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THE EFFECT OF CLASS MANAGEMENT AND IDENTITY CRISIS ON CLASS 7 OF STUDENTS' BEHAVIOR DIGRESSION AT JUNIOR HIGH SCHOOL IN SAMBAS DISTRICT

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Abstract. Students' behavior digression can be caused by factors that originate in students who are experiencing an identity crisis or teacher classroom management in the class is less effective. This study aims to describe the effect of class management and identity crisis together on behavior digression of class VII (7th Grade) students in the state junior high school class in Subrayon 4 Tebas, Sambas District. The research method used is descriptive expost method, with a quantitative research approach. The population in this study were all public junior high school teachers in Subrayon 4 Tebas, Sambas District as many as 174 people and the samples were taken by random sampling. The data needed in this study are in the form of questionnaires regarding class management, student identity crisis, and behavior digression of state junior high school students in Subrayon 4 Tebas, Sambas District. The data sources in this study were primary sources (through respondents) and secondary (through documents) consisting of teachers who taught at State Junior High School in Subrayon 4 Tebas of Sambas District, students who sat in class VII of state junior high school in Subrayon 4 Tebas of Sambas District, the results of data from BP teacher and homeroom teacher. The data collection technique chosen in this study was using indirect communication techniques with a data collection tool using closed questionnaires. The results of the research obtained are (1) teacher class management influences student behavior digression; (2) there is significant influence between student identity crisis and behavior digression; (3) there is a jointly significant relationship between teacher class management variables and student identity crisis towards student behavior digression. Based on the results of the research conducted, it can be concluded that teacher classroom management and student identity crisis significantly influence students' behavioral deviations in the class VII of state junior high school in Subrayon 4 Tebas, Sambas District.

Keywords: Effect; Class Management; Identity Crisis; Behavior Digression

I. INTRODUCTION

In participating in learning activities in school students will not be separated from various rules and binding rules. In the lives of students, actions often occur in order to adjust to the environment around both the environment and friends in school and the environment at home. The student's actions can be positive to negative. Negative student actions are often referred to as behavioral deviations.

Behavior digression themselves are acts of violation of norms both legal norms and social norms. As in the case of Tebas, behavior digression occur in minors. For that a teacher needs to have good and effective classroom management in the implementation of the teaching and learning process in the classroom will be able to provide good learning outcomes and fulfillment of the needs of students so that students do not commit behavioral deviations.

Students' behavior digression in the classroom can be due to factors within students who are experiencing an

identity crisis or classroom management of teachers in the classroom that are less effective, so they are unable to adjust to the state of the classroom environment. It can be outside factors the student's self such as the influence of friends, looser school discipline, school facilities and infrastructure that do not meet the requirements, curriculum, teachers and so forth.

The increasingly critical identity of students in schools will have a negative impact on the process and the results of learning in the classroom. Overcoming the identity crisis in the classroom is likely to reduce students' behavior digression in the class that students often display will diminish and the quality of the school will be good, and people's trust will increase.

Teacher classroom management that is good in the teaching and learning process in the classroom should teachers be able to plan learning activities, can organize students in the classroom, can supervise or control students and even direct students' behavior and can arouse students' enthusiasm. even discipline students to obey and obey all teachers in the school.

Good classroom management carried out by each teacher who conducts teaching and learning activities in the classroom at school will have a positive impact on students who participate in these learning activities. Teachers who conduct good classroom management will always give full attention to their students and what empathy is experienced by their students.

By conducting good classroom management in the teaching and learning process, reducing and overcoming the identity crisis students will be able to provide good behavioral changes to students not to do things that are not fair by students. Behavior digression carried out by junior high school students who are in their early teens is very necessary not to occur and continue to be monitored and controlled so that they will be able to provide good quality learning outcomes, and become a generation of intelligent, dignified, moral and good integrity.

Based on the explanation above, the role of class management and overcoming an identity crisis is needed to control the behavior digression of students in the classroom. Therefore, the researcher wants to study scientifically what is "the Effect of Class Management and Identity Crisis on Class VII Students' Behavior digression in the State Junior High School in Subrayon 4 Tebas, Sambas District".

II. METHODOLOGY

This research method uses the descriptive expost method, with a quantitative research approach based on the consideration that basically this research aims to test a theory, to present a fact or to describe it statistically. The data used in this study are quantitative data. Quantification in this study occurs when scoring in the scale of measurement of alternative answers to the questionnaire.

A. Population and Sample

The population in this study were all-state junior high school teachers in Subrayon 4 Tebas, Sambas District, both PNS teachers and non-PNS teachers (honorary) as many as 174 people. The number of population in this study is more than 100 people, so the sampling uses random sampling. The number of teacher samples that can be retrieved from the population in this study by using questionnaires in the state junior high school in Subrayon 4 Tebas, Sambas District, as many as 121 teachers.

B. Data and Data Sources

The data needed in this study are in the form of questionnaires regarding class management, student identity crisis, and deviations in the behavior of state junior high school students in Subrayon 4 Tebas, Sambas District.

