



Classroom Management of Teacher at SMP-IT AL-Fityan School Medan City

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Abstrak

Proses pembelajaran merupakan salah satu aspek penting dalam pendidikan karena pembelajaran merupakan inti proses pendidikan. Proses pembelajaran akan selalu berlangsung dalam suatu kegiatan di sekolah, jelasnya yaitu kegiatan pembelajaran di kelas. Kegiatan itu perlu diciptakan dan dikembangkan menjadi wahana bagi keberhasilan proses pembelajaran yang efektif. Hal ini berarti diperlukan manajemen tersendiri untuk mengembangkan kegiatan itu, dan manajemen yang dimaksud adalah manajemen kelas. Adapun yang menjadi kajian dalam penulisan ini adalah: (1). Untuk mengetahui perencanaan manajemen kelas guru yang ada pada SMP-IT AL-Fityan School Medan, (2). Kemampuan pengelolaan kelas yang dilakukan oleh guru di SMP-IT Al-Fityan School Medan, (3) Apa saja hambatan yang ada dalam pengelolaan kelas. Kesimpulan dari penelitian ini adalah sebagai berikut: (1) Pengelolaan kelas oleh guru untuk mencapai tujuan pembelajaran harus direncanakan terlebih dahulu dengan langkah-langkah yang jelas dan fungsional sebagai bahan persiapan pengajaran; (2) Guru harus mempertimbangkan karakteristik dan kebutuhan siswa dalam mengelola kelas, sehingga metode/media pembelajaran yang digunakan lebih tepat; dan (3) dalam pengelolaan kelas, seorang guru membutuhkan keterampilan dan metode pengajaran yang beragam untuk memenuhi kebutuhan siswa agar kondisi pembelajaran tetap optimal.

Kata Kunci: Manajemen, Kelas, Guru

Abstract

The learning process is an important aspect of education because learning is the core of the educational process. The learning process will always take place in an activity at school, he explained, namely learning activities in class. These activities need to be created and developed into a vehicle for the success of an effective learning process. This means that separate management is needed to develop the activity, and the management in question is classroom management. As for the studies in this writing are: (1). To find out the teacher class management plans at SMP-IT AL-Fityan School Medan, (2). The ability to manage classes carried out by teachers at SMP-IT Al-Fityan School Medan, (3) What are the obstacles in managing classes. The conclusions from this study are as follows: (1) Classroom management by the teacher to achieve learning objectives must be planned in advance with clear and functional steps as teaching preparation materials; (2) The teacher must consider the characteristics and needs of students in managing the class, so that the learning method/media used is more appropriate; and (3) in classroom management, a teacher needs a variety of skills and teaching methods to meet students' needs so that learning conditions remain optimal.

Keywords: Management, Class, Teacher

Introduction

In Indonesia, every citizen aged 7-15 years is required to attend basic education,

which consists of 6 years of elementary school and 3 years of junior high school. Junior high schools are operated by both

the government and private entities. Since the implementation of regional autonomy in 2001, the management of public junior high schools in Indonesia, which was previously under the Ministry of National Education, has become the responsibility of local governments at the district/city level. The Ministry of National Education now serves as a regulator in the field of national education standards. Structurally, public junior high schools are technical implementation units of the education department at the district/city level.

The learning process is one of the important aspects of education. According to Widodo (2010:356), "learning is at the core of the educational process." The learning process always takes place in a school setting, specifically in classroom activities. These activities need to be created and developed as a means for effective learning. This requires a specific management approach known as classroom management (Koswara, 2008:103). Teachers need to have a broad understanding of classroom management. Implementation refers to the achievement of goals, both instructional and partnership goals, in every teaching and learning activity. However, it is undeniable that the classroom environment often does not go as expected. Therefore, it is the teacher's task to create and maintain a conducive classroom environment that facilitates students' learning and fosters a quality learning atmosphere to achieve the learning objectives.

The government has provided guidelines for effective instructional management, as stated in Government Regulation No. 19 of 2005, Article 19, Paragraph 1: "The instructional process in educational units should be interactive, inspiring, enjoyable, challenging,

motivating students for active participation, and providing sufficient room for initiatives, creativity, and independence in accordance with students' talents, interests, physical and psychological development." Article 3 states that: "Every educational unit plans the instructional process, implements the instructional process, assesses the learning outcomes, and supervises the instructional process to ensure effective and efficient learning."

Empowering students will be successful if supported by a good instructional process. A good instructional process requires optimal teacher competence because the role and quality of teachers are crucial for the success of the classroom learning process and students' achievements. Teachers are one of the determining factors of education quality and success in schools. Therefore, the level of teacher competence in a school can serve as a barometer for the quality and success of education in that school.

To create a good and enjoyable learning process, it is essential for teachers to design and implement effective instructional practices. However, in reality, many teachers still struggle to create effective and meaningful learning experiences, and the instructional process often tends to be teacher-centered. According to Mulyasa (2008:19), "in daily educational practice, many teachers make mistakes in carrying out their duties and functions." The JICA Expert Team (2008) also states that many Indonesian teachers lack the basic skills to design and implement effective instruction.

