

CLASSROOM MANAGEMENT IN IMPROVING SCHOOL LEARNING PROCESSES IN THE CLUSTER 2 TEACHER WORKING GROUP IN NORTH BOGOR CITY

Sri Setyaningsih^{a*)}, Yudhie Suchyadi^{a)}

^{a)}Universitas Pakuan, Bogor, Indonesia

^{*)}Corresponding Author: sri_setya@unpak.ac.id

Article history: received 19 January 2021; revised 21 February 2021; accepted 26 February 2021

Abstract. The purpose of this research is to describe the planning of classroom management, the implementation of classroom management, supporting and inhibiting factors of classroom management to increase the learning process, and then the strategy to increase the learning process. The research methodology is a descriptive qualitative method. The result showed that the planning of classroom management do with prepared and arrange a set of equipment and instruments of study. The implementation of classroom management in the study applied some classroom management principles and some approaches. The supporting and inhibiting factors are physical environments, social-emotional, and organizational conditions. The strategy was student's condition for already studying in the class, learn to concentrate, using the right method and variation, interaction in educative and communicative, and then the students were using media with the teaching was.

Keywords: classroom management; a learning process

I. INTRODUCTION

Educational activities are a process to change human attitudes from one condition to another. In other words, through education, changes will appear in the process of changing the human mind, from not understanding to understanding, from not knowing to knowing. In the Dictionary of Education it is stated that education is: 1) the process by which a person develops abilities, attitudes and other forms of behavior in the society in which he lives; 2) the social process in which people are exposed to selected and controlled environmental influences (especially those from school), so that they acquire or experience the development of optimal social and individual abilities (Idochi [1]). The learning process is an activity to educate students in a better direction. Improving the quality of learning is largely determined by various conditions, both internal and external conditions of the school itself [2]. A good teaching and learning process is based on the existence of good interpersonal relationships between students and teachers, students and students, and students and teachers occupy an important position for the formation of socio-emotional conditions [3]. Research shows that the social environment or classroom atmosphere is the main psychological determinant that affects academic learning (Welberg & Greenb in DePorter [4]). Managing the class is one of the roles that a teacher plays in the learning process, namely to create optimal learning conditions and neutralize the situation if there is a disturbance in the classroom during the teaching and learning process [5]. For example, teachers must stop student behavior that distracts the class, give prizes to students who complete assignments or can answer teacher questions and establish productive group norms or rules. So that when entering the classroom, a teacher has main problems, namely teaching problems and management

problems or classroom management with the aim of improving the quality of education for students in the classroom.

Classroom management is the smallest activity in an educational effort which is actually the "core kitchen" of all types of educational management. In this class management then there is the term "class management" both instructional and managerial. The principles in student management are [6]: 1) students should be treated as subjects and not objects, so they should be encouraged to participate in every planning and decision-making related to their activities; 2) the condition of students is very diverse, both physical, ability, and intellectual, in terms of physical condition, intellectual ability, social, economic, interest and so on. Therefore, various activities are needed, so that each student has a vehicle to develop optimally; 3) students will be motivated to learn if they like what they are taught; and 4) the development of student motivation not only involves the cognitive domain but also the affective and psychomotor domains. According to Mulyadi [7] classroom management is one of the skills that teachers must have in understanding, diagnosing, deciding and the ability to act towards improving a dynamic classroom atmosphere. Therefore, a teacher has a very important role and plays a role in the success of learning in schools. Teachers play a very important role in helping the development of students to realize their life goals optimally. In the classroom the teacher carries out two main tasks, namely teaching activities and managing the class. Teaching activities are essentially a process of organizing, organizing the environment around students. While the activities of managing the class are not only in the form of classroom arrangements, physical facilities and routines. Classroom management activities are intended to create and maintain a class atmosphere and

condition [8]. So that the learning process can take place effectively and efficiently.

Classroom management is very necessary because from day to day and even from time to time student behavior is always changing. Today students can study well and calmly, but tomorrow not necessarily. Yesterday there was a healthy competition in the group, on the contrary in the future the competition could be less healthy. Classes will always be dynamic in the form of behavior, actions, attitudes, mental, and emotional students. From the background of the problem above, it is identified that classroom management and teacher teaching abilities are closely related to the process and learning outcomes in schools. This is the reason for the author's interest in conducting further research on the implementation of classroom management in improving the learning process in the Environmental Elementary School Teacher Working Group Cluster 2, North Bogor City. According to the language (Etymologically) Management comes from English, Management, which means management, leadership, management (Rusydie [9]). Meanwhile, in terms of terminology, management is a continuous process that contains special abilities and skills possessed by a person to carry out an activity either individually or with other people or through other people in coordinating and using all resources to achieve organizational goals in a productive, effective and efficient manner. efficient (Engkoswara and Komariah [10]). According to Mary Parker Follett in Sagala [11], management is a trick or art in achieving a goal or getting things done through the help of others. Added by Daft and Steers, management is a process of planning, organizing, directing, and supervising to achieve the goals that have been set (Sagala [11]). Oviyanti [12] argues that "classroom management is an effort to maximize the potential of the class in order to create a conducive atmosphere for students to learn and teachers feel comfortable in teaching". Meanwhile, Emmer in Salfen [13] defines classroom management as a set of teacher behaviors and activities directed at attracting reasonable, appropriate, and appropriate student behavior and efforts to minimize distractions. Based on the opinion above, it can be concluded that classroom management is an effort to manage students in the classroom which is carried out to create and maintain a classroom atmosphere/condition that supports learning programs by creating and maintaining student motivation to always be involved and participate in the educational process. at school [14].

Karwati and Priansya [15] state that there are various approaches in classroom management, namely: 1) the power approach, 2) the threat approach, 3) the freedom approach, 4) the prescription approach, 5) the teaching approach, 6) behavior change approach, 7) socio-emotional approach, 8) group work approach, 9) eclectic or pluralistic approach; and 10) technology and information approach. The class management function is actually the implementation of the management functions assigned in the classroom by the teacher to support the achievement of learning objectives effectively. The class management functions according to

Karwati and Priansya [15] are: 1) the class planning function, 2) the class organizing function, 3) the class leadership function, and 4) the class control function.

Effective leadership in the classroom is the responsibility of the teacher in the classroom. In this case, the teacher leads, directs, motivates, and guides students to be able to carry out an effective learning and learning process in accordance with the functions and learning objectives. Activities in the classroom are monitored, recorded, and then evaluated so that it can be detected what is lacking and can reflect on what needs to be improved [16]. Control is the process of ensuring that actual activities conform to planned activities. The control process can involve several elements, namely: 1) Establishing class performance standards. 2) Provide a standard measuring tool for class appearance. 3) Comparing performance with the standards set in class. 4) Take corrective action when deviations are detected that are not in accordance with the class objectives.

Good learning management must be developed based on teaching principles. He must consider the aspects and strategies of learning, designed systematically, conceptual but practical-realistic and flexible, both concerning issues of learning interaction, classroom management, utilization of learning resources (teaching) and learning evaluation. Thus effective classroom management is a requirement for effective teaching (Kompri [17]). The success of classroom management in supporting the achievement of the goals of the student learning process is much influenced by various factors, namely "factors attached to the physical condition of the class and its supporters, and influenced by non-physical (socio-emotional) factors attached to the teacher" (Karwati and Priansya, [15]). The learning process is a process in which there are interaction activities between teacher-students and reciprocal communication that takes place in educational situations to achieve learning goals (Rustaman, [18]). In the learning process, teachers and students are two components that cannot be separated. Between the two components, mutually supportive interactions must be established so that student learning outcomes can be achieved optimally.

