



Teacher skills in classroom management at MI Muhammadiyah Gonilan

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ABSTRACT

Teacher skills in classroom management are needed so that the learning process in the classroom can run well and follow the goals desired by teachers and students. This research was conducted to determine and describe teachers' skills in classroom management at MI Muhammadiyah Gonilan using a qualitative descriptive approach and phenomenological model. The techniques used in collecting data are observation, interviews, and documentation. This research involved two resource persons: IVa and IVb homeroom teachers. The research results, among other things, show preparation for classroom management. Before entering class, the teacher prepares lesson plans and reference books and prepares students to participate in learning. Furthermore, in building positive relationships, the teacher is in charge of creating a comfortable atmosphere. Other research results relate to the implementation of classroom management. In classroom management, some factors support the implementation process. Several supporting factors include teaching aids, teachers' accompanying books or complete teaching materials, student books, and teachers and students arriving on time. Inhibiting factors are different children's concentration and other children's comprehension abilities.

ARTICLE INFO

Article History:

Received: 22 Jan 2024

Revised: 20 Mar 2024

Accepted: 22 Mar 2024

Available online: 26 Mar 2024

Publish: 22 May 2024

Keyword:

Class management, education, and teacher skills

Open access

Inovasi Kurikulum is a peer-reviewed open-access journal.

ABSTRAK

Keterampilan guru dalam pengelolaan kelas sangat dibutuhkan sehingga proses pembelajaran di kelas dapat berjalan dengan baik dan sesuai dengan tujuan yang diinginkan oleh guru dan peserta didik. Penelitian ini dilakukan untuk mengetahui dan mendeskripsikan keterampilan guru dalam pengelolaan kelas di MI Muhammadiyah Gonilan dengan menggunakan pendekatan deskriptif kualitatif dan model fenomenologi. Teknik yang digunakan dalam pengumpulan data yaitu observasi, wawancara, dan dokumentasi. Penelitian ini melibatkan dua narasumber yakni wali kelas IVa dan IVb. Hasil penelitian antara lain memperlihatkan tentang persiapan pengelolaan kelas. Sebelum memasuki kelas, guru mempersiapkan RPP, buku referensi dan menyiapkan peserta didik untuk siap mengikuti pembelajaran. Selanjutnya, dalam membangun hubungan positif, di sini guru yang bertugas menciptakan suasana nyaman. Hasil penelitian lainnya berkaitan dengan pelaksanaan pengelolaan kelas. Dalam pengelolaan kelas, terdapat faktor yang mendukung proses pelaksanaannya. Beberapa faktor pendukung seperti alat peraga, buku pendamping guru atau bahan ajar lengkap, buku peserta didik lengkap, guru dan peserta didik datang tepat waktu. Faktor penghambat adalah konsentrasi anak yang berbeda, daya tangkap anak yang berbeda-beda.

Kata Kunci: Keterampilan guru; pendidikan; pengelolaan kelas

How to cite (APA 7)

Dzuriansyah, D., & Zainuddin, A. (2024). Teacher skills in classroom management at MI Muhammadiyah Gonilan. *Inovasi Kurikulum*, 21(2), 681-696.

Peer review

This article has been peer-reviewed through the journal's standard double-blind peer review, where both the reviewers and authors are anonymised during review.

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INTRODUCTION

Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional mention the purpose of Pendidikan Nasional is a process to get an atmosphere when learning in active learning in increasing the potential in oneself to have the ability of self-control, intellectual, spiritual religion, personality, noble morals, and the abilities needed for oneself, society and the nation. Students can actualize themselves optimally in spiritual, intellectual, kinetic, and social aspects. One of the main components is the teacher to support the success of the education process. Teachers are the spearhead of implementation in education. Therefore, educators must have skills when creating and maintaining learning conditions to remain optimal for learning through teacher skills in managing the class. In realizing a conducive class, the skills or abilities of a teacher in managing the class are needed. Teacher skills are one of the expertise or skills possessed when guiding and training activities or managing class conditions that aim to make the teaching and learning process more enjoyable.

A teacher will determine the most crucial learning success. A teacher's activities in the classroom include two main activities, namely teaching and classroom management. Educational activities can directly help students achieve their learning targets. Classroom management activities aim to prepare and maintain the classroom environment so that teaching activities can be carried out successfully and appropriately (Nurhalisah, 2010). The process of learning and activities in managing the class are two things that are always related. However, the relationship between the two is certainly different because both objectives are different. The intended purpose is for the teacher to manage the class and achieve the desired learning target. If teaching itself includes all activities that apply during the learning process in order to achieve certain more specific goals, which are following what the teacher and students want, then this shows that managing the class can create and maintain optimal conditions in the active process of learning (Chan et al., 2019).

