



## The Implementation of Classroom Management in Teaching and Learning Activities

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### **Abstract**

The general objective of this research is to describe the implementation of classroom management in teaching and learning activities at Madrasah Aliyah Negeri Rejang Lebong. Specifically, the purpose of this research is to discuss the teachers' implementation of classroom management regarding (1) How the teacher maximizes the students' freedom of expression during learning activities, (2) How the teacher develops the students' expected behaviours and eliminate the unwanted ones. The research method used in this study is descriptive qualitative method. Observation, interviews and documentation were used as the technique for collecting the data. The research subjects were five people consisted of four teachers and one principal. The research results revealed two things in classroom management. (1) The cultivation of prayer before learning and learning culture is a meaningful experience to increase devotion and create or maintain an orderly class atmosphere; (2) The teacher can create a dynamic, optimal learning atmosphere and open interaction for the emergence of the students' critical thinking.

**Keywords:** *Classroom Management Implementation; Teaching and Learning Activities*

### **Introduction**

Many teachers do not really understand and lack of knowledge regarding the importance of various kinds of classrooms management. They only focus on implementing K.13 in line with the 2016 Permendiknas and how National Education Standards (SPN) can be fulfilled (Government Regulation No.13 of 2015 concerning National Education Standards , nd). The government regulation number 20 of 2003 in article 39 Paragraph (2) concerning the national education system states that educators are professional staff (regulation No. 20 of 2003 concerning the National Education System, n.d.). Professional is a job or activity that is carried out by a person and becomes a source of living income that requires expertise, proficiency or skills that meet certain quality standards or norms and requires professional education. 14 of 2005. Professional teachers are teachers who have special skills such as teachers whose expertise is teaching and teaching (Government Regulation No. 14 of 2005 concerning Teachers and Lecturers, n.d.). This expertise is gained by having certain competencies which in carrying

out the educational and teaching duties teachers are required to have a minimum standard competency. The competencies referred include knowledge, attitudes and professional skills, both personal, social and academic. Professional teachers are people who are well educated and trained, and have extensive experience in their fields.

The position of teachers as professionals whose duties are to educate and teach will be received after completing special teacher education in chosen fields of study. Furthermore, after participating in educators certification programs the teachers will be certified as professional teacher. Teachers as professionals are not only doing their duties to educate and teach but also will give impact on increasing the dignity and role of teachers as agents of learning which will improve the quality of national education. Professional teachers are assigned to implement the national education system and should realize the national education goals that have been set. Professional teachers should develop the students' intelligence so that they become human beings who believe in and fear of God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and democratic and responsible citizens in accordance with the laws.

There are a lot of tasks that must be completed by the teachers before learning activities begins which can time consuming and take a lot of attention. However, these tasks are important to ensure that the beginning of the school is well prepared. The better the preparation at the beginning of school, the more effective teachers work in one semester or one academic year (Munawaroh, 2012).

Classroom management is one of the teacher's activities that cannot be separated from the learning process. Classroom management is management carried out by the teacher in the classroom where students gather together to learn everything presented by the teacher. Classroom is a small unit of students who interact with the teacher. The interaction of students with another students in the learning process contains various aspects that students have such as cultural, physical, psychological, family background, talents and interests. The aspects that exist in classroom conditions need to get teacher's attention positively as a driving factor in creating dynamic situations that can take place in the learning process in the classroom, so that all students can grow and develop effectively and be directed according to their developmental tasks (Arfani & Sugiyono, 2014; Handoko & Waskito, 2018; Zahroh, 2015).

The implementation of the learning process based on the Regulation of the Minister of Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units in part III.A regarding the implementation of the learning process number 4 describes classroom management as 11 points, namely (a), the teacher arranges the seats according to the characteristics students and subjects, as well as learning activities to be carried out (b), the volume and intonation of the teacher's voice in the learning process must be well heard by students (c), the teacher's words are polite and can be understood by students (d), the teacher adjusts the subject matter to the speed and learning ability of students (e), the teacher creates order, discipline, comfort, safety, and compliance with regulations in carrying out the learning process (f), the teacher provides reinforcement and feedback on responses and learning outcomes students during the learning process (g), the teacher respects students regardless of their religious background, ethnicity, gender, and socioeconomic status (h), the teacher respects the opinions of students (i), the teacher wears clothes that are polite, clean, and neat (j), on each at the beginning of the semester, the teacher delivers the syllabus of the subject he is teaching and (k) the teacher starts and ends the learning process based on the scheduled time (Peraturan Menteri Pendidikan Nasional No. 41 tahun 2007 Tentang Standar Proses Untuk Satuan Pendidikan Dasar Dan Menengah, n.d.) .

