

35. Problem Identification and Teacher Preventive Efforts in Managing Students in Low-Grade Learning in Surakarta

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Problem Identification and Teacher Preventive Efforts in Managing Students in Low-Grade Learning in Surakarta

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Abstract. This study aims to examine the problems of students in the classroom and how the teacher's preventive action in managing low-grade students in Surakarta. The method used is qualitative research through interviews and observations by taking a sample of 10 public schools and 10 private schools in Surakarta to compare the results through reduction, data display and data interpretation. The validity of the data was tested by means of confirmability, dependability, and source triangulation tests. The results of the study are that there are differences in problems and preventive efforts in managing students in classrooms at public and private schools. The problem of students in class is more often found in public schools and teachers in private schools take more preventive action than teachers in public schools.

Keyword: Problems, Preventive, Students, Public-Private Schools

1 Introduction

In school learning, a teacher can not be separated regarding how to manage the class. Accordingly, class management is highly important in the learning process in a school. Without the management of students in the classrom, the learning process can not occur effectively and efficiently. Therefore, a teacher should be competent to do class management pleasantly with purpose to reach the objectives of learning.

Majority of problems in learning that experienced by teacher is related to the students (80.61%). Besides, there are other problems that are often encountered by teacher: outcomes of student learning do not suit with the target learning outcome, students tend to be silent and shy to ask question, students are less enthusiastic, students are indolent to do assignments, students are sleepy, students are noisy and difficult to have focus concentration. Based on these situations, it can be concluded that if there are several negative conditions in students related to student involvement and achievement in the learning process, the teacher can realize that problems occur in the class [1].

Research results of Goss, Sonnemann, & Griffiths (2017) showed there are similar situations that general composition of students in the class consists of 60% of students potentially being actively involved in learning, whilst 40% are not actively involved [2]. Students who are not actively involved consist of students who are passive tent to be silent during learning process, noisy students who disturb their fellows, and students who are anti-social and can not socialize. The problems that exist in students can emerge either from themselves or the influence from external factors. This problem becomes an obstacle for teachers to design a learning that can lead students who are passively involved to be actively.

In the student management, it is necessary to take preventive action, which is the first step taken by the teacher in managing the class. It can be categorized as preventive if the efforts are established based on the initiative of teachers to construct new conditions that are favorable for the teaching and learning process. Measures are related to the establishment and maintenance of optimal learning conditions. Therefore, in optimizing the learning process, it is necessary to have knowledge related to problems in the classroom as well as how to prevent the repeatedly problems, so it does not interfere the learning process. Based on the description of background, researchers are desire to examine the problems in the classroom related to students and how the enforcement efforts of teachers so that problems do not occur repeatedly.

2 Methods

This research used research method of qualitative with design of analytic description. Qualitative research is a research to describe and analyze phenomena, occurrence, social activities, beliefs, perceptions, and individual consideration [3]. This research was conducted within the scope of the Surakarta residency with the aim of obtaining varied results. Researchers took a sample of 10 public schools and 10 private schools to compare the results. This research focuses on what problems students have during learning and how the teacher's preventive efforts in making prevention so that problems do not occur repeatedly.

Sources of research data are low grade students including grade 1, 2 and 3 as well as grade 1, 2 and 3 teachers. In the process of searching data, the researcher used direct interview techniques as primary data sources and learning documentation as secondary data. According to Ezmir (2017), data processing is conducted through a data reduction process so that data that has no correlation with this research is eliminated, then model data are displayed by designing columns and matrices that are included in data analysis, and the last is conclusion [4]. To examine the data validity, the researcher carried out a dependability which was carried out by auditing the entire research process [5]. The confirmability test is carried out with the depembility test which aims to test the results of the research. Triangulation of sources was also carried out with students, teachers, and school principals.

1

3 Results and Discussion

3.1 Problems of Students in the Classroom

The behavior of students who like to disturb their friends, occurs when learning is taking place, students who disturb their friends tend to have an ignorant attitude. Various conditions of student behavior that disturb classmates such as banging on his friend's table, forcibly picking up a friend's ruler, pinching friends, also throwing taunts at each other. A comparison of the problems of students in learning that occur in public shools, and private schools are showed in figure 1.