Putriyani et al. (2022) in their research stated that a teacher's ability to manage a class can affect positive learning outcomes for students. Effective management is one of the absolute requirements for an effective learning process. It also determines success in the learning process. In addition, several interventions that can be carried out to manage the class include interventions focused on teacher behavior, interventions focused on teacher and student relationships, interventions focused on student behavior, and interventions focused on student social-emotional development.

Teachers who master the skills in classroom management can create a positive response. One example of management carried out by teachers well is that students are active and feel comfortable participating in learning activities. Teacher skills or competencies in classroom management include providing conducive interventions, keeping the class running conductively, correcting student behavior, and using various strategies to create a conducive class that can be applied in various ways (Azizah & Estiastuti, 2017).

In his research, Widiyono (2020) revealed that the skills that a teacher needs to have during the management process in the classroom include building student discipline, arranging student seating, arranging teaching aids in the classroom, arranging student assignments, directing student interactions, arranging physical space, arranging classroom cleanliness and beauty, arranging classroom equipment, and arranging student displays. The lack of teacher skills during classroom management can result in learning not running smoothly, so learning outcomes are also ineffective. So, teachers must be able to manage/administer the class to achieve effective learning. A parallel study by Pamela et al. (2019) said that teacher skills in managing the class can be done by getting students used to always being disciplined, neat, and clean. Always making lesson plans, using learning resources from books and the internet.

Based on the researcher's background regarding teacher skills in classroom management, the researcher is interested in researching how teachers apply these skills in managing class IV at MI Muhammadiyah Gonilan. Unlike previous studies, this study focuses on learning in class IV of MI Muhammadiyah Gonilan.

LITERATURE REVIEW

Class Management

Class management is one way teachers or educators can create conditions in the learning process to provide effectiveness and motivate students to continue learning according to their abilities until they can achieve optimal learning targets (Hendriana, 2018). Class management itself is part of the task of educators and teachers to create an ideal learning environment. Optimal conditions are achieved when teachers can manage and control students in their class with a comfortable atmosphere. Enjoyable learning refers to interaction between teachers and students, physical conditions, and circumstances that provide opportunities to create conditions that support learning.

Class management is an effort to systematically organize teaching process activities, which culminates in preparing teaching facilities and materials, arranging learning spaces, situations, or conditions so that the teaching and learning process runs well and program objectives are achieved (Habsy *et al.*, 2023). Class management can be based on various activities that teachers consciously carry out to manage their class well to achieve learning objectives and provide suitable conditions for the learning process (Budiya, 2021). Based on these definitions, it can be concluded that classroom management is an activity or action carried out by a teacher to create a comfortable and pleasant situation so that the learning process can run well.

Teacher skills are expertise in guiding and training activities, or managing class conditions to make learning enjoyable. Learning is a complete process involving all interconnected aspects (Pamela *et al.*, 2019). Classroom management skills are a person's skills in creating and maintaining an optimal learning atmosphere and conditions, and a teacher's ability to restore a disturbed learning atmosphere and conditions to an optimal one (Rani *et al.*, 2022). Teachers' skills in managing the class are a way for teachers to overcome problems in achieving student competency in the learning process.

Warsono (2016) mengutarakan tugas serta peran pendidik dalam pengimplementasian pengelolaan proses pembelajaran adalah sebagai berikut:

1. Classroom management preparation: Classroom management preparation involves preparing a planning arrangement plan, including time arrangements, classroom arrangements, and building a student climate.
2. Implementation of class management: Class management consists of arranging students, creating and maintaining learning conditions, and solving problems..
3. Factors influencing class management include supporting and inhibiting factors.

Before teachers develop skills in classroom management, they must pay attention to factors that can hinder classroom management, such as causes that arise from environmental aspects, social-emotional, and organizational conditions. Several factors can influence classroom management to achieve learning goals, such as the physical environment, social-emotional context, and organizational context. Sahardan in Sumar (2020) reveals that the supportive teaching and learning process atmosphere is created by the teacher and is accompanied by the teacher's expertise in managing the class to overcome problems that can disrupt the teaching and learning process to achieve the desired learning target. Whether or not a learning objective is achieved can affect improving learning outcomes (Matsum, 2016). Teachers must also develop physical management skills, such as classroom arrangement, student seating arrangement, etc. This also supports the intensity of the learning process in achieving learning objectives (Sahib *et al.*, 2021). Class management involves forming student organizations, grouping students, assigning students,

mentoring students, improving good interpersonal relationships, enthusiasm for learning, student behavior, student discipline, and placing students according to interests or attention (Afianti *et al.*, 2020).

