

CLASS MANAGEMENT CONCEPT IN LEARNING

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Abstrak

The purpose of this paper is to explain the concepts of classroom management that are important for educators to master. Class management is one of the skills on how to manage the class in the learning process, so as to create an effective and conducive learning environment and atmosphere for students. Good classroom management will make the process of transferring knowledge and values to students well conveyed and learning more meaningful. This is what makes classroom management. This paper uses the Pustaka study method where the data sources come from books and journals. the concept of class management which consists of the notion of class management, objectives, aspects, functions, principles, influencing factors and what approaches can be used in class management.

Keywords: Management, Classroom, Learning

INTRODUCTION

The class is the most dominant place or place for a group of students to occur in the learning process. According to Sudarwan Danim "class is the most dominant vehicle for the implementation of the learning process for school children". Thus the position of the class in learning is very important to determine the success of student learning at a certain level. An effective class is needed in achieving learning objectives. An effective class indicator is indicated by the active role of students in learning. In other words, an effective classroom teacher does not teach students but the teacher can teach students. The creation of an effective class has a conducive and pleasant learning situation or atmosphere for students, so that learning fluency for them will be quickly obtained.

To create an effective classroom, it is necessary to have the skills of teachers who can and are able to manage classroom learning so that it can always be well maintained. The term managing is what is meant by the term class management. According to N.A Ametembun, classroom management is "class management, namely the leadership or management of teachers in the administration of their classes". The purpose of teachers being able and able to manage classroom learning is to be able to create and organize student learning conditions so that they are willing to take part in learning with a sense of responsibility and pleasure in achieving the learning objectives that have been determined.

Therefore, the success of teachers in teaching in the classroom is not enough if only armed with knowledge of the curriculum, teaching methods, teaching media, and insight into the material to be delivered to students. In addition, teachers must master classroom management tips. Teachers should be able to create and maintain favorable classroom conditions for students in order to grow an active, creative, effective, and fun learning climate. Classroom management is not only in the form of classroom settings, physical facilities and routines. Classroom management activities are intended to create and maintain a classroom atmosphere and condition. So that the teaching and learning process can take place effectively and efficiently.

Good classroom management is about creating a conducive learning environment, utilizing facilities by paying attention to the needs of students both individually and in groups. Because the nature of the main purpose of learning activities is to provide guidance and services to students so that they are willing to actively participate in learning. Therefore, it is also necessary to know that

individual students have different backgrounds, both family backgrounds and intellectual abilities. This is the main characteristic of students who become part of the teacher's attention and calculations in bringing their students towards the learning goals that have been set.

Classroom management is the smallest activity in an educational effort which is actually the "core kitchen" of all types of educational management. In this class management then there is the term "class management" both instructional and managerial. In the teaching and learning process, a teacher not only transfers knowledge to students but is also required to be able to manage the overall condition of students well. Regulating (managing) the condition of students, of course, by applying various approaches that direct students to move actively.

According to Mulyadi, classroom management is one of the skills that teachers must possess in understanding, diagnosing, deciding and the ability to act towards improving a dynamic classroom atmosphere. Therefore, a teacher has a very important role and plays a role in the success of learning in schools. Teachers play a very important role in helping the development of students to realize their life goals optimally. In the classroom the teacher carries out two main tasks, namely teaching activities and managing the class. Teaching activities are essentially a process of organizing, organizing the environment around students. While the activities of managing the class are not only in the form of class arrangements, physical facilities and routines. Classroom management activities are intended to create and maintain a class atmosphere and condition. So that the learning process can take place effectively and efficiently. Therefore classroom management is very necessary because from day to day and even from time to time student behavior is always changing. Today students can study well and calmly, but not necessarily tomorrow. Yesterday there was a healthy competition in the group, on the other hand in the future the competition could be less healthy. Classes will always be dynamic in the form of student behavior, actions, attitudes, mental and emotional.

But in reality, teachers often reduce classroom management, as a key element of a teaching and learning process, into a series of procedural techniques only in managing students and delivering the lessons they teach in class. For example, the Learning Process Design (RPP) as part of teacher preparation for teaching is not designed carefully or even the same from year to year. RPP is made only to fulfill administrative procedural obligations and considers RPP-making activities to be a burden. The teacher-student relationship is more formal than personal, the teacher's interest is to deliver lessons according to the curriculum targets.