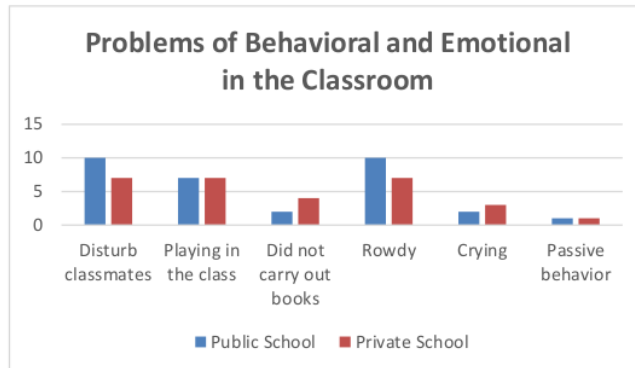


Figure 1. Bar Chart of Comparison of Behavioral and Emotional Problems of Students in Public and Private Schools

Based on figure 1, it can be seen that public schools encounter more problems in terms of disturbing classmates and being noisy in the classroom. This is because of school environmental factors that in public schools, a deepening of the knowledge of akidah morality is not as deep as that learned in private schools, so that students of public school are more difficult to control and encounter behavioral and emotional problems. It can also be caused by the factor of public schools' location which are located on the suburban area or zone of transition. According to the concentric theory expressed by Ernest W. Burgess, zone of transition is an area with a less stable economy [6]. Most of students who inhabited in this area are receive less attentive from parents because parents are more prioritizing in earning living so students tend to have problems in class. In opposite, private schools encounter different situation due to the location which are in the city center, so that it affects the patterns of interaction within the school. This assumption would be better to prove by conducting further research regarding relationship between economies condition of family and the influence of school location with patterns of student interaction in school.

In addition, collaboration between teachers and parents that carried out by private schools are more intensively in providing accompaniment to behavior of students who disrupt class. Parents in private schools are more involved in school assistance, such as monthly meetings, committee meetings, and build good relations by telephone. Teacher assistance can be done by considering the learning model, teacher attitudes and concerns, learning materials and contents, and giving appreciation to students. Meanwhile, assistance of parents at home can be adapted in the form of instilling disciplinary values, not spoiling children, prioritizing parenting that prioritizes children to be happy, and preventing restriction of childrens' freedom. That is because family is the first environment for children to go through the process of growth and development. Therefore, parenting style plays an important role in the formation of the child's personality which can affect the character, personality, and patterns of childrens' interactions with other people [7].

Study of Purwati, et al. revealed that "The cultivation of character education and the parents' personality affects to students' disruptive behavior" [8]. Therefore, to overcome the disruptive behavior of students in the classroom, it is necessary to involve the role of parents in providing proper character education to their children so that there is no disturbing behavior of students in the classroom.

A students' behavior that does not bring books which according to learning is a form of discipline violation in the classroom against themselves. That is because the problem of discipline is highly means to the progress in the classroom. In addition, students who do not carry books are highly potential to obstruct the progress in the classroom. Discipline in carrying books is necessarily to be implemented to create a learning discipline in the classroom. According to Munawaroh (2016), "Discipline learning is a situation which determines the process of eachieving educational goals" [9].

In several schools, there are students in the classroom who be delighted to create noise or trouble condition when the learning process takes places. Noise in classroom can also be caused by boredom when learning. Students who are bored, are screaming in the classroom so that it will disturb the learning process. According to Rohmanumerta (2018), "Learning saturation is an emotional and mental condition that encounters fatigue while studying so that it feels sluggish and can not collect information from the teacher" [10].

Basically, children in the low grade of elementary school are likely be willing to play, so this behavior is also done in the classroom during learning. Students who play in the classroom show several activities, such as taking a walk in the classroom, chatting with classmates, and playing games. Those behaviors are greatly interfering the learning process.

Furthermore, the problem related to emotional disorders is crying. Low grade students, mainly in the first grade, are students who experience transitional situation from kindergarten to elementary school. Students in this category are highly prone to cry if their ego is disturbed, besides, they have low appreciation to the presence of the teacher.