Teacher Competence

According to Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen pada Bab IV Pasal 10 Ayat 1, Teacher competencies include pedagogical, personality, social, and professional skills. Personality skills or competencies include unique habits and attitudes that a person has. Description of personality skills or competencies, Peraturan pemerintah Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan explains in Article 28 paragraph 3 point b that the personality abilities referred to are: "Mantap, stabil, dewasa, bijaksana, berwibawa, teladan bagi peserta didik, dijiwai akhlak mulia, kecakapan pribadi." The ability of a teacher to understand himself/herself so that he/she can be understood as a teacher who is part of the community and can develop tasks well. Competence or professional ability is a skill for dividing or adjusting teacher tasks. Regarding the explanation of competent competence, Peraturan pemerintah Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan explains in article 28 paragraph 3 point c it is explained that "Keterampilan penguasaan materi pembelajaran secara komprehensif dan menyeluruh. Hal ini memungkinkan peserta didik dapat memenuhi kriteria kompetensi yang ditetapkan oleh standar nasional pendidikan."

These skills can be acquired depending on what is taught in school. Teacher competence can be defined as a complex combination of knowledge, attitudes, and skills in carrying out their duties. Teachers' duties must be supported by their expertise. In addition, teachers must develop classroom management skills. This is intended to ensure that the teaching and learning process runs smoothly and can achieve the desired goals.

Another opinion was expressed by Simamora *et al.* (2023), which states that teachers have 4 (four) competencies that must be mastered and developed, including:

1. Pedagogical competence

Teacher pedagogical competence is the ability or skill of teachers to manage the learning process or teaching and learning interaction with students. The seven aspects of pedagogical competence that teachers must master are understanding students' characteristics, mastering theories and principles of learning, developing curriculum, providing guidance, developing students' potential, communicating well, and conducting assessments and evaluations of learning.

2. Personality competencies

Personality competencies include various traits and behaviors. Realizing personality competencies also involves becoming honest with noble morals and being a role model for students and the community.

3. Professional Competence

Professional competence is the ability or skill teachers must possess to carry out their duties and functions as well as possible. Professional competence is related to teacher performance, which refers to the teacher's technical skills.

4. Social Competence

Teacher social competence is the teacher's social ability, including adapting to work demands and the surrounding environment when carrying out their duties as teachers and developing social communication skills with students, fellow teachers, school principals, administrative staff, and community members.

Pedagogical Competence

Pedagogical competence is a teacher's competencies or abilities and cannot be separated from teaching and learning (Lestari *et al.*, 2023). Pedagogical competencies include understanding students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their potential (Nganas *et al.*, 2023).

Pedagogical competence itself is divided into ten core competences according to Habibullah (2012), namely:

1. Understanding the characteristics of students in terms of physical, spiritual, moral, social, emotional, cultural, and intellectual aspects;
2. Rules during the learning process will make students orderly and train them to be disciplined.;
3. Arranging the classroom and seating arrangements: Managing the classroom and seating arrangements is very influential.
4. Implementation of educational learning;
5. Can use information and communication technology for teaching and learning purposes;
6. Provide development of student abilities and realize various student abilities.
7. Interact effectively, empathetically, and civilly with students. This means that teachers must use good, polite, and educational language so that students can imitate and become polite in speaking.
8. Implementation of assessments and evaluations;
9. Use the results of student assessments and evaluations for learning purposes; and
10. Can carry out reflective activities to improve the quality of the learning process.

Class Management at MI Muhammadiyah Gonilan

Classroom management refers to the activities and actions carried out by educators to create a comfortable and friendly environment so that the teaching and learning process runs smoothly. According to Erwinsyah (2017), Classroom management will run well if the following elements are fulfilled: (1) Preventive, is an effort made by the teacher to prevent learning provocations from occurring; (2) Repressive, this ability is not defined as violent behavior such as in responding to security disturbances; and (3) Changes in behavior, meaning that the behavior can be observed.

The purpose of managing a class includes presenting, realizing, and maintaining optimal class conditions so that the teaching and learning process can run successfully. In addition, teachers can also develop and utilize tools such as learning media to achieve the desired results and goals (Mukarromah & Andriana, 2022). The purpose of classroom management is to provide facilities for various learning activities of students in a social, emotional, and intellectual environment in the classroom. The facilities provided enable students to learn and work. Creating a social atmosphere that provides satisfaction, a disciplined atmosphere, intellectual, emotional, and attitudinal development, and student appreciation. The specific objectives are to develop students' abilities in using learning tools, provide conditions that enable students to work and learn, and help students to achieve the expected results (Salmiah *et al.*, 2021).

