

## KEGIATAN GURU DALAM MENGELOLA KELAS DI SMP

### *The Teacher Activities In Managing Classroom At Junior High School*

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#### Abstrak

Penelitian ini merupakan penelitian kualitatif. Subjek penelitian ini adalah guru bahasa Inggris di kelas tujuh. Pengumpulan data dilakukan dengan menggunakan observasi dan wawancara. Hasil penelitian menunjukkan (1) Pengelolaan kelas yang dilakukan terbagi dalam lima aspek. Ada desain fisik barisan kelas yang teratur dan meja terpisah, peraturan dan rutinitas, hubungan, pengajaran yang menarik dan memotivasi, dan disiplin. (2) Masalah yang Dihadapi Guru Bahasa Inggris dalam Pengelolaan Kelas. Permasalahan yang dihadapi adalah kurang percaya diri, pengetahuan atau ketidaksiapan materi, motivasi dan kenakalan siswa. Untuk mengatasi masalah tersebut, guru memberikan hukuman dan perlakuan

#### Kata Kunci:

Manajemen kelas  
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#### Keywords:

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#### Abstract

This research was descriptive qualitative study. The subject of this research was the English teacher at the seventh grade. The data was collected by using observation and interview. The result of this research show (1) Classroom management conducted is divided into five aspects. There were physical design of classroom orderly rows and separate table, rules and routines, relationships, engaging and motivating instruction, and discipline. (2) The Problem Faced by English Teacher in Classroom Management. Problems were unprepared material, motivation and students misbehavior. To solve the problem, the teacher gave a punishment and treatment

## INTRODUCTION

Classroom management is an important aspect of effective teaching learning. Classroom management activities are aimed at creating and maintaining conducive classroom conditions and restoring them in case of disruption so that teaching and learning activities can take place effectively and efficiently. Managerial activities include building good relationships between teachers and students, establishing productive group norms, providing immediate reinforcement, developing rules of play in group activities, as well as stopping student behavior that deviates or does not conform to discipline.

Class management is essential in every teaching, including in the learning process of teaching English. In teaching English, teachers should create a conducive classroom environment because teachers have a large

share in determining the success of the educational process. For example, teachers should stop student behavior that distracts class, reward students who complete tasks or are able to answer teacher questions. So when a teacher enters a class, then a teacher has a fundamental problem that is the problem of teaching and management of class or class management with the aim of improving the quality of education of students in the classroom. Teachers are the edge of educational maintenance, where teachers are directly confronted with students as subjects of learning. Creating a learning plan, communicating learning, using media as a teaching tool, providing feedback, and offering advanced learning are examples of teaching activities.

In fact, the success of teachers' class management can be supported by a variety of factors. Among them is the school factor and also the teacher's personal

factor. (Yuni 2022). If the teacher has the ability and really wants to do the management of the class with seriousness of course the results will also be good, but if the teacher only focuses on the teaching activities and does not pay attention to the activities of the management class then the learning activities will not work optimally. The school factor also plays a role in providing adequate educational facilities. If the facilities in the school are already adequate, of course teachers will also be easier in doing class management with a maximum. Ryan (2013) also notes that the way a teacher organizes his class, or how they control it, will have positive or negative consequences for his pupils. If a teacher is not motivated or behaves negatively, it will have a direct impact on the students in the classroom.

The concept of class management is much debated. Class leadership, also called “class strength” and “class discipline,” is the most famous definition that refers to what we call class leadership when teaching is going on. Class management is in fact meant as a way to cover the decision made by the teacher about the use of space and time in the classroom where the teacher stands and who sees it. Moreover, during the teaching learning process, this is the way the teacher answers questions and examines understanding. From the statement above, the management of the class has an influence on the success of the teacher in delivering the student to the goal of learning. For an efficient teaching learning process, class management is crucial.

In class management, student characteristics, instructor efficiency, environmental conditions, and student performance expectations are significant factors. In his study, Johnson and Brooks (1979) described class management as an organizational position in which tasks are carried out in a variety of settings. Martin and Sass (2010) regarded classroom management as a general term for the actions of teachers in managing the classroom, student behavior,

and their learning. These actions include actions such as building order, dealing with bad behavior, offering appropriate instruction, and meeting the emotional and cognitive needs of students. (Emmer & Stough, 2001).

In addition to such social values, it usually results in the fertilization of knowledge, the application of knowledge such as personal dignity, human interests, beliefs, paths and decision-making, and cohesion. (Chamundeswari, 2013). In the Indonesian context, classroom management is understood as a set of techniques and skills that enable a teacher to effectively control the student to create a positive learning environment for all students.

Class management is closely related to issues of motivation, discipline, and respect. Classroom management is a teacher's method of building andining an organized and disciplined learning atmosphere, according to Brown (2001), which implies a teacher reaction to the student's mistakes. Furthermore, classroom management was described by Evertson & Weinstein (2006) as an action by teachers to build an atmosphere that encourages and encourages academic and socio-emotional learning. It aims not only to create and maintain an organised atmosphere so that students can participate in meaningful academic learning, but also to enhance the social and moral growth of students. In addition, Scrivener (2012) describes classroom management as the way teachers deal with student learning by organizing and monitoring what happens in the teacher's classroom. It's the way that teachers deliberately refuse to coordinate and rule, or the way teachers delegate or delegate, or hand over control to students.

