Conceptions of Classroom Management in Education

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ABSTRAK

Pendidikan bertujuan untuk membentuk sumber daya manusia yang berkualitas, Maka dalam proses penyelenggaraan pendidikan, sebuah lembaga tidak boleh hanya terfokus pada pencukupan fasilitas secara fisik dan rutinitasnya saja namun ia juga mesti mencukupi kebutuhan batin siswa dengan menyiapkan tenaga kependidikan yang professional sehingga mampu menciptakan suasana belajar yang menyenangkan di kelas serta memiliki sebuah keterampilan khusus yang disebut dengan manajemen kelas. Dan tujuan dari penelitian ini adalah untuk mendeskripsikan terkait Konsepsi Manajemen Kelas Dalam Pendidikan. Metode yang digunakan adalah kualitatif dengan model pendekatan studi pustaka, kemudian disimpulkan secara deskriptif. Hasil penelitian menunjukkan bahwa manajemen kelas merupakan teknik pendekatan belajar yang dilakukan oleh guru kepada siswa sesuai dengan cara mereka dalam memaknai manajemen kelas itu sendiri. Dan secara umum ia harus berprinsip pada antusiasme kehangatan, bervariasi, lebih menekankan pada hal-hal positif, penuh tantangan, menanamkan jiwa kedisiplinan, dan keluwesan. Sedangkan implementasi dari konsepsi manajemen kelas dalam pendidikan antara lain dengan perencanaan kelas, pengorganisasian kelas, kepemimpinan kelas dalam artian pelaksanaan, dan terakhir pengendalian kelas dalam artian kontroling serta evaluasi.

ABSTRACT

Education aims to form quality human resources. So in the process of providing education, an institution must not only focus on providing adequate physical facilities and routines, but it must also fulfill the students' inner needs by preparing professional educational staff so that they can create a good learning atmosphere. fun in class and has a special skill called classroom management. This research aims to describe the concept of classroom management in education. The method used is qualitative with a literature study approach model, then concluded descriptively. The research results show that classroom management is a learning approach technique carried out by teachers to students according to the way they interpret classroom management itself. In general, it must be based on the principles of enthusiasm, warmth, variety, more emphasis on positive things, full of challenges, and instilling a spirit of discipline and flexibility. Meanwhile, the implementation of the classroom management conception in education includes class planning, class organization, class leadership in the sense of implementation, and finally class control in the sense of controlling and evaluating.
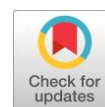
1. Introduction

Education aims to form quality human resources through which a nation and state can become prosperous, strong, advanced, and prosperous. So all efforts and efforts continue to be made by various parties, both conventionally and innovatively, to achieve educational goals as stated in the law to be able to form an intelligent, high-quality, and dignified national civilization [1]. Apart from that, several important conditions are mentioned so that improving the quality of human resources can take place: they must pay attention to building facilities or infrastructure, professional teachers and education staff, and the presence of quality books (sources of knowledge).

So, in the process of providing education, an institution must not only focus on providing adequate physical facilities and routines, but it must also fulfill mental needs by creating an

atmosphere and conditions where learning in the classroom is enjoyable [2]. That's why professional educational staff are needed, one of whom is a teacher, he or she takes a very big role in the success of the learning process, helping to develop the potential of students to the maximum in school and being the implementer of the two main teacher activities, namely teaching and managing the class [3].

Teaching activities themselves essentially consist of several components which include tools, materials, activities, objectives, evaluation, and methods that function to achieve the planned learning objectives effectively and efficiently. More than that, to optimize the process of teaching and learning activities, planning, setting, and organizing everything around the classroom environment is needed to support the development of student potential, and to carry it out, special skills are needed which are called classroom management [4].

Classroom management is a special skill that must be mastered by all teachers because students' behavior and actions always change from day to day and from time to time, such as changes in their discipline, changes in the location of their seats, changes in enthusiasm for learning and so on [5]. There are certainly concerns that unstable learning conditions will not be able to optimize what teachers and students must achieve, and serious classroom management is needed so that a pleasant learning atmosphere can be controlled by the teacher [6]. In this way, interpersonal relationships between teachers and students can be developed well, and have an impact on the development of their minds which can understand, remember, draw, and elaborate conclusions related to the knowledge they have acquired while in class.

Apart from science, the classroom is also a place to meet all aspects of education and teaching (students with all their backgrounds, while teachers with all their abilities and experience). Then it becomes a place for communicative interaction where processes and activities run based on material, subject matter, and curriculum along with all its components so that the results of student education and teaching will be largely determined by what has happened in the classroom so far. From this background, the author became interested in discussing the Concept of Class Management in Education so that classes can be managed professionally and sustainably.