Based on the background above, we can conclude that classroom management is very important to know and learn. Therefore, in this paper, we will describe classroom management, its objectives, aspects, functions and principles and influencing factors in classroom management, as well as what approaches are used in classroom management further.

METHOD

This study uses a qualitative method. It is, an approach or quest to investigate and understand the central phenomenon (Raco, 2018). Qualitative research (qualitative research) is a research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. Qualitative research is inductive, meaning that the researcher allows problems to emerge from the data or is left open to interpretation (Dr. Tjipto Subadi, 2006). The data were collected with careful observation, including descriptions in a detailed context accompanied by notes from in-depth interviews, as well as the results of analysis of documents and notes (Khadijah, 2018). The nature of this research is library research, and library research means research that primarily targets books and other literature. Literature research collects detailed information and data through various books, notes, journals, and other bibliography, as well as the results of previous work related to the answers to the problems to be researched and the theoretical basis (Yaniawati, 2020). This research produces information in the form of notes and descriptive data contained in the text under study. Qualitative research requires technical analysis.

RESULTS AND DISCUSSION

Educational management comes from two words, namely management and class. Management comes from the big English dictionary, namely manage / management which means the art of managing, organizing, implementing, and managing. This term is translated into Indonesian words into "management" with the meaning of managing, or administering.

According to Mulyadi, management means the process of using resources effectively to achieve goals. Then according to Mary Parker Follett, management is a trick or art in achieving a goal or getting things done through the help of others. Added by Daft and Steers, management is a process of planning, organizing, directing, and controlling to achieve the goals that have been set. Lawrence A. Appley quoted by Ibnu Syamsi said that "management is a skill to move people to be able to do work in order to achieve goals". In addition, Soekarno argued "management is a process / activity / effort to achieve certain goals through collaboration with other people".

From the several definitions of management above, we can conclude that management is the ability and special skills possessed by a person to carry out an activity either individually or with other people or through other people in an effort to achieve organizational goals in a productive, effective, and efficient manner. and efficient.

Class is a group of people who carry out learning activities together who get learning from the teacher. According to Suharsimi Arikunto, a class is "a group of students who at the same time receive the same lesson and the same teacher". From the two opinions above, both are in line because they express the notion of class in terms of students.

Classes according to a general understanding can be divided into two views, namely the view from the physical point of view and the view from the student's point of view. In addition, Hadari Nawawi views the class from two angles, namely:

1. Classroom in a narrow sense is a room that is limited by four walls where a number of students gather to take part in the teaching and learning process. Class in this traditional sense contains a static nature because it simply refers to the grouping of students according to their level of development, among others, based on their respective chronological age limits.

2. Class in a broad sense is a small community that is part of the school community, which as a unit are organized into work units that dynamically organize creative teaching and learning activities to achieve a goal.

Based on the opinion above, it can be understood that basically the class is a gathering place for several people (students) to carry out the teaching and learning process.

After we get the understanding of the two terms above between management and class. Next we will get what is meant by the notion of classroom management. When we refer to the term management in Indonesian, namely management which means implementation. Thus, classroom management is a form of organizing student learning processes, or a form of teacher effort in creating conducive student learning conditions and maintaining them if there are obstacles to more effective learning goals.

According to Sudarwan Danim "classroom management is the art or praxis (practices and strategies) of work, namely teachers work individually, with or through other people (colleagues or students themselves) to optimize class resources for the creation of an effective and efficient learning process". Meanwhile, according to Moh. Uzer Usman "classroom management is class management, namely the teacher's skills to create and maintain optimal learning conditions and restore them if there are disturbances in the teaching and learning process".

There are five views regarding the definition of Class Management, namely:

1. Authoritarian view, states that classroom management is a process of controlling student behavior, is authoritative, and is a set of teacher activities to create and maintain an orderly classroom atmosphere.

2. Permissive view, gives freedom to students to do whatever they want and is a set of teacher activities to optimize student freedom

3. Behavioral View, as a set of teaching activities to develop unwanted student behavior and reduce or eliminate unwanted student behavior
4. Interpersonal Relations View, classroom management is a process of creating a positive socio-emotional climate in the classroom
5. View of the social system, classroom management is a set of teaching activities to grow and maintain an effective classroom organization.

