

Quality Assurance of Classroom Management for Spiritual Values-oriented Learning

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Abstract—This paper presents alternative ideas to answer the challenge of how the actualization of the contents of spiritual values, which are in accordance with the national context, can be guaranteed in the education system that takes place in the midst of global life. One of the most important and fundamental things in adjusting classroom management and quality control of learning is to maintain and preserve the intrinsic mission of education on the philosophical footing of the life of the nation and state. For this reason, explorative thinking is done in reviewing some basic concepts of classroom management associated with quality control of learning that is in line with global demands. Discourse thinking is also done in extracting alternative spiritual values in one national community. The conclusion is that if the technical aspects of class management need to be harmonized with the 21st-century learning model, then the substantive matters need to be harmonized with the earthly values of life and science that are grounded in the national cultural roots. As an initiation, among others, the philosophical values of education have been revealed which originate from the life of the "Sunda Continent" which needs to be followed up in its manifestation.

Keywords—classroom management; quality control; spiritual values

I. INTRODUCTION

The current world issue regarding education is a learning crisis in three dimensions, namely learning outcomes are poor: low levels, high inequality, slow progress; schools are failing learners; and systems are failing schools [1]. That learning crisis is seen as a moral crisis. With regard to morality, there are four components of moral function, namely moral awareness, moral judgment, moral commitment, and moral action [2]. These four moral functions are related to human abilities that are fundamental and distinctive because they are aware of the world through its relationship in a certain way and that is the root of spirituality [3]. So, from that spirituality review to guarantee the quality of learning deserves to be put forward.

In the past 20 years, spirituality has become as important in the world of counseling, psychology, and medicine [4-7]. Even spirituality is a necessity for peace and the launch of nuclear weapons or storytelling and school counseling leadership [8-10]. If it is more related to the threat of the destruction of a life that is "physical", then even more so, the threat of destruction is "psychic", ideological and historical. Strong indications of such a tendency, in the case of Indonesia, are expressed in

Jokowi-JK's vision and mission [11]. In connection with this the obligation of the government apparatus to adhere to 'techno-ideology', that through education in mastering technology we must rise from 'historical amnesia' and 'ideological amnesia'. The problem is how the resurrection effort was carried out up to the operational level of learning in the classroom.

Classroom management studies, when there are increasingly rapid changes in various life settings, have experienced quite intensive development. Changes that have accelerated have led to the development of science and technology, including the discipline of education. Now we are in that situation. In the perspective of the development of information and communication technology is entering the era of "Web 4.0" towards "Web 5.0. Classroom management demands will deal with sensory emotive Webs and, more than ever before, there will be a deep need for educators to use and promote intrapersonal and interpersonal emotional competencies [12].

Whereas because the current educational context is rapidly changing, the traditional approach to designing and delivering learning interventions is challenged and may no longer be appropriate to meet the needs and expectations of current students [13]. The challenge is to develop new and innovative pedagogies (education) using technology to meet the real needs and expectations of students. Change occurs in four things. First, the complexity of modern society requires certain types of competencies to interact in this context, such as higher-order thinking skills, problem-solving, systems thinking and the ability to communicate, collaborate and interact effectively with others. Second, connectivity in today's society not only changes the production of knowledge but also space and time in which learning takes place. Third, technology is useful for developing how learning is designed and supported. This change is directly promoted by the use of emerging technologies. Digital technology allows students of all ages to operate in different contexts. Fourth, in terms of approaches to learning, there has been a general change from the teaching approach to those who are more authentic, contextual and social in nature, because this is considered more appropriate to equip students with the skills they need to participate in the changing context of the wider community.

Correspondingly, in responding to the challenges of global change and the demand for strengthening national identity, it is

time for educators to understand again what is the class, why it needs to be managed, for what, and how to be managed. For that reason, this re-understanding should be done by referring to the demands of change as well as the essence of educational goals. Classes as a vehicle for the ongoing learning process should be conditioned to meet the demands of change and to realize the intended educational goals.

Referring to the emphasis on the concept of the intrinsic education mission that the author views as "self-educating students" then in conditioning the class must be loaded with elements of space, time and material "self" students. And also, when referring to the emphasis on the concept of educational instrumentalist mission "to develop" students; then conditioning the class must also be loaded with elements of space, time, and "growing up" material of students. The problem is that the elements of space, time, and matter are often present in a variety of contexts, thus requiring efforts to the condition from various sides and perspectives. Moreover, align it with the goals of national education itself.