2. Methods

The method used in this research is descriptive qualitative, which means trying to explain problem-solving using certain processes and steps systematically and logically based on the data presented [7]. The approach is to use library study techniques, then in collecting supporting data, it uses a documentation model so that it can be analyzed clearly in the content. Finally, interpretation is carried out as well as drawing verification conclusions [8].

3. Results & Discussion

3.1. Understanding Class Management

Management itself comes from the Latin word mantis or agere which means hand and doing. Then if the two words are combined it will become the sentence managere which means to handle. Meanwhile, if the word managere enters English it can be divided into several forms such as to manage (verb), manager (as subject/doer), and management (noun) where in Indonesian it is interpreted as management. In terms of terms, management is interpreted as a process to achieve predetermined goals by carrying out actions of mobilization, organizing, planning, and controlling through the utilization of all existing resources, especially humans [9].

Thus, it can be concluded that management is a management process that is carried out jointly by involving other people to achieve a predetermined goal either through activating, organizing, planning, or controlling.

Meanwhile, the word class is narrowly interpreted as a room consisting of 4 walls and bounded by walls and there is a teaching and learning process for several students gathered together, thus this meaning contains a static nature [10]. Meanwhile, in a broad sense, the

class is interpreted as a small community work unit and a school community that is organized with unity to achieve creative and dynamic learning goals. Meanwhile, from an educational perspective, a class is defined as a group of students who receive lessons from the teacher at the same time [11]. Thus, it can be said that a class is a space in which teaching and learning activities occur between a teacher and a group of students with the same subject at the same time.

So according to the definition above, there are 3 important points regarding classes, namely first, it cannot be called a class if the learning time is different even if the material and teacher are the same. Second, it cannot be called a class if the subjects students study are different from each other. And third, it is not a class if the teacher who teaches a group of students is a different teacher [12]. So, it can be concluded from the various explanations above that classroom management is the process of achieving optimal educational and learning goals with various types of activities carried out by teachers deliberately which include planning, organizing, mobilizing, and controlling a group of students by providing subjects and opportunities for learning time. the same thing to them from the teacher as one source [13].

3.2. Goals of Classroom Management

Classroom management is a skill that must be mastered by the homeroom teacher or teacher so that everything around the learning environment can be organized for the optimal development of student potential [14]. Several objectives of classroom management carried out by the teacher/homeroom teacher include first, to create a good and serious learning atmosphere in the classroom with teacher innovation. Second, it slightly reduces students' dependence on teachers so that indirectly they learn to become adults. Third, creating a satisfying social atmosphere among students both in terms of their emotional, discipline, appreciation, and intellectual aspects [15].

Apart from that, in another opinion it is also said that the objectives of classroom management include, firstly, to develop students' abilities both in terms of hard skills and soft skills so that they can obtain the results as expected. Second, so that each student can be orderly and orderly when in class so that the desired goals are achieved. Third, to provide full support to students and teachers regarding the process of learning and teaching activities. Fourth, to hit the object precisely on target without wasting time, money, and other resources so that it is effective and efficient. Fifth, to support the ongoing program to create a pleasant atmosphere and indirectly motivate students' enthusiasm for learning [16].

From the explanation above it can be said that classroom management aims to support the teaching and learning process between students and teachers optimally to achieve the goals that have been set effectively and efficiently through the utilization of all existing resources around the learning environment so that the learning atmosphere and conditions are developed. fun without wasting any time.

3.3. Scope of Classroom Management

Classroom management can be realized and run well in achieving the goals that have been set effectively and efficiently if two aspects within its scope have been fulfilled, namely:

1. Aspects of physical classroom management/facilities such as rooms, learning tools, or furniture in the classroom function for the comfort, enjoyment, and safety of student learning so that they can improve the effectiveness and efficiency of their learning [17]. Apart from that, this aspect also explains the order and management of the classroom which is the limit when students gather to learn everything and the knowledge provided by the teacher together.

2. Aspects of non-physical classroom management/student self-management are related to positioning and positioning students according to their emotional development and intellectual potential. Apart from that, this aspect is also related to the stimulus from teachers to students so that they take an active role in the education and learning process at school in full to create the principles of openness,

freedom, and intensity of dialogue so that it has a positive impact on the development of students' potentials [18].