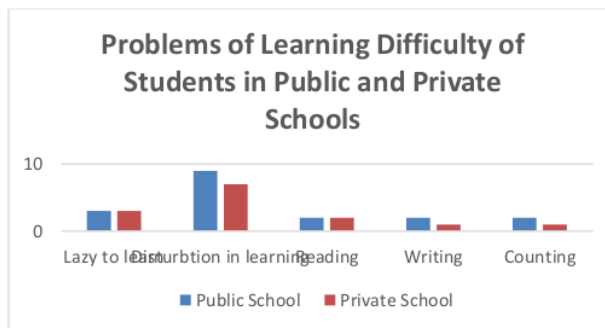


Figure 2. Comparison of Learning Difficulty Problems Students in Public and Private Schools

Based on figure 2, it can be seen that student at elementary school, both public and private, often encounter concentration problems during learning. However, concentration disturbance in public schools are more often encountered because of external factors from the classroom environment which is less conducive so that students find difficulties to properly concentrate. Students who are lazy to study, both at private and public schools, have the same intensity because students have an interest in certain learning. Besides, it can also be caused by fatigue, a condition of feeling that is not good. In the condition of difficulty in writing and reading, public schools are encounter more difficulties because the input of kindergarten schools is different than private schools.

Students who more likely to close themselves (passive students), are those who tend not to be involved in the learning process. These students are more likely to shy and have low brave

to ask regarding learning material, as well as do not participate in learning pleasantly and just stay quite during learning. In expressing their emotions, children often show it by crying expressions if their desires are not fulfilled, feel scorn and fear. Children also show shame if they are less able to adapt to their surroundings, feel awkward, and doubt their surroundings [11].

Lazy when learning in class is a learning difficulty that can prohibit learning from being accepted by the brain. First, second, and third grade experience laziness in learning because if they already have a feeling of laziness, students cannot participate in learning pleasantly. In addition, students show a different attitude towards learning, leaning their head on the table, and support their head with hands. Based on previous research, there are several factors that cause student laziness in class, including the lack of motivation that comes from within the student, the body feels weak due to irregular eating habits, irritable mood, interest only in certain subjects [12].

Furthermore, students do not concentrate properly when learning. When the teacher provides learning material in observation, students do not pay attention to the teacher by daydreaming, playing alone which can cause not focusing during learning. According to Hamiyah, et al. (2014), a person's learning power after 30 minutes has decreased. They suggested that the teacher can take a break for a few minutes [13].

Several students in the first grade still have difficulty in writing, reading and arithmetic. This can be seen when students are instructed by the teacher to read, there are students who have difficulty reading stories, also students who do not want to read when told by the teacher. In writing, students are not too fluent in distinguishing letters, it is often seen that they are mistakenly writing letters in words. For the difficulty of calculating, when asked the teacher's question about simple addition, the students did not answer the questions correctly.

3.2 Preventive Action

Before entering the classroom, students make 3 rows stretching backwards. This is intended so that students enter the classroom orderly. Based on previous research, there is a positive relationship between disciplinary adherence to marching. Marching before entering class can train students to develop discipline because in the 'Rule of Lining' there are cues, consistency, punishment, and rewards, which play an important role in shaping and fostering student discipline [14]. The form of classroom conditioning is that after entering the class the students sit in their respective places. Previously the teacher had arranged the seating for groups of 4-5 people by combining the tables. Or the seating arrangement in the form of the letter U.

Previous research showed that there is a positive relationship on learning motivation, so that variations in seating styles can improve learning outcomes. Classes that are managed with variations in seating styles will keep students busy with active and challenging tasks, do activities that make students hooked and motivated to learn, as well as establish clear rules that must be accepted by students [10].

Habituation is necessarily to be instilled in forming a person with character. For example, as students sit down, there is a prayer activity in the class led by the class leader. Daily habit of praying is expected to form a religious personality. Based on the results of previous research, there is a significant relationship between the habituation method and discipline. Habituation since childhood will become a custom so that it becomes an inseparable part of a personality. [15].

To establish student discipline, the teacher can do several things, for example by providing motivation so that they always maintain their health, study diligently and do not litter. Another form of attention is the teacher also reminds students to place food and drink at

the back of the class so that they do not fulfill the table. The teacher also provides motivation for discipline in learning and following learning activities in an orderly manner. In addition, the teacher attempts to instill discipline in students by being firm with students where before learning begins, the teacher makes rules when leaving the class, students must ask permission from the teacher beforehand. The effort to form student discipline is in line with Fadilah research which reveals that motivation and behavior are one of the supports for the intellectual development of students in the learning process [16]. Then, it is strengthened by research that conducted by Sari (2014) which states that learning motivation and learning outcomes have a low relationship, meaning that the lower the value of learning motivation, the lower the student learning outcomes [17].

