

## Implementation of Class management Improving the Learning Process in Class VI Umar Bin Khattab SDIT Ummi Aida Medan, Medan Tembung District

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### ABSTRACT

In the context of the problem of improving the learning process, what can be done is to carry out classroom management. The purpose of this study is to find out how the implementation of class management is carried out by teachers in the classroom in terms of improving the learning process at SDIT Ummi Aida Medan, Medan Tembung District. This research uses a qualitative approach with descriptive research type. Data collection techniques in this study using observation techniques (observation), and supported by interview observation techniques, and document study. The type of data used in this study is primary data by means of researchers making direct observations. Furthermore, all data are processed by qualitative data analysis stages, namely by reducing data, presenting data and drawing conclusions. This study resulted in four findings, namely: 1) Planning class management including: teachers compiling educational calendars, prota and prosem, compiling syllabus, making lesson plans (RPP). 2) Implementation of class management includes: creating a classroom atmosphere, comfortable, safe and conducive and teachers are able to minimize obstacles in the teaching and learning process, approach students that cause learning obstacles, provide guidance and motivation to students to enthusiastically start learning, seating arrangements, the use of learning methods, and learning media that are adjusted to the learning material 3) Evaluation of Class Management includes: self-evaluation of educators to determine satisfaction in carrying out tasks as class dreamers, evaluation of learning outcomes of students.

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## INTRODUCTION

Education is one of the important discussions for every nation, as well as developing nations who are active in developing their country as is the case with the developing State of Indonesia. In the context of development,

development can only be done by human beings who can be prepared, therefore, in preparing human resources through education. In achieving education quality, it is inseparable with the quality of teachers who directly guide students in the learning process. For this reason, class management is one of the important aspects that teachers must do to optimize the role and potential of educators in classroom learning.

The teacher is the main actor in the learning process (Maemonah, 2016). The teacher's role is very important in education. The good and bad of an education is influenced by how a teacher can convey or teach science and life values that are able to bring students to realize their dreams, both for themselves, their families, the community and the nation. Teachers are the spearhead of education because teachers directly seek to influence, foster, and develop students' abilities to become intelligent, skilled, and highly moral people. (Juhi, 2017) states that teachers are the motor / driving force of all learning components in order to achieve predetermined educational goals.

The success of educators can be seen from the learning process carried out, how teachers are able to build class management or manage the class well so that the learning process runs effectively, and is able to advance or realize educational goals. In general, class management aims to create a comfortable classroom atmosphere as a place for teaching and learning activities to take place (Mursali, et al. 2017). Managing the class is one of the roles played by a teacher in the learning process, namely to create optimal learning conditions and be able to neutralize the situation if there is a disturbance in the classroom during the teaching and learning process.

In the implementation of the teaching and learning process, the teacher is not only tasked with transferring knowledge to students, but the teacher is also required to be able to carry out class management to create a good overall student condition. Teachers as class leaders are expected to be able to apply class management approaches and techniques in class management in order to direct students to develop their own potential (Astuti, 2019). In the classroom the teacher carries out two main tasks, namely teaching and class management activities. Teaching activities are essentially the process of organizing and organizing the environment around students. Meanwhile, class management activities are not only in the form of classroom arrangement, physical facilities and routines. Class management activities are intended to create and maintain an atmosphere and conditions. So that the learning process can take place effectively and efficiently.

According to (Mulyadi, 2009), class management comes from two words, namely management and class. Management comes from the English word

management, which is translated into Indonesian into management, which means the process of using resources effectively to achieve predetermined goals effectively and efficiently. (Sagala, 2004) management is a process of planning, organizing, directing, and monitoring to achieve predetermined goals. Meanwhile, what is meant by class is generally defined as a group of people who carry out joint learning activities who receive teaching from the teacher (Suharismi,, 1993). Some other observers interpreted the class into two meanings, namely: First, class in a narrow sense, namely in the form of a special room, where a number of students gather to take part in the teaching and learning process. Class in this case contains static characteristics, because it simply refers to the grouping of students based on their respective chronological age limits. Second, class in a broad sense, which is a small community that dynamically organizes teaching and learning activities creatively to achieve goals (Salman, 2006). (Oviyanti , 2009) states that class management is an effort to maximize class potential in order to create a conducive atmosphere for students to learn and teachers feel comfortable in teaching. (Salfen, 2009) states that class management is a tool for teacher behavior and activities directed at attracting reasonable, appropriate, and proper student behavior and efforts to minimize disturbances in the classroom.

