

TEACHER'S STRATEGY IN CREATING EFFECTIVE CLASSROOM MANAGEMENT

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Abstract

This article discusses Teacher Strategies in Creating Effective Classroom Management using references from relevant literature studies. Classroom management refers to the skills and strategies used by teachers to optimize learning in the classroom. Classroom management principles that can be used include; a) Warm and enthusiastic, b) Challenge, c) Varied, d) Flexibility, e) Emphasis on positive things, and f) Instilling self-discipline. The principles of classroom management can be implied by the teacher in the learning process. The Implementation Strategies for the Principles of Class Management are: a) Exemplary, b) Habituation, 3) Starting stories or examples, d) Applied through the curriculum.

Keywords– Teacher strategy, Classroom Management, Effective

1. Introduction

The rapid development of science and technology (IPTEK) currently has a great influence on various aspects of life, whether political, economic, socio-cultural and educational. In order for its development to increase in quantity and quality, of course, it requires quality human resources (HR). In this case, the role of education is very necessary, because the increase in knowledge, attitudes and human skills is obtained through the educational process.

The process of developing quality human resources has been stated in the National Education System Law Number 20 of 2003, namely education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state. The reality in the field is that teachers in teaching do not use learning media but only emphasize the lecture method and do not pay attention to the principles and steps of learning activities that can improve student learning outcomes, therefore learning media are needed that can improve teacher performance in order to develop educational information.

Media Learning Media for now is not a new thing that we admit is very helpful for teachers in finding learning resources quickly and easily to be accessed, let alone by teachers by the community it is also very easy. The purpose of this study was to find out the efforts of teachers at SDN Karangwulung III, Wonosalam District, Jombang Regency in improving performance through the use of Learning Media media and find out whether discussions can improve teachers' abilities in using learning media media at Karangwulung III State Elementary School, Wonosalam District, Jombang Regency in 2016.

The success or failure of students in learning can occur because it is influenced by the learning strategies carried out by the teacher. The strategy can be in the form of classroom management activities that must be carried out by

teachers in the classroom with the aim of creating an optimal atmosphere or condition during the teaching and learning process in the classroom.

A successful learning environment is not a classroom condition in which students have managed to become calm and orderly, but a successful learning environment is a classroom condition in which their voices and behaviors serve the purpose of learning. Therefore, we should not conclude that a quiet class is a sign of successful management. Instead, we should reflect on the management methods we use in the classroom whether they are conducive to learning and motivate all students (Moreno, 2010).

For this reason, in the implementation of teaching and learning, teachers need to have various skills in teaching, such as appropriate teaching and learning strategies. Dardjo in Suryana (2006) reveals that there are three important things that must be put forward by a teacher in dealing with a situation. These three things are; Steady personality, broad insight, and adequate professional ability. So that teachers can carry out classroom management effectively.

In this article, the author wants to analyze the teacher's strategy in creating effective classroom management, which includes the definition of classroom management, classroom management objectives, classroom management principles, strategies for implementing classroom management principles, things to avoid in classroom management.

2. Method

This article discusses the teacher's strategy in creating effective classroom management, the method used is literature research which intends to explain the content of the material clearly, the main material in the analysis of this literature review is about definitions, objectives, principles, implementation strategies principles, things to avoid

3. Result and Discussion

a. Definition of Class Management

Moreno (2010) Classroom management refers to the skills and strategies teachers use to organize instruction and maximize the use of their productive teaching time. Classroom management is an effort carried out by teachers, which is related to a planning, regulation, and optimization of various educational resources, materials, and facilities in the classroom to produce efficient and quality educational activities for students. (Widiasworo, 2018).

In classroom management itself there are two very significant components, namely teachers and students. The teacher in carrying out his role does not only act as a transmitter of lesson modules, but can also act as a class manager. Students are placed not only as objects that are the target of education, but also can be positioned as dynamic subjects and participate in classroom management processes or activities (Suryanti, 2021).

b. Class Management Goals

Afriza (2014) describes the objectives of classroom management as follows:

- 1) So that learning can be applied optimally and what is to be achieved from learning can be achieved or realized effectively and efficiently;
- 2) In order to provide fluency when monitoring student progress in their lessons;

Widiasworo (2018) explained that the purpose of classroom management is to create an atmosphere and condition, provide maximum learning facilities and activities for students in the classroom so that students can learn more efficiently and with quality. Classroom management is not only about the state of the classroom and its facilities, but also on the emotional and intellectual aspects of students. These things really need to be planned effectively by the teacher so that learning activities in the classroom do not become boring classrooms for students, but can increase enthusiasm and motivation to study harder.

c. Classroom Management Principles

Class management principles that can be used include; a) warm and enthusiastic, namely the teacher can be familiar with students, b) challenges, challenging things can increase enthusiasm for learning c) varied, the use of tools or media can reduce the emergence of obstacles d) flexibility, such as teacher behavior in teaching e) Emphasis on positive things, and f) Instilling self-discipline (Djamarah & Aswan, 2002).

d. Strategy for Implementation of Classroom Management Principles

In connection with the explanation of the principles of classroom management above, the teacher can implicate them in the teaching and learning process as follows: a) Exemplary, b) Habituation, 3) Starting stories or examples, d) Applied through the curriculum (Afriza, 2014)

1) Exemplary

Exemplary is an example given by one person to another.

2) habituation

This habit can be interpreted when practicing everything continuously so that it becomes a common thing.

3) Through stories or examples

Learning becomes meaningful and easy for students to understand when the teacher explains the material by showing examples that match the material.

4) Applied through curriculum

When practicing a curriculum in each subject, the principles of classroom management can be applied.

e. Things to avoid in managing class

Hamzah (2020) In order to be able to manage classes efficiently, it is necessary to avoid things that tend to cause obstacles during the learning process, namely the following:

1) Teacher intervention that goes beyond the limits.

When learning activities take place, the teacher should not hold activities or explain something that will disturb students.

2) Silence.

Silence means a state of silence, and occurs for so long, running out of ideas, or forgetting the steps in the lesson will cause students' minds to wander, wander, and interfere with the effectiveness and smoothness of learning.

3) Deviations.

These deviations can disturb the smoothness of student learning activities. There is an inaccuracy in starting and ending activities.

4) Long-winded.

The teacher's words tend to be repeated, making students not focus on the things the teacher is talking about.

4. Conclusion

Classroom management can be concluded as a teacher's business related to planning, organizing, and maximizing various sources, materials, and learning facilities in a class and the purpose of classroom management is to provide effective and quality learning activities for students.

The principles used in classroom management include; a) warm and enthusiastic, namely the teacher can be familiar with students, b) challenges, challenging things can increase enthusiasm for learning c) varied, the use of tools or media can reduce the emergence of obstacles d) flexibility, such as teacher behavior in teaching e) Emphasis on positive things, and f) Cultivating self-discipline From the principles of classroom management that have been described above, the teacher can implicate them in the teaching and learning process so that classroom management strategies can be carried out in the following ways: a) Exemplary , b) Habituation, 3) Starting a story or example, d) Applied through the curriculum.

In order for classroom management strategies to be carried out effectively, it is very necessary to avoid things that will cause disturbances or obstacles during the learning process, as for these things are as follows: Excessive teacher intervention, silence, deviation, and rambling.

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