From some of the definitions above, we can conclude that classroom management is an effort to manage students in the classroom which is carried out to create and maintain an atmosphere/class condition that supports learning programs by creating and maintaining student motivation to always get involved and participate in learning activities. educational process in schools.

Classroom management can also be interpreted as a classroom setting for student learning activities that is applied through teacher activities designing the physical classroom environment, creating a positive environment for learning, establishing and enforcing rules, inviting students to work together, solving problems effectively, and using communication strategies. the good one.

Class management activities are aimed at activities that create and maintain optimal conditions for the student learning process to occur, such as fostering good relations between students and teachers, reinforcement, punishment, and task arrangements. Teaching focuses on activities that are directly intended to achieve specific teaching objectives, such as developing lesson plans, providing effective teaching, and conducting formative and summative evaluations.

Class Management Goals

In general, classroom management is used to create conditions in class groups in the form of a good classroom environment, which can enable students to act according to their abilities. The application of dynamic product class management is in accordance with the objectives to be achieved. The objectives of class management include:

1. So that learning can be carried out optimally so that learning objectives can be achieved effectively and efficiently;
2. To make it easier for students to monitor progress in their lessons;

According to Sudirman et al, the purpose of classroom management is to provide facilities for various student learning activities in the social, emotional, and intellectual environment of the classroom. The facilities provided improve the learning and work processes, creating a social atmosphere that provides satisfaction, an atmosphere of discipline, intellectual, emotional, and attitude development and student appreciation. Meanwhile, Suharsini Arikunto, said that the purpose of class management is "so that every child in the class can work in an orderly manner so that learning objectives can be achieved effectively and efficiently."

According to Ahmad that the objectives of classroom management are as follows:

1. Creating classroom situations and conditions, both as a learning environment and as a study group that allows students to develop their abilities as much as possible.
2. Eliminate various obstacles that can hinder the realization of teaching and learning interactions.
3. Provide and arrange learning facilities and furniture that support and enable students to learn according to the social, emotional, and intellectual environment of students in the classroom.
4. Fostering and guiding in accordance with the social, economic, cultural background and individual characteristics.

The purpose of classroom management according to Sudirman is essentially contained in the goals of education. The purpose of classroom management is to provide facilities for various student learning activities in the social, emotional, and intellectual environment of the classroom. The facilities provided allow students to study and work. The creation of a social atmosphere that provides satisfaction, an atmosphere of discipline, intellectual, emotional, and attitude development and appreciation of students. Meanwhile, Arikunto argues that the purpose of classroom

management is so that every child in the class can work in an orderly manner so that learning objectives can be achieved effectively and efficiently.

Based on the explanation above, it can be concluded that the purpose of classroom management is to create conditions for a class to become a good learning environment so that learning objectives can be achieved as well. While the purpose of class management is a factor for the achievement of learning objectives.

Class Management Function

The class management function is actually the implementation of management functions that are applied in the classroom by the teacher to support the achievement of learning objectives effectively. According to Dr. I Gust Ketut Arya Sunu, M.Pd the functions of classroom management are as follows:

1. Planning as a management function in the classroom, planning is the starting point for class managers. This function (planning) determines in advance which learning outcomes are to be achieved in the future.
2. Organizing as a management function in the classroom, organizing can be described as the creation of a mechanism to implement the planning discussed earlier. Issues such as which activities are put into action, where resources are applied, how they occur and who should be held accountable. For educators the management function creates an effective teaching and learning environment. An orderly and orderly classroom situation must be created to make teaching effective.
3. Leadership as a management function in the classroom, the third function of educators is to lead when plans must be turned into reality. He gives direction that the required tasks are carried out effectively. Leadership involves the function that managers enable others to perform their tasks effectively
4. Supervision as a management function in the classroom, supervision is the final management function in the efficient management cycle and is seen by many as the most important requirement for effective planning. In planning lessons or activities, it is the educator who decides which learning outcomes are to be achieved. The use of monitoring mechanisms on whether results have been realized is an integral part of the planning, but at the same time management activities.

