

Descriptive Analysis in the Implementation Strategy of Moving Class on Economy Subject at Islamic High School

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ABSTRACT

The research was purposed to find how the implementing strategy of Moving Class that can be implemented by teachers in providing a good stimulus for student progress and development, This study only consists of one variable, that is Implementing Strategy of Moving Class on Economy Subject. The research used qualitative descriptive method with percentage, data collected by observation the main data to be encoded. While the interview and documentation were supporting data and supporting the ongoing research made. As for the subject in this study is one economic teacher of X IIS class, While the object of this research is how the moving class implementation strategy. From the findings of research, it was concluded that the implementing strategy of Moving Class on Economy Subject at State Islamic Senior High School 1 Pekanbaru was categorized "good" with the percentage of 61.18% which is in the range of 61% -80%.

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1. INTRODUCTION

The learning system is one of the solutions used to improve the competence of graduates of vocational and high school students. The implementation of the learning system will improve students' competencies if they are established procedures and objectives including teacher support in learning planning (Masbah dkk. 2014). Another opinion stated that the learning system is an organized with combination includes human, including teachers and students, material as learning sources, facilities such as media that help the learning process, equipment and procedures, it was carried out in the learning process such as learning methods and evaluation that interacts to goals of learning (Utomo, 2015).

Based on the opinion above, it can be concluded that the learning system is a components provided in the learning process to achieve the goal. For that reason, it needs a learning system that can be implemented by the teacher in providing a good stimulus for the progress and development of the student to achieve the goal of school effectively.

There are many learning systems implemented in schools in order to achieve defined goals such as full day school learning systems, block learning systems including moving class learning systems. Moving class is a learning system that characterizes classes by subjects, thus students will move places according to the schedule of subjects that have been determined (Direktorat Pembinaan SMA, 2010). The concept of moving class refers to learner-centered learning and provides a dynamic environment in accordance with what they learn. While Sagala defines moving class is a learning system characterized by students come to the teacher in the class, is not the teacher came to the students. In this system every subject teacher has a private class, to follow every lesson the learners have to move from one class to the other classes that have been determined (Sagala, 2013). Based on the opinion above it can be concluded that moving class is a learning system where the learners each time the change of study has to be changed class in accordance with the subjects they will learn.

The implementation of moving class is in accordance with Government Regulation Number 19 of 2005 concerning Article 11 of the National Education Standard which explains that the learning burden for SMA/MA/ SMLB/SMK/MAK or other equivalent forms in the formal education category of independent category is stated in the Semester Credit System (SKS). Schools that have been categorized as SKM according to the School Category Independent Concept (SKM) or National Standard School (SSN) published by the Ministry of National Education in 2008, in the process of implementing the learning must apply the management of learning with a moving class system is needed class subjects (Indonesian Law No.19, 2005).

The aims of moving class implementation in school is to be familiarize for children to feel alive and comfortable in learning, besides that they do not feel bored and responsible for what is learned. The advantages of this system, the students have more time to receive lessons. But the weakness of this system is that students sometimes misuse the transfer of the class by stopping by the canteen, this certainly has an impact on the waste of learning time (Hidayat Syah, 2015). In the settled class the teacher moves while students wait in class this makes students feel bored, because it does not provide many opportunities for students to be able to move. Usually the new atmosphere of students gets during breaks and back home from school (Direktorat Pembinaan SMA, 2010).

The moving class learning model is a learning model in which students are always on the move to look for classes to be filled, such as Indonesian, English, mathematics and other subject rooms at every change of subject hours and subject teachers. lessons waiting in the classrooms of subjects according to the field of study being taught. Moving class consists of two words, namely moving and class. Moving means moving. Class can be interpreted as a class or place of learning. So moving class is the movement from one class to another according to the lesson (Purwanto, 2018; p.1).