Based on the explanation above, the writer draws the conclusion that class management is an effort to manage students in the classroom in order to create and maintain a classroom atmosphere / conditions that affect teaching and learning program activities by creating and maintaining student motivation to always be enthusiastically involved in the educational process at school. The class management function is the implementation of the management function applied in the classroom by educators in order to support the achievement of the goals of learning effectively and efficiently. Class management functions according to (Karwati , 2014) are: a) class planning functions, b) class organizing functions, c) class leadership functions, d) class control functions. (M. Nugraha , 2018) provides an explanation of the functions of class management, namely: Planning is making a target to be achieved or achieved in the future. Class planning is very important for teachers because it functions to: 1) Explain and detail the goals to be achieved in the classroom. 2) Establish rules that must be followed so that class goals can be achieved effectively. 3) Give individual responsibility to students who are in the class. 4) Maintain and monitor various activities in the classroom so that they are in accordance with predetermined goals. Furthermore, the teacher makes organizational efforts so that the plan can take place successfully. In relation to class, organizing means: 1) Determining the resources and activities needed to achieve class goals. 2)

Designing and developing study groups that contain students with varied abilities. 3) Assigning students or study groups to a specific task and function responsibility. 4) Delegating class management authority to students.

Effective leadership in the classroom is the responsibility of the teacher in the classroom. In this case, the teacher leads, directs, motivates, and guides students to be able to carry out an effective learning and learning process in accordance with the functions and learning objectives. Activities in the classroom are monitored, recorded, and then evaluated so that what is missing can be detected and what needs to be improved. Control is a process to ensure that actual activities are in accordance with planned activities. The control process can involve several elements, namely: 1) Establishing class performance standards. 2) Providing standard grade performance measurement tools. 3) Comparing work performance with the standards set in class. 4) Take corrective action when deviations that are not in accordance with class objectives are detected. (Salman Rusydi , 2006) describes several types of approaches that teachers must take in implementing class management when the learning process takes place, namely:

#### 1) Approach to Power

The power approach here has the meaning as the consistency of a teacher to make norms or rules in the classroom as a reference for enforcing discipline. These provisions are based on one of the basic concepts of class management which is nothing but a process to control and guide students so that they have a disciplined attitude in learning. In that process, the teacher's role is to create and maintain a disciplined situation in the classroom, so that the teaching and learning atmosphere can take place effectively.

#### 2) Threat Approach

Threats can also be used as an approach that teachers need to take to manage a good classroom. However, the threats here should not be carried out as often as possible and should only be applied when conditions become truly uncontrollable. As long as the teacher is still able to take other approaches outside of the threat, it would be better if the approach with this threat was postponed.

#### 3) Freedom Approach

This approach also needs to be taken by the teacher to be able to manage the class well by using the freedom approach. This means that the teacher must help students so that they are free to do something in class, as long as it does not deviate from the rules that have been set and agreed upon. Sometimes, students are uncomfortable when there is a teacher who is too over-protective so that students do not freely carry out their experiments.

#### 4) Recipe Approach

The recipe approach is very suitable for the teacher himself. In this case, we need to note some of the dos and don'ts while teaching in class. This provision was made not solely for the benefit of the teacher, but also for the benefit of class management. Therefore, try to remember what students disliked when we taught, so that the dislike could cause the classroom situation to be ineffective. There is nothing wrong if the teacher also asks students to bring up things they don't like about the way we teach and what they want. In addition, it would be very good if the teacher asked students to bring up things they like about us. We should pay close attention to all student comments, to then be applied in real action.