Another management function is as a vehicle for students to develop themselves as optimally as possible, both with regard to the potential aspects of students or others. In order for the student management function to be achieved, there are several classroom management functions as follows:

1. Give teachers a clearer understanding of the educational goals of schools and their relationship to the teaching carried out to achieve those goals.
2. Helping teachers clarify their thinking about the contribution of their teaching to the achievement of educational goals.
3. Increase the teacher's confidence in the teaching values provided and the procedures used.
4. Assisting teachers in recognizing student needs, student interests, and encouraging learning motivation.
5. Reducing activities that are trial and error in teaching with a better curriculum organization, the right method and saving time.
6. Students will respect teachers who earnestly prepare to teach according to their expectations.
7. Provide opportunities for teachers to advance their personal and professional development.
8. Helping teachers have a feeling of self-confidence and self-assurance.
9. Helping teachers maintain enthusiasm for teaching and always providing up-to-date materials to students.

Aspects of Classroom Management

According to Maman Rachman, aspects that need to be considered in good classroom management are: the nature of the class, the driving force of the class, the class situation, selective and creative

actions. The activities that need to be carried out in classroom management as an aspect of classroom management in elementary schools are as follows:

1. Check attendance
2. Collecting student work, checking and assessing work
3. Distribution of tools and materials
4. Collecting information from students
5. Recording data
6. Archive maintenance
7. Delivering lesson material
8. Give assignments.

Activities that are covered in classroom management include several aspects related to the creation of effective learning for students. Aspects that become the scope of classroom management include:

1. Curriculum management; The curriculum is a scope of work used by a teacher as a guide to be achieved in the teaching and learning process. So curriculum management is a plan or direction to complete the curriculum.
2. Student management; Learners are members of the community who try to develop their potential through a learning process that is available both from certain levels and types of education. So, student management is a process of activities that are planned and attempted intentionally as well as continuous guidance for all students (in the educational institution concerned) so that they can participate in the teaching and learning process effectively and efficiently.
3. Academic activities; Academic activities are categorized as PBM (teaching) activities, including making preparations before teaching, carrying out prepared teaching, and assessing the extent to which the lessons that have been presented are successful and mastered by students.
4. Administrative activities; Administrative activities are categorized as "non teaching" activities as conditions that need to be considered by teachers for smooth teaching, such as procedural activities and organizational activities.

Classroom Management Principles

Good learning management must be developed based on teaching principles. He must consider the aspects and strategies of learning, designed systematically, conceptual but practical-realistic and flexible, both concerning issues of learning interaction, classroom management, utilization of learning resources (teaching) and evaluation of learning. Thus effective classroom management is a prerequisite for effective teaching. These basic principles are needed in order to minimize the emergence of problems or disturbances in managing or managing the class. The principles of classroom management proposed by Djamarah are as follows:

1. Warm and Enthusiastic

Warmth and enthusiasm are needed in the teaching and learning process. Teachers who are warm and friendly to students always show enthusiasm for their duties or activities will be successful in implementing classroom management. In order for the class to be managed properly, a teacher must be warm and enthusiastic to students. To be able to have a warm attitude towards students, teachers can do the following:

- a. Ask how the students are doing before starting the lesson. This method can at least build a deep impression on students and make them really feel cared for.
- b. Provide time and opportunity for students to express the problems they face, both regarding subject matter or other problems.
- c. Pray for them. When the teacher fervently prays for the students and the students agree with it, then at that time there is a strong emotional connection between the teacher and the students..

Meanwhile, to be able to have an enthusiastic attitude towards students, there are several steps that need to be taken, namely:

- a. Do not be stingy in giving praise to students. Giving praise before ending the class is something that should be done.