When managing a class, there are several components that teachers must pay attention to and understand before developing their skills in managing the class. According to Putra *et al.* (2019), components in managing the class, among others, are: (1) Preventive skills, namely the ability to maintain and create

good learning process conditions to avoid undesirable conditions and things that can negatively impact the learning process. Skills that teachers can use to develop preventive skills include responsiveness, focusing group attention, paying attention to groups, and paying attention; and (2) Repressive skills, namely abilities related to restoring optimal learning conditions, namely abilities that can return inadequate or unstable learning conditions to effective conditions for the teaching and learning process. This ability can be developed through behavioral modification and group management control.

METHODS

The type of research used is qualitative research, and the research procedure provides written data or words from people or sources, as well as the activities observed. Qualitative or ordinary research is a method that will later create findings that are difficult to achieve using statistical processes or other quantitative methods, and qualitative research is a type of educational research where researchers rely on the views of participants or sources (Safrudin *et al.*, 2023). This study also uses a phenomenological research model. Phenomenology can be interpreted as research on knowledge that comes from knowledge, or how to understand an object or condition by experiencing it consciously and exploring and finding the experience of human life that experiences it objectively, transcendental beliefs (Nuryana *et al.*, 2019; Ernayani *et al.*, 2021).

This research was conducted from September to February 2023 at MI Muhammadiyah Gonilan, especially in classes IVa and IVb. This study's objective is teachers' skills or abilities in classroom management. Meanwhile, the subjects in this study were two homeroom teachers, consisting of classes IVa and IVb at MI Muhammadiyah Gonilan. Data sources were obtained by collecting information from homeroom teachers IVa and IVb. The data collection techniques used were observation (directly from sources, interviews, and document searches. Data sources were obtained from answers to questions that homeroom teachers had answered. The research was conducted through observation stages by directly reviewing the school to be studied, meeting with homeroom teachers, and then conducting interviews with homeroom teachers IVa and IVb. Interviews were conducted directly and unstructured, and documentation included several devices that supported the research process, such as RPP, learning media, and others.

RESULTS AND DISCUSSION

Based on the research results conducted through observation, interview, and documentation, it was found that the homeroom teachers of class IVa and IVb at MI Muhammadiyah Gonilan already appear skilled in class management. In the preparation of class management itself, the teacher already has good skills. The preparation includes planning, time management, classroom management, and student climate-building. Not only in class management planning, but also in teacher skills in implementing class management are good. In implementing class management, several points include student arrangements, creating and maintaining learning conditions, and problem-solving. Teacher skills related to supporting and inhibiting factors are also good, where teachers have overcome problems related to these two factors.

The results obtained from direct observation and documentation are used to complete the data obtained from the interview results, so that researchers get data that may not be revealed during the interview, such as knowing the condition of the school and class environment directly, and finding the RPP, learning media. The presentation of this data aims to answer questions that develop during the research by referring to the formulation of existing problems. The formulation of questions during the research is (1) preparation of class management, (2) implementation of class management, and (3) factors.

Class Management Preparation

Table 1 shows the results of interviews with resource persons regarding class management preparation.

Table 1. Class Management Preparation

No	Class Management Preparation	Source 1 IVa	Source 2 IVb
1.	Planning	Menyiapkan RPP, buku referensi, menyiapkan anak-anak. Untuk kendala biasanya materi pada buku tidak sesuai dengan RPP.	Menyiapkan RPP buku referensi, anak-anak juga sudah siap referensinya baru memulai KBM.
2.	Time Setting	Untuk pembukaan, pre-test, inti, penutup atau post-test. Cara menerapkan kedisiplinan membuat peraturan ketika bel masuk berbunyi, peserta didik harus sudah di kelas siap untuk mengikuti pembelajaran.	Durasi waktu pembelajaran adalah 35 menit. Diluar apersepsi. Untuk menerapkan disiplin membuat peraturan harus sudah di kelas dan bekerja sama dengan orang tua
3.	Class Arrangement	Meja guru ada di bagian seberang pintu, dan papan tulis berada di depan letaknya di tengah. Untuk hiasan seperti Pancasila, hasil karya anak biasanya ditempel di dinding kelas. Untuk kendala sejauh ini tidak ada. Tidak ada ketentuan khusus dalam pengaturan objek.	Penempatan meja guru ada di depan bagian seberang pintu, dan papan tulis berada didepan letaknya di tengah. Untuk hiasan seperti Pancasila, hasil karya anak biasanya ditempel di dinding kelas.
4.	Building Student Climate	Guru yang harus menciptakan suasana nyaman agar anak-anak tetap konsentrasi jadi guru memberikan umpan balik, tanya jawab lisan, kendala biasanya ada anak yang agak sulit untuk diatur ataupun diberi arahan dan anak yang kurang memahami terhadap materi yang disampaikan. Untuk ruang kelas dan fasilitasnya sudah memenuhi kriteria.	Yang pertama dilakukan dengan apersepsi kepada peserta didik paling tidak ada nasihat supaya terbentuk suasana yang harmonis. Kendala biasanya ada anak yang agak sulit untuk diatur ataupun diberi arahan. Untuk ruang kelas dan fasilitasnya sudah memenuhi kriteria.