According to Bafadal [19], learning can be defined as "any effort or teaching and learning process in order to create an effective and efficient teaching and learning process". In line with that, Jogiyanto [20] also argues that learning can be defined as a process in which an activity originates or changes through the reaction of a situation encountered and the characteristics of the change in activity cannot be explained based on the tendencies of the original reaction, maturity or temporary changes. A similar opinion is expressed by Winkel [21] "the learning process is a psychic or mental activity that takes place in active interaction in the environment, which results in changes in knowledge, understanding, skills and attitude values".

From some of these opinions it can be concluded that the learning process is all joint efforts between teachers and students to share and process information, with the hope that the knowledge provided is useful in students and becomes

the basis for continuous learning, and it is hoped that there will be better changes to achieve a positive improvement marked by changes in individual behavior in order to create an effective and efficient teaching and learning process [22]. A good learning process will form intellectual abilities, critical thinking and the emergence of creativity as well as changes in a person's behavior or personality based on certain practices or experiences. The real purpose of learning is to acquire knowledge in a way that can train students' intellectual abilities and stimulate curiosity and motivate their abilities (Dahar [23]). Learning objectives are divided into three categories, namely: cognitive (intellectual abilities), affective (moral development), and psychomotor (skills). This is reinforced by Bloom's opinion which divides three categories of learning objectives, namely: 1) Cognitive, 2) Affective, 3) Psychomotor (Nasution [24]). Based on the explanation of the learning objectives above, it can be concluded that the learning objectives are an effort to equip students with experiential abilities, moral understanding and skills so that they experience positive development.

The learning process will not run smoothly if it is not supported by the components in learning, because the learning process and the learning components are interrelated and require. Components in learning are very important because with learning it is expected that student behavior will change in a positive direction and it is hoped that with the teaching and learning process there will be changes in student behavior. The success of the implementation of the learning process is an indicator of the implementation of the curriculum that has been made by tutoring institutions, so that in the learning process teachers are required to create a conducive learning atmosphere so as to enable and encourage students to develop all their creativity with the help of the teacher. The role of the teacher here is very important, namely the teacher must prepare learning materials and methods, and the teacher must also know and understand the condition of his students for smooth learning. The components that affect the passage of a learning process according to Djamarah [25], in teaching and learning activities there are several learning components that are interrelated with one another, namely 1) teachers, 2) students, 3) learning materials, 4) learning methods, 5) learning media, 6) learning evaluation.

II. RESEARCH METHODS

This study uses a qualitative approach with a descriptive type of research. It is carried out by taking the steps of gathering information or collecting classification data, and analyzing data, interpreting it, making conclusions and reports [26]. This is done with the main aim of making a description of a situation objectively in a description of the situation. In this study, the researcher acts as the main instrument, namely as implementers, observers, and at the same time as data collectors. This research was conducted in the Cluster 2 North Bogor City Teacher Working Group. The type of data used by the author in this study is primary data by obtaining data directly, observing and recording

events or events through observation, interviews and documentation and secondary data, namely data that obtained from journals, reference books, and the internet.

III. RESULTS AND DISCUSSION

Class Management Planning. Planning is making a target to be achieved or achieved in the future. In the activities of an organization, planning goals and actions while reviewing various resources and methods or techniques quickly. As for the learning planning program, which must be made by the teachers of at the Environmental Elementary School Teacher Working Group Cluster 2, North Bogor City based on the data that the researchers obtained are as follows:

Compile Education Calendar, Prota and Promis. Before carrying out the teaching and learning process in the classroom, a teacher is required to develop learning instruments. Among these instruments are educational calendars, annual programs and semester programs. The preparation of the annual program is to find out how many weeks are effective and which are not effective in one school year. Weeks or meeting hours of this teaching can be known by analyzing the education calendar. Finished compiling the annual program is compiling the semester program. The semester program is a design to distribute how much time is allocated in each meeting.

Class Management Implementation. Implementation of effective classroom management in learning when it can realize classroom conditions as a learning environment that allows students to develop abilities as optimally as possible, eliminate various obstacles that can hinder learning interactions, provide and manage facilities that support students' learning in accordance with the social, emotional and intellectual environment of students, and can guide students according to the different social, economic, cultural and character/character backgrounds of students. Therefore, in the implementation of learning, it is necessary to know the conditions and problems that occur in students during learning. Every time there is a problem related to student attitudes and other external problems, a teacher tries to find a solution at that time, so that the teacher's responsibilities function optimally. With the implementation of class conflict, it will reduce the problems that occur in learning. Some of the preventive efforts made to overcome the problem are as follows:

Motivating students to concentrate on the lesson. Students can concentrate / focus their minds on the lesson well, depending on the way the teacher manages the class both physically and non-physically. So, a teacher must always encourage students to concentrate in learning.

Conditioning students to be ready to learn in class. In the context of the learning process, readiness to learn greatly determines student learning activities. Students who are not ready to learn, tend to behave in a non-conductive manner, which in turn will disrupt the overall learning process. Because readiness is a mental process, the teacher in carrying out the teaching and learning process must really

pay attention to the readiness of students to learn mentally. Based on the results that the researchers obtained, that a teacher always conditions students to be ready to learn in class, this is done so that the results obtained from the teaching and learning process can be maximized. Readiness is a willingness to respond or react. Readiness really needs to be considered in the learning process, because if students have readiness to learn, then the learning outcomes will be better.

Giving stimulus to be active in class. One of the problems faced by teachers in conducting teaching is how to effectively motivate or foster motivation in students. The success of a teaching is strongly influenced by the provision of motivation/encouragement. Based on the results obtained by the researchers, that a teacher always motivates students. Motivation is teaching used by teachers to give attention and encouragement to students when students cannot motivate themselves. A learning activity is very closely related to motivation, changes in motivation will also change the form, shape and learning outcomes. In addition, in providing motivation, the teacher also provides a stimulus to students with a reward for students to actively ask questions in class.

Class situation

Based on the results that the researchers obtained, the class room is quite adequate with a size of 63 m² because it has exceeded the size in the standard facilities and infrastructure with 35 students in one class and it is very possible for students to move freely and not jostle and make it easier for students to carry out learning activities. Seating Arrangement. A seating plan for students in a class has the function of making it easier for teachers to quickly memorize the names of all students in the class. Knowledge of each student's name is an effective psychological tool for the learning process. Seating arrangements should be flexible which means they can be changed according to need. Based on the results of the study, the arrangement of seating is usually carried out on a rolling basis and may be held once a week or once a month by adjusting the conditions and needs. Seating arrangements will affect the smooth teaching and learning process in the classroom.

Learning methods

In teaching and learning activities, methods are needed by teachers and their use varies according to the objectives to be achieved after learning ends. A teacher will not be able to carry out his duties if he does not master the teaching method. Therefore, this is where teacher competence is needed in choosing the right method. By mastering various methods and being able to place them in situations and conditions that suit the student's circumstances. Based on the results of observations and interviews of researchers with teachers that some teachers have applied an existing and appropriate theory, namely by choosing the right method where this method is applied to achieve comprehensive goals, namely from the cognitive, affective and psychomotor domains. So it is hoped that the learning objectives can be achieved as expected.

Media Usage. The use of media does indeed affect the climate, conditions and learning environment that are arranged and created by the teacher. The use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even help influence psychological influences on students. The media used should not be monotonous so that students do not feel bored and bored in learning. In addition, based on the results of research, the use of media must be in accordance with the material presented.