- b. Always trying to help students. Provide solutions to problems raised by students, even if they are not related to the lesson.
- c. Often share opinions with students. Invite all students to express their opinions, if some of them are bringing up their personal problems.
- d. Value every student's opinion. Appreciate every opinion expressed by students in order to create an intimate atmosphere in class. Tantangan

The use of challenging words, actions, ways of working, or materials will increase the enthusiasm of students to learn thereby reducing the possibility of deviant behavior. Usually every student really likes some challenges that pique their curiosity. Therefore, teachers must be able to provide challenges that can provoke students' enthusiasm in following their subjects. Several steps can be taken by teachers in providing challenges, namely:

- a. Do a simple evaluation periodically every week. If today the teacher conveys the material of a lesson, then the evaluation can be carried out in the following week.
- b. Interspersed with quizzes, for example, the teacher makes a puzzle whose materials are taken from the subject matter. Or invite students to study outside the classroom as a means of refreshing.
- c. Connect with the outside world. Relating subjects with other practical problems can also be a good choice for teachers to raise challenges for students.

1. Varies

The use of tools or media, the teaching style of the teacher, the pattern of interaction between the teacher and students will reduce the appearance of distractions, increase the attention of students. This variety is the key to achieving effective classroom management and avoiding saturation. The teacher must realize that students are likely to be bored and bored with the way he teaches so far. This boredom clearly has a big influence on students' ability to concentrate, so teachers need to use or try many teaching styles and methods in delivering subjects.

2. Dexterity

The flexibility of the teacher's behavior to change his teaching strategy can prevent the possibility of student interference and create an effective teaching and learning climate. The flexibility of teaching can prevent the emergence of disturbances such as student fuss, no attention, not doing assignments and so on. Every teacher must be able to be flexible to their students. That is, in the classroom a teacher does not have to position himself as an all-knowing person. Once in a while, the teacher must also be able to position himself as a "brother", "parent", or "friend" for his students.

Flexible association between a teacher and students can foster mutual respect and appreciation. To achieve this, there are several steps that a teacher can take, namely:

- a. Treat students as if they were their own children. As a brother, of course we are not awkward if we ask for help or are asked for help by them.
- b. Occasionally call students with the call "son". This kind of close call can create a deep impression in students, a kind of feeling that students are their own children.
- c. Spend a lot of time with students. Playing together in free time with students can also stretch us with them. Avoid being prestige that is too rigid to students. Throw away the notion that teachers must always maintain the image of their students, so they must limit their association with them, other than only teaching interests in the classroom.

3. Emphasis on the Positive

Basically in teaching and educating, the teacher must emphasize the positive things and avoid focusing on the negative things. Emphasis on positive things, namely the emphasis made by teachers on positive student behavior rather than nagging negative behavior. This emphasis can be done by providing positive reinforcement and teacher awareness to avoid mistakes that can interfere with the teaching and learning process. The things that teachers need to do to be able to cultivate an attitude like this include:

- a. Don't criticize students for being negative in class. Set a time where the teacher can talk and advise the student concerned without having to embarrass him in front of friends.
- b. Always remind them of the goals and ideals of learning, as well as point out any things that can damage those ideals.
- c. Give praise if there are students who have taken positive actions. Don't forget to encourage and motivate other students to do the same.

2. Cultivating Self-Discipline

The ultimate goal of classroom management is that students can develop self-discipline and teachers themselves should be role models for self-control and implementation of responsibilities. So, teachers must be disciplined in everything if they want their students to be disciplined in everything.

CONCLUSION

Classroom management is an effort to manage students in the classroom which is carried out to create and maintain a classroom atmosphere/condition that supports learning programs by creating and maintaining student motivation to always be involved and participate in the educational process at school. The purpose of classroom management is to create conditions for a class to become a good learning environment so that learning objectives can be achieved as well. The class management function is actually the implementation of the management functions applied in the classroom by the teacher to support the effective achievement of learning objectives such as planning, organizing, leadership, and supervising functions.

According to Maman Rachman, aspects that need to be considered in good classroom management include: the nature of the class, the driving force of the class, the class situation, selective and creative actions. Then, the aspects that become the scope of classroom management include: curriculum, student, academic, and administrative aspects. A teacher in classroom management must have the principles of classroom management, including: warm and enthusiastic, challenge, variety, flexibility, emphasis on positive things, and the cultivation of self-discipline. Furthermore, there are several approaches in managing the classroom, namely, authoritarian or power approach, psychological, intimidating or threatening, permissive, group work, socio-emotional, instructional, prescription, behavior, and teaching. The realization of classroom management can be influenced by several factors, including class dynamics, curriculum, classroom buildings and facilities, teachers, and factors from the students themselves.

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