The data sources in this study were primary sources (through respondents) and secondary (through documents) consisting of teachers who taught at state junior high school in Subrayon 4 Tebas of Sambas District, students who sat in class VII of state junior high school in Subrayon 4 Tebas of Sambas District, the results of data from BP teacher and homeroom teacher.

C. Data Collection Techniques and Research Instrument

The data collection technique chosen in this study was using indirect communication techniques with a data collection tool using closed questionnaires / questionnaires.

The instrument in this study is in the form of a structured or closed questionnaire consisting of questions with a number of specific answers as choices, the task of the correspondent is to choose the answer that is in accordance with his establishment. Questionnaires are arranged based on operational definitions of variables X1, X2 and variable Y. Development of instruments in this study is carried out by means of a) compiling indicators of research variables; b) compile the instrument grid; c) test the instrument; and d) testing the validity and reliability of the instrument.

a. Arranging Research Variable Indicators.

The preparation of instruments is based on research variables namely class management variables (X1), student identity crisis (X2) and student behavior digression (Y). Class management variable (X1) which is referred to as free variable one is compiled and developed by researchers by referring to the thinking according to Priansa (2014: 244) there are two activities in class management, one of which is: student regulation (emotional condition) which includes: (1) behavior, (2) discipline, (3) interest / attention, (4) passion for learning, and (5) group dynamics.

Identity crisis variables (X2), which are referred to as two independent variables, are compiled and developed by researchers by referring to the opinion of Marcia (Santrock, 2003) saying that identity crisis is a condition where adolescents experience confusion in considering an awareness to make, namely: (1) decision and (2) commitment. Meanwhile the variable student behavior digression (Y) called variable bound by the researcher develops it refers to the opinion of the Dreikurs in Vern and

Louis (2012: 34) describing four objectives related to behavior digression namely; (1) get attention, (2) power, (3) revenge, and (4) show inadequacy.

b. Arrange the Instrument Grid

Preparation of the questionnaire as a data collection tool in this study using a Likert scale with a scale of 1-4. All questionnaires given to teachers are used using alternative answers, very high (ST), high (T), low (R), and very low (SR). With the weight of the score as follows: very high (ST) weighs 4, height (T) weighs 3, low (R) weighs 2, and "very low (SR), weighs 1.

c. Validity and Reliability Test Techniques

This trial was conducted at two schools outside of Subrayon 4 Tebas, namely Sambas 1 State Junior High School, Sambas 2 State Junior High School and Sambas 3 State Junior High School. The number of respondents in the trial were 30 teachers who had the same characteristics as the actual research respondents. The tabulation of the answers to the trial questionnaire is attached to the appendix. Furthermore, the results of respondents' answers were tested for validity and reliability tests.

1. Validity Test Technique

Validity testing to prove the validity and validity of the questionnaire question items can be done by looking at the Product Moment Pear correlation coefficient number. In determining the feasibility of the items the questionnaire questions that will be used in the research are significant correlation coefficient tests at the 0.05 level. Validity test is carried out in each question, and the results can be seen through the results of r count compared to r table, where r table can be obtained through df (degree of freedom) = n-2 (significant 5%, n = number of samples).

2. Reliability Test Techniques

Questionnaires are called reliable if a person's score on the same test is given twice or more the results are the same or similar. The high and low questionnaire reliability is reflected by the value of Cronbach Alpha. Reliability measurement is done by one shot or measurement once using the SPSS Cronbach Alpha statistical test application. The variable is said to be reliable if the Cronbach Alpha value is > 0.60. In this study to calculate the validity and reliability of the instrument using the SPSS PASW statistics program. To test the validity of using the Bivariate Person method which tests its validity Using Pearson Product Moment (r).

D. Data Analysis Technique

1. Data Analysis Requirements Test Techniques

a) Data Normality Test

Data normality testing was done first to get data taken from teacher class management variables (X1), identity criterion variables (X2), and junior high school students (Y) behavioral deviation variables, each of which was 121 teacher correspondents from State Junior High School in

Subrayon 4 Tebas in Sambas District. In this study, the normality test with SPSS used the One-Sample Kolmogorov-Smirnov test using a significance level of 0.05. Data is declared to be normally distributed if significance is greater than 5% or 0.05. With decision making in the Kolmogorov-Smirnov Normality Test (1) if it is sig. > 0.05, then the data is normally distributed, (2) if the value is sig. <0.05, then the data is not normally distributed. Data normality testing can also be done with Chi Squares (Sugiyono, 2003: 199).

b) Data Linearity Test

Linearity test aims to determine whether two variables have a relationship that is linear or not significantly. In this study, there are two independent variables (X1, X2) and one dependent variable (Y). With the linearity test, the teacher class management variable (X1) and the student identity crisis variable (X2) has a linear or no relationship with the variable of the students' (Y) State Junior High School deviation in Subrayon 4 Tebas, Sambas District, see the results comparing the sig. deviation from linearity with a significant level of value that can be tested using SPSS. If Sig. Deviation from Linearity which has a value of b or greater than or equal to the significance level used (0.05) means that the variable of students behavior digression is linearly correlated with teacher class management variables, and student identity crisis variables.