(Zulkarnain, 2017) emphasized that in order to implement MBS effectively and efficiently, teachers must be creative in improving classroom management (Hamid, 2018), (Winarsih, 2019). Teachers are direct role models for students in the classroom. Therefore, teachers need to be ready with

all obligations, both management and preparation of the content of the subject matter. Teachers must organize their classes, schedule lessons, division of tasks, students, cleanliness, and classroom environment properly. Seating arrangements of students, placement of tools must be done as well as possible. Good classroom management allows teachers to teach well, because conflictless classes make teachers easier to develop their abilities so that there is an efficient relationship with their students.

Classroom management is physically related to the seating arrangement. Seating arrangement greatly affects students in learning therefore it needs to be considered. If the arrangement is good, not too low, rectangular or too big, adjusted to the condition of the students' body, the students will learn comfortably. The shapes and sizes of seats usually vary, there is one seat that can be occupied by several people, some can only accommodate one person. Adjusted seats to existing conditions should be able to change their formation at any time, therefore the seats should not be too big and heavy. How to organize a bench has an important role in the management of organizing learning. In most classrooms, learner benches can be arranged to support learning objectives for any given lesson. Students are given the freedom to innovate and rearrange their seats to facilitate the type of interaction required, for the students presentation, teacher teachings, video screenings, and others. Bench rules are expected to conditioning students to feel comfortable and help them stay focused. What should be achieved is flexibility.

The pedagogical aspect shows the fact that students who learn generally have different levels of development from one another, thus demanding different materials, methods and approaches between one student and another. Likewise, the conditions of the students, the competencies, and goals they achieved were also different. In addition, the psychological aspect refers to the fact that the learning process contains variations. The way students catch the subject matter is not the same and the way of learning also varies.

In doing learning activities, the teacher can create a dynamic learning atmosphere both inside and outside the classroom where classroom conditions can be optimal in student learning. The learning conditions created by the teacher should be able to create a positive atmosphere or educational interaction conditions that are suitable to the teaching and learning process so that students are excited about learning. The skills that teachers must possess related to the creation and maintenance of learning conditions are responsiveness, sharing of attention, and focusing the group's attention. Outside the class, students are free to choose positive activities such as sports that they like.

Trying to stop the unexpected behavior of students, the teacher identifies the problem by trying to understand and investigate student's unexpected behavior that interfere with the smooth teaching and learning process in the classroom. After that the teacher gives warnings and guidance as well as directives in order to create student behavior that supports the smooth implementation of the learning process.

Teachers can cultivate and foster enthusiastic attitudes of students by giving a lot of praise to students. Giving praise in the implementation of the learning process when students show positive things, giving praise at the end of the learning process, getting used to providing assistance to students with problems.

Success in the teaching and learning process is not only determined by the enthusiasm of learning and the activeness, dilligence, discipline, ability, available facilities and the cooperation of students, but also other factors such as the competence of teachers in developing skills in the implementation of the learning process developed by the teacher. Teaching skills for a teacher are knowledge that cannot be missed to become a professional teacher. The requirements for professional competence or mastery of the subject areas that he teaches, basic teaching skills are also skills that support the success of teachers in the learning process.

The implementation of classroom management as described by Vernon, Louise. (1998:1) is "Theory and practice in classroom management have improved dramatically during the past two decades. Unfortunately, practical methods presented to teachers have often been simplistic and piecemeal. Because of public and teacher concern about student behavior, new ideas have too often been quickly marketed as panaceas. Rather than helping the teacher understand the issues in effective classroom management and the relation among various strategies, much published has presented unidimensional approaches to small aspects of classroom management."

Theories and practices in classroom management have been recognized by teachers as one of the aspects that are emphasized to be applied by the teachers in learning, even including one aspect of teacher's performance standard. However, in practice the teacher has not been able to implement it as it should be. The teacher's attention to the behavior of students has not been maximized as what expected by the school system and is not based on a proven theory. Training and learning to help teachers understand the problems in effective and efficient classroom management using various strategies has not been widely used. Based on the description above, the problem discussed in this research is how is the implementation of classroom management carried out by teachers in creating class disciplines and maximizing the potency of students at Madrasah Aliyah Negeri Rejang Lebong Regency?