Interaction Pattern. A learning can be said to be effective, if there is good interaction between teachers and students and aims to achieve a certain learning goal by facilitating students' knowledge and skills through activities that can help and facilitate students in learning. An interaction is said to have an educative nature not only determined by its form but by the purpose of the interaction itself. Judging from the purpose of the interaction carried out by the teacher to arouse students' enthusiasm for learning, then the interaction has taken place in an educative manner. However, in its implementation, apart from inside the classroom, it also occurs outside the classroom.

Classroom Management Supporting and Inhibiting Factors. A teaching will be called running and succeeding well, when it is able to change the students themselves in a broad sense and is able to develop the awareness of students to learn, so that the experience gained by students while they are involved in the teaching and learning process can be directly benefited. for personal development. In the implementation of a program will not be separated from the factors that can support and hinder the implementation of the program. So that teaching traffic runs smoothly, regularly and avoids several obstacles that result in teaching stagnation, teaching that is not smooth and orderly, as well as other possibilities such as student facilities, inappropriate application of methods, lack of understanding of the material and alienation of students. In a teaching, efforts are needed to overcome this. Based on the results of interviews by researchers with teachers at the Environmental Elementary School Teacher Working Group Cluster 2, North Bogor City, it was found that several factors became obstacles in the learning process. Among these factors are: 1) The existence of school activities that sacrifice lesson hours. 2) The class that got the last lesson. 3) Students lack discipline in doing assignments. 4) Students are less active in class. 5) Students often go in and out of class with the excuse of going to the restroom. So in this case the inhibiting factor is the student, namely the lack of awareness in fulfilling their duties and rights as class members, which is none other than studying seriously. In addition to student factors, there are also environmental factors. In addition to inhibiting factors, there are also factors that can support the teaching and learning process, namely the availability of complete facilities and infrastructure such as LCDs in the classroom, adequate library books, support from parents, good coordination between teachers, and support from the school.

In addition to the supporting factors, to overcome these inhibiting factors, real effort is also needed on the part of the class management implementer, namely the teacher himself. The things that are done or real strategies to overcome these inhibiting factors are: motivating by giving a time schedule, trying to look prime in the last hours so that students don't get bored and variations of teaching and learning methods, repeating fun material and providing input about the importance of a science. . In addition to the strategy, the teacher also applies several approaches and also coordinates with the school and parents.

Teacher's Strategy to Improve the Learning Process

One of the tasks of teachers in teaching and learning activities is to improve the learning process and always provide guidance, direction and supervision to students by using various learning strategies so that teaching and learning activities can run effectively and achieve the desired goals. Based on the results that the researchers got, the strategies carried out by the teachers were as follows: 1) Learning to concentrate, namely giving encouragement to students to focus on the lesson. Psychologically, a person who focuses his attention on something he faces, will easily enter his memory. 2) Involving students in the teaching and learning process, namely how the teacher views a problem and what theory is used in solving a case, because this will affect the results. 3) Conditioning students to be ready to learn in class, namely the mental readiness of students to accept the material that will be delivered by the teacher. 4) Stimulate students to be active Asking questions in class, namely a teacher armed with patience, must always make students learn more actively, meaning that the teacher gives students the freedom to do activities they like in the teaching and learning process. The teacher does not demand that the classroom atmosphere be quiet, calm and the students just listen quietly to the teacher's explanation, but by involving all students in the class it will be much more effective to explore the potential of each student. 5) Using appropriate and varied methods. A teacher is required to have the ability to use the right method and combine several relevant methods so that teaching and learning activities that take place are not boring and will automatically be active in class. Keep in mind, that in the selection of learning methods must also pay attention to the characteristics of students. 6) Set a good example for students and class discipline. The cultivation of good attitudes is intended to increase changes in student behavior where student behavior becomes better than before. Thus, this strategy becomes a means of specifying and qualifying the desired behavior change as a result teaching and learning is done. 7) Carry out various approaches to students during the teaching and learning process. This approach is carried out with the aim that in the teaching and learning process there is a conducive condition and also to overcome a problem. Based on the data that has been obtained, the approach taken by teachers at the Environmental Elementary School Teacher Working Group Cluster 2, North Bogor City is a personal approach, and a

heart approach that this approach is included in the study of psychology.

IV. CONCLUSION

From the results of the research that has been described, the authors can conclude that: 1) The implementation of classroom management in the learning process at the Environmental Elementary School Teacher Working Group Cluster 2 North Bogor City is: a) planning which consists of compiling learning tools/instruments (prota, promissory note, educational calendar, syllabus and lesson plans). b) implementation of classroom management in the teaching and learning process: 1) motivate students to concentrate on lessons; 2) condition students to be ready to learn in class; 3) providing stimulus to be active in class; 4) adequate classrooms; 5) the seating arrangement is rolled up and made varied; 6) Learning Methods: using appropriate and varied methods; 7) Learning Media: using media that are in accordance with the material presented, utilizing the environment, teacher books, Student Worksheets (LKS), LCD projectors; 8) Interaction pattern: educative and communicative interaction. 2) Supporting factors are the availability of adequate facilities and infrastructure such as LCD in the classroom, adequate library books, support from parents, good coordination between teachers, and support from the school. While the inhibiting factors in the implementation of classroom management are the lack of awareness of students in motivating themselves to learn, the existence of activities that sacrifice class hours, the last lesson hours, lack of discipline in doing assignments, the presence of some students who are less active and the presence of students who go in and out with the excuse of going to the restroom. . 3) The strategies used by the teacher in improving the learning process are how to concentrate, involve students in the teaching and learning process, condition students to be ready to learn in class, stimulate students to actively ask questions in class, apply appropriate and varied methods, give good examples to students and classroom discipline and take approaches to learning.

Based on the results of the study, the authors provide the following suggestions for Teachers. The author has suggestions that the implementation of classroom management that has been implemented in the future will be further improved and become motivated, which in its application will certainly encounter various obstacles that arise. must be faced. For Students. It is expected to further increase awareness in each of them to be able to study hard and earnestly in accordance with the method/method provided by the teacher through guidance or direction. As a good student, you must take responsibility and play an active role in the educational process so that the teaching and learning process can run effectively in accordance with what is expected together. For Other Researchers. In the context of developing knowledge, this research can be used for the development of scientific insight and as information and reference material for further researchers who wish to

examine similar cases regarding Classroom Management in Improving the Learning Process.