Starting from the aforementioned thoughts, the conception of classroom management, which has been introduced in the understanding of conventional classroom management, is important to be reviewed and discussed the possibility of development. In line with the idea of promoting a spirituality-based conception of education [14], the study of working papers includes, among other things, the spiritual viewpoint of both religion and culture. But to be perfect it still needs further in-depth study. Moreover, faced with problems and challenges due to swift changes, mainly due to the impact of information and communication technology advances.

As an initiation, which of course combines scientific values with spiritual values - including religious values, a suitable paradigmatic perspective is needed. It seems that it is not enough to only use the point of view of the scientific paradigm adopted so far, generally, to be the only reference among educational academics. The paradigmatic viewpoint in an effort to promote the concept of spirituality-based education needs to be balanced with the viewpoint of the scientific paradigm that is based on the philosophical life of our own nation. That should be a challenge for educational scientists.

During this time, learning continues, of course with its own class management. Therefore, efforts to arouse from historical amnesia and ideological amnesia can be carried out with class management quality control that is oriented towards these spiritual values. In an ecological perspective, quality management of classroom management should be directed to the realization of holistic education.

II. LITERATURE REVIEW

A. *The Spirituality Study in Classroom Management*

Holistic education seeks to foster the development of the whole person [15]. This includes the intellectual, emotional, physical, social, aesthetic, and spiritual. Perhaps the decisive aspect of holistic education is spiritual. Some other experts view spiritual values as related to religion and culture [16-18]. More broadly, spirituality is defined as "an awareness of being or force that transcends the material aspects of life and gives a

deep sense of wholeness or connectedness to the universe" [19].

Class management quality control should also be carried out comprehensively, in the sense that all components of the class system receive attention. The core components of learning classes include educators, students, curriculum or learning content, learning facilities, and learning environment. Class management functions to accommodate all components of the system and synergistically makes it meaningful for the growth and development of students. In connection with the construction of thought, among others, there is a view that "The teacher changes the content to accommodate what he or she considers relevant to the background knowledge of the student". A teacher needs to know or what happens in communication teaching cycles [20].

An educator cannot escape the world outside when closing the classroom door. Teaching is influenced by the surrounding community, culture, and tradition. For example, laws, school rules or simple conversations in the staff room can guide teacher class management. The teacher shows how several methods have been agreed upon through collaboration in the school's organizational culture. Such a method may not be the most appropriate method of remembering the teacher's personal vision of what can cause questions about one's actions.

Based on a comprehensive view of the class's meaning there are many views about the class elements that must be managed. To understand the class elements that must be managed can also be done from how the classroom management process itself. One of them is the view that presents the elements of class management in a series of processes involving five components [21]. Four of the five components of classroom management (physical design, rules and routines, relationships, and interesting instructions) that aim to prevent behavior rather than overcome it. The fifth component, discipline, includes actions designed to prevent behavior and actions that overcome them. Thus, it is very important for educators to understand that most of their management activities are directed at preventing delinquency, rather than overcoming it. The more skilled educators are to prevent behavioral problems (applying prevention components), the fewer problems will arise.

It is also important to note that this visual representation does not mean that every part of this model is equally important. Although each component is an important part of the entire classroom management process, educators will emphasize the different parts of the model depending on many factors such as philosophical beliefs, teaching contexts, and students' personalities. In this connection, an important spirituality perspective is presented.

B. *Study About Classroom and Quality Assurance*

Class terminology has multiple interpretations. At least three points of view of understanding should be understood among education experts. First, the class is a walled room. This definition is most commonly recognized. Second, the class is a group of students who get learning services together, whether they are held in a room or outdoors. Third, the class is the degree or level, or the weight of an object in a particular group.

Learning class management comprehensively should mean the class as a whole. This means that the three class interpretations mentioned above become the point of view used. Classes in the sense of the room, learning groups, and connotative weights become a unified meaning. Thus, in relation to all these meanings, we see the learning process taking place. Therefore, quality assurance in learning starts with the three coverage.