2. Hypothesis Testing Techniques

Testing the hypothesis using Product Moment correlation. To test the significance of the multiple regression equation as a whole using the formula F-test from Sugiyono (2010; 154) as follows:

$$F\text{-test} = \frac{\frac{R^2}{K}}{\frac{(1-R^2)}{(n-k-1)}} \quad (1)$$

The hypothesis testing criteria are as follows:

- 1) If the score of F < Ftable value, then Ho is accepted
- 2) If the score of F ≥ Ftable, then Ha is accepted

As a benchmark for measuring the strength of the weak relationship between two variables, the author uses the benchmark from Sugiyono (2003: 214). According to Sugiyono guidelines, to provide an interpretation of the correlation coefficient seen in Table I.

TABLE I
 GUIDELINES FOR INTERPRETING THE CORRELATION COEFFICIENTS

Coefficient Interval	Level of Correlation
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	Strong
0,80 – 1,000	Very Strong

E. Test Results for Data Validity and Reliability

1. Data Validity Testing

The questionnaire that will be used in the research is to test the validity of the questionnaire from the respondent's answer, first to test the questionnaire to the teacher who was the respondent in this study by taking at least 30 teachers of State Junior High School at Sambas 1 State Junior High School, Sambas 2 State Junior High School and Sambas 3 State Junior High School random with the same characteristics to represent respondents in the research questionnaire test.

Obtained from the results of trials that the questions used in this research questionnaire/questionnaire which are two independent variables (X1 and X2) and one dependent variable (Y) can all be said to be valid. In testing the validity of this questionnaire using the SPSS application (Statistical Product and Service Solution).

a) The validity of Teacher Class Management Variables (X1)

In testing validity or validity testing in the study, the questions in the research questionnaire are needed to measure how well the questions in the questionnaire are presented. In quantitative research, the main criteria for the data from the studies are valid. For respondents so that the results can be expected to explain what was the target or goal in this study.

From the independent variable, namely the teacher class management variable (X1), the validity test is done by comparing the results of r count with r table. If the results of r count are greater than r table, then the instrument used can be said to be valid. Using valid instruments in data collection, it is expected that the research results will be valid. So a valid instrument is a requirement to get valid research results'

Based on the results of testing the teacher class management variable questions (X1) as shown in the table above, it can be seen that items number 1 through number 40 are declared valid in this research questionnaire.

b) The validity of Variables in Student Identity Crisis (X2)

In the identity crisis variable for the research questionnaire, researchers used 20 question items. From the results of the trials on the teacher identity crisis variable questions (X2), it can be seen that the overall questions used to ask about the identity crisis are declared valid and can be used as items for the research questionnaire.

c) The validity of Variables of Student Behavior digression (Y)

After getting the results of the validity of the independent variables X1 and X2, the validity of the dependent variable (Y) is done, namely the

deviation of student behavior. In this variable of student behavior digression, the researcher used 30 items to be answered by teachers from the State Junior High School outside the State Junior High School in Subrayon 4 Tebas of Sambas District as many as 30 teachers. From the results of the test items about the variable student behavior digression (Y), it can be seen that the questions number 1 to number 30 are valid and can be used as items for this research questionnaire.

2. Data Reliability Testing

Reliability test is a trust test or reliability test of the questions used in a research questionnaire. To see the reliability and trustworthiness of the desired question items in this study, the researcher conducted a reliability test for all question items independent variable principals leadership (X1), independent variable student identity crisis (X2) and dependent variable student behavior digression (Y).

a) Teacher Class Management Variable Reliability (X1)

Based on the results of the reliability test, the value of Cronbach's Alpha is 0.929 which is greater than 0.60 so that the items in the 40 questions used in this study are declared reliable.

b) Reliability of Student Identity Crisis Variables (X2)

Based on the results of the reliability test, the value of Cronbach's Alpha is 0.848 which is greater than 0.60 so that the items in question as many as 20 questions are stated as reliable.

c) Reliability of Student Behavior Digression Variables (Y)

Based on the results of the reliability test, the value of Cronbach's Alpha results obtained at 0.909 which is greater than 0.60 so that the items as many as 30 questions used in this study were declared reliable.

F. Newsletter Answer Questionnaire

The questionnaire answer scoring procedure as a data collection tool in this study uses a rating scale.

TABLE II
 SCORING CATEGORIES ANSWERS

Score	Score Meaning			Criteria/Category
	Teacher Class Management	Student Identity Crisis	Student Behavior Deviant	
4	Very Good	Very Good	Very Good	75% - 100%
3	Good	Good	Good	50% - 74%
2	Fair	Fair	Fair	25% - 49%
1	Poor	Poor	Poor	Less than 25%

III. RESULTS AND DISCUSSION

A. Results

This study uses primary data in the form of a questionnaire distributed to teachers who are PN and non-PNS status in the State Junior High School in Subrayon 4 Tebas Sambas District.