To establish student discipline, the teacher also makes an agreement with the student where if the student violates the agreement, the student will be sanctioned. The form of agreement can be in the form of an agreement, namely if someone makes a scene in class, plays alone, or does not pay attention to the learning process, then they will be punished by singing in front of the class and being moved or answering questions from the teacher. The teacher also gives a warning if the class is not calm, then learning has not started. Based on research of Sari, et al (2017), it showed that teachers can foster closer relationships with students by making class agreements that are agreed upon by students and teachers. Agreements should be made at the beginning of class meetings [18].

There are also activities for students to sing and do ice breaking before learning with the aim that students become enthusiastic and more focused on learning. A boring learning atmosphere due to the lack of variation will cause boredom or boring for students and will easily cause fatigue. If this condition occurs, students will encounter learning burnout. At this situation, students encounter a decline in memory and are no longer able to collect new information or experiences. According to Fanani (2010), there are several advantages of doing ice breaking activities, including eliminating boredom, anxiety, and fatigue [19]. Teachers' creativity in implementing ice breaking provides a positive contribution to student learning outcomes. In the process, the enthusiasm shown by the teacher when implementing ice breaking will indirectly transmit the enthusiasm and motivation to learn to students. The implication is, when the enthusiasm of students in learning increases, it will increase the duration of students to concentrate on participating in learning and completing assignments. [20]. Comparison of preventive actions taken by teachers to students at low level schools in elementary school in Surakarta are showed in figure 3.

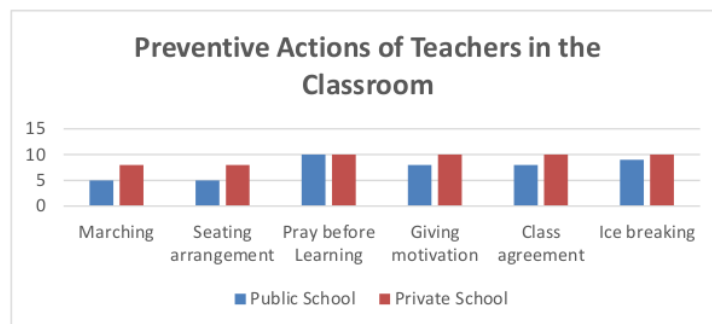


Figure 3. Comparison of Prevention Actions of Teachers to Students at the Public and Private Schools

Based on the figure 3, private schools take more preventive actions to prevent problems in the classroom. This is directly proportional to the finding of fewer class problems in private schools compared to public schools.

Besides, it can be seen from the aspect of marching before entering the classroom that public schools do less than private schools. This occurs because only a few public schools carry out activities shaking hands with teachers before entering class compared to private schools.

In seating arrangements, private schools are more varied in arranging seating, such as in groups, letter U, and face to face. Meanwhile, public schools mostly arrange seating in rows and rows. This could be because the facilities at private schools are more adequate and allow for more variations in seating.

In providing motivation activities, private schools also do more motivation. This activity is usually conveyed simultaneously during religious material in schools, where religious learning in private schools is taught more than in public schools. Class agreements and ice breaking are also more often conveyed to private schools because private schools often hold opening class activities. In the opening class, there were lots of memorization activities, ice breaking, conveying motivation and making class agreements.

5 Conclusion

The teacher's problems in managing students include problems in terms of behavior-emotions and problems with learning difficulties. In behavioral and emotional problems, student problems that arise are often disturbing friends, making noise, students often playing in class, crying, fighting with friends, and closing themselves (passive students). The problems of learning difficulties include learning concentration disorders, lazy learning, reading difficulties, writing and arithmetic difficulties. Public schools experience more problems in managing students than private schools. Preventive efforts for teachers in managing students in class are by carrying out marching activities, seating arrangements, praying before studying, ice breaking, providing motivation and making class agreements. Private schools were found to be implementing more preventive measures to prevent problems for students. This is in line with the lack of findings on problems that occur in private schools when compared to public schools

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