Source: Research 2024

1. Planning

Based on the data obtained, using interviews with both sources, the teachers of class IVa and IVb at MI Muhammadiyah Gonilan, before entering the class, prepare the lesson plan, reference books, and prepare the children to be ready to follow the learning. When entering the class, the teacher gives an appraisal before the learning begins. In the planning, the teacher found obstacles such as material in the book that did not match the lesson plan. This confused the teacher about which material to explain. However, when preparing the lesson plan at MI Muhammadiyah Gonilan, the teacher only downloaded it from the internet and copied and pasted it.

2. Time Settings

Then, the teacher estimates 35 minutes of study time for time management. The 35 minutes are outside of apperception. The teacher makes regulations previously agreed upon with students to implement student discipline. The regulations are such that when the bell rings, students must be in class and prepare everything related to learning at that time. The teacher not only works with students in class

but also cooperates with the parents of students so that students can apply the attitude of time discipline in everyday life.

3. Classroom Management

The teacher has done well with the seating arrangement, namely the column and row format. For the seating arrangement itself, every week on Monday, there is a rolling of seating pairs. This aims to allow students to interact and be more familiar with all their classmates. Furthermore, the teacher's desk placement is on the opposite side of the door, and the blackboard is in front of it in the middle. Pictures, posters, and other educational media are attached to the classroom wall and can be seen clearly by all.

4. Building a Student Climate

The teacher is responsible for creating a comfortable atmosphere and building positive relationships. In implementing this, the teacher encounters obstacles such as students who are challenging to manage or give directions to, and do not understand the material being explained. This is an obstacle for the teacher because the teacher must find another way for students to listen and quickly understand the material being explained. Students like that must be treated differently; this aims to allow students to change.

Implementation of Class Management

In **Table 2**, the implementation of class management is described.

Table 2. Implementation of Class Management

No	Implementation of Class Management	Source 1 IVa	Source 2 IVb
1.	Student Settings	Untuk tempat duduk peserta didik setiap minggu <i>rolling</i> nanti setiap bulan ganti pasangan tempat duduk. Berkelompok sesuai tema materi apabila membutuhkan kelompok. Untuk kelebihanannya dapat membuat peserta didik lebih akrab dengan teman sekelasnya dan apabila ada peserta didik yang kurang memahami terhadap materi dapat mengikuti temannya.	Berkelompok sesuai tema materi apabila membutuhkan kelompok tetapi ketika hanya penyampaian materi biasa berpasangan. Untuk pengaturannya tempat duduk di atur oleh wali kelas.
2.	Creation and maintenance of learning conditions	Anak-anak saling mengingatkan temannya, selalu berkonsentrasi dalam pembelajaran. Kendala yang dialami setiap anak memiliki tingkat intelegensi yang berbeda-beda. Solusi yang digunakan guru melakukan pendekatan. Untuk kelas Iva tidak ada ciri khusus.	Dengan memberikan nasehat kepada peserta didik kemudian dengan cerita baik agar peserta didik dapat menjadi tenang kemudian peserta didik dapat mengikuti pembelajaran dengan nyaman. Kendala yang dialami guru Biasanya ada peserta didik yang tidak memperhatikan guru. Untuk kelas IVb kemungkinan sebelum pembelajaran khusus di IVb berdoa, nyanyi, wali kelas

No	Implementation of Class Management	Source 1 IVa	Source 2 IVb
3.	Problem Solving	Panggil yang bersangkutan, dimintai konfirmasi. Dan apabila tidak bisa terselesaikan selanjutnya di atasi oleh kepala sekolah. Kendalanya apabila anak tidak mau mendengarkan penjelasan guru.	mencari sesuatu yang dapat membuat anak fokus. Dan di akhir pembelajaran di beri evaluasi perkalian ataupun materi yang baru saja diajarkan di hari itu dan yang bisa menjawab baru bisa pulang. Panggil yang bersangkutan, dimintai konfirmasi. Kendala yang biasa di hadapi anak yang ketika diberi arahan ataupun penjelasan tidak mau mendengarkan dengan baik.