Moving class is a learning activity with students moving according to the lesson followed. Thus, it is necessary the existence of a subject class or class cognate subjects for convenience in the process of implementation and easy in setting teacher teaching activities carried out by team teaching. Learning with team teaching makes it easy teacher in developing material learning, assessment activities, remedial, and enrichment, as well as taking decision in determining the level of achievement of students towards certain subjects or materials. In order for the implementation of the class system moving can be done well and gives a significant improvement on the quality of learning and graduate students, need to be prepared implementation strategy, regulatory tools, and administration required in the activity.

In modern management, Ramli and Erlin (2006; 23) stated that learning is a process of continuous self-improvement of an organization or individual so that it is open to new input, seeking the best solution for every problem, have a collaboration mindset, learn from mistakes, be ready to take risks, have high responsiveness, drive for mutual belonging, always open to any changes, and have a very strong vision.

Starting from an experience that shows that in learning with a variety of methods and the convenience of the study room, satisfactory results have not been obtained. This shows that there must be other factors that support these two factors. After going through the assessment, it was found that

one of the causes of the lack of learning outcomes is the saturation factor of students in learning. Understandably, for 24 hours of lessons in one week with very dense material, the student study in the same room, without any refreshing atmosphere. As a preliminary analysis, to avoid student saturation, the student study room must move or is called a moving class.

In Independent Category School (SKM), there are several reasons why the application of moving classes must be applied, namely (1) bringing students closer to education and training classes or subjects; (2) subject characteristics different; (3) design discretion class, reduce boredom; (4) a more harmonious relationship between teacher with students; (5) learning progress students are easier to monitor; and (6) reduce conflicts between students. Teacher relatively easier to prevent the emergence of a lot of student behavior which is not suitable to modify atmosphere of the classroom environment (Bandono, 2009:1-4). With the moving class model, it is expected that student motivation can be increased. Motivation comes from the word motive which can be interpreted as power the driving force within a person to do activities certain based on his perception (Beck, 1990:306).

The results of research on the moving class learning model at MTs Negeri Serang by Riandi and Gumelar (2019) it was concluded that the percentage of the moving class learning model implementation was 85% and included in the good category and it was known that the implementation of the moving class learning model had a strong and significant influence on learning effectiveness. Other study revealed that the implementation of the moving class is in the sufficient category with an average score of 3.3. From ten indicators used to measure the implementation of moving classes, the indicator of the suitability of infrastructure in the classroom is the weakest indicator. Furthermore, the second weak indicator is the cleanliness of the classroom. Indicators that fall into the sufficient category are teacher readiness, giving rewards and punishments, and the intensity of students discussing. While those that have entered the good category are the accuracy of students entering class, suitability of subjects, suitability of schedules, completeness of presentations, and openness of teachers (Suparji, 2012). Then, other research conducted by Nurcella et al (2017) showed the results that there was an effect of applying moving classes on learning outcomes of geography at SMA Negeri 3 Prabumulih in the 2016/2017 academic year with an effect of 0.9955 with the strength of the relationship approaching perfect, meaning the better the application of moving class, the better. will tend to be higher learning outcomes obtained by students. This research was done descriptively, while the previous studies correlated the moving class with motivation and learning effectiveness.

Based on the description above, the researcher was interested to conduct research with the title "Descriptive Study about Strategy the Implementation of Moving Class in the Learning Process in Economics Subjects at MAN 1 Pekanbaru". This study was necessary to explore, since this implementation of moving class was done at the first time in MAN 1 Pekanbaru, Riau Province.

2. METHODS

This research was located at the Madrasah Aliyah Negeri 1 Pekanbaru. The study began on March 14 to April 9, 2018. The subjects of this study were the Economy class X teachers who taught in class X IIS 1, X IIS 2, X IIS 3 and X IIS 4 at the Madrasah Aliyah Negeri 1 Pekanbaru. The researcher chose class X because the class for the first time implemented a moving class learning system while class XI had a year earlier to apply moving class in the learning process. The object to be studied is a descriptive study of the strategy of implementing moving classes in the learning process in Economics subjects at the MAN 1 Pekanbaru.