REFERENCES

- [1] Idochi, Anwar. 2007. *Kependidikan dalam Proses Belajar Mengajar*. Jakarta: Angkasa.
- [2] R. Purnamasari *et al.*, "Student Center Based Class Management Assistance Through The Implementation Of Digital Learning Models," *J. Community Engagem.*, vol. 02, no. 02, pp. 41–44, 2020.
- [3] Y. Suchyadi *et al.*, "Improving The Ability Of Elementary School Teachers Through The Development Of Competency Based Assessment Instruments In Teacher Working Group , North Bogor City," *J. COMMUNITY Engagem.*, vol. 02, no. 01, pp. 1–5, 2020.
- [4] Deporter, B. & Hernacki, M. 1992. *Quantum Learning, Membiasakan Belajar Nyaman dan Menyenangkan*. (Terjemahan Alwiyah Abdurrahman). Bandung: Kaifa.
- [5] O. Sunardi and Y. Suchyadi, "Praktikum Sebagai Media Kompetensi Pedagogik Guru Sekolah Dasar," *J. Pendidik. dan Pengajaran Guru Sekol. Dasar*, vol. 03, no. September, pp. 124–127, 2020.
- [6] Y. Suchyadi *et al.*, "Increasing Personality Competence Of Primary School Teachers, Through Education Supervision Activities In Bogor City," *J. COMMUNITY Engagem.*, vol. 01, no. 01, 2019.
- [7] Mulyadi. 2009. *Classroom Manajement Mewujudkan Suasana Kelas Yang Menyenagkan Bagi Siswa*. Malang: Aditya Media.
- [8] Y. Suchyadi and N. Karmila, "The Application Of Assignment Learning Group Methods Through Micro Scale Practicum To Improve Elementary School Teacher Study Program College Students' Skills And Interests In Following Science Study Courses," *JHSS (Journal Humanit. Soc. Stud.)*, vol. 03, no. 02, pp. 95–98, 2019.
- [9] Rusydie, Salman. 2011. *Prinsip-prinsip Manajemen Kelas*. Jogjakarta: Diva Press.
- [10] Engkoswara dan Komariah, Aan. 2011. *Administrasi Pendidikan*. Bandung: Alfabeta.
- [11] Sagala, Syaiful. 2004. *Manajemen Berbasis Sekolah dan Masyarakat (Strategi Memenangkan Persaingan Mutu*. Jakarta: PT Nimas Multima
- [12] Oviyanti, Fitri. 2009. *Pengelolaan Pengajaran*. Cet Ke-2. Palembang: Rafa Press. Ridwan. 2016. "Strategi Pengelolaan Kelas Dalam Meningkatkan Prestasi Belajar Siswa Sman 1 Sigi". *Jurnal KIAT Universitas Alkhairaat*. 8 (1), 54-64.
- [13] Hasri Salfen. 2009. *Sekolah Efektif dan Guru Efektif*. Yogyakarta: Aditya Media Printing and Publisng.
- [14] Y. Suchyadi, N. Safitri, and O. Sunardi, "The Use Of Multimedia As An Effort To Improve Elementary Teacher Education Study Program College Students' Comprehension Ability And Creative Thinking Skills In Following Science Study Courses," *JHSS (Journal Humanit. Soc. Stud.)*, vol. 04, no. 02, pp. 201–205, 2020.
- [15] Karwati, Euis dan Priansya, Donni Juni. 2014. *Manajemen Kelas*. Bandung: Alfabeta.
- [16] N. Karmila and Y. Suchyadi, "Supervisi Pendidikan Di Sekolah Alam Bogor," *J. Pendidik. dan Pengajaran Guru Sekol. Dasar*, vol. 03, pp. 31–33, 2020.
- [17] Kompri. 2014. *Manajemen Sekolah Teori dan Praktik*. Bandung: Alfabeta.
- [18] Rustaman. 2001. "Keterampilan Bertanya dalam Pembelajaran IPA." dalam *Handout Bahan Pelantikan Guru-Guru IPA SLTP Se-Kota Bandung di PPG IPA*. Jakarta: Depdiknas.
- [19] Bafadal. 2005. *Pengelolaan Perpustakaan Sekolah*. Jakarta: Bumi aksara.
- [20] Jogiyanto. 2007. *Pembelajaran Metode Kasus*. Yogyakarta: Andi
- [21] Winkel. 1991. *Psikologi Pengajaran*, Jakarta: Gramedia
- [22] Y. Suchyadi, "Relationship between Work Motivation and Organizational Culture in Enhancing Professional Attitudes of Pakuan University Lecturers," *JHSS (JOURNAL Humanit. Soc. Stud.)*, vol. 01, no. 01, pp. 41–45, 2017.
- [23] Dahar. 1996. *Teori-Teori Belajar dan Pembelajaran*. Jakarta: Rineka Cipta
- [24] Nasution, S. 1998. *Berbagai Pendekatan dalam Proses Belajar Mengajar*. Jakarta: Bumi Aksara.
- [25] Djamarah, Syaiful Bahri dan Azwan Zain. 2013. *Strategi Belajar Mengajar*. Cet Ke-5. Jakarta: Rineka Cipta.
- [26] Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta, CV.

**REKAPITULASI PENILAIAN SEJAWAT SEBIDANG / PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH**

Judul Jurnal Ilmiah (Artikel) : *Classroom Management in Improving School Learning Processes in The Cluster 2 Teacher Working Group in North Bogor City*

Jumlah Penulis : 2 Penulis

Status Pengusul : Penulis Pertama

Identitas Jurnal Ilmiah

a. Nama Jurnal : Journal of Humanities and Social Studies

b. ISSN : 2598-120X

c. Vol. No. Bulan. Thn : Vol. 5, No. 1, March, 2021.

d. Halaman/Penerbit : 99-104 / Journal of Humanities and Social Studies

e. DOI Artikel (jika ada) : [10.33751/jhss.v5i1.3906](https://doi.org/10.33751/jhss.v5i1.3906)

f. Repisitory/Web : <https://journal.unpak.ac.id/index.php/jhss/article/view/3906>

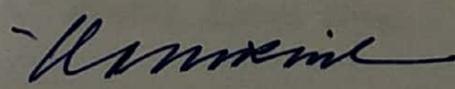
g. Terindex di : SINTA 3, Google Scholar

Kategori Publikasi Jurnal Ilmiah :
(beri ✓ pada kategori yang tepat)

- Jurnal Ilmiah Internasional
- Jurnal Ilmiah Nasional Terakreditasi
- Jurnal Ilmiah Nasional Tidak Terakreditasi

Hasil Penilaian Peer Review :

Nilai Jurnal Ilmiah		
Peer Review 1	Peer Review 2	Nilai Rata-Rata
12	12	12
<p><u>KESIMPULAN :</u> Nilai Karya Ilmiah Yang Diusulkan Ke Kopertis Wilayah IV Adalah :</p>		

Peer Review 1	Peer Review 2
 Prof. Dr. Agus Suradika, M.Pd.	 Prof. Dr. Thamrin Abdullah, MM., M.Pd.
NIP/NIK/NIDN : 0021086201 UNIT KERJA : Universitas Muhammadiyah Jakarta	NIP/NIK/NIDN : 8851360017 UNIT KERJA : Universitas Pakuan

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH**

Judul Jurnal Ilmiah (Artikel) : *Classroom Management in Improving School Learning Processes in The Cluster 2 Teacher Working Group in North Bogor City*

Jumlah Penulis : 2 Penulis

Status Pengusul : Penulis Pertama

Identitas Jurnal Ilmiah

a. Nama Jurnal : Journal of Humanities and Social Studies

b. ISSN : 2598-120X

c. Vol. No. Bulan. Thn : Vol. 5, No. 1, March, 2021.

d. Halaman/Penerbit : 99-104 / Journal of Humanities and Social Studies

e. DOI Artikel (jika ada) : [10.33751/jhss.v5i1.3906](https://doi.org/10.33751/jhss.v5i1.3906)

f. Repository/Web : <https://journal.unpak.ac.id/index.php/jhss/article/view/3906>

g. Terindex di : SINTA 3, Google Scholar

Kategori Publikasi Jurnal Ilmiah :
(beri ✓ pada kategori yang tepat)

Jurnal Ilmiah Internasional

Jurnal Ilmiah Nasional Terakreditasi

Jurnal Ilmiah Nasional Tidak Terakreditasi

Hasil Penilaian Peer Review :

Komponen Yang Dinilai	Nilai Maksimal Jurnal Ilmiah			Nilai Akhir Yang Diperoleh
	Internasional	Nasional Terakreditasi	Nasional Tidak Terakreditasi	
	<input type="checkbox"/>	12	<input type="checkbox"/>	
a. Kelengkapan unsur isi buku (10%)		1,2		<i>1,2</i>
b. Ruang lingkup dan kedalaman pembahasan (30%)		3,6		<i>3,6</i>
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)		3,6		<i>3,6</i>
d. Kelengkapan unsur dan kualitas penerbit (30%)		3,6		<i>3,6</i>
Total = (100%)		12		<i>12</i>

CATATAN PENILAIAN

Kelengkapan isi artikel baik, ruang lingkup sudah luas dan Pembahasan mendalam dan komprehensif.

