

The Improvement of Teacher's Classroom Management Skill on Students' Learning Activity

Al Fiyatul Mukaromah

Department of Education Management
Universitas Negeri Surabaya
Surabaya, Indonesia
Al.18014@mhs.unesa.ac.id

Abstract—The study aims to describe the teacher's skills in classroom management of student learning activities. The research method is used, namely qualitative descriptive. The subject of this study was the teacher at elementary school Indonesia. Data collection techniques used, namely documentation studies, interviews and observations. Based on data analysis, there are results as follows: Teachers who teach both teacher A, teacher B, teacher C, and teacher D have fulfilled the five effective classroom management variables. Teacher A and teacher C have fulfilled one hundred percent of effective classroom management, teacher B has fulfilled ninety percent, and teacher D has fulfilled eighty-two percent of effective classroom management. The results of this study indicate the teacher's skills in classroom management in student learning activities at Al-Ahmad Elementary School have demonstrated competency in classroom management. The teacher is able to create and maintain effective learning conditions, and be able to develop effective learning conditions.

Keywords—teacher skill; class management; student learning activity

I. INTRODUCTION

Therefore, every teacher is required to have skills in managing class to create a conducive classroom atmosphere ranging from beginning to end of learning. Teacher interactions with students play a role in raising student-learning interests. Teaching skills is the push to look out for those things that would contribute to effective teaching and learning and replace the traditional methods of exposing teachers to classroom teaching that led to the isolation of these teacher behaviors [1]. Teacher behaviors or teaching skills were identified and isolated. These skills were then accepted as appropriate teaching skills a professional teacher should acquire for teaching effectiveness and efficiency. Suggests creativity as part of normality as part of everyday actions and ideas. This kind of creativity is necessary to facilitate effective teaching in the daily teaching-learning process where a teacher is able to overcome common problems faced by learners, such as being frightened to ask question or to do presentation, being shy to discuss within group, being hesitated to play role, and being afraid of making mistakes [2]. Therefore, teachers must be skilled and always have the tricks to make the atmosphere more enjoyable so that students' activities are not boring with creative learning activities.

Teachers are required to be skilled in the learning process because with a skilled teacher it has a positive impact on students. Demonstrated on teacher skills in teaching such as skilled teachers in opening and closing lessons, managing classes, organizing variations, questioning skills and skills in providing reinforcement that is appropriate to the student's condition then students will receive and consider the teacher to be a creative and enjoyable teacher. By the fun of a teacher for students will bring their effects as students are enthusiastic and effective in following the lessons delivered by the skilled teacher. So, it is important that a teacher's skills in the learning process in class.

The learning process includes teacher activity in student activities. Implementation of the learning process demands teachers to focus on each of his/her students, which is its biological, intellectual and psychological aspects. Therefore, there are two subject positions where the teacher acts as the teaching party as well as the key holder success of the learning process, while the student is the one who learns to be self-immature. Teacher relationships with students must be based on educating things for the achievement of the objectives.

In this case, researchers can say that there are still gaps during the learning process that occurs, can be seen when the students are asked questions by the teacher and have not been dare answered by the students and vice versa when given the opportunity to ask still no students take advantage of it. even when there is a passage they have not understood they dare not convey what they have not understood from the material that has been submitted by the teacher.

The learning process for teachers is still less interesting. It can be seen during the learning process where the teacher is still less skilled in teaching. In opening and closing lessons, classroom management is still less skilled at the sight of students who most of them are not focused and do not pay attention to the teacher. In the case of questioning and giving an exception to his student, the teacher still looks rigid and the stimulus is difficult for students to accept. Strengthening in the learning process is also less given. Variations in less-applied teaching are seen from the way of delivering learning materials where teacher learning is also a monotonous impression.

The purpose of this study was to describe how the teacher's skills in managing the class in student learning activities at Al-Ahmad Elementary School. The skills in question are skills

related to the creation, maintenance and development of optimal learning conditions.

II. METHOD

This study used qualitative methods of descriptive. The analysis used is qualitative. This is because the problem is a broad and profound phenomenon by what is happening and developing in social situations regarding teacher skills and class management.