From this explanation, it can be said that the scope of classroom management consists of 2 parts, namely the physical aspect which includes facilities, layout, tools, furniture, and other things. Then the non-physical aspects include students' emotional, stimulus, intellectual conditions, and the potential that exists in their souls. Even so, these two things are an inseparable unit in the implementation of classroom management. The following is a brief overview of the scope of classroom management
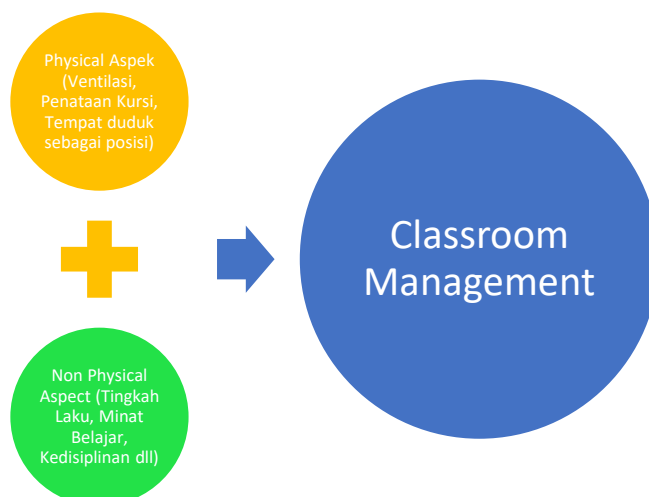

Fig. 1. Scope Of Classroom Management

3.4. Principles Related to Classroom Management

Classroom management and learning management must be designed flexibly, realistically, and systematically to minimize the emergence of problems or disruptions in implementation [19]. So, to overcome this problem, several principles for classroom administration and management were developed, including firstly, enthusiasm and warmth, where if students can get along well with their teachers, the tasks and activities assigned to them will be successful. Second, it varies where teachers should use different models, styles, tools, and interactions in their teaching and learning process when working with their students to increase student attention and minimize the emergence of problems.

Third, Emphasis on positive things where teachers try to strengthen and avoid negative things from students, especially those related to their behavior and behavior during the teaching and learning process so that deviations do not occur. Fourth, challenges where ways of working, actions, words, and materials around the learning environment can support learning materials so that they can be used to increase students' interest/passion in learning. Fifth, instilling self-discipline where students can develop their self-discipline potential while teachers can be role models. Sixth, flexibility where the teacher becomes the driving force in creating a learning climate for students and can prevent signs of commotion that will occur between them. So teachers must be ready and always alert in any learning condition [20].

Thus, it can be said that the principles of classroom management include enthusiasm (warmth), variety, more emphasis on positive things, full of challenges, instilling a spirit of discipline, and finally flexibility.

3.5. Approach Model in Classroom Management

When implementing management principles in the classroom, several approaches can be taken, including: First, the freedom approach, where when implemented, classroom management is understood as a process that is not limited by time and place so that students are given the freedom to develop their full potential. Second, the power approach where the

class is defined as a process to control students' behavior and behavior so that they remain disciplined. Third, a teaching approach where the class is interpreted as a place to teach students not to cause trouble. Fourth, the threat approach where the classroom is interpreted as a place to prohibit various negative student behavior so that all the rules are displayed in front of the school building.

Fifth, the Group work approach is where class management is interpreted as a place to create healthy learning groups in competition. Sixth, a prescription approach where class management is interpreted as a solution to dealing with problems or problems that occur in the world of education, both on a micro and macro scale. Seventh, a socio-emotional approach where classroom management is interpreted as revealing the spiritual relationship that continues to develop between teachers and students or between fellow students. Eighth, a technology and information approach where classroom management is assumed to involve optimal use and utilization of technology and information in the classroom. Ninth, the behavior change approach where classroom management is assumed to be a process for changing student behavior and behavior in the classroom. Tenth, a pluralistic or elastic approach where class management is interpreted as the freedom of the teacher/homeroom teacher in choosing/determining various approaches to be used so that they suit the situation and conditions faced while in class [21].

3.6. Implementation of Classroom Management Concepts in Education

The quality of education must continue to develop over time, both in school institutions and in classroom management [22]. Therefore, good relationships are needed between school members, both with fellow teachers, fellow students, or even between teachers and students to create a pleasant and conducive learning atmosphere to foster students' enthusiasm for learning, creativity that continues to grow and the discipline model is regular [23]. For this reason, classroom management must be implemented through several stages by the teacher on an ongoing basis, the stages are [18]:

1) Planning.

Planning where the teacher is the driving force and manager in the classroom so that he can determine which learning goals must be achieved early, as well as which goals must be achieved in the future. So in this planning, several things must be considered, among others [24]:

a) Educational institutions must determine the results and objectives to be achieved at the end of the semester for each learning area. Apart from that, in planning this matter, it is necessary to take a quick look back as a stepping stone to make things better in the future.

b) Making plans must involve decisions that have been made by the institution so that the results achieved can be specific and on target through reflection, design, and various considerations to obtain effectiveness and efficiency in terms of the methods, approaches, and resources used.

c) Educators in making plans and goals to be achieved in learning must look at it from a future perspective so that this can become an investment for students in the future.