Bogor, November 2021

Reviewer 1,



Prof. Dr. Agus Suradika, M.Pd.

NIP/NIK/NIDN. 0021086201

Unit Kerja: Universitas Muhammadiyah Jakarta

**LEMBAR
HASIL PENILAIAN SEJAWAT SEBIDANG ATAU PEER REVIEW
KARYA ILMIAH : JURNAL ILMIAH**

Judul Jurnal Ilmiah (Artikel) : *Classroom Management in Improving School Learning Processes in The Cluster 2 Teacher Working Group in North Bogor City*

Jumlah Penulis : 2 Penulis

Status Pengusul : Penulis Pertama

Identitas Jurnal Ilmiah

a. Nama Jurnal : Journal of Humanities and Social Studies

b. ISSN : 2598-120X

c. Vol. No. Bulan. Thn : Vol. 5, No. 1, March, 2021.

d. Halaman/Penerbit : 99-104 / Journal of Humanities and Social Studies

e. DOI Artikel (jika ada) : [10.33751/jhss.v5i1.3906](https://doi.org/10.33751/jhss.v5i1.3906)

f. Repisitory/Web : <https://journal.unpak.ac.id/index.php/jhss/article/view/3906>

g. Terindex di : SINTA 3, Google Scholar

Kategori Publikasi Jurnal Ilmiah :
(beri ✓ pada kategori yang tepat)

- Jurnal Ilmiah Internasional
- Jurnal Ilmiah Nasional Terakreditasi
- Jurnal Ilmiah Nasional Tidak Terakreditasi

Hasil Penilaian Peer Review :

Komponen Yang Dinilai	Nilai Maksimal Jurnal Ilmiah			Nilai Akhir Yang Diperoleh
	Internasional	Nasional Terakreditasi	Nasional Tidak Terakreditasi	
	<input type="checkbox"/>	<input checked="" type="checkbox"/> 12	<input type="checkbox"/>	
a. Kelengkapan unsur isi buku (10%)		1,2		12
b. Ruang lingkup dan kedalaman pembahasan (30%)		3,6		3,6
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)		3,6		3,6
d. Kelengkapan unsur dan kualitas penerbit (30%)		3,6		3,6
Total = (100%)		12		12

CATATAN PENILAIAN

Artikel sudah bagus dan kedalaman pembahasannya sudah baik. Data yang disajikan lengkap didukung dg referensi yang memadai. Unsur penerbit lengkap dan penerbit mempunyai kualitas yg baik.

Bogor, November 2021

Reviewer 2,



Prof. Dr. Thamrin Abdullah, MM., M.Pd.
NIP/NIK/NIDN. 8851360017
Unit Kerja: Universitas Pakuan

8. Classroom Management in Improving School.pdf

by

Submission date: 16-Nov-2021 04:06AM (UTC-0500)

Submission ID: 1704427884

File name: 8. Classroom Management in Improving School.pdf (118.35K)

Word count: 5369

Character count: 30205

CLASSROOM MANAGEMENT IN IMPROVING SCHOOL LEARNING PROCESSES IN THE CLUSTER 2 TEACHER WORKING GROUP IN NORTH BOGOR CITY

Sri Setyaningsih^{a*)}, Yudhie Suchyadi^{a)}

^{a)}Universitas Pakuan, Bogor, Indonesia

^{*)}Corresponding Author: sri_setya@unpak.ac.id

Article history: received 19 January 2021; revised 21 February 2021; accepted 26 February 2021

2
Abstract. The purpose of this research is to describe the planning of classroom management, the implementation of classroom management, supporting and inhibiting factors of classroom management to increase the learning process, and then the strategy to increase the learning process. The research methodology is a descriptive qualitative method. The result showed that the planning of classroom management do with prepared and arrange a set of equipment and instruments of study. The implementation of classroom management in the study applied some classroom management principles and some approaches. The supporting and inhibiting factors are physical environments, social-emotional, and organizational conditions. The strategy was student's condition for already studying in the class, learn to concentrate, using the right method and variation, interaction in educative and communicative, and then the students were using media with the teaching was.

Keywords: classroom management; a learning process

I. INTRODUCTION

Educational activities are a process to change human attitudes from one condition to another. In other words, through education, changes will appear in the process of changing the human mind, from not understanding to understanding, from not knowing to knowing. In the Dictionary of Education it is stated that education is: 1) the process by which a person develops abilities, attitudes and other forms of behavior in the society in which he lives; 2) the social process in which people are exposed to selected and controlled environmental influences (especially those from school), so that they acquire or experience the development of optimal social and individual abilities (Idochi [1]). The learning process is an activity to educate students in a better direction. Improving the quality of learning is largely determined by various conditions, both internal and external conditions of the school itself [2]. A good teaching and learning process is based on the existence of good interpersonal relationships between students and teachers, students and students, and students and teachers occupy an important position for the formation of socio-emotional conditions [3]. Research shows that the social environment or classroom atmosphere is the main psychological determinant that affects academic learning (Welberg & Greenb in DePorter [4]). Managing the class is one of the roles that a teacher plays in the learning process, namely to create optimal learning conditions and neutralize the situation if there is a disturbance in the classroom during the teaching and learning process [5]. For example, teachers must stop student behavior that distracts the class, give prizes to students who complete assignments or can answer teacher questions and establish productive group norms or rules. So that when entering the classroom, a teacher has main problems, namely teaching problems and management

problems or classroom management with the aim of improving the quality of education for students in the classroom.

Classroom management is the smallest activity in an educational effort which is actually the "core kitchen" of all types of educational management. In this class management then there is the term "class management" both instructional and managerial. The principles in student management are [6]: 1) students should be treated as subjects and not objects, so they should be encouraged to participate in every planning and decision-making related to their activities; 2) the condition of students is very diverse, both physical, ability, and intellectual, in terms of physical condition, intellectual ability, social, economic, interest and so on. Therefore, various activities are needed, so that each student has a vehicle to develop optimally; 3) students will be motivated to learn if they like what they are taught; and 4) the development of student motivation not only involves the cognitive domain but also the affective and psychomotor domains. According to Mulyadi [7] classroom management is one of the skills that teachers must have in understanding, diagnosing, deciding and the ability to act towards improving a dynamic classroom atmosphere. Therefore, a teacher has a very important role and plays a role in the success of learning in schools. Teachers play a very important role in helping the development of students to realize their life goals optimally. In the classroom the teacher carries out two main tasks, namely teaching activities and managing the class. Teaching activities are essentially a process of organizing, organizing the environment around students. While the activities of managing the class are not only in the form of classroom arrangements, physical facilities and routines. Classroom management activities are intended to create and maintain a class atmosphere and

condition [8]. So that the learning process can take place effectively and efficiently.