Class Management of Student Behavior Digression

Teacher Class Management is one component that has a great influence on managing and managing classes. Quality class is very dependent on the teacher how the teacher organizes and manages the class in carrying out their duties and functions in the teaching and learning process.

The ability of a teacher to organize the class in carrying out its duties is very necessary to create a class that can provide good learning services to students. Class management or classroom management is a skill that is absolutely mastered and able to be developed by a teacher when the teacher is in the classroom to carry out the teaching and learning process

To produce quality education and to discipline students in learning so that the learning atmosphere becomes conducive and meaningful the role of management or management of a teacher's class is very necessary. Therefore teachers who are in the classroom to carry out teaching and learning activities are able to see and get to know their students. What models and methods will be used by the teacher to realize effective learning conditions.

Class management ability is mainly not about doing something, but about being something. Teachers who are in the classroom to do the teaching and learning process first know or recognize the behavior of each of their students, so that the teacher teaching method used is not far deviant and the development of classroom management goes according to what is expected. The development of class management or class management involves realizing the power that is in the teacher and the strength that is present in students as learning citizens. In a fundamental sense, to realize effective learning outcomes is very dependent on how the teacher organizes his class when the teacher is in the classroom.

In this study, researchers prepared 40 items of questions about class management, which consisted of five aspects, namely: (1) behavior, (2) discipline, (3) interest / attention, (4) passion for learning, and (5) group dynamics. The results of the questionnaire distribution to 121 respondents were analyzed using SPSS program.

Based on the analysis results using SPSS program, the spread of the number of empirical scores obtained is the lowest score of 89 up to the highest score of 152. The average score is 112.80, and the standard deviation is 13.273.

Frequency Distribution of Teacher Class Management Variables

After getting the lowest value, the highest value is used to determine the class interval. Based on the class interval,

it can be used to create a clustered frequency distribution table according to the questionnaire answer category regarding teacher classroom management that can be seen in Table III.

Based on the table data above, the spread of the number of scores for teacher class management variables is 36 respondents or 29.75% including the excellent category, with variations from 89 to 104. A total of 54 respondents or 44.63% are good, with variation in the number of scores from 105 to 120. Then 25 respondents or 20.66% are quite good, with variations in the number of scores from 121 to 136, and as many as 6 respondents or equal to 4, 96% including poor categories, with variations in the number of scores from 137 to 152.

TABLE III
 FREQUENCY DISTRIBUTION OF TEACHER CLASS MANAGEMENT VARIABLES

Class Number	Interval	Absolute Frequency	Relative Frequency (%)	Category
1	89 - 104	36	29,75	Very Good
2	105 - 120	54	44,63	Good
3	121 - 136	25	20,66	Fair
4	137 - 152	6	4,96	Poor
Total		121	100	

Student Identity Crisis Against Student Behavior Digression

As explained in the previous section that this study used two independent variables. In both of these independent variables, namely teacher class management and student identity crisis are important components in managing the school and conducting the learning process in the classroom. The identity crisis which is an independent variable (X2) is one component that greatly influences learning outcomes in school.

To reduce students' lack of seriousness or to reduce students' discipline in class learning is necessary by overcoming and reducing student identity crises. The teaching and learning process that takes place in the classroom will be more effective and producing qualified graduates will depend on students' ability to reduce their identity crisis.

Identity criteria experienced by students is one form of problem that can prevent students from becoming more advanced in learning. Identity crisis is a form of phenomenon that occurs during the development of adolescence, at that time the teenager has an attitude of doubt about his identity, who he is and what his role actually is. The identity crisis in students all happens because students experience biological and sociological changes with environmental conditions that are less supportive (negative) in students.

The result allows changes in two forms of integration. First, the formation of feelings of consistency in his life. Second, the achievement of role identity. Most student "identity crises" occur because students "fail" to reach the second integrity period. In this study, researchers modeled

the effect on the independent variable on the dependent variable which one of the independent variables was the identity crisis. Based on the results of calculations using SPSS, the results of a score of 121 teachers were obtained. The spread of the number of empirical scores is the lowest score of 41,000 to the highest score of 72,000. The average score is 58,840, and the standard deviation is 6,273.

Frequency Distribution of Variables Identity Crisis

After getting the lowest value, the highest value is used to determine the class interval. Based on the class interval, it can be used to create a clustered frequency distribution table according to the questionnaire answer category regarding student identity crisis that can be seen in Table IV.

TABLE IV
 FREQUENCY DISTRIBUTION OF VARIABLES IDENTITY CRISIS

Class Number	Interval	Absolute Frequency	Relative Frequency (%)	Category
1	41 - 48	4	3,31	Very Good
2	49 - 56	40	33,06	Good
3	57 - 64	53	43,80	Fair
4	65 - 72	24	19,83	Poor
Total		121	100	

Based on the data table above, the spread of the number of scores for student identity crisis variables, namely as many as 4 respondents or equal to 3.31% including the excellent category, with variations from 41 to 48. A total of 40 respondents or 33.06% including good, with variation in the number of scores from 49 to 56. Then 53 respondents or 43.80% were quite good, with variations in the number of scores from 57 to 64, and as many as 24 respondents or equal to 19.83% including the poor category, with variations in the number of scores from 65 to 72.