Based on Sato's research (2008) on the weaknesses of teachers in the field, it is found that many teachers lack the initiative to learn, and their knowledge of the

subjects they teach is often insufficient. However, most of these teachers are unwilling to enhance their knowledge. This problem is not solely caused by the teachers' mistakes but also due to the lack of opportunities and places for learning. Despite their willingness to learn, these teachers face challenges in pursuing further education.

Method

The type of research used to understand the Classroom Management of Teachers at SMP-IT Al-Fityan School in Medan, Medan Selayang District, Medan City is qualitative research. Generally, research methods are defined as scientific approaches to obtain data for specific purposes and usefulness. The research method used by the author to understand this issue is qualitative descriptive research, which aims to reveal field facts as they are found in the field (Sugiono, 2015).

The reason for using descriptive research method is to examine current facts about a population, including assessing attitudes or opinions towards individuals, organizations, conditions, or procedures. According to Cooper, H.M as mentioned in Etta Mamang Sangaji's book, descriptive research is conducted to determine the value of a variable or variables (independent) without making comparisons or linking them to other variables, objects, or subjects, with the aim of systematically describing the facts and characteristics of the object being studied accurately (Etta Mamang Sangaji, 2000).

In accordance with the qualitative type and data sources used, the data collection techniques used were

documentation studies, observations, and interviews. To collect data in research activities, certain methods or data collection techniques are needed, so that the research process can run smoothly. In collecting data, data that can be accounted for is needed. In this study to obtain appropriate and valid data and information, the researchers used several techniques in data collection, namely observation, interviews, and documentation studies.

Results and Discussion

Based on the research findings, several aspects of classroom management have been actively applied by teachers in the teaching activities at SMP-IT AL-Fityan School. Teachers have implemented classroom management in various aspects, such as their role as classroom managers or managers in instructional interactions, assisting the development of students as individuals and groups, and maintaining optimal working and learning conditions both inside and outside the classroom. The following discussion will present the results of interviews, observations, and documentation regarding specific points of management, namely: planning classroom management and the teacher's ability to develop good relationships with students.

From the interviews and observations, the researcher found that teachers have a planning process in their classroom management activities. The first step in classroom management planning is conducting an aperception before the start of the lesson. Aperception includes:

1. Asking about students' well-being.
2. Motivating students.
3. Taking attendance.

4. Preparing students to be ready for learning.

Next, the teacher reviews the previous lesson that has been taught. If everything is deemed in accordance with the rules, the teacher can start the lesson with the assistance of the homeroom teacher who sits at the back of the classroom. The homeroom teacher remains in the classroom if they don't have teaching duties in other classes. If a student cannot be managed by the respective subject teacher, the homeroom teacher helps to maintain discipline. However, at SMP-IT AL-FITYAN, on average, all teachers are capable of managing the students in their respective classrooms.

The classroom management planning is, of course, approved by the school principal, who always supports the positive initiatives taken by subject teachers in the classroom. The obstacles to implementing classroom management planning are:

1. Student characteristics

Inside the classroom, there are various unique student characteristics, so teachers must understand these differences. Moreover, with 30 students in a class, teachers need to individually approach each student to make them feel comfortable and happy in the classroom.

2. School facilities

Facilities also significantly affect classroom learning. For example, an overhead projector suddenly malfunctions when the students are supposed to use it for a practical activity. As a result, the planned activities by the teacher are disrupted or unable to be carried out due to facility constraints.

The steps that teachers should take to create an effective classroom are as follows:

1. Prepare the Lesson Plan (RPP)
2. Teachers are required to have a lesson plan before entering the classroom to ensure the classroom is well-prepared.
3. Prepare the Facilities

Before entering the classroom, teachers should check whether the facilities to be used for the lesson during that period are functional, to ensure effective and comfortable learning.

Conclusion

The classroom management implemented in SMP-IT AL-Fityan pays special attention to the students' growth and prioritizes a comfortable and enjoyable learning process for both students and teachers. The practice of punishing deviant behavior is minimized as quickly as possible by promoting good communication between teachers and students. The management of classroom space at SMP-IT AL-Fityan is done collaboratively, and if necessary, students are given the freedom to arrange the classroom and participate in problem-solving. Strategies applied in the classroom at SMP-IT AL-Fityan are based on analyzing existing issues, making problem-solving methods more effective.

In the research findings obtained at SMP-IT AL-Fityan, there are advantages in classroom management, such as having more suitable spaces and designs that are oriented towards students' morals and religious practices. However, issues related to improving teacher performance include problems with the availability of facilities and infrastructure. Although

SMP-IT AL-Fityan already has complete facilities and infrastructure, technical errors sometimes occur during the implementation of learning activities. For example, sudden power outages during laboratory practical exams or a malfunctioning projector when a teacher intends to deliver audiovisual instruction in the classroom.

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