

Teacher Gender-Based Classroom Management in Exceptional School Settings Special School in The City of Malang

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ABSTRACT

This study aims to determine the extent to which classroom management skills differ in terms of gender and emotional intelligence of Special School teachers. The research was carried out at the Special School of Malang City, with 60 subjects, consisting of 30 teachers male and 30 female teachers. The data obtained were analyzed using the technique of independent sample t-test. Data analysis conducted using an independent sample t-test on classroom management skills showed no significant difference in management skills class between male SLB teachers and female SLB teachers. While data analysis which was carried out using the Independent Sample t-test on intelligence emotional, the t value was 9.732 with a significance of 0.000 ($p < 0.05$). This matter means that there is a significant difference in classroom management skills between teachers who have high emotional intelligence with skills classroom management of teachers who have low emotional intelligence.

Keywords: *Teacher Gender, Classroom Management, Special School.*

1. INTRODUCTION

In the world of education, teachers are required to prepare quality human resources (HR). Source Human Resources in relation to efforts to obtain educational outcomes and quality learning, given the significant role of the teacher in the process of educational or teaching activities, the role of the teacher is considered very important dominant in determining educational or learning outcomes, because the teacher is as executor and source learning that interacts everyday directly with students. If desired, education or learning quality in Special Schools (SLB), then the teacher must also be qualified. According to [1], [2] the teacher is a key player in learning how to teach. Teaching and learning process is a process that contains a series of actions of the teacher and students or the basis of reciprocity which takes place in an educational situation to achieve specific goals.

In the school environment, teachers have a significant role in determine the quantity and quality in teaching carried out, in addition to Also the teacher must regulate the emotional good. The teacher's role as management class (learning manager) is to manage the classroom as a learning environment and is an aspect of the school environment that needs to be organized. This environment is regulated and supervised so that learning activities are directed to

educational goals. Supervision of that learning environment also determines the extent to which the atmosphere becomes a good learning environment [3], [4]. According to [5], [6] classroom management is a teacher's skill to create and maintain optimal learning conditions and return it when interference in the teaching and learning process happens. So classroom management is activities that create and maintain optimal conditions for the occurrence of learning activities teaching and learning process. To improve classroom management skills, SLB teachers must teach effective, professional, and emotional maturity.

In the world of education, the characteristics of male and female teachers where women have differences usually male teachers are more assertive in conveying lessons to students, while female teachers generally use soft speech and warm attitude in giving lectures to students. However not all male and female teachers have the characteristics and the same ability in conveying subjects to students, This is due to the difference in emotional intelligence possessed by every individual. According to [7] the difference high emotional intelligence seen of male and female teachers, if male teachers who have high emotional intelligence usually have a friendly and capable nature adapt stress-free. Based on the previous description, then problem to be raised in this research is whether

there are differences in classroom management skills are seen from the gender and emotional intelligence of special school teachers.

2. METHODS

The approach used in this research is a quantitative approach with management skills class as the dependent variable and gender and emotional intelligence as the independent variable. Class management skills are the teacher's way of stabilizing the behaviour of SLB students in the event of a commotion or damage in class and arranging the classroom layout for lessons and creating a teaching and learning climate matching. Management skills class is measured by components relating to the creation, maintenance, and restoration of condition optimal learning [8]–[10].

Meanwhile, emotional intelligence is measured by the domains of emotional intelligence [7], which consists of self-awareness, self-regulation, motivation, empathy, and social skills. Teachers who can arrange emotions in themselves like no quick to anger, or irritated at times dealing with SLB students, where the limitations of SLB students when given an explanation, sometimes misbehave like screaming, don't want to be regulated and so on to the teacher.

Number of subjects in this study is 60 subjects consisting of teacher's male (30) and female teachers (30). Required subject characteristics in this study were men and a woman who works as a teacher SLB aged 25-48 years, and at least have been an SLB teacher, at least for 1 year and registered as a permanent teacher and honorary in Special Schools. Sampling using purposive sampling technique. Collecting data in this research using a questionnaire. Every subject will get a questionnaire file which contains measuring tools for classroom management skills and tools measure emotional intelligence. Unification Both of these tools are made to facilitate administration and so that looks more practical. The questionnaire given to the subject in this study is confidential in the sense of the subject's identity and answers kept secret. Issue is also not requested to include a name. This is done with the aim that the matter can give more answers objective without any fear of what expressed. Questionnaire structure consists of identity sheets, measuring instruments, classroom management skills, and emotional intelligence tools.