Source: Research 2024

By implementing classroom management, teachers can adjust the classroom as much as possible to create a family atmosphere with students. Teachers create a pleasant, safe, and comfortable atmosphere in teaching and coaching without creating distance between students.

1. Student Settings

Based on the research that has been conducted, the results obtained are as follows for the placement of student seating: the teacher provides a seat partner. The seating position itself changes every week. The changes are made every Monday. On Monday, rolling or changing seating partners is held. The change aims to make students more familiar with their classmates and can accelerate the understanding of the material explained. In addition, it can also make it easier for teachers to supervise students during learning so that learning can run smoothly and effectively. That is the advantage of rolling or changing sitting positions and sitting with friends. So far, the sitting position also makes students comfortable during learning.

2. Creation and Maintenance of Learning Conditions

From the research, data was obtained that the teacher's ability to create and maintain learning conditions, where students remind each other of their noisy friends. Furthermore, if the noisy students cannot be quiet, the teacher reprimands them. In this case, teachers and students work together to create good classroom conditions as desired. In addition to reprimanding students who disturb the class, teachers must provide regular advice to less conducive students, hoping that students will immediately realize and stop making noise. To overcome a noisy class, the teacher asks students to clap their hands or hit the table to attract attention. Meanwhile, to refocus the learning process, the teacher asks students to re-explain the explanation given by the previous teacher. From the results obtained, there are almost no similarities in creating and maintaining learning conditions.

3. Problem Solving

Related to solving problems that occur in students, where students have difficulty understanding the material explained by the teacher. This also makes teachers have to find solutions as a way out of the problems. The method used by teachers is to call the students concerned. Then, I asked for

confirmation regarding this matter. After being asked for confirmation, the teacher will look for solutions to help students understand the lessons delivered by the teacher. The teacher also adjusts the learning time to the conditions of the students, for example, if in the first lesson, there are students who have not had breakfast. It is recommended to have a light breakfast, considering that the start time is too early. In general, assignments that are usually done in the last hours of learning, then ice-breaking needs to be done. Then, if there is a problem, it can be resolved as much as possible before the start of learning, because if you force students, it will not produce good results for them. In addition, the uncertain conditions of students during learning hours sometimes everything runs smoothly, and sometimes there are some disturbances. To overcome this, a teacher's creative ideas are needed to minimize the occurrence of disturbances.

Factor

Supporting factors can also hinder the implementation of managing classes to increase student learning outcomes and motivation, namely internal student factors related to students' feelings, thoughts, behavior, and personality, if external factors are related to learning conditions, student arrangement, student integration, and also the number of students. Teacher factors can also influence efforts to manage classes related to social-emotional matters (Warsono, 2016). **Table 3** shows the supporting and inhibiting factors in managing the Muhammadiyah Gonilan classes.

Table 3 . Supporting and Inhibiting Factors

No	Class Management Factors	Source 1 IVa	Source 2 IVb
1.	Supporting Factors	Alat peraga, buku pendamping guru atau bahan ajar lengkap, buku peserta didik lengkap, guru dan peserta didik datang tepat waktu. Selain itu pemeliharaan sarana prasarana secara berkala, kerja sama yang baik di antara guru dan peserta didik, antusias peserta didik, kestabilan guru dalam penggunaan sarana prasarana selama proses pembelajaran	Alat peraga, buku pendamping guru atau bahan ajar lengkap, buku peserta didik lengkap, guru dan peserta didik datang tepat waktu
2.	Inhibiting Factors	Konsentrasi anak yang berbeda, daya tangkap anak yang berbeda-beda, tingkat pemahaman anak berbeda-beda dan perbedaan latar belakang peserta didik	Buku tidak lengkap, buku ketinggalan, peserta didik izin, tidak mengerjakan PR

Source: Research 2024

1. Supporting Factors

From the data obtained through interviews conducted by two sources, several supporting factors include teaching aids, complete teacher companion books or teaching materials, complete student books, and teachers and students arriving on time. In addition, regular maintenance of facilities and infrastructure, good cooperation between teachers and students, student enthusiasm, and teacher stability in using facilities and infrastructure during the learning process are key. In these supporting factors, if any are not met, teachers and students conduct evaluations and self-introspection. This aims to help teachers and students find solutions together so that this does not happen again. If the

supporting factors are not met, the teaching and learning process cannot run well and is not aligned with the objectives set.

