

CLASS MANAGEMENT IN LEARNING

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Abstract

The teacher's role is very important in the creation of successful learning and the achievement of learning objectives. In the classroom, teachers not only teach but also have skills in classroom management. Classroom management is the duty and responsibility of a teacher in the classroom. Classroom management is useful for creating and maintaining an atmosphere and conditions in the class and restoring class conditions to be optimal. The intended condition is a comfortable, safe, and pleasant condition that is felt by students and teachers. Classroom management which emphasizes on how to manage existing individuals will be more helpful and support personal development, both personally for students and personal teachers. Classes that are managed in this way, students will not only develop intellectually, but also affective, conative, and social aspects.

Keywords– Class, Management, Learning.

1. Introduction

Teachers have a very big contribution to the success of learning in schools. Teachers play a very important role in helping the development of students to realize their life goals optimally. In the classroom the teacher carries out two main activities, namely teaching activities and classroom management activities. Teaching activities are essentially a process of regulating, organizing the environment around students.

Classroom management is one of the essential skills of an effective teacher. Classroom management is not only in the form of classroom settings, physical facilities and routines. Classroom management activities are intended to create and maintain a classroom atmosphere and condition. So that the teaching and learning process can take place effectively and efficiently.

Afriza in (2014) states "The problem faced by teachers, both beginners and experienced is class management. Classroom management aims to create a conducive classroom atmosphere to improve the quality of learning. Classroom management is the task and responsibility of the teacher by empowering all the potential in the classroom for the continuity of the learning process. This means that every teacher is required to professionally manage the class so as to create a conducive classroom atmosphere from the beginning to the end of learning. The creation of a conducive classroom atmosphere to support an optimal learning process requires the teacher's ability to know, understand, choose, and apply an approach that is considered effective in creating a conducive classroom atmosphere to support an optimal learning process.

Classroom management is various types of activities carried out by teachers with the aim of creating optimal conditions for the learning process to occur. It is also necessary to strive for a class management with a new perspective. Classroom management is not just on technical matters or involves mere strategy, but is more about the personal factors of students in the class. Classroom management cannot be separated from the human aspect of the learning process.

Classroom management which emphasizes on how to manage existing individuals will be more helpful and support personal development, both

personally for students and personal teachers. Classes that are managed in this way, students will not only develop intellectually, but also affective, conative, and social aspects.

2. Method

This study uses a literature study, meaning that this study is the main part of research sourced from daily and reference posts and other sources obtained from novels, government papers and conference materials. According to Cresweel (2010), a literature review is needed to share data with readers about the results of research related to the research being tried when researchers mix research with existing literature and fill in the parts that have not been previously available. Literature research can also pursue various references and similar research results that are useful for obtaining a theoretical basis for the problems to be studied by Sarwono (2006). This literature study means a method of gathering information by carrying out a study of novels, literature, notes, and various reports relating to the problem that Nazir wanted to solve (1988). In contrast, for other experts, library research is theoretical studies, references and other scientific literature related to culture, values and norms that grow in the social atmosphere studied by Sugiyono (2012).

This library research method is used to develop concepts regarding Classroom Management which will later be used as a foothold in developing practical steps as an alternative to class management in classroom learning. According to Kuhltau (2007) the steps of this literature study are as follows:

- a) Topic Selection
- b) Information Exploration
- c) Determine research focus
- d) Collection of data sources
- e) Preparation of data presentation
- f) Report Setup

3. Result and Discussion

a. Definition of Class Management

Class management consists of two words, namely the word management and the word class. In defining the term classroom management, it is necessary to look for the definitions of the two words. The word management has the same meaning as management in English, then in Indonesian it becomes management. For Sagala (2010) management is a series of activities to efficiently utilize all energy sources to achieve a goal. Classroom is a room that is limited by 4 cubicles where students gather to explore the educational process. So, classroom management is managing or managing whatever is in the classroom in order to achieve a goal, the goal in classroom management is to create a conducive class, comfortable, safe class, both for teachers and students.