3. RESULTS AND DISCUSSION

On the Classroom Management Skills Scale compiled using a Likert scale, out of 100 items used, obtained 48 valid items, while another 52 items are stated fall, those 48 items are obtained after 3 drops.

Accurate items have value correlation. Between 0.308 to 0.707 validity testing is done with SPSS for Windows program help version 12.0. Reliability test carried out with the Alpha Cronbach and technique obtained the number of reliability coefficients of 0.935 On the Emotional Intelligence Scale which is compiled using the Likert, out of 100 items used, obtained 64 valid items, while Another 36 items were declared void, 64 the item is received after 3 times drop. Accurate items have correlation values between 0.342 to 0.764 tests this validity is done with the help of SPSS program for Windows version 12.0. The reliability test was carried out with the technique of Alpha Cronbach and obtained the number reliability coefficient of 0.958.

Based on normality test on the variable of management skills class, male teachers have a significance of 0.197 ($p > 0.05$) and teachers women have a significance of 0.200 ($p > 0.05$) while for normality testing on emotional intelligence variables, the high category has a significance of 0.057 ($p > 0.05$) and the standard type has significance of 0.050 ($p > 0.05$). In general it is said that the distribution. This result shows that there is significant differences in classroom management skills between teachers who have emotional intelligence with high emotional intelligence management skills low, these results indicate, that the hypothesis that the teacher's classroom management skills have emotional intelligence high with management skills intelligent teacher class low emotional, accepted. Classroom management skills scores and emotional intelligence in the sample that have taken is average. Based on the homogeneity test results on the class management skill variable, it is known that the Levene. Value Statistics for Based on mean of 0.010 in order to obtain a significance value of 0.896 ($p > 0.05$), and the homogeneity test on the variable emotional intelligence is known value Levene Statistics for based on mean of 0.917 so that the value of significance of 0.440 ($p > 0.05$), The results of this test show that both have the same variance (homogeneous).

Based on Table 1, the empirical mean of males has a score by 231.93 and women by 232.67 on the standard curve, both mean The practical is in the range of +1SD up to +2SD, this means the empirical mean of the two groups into the high category. This matter shows that both male and female teachers' research subject has high class management skills. Skills high class management can be due to SLB teachers' habit in managing the course. SLB teachers must pay attention to the teaching and learning process, classroom conditions and behaviour of students in class, so that teaching is effective. With once the SLB teacher can have action corrective classroom management. It fits with [11], [12] that action

correctional classroom management is an absolute requirement for effective teaching and learning.

Based on the data analysis that carried out using the T test (t-test), namely the Independent Sample T-test on classroom management skills, obtained t value of -0.102 with significance 0.919 ($p > 0.05$). This matter means that there is no difference significant in classroom management skills among male SLB

teachers with female SLB teachers, results this shows that the hypothesis who said female teachers' classroom management skills were higher compared to management skills male teacher class, rejected. Whereas data analysis carried out with using the T test (t-test), namely independent sample T-test on emotional intelligence, obtained t value of 9,732 with a significance of 0.000 ($p < 0.05$).

Table 1. Calculation of the Empirical Average and Hypothetical Average of Management Skills

Scale	Subject	ME (Average empirical)	MH (Average hypothetical)	Std Deviation
Class management skills Author-Name	Man	231.93	168	40
	Woman	3232.67	168	40

Based on the results of the description on Table 2, SLB teachers with level Bachelor's education and above have classroom management skills higher than Diploma or equivalent. High level of education allows SLB teachers to add knowledge and insight, so that help teachers in the learning process teach. Based on the results of the study, it appears that there is a difference in skills class management by the length of the subject become a high school teacher. Issues who have more than 6 years as an SLB teacher tend to have higher class management skills. The experience that the subject has, helps subjects hone even better classroom management skills The empirical mean of high emotional intelligence has a score of 343.53 and low emotional intelligence of 289.47 on the standard curve. This means the observed mean of the two groups fall into the category of high and very tall. This shows that the research subjects, both male and female teachers, female teacher, has intelligence high

emotional level. Based on the results of the description in Table 3, 80% of SLB teachers who have taught more than 6 years, tend to have high emotional intelligence because classroom teaching experience so long to understand once the character of the SLB student.