People play an important role in the development of a nation because the key to the success of development lies in the human factor itself as the perpetrator. Therefore, it takes an education to form human beings who have knowledge, skills, high intelligence, critical, creative and have a sense of responsibility for the survival of the welfare of a nation.

Education is the most basic requirement every human being must-have, with human education being better able to develop the potential within him. Education also as a process in certain ways so that one gets the knowledge, understanding, and the appropriate behavior [3]. In a learning activity, many factors influence the student's learning activities.

Factors that can affect students' learning activities are two types, namely: internal factors and external factors. Internal factors, such as attitudes towards learning, learning motivation for students, student learning habits, student confidence, and students' ideas. External factors that can affect student activity, such as teachers as students in the teaching and learning process, facilities and infrastructure, school students' environment, assessment policies, and school curriculum.

Teaching and learning activities are key elements of education. In teaching and learning activities that take place in a class often a teacher is not able to master the class well so that the objectives of education are not achieved. Class mastery by a teacher includes two main activities, namely managing humans and physically managing. Managing human beings means a teacher should be able to manage all students well, while physically managing is the ability of teachers to utilize, organize, maintain all facilities that support the success of the learning process.

Classroom management is intended to provide students with more opportunities to learn all of the things that a teacher does to organize students, space, time, and materials so that students learning can take place [4]. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns. Teachers must deal with unexpected events and have the ability to control student behavior, using effective classroom management strategies. Effective classroom management and positive classroom climate construction are essential goals for all teachers. Classroom management is a challenge for both beginning teachers who are in their early career, but also for experienced teachers as educational context can change [5]. Teachers need to adapt to the realities of each group of students, to the changes of the organizational culture of the school or class relations and interactions or educational crises that may arise in the classroom or the school climate, to the changes in society and the progress of the school. Classroom management refers

to the action and strategies teachers use to establish and maintain order in the classroom [6].

Everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the chairs, speaking to children and handling their responses, putting routines in place (and then executing, modifying, and reinstating them), developing rules, and communicating those rules to the students. These are all aspects of classroom management. Class management is a teacher's competence that is very important to be mastered in the learning process. Teaching competency are, a set of knowledge, skills, an attitude, personality configuration and the like of a teacher that facilitate growth in students [7]. The operational definition of teaching competency derived from the characteristics of research designed in accordance with qualitative research paradigm, namely: (1) Observe teachers in managing classes in elementary school on a natural and intact state (holistic contextual) so as to get a real phenomenon occurring in class, as Instrument data collection keys; (2) Review the descriptive data and verify the data obtained empiric at the research site; (3) analysis is done descriptively. Data collected and analyzed descriptively with the research plan are (1) The study of teacher skills in classroom management on student learning activities; (2) Data collection is done with documentation studies, interviews, and observations. Learning techniques can be interpreted as a way for someone to implement specific methods. Learning techniques are the way teachers convey teaching materials written (in method) based on the approach adopted.

The technique that teachers use depends on the ability of the teacher or strategy so that the learning process can run smoothly and successfully. Learning techniques are roads, tools, or media that teachers use to direct student activities to the desired destination or be achieved [8]. The data collection techniques used are documentation studies, open interviews, and observations. Learning tactics are strategies, devices or characteristics that add playfulness into different contexts [9]. They encapsulate playful ways of doing thing elements of playful design or ways of playfully reframing activities or contexts, for example, by adding elements of humor or silliness (such as throwing a beach ball around a lecture theatre to pick the next student to answer a question), adding chance (using a wheel of fortune to allocate points) or adding elements of novelty or surprise.

III. RESULTS AND DISCUSSION

Structurally and operational implementation of school is done by the headmaster who assisted by the deputy headmaster. Besides, staff and teachers also assist school maintenance. All these components synergize the implementation of the school based on the organizational structural system in Al-Ahmad elementary school. Social interactions among teachers, teachers, and students are harmonious. This can be seen from the combination of activities carried out daily. Relationship between teachers in the teacher's room like a brother, greet each other, help and converse. Teacher relationships with students also look harmonious and there is no impression that students are afraid of teachers. It can be seen from the behavior of students who

do not hesitate to ask if there are things that are not understood either related to the lesson or outside the lesson. The relationship between students is also harmonious there is no

group or authoritarian of the class brother to the sister class, but otherwise, they are friendly without knowing the class, social status, or religion.