Classroom management is very necessary because from day to day and even from time to time student behavior is always changing. Today students can study well and calmly, but tomorrow not necessarily. Yesterday there was a healthy competition in the group, on the contrary in the future the competition could be less healthy. Classes will always be dynamic in the form of behavior, actions, attitudes, mental, and emotional students. From the background of the problem above, it is identified that classroom management and teacher teaching abilities are closely related to the process and learning outcomes in schools. This is the reason for [4] author's interest in conducting further research on the implementation of classroom management in improving the learning process in the Environmental Elementary School Teacher Working Group Cluster 2, North Bogor City. According to the language (Etymologically) Management comes from English, Management, which means management, leadership, management (Rusydie [9]). Meanwhile, in terms of terminology, management is a continuous process that contains special abilities and skills possessed by a person to carry out an activity either individually or with other people or through other people in coordinating and using all resources to achieve organizational goals in a productive, effective and efficient manner. efficient (Engkoswara and Komariah [10]). According to Mary Parker Follett in Sagala [11], management is a trick or art in achieving a goal or getting things done through the help of others. Added by Daft and Steers, management is a process of planning, organizing, directing, and supervising to achieve the goals that have been set (Sagala [11]). Oviyanti [12] argues that "classroom management is an effort to maximize the potential of the class in order to create a conducive atmosphere for students to learn and teachers feel comfortable in teaching". Meanwhile, Emmer in Salfen [13] defines classroom management as a set of teacher behaviors and activities directed at attracting reasonable, appropriate, and appropriate student behavior and efforts to minimize distractions. Based on the opinion above, it can be concluded that classroom management is an effort to manage students in the classroom which is carried out to create and maintain a classroom atmosphere/condition that supports learning programs by creating and maintaining student motivation to always be involved and participate in the educational process, at school [14].

Karwati and Priansya [15] state that there are various approaches in classroom management, namely: 1) the power approach, 2) the threat approach, 3) the freedom approach, 4) the prescription approach, 5) the teaching approach, 6) behavior change approach, 7) socio-emotional approach, 8) group work approach, 9) eclectic or pluralistic approach; and 10) technology and information approach. The class management function is actually the implementation of the management functions assigned in the classroom by the teacher to support the achievement of learning objectives effectively. The class management functions according to

Karwati and Priansya [15] are: 1) the class planning function, 2) the class organizing function, 3) the class leadership function, and 4) the class control function.

Effective leadership in the classroom is the responsibility of the teacher in the classroom. In this case, the teacher leads, directs, motivates, and guides students to be able to carry out an effective learning and learning process in accordance with the functions and learning objectives. Activities in the classroom are monitored, recorded, and then evaluated so that it can be detected what is lacking and can reflect on what needs to be improved [16]. Control is the process of ensuring that actual activities conform to planned activities. The control process can involve several elements, namely: 1) Establishing class performance standards. 2) Provide a standard measuring tool for class appearance. 3) Comparing performance with the standards set in class. 4) Take corrective action when deviations are detected that are not in accordance with the class objectives.

Good learning management must be developed based on teaching principles. He must consider the aspects and strategies of learning, designed systematically, conceptual but practical-realistic and flexible, both concerning issues of learning interaction, classroom management, utilization of learning resources (teaching) and learning evaluation. Thus effective classroom management is a requirement for effective teaching (Kompri [17]). The success of classroom management in supporting the achievement of the goals of the student learning process is much influenced by various factors, namely "factors attached to the physical condition of the class and its supporters, and influenced by non-physical (socio-emotional) factors attached to the teacher" (Karwati and Priansya, [15]). The learning process is a process in which there are interaction activities between teacher-students and reciprocal communication that takes place in educational situations to achieve learning goals (Rustaman, [18]). In the learning process, teachers and students are two components that cannot be separated. Between the two components, mutually supportive interactions must be established so that student learning outcomes can be achieved optimally.

According to Bafadal [19], learning can be defined as "any effort or teaching and learning process in order to create an effective and efficient teaching and learning process". In line with that, Jogiyanto [20] also argues that learning can be defined as a process in which an activity originates or changes through the reaction of a situation encountered and the characteristics of the change in activity cannot be explained based on the tendencies of the original reaction, maturity or temporary changes. A similar opinion is expressed by Winkel [21] "the learning process is a psychic or mental activity that takes place in active interaction in the environment, which results in changes in knowledge, understanding, skills and attitude values".

From some of these opinions it can be concluded that the learning process is all joint efforts between teachers and students to share and process information, with the hope that the knowledge provided is useful in students and becomes

the basis for continuous learning, and it is hoped that there will be better changes to achieve a positive improvement marked by changes in individual behavior in order to create an effective and efficient teaching and learning process [22]. A good learning process will form intellectual abilities, critical thinking and the emergence of creativity as well as changes in a person's behavior or personality based on certain practices or experiences. The real purpose of learning is to acquire knowledge in a way that can train students' intellectual abilities and stimulate curiosity and motivate their abilities (Dahar [23]). Learning objectives are divided into three categories, namely: cognitive (intellectual abilities), affective (moral development), and psychomotor (skills). This is reinforced by Bloom's opinion which divides three categories of learning objectives, namely: 1) Cognitive, 2) Affective, 3) Psychomotor (Nasution [24]). Based on the explanation of the learning objectives above, it can be concluded that the learning objectives are an effort to equip students with experiential abilities, moral understanding and skills so that they experience positive development.

The learning process will not run smoothly if it is not supported by the components in learning, because the learning process and the learning components are interrelated and require. Components in learning are very important because with learning it is expected that student behavior will change in a positive direction and it is hoped that with the teaching and learning process there will be changes in student behavior. The success of the implementation of the learning process is an indicator of the implementation of the curriculum that has been made by tutoring institutions, so that in the learning process teachers are required to create a conducive learning atmosphere so as to enable and encourage students to develop all their creativity with the help of the teacher. The role of the teacher here is very important, namely the teacher must prepare learning materials and methods, and the teacher must also know and understand the condition of his students for smooth learning. The components that affect the passage of a learning process according to Djamarah [25], in teaching and learning activities there are several learning components that are interrelated with one another, namely 1) teachers, 2) students, 3) learning materials, 4) learning methods, 5) learning media, 6) learning evaluation.

II. RESEARCH METHODS

This study uses a qualitative approach with a descriptive type of research. It is carried out by taking the steps of gathering information or collecting classification data, and analyzing data, interpreting it, making conclusions and reports [26]. This is done with the main aim of making a description of a situation objectively in a description of the situation. In this study, the researcher acts as the main instrument, namely as implementers, observers, and at the same time as data collectors. This research was conducted in the Cluster 2 North Bogor City Teacher Working Group. The type of data used by the author in this study is primary data by obtaining data directly, observing and recording

events or events through observation, interviews and documentation and secondary data, namely data that obtained from journals, reference books, and the internet.

III. RESULTS AND DISCUSSION

Class Management Planning. Planning is making a target to be achieved or achieved in the future. In the activities of an organization, planning goals and actions while reviewing various resources and methods or techniques quickly. As for the learning planning program, which must be made by the teachers of at the Environmental Elementary School Teacher Working Group Cluster 2, North Bogor City based on the data that the researchers obtained are as follows:

Compile Education Calendar, Prota and Promis. Before carrying out the teaching and learning process in the classroom, a teacher is required to develop learning instruments. Among these instruments are educational calendars, annual programs and semester programs. The preparation of the annual program is to find out how many weeks are effective and which are not effective in one school year. Weeks or meeting hours of this teaching can be known by analyzing the education calendar. Finished compiling the annual program is compiling the semester program. The semester program is a design to distribute how much time is allocated in each meeting.

Class Management Implementation. Implementation of effective classroom management in learning when it can realize classroom conditions as a learning environment that allows students to develop abilities as optimally as possible, eliminate various obstacles that can hinder learning interactions, provide and manage facilities that support students' learning in accordance with the social, emotional and intellectual environment of students, and can guide students according to the different social, economic, cultural and character/character backgrounds of students. Therefore, in the implementation of learning, it is necessary to know the conditions and problems that occur in students during learning. Every time there is a problem related to student attitudes and other external problems, a teacher tries to find a solution at that time, so that the teacher's responsibilities function optimally. With the implementation of class conflict, it will reduce the problems that occur in learning. Some of the preventive efforts made to overcome the problem are as follows:

Motivating students to concentrate on the lesson. Students can concentrate / focus their minds on the lesson well, depending on the way the teacher manages the class both physically and non-physically. So, a teacher must always encourage students to concentrate in learning.