### **Theoretical Framework**

The definition of management comes from *to-manage* which means managing, management is carried out through processes and is managed based on the order and functions of the management. Management manages the resources owned by the school / organization, including people, funds, methods, materials, machines, and marketing, which are carried out systematically in a process. Management is carried out to utilize the resources owned by the school in an integrated and coordinated manner to achieve school goals.

Management derives from the word management, with the verb *to-manage* which generally means to take care, drive, manage, run, foster or lead, the noun management means people who carry out management activities. In addition, there are also experts who argue that the word "management" comes from Latin, namely *mantis* which means hand and *agree* which means to do. The two words are combined into the verb *manager*, which means to handle. *Managere* is translated into English in the form of the verb *to-manage*, with the noun *management*, and *manager* for the person doing management activities.

Etymologically, management means "to control," especially in the context of controlling a horse, which comes from the Latin *manus* which means "hand". French then adopted this word from English to become *management* which means the art of implementing and managing. Management is the art of completing work through other people. A manager is in charge of managing and directing others to achieve organizational goals. Management as a process of planning, organizing, coordinating, and controlling resources is aimed to achieve goals effectively and efficiently. Effective means that goals can be achieved accordingly to planning, while efficient means that existing tasks are carried out correctly, organized, and based on schedule. Management already has a broad and universally accepted definition.

The functions of management are basic elements that will always exist and are embedded in the management process which will be used as a reference by managers in carrying out activities to achieve goals. The functions of management can be said as the tasks that must be performed by a manager. The functions of management was first introduced by a French industrialist named Fayol. (2008) in Gulo in the early 20th century. At that time he mentioned five functions of management, namely designing, organizing, ordering, coordinating and controlling. However, at present, the five functions have been summarized into four, namely planning, organizing, directing, and evaluating. Furthermore, each of these functions can be explained. First, planning is thinking about what to do with the resources you have.

Planning is determining the overall goals of the company and how the best way to meet those goals. Managers evaluate various alternative plans before taking action and then see if the selected plans are suitable and can be used to meet company goals. Planning is the most important process of all management functions because without planning, other functions cannot run.

The second function is organizing. Organizing is conducted with the aim of dividing a large activity into smaller activities. Organizing makes managers easier to supervise and determine the people needed to carry out the tasks that have been divided. Organizing can be done by determining what tasks must be done, who should do them, how the tasks are grouped, who is responsible for the task and at what level decisions must be made.

Third, directing is an action to ensure that all group members strive to achieve goals in accordance with managerial planning and organizational efforts. So actuating means moving people to be willing to work independently or consciously together to achieve desired goals effectively. In this case what is needed is leadership.

Fourth, evaluating is the process of monitoring and controlling company performance to ensure that the company runs in line with the predetermined plan. A manager is required to find problems that exist in company operations, then solve them before they get bigger. Class management is one of the requirements in the learning process. Ministry of National Education. (2016) regarding the standard process for primary and secondary education units states that the requirements for the implementation of the learning process are: groups of students, the maximum number of students for each study group, minimum teacher workload, teacher's workload including main activities, namely planning, implementing, and assessing the learning outcomes, guiding and training students, as well as carrying extra duties, teacher's workloads are at least 24 (twenty four) hours face to face in one week, textbooks to be used by schools / *madrasahs* are selected through teacher meetings considering the textbooks stipulated by the Minister.

Apart from the textbook, teachers also use teacher manuals, enrichment books, reference books and other learning resources. The teachers also familiarize students to use books and other learning resources in the school library. Classroom management includes how the teacher arranges seats based on the students' characteristics and subjects as well as learning activities that will be carried out so that students do not get bored easily and can focus on receiving lessons, the volume and intonation of the teacher's voice in the learning process that must be heard properly by the participants so that that students becomes enthusiastic and interested in learning, the teacher speaks politely and can be understood by students so that ethical ethics are embedded towards students. The teacher adjusts the subject matter to the students' speed and learning ability so that students can understand the material presented by the teacher well. Pasikha. (2017).

