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TEACHERS' EFFORTS IN CLASSROOM MANAGEMENT AT MIS MARDLIYATUL MEDAN SCHOOL

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Abstract

Activities in the learning process in the classroom still seem monotonous and less interesting due to the teacher's lack of proficiency in classroom management, seen when learning students tend not to be enthusiastic in the learning process. This study aims to examine in depth the efforts made by teachers in classroom management at school. This research uses field research by taking a qualitative descriptive approach. This research was conducted at MIS Mardliyatul Medan, the data was obtained through observations to the school, interviews with teachers and documentation. In addition, researchers also obtained data through literature studies referring to journal references, books, and the internet that are in line with the findings of researchers. Based on the research results obtained at MIS Mardliyatul Medan, there are several efforts that teachers make in classroom management: teachers adjust the seating arrangement, invite students to work together, organize methods and media in the learning process and so on. Classroom management creates a comfortable and conducive classroom atmosphere, in order to create effective learning.

Keywords: Classroom Management, School, Teacher

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INTRODUCTION

Learning and learning are activities that are inseparable from human life, because with these activities humans can develop the potential that humans have since birth. Learning is a process characterized by changes in a person. Meanwhile, learning is part of the learning process which is shown in various forms, such as changes in knowledge, understanding of attitudes, behavior, skills, habits and other aspects that exist in the learning individual. The learning process is organized in formal education such as schools, in the learning interaction is strongly influenced by several components, namely: students, teachers, principals, learning materials, infrastructure, environment and facilities that support the effectiveness of the learning process.

The success of the learning process in the classroom is not only determined by the teacher's mastery of the teaching material, but also his ability to manage the classroom effectively. According to Ririn et al (2022), based on the results of their research, it was found that activities in the learning process in the classroom still seemed monotonous and less interesting. Seen in learning activities, students tend not to be enthusiastic about learning and are only silent to listen to the learning process, so the role of an educator is very important in arousing the enthusiasm of students in participating in learning. The learning process will seem interesting if there is reciprocity and cooperation between educators and students in leaming. Thus, classroom management by educators determines the success of students in learning.

Classroom management is one of the important competencies that must be possessed by a teacher in managing and optimizing various components in the classroom, so as to create a conducive learning atmosphere for students. According to Wahyu et al (2020), the teacher's ability to manage the class is very important because it is very beneficial and fulfills the conditions that will support the increased intensity of student learning and have a positive influence on the achievement of teaching objectives. Through good classroom management, teachers can organize and manage various aspects in the classroom. The management of these classroom components aims to create a conducive classroom atmosphere, so that students can be actively and enthusiastically involved in learning activities.

This study aims to examine in depth the efforts made by teachers in classroom management at school, and analyze their impact on the ongoing learning process.

METHODS

This research uses field research by taking a qualitative descriptive approach. Descriptive research is research with a method to describe a research result, as the name implies, this type of research has the aim of providing a description, explanation, as well as validation of the phenomenon being studied. (Ramdhan, 2021). This research was conducted at MIS Mardliyatul Medan. Researchers obtained data by observing the school, obtaining data directly by observing and recording through interviews with teachers and conducting documentation. In addition, researchers also obtained data through literature studies referring to journal references, books, and the internet that are in line with the findings of researchers.

RESULTS AND DISCUSSION

Classroom Management Concept

Classroom management or classroom management is an effort made by the teacher, including planning, organizing, and optimizing various learning resources, materials, and facilities in the classroom in order to create effective and quality learning activities for students so that the teaching and learning process can run in accordance with the planning and goals to be achieved. (Widiasworo, 2018). In line with that, Asmara & Nindianti (2019) argued that classroom management is an effort to manage students in the classroom which is carried out to create and maintain a pleasant classroom atmosphere or condition so that it can generate, generate and maintain or maintain student learning motivation so that they can always actively involve themselves when teaching and learning activities take place at school. Nugraha (2018) revealed that classroom management is an effort to manage students in the classroom that supports learning programs by creating and maintaining student motivation to always be involved and participate in the educational process at school. Classroom management is defined as the ability of the teacher or homeroom teacher to utilize the potential of the class in the form of providing the widest possible opportunity for each person to carry out creative and directed classroom activities, so that the available time and funds can be utilized efficiently to carry out classroom activities related to the curriculum and the development of students. Classroom management is one of the teacher's skills to create a conducive learning climate and control it when there is a disruption in learning. (Mutmainah & Abdullah, 2022). Classroom management is also a process of planning,