#### 5) Teaching Approach

The teacher's ability to plan teaching while implementing it in the classroom is a very effective approach to being able to manage a good classroom. Therefore, make a thorough teaching plan before we enter class and obey the stages we have previously made. Avoid the habit of teaching as is, especially without careful planning. Teaching that is carried out systematically can certainly make students avoid burnout, because they can follow the lessons gradually. Conversely, students will quickly feel tired if they do not know the flow of teaching conveyed by the teacher, so the material they learn tends to be confusing.

#### 6) Approach to Behavior Change

As a principle, class management is carried out as an effort to change student behavior in the classroom from bad to good. Therefore, we must be able to make an approach based on changes in behavior so that the goals of class management can be achieved properly. In order for this approach to work effectively, we should note some activities that can cause chaos in the classroom, as well as note things that make students able to keep the classroom atmosphere conducive. In addition, we also need to stimulate students to be able to behave positively in the classroom by giving praise or thanks as long as they can maintain a disciplined attitude in the classroom.

#### 7) Socio-Emotional Approach

A class can be managed efficiently as long as the teacher is able to foster good relationships with their students. This approach which is based on the establishment of a good relationship between teachers and students is called the socio-emotional approach. In addition, the classroom atmosphere will also be more conducive if the relationship between students and students can be well established. However, in order to make this happen, teachers must first build positive communication and interaction with their students. Therefore, teachers

must be able to develop a good classroom climate through maintaining close interpersonal relationships in the classroom. The prerequisite for realizing this principle is the ability of teachers to be understanding, nurture, and protect their students.

#### 8) Group Work Approach

The group work approach with this model requires the teacher's ability to create momentum that encourages groups in the class to become productive groups. In addition, this approach also requires teachers to be able to maintain the condition of relationships between groups so that they can always run well. Because if the teacher is not careful in forming groups, then it is possible that new problems will arise, such as unfair competition, incompatibility and so on. That is why this approach requires careful supervision from teachers.

#### 9) Eclectic or Pluralistic Approach

The electrical approach usually emphasizes the potential, creativity, and initiative of the class teacher or teacher in choosing various approaches based on the situation they are facing. An electrical approach or also called a pluralistic approach, namely class management using various approaches that have the potential to create a teaching-learning process so that it can run effectively and efficiently. Teachers are free to choose and combine various approaches according to their abilities to foster dynamic management processes. In applying the approach described above, the teacher should pay attention to the situations and conditions that take place in the learning process. Therefore, teachers must try to find the most suitable approach to the situations and conditions of the classroom in which they teach. The more methods that are tried and found by the teacher, the more creative the teacher will be in carrying out the teaching profession when carrying out classroom management.

### **Factors Affecting Classroom Management**

(Djamarah , 2010) said that class management is not an easy task to carry out. There are many factors that cause complexity in classroom management. In general, the factors that influence class management are divided into two factors, namely: internal factors and students' external factors. Students' internal factors relate to emotional, thought, and behavioral problems. The personalities of students with their respective characteristics cause students to differ from other students individually. This individual difference is seen in terms of aspects, namely biological, intellectual, and psychological differences. Meanwhile, student external factors are related to the problem of the learning environment, student placement, student grouping, the number of students, and so on. The problem of the number of students in the class will color the class dynamics. The greater the number of students in the class, for example,

twenty people and above, the more likely it is to conflict. On the other hand, the smaller the number of students in the class, there tends to be less conflict (Djamarah, 2010). In order to minimize the problem of disruption in the implementation of classroom management, class management principles can be used in teaching. Must consider the aspects and strategies of learning, designed systematically, conceptual but practical and realistic and flexible, both concerning problems of learning interaction, class management, utilization of learning resources and learning evaluation (Kompri, 2014). From the explanation above, it can be concluded that class management is an effort made by the teacher to create and maintain an optimal learning situation so that students feel safe, comfortable so that students have the enthusiasm to learn in class. Thus the learning process can run effectively and efficiently.