2. Inhibiting factors

From the data obtained by the researcher, it was found that in MI Muhammadiyah Gonilan, there are differences related to inhibiting factors experienced by teachers, especially homeroom teachers IVa and IVb, namely different student concentrations, different student comprehension, different levels of student understanding, and differences in student backgrounds. Incomplete books, left behind books, students ask for permission, and not doing homework. Homeroom teachers IVa and IVb are looking for ways to overcome this. The method used is to understand the students' background, which makes it challenging to understand the material presented by the teacher. Teachers or educators also cooperate with the parents of students so that it becomes easier to overcome this. Regarding incomplete books, left-behind books, students asking for permission, and not doing homework, the teacher contacts the parents of the students. The parents of students then deliver the left-behind books; if their homes are far away, they are reminded so that it does not happen again. Being a teacher not only requires creating an interesting and varied classroom atmosphere, but also requires being able to manage the class.

Discussion

The results of direct classroom observations show that most classroom management tools have not been implemented. Regarding the classroom condition, facilities, stationery, and filing cabinets have been available, but have not reached the expected total volume. In managing an effective classroom, there is a conflict or difference in response between teachers and students regarding implementing effective classroom management. The results of the interviews showed that some teachers still lacked the skills needed to manage the classroom. This is reinforced by direct classroom observations, which show that the classroom management tools have not been implemented. Regarding the classroom condition, facilities, stationery, and filing cabinets have been available, but have not reached the expected amount. This is supported by the results of research conducted by [Wote and Sabarua \(2020\)](#), where his research shows that many teachers still lack classroom management capacity.

Class Management Preparation

1. Class Management

In class management, teachers have tasks and roles in implementing the management of the teaching and learning process, namely, the preparation of class management. In the planning step, according to Hidayat et al. (2020), in classroom management, before the teaching and learning process is carried out, teachers need to prepare learning tools. These tools include the educational calendar, annual program (Prota), and semester program (Promes). In addition, making a lesson implementation plan (LIP) before class takes place illustrates important elements in the learning process. With RPP, teachers will feel more confident and competent when interacting with students in class because it contains instructions or tips for teaching. Learning planning is adjusted to the type of teaching material depending on the program and school situation. This is done before classroom management is implemented to meet and achieve the practical learning objectives. Researchers collected data and things prepared by homeroom teachers IVa and IVb at MI Muhammadiyah Gonilan in preparation for classroom management. The researcher conducted a brief interview with both informants, and each homeroom teacher, IVa and IVb, did well. Teachers carry out preparation for classroom management before entering the classroom. Teachers prepare RPP, reference books, and prepare children to be

ready to take part in learning. When entering the classroom, the teacher gives an appraisal before learning begins.

2. Time Settings

The teacher estimates 35 minutes of study time outside of apperception as a next step, related to time management. Moreover, to implement student time discipline, the teacher makes regulations with students and agrees with them. The regulation is that when the bell rings, students must be in class and prepare everything related to learning at that time. The teacher not only works with students in class. However, the teacher also cooperates with the parents of students so that students can apply the attitude of time discipline in everyday life.

A parallel study was conducted by [Oci \(2019\)](#). Class discipline is a state of order in a class where teachers and students obey the rules that have been set. Discipline is an important thing that needs to be instilled in students from an early age in school. School is the most important place for students to train and understand the importance of discipline in everyday life. Students will become accustomed to discipline when class rules are enforced daily and monitored. The class must have established rules and regulations. Instructional regulations must be explained to students, demonstrated, and continuously implemented repeatedly. Rules and regulations can determine the behavior expected of a student.

3. Classroom Arrangement

According to [Sholikhudin and Sa'diyah \(2017\)](#), a comfortable learning environment can affect students' learning atmosphere and learning outcomes. Hence, creating a comfortable physical environment or spatial layout is crucial in learning. Managing the physical environment and spatial layout to meet minimum needs supports increasing the intensity of student learning and positively impacts learning success. The classroom design is designed to create a comfortable learning environment for teachers and students, as has been done by MI Muhammadiyah Gonilan.

Therefore, classroom management actions include designing the classroom layout suitable for learning and creating a comfortable and enjoyable learning atmosphere. Teachers should design and arrange their rooms so that, for example, the study room layout, the arrangement of students' seats and tables, and the arrangement of teaching materials such as blackboards, chalk, erasers, maps, teaching aids, etc. In addition, they also arrange wall decorations, ensure and maintain the cleanliness of the classroom, and regulate light ventilation.