Conditioning students to be ready to learn in class. In the context of the learning process, readiness to learn greatly determines student learning activities. Students who are not ready to learn, tend to behave in a non-conductive manner, which in turn will disrupt the overall learning process. Because readiness is a mental process, the teacher in carrying out the teaching and learning process must really

pay attention to the readiness of students to learn mentally. Based on the results that the researchers obtained, that a teacher always conditions students to be ready to learn in class, this is done so that the results obtained from the teaching and learning process can be maximized. Readiness is a willingness to respond or react. Readiness really needs to be considered in the learning process, because if students have readiness to learn, then the learning outcomes will be better.

Giving stimulus to be active in class. One of the problems faced by teachers in conducting teaching is how to effectively motivate or foster motivation in students. The success of a teaching is strongly influenced by the provision of motivation/encouragement. Based on the results obtained by the researchers, that a teacher always motivates students. Motivation is teaching used by teachers to give attention and encouragement to students when students cannot motivate themselves. A learning activity is very closely related to motivation, changes in motivation will also change the form, shape and learning outcomes. In addition, in providing motivation, the teacher also provides a stimulus to students with a reward for students to actively ask questions in class.

Class situation

Based on the results that the researchers obtained, the class room is quite adequate with a size of 63 m² because it has exceeded the size in the standard facilities and infrastructure with 35 students in one class and it is very possible for students to move freely and not jostle and make it easier for students to carry out learning activities. Seating Arrangement. A seating plan for students in a class has the function of making it easier for teachers to quickly memorize the names of all students in the class. Knowledge of each student's name is an effective psychological tool for the learning process. Seating arrangements should be flexible which means they can be changed according to need. Based on the results of the study, the arrangement of seating is usually carried out on a rolling basis and may be held once a week or once a month by adjusting the conditions and needs. Seating arrangements will affect the smooth teaching and learning process in the classroom.

Learning methods

In teaching and learning activities, methods are needed by teachers and their use varies according to the objectives to be achieved after learning ends. A teacher will not be able to carry out his duties if he does not master the teaching method. Therefore, this is where teacher competence is needed in choosing the right method. By mastering various methods and being able to place them in situations and conditions that suit the student's circumstances. Based on the results of observations and interviews of researchers with teachers that some teachers have applied an existing and appropriate theory, namely by choosing the right method where this method is applied to achieve comprehensive goals, namely from the cognitive, affective and psychomotor domains. So it is hoped that the learning objectives can be achieved as expected.

Media Usage. The use of media does indeed affect the climate, conditions and learning environment that are arranged and created by the teacher. The use of learning media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even help influence psychological influences on students. The media used should not be monotonous so that students do not feel bored and bored in learning. In addition, based on the results of research, the use of media must be in accordance with the material presented.

Interaction Pattern. A learning can be said to be effective, if there is good interaction between teachers and students and aims to achieve a certain learning goal by facilitating students' knowledge and skills through activities that can help and facilitate students in learning. An interaction is said to have an educative nature not only determined by its form but by the purpose of the interaction itself. Judging from the purpose of the interaction carried out by the teacher to arouse students' enthusiasm for learning, then the interaction has taken place in an educative manner. However, in its implementation, apart from inside the classroom, it also occurs outside the classroom.

Classroom Management Supporting and Inhibiting Factors. A teaching will be called running and succeeding well, when it is able to change the students themselves in a broad sense and is able to develop the awareness of students to learn, so that the experience gained by students while they are involved in the teaching and learning process can be directly benefited. for personal development. In the implementation of a program will not be separated from the factors that can support and hinder the implementation of the program. So that teaching traffic runs smoothly, regularly and avoids several obstacles that result in teaching stagnation, teaching that is not smooth and orderly, as well as other possibilities such as student facilities, inappropriate application of methods, lack of understanding of the material and alienation of students. In a teaching, efforts are needed to overcome this. Based on the results of interviews by researchers with teachers at the Environmental Elementary School Teacher Working Group Cluster 2, North Bogor City, it was found that several factors became obstacles in the learning process. Among these factors are: 1) The existence of school activities that sacrifice lesson hours. 2) The class that got the last lesson. 3) Students lack discipline in doing assignments. 4) Students are less active in class. 5) Students often go in and out of class with the excuse of going to the restroom. So in this case the inhibiting factor is the student, namely the lack of awareness in fulfilling their duties and rights as class members, which is none other than studying seriously. In addition to student factors, there are also environmental factors. In addition to inhibiting factors, there are also factors that can support the teaching and learning process, namely the availability of complete facilities and infrastructure such as LCDs in the classroom, adequate library books, support from parents, good coordination between teachers, and support from the school.

In addition to the supporting factors, to overcome these inhibiting factors, real effort is also needed on the part of the class management implementer, namely the teacher himself. The things that are done or real strategies to overcome these inhibiting factors are: motivating by giving a time schedule, trying to look prime in the last hours so that students don't get bored and variations of teaching and learning methods, repeating fun material and providing input about the importance of a science. . In addition to the strategy, the teacher also applies several approaches and also coordinates with the school and parents.

Teacher's Strategy to Improve the Learning Process

One of the tasks of teachers in teaching and learning activities is to improve the learning process and always provide guidance, direction and supervision to students by using various learning strategies so that teaching and learning activities can run effectively and achieve the desired goals. Based on the results that the researchers got, the strategies carried out by the teachers were as follows: 1) Learning to concentrate, namely giving encouragement to students to focus on the lesson. Psychologically, a person who focuses his attention on something he faces, will easily enter his memory. 2) Involving students in the teaching and learning process, namely how the teacher views a problem and what theory is used in solving a case, because this will affect the results. 3) Conditioning students to be ready to learn in class, namely the mental readiness of students to accept the material that will be delivered by the teacher. 4) Stimulate students to be active Asking questions in class, namely a teacher armed with patience, must always make students learn more actively, meaning that the teacher gives students the freedom to do activities they like in the teaching and learning process. The teacher does not demand that the classroom atmosphere be quiet, calm and the students just listen quietly to the teacher's explanation, but by involving all students in the class it will be much more effective to explore the potential of each student. 5) Using appropriate and varied methods. A teacher is required to have the ability to use the right method and combine several relevant methods so that teaching and learning activities that take place are not boring and will automatically be active in class. Keep in mind, that in the selection of learning methods must also pay attention to the characteristics of students. 6) Set a good example for students and class discipline. The cultivation of good attitudes is intended to increase changes in student behavior where student behavior becomes better than before. Thus, this strategy becomes a means of specifying and qualifying the desired behavior change as a result teaching and learning is done. 7) Carry out various approaches to students during the teaching and learning process. This approach is carried out with the aim that in the teaching and learning process there is a conducive condition and also to overcome a problem. Based on the data that has been obtained, the approach taken by teachers at the Environmental Elementary School Teacher Working Group Cluster 2, North Bogor City is a personal approach, and a

heart approach that this approach is included in the study of psychology.