This study aims to determine the differences in classroom management skills in terms of gender and emotional intelligence of SLB teachers. Based on the results of the analysis, it is known that there is a significant difference in class management skills between teacher's male teachers with female teachers, while judging by their emotional intelligence it is known that there is a difference in skills effective classroom management between teachers who have high emotional intelligence with teachers who have emotional intelligence low.

Table 2. Description of Research Subjects Based on Last Education Level

Education	Total	Percentage (%)	Skill Scale Mean SLB Teacher Class Management
Senior High School	3	5	243
Diploma 1, 2, 3	14	23.33	228.14
Bachelor	43	71.66	246.60

Table 3. Calculation of the Empirical Average and the Hypothetical Average of Teacher's Emotional Intelligence

Scale	Category	ME (Average empirical)	MH (Average hypothetical)	Std Deviation
Emotional Intelligence	Tall	345.53	224	53.3
	Low	289.47	224	53.3

There is no difference in the classroom management skills of male teachers with female teachers in research this, it was likely caused by other factors such as teacher professionalism, emotional intelligence, education and teacher experience in teaching in schools. This is in line with [13], [14]

statement that there is no difference in potential work and knowledge between men and women, the difference between the two is the tendency which is basically factual. This is also reinforced by the expectation of the role of women starting evidenced by the exciting symptoms that in recent years,

especially in the field of education. Then also strengthened by [15], [16] professional as a teacher i.e. jobs that require a high level of training and education in long time, program oriented on certain specifications, a position which has a social mission and is controlled by a code of ethics. While there management skill differences significant grade among teachers who have emotional intelligence high with management skills intelligent teacher class low expressive in research. This is due to individual factors in controlling emotional needed for the teaching and learning process in class, because emotions are out of control will interfere with the teacher's performance for achieve classroom management skills good and environment. This is in line with Goleman's statement in [17] that affect emotional intelligence are internal factors, arises from within the individual who is influenced by the state of his emotional brain and external factors, occur outside the individual both individually and individually group. As is known based on description of the research subject, more or less 70% of all research subjects both male SLB teachers and teachers SLB girls have education Minimum S1 and approximately 80% old working more than 6 years, the length the subject of being an SLB teacher and education high helps the subject sharpen classroom management skills and train emotional intelligence during the process teaching and learning in the classroom.

In general, the reason for the absence of a significant difference between SLB teacher class management skills male with female SLB teacher, due to the profession of being an SLB teacher does not specify gender specific. While the reason for the difference in class management skills significantly between teachers who have high emotional intelligence with classroom management skills teachers who have low emotional intelligence, due to profession being an SLB teacher has a role important in the learning method so that high emotional intelligence which is very much needed at school. Both male and female teacher's female teachers have a chance the same for teaching in an SLB (Excellent School), as long as it has essential skills to become a teacher SLB, can understand SLB students, have good classroom management skills good, have emotional intelligence and become a professional teacher. This is supported [18] that no one can be a true teacher unless if you don't make yourself as part of the students who strive to understand the difficulties faced by students, while the teacher's role as class manager to create and maintain classroom conditions in order to achieve teaching objectives efficiently and effective "

4. CONCLUSION

Based on the study results, it was found that there was no significant difference in classroom management skills between male SLB teachers and female high school teachers. This may be due to other factors that influence classroom management skills such as teacher professionalism, emotional intelligence, and education and teacher experience in teaching in schools. While there significant difference in classroom management skills between teachers who have emotional intelligence high with management skills intelligent teacher class low emotional. This may be due to other factors as from the individual himself in controlling emotions and the environment.

From the results of the study, it is also known that research subjects have skills high class management, and high emotional intelligence. Thus also when viewed from the level of education and the length of time the issue has been an SLB teacher. Subjects with Bachelor's level of education and above have higher class management skills than Diploma or high school equivalent, as well as classroom management skills which is high owned by the subject who has been a teacher for more than 6 years SLB.

The suggestions that can be put forward are further research who want to research classroom management skills in special school teachers, it is recommended to see other factors that more likely to affect like teacher professionalism, emotional intelligence, teacher education and experience in teaching in schools.

AUTHORS' CONTRIBUTIONS

The author's contribution in this article is as a direct researcher who then packs it in the form of articles and the other team plays a role in providing input to the manuscript of this article so that it can become a good article manuscript and can be accepted in the intended publication.

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