SDIT Ummi Aida Medan is an integrated Islamic elementary school under the auspices of the Ummi Aida Medan foundation, which adheres to an Islamic education system with a modern education system. The aim of SDIT Ummi Aida school is to educate generations to become Islamic, independent and creative students. In achieving the goals of SDIT Ummi Aida in its implementation through certain stages. One of them is class management. Class is a place where students carry out the learning process, thus the comfort and condition of the class can affect the concentration of students in absorbing knowledge. This is the foundation for SDIT Ummi Aida teachers to carry out good class management because it has an impact on achieving maximum educational goals. In this case the research is focused on class VI Umar because grade VI students are in a transition process that will make changes to junior secondary level. Class VI Umar Bin Khattab also has students who are mostly active. Hermansyah, a grade VI teacher at SDIT Ummi Aida Medan said that class management is the most important thing for teachers to master in carrying out their duties as educators and delivering material in class. By having good class management skills, the conditions when the learning process takes place will be attractive, enthusiastic, safe, comfortable and conducive. In the implementation of class management carried out by Teacher Abi Hermansyah in learning Arabic, researchers saw that Abi Hermansyah used active learning methods for students by making question and answer games about the material that had been delivered, so that researchers saw the enthusiasm of class VI Umar students in following the lessons delivered Abi Hermansyah. From the observations of researchers that class management does not only arrange the layout of existing resources in the class but is able to create, methods, strategies, and learning media that are attractive to students.

Therefore, class management is needed because from day to day, even from time to time, the student's behavior is always changing. Today students can study well and calmly, but not necessarily tomorrow. Yesterday there was 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. Based on the background problems described above, it is identified that class management and teacher teaching abilities are closely related to the learning process and outcomes in schools. So the authors are interested in conducting further research on the implementation of class management in improving the learning process in Class VI Umar Bin Khattab SDIT UMMI AIDA MEDAN.

## **RESEARCH METHODE**

This research uses a qualitative approach with descriptive research type. Done by taking the steps of gathering information or collecting classification data, and data analysis, interpretation, making conclusions and reports. This is done with the main purpose of making an objective picture of a situation in a description of the situation. In this study the researcher acts as the main instrument, namely as an implementer, observer, and at the same time as a data collector.

This research was conducted in Class VI Umar SDIT UMMI AIDA MEDAN. This research was conducted from July-November 2019. The type of data used by the author in this study is primary data by obtaining data directly, observing and recording events or events through observation, interviews and documentation and secondary data, namely data obtained from journals, books references, and the internet.

## **RESULT AND DISCUSSION**

Planning activities are the initial activities carried out by the teacher when starting their teaching duties. In planning the teacher plans learning objectives, methods or techniques that are appropriate for the material to be delivered. The planning carried out by the teacher in Class VI Umar Bin Khattab SDIT Ummi Aida Medan was based on the data that the researchers obtained as follows:

a). Teachers compile educational calendars, prota and prosem

before starting the learning process the teacher arranges the learning instruments. Arranged instruments such as making educational calendars, annual programs (Prota), semester programs (Prosem). In preparing the annual program the teacher can find out how many days are effective for the learning process and how many days are not effective in one academic year. In



preparing semester programs the teacher knows how much time is allocated in each meeting.

b) Prepare a syllabus

in compiling the syllabus the teacher makes plans and arrangements for learning activities, class management, and assessment of learning outcomes. In compiling the syllabus, the teacher considers the characteristics, potential, and needs of students who will become one of the elements in the teaching and learning process.

c) make a lesson plan (RPP)

Making lesson plans before implementing the learning process is the most important thing for teachers to do. Because with the RPP, the teacher will feel more confident in mastering the class when learning takes place, with RPP the teacher also has guidelines in learning that are adjusted to material that is in accordance with the curriculum and student conditions. In addition, the lesson plans that are prepared explain the allocation of time to open and deliver material and cover learning, methods, learning resources, methods that are in accordance with the material to be delivered. In preparing lesson plans, the teacher must adjust the content to the syllabus of the characteristics of students. With the RPP, the teacher can easily carry out class management so that the objectives of learning can be achieved effectively and efficiently.

