

Improving Classroom Management Competence

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Abstract—The present study was aimed at examining the improvement of classroom management competence through the simultaneous effect of superior's perception, work-orientation, and self-development. It is a quantitative research design in which 82 teachers as the population taken from Diponegoro Dampit Education Foundation, East Java, Indonesia. The population comprises early childhood education (2 teachers), kindergarten (7 teachers), elementary school (12 teachers), junior high school (31 teachers), and senior high school (30 teachers). They gave responses on the distributed questionnaire including superior's perception (23 items), work orientation (14 items), self-development (11 items), and management competence (25 items). The total sampling technique was used because all populations were taken as respondents. Data were analyzed using F-test (Tests of Between-Subjects Effects) in order to check the main and interaction effect of all the predictors. Based on the result of ANOVA, there was a simultaneous significant effect of superior's perception, work-orientation, and self-development toward classroom management competence. However, there was an only interaction effect between the superior's perception and self-development. In short, the classroom management competence was not only influenced by superior's perception and self-development but work-orientation as well though the difference was not significant. Therefore, teachers and educational practitioners are recommended to consider those three variables, and the implication for future researchers is that they notice the superior's perception and self-development more than the work orientation.

Keywords—classroom management competence, self-development, superior's perception, and work-orientation

I. INTRODUCTION

Good classroom management is the most important part of learning activities. In carrying out learning, it is hoped that the teacher will be able to manage the class as well as possible and create conducive conditions so that students can learn well. However, in reality there are still many teachers who are not

optimal in managing the classes they are teaching. The learning process that occurs in schools still uses a learning approach that does not pay attention to the needs and potential development of students, and tends to be very theoretical, the role of the teacher is still very dominant (teacher centered), and the teaching style tends to be one way.

The teaching and learning process applies teaching skills well becomes the expectation of a teacher. Based on the results of preliminary observations made by researchers at Perguruan Diponegoro Dampit, teacher classroom management skills in learning are still very low. It is, among other things, the incident with the teacher's lack of attention in inappropriate student behavior. Teachers have not been able to develop the material well. Teachers tend to use two to three books as a guide in the learning process. The teacher also still interacts in giving questions and answers or responses to students' questions. The teacher has not been able to meet the requirements of the students' attention. Teachers are only still using books to assign their students. The teacher considers presenting the material just by seeing one or two people who clearly understand without caring for the other students. The teacher is still unable to manage students who reject answers for fear of mistakes and shift the question to those who can answer them. Teachers are also lacking in making a lesson plan. Therefore, based on the explanation above, it can be concluded that the teacher is still not able to manage his class well. The teacher is still working in a way that carries out routine tasks regardless of the fun-instruction activity.

Classroom management is a challenge faced by teachers. A teacher will be well recognized by students, other teachers, schools, and parents if the ability to manage the class is also good. The ability to manage a good classroom, namely by handling learning, creating an orderly learning environment, and dealing with various problems and student behavior [1].

Teachers must have several skills acquired from a training process from a competent educational institution linked to further education and training after completing the study of personnel education institutions. Teacher's skills in the teaching and learning process are (1) skills to open and close the class, (2) skills to explain, (3) skills to ask questions, (4) skills to provide reinforcement, (5) skills to use learning media, (6) skills to guide small group discussions, (7) class management skills, (8) variety skills, and (9) skills to teach individual and small group teaching skills [2].

Perception is the experience of objects, events, or relationships obtained by inferring information and interpreting messages. The low level of teacher perceptions of superior leadership can affect teachers in management and teachers who are good at perceiving superiors usually have good class management abilities [3]. These perceptions are influenced by how the pattern and the way school leaders lead. Asmaradita [4] found that there is a simultaneous significant relationship among the quality of interaction between superiors and subordinates, intrinsic motivation, and organizational citizenship behavior. The low level of perceptions on teachers about the leadership of school principals might be influenced some factors. 1) the lack of commitment of school principals to improving the quality of teaching, 2) the inadequacy of determining school programs and policies, resulting in suboptimal work results, 3) inappropriate placement of teachers with the potential and abilities possessed in teaching and learning activities, 4) the lack of motivation of the principal towards teachers so that it can affect in carrying out school duties and programs, and 5) the lack of strengthening the principal towards teachers for the success that has been achieved [5].