In order to provide quality teaching and improve the learning environment of students, teachers have a duty to control the classroom. There are five elements of class management (Garrett, 2014a) : (1) Physical Design Class; The physical design lies in how the classroom is arranged, where the student desk is,

where the instructor desk is located, where the learning center and supplies are located, where objects such as pencil sharpeners are commonly used, etc. (2) Rules and Routines; Teachers build class rules and routines such as pencil sharpeners, etc., and handing back papers and taking attendance to ensure classroom activities run smoothly with as few disruptions and possible loss of time, (3) Relationships; Effective classroom managers develop loving relationships, support with students and parents and promote supportive relationships between students, (4) Engaging and Motivate Instructions; Successful managers construct lessons involving students and carefully prepare their lessons so that each learning activity is well organized and runs smoothly, (5) Discipline; Discipline revolves around teachers who concentrate on avoiding and reacting to wrongdoing of students. Discipline does not imply discipline, nor does it imply action taken after bad conduct happens by teachers. Discipline often requires acts by teachers to discourage poor behavior. In conclusion, while each instructor would have a specific management style to meet each class 's needs, it is possible to regularly find any of the above class management components.

## METHODOLOGY

In this study, researcher used qualitative research. (Creswell, 2014) stated that qualitative research involves field work, researchers physically visiting people, backgrounds, locations, or institutions to observe or record behaviour in its natural background. This research is based on a qualitative method that includes interviews with English language teachers. Therefore, the participant of this study are the teachers and students at Junior High School 29 Padang.

The researcher uses purposive sampling as the technique of selecting the sample. According to Griffee (2012) purposive sampling is a technique based on certain consideration or criteria. Candar and Sahin

(2013) stated purposive sampling is technique of taking sample not based on random, regional or strata, but it based on the existence of consideration that focused on particular purpose. In addition, Kuntjojo (2009) stated that purposive sampling is the way in selecting the sample based on the specified criteria that specified by the researcher. The sample of this study is an English teachers at the seventh grade students.

Intruments of the Research Research instrument is a tool used to catch the data and to dig a variable that observed. Research instrument refers to any equipment used to collect the data (Arikunto, 2001). The researcher does the following procedures the data with Observations sheet and Interview guide.

## FINDING AND DISCUSSION

The researcher conducted classroom management divided into five aspects. There were physical design of classroom, rules and routines, relationships, engaging and motivating instruction, and discipline.

The first component of the process of class management is the physical design of the class. According to (Garrett, 2014) one of the main factors determining how much time teachers spend organizing and directing students as well as dealing with inappropriate and disturbing behaviour is the physical arrangement of the classroom. Based on observations, class VII teachers implemented different seat settings depending on the activity.

Rules and Routines Per the most obvious aspect of effective class management involves the design and implementation of class rules and procedures (Marzano, 2003). According to Garret (2014) class rules generally deal with overall behavior, whereas routines are much more specific to specific tasks and usually give instructions on how tasks should be completed, rather than trying to prevent certain types of behaviour.

The third component of class management is to develop a caring relationship. According to Garret (2014), the idea of developing caring relationships is often overlooked in talks about class management. When the teacher has a good relationship with the student, it is easier for the student to accept the rules and procedures and disciplinary action that follows the violation. Without a good foundation of the relationship, the student usually rejects the rule and procedure as well as the discipline action that it entails. Based on the findings, there are two kinds of relationships.

The fourth component of classroom management is involving teaching, which involves the use of teaching techniques that enhance student motivation and interest in learning. According to Garret (2014) the more attractive his teaching is, the less behavioral problems will arise, as students are actively engaged, interested, and motivated in the lesson. Engaging and motivating teaching is very helpful in eliminating behavioral problems before they begin. To carry out learning smoothly, teachers must develop a clear understanding of the many managerial tasks that they have to do before, during, and after learning to be able to carry out interesting and motivating learning.

The fifth and final component of effective class management is discipline, which is defined as prevention and response to behavioral problems. Based on the findings, to create discipline, teachers tend to give threats or warnings when there are students who do not pay attention to the instructions of teachers. Teachers call even approaching students who don't pay attention to lessons or students who disturb other students. This finding is supported by (Bowman, 1992) which states that when a student interferes with the classroom, first try some attention movements. Use direct eye contact or get close to the student. Similarly, Haddad (2006) stated that in order to control the behavior of students, teachers should stand close, not far away. To the student who goes in

without permission, he threatens to expel the student from the class. The teacher punishes the student who doesn't pay attention to the lesson by warning him that the teacher will lower his grade. It can be concluded that the teacher appears to be trying to cope with the student's deviant behavior.

## CONCLUSION

Based on the findings of research and discourse, there are some things that can be concluded as follows. There are five aspects of class management carried out by English teachers in the seventh grade of the Junior High School 29 Padang, namely the physical design of the classroom with orderly rows and separate tables, rules and routines, relationships, exciting and motivating teaching, and discipline. The problems faced and their solutions by English teachers in managing classes in seven-grade students. The first problem is that some students feel less confident. Teachers who use learning media like laptops, LCDs can make students enthusiastic in the learning process.

## SUGGESTION

After analyzing the data and drawing conclusions, the researchers have some suggestions for teachers and students, so that the use of English Teacher Strategy is continuously improved. The researchers also give advice to readers and researchers.

For the teacher, the researcher has suggested that the classroom management activities carried out by the English language teacher that has been applied to the future are increasing and motivating, which in its implementation will find various obstacles to face.

For students, it is expected to further raise the awareness of each student to be able to learn actively and correctly according to the methods given by the teacher through guidance or direction. As good learners, they must share responsibility and play an

active role in ensuring that the educational process runs effectively as expected.

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