Student Behavior Digression

Behavioral aberrations are an important topic in discussions about character education today. Negative behavioral deviations that are repeatedly carried out by the same students will have an unfavorable impact on student characteristics. To reduce and overcome students behavior digression is a job that is not easy to do by schools whose responsibilities are fully handed over by the teacher.

Teachers to be able to carry out an effective teaching and learning process will certainly prepare a very mature plan. Teaching and learning activities that occur in the classroom are the responsibility of a teacher to organize and collect so that the learning process goes according to what is expected.

Learning objectives will be achieved by reducing and overcoming the behavior of students who deviate from what has been targeted in the planning of learning made by the teacher depending on the ability of management and classroom management conducted by the teacher. Class management that is well done in the teaching and learning

process in the classroom is a way or solution to be able to reduce the students behavior digression in the classroom.

The biggest challenge faced by teachers is how students behavior digression can be overcome so that the teaching and learning process can be more effective and the goals of learning can be achieved as expected. For this all there is a need for good cooperation from all school members.

In this study student behavior digression is the dependent variable (Y), which is influenced by the independent variable teacher class management (X1), and the independent variable student identity crisis (X2). In the research questionnaire, the variable student behavior digression is 30 items which include four aspects, namely: (1) getting attention, (2) power, (3) revenge, and (4) showing inadequacy.

From the results of calculations using SPSS, the results were found with the score of the correspondent as many as 121 teachers. The spread of the number of empirical scores is the lowest score of 74,000 to the highest score of 107,000. The average score is 89.31, and the standard deviation is 6.908.

Frequency Distribution of Variables for Student Behavior Digression

After getting the lowest value, the highest value is used to determine the class interval. Based on the class interval, it can be used to create a clustered frequency distribution table according to the questionnaire answer category regarding student behavior digression that can be seen in Table V.

TABLE V
 FREQUENCY DISTRIBUTION OF VARIABLES OF STUDENT BEHAVIOR DIGRESSION

Class Number	Interval	Absolute Frequency	Relative Frequency (%)	Category
1	74 - 82	23	19,01	Very Good
2	83 - 91	53	43,80	Good
3	92 - 100	38	31,40	Fair
4	101 - 109	7	5,79	Poor
Total		121	100	

Based on the data table above, the spread of the number of scores for the variable student behavior digression is as much as 23 respondents or equal to 19.01% including the excellent category, with variations from 74-82. A total of 53 respondents or 43.80% were included in both variations in the number of scores from 83 - 91. Then 38 respondents or 31.40% were quite good, with variations in the number of scores from 92-100, and as many as 7 respondents or equal to 5, 79% included in the poor category, with variations in the number of scores 101- 109

Test Data Analysis Requirements

a. Normality test

Data normality test is used in this research to find out whether the data is normally distributed or not. Testing

the normality of data distribution is done by using a test technique using the Kolmogorov –Smirnov Test using the SPSS computer program. Based on the test for data normality testing, it can be concluded that the data on teacher class management variables (X1), student identity crisis variables (X2), and student behavior digression variables (Y) are from normally distributed populations. Because each variable has a significant value greater than 0.05. From the results of the normality test, all data are normally distributed. Thus the data meets the requirements for further analysis using parametric statistics.

b. Linearity Test

Linearity test aims to determine whether two variables, namely independent variables with dependent variables show a linear relationship. In this study linearity test to find out the teacher class management variables showed a linear relationship with the variable student behavior digression, and the student identity crisis variable showed a linear relationship with the variable deviation of student behavior. Linearity relationships can be seen in the Table VI.

TABLE VI
 LINEARITY TEST RESULTS FOR TEACHER CLASS VARIABLES MANAGEMENT WITH STUDENT BEHAVIOR DIGRESSION VARIABLES

		Sum of Squares	df	Mean Square	F	Sig.
Students Behavior Deviations * Teacher Class Management	Between Groups	4401.016	46	95.674	5.343	.000
	(Combine d) Linearity	3337.501	1	3337.501	186.389	.000
	Deviation from Linearity	1063.516	45	23.634	1.320	.143
Within Groups		1325.050	74	17.906		
Total		5726.066	120			

Based on Table VII above can be seen the results of the Deviation From Linearity greater than 0.05 (0.143 > 0.05), then the relationship between teacher class management variables with student behavior digression is expressed linearly. And also can be seen significant value less than 0,05 (0,000 < 0,05).

For the relationship of student identity crisis variables with variable students behavior digression can be seen in the Table VII.