organizing (managing), and controlling (evaluating) all classroom components for the creation of a conducive learning process so as to achieve educational goals effectively and efficiently. (Suryana & Fadhli, 2022).. From several opinions expressed by the previous, it can be concluded that classroom management is a conscious effort made by the teacher by managing students in the classroom to make it more conducive to the learning process in order to achieve learning goals.

Classroom Management Objectives

The success of an activity can be seen from the results it achieves, therefore the teacher must determine what goals he wants to achieve in classroom management. Classroom management aims to create a comfortable and conducive classroom atmosphere, in order to create effective and conducive learning. Thus, if students already feel comfortable in learning, the learning objectives that the teacher wants to convey will be easily achieved and the learning outcomes are also as expected. (Efendi & Gustriani, 2020). In line with this, (Asmara & Nindianti, 2019) also argue that the purpose of classroom management is to strive so that students when participating in the learning process in the classroom can carry out learning activities and do tasks or other activities in accordance with applicable regulations so as to create an orderly atmosphere. Classroom management can develop and generate student attitudes to be responsible for all the behavior shown by students when the learning process takes place in class so that what is the learning objective is achieved effectively and efficiently. Classroom management plays an important role in the leaming process in the classroom because it greatly affects the positive student environment so that it is easy to accept the knowledge given by the teacher and the teacher is also comfortable in conveying knowledge to his students.

Classroom management also functions to make changes in the classroom, so that learners can work together and develop self-control. Learners must be able to control themselves and develop an active attitude, especially in learning. Cooperation between class members is needed to encourage students' enthusiasm for learning. Thus, learners must develop a cooperative attitude in the classroom to foster the enthusiasm for learning of its members. In addition, teachers must also be able to manage students regarding the development of a cooperative attitude in learning activities. (Widiasworo, 2018).

Classroom management is closely related to classroom organization for the success of the learning process. Therefore, one of the teacher's tasks is to produce conditions that

can generate enthusiasm for learning, improve the quality of learning, and provide guidance and direction to students.

Teacher's Classroom Management Efforts

Based on the results of research obtained at MIS Mardliyatul Medan, there are several efforts that teachers make in classroom management and are divided into: classroom management that focuses on physical matters and classroom management that focuses on non- physical matters. Classroom management can be divided into several parts, namely first directing to something physical and n-physical, secondly organizing learning to be conducive so that it will produce a well-directed learning process. In classroom settings such as physical and non-physical things can be understood as auxiliary tools in the learning process such as classrooms, chairs, tables, books. Then for non-physical ones such as the form of communication of students, the state of the learning environment, and communication between education and students (Monicha et al, 2022).

Physical classroom management includes arranging the seating arrangement of students. The teachers at MIS Mardliyatul adjust the seating arrangement according to the learning needs provided. Like forming a group seating arrangement when doing learning by discussing with friends. Forming a U-shaped seating arrangement so that all students are able to focus on observing how the teacher explains clearly, for the teacher this form of arrangement makes it easier to be more free in observing one by one students and move more freely when delivering learning materials. In addition, the teacher also forms an arrangement by moving the position of the students' seats, so that all students can feel the same location of different seats and not get bored.

The teacher invites students to work together to create a clean, tidy and comfortable classroom such as getting used to always throwing garbage in its place, and always tidying up the items used to the original place. Because the class is neat, clean and comfortable, it will certainly make the learning atmosphere more comfortable so that the learning process can be carried out with more focus. The school must also provide facilities that support students' learning activities to support the achievement of learning objectives, such as providing books, tables and chairs, board equipment and stationery, as well as other supporting media that can be provided by the school.