Quality assurance is the process of determining and meeting management quality standards in a consistent and sustainable manner, so that consumers, producers, and other interested parties gain satisfaction [22]. Quality assurance must be encouraged internally, institutionalized in every standard organization procedure, and can also involve external parties. However, because the quality is also the concern of all stakeholders, quality improvement must be directed towards producing quality outputs and results as part of public accountability [23].

One model of quality management that is internationally used [24] is the PDCA model (Plan, Do, Check, Action) that will result in continuous improvement or Kaizen [25]. In the 'check' stage of PDCA-based quality control management, there are quality check-points where each person implementing higher education must audit the results of the implementation of their duties with the established quality standards. As an example of a formative test action carried out at the end of each subject, it is a point of quality control in the learning process, which is carried out to audit whether the quality of learning standards as formulated in the form of Special Instructional Objectives (ICT) can be achieved.

If the audit results are positive in the sense that they have reached the standard (S in SDCA) of quality as formulated in the ICT, then in the planning process or Plan (P in PDCA), then the quality standard must be raised, so there will be quality education kaizen.

Whereas if the evaluation results turn out to be negative in the sense that the quality standards as formulated in the ICT have not or have not been achieved, then action or Action must be taken immediately (A in PDCA) so that quality standards can be achieved. For example, if the Formative Test turns out to show results under ICT, the educator must take Action (A in PDCA) which can be in the form of repetition of the discussion of the subject matter to the ICT can be achieved.

Therefore, setting quality check-points on each activity unit in PDCA-based quality control management, is "condition sine qua non" or "a must".

In a broader perspective, the meaning of quality assurance can be placed in the framework of the model of academic quality control systems or learning. Conceptually academic quality control includes various components related to the learning system. Learning is the process of interacting students with educators and learning resources in one learning environment [26]. The standardization of learning components should be seen as an integral part of national education standardization (SNP). Thus, the construction of the learning quality control system model can be described as follows:

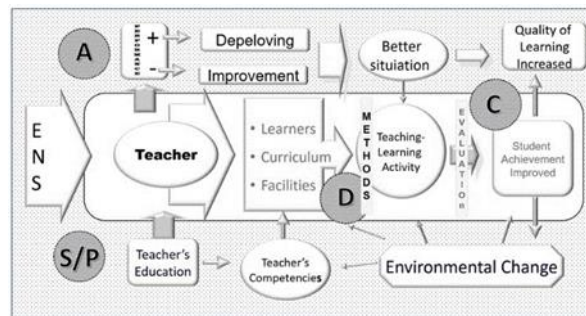


Fig. 1. The Muhtaram's model for quality assurance of classroom management.

The meaning of the class that has been formulated is quite complex. There are various elements covered. The meaning of the room includes all the facilities needed. The meaning of the group of students must be full of multipotential and various characteristics. Likewise, the meaning of levels in terms of the fact that there are multilevel, weighted groups. Perspectives that emphasize the complexity of class elements lead us to the thinking of how to make everything synergistically efficient. Figure 1. Model of Class Management Quality Control System

Learning facilities have different characteristics and functions. There are many things that are important to consider. For example, the characteristics of learning media show the characteristics of the fixative property, the characteristics of the manipulative property, and the characteristics of distributive property [27]. This type of learning media can also be classified on: motion audiovisual media, silent audiovisual media, semi motion audio media, visual motion media, silent visual media, semi-motion visual media, audio media, and print media [28]. The beneficiaries need to consider the learning experience of students as related to what is called the Cone of Experience [29]. How all of these things are combined with the diversity of potential and character of students at each level. If not managed properly, it is very difficult to create synergy and efficiency.

Diversity in students can be observed from the learning modality and thinking style. There are several theories about learning modalities. In searching for a simple model that can help in grouping students to distinguish learning. That education practitioners have found a model based on the sensory pathway for processing the most interesting information and memory. This model, often called the Visual-Auditorial-Kinesthetic (VAK) system, has been popularized by Neuro-Linguistic Programming, which deals with how we communicate and how this can result in changes in our interactions, learning, and therapy [30]. Thus, it is recommended that students can fall into one of three learning styles (visual, auditory, and kinesthetic). Visual learners prefer to use images, diagrams, graphics, and other visual information as tools for learning, such as colors, textures, maps, and images. Auditory learners prefer to use oral communication, voice, dialogue, discussion, rhythmic patterns, and reading material. Kinesthetic students tend to be active learners who prefer to do practical tasks and activities.

