

CLASSROOM MANAGEMENT IN IMPROVING THE LEARNING PROCESS

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Abstract

This research aims to describe classroom management planning, implementation, supporting factors, and hindering factors in improving the learning process, as well as strategies for enhancing the learning process. The research method employed is qualitative descriptive. The findings reveal that classroom management planning involves preparing and arranging learning tools and instruments. The implementation of classroom management in the learning process is carried out by applying several classroom management principles and approaches. Supporting factors and hindering factors for classroom management include physical, social, emotional conditions, and school organization. Strategies employed include conditioning students to be ready for learning in the classroom, focusing on concentrated learning, utilizing appropriate and varied methods, engaging in educational and communicative interactions, and using media suitable for the presented material.

Keywords: *Classroom Management, Learning Process*

I. Introduction

Education stands as a critical investment and a central concern for any nation, particularly those in the midst of development like Indonesia. The progress of a nation is intrinsically linked to individuals who have been prepared through education. The success of education heavily relies on the quality of educators guiding the learning process.

In this context, educational activities represent a transformative process in shaping human attitudes from one state to another. Education facilitates changes in human thought processes, transitioning from ignorance to knowledge. The Dictionary of Education defines education as a process through which individuals develop skills, attitudes, and various forms of behavior within their societal context. It is a social process where individuals encounter selected and controlled environmental influences, particularly from educational institutions, fostering optimal social and individual development.

Given that education is inherently tied to human development, the effectiveness of education depends significantly on human elements. The pivotal factor determining educational success is the educators, specifically the lecturers. Lecturers play a crucial role in directly influencing, nurturing, and developing students' abilities to become intelligent, skilled, and morally upright individuals. As highlighted by Juhji (2017: 23), lecturers serve as the driving force behind all learning components,

working towards predefined goals.

The learning process aims at enhancing students' capabilities, and the quality improvement of this process is influenced by various conditions, both internal and external to the school. Positive interpersonal relationships between students and lecturers, among students, and between students and lecturers play a crucial role in effective teaching and learning processes. Research underscores that the classroom's social environment significantly influences academic learning (Welberg & Greenb in DePorter, 2007).

Classroom management constitutes one of the roles undertaken by lecturers in the teaching and learning process. It involves creating optimal learning conditions and addressing disruptions during the teaching and learning process. For instance, lecturers must intervene in disruptive behavior, reward students for completing assignments or answering questions, and establish norms or rules for productive group work. Therefore, upon entering the classroom, lecturers grapple with fundamental issues related to teaching and classroom management with the aim of improving educational quality for students in the class.

Classroom management is the smallest activity in educational efforts, yet it serves as the "core kitchen" for all types of educational management. Within this classroom management, terms such as instructional and managerial management come into play.

In the teaching and learning process, a

lecturer is not just a conveyor of knowledge but is also required to effectively manage overall student conditions. Managing student conditions involves employing approaches that encourage active student participation and exploration of their potential. As articulated by Juhji (2016: 58-70), lecturers must apply an approach directing students to actively engage and tap into their potentials.

The principles of student management include treating students as subjects rather than objects, encouraging their participation in planning and decision-making related to their activities. Student conditions are diverse across various aspects, and diverse activities are necessary to allow each student optimal development. Motivating students involves creating an enjoyable learning experience, considering not only the cognitive but also the affective and psychomotor domains.

According to Mulyadi (2009: 4), classroom management is a skill lecturers must possess to understand, diagnose, decide, and act towards improving the dynamic classroom atmosphere. Lecturers play a crucial and influential role in the success of education in schools. They assist in the development of students, aiding them in achieving their life goals optimally. In the classroom, lecturers perform two main tasks: teaching and managing the class. Teaching activities involve organizing the environment around students, while managing the class encompasses creating and maintaining a conducive class atmosphere. This allows the learning process to occur effectively and efficiently.

Therefore, classroom management is crucial as student behavior is subject to change. The class is dynamic in terms of student behavior, actions, attitudes, mental state, and emotional state. Recognizing this, the author is motivated to delve deeper into researching the implementation of classroom management to enhance the learning process in the English Education Study Program at Muhammadiyah University of Bengkulu in the Academic Year 2022/2023.

II. Research Methodology

This research employs a qualitative approach with a descriptive research design. It is conducted by following steps such as gathering information, data classification, and analysis, interpretation, drawing conclusions,

and reporting. The main objective is to provide an objective portrayal of a particular situation. In this study, the researcher acts as the primary instrument, functioning as an executor, observer, and data collector.

The research is conducted within the English Education Program of Muhammadiyah University Bengkulu for the Academic Year 2022/2023. The type of data used in this research is primary data, obtained directly through observation, interviews, and documentation. Secondary data, obtained from journals, reference books, and the internet, are also utilized.