The teacher creates order, discipline, comfort, safety, and compliance of the student toward the rules in carrying out the learning process so that students feel comfortable in learning. The teacher provides reinforcement and feedback on the responses and students' learning outcomes during the learning process to provoke the students' level of creativity and intelligence abilities. Teachers respect students regardless of religious background, ethnicity, gender, and socioeconomic status to foster self-confidence in students. The teacher respects the opinions of students so that students do not easily give up on receiving subject matter and can improve learning outcomes. Teachers wear clothes which are polite, clean, and neat to keep the teacher's pride in front of students. At the beginning of each semester, the teacher delivers the syllabus of the subjects as the students' guidelines about the material to be studied at each meeting in learning. The teacher starts and ends the learning process according to the scheduled time to give discipline examples to students.

According to Pidarta. (2004) learning can be defined as a process in which an organism changes its behavior as a result of experience. Learning is essentially an activity that expects behavioral changes in individuals who learn. From the concept of learning comes the term learning which can be interpreted as an effort to teach students. Classroom management explained by Sagala (2006) is based on the concept of classroom and management. Therefore, the concept of classroom management can be defined as the process of managing the class which includes planning, organizing, controlling (directing) and evaluating activities related to the teaching and learning process by including various factors in it in order to achieve goals.

Nurhadi (2018) states that in 2013 curriculum, the assessment of religious subjects emphasizes on an authentic assessment. In managing the classroom, the teacher carries out various steps of activities starting from opening lessons, delivering the learning material and evaluating the learning being carried out. The notion of classroom management can be interpreted broadly in the sense that includes all activities how to teach students, from learning planning to learning assessment. Another opinion states that learning management is part of a learning strategy, namely a classroom management strategy. Classroom management is one of the teachers' obligations in carrying out learning and keeping it fun to have optimal success.

Vernon, Louise (1998: 73) said, *Another"concept that can help you thoughtfully develop classroom rules is that rules should not be designed to catch children misbehaving so that they can be punished. Instead, rules should provide guidelines or benchmarks that help children examine their behavior, considering its effect on themselves and others. Consequently, behavior that violates accepted rules should be dealt with by discussing the matter with the child. When dealing with unproductive behavior, teachers must help children examine both their motivations and the consequences of their actions. Overemphasis on punishment often obscures the issue of motivation and attitude and simultaneously limits the child's attention to the immediate negative consequences of his or her behavior. This pressure tends to limit thoughtful consideration of either the effect tihpe behavior has on others or the long-term consequences associated with continuing the behavior. In a real sense, a punishment orientation reinforces a low level of moral development and does not help children develop a higher, more socially valuable level of morality".*

Another concept that can help develop good classroom management is that rules should not be designed to only focus on students' mistakes so that they can be punished. Instead, the rules should provide guidelines or benchmarks that help learners correct their behavior and consider the effect on themselves and others. As a result, behavior that disobey the rules must be dealt with with students through discussion. When dealing with unproductive behavior, teachers must help students to examine the motivation and consequences of their actions. Excessive emphasis on punishment often obscures problems of motivation and attitude and simultaneously limits the attention of learners to the direct negative consequences of their behavior. This pressure tends to limit the prudent judgment including in long-term consequences associated with the continuation of the behavior. In another words, punishment orientation reinforces low levels of moral development and does not help learners develop a higher level of morality and social value.

Vernon, Louise. (1998: 18)explains, *"Good classroom management implies not only that the teacher has elicited the cooperation of the studen in minimizing misconduct and can intervene effectively when misconduct occurs, but also that worthwhile academicactivities are occurring more or lesscontinuously and that the classroom managemen system as a whole.*

Good classroom management implies not only that teachers have stimulated learner cooperation in minimizing errors and can intervene effectively when errors occur, but also that useful academic activities occur more or less continuously and that the classroom management system as a whole.

According to Pidarta. (2000) there are two definitions of classroom management, the old definition and the new one. The old definition says class management is only a class defense to build class order and the new definition says that class management is a selection process in using the right tools for some problems in developing an efficient class situation.

Government regulation No. 20 of 2003 Chapter I Article 1 paragraph 1 explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills that are needed himself, society, nation and state.

A conscious and planned effort means that education must be managed in order to achieve its goals. Sony (2018) explains that management is one of the disciplines that can be implemented and adapted in various fields and contexts and is able to keep up with the needs and developments of the times. Modern management is marked as science that has the logical scientific basics so that many management experts or economists are involved in conducting research on management which results in various theories or management streams.