TABLE VII
 VARIABLE LINEARITY TEST RESULTS FOR STUDENT IDENTITY CRISIS WITH VARIABLES STUDENT BEHAVIOR DIGRESSION

		Sum of Squares	df	Mean Square	F	Sig.
Students Behavior Deviations * Students Identity Crisis	Between Groups	3288.949	25	131.558	5.128	.000
	(Combined) Linearity	2664.412	1	2664.412	103.860	.000
	Deviation from Linearity	624.537	24	26.022	1.014	.457
Within Groups		2437.117	95	25.654		
Total		5726.066	120			

Based on Table VII above, it can be seen that the results of the Deviation From Linearity are greater than

0.05 (0.457 > 0.05), so the relationship between student identity crisis variables and student behavior digression is expressed linearly. Thus fulfilling the requirements to be continued in the calculation of partial correlation and linear regression.

c. Hypothesis Test

Based on the formulation of the problem and the objectives of this study, it can be proposed the null hypothesis (Ho) as follows: "There is no influence of teacher class management and student identity crisis significantly with behavior digression of students in the class." And hypotheses are developed in the form of alternative hypotheses (Ha). And this hypothesis was tested with the help of the SPSS Program.

In this study to test the hypotheses, using the F test to test whether there is a significant effect between teacher classroom management and student identity crisis together on student behavior digression. As for examining the effect of teacher class management and critique of student identity on students behavior digression in the classroom in increasing discipline and quality of school partially or individually used t-test.

1) Test F (F test)

After analyzing data processing for the F test and its calculation using the SPSS version 18 program, the output results obtained as seen in Table VIII.

TABLE VIII
 SIMULTANEOUS TEST (F TEST)

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	3479.530	2	1739.765	91.382	.000 ^b
	Residual	2246.536	118	19.038		
	Total	5726.066	120			

a. Dependent Variable: Student Behavior Deviations

b. Predictors: (Constant), Students Identity Crisis, Teacher Class Management

Based on Table VIII, it can be seen that Fcount is equal to. 91,382. F table value for a significant level of 0.05 with df1 = 2 (number of independent variables) and df2 = nk-1 (number of samples - independent variables - 1) = 121 - 2 - 1 = 118 is equal to 3.07 with alpha values (α) of 0.05 (α = 5%). Thus it is known that Fcount > Ftable (91.382 > 3.07) so that Ha3 is accepted. This means that together (simultaneous) there is significant influence between teacher class management variables and student identity crisis variables on the students behavior digression variable in the class VII class of State Junior High School in Subrayon 4 Tebas of Sambas District.

2) t-test

The t-test was used to determine whether there was any individual influence between teacher class management variables and student identity crisis variables on student behavioral deviations in class VII grade students of State Junior High School in Subrayon 4 Tebas, Sambas District.

The results of this calculation can be seen in the Table IX.

TABLE IX
 PARTIAL TEST (T-TEST)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1						
	(Constant)	39.602	3.850	10.286	.000	
	Teacher Class Management	.302	.046	.580	6.543	.000
	Students Identity Crisis	.266	.098	.242	2.731	.007

a. Dependent Variable: Student Behavior Deviations

By comparing the value of t count with the table for each variable, the following results are obtained:

- a) t count teacher class management variables > t table (6.543 > 1.980). This means that Ho1 is rejected, so it can be concluded that: There is a significant effect of teacher class management on behavioral deviations in class VII students in the state junior high school class in Subrayon 4 Tebas Sambas District.
- b) t count the student identity crisis variable > t table (2,731 > 1,980). It means that Ho2 is rejected so that it can be concluded that: There is a significant effect of an identity crisis on behavior digression of class VII students in the State Junior High School class in Subrayon 4 Tebas, Sambas District.

d. Coefficient of Determination

The coefficient of determination analysis is used to see the relationship, and the magnitude of the role of each independent variable in this study is teacher class management and student identity crisis in influencing the dependent variable in this study is the deviation of student behavior.

Based on the statistical test results it is known:

- 1) The coefficient value of the teacher class management variable (X1) is 0.580
- 2) The coefficient of identity crisis variable (X2) is 0.242
- 3) The constant value is 39.602

From these values, the multiple linear regression equation is as follows: $Y = 39.602 + 0.580 (X1) + 0.242 (X2)$. Based on the regression line equation shows that the ratio of variable Y will increase respectively by 0.580 / unit if X1 increases by one unit, Y will increase respectively by 0.242 / unit if X2 increases by one unit. Furthermore, the price of 39.602 for students behavior digression cannot be explained due to other factors, or other variables.

e. Significance Test

Each variable has a regression line coefficient value can be seen in the following table:

TABLE X
 TEST FOR SIGNIFICANCE OF REGRESSION LINES

Variable	Beta	Standardized Coefficients Beta	t	t tabel
X1	0,302	0,580	6,543	1,980
X2	0,266	0,242	2,731	1,980

From Table X above it can be seen that the two regression line coefficients, namely a1 (0.580) and a2

(0.242) have a significant relationship with the deviation of student behavior. Thus, if the significance of each variable is sorted in relation to student behavior digression are X1 and X2.