Work orientation is the meaning of a job for an individual based on his expectations which are manifested in his work. According to Mulyasa [6], teachers will work seriously if they have high motivation in terms of interest, attention, and participation at work. The higher the teacher's motivation the better the quality of learning. High teacher motivation will make teachers work better to achieve better quality processes and learning outcomes [7]. Therefore, the low teacher work orientation is influenced by several things. 1) The attitude of coworkers is not good, 2) The atmosphere of the workplace is not conducive, 3) The distance between the house and the work place is far away, 4) Transportation to work is difficult, and 5) The personal desire of the teacher who only teaches [8].

Self-development is a non-formal activity carried out on purpose. Low self-development of teachers is influenced by several things. 1) The desire to attend training / seminars / workshops is still lacking, 2) The desire to continue education to a higher level is still lacking, and 3) Participation in professional organizations is still low [9].

Studies on the classroom management skills have been carried out by researchers to date. However, they have different subject and object of the study as their predictors. First, Kayikçi [10] conducted a study on the effect of classroom

management skills of elementary school teachers on undesirable discipline behavior of students and found classroom management important predictors in the disciplinary behavior. Second, Djigic [11] examine the relations between teachers' classroom management styles, satisfaction with classroom climate and students' school achievement involving 273 primary school teachers. They found that both teachers and students are the most satisfied with the classroom climate which is created by teacher-interactionist. Students' achievements were at its highest when the teachers practiced interactionist style, and at its lowest when the teachers were interventionists. Third, Adeyemo [12] examine the relationship between effective classroom management and students' academic achievement I physics subjects for secondary school. He found that effective classroom management skills or techniques have strong and positive influence on student achievement in physics. Fourth, Jennings [13] investigated the impacts of the CARE for Teachers Program on Teachers' Social and Emotional Competence and Classroom Interactions involving 36 urban elementary schools and 224 teachers. They found that CARE for Teachers is an effective professional development both for promoting teachers' social and emotional competence and increasing the quality of their classroom interactions. Fifth, Murray [14] investigated teacher and student effects of the Incredible Years Teacher Classroom Management Program (IY-TCM) for early elementary school involving 91 teachers and 1192 students. They found that there was a significant positive impact of the intervention on observed classroom climate, which is notable given teachers' high baseline scores on the CLASS. Therefore, teacher need for professional development related to classroom management and social-emotional supports. Finally, Fauth [15] investigated the effects of teacher competence on student outcomes in elementary science education focusing on mediating role of teaching quality. They found that teacher competence (pedagogical content knowledge, self-efficacy, and teaching enthusiasm) was positively related to students' interest; self-efficacy was positively related to student achievement.

Having a good look at those previous research findings mentioned earlier, as authors of the present study, we consider that it is still necessary to conduct a research focusing on the classroom management competence for some reasons. Firstly, the previous studies were mostly done at primary school and primary teachers and students become the target audience while the present study involves not only primary teachers but secondary and senior high school teachers as well. Secondly, none of the previous researchers utilize perception on superior behavior to measure the classroom management skill as it is in the present study. Thirdly, work orientation as predictor is also seldom practiced, and finally, teacher professional development is still required to be investigated and the simultaneous effect among predictors (perceptions of superior behavior, work orientation and teacher self-development) as an implementation of classroom management skills still need to be done due to the fact that they not only beneficial for elementary school teachers but for senior high school instructors as well. Therefore, the problems to be studied are as follows. 1) Do

perceptions of superior behavior, work orientation and self-development affect the ability of classroom management? 2). Does the perception of the supervisor's behavior affect the ability of classroom management? 3). Does work orientation affect the ability of classroom management?, and 4). Do self-development activities affect classroom management skills? So, the objectives of the present study are 1) identifying the effect of perceptions on supervisor behavior, work orientation and self-development on classroom management abilities, 2) identifying the effect of perceptions on superior behavior on classroom management skills, 3) identifying the effect of work orientation on class management skills, and 4) identifying the effect of self-development on classroom management skills.