According to another opinion, it is said that planning is the very basis of an educator's duties as a manager so he is in a very important position because if planning is eliminated, all activities will look haphazard and run without direction. For this reason, several guidelines are needed to make effective, efficient planning, including planning in writing, Studying the results determined with focus, care, specific and critical, The role of implementation in groups is more important/main than individuals, planning must be leading to key/detailed elements which include (alternative methods, results, time, details of work to be completed, and the existence of teaching aids), and finally always planning at a certain period such as before the lesson, week, day or the beginning of the school year [25].

2) Organizing

Organizing can be interpreted as a systematic description, method, and mechanism for implementing plans that have been made previously. So, at this stage, he will play out the issues and include what must be done, how many resources, and who must be responsible. And especially teachers, are required to organize and create an effective, orderly,

democratic, and maximal learning environment [26]. So in this case, if it is related to the teacher's duties as a manager, he will try to determine the resources and event activities needed, delegate and give leeway in authority to students to learn and continue to develop their potential, develop and organize smart and non-smart learning groups so that varies, and finally gives special tasks and full responsibility to students and their study groups.

3) Leadership/Execution

Meaningful leading is related to implementation which is an advanced stage of planning and organizing when abstract plans must be transformed into concrete reality. So in this case the teacher who acts as a manager will provide direction, and instructions, delegate tasks, train student discipline, improve performance, and be able to handle various conflicts that arise [27]. Apart from that, in implementing classroom management, teachers are considered managers who have effective leadership characteristics such as directing, guiding, motivating, and implementing the teaching and learning process by the function and objectives of learning so that it can run effectively and efficiently. Apart from that, in implementing classroom management several things must be considered, including the size and shape of the class, the number of students in the class, the diversity of students in one study group, and most recently the size of the students' benches and tables.

4) Supervision

This stage is the final stage of classroom management which is a routine cycle used to check whether things that have been planned, organized, and implemented need to be continued or improved. So it could be said that this stage is an integral part of control so that it can continue to be detected, evaluated, and reflected on so that everything can be controlled [28]. In terms of classroom management, several elements must be considered, including providing tools to measure class performance standards, setting class performance standards, then comparing performance in the field with standards that have been set and finally taking measurable action if there are irregularities in its implementation.

Based on the explanation above, it can be said that the implementation of management concepts in the classroom includes class planning, class organization, class leadership in the sense of implementation, and finally class control in the sense of controlling and evaluating.

3.7. Problems and Solutions in Classroom Management

Some problems that often arise in classroom management carried out by teachers include learning processes that are not varied, teachers' knowledge and personalities lacking, family backgrounds that do not support students' potential when studying in class, and students' lack of awareness of their obligations and tasks. in his charge so that problems occur in the future, namely the number of students is too many, the size of the classrooms is not adjusted to the number of students, and the availability of tools as learning media is not by the number of students who need them [29].

Apart from that, other opinions also mentioned several problems that arise if the class is not managed well, including that there are no standards of behavior in class so people are talking, being rowdy, and so on. Then there is a lack of a sense of unity, resulting in the formation of gangs and conflict due to different genders, then low morals emerge in students, resulting in hostility, fighting, and other than that, too aggressive, so they easily react negatively towards other people, such as isolating them, etc. then the inability of students to adapt to new environments such as additional assignments or the arrival of new friends and so on, then finally the ease of tolerating the mistakes of their friends so that no harm or evil can be created between them [30].

So to overcome the various problems in management above, effective solutions and techniques are needed so that they can be resolved well, including analyzing active days and holidays in one semester by referring to the educational calendar, and then analyzing the learning program (ProTa, ProMes, Syllabus, RPP, and assessment), Analyzing the implementation model (approach, strategy, tactics, learning methods and procedures by the RPP), and finally analyzing the evaluation model that will be used (affective, cognitive and psychomotor).

4. Conclusion

From the long and detailed explanation above, it can be concluded that the concept of Class Management in Education aims to achieve what has been set in the learning process effectively and efficiently. It covers both physical and non-physical aspects and has the principles of enthusiasm (warm), variety, more emphasis on positive things, full of challenges, instilling a spirit of discipline, and finally flexibility. Meanwhile, the techniques used in the approach vary according to the educator's perspective in interpreting classroom management itself. The implementation of the concept of class management in education includes class planning, class organization, class leadership in the sense of implementation, and finally class control in the sense of controlling and evaluating. So by adhering to these four things, the class management process will undoubtedly run well, even if problems occasionally arise, it will be easy to find a solution.

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