the best ones to use with their students.
3. Subject teachers and guidance and counseling teachers must be able to collaborate. The development of interaction between guidance and counseling teachers and subject teachers will make it easier for subject teachers to understand the personalities of their students.

Parents must always supervise and accompany their children to prevent undesirable things such as deviation and juvenile delinquency.

References

1. D. Faruqi, "Upaya Meningkatkan Kemampuan Belajar Siswa Melalui Pengelolaan Kelas," *J. Eval.*, vol. 2, no. 1, p. 294, 2018, doi: 10.32478/evaluasi.v2i1.80.
2. T. Endayani, "Pengaruh Keterampilan Guru Dalam Mengelola Kelas Terhadap Prestasi Belajar Ips Siswa Kelas Iv Di Mis Nurul Falah," *J. Genta Mulia*, vol. 13, no. 1, 2022.
3. O. Hamalik, "Proses belajar mengajar," 2006.

4. S. Hardiyanto and E. S. Romadhona, "Remaja dan Perilaku Menyimpang," *J. Interak. J. Ilmu Komun.*, vol. 2, no. 1, pp. 23–32, 2018.
5. N. Tanfidiyah, "Pengembangan Peraturan Kelas sebagai Upaya Kuratif Terhadap Perilaku Menyimpang Siswa dalam Pembelajaran Tematik Terpadu di Kelas IV MIN Yogyakarta I," *PIONIR J. Pendidik.*, vol. 8, no. 1, 2019.
6. M. Salmiah and Z. Abidin, "Konsep Dasar Pengelolaan Kelas Dalam Tinjauan Psikologi Manajemen," *ITQAN J. Ilmu-Ilmu Kependidikan*, vol. 13, no. 1, pp. 41–60, 2022.
7. Mercer and Mercer, *Teaching Students with Learning Problem*. Columbus, Ohio: Merrill Publishing Company a Bee& Howel Information Company, 1989.
8. J. J. Hasibuan and Moedjiono, *Metode Belajar Mengajar, Kegiatan Belajar Mengajar*. Bandung: Remaja Rosdakarya, 2002.
9. E. a. Jacobsen, *Methods for Teaching, A Skid Approach*, Third Edit. Columbus. Ohio: Merrill Publishing Company, 1989.
10. L. Hunter, M. J. Elias, and J. Norris, "School-based violence prevention: Challenges and lessons learned from an action research project," *J. Sch. Psychol.*, vol. 39, no. 2, pp. 161–175, 2001.
11. S. Arikunto, "Arikunto, Suharsimi.(1993). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: PT. Rineka Cipta," 2010.
12. S. Azwar, "Reliabilitas dan validitas edisi 4," *Yogyakarta: Pustaka Pelajar*, 2012.
13. W. V. Ulfah, S. Mahmudah, and R. M. Ambarwati, "Fenomena school bullying yang tak berujung," *Intuisi J. Psikol. Ilm.*, vol. 9, no. 2, pp. 93–100, 2017.
14. P. Y. A. Dewi, "Hubungan gaya komunikasi guru terhadap tingkat keefektifan proses pembelajaran," *Purwadita J. Agama dan Budaya*, vol. 3, no. 2, pp. 71–78, 2020.
15. A. H. Wahid, C. Muali, and M. Mutmainnah, "Manajemen Kelas Dalam Menciptakan Suasana Belajar Yang Kondusif; Upaya Peningkatan Prestasi Belajar Siswa," *Al-Fikrah J. Manaj. Pendidik.*, vol. 5, no. 2, pp. 179–194, 2018.
16. F. Mustafida, "Strategi pengelolaan kelas dalam menciptakan suasana belajar yang kondusif: Studi di MI Khadijah Jl. Arjuno 19 A Malang." Universitas Islam Negeri Maulana Malik Ibrahim, 2011.
17. L. S. Hadianti, "Pengaruh Pelaksanaan tata tertib sekolah terhadap kedisiplinan belajar siswa (Penelitian deskriptif analisis di SDN Sukakarya II Kecamatan samarang Kabupaten Garut)," *J. Pendidik. UNIGA*, vol. 2, no. 1, pp. 1–8, 2017.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