B. Discussion

1. Effect of Class Management on Student Behavior Digression

This finding shows that teacher classroom management influences student behavior digression. In line with the opinion expressed by Djamarah and Zain (2006) that, class management is an effort to utilize the potential of existing classes as optimal as possible to support the process of educative interaction to achieve learning goals. Class management (management) is not only in the form of class arrangements, physical facilities, and routines

The learning process carried out with effective classroom management is an absolute requirement for the creation of an effective teaching and learning process. The inability of teachers to conduct classroom management when the teaching and learning process in the classroom causes the failure of the teacher to achieve learning goals. The teacher is not just going to class to deliver learning material to students, but the teacher must also be able to organize and manage his class to make the learning climate pleasant

Conducive learning atmosphere in the classroom with classroom management in accordance with the guidelines carried out by the teacher will be able to provide calm and comfort for students in learning and can provide student behavior in a positive direction. The life of students in the community will more or less greatly influence the learning climate in the classroom. To be able to overcome this that can provide opportunities for behavior digression of students in the classroom, for that teachers must be able to organize and manage classes in learning activities to be a conducive and effective class.

The teaching and learning process carried out in the classroom that occurs interaction and communication between teachers and students, between students and students will produce goals that have been set together will be achieved if the classroom management carried out by the teacher can be implemented properly. Of course, there is good cooperation and mutual support between all involved in the class.

The teaching and learning process that occurs in the classroom is a necessity that needs to be managed and structured well and correctly to be able to produce student behavior that does not lead to a negative character. Class management is a very important factor in determining educational success. With good class management during the teaching and learning process will be able to know all the desires and needs of students, and will be able to avoid and reduce the conflicting behaviors in the lives of students in school.

To make a high-disciplined and quality school certainly begins with conducting teaching and learning activities that occur in the classroom. Teachers who guide students in the classroom act as managers able to prepare good plans and organize or manage good classes and focus and concentrate on every activity carried out in the classroom.

Class management that runs effectively in the classroom and can invite students to work together, of course, to achieve goals from those that have been agreed upon together will be achieved. The learning process that runs effectively and the teacher is able to influence all students in the class to work together in achieving the same goals will be able to create a high-disciplined and quality school.

Teachers in carrying out their duties and functions as facilitators who share knowledge with students and socialize, and communicate that takes place in the classroom are carried out with good management which will certainly be able to influence students for a better direction. By conducting class management both in the teaching and learning process, of course, it will be able to change students' behavior towards a better direction and students will not do actions that violate the rules that have been set in school.

Good classroom management carried out by each teacher who conducts teaching and learning activities in the classroom at school will have a positive impact on students who participate in these learning activities. Teachers who conduct good classroom management will always give full attention to their students and what empathy is experienced by their students.

Increasing the mastery of classroom management to teachers in schools is the main target in creating highly disciplined schools and reducing negative behavioral deviations. The implementation of teaching and learning processes in quality classes in order to develop the potential of students to become human beings who believe and devote to God Almighty have noble character, are healthy, knowledgeable, capable, creative, independent and become responsible citizens.

Students' behavior digression in the classroom can be due to factors in the student or classroom management of the teacher in the class that are less effective, so they are unable to adjust to the state of the classroom environment. And it can also be factors outside the student's self such as the influence of friends, looser school discipline, school facilities and infrastructure that do not meet the requirements, curriculum, teachers and so forth.

Behavioral deviations that usually occur in schools if not immediately addressed will make the results of learning that are not qualified, create graduates who are less moral and will even further threaten the lives of generations to come and the social order of society in general. The hope of all parties is how to overcome, reduce and even eliminate student deviations in order to produce quality education and future generations who

are dignified to protect, preserve and develop national culture and noble character in the governance of school life.

From the results of this study, there has been a significant effect of teacher class management variable (X1) on the variable student behavior digression (Y) where the tcount value reaches 6.543 with a significance value of 0,000. Student behavior digression is centered on the many rules and norms that are violated and are not compliant to be implemented.

Efforts to overcome and reduce these deviations depend on the accuracy of classroom management carried out in the learning process in the classroom and the suitability of what is expected by students. In this case, the behavior digression carried out by students in the classroom can be overcome by doing the teaching and learning process in the classroom by doing good classroom management and arranging students according to what they expect.

To reduce and overcome students behavior digression in this class, good class management is needed to be able to create an effective learning atmosphere and work well together in order to achieve the expected goals together. From the findings in this study based on analysis of data processing with calculations using the SPSS program relating to the relationship of independent variable teacher class management (X1) has a correlation with the dependent variable of student behavior digression (Y) shows a strong correlation.

With a correlation coefficient of 0.763 and a significant value of $0.000 < 0.05$, it means that the better the classroom management of teachers in the teaching and learning process in the classroom, the more able to overcome the deviations of student behavior that is negative. Based on the results of the research conducted by the author, that the contribution of teacher class management to behavioral deviations in class VII of State Junior High School in Subrayon 4 Tebas, Sambas District reached 58.00%. This means that this study shows that there is significant influence between the management of the teacher class on students' behavioral deviations in the seventh-grade students of the State Junior High School in Subrayon 4 Tebas, Sambas District by 58.00% and the remaining 42.00% influenced by other factors outside the research.

2. Effect of Student Identity Crisis on Behavior Digression

The results showed that there was significant influence between student identity crisis and behavioral deviations. This means that the better the teacher reduces the student's identity crisis in the teaching and learning process, guiding and directing students and by serving students who can provide satisfaction, it will reduce the deviation of student behavior.