IV. CONCLUSION

From the results of the research that has been described, the authors can conclude that: 1) The implementation of classroom management in the learning process at the Environmental Elementary School Teacher Working Group Cluster 2 North Bogor City is: a) planning which consists of compiling learning tools/instruments (prota, promiss, note, educational calendar, syllabus and lesson plans). b) implementation of classroom management in the teaching and learning process: 1) motivate students to concentrate on lessons; 2) condition students to be ready to learn in class; 3) providing stimulus to be active in class; 4) adequate classrooms; 5) the seating arrangement is rolled up and made varied; 6) Learning Methods: using appropriate varied methods; 7) Learning Media: using media that are in accordance with the material presented, utilizing the environment, teacher books, Student Worksheets (LKS), LCD projectors; 8) Interactive pattern: educative and communicative interaction. 2) Supporting factors are the availability of adequate facilities and infrastructure such as LCD in the classroom, adequate library books, support from parents, good coordination between teachers, and support from the school. While the inhibiting factors in the implementation of classroom management are the lack of awareness of students in motivating themselves to learn, the existence of activities that sacrifice class hours, the last lesson hours, lack of discipline in doing assignments, the presence of some students who are less active and the presence of students who go in and out with the excuse of going to the restroom. . 3) The strategies used by the teacher in improving the learning process are how to concentrate, involve students in the teaching and learning process, condition students to be ready to learn in class, stimulate students to actively ask questions in class, apply appropriate and varied methods, give good examples to students and classroom discipline and take approaches to learning.

Based on the results of the study, the authors provide the following suggestions for Teachers. The author has suggestions that the implementation of classroom management that has been implemented in the future will be further improved and become motivated, which in its application will certainly encounter various obstacles that arise. must be faced. For Students. It is expected to further increase awareness in each of them to be able to study hard and earnestly in accordance with the method/method provided by the teacher through guidance or direction. As a good student, you must take responsibility and play an active role in the educational process so that the teaching and learning process can run effectively in accordance with what is expected together. For Other Researchers. In the context of developing knowledge, this research can be used for the development of scientific insight and as information and reference material for further researchers who wish to

examine similar cases regarding Classroom Management in Improving the Learning Process.

REFERENCES

- [1] Idochi, Anwar. 2007. Kependidikan dalam Proses Belajar Mengajar. Jakarta: Angkasa.
- [2] R. Purnamasari *et al.*, "Student Center Based Class Management Assistance Through The Implementation Of Digital Learning Models," *J. Community Engagem.*, vol. 02, no. 02, pp. 41–44, 2020.
- [3] Y. Suchyadi *et al.*, "Improving The Ability Of Elementary School Teachers Through The Development Of Competency Based Assessment Instruments In Teacher Working Group , North Bogor City," *J. COMMUNITY Engagem.*, vol. 02, no. 01, pp. 1–5, 2020.
- [4] Deporter, B. & Hernacki, M. 1992. Quantum Learning, Membiasakan Belajar Nyaman dan Menyenangkan. (Terjemahan Alwiyah Abdurrahman). Bandung: Kaifa.
- [5] O. Sunardi and Y. Suchyadi, "Praktikum Sebagai Media Kompetensi Pedagogik Guru Sekolah Dasar," *J. Pendidik. dan Pengajaran Guru Sekol. Dasar*, vol. 03, no. September, pp. 124–127, 2020.
- [6] Y. Suchyadi *et al.*, "Increasing Personality Competence Of Primary School Teachers, Through Education Supervision Activities In Bogor City," *J. COMMUNITY Engagem.*, vol. 01, no. 01, 2019.
- [7] Mulyadi. 2009. Classroom Managemen Mewujudkan Suasana Kelas Yang Menyenangkan Bagi Siswa. Malang: Aditya Media.
- [8] Y. Suchyadi and N. Karmila, "The Application Of Assignment Learning Group Methods Through Micro Scale Practicum To Improve Elementary School Teacher Study Program College Students' Skills And Interests In Following Science Study Courses," *JHSS (Journal Humanit. Soc. Stud.*, vol. 03, no. 02, pp. 95–98, 2019.
- [9] Rusydie, Salman. 2011. Prinsip-prinsip Manajemen Kelas. Jogjakarta: Diva Press.
- [10] Engkoswara dan Komariah, Aan. 2011. Administrasi Pendidikan. Bandung: Alfabeta.
- [11] Sagala, Syaiful. 2004. Manajemen Berbasis Sekolah dan Masyarakat (Strategi Memenangkan Persaingan Mutu. Jakarta: PT Nimas Multima
- [12] Oviyanti, Fitri. 2009. Pengelolaan Pengajaran. Cet Ke-2. Palembang: Rafa Press. Ridwan. 2016. "Strategi Pengelolaan Kelas Dalam Meningkatkan Prestasi Belajar Siswa Sman 1 Sigi". Jurnal KIAT Universitas Alkhairaat. 8 (1), 54-64.
- [13] Hasri Salfen. 2009. Sekolah Efektif dan Guru Efektif. Yogyakarta: Aditya Media Printing and Publising.
- [14] Y. Suchyadi, N. Safitri, and O. Sunardi, "The Use Of Multimedia As An Effort To Improve Elementary Teacher Education Study Program College Students' Comprehension Ability And Creative Thinking Skills In Following Science Study Courses," *JHSS (Journal Humanit. Soc. Stud.*, vol. 04, no. 02, pp. 201–205, 2020.
- [15] Karwati, Euis dan Priansya, Donni Juni. 2014. Manajemen Kelas. Bandung: Alfabeta.
- [16] N. Karmila and Y. Suchyadi, "Supervisi Pendidikan Di Sekolah Alam Bogor," *J. Pendidik. dan Pengajaran Guru Sekol. Dasar*, vol. 03, pp. 31–33, 2020.
- [17] Kompri. 2014. Manajemen Sekolah Teori dan Praktik. Bandung: Alfabeta.
- [18] Rustaman. 2001. "Keterampilan Bertanya dalam Pembelajaran IPA." dalam Handout Bahan Pelantikan Guru-Guru IPA SLTP Se-Kota Bandung di PPG IPA. Jakarta: Depdiknas.
- [19] Bafadal. 2005. Pengelolaan Perpustakaan Sekolah. Jakarta: Bumi aksara.
- [20] Jogiyanto. 2007. Pembelajaran Metode Kasus. Yogyakarta: Andi
- [21] Winkel. 1991. Psikologi Pengajaran, Jakarta: Gramedia
- [22] Y. Suchyadi, "Relationship between Work Motivation and Organizational Culture in Enhancing Professional Attitudes of Pakuan University Lecturers," *JHSS (JOURNAL Humanit. Soc. Stud.*, vol. 01, no. 01, pp. 41–45, 2017.
- [23] Dahar. 1996. Teori-Teori Belajar dan Pembelajaran. Jakarta: Rineka Cipta
- [24] Nasution, S. 1998. Berbagai Pendekatan dalam Proses Belajar Mengajar. Jakarta: Bumi Aksara.
- [25] Djamarah, Syaiful Bahri dan Azwan Zain. 2013. Strategi Belajar Mengajar. Cet Ke-5. Jakarta: Rineka Cipta.
- [26] Sugiyono. (2017). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : Alfabeta, CV.

8. Classroom Management in Improving School.pdf

ORIGINALITY REPORT

18%

SIMILARITY INDEX

20%

INTERNET SOURCES

7%

PUBLICATIONS

7%

STUDENT PAPERS

PRIMARY SOURCES

1

e-campus.iainbukittinggi.ac.id

Internet Source

7%

2

www.coursehero.com

Internet Source

4%

3

repository.uinsu.ac.id

Internet Source

4%

4

etheses.uin-malang.ac.id

Internet Source

2%

5

eprints.uny.ac.id

Internet Source

2%

Exclude quotes On

Exclude matches < 2%

Exclude bibliography On