Data collection techniques that were used in this study were as follows

- (1) Observations, in this case the researcher came to the place of the observed activity, but did not get involved in the activity. The observation was done to get early information the related cases that need to be solved.
- (2) Interview was one of the data collection tools in the form of conversation, questioning art and listen. Researchers conducted interviews with economics teachers and IIS class X students at

MAN 1 Pekanbaru as many as 4 students where each class was taken by 1 student based on the rankings.

- (3) Documentation were the source data or information related to the studies, but the records of past events written by a subject or other person about the subject.

The data collection was done to collect a number of documents like the Learning Implementation Plans (RPP), syllabus, photos of research activities, profiles of MAN 1 Pekanbaru and other relevant data and documentations..

Data of the research were analyzed descriptively after collecting field data in the school with the instruments prepared. Data analysis that the researcher used in this research was descriptive qualitative. This meant that the writer analyzed through descriptive words and the author reinterprets what has been observed and interviewed and from the experts that the author presents in the previous data presentation.

3. FINDINGS AND DISCUSSION

3.1 Findings

Based on the observations that the results of descriptive study about Strategy Implementation of Moving Class in the Learning Process on Economic Subjects at Madrasah Aliyah Negeri 1 Pekanbaru can be explained as below :

The alternative answer "Yes" is given a score of $1 \times 116 = 116$

The alternative answer "No" is given a score of $0 \times 68 = 0$

F = 116

After the "N" and "F" values are known, then they are entered into the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{116}{184} \times 100\%$$

$$P = 63,04\% \text{ (good)}$$

So, based on the result above and it was obtained after being processed through the formula was 63.04%. To find out the meaning in terms of the 63.04% result and it can be concluded that Descriptive Study about Strategy the Implementation of Moving Class in the Learning Process in Economics Subjects at Pekanbaru 1 Madrasah Aliyah Negeri can be categorized as "good" with a percentage of 63.04% at intervals of 61% - 80%.

The results of research conducted through data collection with observation and interview techniques on the implementation of moving class revealed that:

- a) Teachers' activities on student management include The economic teacher gives students the time to transfer classes for 5 minutes, economics teacher ensures students have entered the class after the bell rings, economic teachers give students the freedom to determine seats, the economic teacher explains the regulation in learning activities, economic teachers provide students with a maximum delay of 10 minutes and economic teacher does not give permission whose are coming late before getting permission from the picket.
- b) Teachers' activities in teaching and learning room include economic teachers arrange classrooms according to the characteristics of subjects, economic teachers provide appropriate learning media and facilities in the classroom, economics teacher attaches teaching schedules, student rules and inventory lists on the classroom walls, economic teacher allows students to carry the bags into the classroom, economic teachers make class rules based on the agreement of the teacher council, economic teachers complete the reference library in the classroom and economic teachers are responsible for security and cleanliness class.
- c) Teachers' activities on administrative management include Economic teachers fill in the student attendance list before learning begins, economic teachers make notes about events in class, economic teachers fill in the student learning progress report and economic teachers make reports about student don't attend the class every day.

- d) Teachers' activities on Remedial and Enrichment include economic teacher conducts a re-examination for students who have not yet completed outside the hours of face-to-face activities, economic teachers teach material that has not been understood yet by students and economic teachers provide enrichment based on students' practical needs.
- e) Teachers' activities on assessment management cover economic teachers take the value of students' cognitive learning outcomes after the learning process, economic teachers take the value of students' attitudes after the learning process and economic teachers take the value of student practice after the learning process.

3.2 Discussion

The finding of the descriptive research about Strategy the Implementation of Moving Class in the Learning Process in Economics Subjects at Pekanbaru 1 Madrasah Aliyah Negeri was concluded in good category with the percentage of 63.04% at intervals of 61% - 80%. The above result of study was similar with the finding of research on the moving class learning model done at MTs Negeri Serang by Riandi and Gumelar (2019) that concluded the moving class learning model implementation was in the good category or with the percentage of 85%, and the finding of this category was much better than researcher's research.