### **Class management Implementation**

After planning classroom management, it is time for the teacher to carry out class management. The implementation of effective class management in the learning process is when the teacher is able to create a safe, comfortable, pleasant classroom atmosphere as a place for students to learn in order to develop the potential of students. In the implementation of classroom management, the teacher must be able to eliminate the possibilities that become obstacles to the learning process, the teacher also provides and manages class facilities, creates socio-emotional between teachers and students, guides students with different traits and characters.

When there are interaction barriers when the learning process takes place, the teacher identifies the problems that arise, thus the teacher approaches the socio-emotional approach, the prescription approach, until in the end the teacher implements a power approach to neutralize the obstacles that occur. The implementation of class management carried out by the teacher, the teacher also motivates students to concentrate on the lesson by encouraging students, the teacher also conditions students to calm students to be ready to start class in a calming way so that students are enthusiastic and ready to learn, besides that, In the implementation of classroom management, the teacher provides a

stimulus so that students are active in the class, the teacher often does quizzes to raise the memory and enthusiasm for learning of students, often the teacher provides a stimulus accompanied by giving rewards to active students.

The implementation of class management by arranging the seat of students to make it easier for students to receive lessons, seating arrangements based on biological differences, the ability of students, in arranging the seat of the teacher must be able to adapt to the material and learning methods presented. In research, teachers often rotate their seats to minimize barriers to learning.

In the implementation of classroom management, the teacher chooses the appropriate method and in accordance with the material and students to be applied in learning in order to achieve comprehensive goals, namely from cognitive, affective, and psychomotor directions so that the expected goals can be achieved properly.

In addition to the learning method, the use of media also affects the implementation of class management to help students easily understand the material and create a conducive and pleasant classroom atmosphere. By using learning media students have motivation to be passionate about learning and arouse their curiosity in learning. the method applied is in accordance with the material presented during the teaching and learning process.

### **Class Management Evaluation**

After the implementation of the learning process the teacher conducts an evaluation in class management, the evaluation is carried out to assess the satisfaction of the educator whether the learning methods, learning techniques, and learning media that he implements when learning takes place can make him satisfied in carrying out his duties as a leader in the class .

In addition to self-evaluation by the teacher, the teacher evaluates learning to find out the learning outcomes students get after the learning process takes place. The evaluations carried out by the teacher are in the form of personal quizzes with direct oral questions and answers, group quizzes with direct question and answer quizzes, often evaluating learning with written tests Until the evaluation of the teacher can assess the level of satisfaction of students with the implementation of class management carried out by the teacher.

In addition to evaluations that are carried out by the teacher every day, the teacher also conducts evaluations every three months, once every six months, to test students' abilities and understanding of the overall material that the teacher has delivered during the learning process.

## CONCLUSION

From the research results that have been described above, the writer draws the conclusion that in implementing class management in class VI SDIT Umami Aida Medan are: a) Doing class management planning includes: 1) teachers compile educational calendars, prota and prosem. 2) compile a syllabus according to the curriculum that is tailored to the characteristics of students. 3) make a learning plan (RPP) in accordance with the syllabus that has been prepared. b) The implementation of class management includes: 1) creating a classroom atmosphere, comfortable, safe and conducive and the teacher can minimize obstacles in the teaching and learning process. 2) approach students that cause learning barriers. 3) provide guidance and motivation. 3) seating arrangement. 4) the use of learning methods, learning media adapted to the material presented by the teacher. c) Class management Evaluation includes: 1) self-evaluation by the teacher to determine the level of satisfaction as a leader in the class. 2) evaluation of students by evaluating learning every day through personal quizzes, group quizzes, oral and written quizzes, while evaluating learning every day there is an evaluation every three months and every six months.

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