According to Djamah (2000) classroom management is a teacher's skill in producing and maintaining optimal learning conditions and returning them if there are obstacles in the educational interaction process. Classroom Management refers to the skills and strategies that teachers use to control instruction and optimize the productive use of their instructional time. In a well-managed classroom, student attitudes do not often interfere with the achievement of instructional goals (Bohn in Moreno, 2010). Poor classroom management occurs when students harass or do not do assignments and education does not occur.

b. Class Management Goals

According to Faturrohman (2007) the purpose of classroom management is to improve the quality of education. The quality of education will be achieved, if the educational goals are achieved. For (Usman, 2002) classroom management has 2 goals, namely general goals and special goals. The general purpose of classroom management is to provide and use learning facilities for various teaching and learning activities in order to achieve good results. Meanwhile, the specific goal is to increase students' skills in using learning tools, provide conditions that allow students to work and learn, and

help students to get the desired results. For Sartika (2014) skills and expertise in managing the classroom in a good teaching and learning process will produce an atmosphere that allows children to learn.

c. Successful Class Conditions

A successful learning environment is not one where students are set up to be calm and orderly, but one where their voice and demeanor serve an educational purpose. Therefore, we should not conclude that a quiet classroom is a hallmark of successful management. On the other hand, we should consider whether the management systems we use in our classrooms are conducive to the education and motivation of all students.

Successful classes, produce students who are smart and with character. When the class has been managed successfully by the teacher, it will have an impact on student achievement which will increase. Class conditions at the time of learning are conducive and students understand what is conveyed by the teacher. A successful classroom environment is one of the supports for increasing student achievement in learning.

Efficient classroom management optimizes student learning opportunities (Evertson in Moreno, 2010). Management that promotes student passivity and compliance with external requirements, on the other hand, limits student involvement and large-level thinking (Charles in Moreno, 2010). Emphasizing Classroom management in teacher learning is very important because changes in our community and schools introduce management issues that continue to be challenging and serious.

d. Creating a Successful Class Environment

The special skills that teachers have in creating good classroom conditions can help teachers prevent problems that occur in the classroom. When the teacher is not able to take responsibility and manage the class well, many problems are likely to occur in the class, such as: fights between students, students going in and out during learning hours, and also students not understanding what the teacher is explaining in front of the class. Creating a

successful classroom environment requires a precise strategy that must be designed by the teacher.

According to (Moreno: 2010) there are six skills and strategies of teachers in creating a successful classroom as follows:

a. Planning

Good planning minimizes problems that will occur in the classroom. In addition, a well-developed plan helps teachers save time by preparing materials and content to be given to students. Before the teacher teaches and manages the class he teaches, the teacher should make a good plan, a well-developed plan has the following characteristics:

- (a) In accordance with the Learning Objectives.
- (b) Have related learning experience.
- (c) Take into account the diversity of needs, interests, and goals of students.
- (d) Flexible, many unexpected things will happen outside of a teacher's planning when teaching.

b. Organization

In classroom management, the teacher functions as a leader in the class, the leader must have good organizational skills. Teachers with good organizational skills, such as using instructional time well in preparing teaching materials for their lessons, and improving routines and procedures for dealing with typical classroom business, also tend to avoid classroom management problems.

c. Sensitivity

A sensitive teacher is a teacher who pays attention to everything that happens in the classroom. Teachers who already have this skill can pick up on students' cues that will cause problems, before the problem arises the teacher has prevented this. Examples of students who are chatting with their seatmates when

the teacher teaches in front of the class, the teacher can reprimand the student, or can be in a subtle way, namely walking towards the student who is talking together by explaining the material, so that students are aware that the behavior is not liked by the teacher and can change it.

d. Overlapping

According to Moreno (2010), the ability of a teacher to cope with the problem of student attitudes without disturbing learning instructions is referred to as overlapping. Overlap helps teachers optimize time on assignments and is closely related to class discipline and achievement. An example of this overlap is when the teacher is explaining the material in front of the class, all students pay attention except one student who is using his cellphone when the teacher explains in front of the class, without stopping the explanation the teacher walks to the student's desk, to make students aware of the teacher's presence. who is explaining the material.

e. Adapt

Adapting here means that a teacher instructs something to be assigned to students by considering the diversity of students and student needs. Whatever happens in the classroom, the teacher can adapt quickly, so it doesn't interfere with the teacher's learning in the classroom.

f. Leadership

In classroom management, the teacher acts as a leader in the class. Teachers who have skills as good leaders can make the class well controlled, besides that it produces smart students with increased achievement. The success of a teacher cannot be separated from how to manage the class well. Teachers who can put what leadership methods will be applied in the classroom, there are times

when teachers use authoritarian leadership, there are also times when teachers use democratic leadership.

4. Conclusion

Classroom management is the teacher's skills and expertise in managing the classroom in order to create a conducive atmosphere and return an unconditioned situation to being well conditioned. Teachers play an important role in creating successful learning in the classroom. The success of learning can produce students who are smart and with character, besides that it can improve student achievement. In good classroom management, it is not only the teacher in the class who handles it, but the teacher can work with school personnel as well as the class apparatus.

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