To achieve the management objectives effectively, efficiently and in directed manner, the principles of management are applied. As stated by Money. (2010) several of the principles are:

- a. Coordination: the requirements for coordination include the authority to serve one another, doctrine (formulation of goals) and discipline.
- b. Sacred principles: sacred processes have their own principles, prospects and direction which are reflected in leadership, delegation and functional definitions.
- c. Functional principles: the exist for the functionalism of a variety of different tasks.
- d. Staff principles: clarity of differences among staffs.

### **1. Teachers as Professionals**

Soetjipto, Kosasi. (2000) teacher professions. The development of national education formulates a national education vision as "The realization of an education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into qualified human beings so that they are able and proactive in responding to the challenges of the ever-changing times". Vision that used as a reference in the implementation of education must be realized or manifested in the vision of education.

Educators and academic staffs standards are criteria regarding pre-service education and eligibility as well as mental and education in position. (Government Regulation Number 32 of 2013 concerning amendments to Government Regulation Number 19 of 2005 concerning National Education Standards). Educators are teachers who play an important role in learning activities, while academic staffs at the primary and secondary education level consist of school supervisors, school principals, administrative staff, library staff, and laboratory staff. The standards of educators and academic staffs are stipulated in various regulations including: a. Ministry of Education regulation Number 12 of 2007 concerning School/Madrasah Supervisory Standards which contains qualifications and competency standards that must be possessed by supervisors, namely personal competence, managerial supervision, academic supervision, educational evaluation, research and development, and social competence. b. Ministry of Education regulation Number 13 of 2007 concerning School/Madrasah Supervisory Standards which contains the qualifications and competency standards that must be possessed by school principals, namely personality, managerial, entrepreneurial, supervisory, and social competencies. c. Ministry of

Education regulation No. 16/2007 on teacher standards which contains qualifications and competency standards that must be possessed by teachers, namely pedagogical, personal, social, and professional competencies. d. Ministry of Education regulation Number 24 of 2008 concerning the Standards for School/Madrasah administrative staff which contains the qualifications and competency standards that must be possessed by school administrative personnel, namely personal, social, technical, and managerial competencies. e. Ministry of Education regulation Number 25 of 2008 concerning school/madrasah library staff standards which contains qualifications and competency standards that library staff must have, namely managerial competence, information management, education, personality, social and professional development. f. Ministry of Education regulation Number 26 of 2008 concerning the standard for school/madrasah laboratory staff who must have appropriate academic qualifications as well as four main competencies, namely personal, social, administrative, and professional competencies.

Teachers as educators have an important role in the educational process, teachers are the forefront of education because they deal directly with students. Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students (Kusnandar. 2009: 54). As a profession, there are competencies inherent in teachers. Teacher's competence is a set of mastery and abilities that must present in teachers to realize their performance effectively. Teachers who have competence will easily carry out education that is not only qualified but also appropriate. Likewise, educational staffs are an important part of the implementation of education in educational units in their role both in terms of supervision, administrative management and other technical duties. Each educator and educational staff has roles and duties that are interrelated with one another and support each other. Educators and education staffs play an important role in creating a learning environment and community in educational units. Standard facilities and infrastructure including study rooms, places for sports, places of worship, libraries, laboratories, workshops, places to play, places for creation and recreation as well as other learning resources are needed to support the learning process, including the use of information and communication technology ( Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards).

Each level of education unit has different minimum criteria according to the needs of each level, such as setting the minimum number of students that can be served from the primary school level, at least six classes, to the junior and high schools levels with at least three classes. Land and buildings must also comply with standards including standards of safety, health, accessibility, comfort, security, the building strength that must last at least 20 years, in accordance with the use permit, as well as other requirements. The education unit must at least have a classroom, library, science laboratory, principal's room, teachers' room, prayer room, health room care, rest room, circulation room, playground or exercise room, counseling room, administration room, student organization room, biology laboratory, physics laboratory, chemistry laboratory, computers laboratory, languages laboratory, practice rooms. Each room has different needs according to the level of education. Standards that have been prepared are adjusted to the needs and conditions of education as well as the needs of the country in achieving national education goals. However, after the evaluation, various obstacles were still found that make the national standards are not yet fully achieved in all areas in Indonesia. Based on the evaluation of SNP fulfillment submitted by the government and BSNP in the meeting of the Commission X DPR RI of Primary and Secondary Education Evaluation Committee, it was explained that the problem of achieving SNP fulfillment was mostly constrained by the competency standards of graduates, facilities and infrastructure, educators and educational staff and management (Exposure Documents of the Ministry of Education and Culture in the RDP of the Basic and Secondary Education Evaluation Committee of the House of Representatives Commission X Monday, May 5 2017). These problems are also in line with the many findings of problems in the field. Based on the research results conducted by Raharjo. (2014: 240-241) there are four standards that are still very low, namely standards of facilities and infrastructure, process standards, graduates competency standards, and educators and educational staffs standards.