Likewise, the mind style with the dimensions of time use and the use of space with four types: random abstract, concrete sequential, abstract sequential, and random abstract [30]. A student with a random abstract style tends to approach learning holistically and prefers to learn in a structured way, while students in a sequential abstract style tend to take a logical approach to learn and are strong in written decoding, verbal symbols, and imagery. A student with a sequential concrete style tends to extract information through hands-on experience and prefers a well-structured learning environment, while students in a random abstract style prefer to adopt trial-and-error, intuitive, and independent approaches to learning.

All these elements will only give efficient meaning, in the sense that they are not excessive and not lacking - according to their needs, if they are designed, executed and controlled appropriately. Key elements that stand out as important components of a class that must be managed well: efficient use of time and classrooms; implementation of strategies that influence students to make good choices, rather than people who try to control the behavior of students; and wise choices and effective implementation of teaching strategies [31].

In line with all of the above, that class management is all actions taken by educators to create and maintain a conducive learning environment [20]. Class management is a process that encompasses five main areas: organizing the physical design of the class, establishing rules and routines, developing caring relationships, carrying out interesting and effective teaching, and handling disciplinary problems.

The thing that is very important for quality assurance in learning is formulating, establishing and developing standards for learning input, process and output. One of the starting points is from all dimensions of classroom management oriented to spiritual values. The challenge is how to explore and integrate appropriate spiritual values.

III. METHOD

The study of thoughts on classroom management and the model of quality control of learning, that spiritual-oriented, was developed using the "discovery-explorative thinking" method. This is done considering the orientation to spiritual values requires in addition to the disclosure of the philosophical value of a community's life, as well as meeting its conformity with the concept of management and quality control.

IV. RESULTS AND DISCUSSION

Among the most urgent problems and challenges in classroom management are related to 21st century learning demands on the one hand and the pioneering demands of digging local genius scientific values. The first linkage is more about the interests of technical matters, while the relationship between the two is more about the interests of ideological matters.

The content of the study in the classroom management perspective described above still needs to be harmonized with the 21st century learning model. There are several models of 21st century learning frameworks. Among the models identified by the North Central Regional Educational

Laboratory (NCREL) in collaboration with the Metiri Group that made documents from their findings called *enGauge 21st Century Skills: Literacy in the Digital Era*. The document goes into great detail describing student skills that will be needed to succeed in the 21st century [32].

Base on a comprehensive view of the meaning of the class there are many views on the class elements that must be managed. To understand the elements that must be managed class can be done also on how the process of managing the class itself. One of these views by Tracey Garrett who argued in a series of classroom management elements of the process as visualized [20].

Four of the five components of classroom management (physical design, rules and routines, relationships and attractive instruction) which aims to prevent behaviour rather than overcoming it. The fifth component, discipline, include measures designed to prevent the behaviour and actions that address them. Thus, it is important for educators to understand that the majority of their management activities directed to prevent delinquency, rather than overcoming it. The more skilled educators are to prevent behaviour problems (applying the prevention component), the fewer problems will arise.

It is also important to note that this visual representation does not mean that every part of this model is of equal importance. Although each component is an important part of the entire process of classroom management, teachers will emphasize different parts of a model depends on many factors such as their philosophical beliefs, teaching context and personality of the learner.

If the technical aspects of classroom management need to be harmonized with the 21st century learning model, the substantive matters need to be harmonized with the earthly values of life and science that are grounded in the cultural roots. One of them is the disclosure of the philosophical values of the life of the "Sundanese Continent" as initiated in this working paper. Then, for its embodiment it becomes the next task for us individually or in groups.

V. CONCLUSION

Among the problems and the most urgent challenges in the management class is associated with the demands of 21st century learning on the one hand and the demands of excavation pioneering scientific values of local genius. The first linkage is of interest to the technical help, while the second linkage is of interest to ideological matters.

Payload study on classroom management perspective outlined above still need to be harmonized with the modes of thought of the 21st-century learning. When technical issues need to be harmonized again classroom management model 21st century learning, then it needs to be aligned with the substantive charges and scientific value of life grounded in the roots of the cultural nation-Indonesian archipelago. One of these disclosures' philosophical values of the nation "Sunda Continent" as an initiation exposed to the early part of this working paper.

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