Non-physical classroom management can include several things such as the teacher's efforts in terms of organizing the learning process method. As a teacher, before giving

knowledge to students, the teacher must first master the learning material to be given, the teacher must also be able to choose what teaching methods are appropriate to be given to students by adjusting the material to be taught. In providing knowledge to students, teachers must pay attention to the systematics of spoken words, pronunciation must be good, precise and easily understood by students so that students are able to receive the knowledge given properly.

The use of learning media can also help teachers in delivering learning materials. However, it was found that teachers at MIS Mardliyatul rarely use learning media, but to choose a method or learning media, usually the teachers discuss in advance with students what kind of method they want to learn and are also adjusted to the material to be studied. So that between teachers and students have a good communication relationship.

Making rules between teachers and students can also be done in classroom management, the purpose of making this rule is so that teachers and students respect each other and still make the class conducive. To create a conducive class, the teacher must be able to provide rules that are agreed upon by students. So that students do not make noise in the classroom that makes the learning atmosphere not conducive. Give light punishment for learners who break the rules according to mutual agreement, such as cleaning the classroom, memorizing lesson material and so on. (Suryana & Fadhli, 2022). If there is someone who violates the rules made, punishment will be given in accordance with the agreement that has been made, such as the rule of having to come on time, throwing garbage in its place, not making noise among friends, carrying out class pickets properly. In addition, one of the teachers at MIS Mardliyatul accustoms students to reading iftitah prayers, reciting asmaul husna, and sometimes repeating material by giving questions at the end of the learning hour before going home.

Before the lesson begins the teacher conditions the classroom atmosphere in good condition, in addition to the condition of the class as well as the condition of the students must also be prepared to accept the learning that will take place. In creating an effective and conducive class, the teacher has several failures in the classroom. For example, the teacher is unable to create a conducive class, but the student still feels independent. Therefore, teachers are required to have the ability to manage learning. (Parhusip et al, 2021) When the classroom atmosphere is not conducive, the teacher can calm it down by inviting students to sing together, or playing games with students but still have an element of learning. Startung

learning with enthusiasm so that students are also excited, such as by saying greetings and greeting students in a friendly manner. The teacher's mood will greatly affect the classroom situation, so as much as possible the teacher must be able to control his emotions when in the classroom.

Teachers must be able to create a positive environment for students, which can be done by always giving positive feedback to students such as praise that can build enthusiasm and motivate students to always try their best when doing something. When a teacher is faced with students who fight and make noise, the teacher can calm them down by talking to the problem child, then trying to discuss and find solutions on how to reconcile the quarreling child. As well as calming back the classroom atmosphere that is not conducive by diverting the attention of students by inviting singing together. According to Komariah and Adriantoni (2023), effective teacher quality is not only having teaching skills, knowing extensive knowledge, or even being a respected and feared teacher, the focus of effective teacher quality is the teacher himself. The focus is on the whole person who brings unique beliefs, values, attitudes, aspirations, motivations, knowledge, and skills to the classroom, all rolled into one and that is called "the teacher". Teachers have a major contribution to student success, with positive and negative teacher behavior having an impact on student behavior.

CONCLUSION

Classroom management is defined as a teacher's effort to plan, organize, and optimize various resources, materials, and learning facilities in the classroom. The goal is to create effective and quality learning activities for students, so that the teaching and learning process can run in accordance with the planning and goals to be achieved. Classroom management creates a comfortable and conducive classroom atmosphere, in order to create effective learning. With a conducive classroom atmosphere, it is hoped that the learning objectives delivered by the teacher can be easily achieved to students and produce maximum learning outcomes. In addition, classroom management also aims to develop students' responsibility and self-control in learning activities.

Classroom management has a very important role in the learning process, with good classroom management can create a positive learning environment for students so that students more easily accept and understand the material taught by the teacher. Conversely, poor classroom management can hinder the learning process and affect student learning

outcomes. Physical classroom management can be done by arranging seating arrangements, maintaining classroom cleanliness and comfort, and providing support facilities in accordance with learning. Besides physically, classroom management must also be supported non-physically such as the use of learning methods and media, good communication between educators and students, and making classroom rules.

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