III. Results and Discussion

Classroom Management Planning

Planning involves setting targets to be achieved or realized in the future. In the context of an organization, planning goals and actions involve assessing various resources and rapid methods or techniques. The learning planning program developed by the lecturers of the English Education Study Program at Muhammadiyah University of Bengkulu for the Academic Year 2022/2023, based on the data obtained by the researcher, includes the following:

1. Developing Educational Calendars, Lesson Plans (Prota), and Lesson Programs (Promes)

Before conducting the teaching and learning process, a lecturer is required to develop instructional instruments. Among these instruments are educational calendars, annual programs, and semester programs. The annual program is developed to determine the effective and non-effective weeks in an academic year by analyzing the educational calendar. After completing the annual program, the next step is to develop the semester program, which outlines the allocation of time for each session.

2. Developing Syllabi

A syllabus is a set of plans and arrangements for learning activities, classroom management, and assessment of learning outcomes. The creation of a syllabus is tailored to the curriculum-relevant material and is considered based on the local area's characteristics and needs. It is also adjusted to the characteristics, potentials, and needs of the learners. Each subject lecturer creates a syllabus

to help in translating basic competencies into teaching and learning plans, addressing questions such as: What competencies will be developed in students? How will they be developed? How can it be determined that the competencies have been mastered by the students?

3. Developing Lesson Plans (RPP)

Creating a Lesson Implementation Plan (RPP) before teaching is a crucial part of the teaching process. With an RPP, a lecturer feels more confident and authoritative when interacting with students in the classroom, as it provides a guide for teaching. The development of the lesson implementation plan is adjusted to the material's characteristics, the school's curriculum, and the learners' characteristics.

Classroom Management Implementation

Effective classroom management during learning can create a classroom environment that allows students to develop their abilities optimally, eliminate barriers to learning interactions, provide and organize facilities that support student learning in line with their social, emotional, and intellectual environments, and guide students according to their diverse social, economic, cultural, and individual characteristics. Therefore, during the teaching process, it is essential to understand the conditions and problems that occur with the students.

Efforts to prevent and address problems include:

1. Motivating students to concentrate on lessons: Lecturers must encourage students to focus on their studies by managing the classroom physically and non-physically.
2. Conditioning students to be ready to learn in the classroom: Readiness for learning significantly influences students' learning activities. If students are ready to learn, their learning outcomes will be better.
3. Providing stimuli for active participation: Lecturers provide motivation and incentives for students to actively participate in class, such as using rewards for students who actively ask questions.

Classroom Atmosphere

Classroom Space:

Based on the obtained results, the classroom space of 63 m² is adequate, exceeding standard facility requirements, with 35 students in one class. This allows students to move freely, avoiding overcrowding and facilitating learning activities.

Seating Arrangement:

The arrangement of student seating is flexible, allowing changes based on needs. Regular adjustments, such as rolling, occur weekly or monthly, adapting to conditions and requirements. The seating arrangement affects the smoothness of the teaching and learning process.

Teaching Methods:

In teaching and learning activities, lecturers need to apply various methods tailored to the intended goals. Lecturers must master teaching methods to fulfill their duties effectively.

Media Usage:

The use of instructional media influences the learning environment created by lecturers. Media usage stimulates new interests, motivates students, and aids psychological influences. Media used should be diverse to prevent student boredom and should align with the presented material.

Interaction Patterns:

Effective learning occurs when there is good interaction between lecturers and students, aiming to achieve specific learning goals. Educational interaction is not solely determined by its form but by its intended goals. Lecturers use educational interactions to boost students' learning enthusiasm.

Supporting and Inhibiting Factors in Classroom Management

The success of teaching is influenced by factors that support or hinder its implementation. Factors such as facilities, coordination among lecturers, and school support positively contribute to the learning process. Conversely, factors like students' lack of awareness, extracurricular activities affecting class time, undisciplined behavior, lack of student participation, and frequent exits for

trivial reasons hinder the teaching process.

To address these issues, lecturers employ real strategies, including motivation through schedule management, maintaining a positive image in the final hours, varying teaching methods, and coordinating with the school and parents.

Lecturer Strategies to Improve the Learning Process

Lecturers play a vital role in enhancing the learning process by providing guidance, direction, and supervision to students. Strategies employed by lecturers include encouraging focused learning, involving students in the learning process, ensuring students are mentally prepared for class, stimulating active participation, using appropriate and varied teaching methods, setting a positive example for students, and implementing various approaches.

IV. Conclusion

Based on the research findings, it can be concluded that the implementation of classroom management at the English Education Study Program, Muhammadiyah University of Bengkulu, for the Academic Year 2022/2023 involves effective planning and execution. Factors supporting classroom management include adequate facilities, good coordination, and school support. Hindrances include students' lack of awareness and various environmental factors.

Lecturers employ strategies to improve the learning process, emphasizing focused learning, student involvement, mental preparedness, active participation, varied teaching methods, setting positive examples, and applying different approaches. Recommendations include continuous improvement of classroom management practices and increased student awareness and active participation in the learning process.

Suggestions

1. For Lecturers: Continuous improvement and motivation in implementing classroom management practices are recommended, considering potential challenges.

2. For Students: Increased awareness and active participation are encouraged to contribute positively to the learning process.
3. For Other Researchers: Utilize this research to expand knowledge and as a reference for future studies on similar cases regarding classroom management and its impact on the learning process.

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