In other research it was displayed the findings that there was an impact of applying moving classes on learning outcomes of geography at senior high school students with an effect of 0.9955 with the strength of the relationship approaching perfect, meaning the better the application of moving class, the better. will tend to be higher learning outcomes obtained by students (Nurcella et al. 2017). The research on classroom management was also carried out by Ahmad et al (2017) who investigated the relationship between classroom administration methodology and the scientific implementation of students and revealed that there was a positive relationship between the teaching methods and the students' achievement.

The implementation of moving class from the interviews done revealed that teachers' activities in teaching and learning room consisted of economic teachers arranged classrooms according to the characteristics of subjects, economic teachers provided appropriate learning media and facilities in the classroom, economics teacher enclosed teaching schedules, student rules and inventory lists on the classroom walls, economic teacher allowed students to bring the bags into the classroom, economic teachers made class rules based on the agreement of the teacher council, economic teachers completed the reference library in the classroom and economic teachers were also responsible for security and cleanliness of the class. These findings were suitable with the study by Arifin and Indriani (2022) that a fully-controlled classroom would provide an effective and efficient learning process; 2) implementing. Moving class system can be beneficial for the implementer especially in Boarding School. It can reduce the possibility of sleeping students during the class. Besides that, Moving Class system can be as an orientation to the college system. As a system, Moving Class can also as a counter-boredom exercise. Furthermore, it acknowledge positive attitude to students. It also maintains students discipline in joining the lesson as well as training students' social aspect. And the most important is that it builds a collaborative work among teachers, staffs and students.

Basically, the implementation of moving classes is one of the requirements for independent schools. Moving classes provide flexibility for schools to design the learning process. On moving class, a teacher can arrange classrooms and learning methods according to the characteristics of the material. This is very helpful for students in the process of understanding the subject matter. In the implementation of moving classes, there are several obstacles and weaknesses, including moving from one class to another reduces learning time (Suparji, 2012).

There were some obstacles in handling moving class in the school like there was a movement of classes, and this made lesson hours not on time, the noise of students in the class made it difficult for the teacher to handle it. In a moving class, the lesson schedule must be arranged as a whole, both adaptive, normative, and productive subjects. The obstacle that arose was that productive education

and training subjects made their own schedule according to their expertise program so that there were several problems regarding the schedule. Another weakness in the implementation of moving classes is the frequent absence or delay of teachers which causes the class to become noisy and students prefer to leave class. This is very annoying to other classes and more difficult to handle.

4. CONCLUSION

Based on the analysis data that has been presented previously, the writer can provide conclusions based on the results of data collection with observation and interview techniques conducted by the author that the Strategy for the Implementation of Moving Class in the Learning Process in Economic Subjects at the MAN 1 Pekanbaru can be categorized as "good" with a percentage of 63.04% which is between 61-80%. Although the implementation was in good categories, but there were some barriers to handle moving class in that school like there was a movement of classes, and this made lesson hours not on time, the noise of students in the class made it difficult for the teacher to handle the condition. In a moving class, the lesson schedule should be managed not in partial manner but integrative among adaptive, normative, and productive subjects.

The suggestions that the authors conveyed related to research on Descriptive Studies about Strategy the implementation of Moving Class in the Learning Process in Economic Subjects at the MAN 1 Pekanbaru as follows:

- 1) To improve knowledge.
- 2) To increase the teacher's knowledge in terms of implementation of moving class in the learning process on economic subjects at MAN 1 Pekanbaru.

It is recommended for further research, to be able to examine Descriptive Study about Strategy The implementation of Moving Class in the Learning Process is more in-depth and can examine the factors that influence the strategy of implementing moving class in planning teaching that was not examined in the study of the researcher this time.

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