In the learning process, developing student's interest and the willingness of students to learn is absolutely done by the teacher, by opening the students' insight to self-confidence in learning. Students who, in their learning, lack trust in their abilities will cause students

to lose their identity and will experience a prolonged identity crisis.

Identity formation has actually begun from childhood, but in adolescence, he accepted new dimensions because of dealing with physical, cognitive, and relational changes (Grotevant and Cooper, 1998). According to (Erikson, 1968) identity crises are times of intensive analysis and exploration of various ways of looking at oneself.

Sousa in Bluestein (2013: 31) states that schools and classrooms are environments with certain needs because different personalities gather together in a limited area, where these individuals are expected to interact according to established regulations based on social behavior and general emotional acceptance. From the findings in this study based on analysis of data processing with calculations using the SPSS program relating to the relationship of independent identity crisis variables (X2) has a correlation with the dependent variable behavior digression (Y) shows a strong correlation. With a correlation coefficient of 0.682 and a significant value of 0,000 <0.050. This means that the better reducing the student identity crisis in the education process in school, the less deviant student behavior. Based on the results of the research conducted by the author, that the contribution of the student identity crisis to the student behavior digression in the class VII class of State Junior High School in Subrayon 4 Tebas, Sambas District reached 24.20%. This means that this study shows that there is significant influence between the student identity crisis on students' behavioral deviations in the class VII grade of the State Vocational School in Subrayon 4 Tebas, Sambas District by 24.20% and the remaining 75.60% is influenced by other factors outside the research.

3. Effect of Teacher Class Management and Student Identity Crisis Together on Students' Behavior Digression

The results in this study indicate that there is a significant relationship together between teacher class management variables and student identity crisis towards student behavior digression. This means that good and well-planned teacher class management and student identity crises can be overcome in the learning process will create good quality schools and also have a positive impact on student behavior.

Priyanto, Bahari, and Parijo (2013) examined the "Behavior digression of Class X Students at Rasau Jaya 1 Public High School in Rasau Jaya District, Kubu Raya District". Rasau Jaya Subdistrict, Kubu Raya District, namely: factors from within students (internal factors), namely students cannot adjust to the environment or school conditions. Factors from outside the student (external factors), namely: the influence of friends, loosening of school discipline, giving sanctions that are not in accordance with existing provisions, school buildings that do not meet the requirements (no fence), because they observe behavior digression by others

(other students) and the learning style applied by the teacher is less attractive.

The principal in carrying out leadership tasks is to fulfill the infrastructure needed in the learning process in the school and the teacher in carrying out the task of giving and delivering the subject matter included by directing positive student behavior. In a joint effort to achieve goals that have been set, it can be achieved by providing services in an effort to meet the needs of students in learning, and the teacher also conducts good classroom arrangement and creates a pleasant and interesting learning atmosphere.

From these findings, both separately and jointly there has been a significant influence between variables X1 and X2 on Y. This means that this research implies that teacher classroom management is very important in managing, managing learning in the classroom and also by paying attention to and reducing identity crisis students will encourage students to be better at behaving in school.

Based on the results of the study it can be found that teacher classroom management and student identity crisis has a significant effect on student behavior digression with a contribution of 60.80%. This shows that the percentage of the influence of the independent variable (teacher class management and student identity crisis) on the dependent variable (student behavior digression) is 60.80%. While the remaining 39,200% is influenced by other factors outside of this study, therefore, it can be concluded that there is an influence of teacher class management and identity crisis on student behavior digression of 60.80%.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of data processing, it can generally be concluded that teacher classroom management and student identity crisis significantly influence students' behavioral digression in the VII grade of State Junior High School in Subrayon 4 Tebas, Sambas District. This influence can be illustrated from the simultaneous test conducted where the significance value for the F value is smaller than 0.05, which is 0, 000 and F count of 17,016 is greater than Ftable of 3,07. Therefore, both the teacher class management variables and the student identity crisis jointly influence the behavioral digression variables of students studying in the VII grade of State Junior High School in Subrayon 4 Tebas, Sambas District.

B. Suggestion

By knowing whether there are simultaneous or partial influences between teacher class management variables and student identity crises on students' behavioral deviations in the teaching and learning process in the seventh grade students of State Junior High School in Subrayon 4 Tebas Sambas District, then there are some suggestions that

researchers can convey in connection with the following findings:

1. The teacher is expected to pay attention to the needs of the students.
2. The teacher can plan in arranging the class and knowing the identity crisis experienced by students.
3. All teachers can be used as figures or models by students in the school environment to provide good quality of learning outcomes.
4. Well planned class management carried out by teachers can change the attitude of good learning to students and create an good learning atmosphere that expected to realize the goals set.
5. Researchers who are interested in conducting research are advised to conduct research:
 - a. Similar to the same object with other independent variables that are expected to affect student behavior digression.
 - b. Qualitatively in order to be able to provide clearly and in detail the factors that can influence student behavior digression.

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