4. Building Student Climate

Teachers are tasked with creating a comfortable atmosphere. Teachers must create a climate that is acceptable to all students so that changes occur in students after following the learning process. The classrooms and facilities provided are also considered adequate. With that, learning can run well. The results of this study are based on [Aulia and Sontani \(2018\)](#), which states that relationship management through communication is essential for good relationships, and teachers must use appropriate verbal and nonverbal behaviors to promote understanding. The first step towards success in managing a classroom is to create a positive classroom environment based on mutual trust, respect, and consideration for one another.

Implementation of Class Management

The research results show that homeroom teachers IVa and IVb have implemented it well. They started with the arrangement of students related to student seating, creating and maintaining learning conditions, and solving problems.

1. Student Setting

According to [Suci and Ginting \(2023\)](#), teachers must always pay attention to their students' comfort and give them space without leaving anyone in the hallway. This aims to improve and maintain student learning motivation. Applying this integrated behavior makes it easier for teachers to create positive interactions with students. This means that by applying this behavior to class integration, a class atmosphere can be created that makes students feel happy during learning, and learning activities in the classroom can run optimally and smoothly.

The student seating arrangement was obtained based on the study's results so that the teacher could provide a pair of seats. This effort makes it easier for students to get to know their classmates and can speed up the understanding of the material. In addition, teachers also find it easier to supervise students when the learning process is taking place, so that the learning process can run effectively. So far, this sitting position also makes students feel comfortable in learning.

2. Creation and Maintenance of Learning Conditions

Research conducted by [Suardi \(2017\)](#) said that the ability is related to creating and maintaining good learning conditions. In this case, the teacher applies learning by developing learning elements such as teaching materials, methods, media, tools and equipment, assessment, and evaluation elements. However, class management cannot be separated from these learning elements. In addition, teachers can attract attention both visually and verbally. This must be achieved through the teacher's body language and a special approach to attract students' attention.

3. Problem Solving

There are several problems faced by students that teachers must solve. Many of the problems that occur are related to the implementation of the learning process in the classroom. Teachers need the ability to analyze the problem situations that occur and find the right solution to solve them. The problem begins with student behavior that does not comply with the applicable rules, causing chaos in the classroom, so teachers must prohibit it so that the class remains orderly. A parallel study was conducted by [Zonti et al. \(2015\)](#). The teacher applies prohibitions or recommendations to students who violate the rules in the learning process. These provisions must be implemented fairly and can protect students' feelings so that they do not feel embarrassed in front of their friends. Class management is divided into two parts, namely emotional and physical conditions.

Supporting and Inhibiting Factors

Adequate facilities and infrastructure are a supporting factor in classroom management. Teaching aids, stationery, completeness of teaching materials, and teacher and student discipline towards time are supporting factors for implementing good classroom management. They are considered to be able to achieve optimal goals. [Khotimah and Sukartono \(2022\)](#) said that the supporting factors in class management are curriculum, buildings and infrastructure, teachers, students, and class dynamics. There are several differences from the results obtained by researchers, such as the curriculum and teaching

aids. However, these factors can also be inhibiting factors if not appropriately considered. Wati and Trihantoyo (2020) said that in class management strategies, teachers face various inhibiting factors, including themselves, students, the home environment, and institutional or school factors.

CONCLUSION

This study aimed to determine and describe the skills of teachers in managing classes at MI Muhammadiyah Gonilan. Based on the data obtained, the results of this study indicate that the skills of homeroom teachers IVa and IVb at MI Muhammadiyah Gonilan are shown in three aspects, namely preparation for class management, implementation in managing classes, and factors that influence them both as supporting factors and inhibiting factors. In the aspect of class management preparation, teachers prepare lesson plans and seating arrangements, build positive relationships, and create a comfortable atmosphere. This aims to make students feel comfortable in participating in learning. The teacher's ability to realize and maintain learning conditions is also something that needs to be considered in class management. Regarding problem-solving, which occurs in students, teachers must think of solutions to overcome these problems. Class management has elements that help the implementation process. Some factors that support it include teaching aids, teacher companion books or complete teaching materials, complete student books, and teachers and students coming on time. On the other hand, these factors can also be obstacles if not appropriately considered.

AUTHOR'S NOTE

The author declares that there is no conflict of interest related to the publication process in this article and confirms that the data and content are free from plagiarism.

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