The uses or benefits of this research are as follows. 1) Theoretically, this research can contribute a theoretical basis on the influence of perceptions on supervisor behavior, work orientation and self-development on classroom management abilities. 2) Practically, this study is useful for, a) the author to add insight into the effect of perceptions on supervisor behavior, work orientation and self-development on classroom management abilities, b) principals as empirical information about the influence of perceptions on supervisor behavior, work orientation and self-development of classroom management skills, c) schools to make policies that are relevant to teacher improvement in classroom management abilities.

II. METHODS

This study used a quantitative approach. The sampling technique used a total sampling of 82 teachers who participated as respondents at Diponegoro Dampit Education Foundation. The entire population function as samples derived from the different educational levels at the same foundation, namely early childhood education (2 teachers), kindergarten (7 teachers), elementary school (12 teachers), junior high school (31 teachers), and senior high school (30 teachers). Collecting data using a questionnaire was distributed to respondents. The questionnaire was divided into superior's perception (23 items), work orientation (14 items), self-development (11 items), and management competence (25 items). Testing the instruments, the researchers in this study were using the validity test and reliability test. The scores of questionnaire using a 5- Likert scale was then converted into numbers from 1 to 100 by using formula $N / N * 100$ as the conversion seen on Table 1. We do this modification in order to ease the calculation of using percentage.

TABLE I. THE CONVERSION OF A 5-LIKERT SCALE SCORES TO NUMBERS

Likert scale scores	Converted scores	Description	Frequency
5	100	Strongly Agree	Always
4	80	Agree	Usually / Mostly
3	60	Somewhat Agree	Sometimes
2	40	Disagree	Seldom
1	20	Strongly Disagree	Never

The data analysis technique used F-test. For this purpose, the researchers analyzed the hypothesis testing through ANOVA (Tests of Between-Subjects Effects) to check the main and interaction effect of all the predictors. It aimed to test the effects of perceptions on superiors, work orientation, and self-development on the ability of class management. The analysis included in the following research activity. 1) Analyze the simultaneous effect of superiors' perception, work orientation, and self-development on the classroom management competence, 2) Analyze the effect of perceptions on superiors on class management abilities, 3) Analyze the influence of work orientation on the capability of class management, and 4) Analyze the effect of self-development on class management skills.

III. RESULTS AND DISCUSSION

A. Results

The present study was aimed at investigating the simultaneous effect on perceptions of superiors (X1), work orientation (X2), and self-development activities (X3) toward classroom management competence (Y). The result of this study was divided into two categories, namely, descriptive and inferential statistical data analysis. The questionnaires covering X1 (23 items), X2 (14 items), X3 (11 items), and Y (25 items) answered by 82 respondents. A 5-Likert scale scores obtained from the respondents was converted into 100 by using formula $(Scores / 5 * 100)$. To get the picture of all respondents' answers we need to present the descriptive statistics as seen on Table 2 as follows.

TABLE II. THE OVERALL PICTURE OF RESPONDENTS' ANSWERS ON SUPERIORS' PERCEPTION (X1), WORK ORIENTATION (X2), SELF-DEVELOPMENT (X3), AND CLASSROOM MANAGEMENT COMPETENCE (Y)

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
X1	82	67.83	94.78	80.01	4.82918
X2	82	61.43	90.00	78.03	4.97740
X3	82	63.64	100.00	84.55	6.12889
Y	82	81.60	99.20	90.18	4.25784
Valid N (listwise)	82				

The output of Table 2 above shows the value of N or the amount of data studied, amounting to 82 samples. The perception variable on superior behavior (X1) has a mean or average score of 80.01, which means that the average perception of the behavior of superiors at Diponegoro Dampit Education Foundation is 80.01 with a maximum value of 94.78 and the minimum value of 67.83 and the standard deviation of 4.82918. Moreover, using a 5-Likert scales from strongly agree (always) to strongly disagree (never), most of the respondents scores of 4.00 (80%) agree to obey both staffing and academic rules such as working hours and evaluating system (Q items 1-11), the superiors are dignity (Q items 12-14) and discipline (Q items 15-17), get along with superiors through communicating

(Q items 18-20), and the superiors have good attitudes (Q items 21-23).