TABLE I. EFFECTIVE CLASSROOM MANAGEMENT

No.	Variables	Teacher A	Teacher B	Teacher C	Teacher D
1.	Teachers give assignments and directions	In grouping students by looking at their firmness and the gender. Where in each group there is a clever, medium and less clever.	In grouping students without seeing their intelligence and gender.	In grouping their gender.	In grouping students by seeing their intelligence and gender.
2.	Teachers become tutors for all children and groups	Asking students who do not ask to pay attention to questions and answers to their friends	Asking students who do not ask to pay attention to questions and answers to their friends	Asking students who do not ask to pay attention to questions and answers to their friends	Asking students who do not ask to pay attention to questions and answers to their friends
3.	Teachers know the difference between each individual.	Asking students to argue and accept each student's argument	Asking students to argue and accept each student's argument	Asking students to argue and accept each student's argument	Asking students to argue and accept each student's argument
4.	Teacher relationships with students	Showing readiness in helping students by listening to student complaints about learning and not limiting students ' time to ask.	Showing readiness in helping students by helping students in case of distress and not limiting students ' time to contact related lessons.	Showing readiness in helping students is demonstrated by assisting students, in the event of distress and not limiting students ' time to contact related lessons.	Showing readiness in helping students by helping students in case of distress and not limiting students ' time to contact related lessons.
5.	How teachers arise student learning interest.	By giving praise and active value	By giving active value	By giving praise and active value	By giving praise

Classroom management performed on learning is effective in table 1. In the table shown that teachers give assignments and referrals, teachers become tutors for all students and groups, teachers know the difference of each individual, teacher relationship with students and how to arouse the learning interest of students. Of the five indicators of teacher A, teacher B, teacher C, and teacher D are effective but must be improved.

Variable 1, in providing referrals and assignments, teacher A, teacher C, and teacher D will divide it by gender. Each group will be divided into both women and men. This is done because it is seen from the interests and learning spirit. Also, the division of tasks will be equal if viewed from the ability. Teacher B will free the students. It is less precise because there will be a lack of responsibility of students in the Group and the Division of tasks in one group is not divided according to ability.

Variable 2, in being a tutor to all students, either teacher A, teacher B, teacher C, teacher D will share his attention to all students. Teachers will invite students who are not asked to pay attention to students ' questions and answers. So, the teacher will notice all the students in the class and not focused on one student.

Variable 3, the three teachers will know each individual's differences by arguing. From a student's argument, the teacher will know whether the student understands or is not going to lesson and absorbent in learning.

Variable 4, the relationship between teachers and students is very good. Can be seen from teacher readiness in assisting students, hearing student complaints and not limiting students ' time to ask.

Variable 5, in generating interest in learning the teacher will give students a compliment and a value of the activity. This praise and active value make students eager to answer and value-added.

From the results of the research above, the results of the research of the teachers in Al-Ahmad elementary school can manage classes such as those related to research, both those related to research funding and optimal learning care. from optimal (repressive) learning conditions. This is supported by research [10], namely the skills of teachers in managing classes in craft learning and entrepreneurship at Singaraja 1 state high school. The difference between this research and previous research is the different characteristics of each student, each teacher is required to be able to read and understand the characteristics of students to make it easier to agree. Class management skills seen by teachers in Al-Ahmad elementary school can show responses, pay attention, provide clear instructions, provide reinforcement, punch, increase student motivation and connect students. Learning problems are specific problems experienced by students and the processes carried out by individuals to get behavioral changes [11]. The teacher's barrier in student classroom learning activities, namely media learning in learning and the number of students in the class.

IV. CONCLUSION

Based on the research data and that has been outlined it can be concluded that the research to find teachers' skills in class management of student learning activities in Al-Ahmad elementary school is effective. Teachers who teach both A teacher, teacher B, teacher C, and teacher D have already fulfilled the five effective class management variables.

In Addition, the teaching skills already owned by the current teacher although already in the good category but still need to be more enhanced to be applied in the learning optimally to achieve a quality learning process.

Moreover, the headmaster be more frequent to control each teacher's meeting with students in the classroom in the teaching and learning process, and often supervising each teacher so that the skills or basic skills of teaching can be more increase again for the future.

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