The work orientation variable (X2) has a mean score of 78.03. It means that the average work orientation at Diponegoro Dampit Education Foundation is 78.03 with a maximum score of 90.00 and the minimum score of 61.43 and the standard deviation of 4.97740. Furthermore, many of the respondents scores of 3.9 (78%) agree that they earn money to gain satisfaction (Q items 24-27) and to fulfill their need and save (Q items 28-30), they work to be assertive, thoughtful, and dependable (Q items 31-33), to be responsible in action and words (Q items 34-35), and to show dedication (Q items 36-37).

The variable of self-development (X3) has an average value of 84.55 meaning that the self-development in Diponegoro Dampit Education Foundation is 84.55 with a maximum score of 100.00 and the minimum score of 63.64 and the standard deviation of 6.12889. In addition, on average the respondents' score of 4.20 (84.55%) agree to develop their career by joining workshop, seminar and continue practicing their own initiative (Q items 38-40), to have motivation to continue studying for higher level (Q items 41-42), to join and involve actively in PGRI, MGMP, and KKG organization (Q items 43-48).

The result of a questionnaire on classroom management competence was divided into two points, that is, physically and psychologically arrangement. The former point included seating arrangement (Q items 49-51), learning tools (Q items 52-53), the beauty of the classroom arrangement (Q items 54-55), and the tidiness of the classroom (Q items 56-57). The latter one was related to creating a conducive class atmosphere including prevent noise distractions in the classroom (Q items 58-59), create fresh relationships (Q items 60-61), regulate student discipline (Q items 62-65), encourage students to dare to respond (Q items 66-71), and creating close teacher-student relationships (Q items 66-71). On average, most of the respondents (4.18%) agree to improve classroom management competence by having physical arrangement and a conducive classroom atmosphere.

To explain the simultaneous influence of superior perceptions (X1), work orientation (X2), and self-development (X3) on class management abilities (Y), we analyzed the data using ANOVA Between-Subject Effect Testing in order to examine variation in the dependent variable. Table 3 showed the influence of perceptions on superiors, work orientation and self-development on the ability of the classroom management.

TABLE III. THE SIMULTANEOUS EFFECT OF SUPERIORS' PERCEPTION (X1), WORK ORIENTATION (X2), AND SELF-DEVELOPMENT ACTIVITIES (X3) ON CLASSROOM MANAGEMENT COMPETENCE (Y)

Tests of Between-Subjects Effects					
Dependent Variable: Y					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1453.471a	71	20.471	6.211	.002
Intercept	416843.707	1	416843.707	126469.571	.000

Table 3. Cont.

X1	229.406	10	22.941	6.960	.003
X2	184.626	10	18.463	5.602	.006
X3	52.158	7	7.451	2.261	.117
X1 * X2	1.707	1	1.707	.518	.488
X1 * X3	31.456	2	15.728	4.772	.035
X2 * X3	.000	0	.	.	.
X1 * X2 * X3	.000	0	.	.	.
Error	32.960	10	3.296		
Total	668280.960	82			
Corrected Total	1486.431	81			

a. R Squared = .978 (Adjusted R Squared = .820)

Based on Table 3, it can be seen in the Corrected Model which has a mean square score of 20.471, F-value of 6.211 and Significance (Sig.) of .002. This data strengthens to reject the null hypothesis (Ho) and accept the Alternative hypothesis (Ha). The significance value (Sig.) $0.002 < 0.05$ (Alfa) = Significant. So it can be concluded that there is a simultaneous significant influence of perception on superior behavior, work orientation and self-development activities on the classroom management competence. The effect of independent variable X1 and X2 to the dependent variable Y is significant. In other words, there is significant difference effect of X1 to Y since the probability (p) is less than the alpha (a) level ($.003 < .05$), and the effect of X2 to Y since the probability (p) is also less than the alpha (a) level ($.006 < .05$) and therefore the null hypothesis is rejected. However, the effect of independent variable X3 to Y is not significant since the probability (p) is greater than the alpha (a) level ($.117 > .05$) and therefore the null hypothesis cannot be rejected.

The main effect of the superiors' perception (X1) and the work orientation (X2) are statistically significant at a five percent level of significance on the classroom management competence (Y). Different from the other independent variable, the main effect of self-development is not statistically significant. Yet, there is an interaction effect between variable X1 and X3 (X1 * X3) which is shown from the value of probability (p) which is less than the value of alpha (a) level. It indicates that teachers' self-development was influenced by the superiors' perception. It means that if the teachers have a good perception of their superiors, the initiative of having self-development such as joining conference and seminar (Q items 38-40) increase as well. Furthermore, they will be more responsible to continue studying for higher level (Q items 41-42) and to join and involve actively in PGRI, MGMP, and KKG organization (Q items 43-48) based upon their own motivation. In short, teachers' self-development may depend on their perception of the superiors as this variable interacts with one to the other.

B. Discussion

The present study is aimed at determining the influence of perceptions on supervisor behavior (X1), work orientation (X2) and self-development activities (X3) on classroom management abilities (Y). From the data analysis presented previously, there is a corrected model with an F-value of 6.211

and a significance value of $.002 < .05$, perceptions of superior behavior, work orientation and self-development activities on classroom management abilities. This influence is predicted to be due to better perceptions of superior behavior, work orientation and self-development activities which can increase the teacher's ability in classroom management. For example, a teacher who has a good behavior perception of his superiors, good work orientation and good self-development activities will increase his morale, work sincerity, work awareness without pressure, joining the training courses voluntarily too. Thus, the teacher will improve his class management skills. On the other hand, if the teacher has bad perceptions of his superiors, his work orientation is also not good, his self-development activities are also not good, then the teacher will be less enthusiastic at work, which will affect his class management ability.

The influence of perceptions on superior behavior on the ability of class management shows significant results between the two variables. It is undeniable that the principal is very influential in school management either it's in the environmental aspect or the teaching staff at the school. This is influenced by his perception as the principal of the school whether it includes his policies, words and actions. Principals' perceptions can also affect the performance of all teaching staff in the school, in relation to their policies and discipline. This findings in in line with Kayıkçı [10] stating that classroom management becomes important variable in the disciplinary behavior of all teachers' action. A wise principal will make the school in a better direction because the principal can guide his subordinates in the sense that his teacher always improves education in his school. He can also provide guidance on how to improve the quality of educators in his school. They are even ready to find funds to improve the quality of their teaching staff. In fact, the principal's perception of the teacher's classroom management ability had little effect. Although there is an effect, it is very small compared to other aspects because the ability of teacher classroom management is influenced from various aspects not only from the perceptions of the principal. Actually, the ability of classroom management for teachers is very much influenced by the teacher himself. Teachers who have a lot of insight and experience in teaching are sure to be able to manage the class well, compared to teachers with little teaching experience. Teachers who do not have much insight and experience in managing the class should be willing to try to develop themselves. For example, by participating in training, workshops, increasing education levels, and wanting to read. Therefore, professional development is important for teachers to promote teachers' social and emotional competence and increasing the quality of their classroom interactions, hence the present study is also in line with Jennings [13] and Murray [14].

Recently, teachers generally do not want to participate in various activities that can increase their knowledge in the field of education although this is very important for the progress of education in our country. The government has actually carried out activities to increase professionalism. But teachers who are willing to follow are very few. Increasing the professional

ability of teachers has also been implemented. However, this is only a requirement that must be met even though the teacher should carry out educational learning with pleasure, because it is his obligation. In fact, after obtaining a professional certificate, not a few teachers are reluctant to improve their profession. Most of them use it for other things that are not related to increasing education. This is an obstacle to the progress of education in our country. The results of this study are in line with research conducted by Geske [3] which concluded that teachers who are good at perceiving superiors usually have good class management abilities. Research which is now also supported by previous research conducted by Asmaradita [4] there is a relationship between perceptions of the quality of interaction between superiors and subordinates.

The effect of work orientation (X2) on the ability of class management (Y) shows a significant result between the two variables. The ability of teachers in learning is one aspect that needs to be considered in order to improve the quality of education. The quality of education can be improved through various things. Among of them is the increase in human resources, in this case teachers. In addition, the quality of education can also be improved by providing adequate and supportive learning facilities and infrastructure. The ability of teachers to manage learning is also very influential in improving the quality of education. Because good learning management and presented attractively will affect student learning outcomes. The teacher is the holder of a central position in the education system. This is because teachers are the dominant factor in improving the quality of education.

The teacher's work orientation towards learning greatly affects their teaching ability. Teachers who are motivated to teach better will be more able to improve student learning outcomes than teachers who teach without motivation. As stated by Mulyasa [6], employees (teachers) will work seriously if they have high motivation. If he has positive motivation, he will show interest, have attention, and want to participate in a task or activity. From this opinion it can be interpreted that teachers who have positive motivation will be eager to manage learning well. Teacher enthusiasm or motivation greatly influences the management of learning which will ultimately have a positive effect on student abilities or learning outcomes. Teachers who are motivated to teach will always want to improve teaching methods or learning management in order to improve the quality of learning. The results of this study are supported by previous research conducted by Pratiwi [8] showing that the Work Orientation and Organizational Culture variables simultaneously affect employee performance, especially at PT. PLN (Persero) Manado, and the result is positive.

Although the effect of self-development activity (X3) on the ability of class management (Y) does not show a significant result between the two variables, but self-development activity (X3) is interacting with superiors' perception (X1). It seems that self-development activity still depends on the superiors' perception, the better the perception the more willing teachers to develop their skills. Therefore, in this case, the level of

education has an important influence on teachers' classroom management abilities. It indicates how often teachers are active in participating in workshops / training. The more experience, both theoretically and practically, will make the teacher better understand and be able to adjust what is needed and must be done so that the class can run effectively. The teacher will be able to sort and choose the appropriate method of the required teaching materials; the assessment techniques used are adapted to the situation and conditions of the students, so that the results achieved will be maximized. But it depends on the teacher himself. Not infrequently there are highly educated teachers who often attend workshops only as a professional requirement, so they are not practiced or used in daily classroom management.

The results of this study contradict the previous research conducted by Suhadi [7] which emphasized that the higher the teacher's motivation, the higher the quality of learning. High teacher motivation will make teachers work better to achieve better quality processes and learning outcomes. On that basis, the quality of learning can be improved through efforts to increase teacher motivation. The results of further analysis showed that there was no significant difference between the group of teachers who attended the training and the groups of teachers who had not attended the training in terms of motivation, competence and quality of learning. On that basis, it is necessary to develop the design of education and training (Diklat) programs that can increase motivation, competence and quality of learning.

IV. CONCLUSION

As explained previously that this study examines the simultaneous effect of superior's perception, work-orientation, and self-development toward classroom management competence. From the result of data analysis and discussion, this study can finally be concluded. There was a simultaneous significant effect of superior's perception, work-orientation, and self-development toward classroom management competence. However, there was only interaction effect between the superior's perception (X1) and self-development (X3) as the work-orientation (X2) and superior's perception (X1); work-orientation (X2) and self-development (X3) did not interact significantly. It indicates that the classroom management competence depends on the superior's perception and the self-development of the teachers themselves, but less attention to their orientation of their jobs. Therefore, it suggested that teachers should work proportionally and increase their responsibility and development of their work even though they are not supervised by the superiors. Absolutely, the superior's perception, work-orientation, and self-development should go along well among those three variables. For future researchers who are interested in similar topic are recommended to include more variables concerning the classroom management skills such as learners' characteristics and home life in order to improve more

meaningful insight viewed from both teachers and students as students were not included in the present study.

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