The second problem is related to the achieved standards on facilities and infrastructure. In the standard of facilities and infrastructure, many educational units have problems with building permits (IMB), unsuitable laboratory ownership, unsuitable places of worship, as well as the existence of health room care, warehouses, and circulation rooms that are not in accordance with the provisions. Not only that, many broken school buildings are also found.

Raharjo. (2014: 481) mentions that the issue of management standards also requires the expertise of the principal as a leader in managing the education unit through the ability to explore the strengths and weaknesses of the education unit and the ability in managing generate unexplored potentials such as internal and external factors that contribute to students' achievement. The potency is such as students' talent, students' character and involvement of students' parents.

Professional teachers should be able to carry out their responsibilities as teachers for their students, parents, society, nation, state, and religion. Professional teachers have personal, social, intellectual, moral and spiritual responsibilities. Independent personal responsibility is the ability to understand himself, manage himself, control himself, and appreciate and develop himself. Social responsibility is manifested through the teachers' competences in understanding themselves as an inseparable part of the social environment and having effective interactive skills. Intellectual responsibility is manifested through the mastery of various sets of knowledge and skills needed to support one's duties. Spiritual and moral responsibility is manifested through the appearance of the teacher as a religious creature whose behavior does not always deviate from religious and moral norms.

According to Soetjipto. (2004) the roles of professional teachers or educational staff are: (1) education staff as educators and teachers who must have emotional stability, want to advance students, are realist, be honest and open, are sensitive to developments, especially educational innovations.; (2) education staffs as members of the community must master social psychology, have knowledge of human relations and as members of society must have group building skills, cooperation skills; (3) education staffs need to have a personality mastering the leadership skill, mastering the principles of human relations, communication techniques and mastering various aspects of organizational activities in schools; and (4) education staff as managers of the learning process who must be able to master various teaching methods and learning situations in the classroom and outside the classroom. So, teachers as professionals are teachers who have the competencies required in line with the government regulations to carry out educational and teaching tasks effectively and efficiently in order to be able to increase their dignity and role. Therefore, anyone can become a teacher, but they must really master and understand what a teacher is.

## 2. The Implementation of Classroom Management

The classroom management used is as described by Vernon and Louise. (1998) *We have some concern about using the term rules. The term suggests a compliance orientation to classroom management while, as presented throughout this book, we believe that the goals of education and the needs of students are better served by working with students to create a sense of shared community. Therefore, it might be more effective to replace the word rules with words such as behavioral standards or norms. since we believe the process is far more important than the terminology, throughout this chapter will be variously use terms such as rules, behavioral standards, norms, and behavioral expectations to describe the agreements teachers and students make regarding the types of behaviors that help a classroom be a safe community of support.*

The definition of classroom management according to some experts are as follows. According to Lois, Johnson, Bani (Classroom Management), summarized by Pidarta. (1970), in terms of the old concept, classroom management is to maintain classroom order. Classroom management in terms of modern concepts is the process of selecting and using appropriate tools for class problems and situations.

One of the recommendations in developing classroom management was raised by Gathercoal (1993) that is “*Recommended having students develop a rule cover each of the compelling state interest rights that must be protected. Therefore, students might develop the rules or behavioral standards, “Treat others respectfully” and “Act in a safe manner” to cover the compelling state interest of health and safety. Similarly, they might develop the rule, “Solve problems nonviolently” to establish a guideline for committing to protect the compelling state interest of serious disruption of the educational process*”.

Cooper (1977) suggests 5 groupings of classroom management definitions, those are: Classroom management is a set of teacher activities to create and maintain an orderly class atmosphere. This definition views classroom management as a process for controlling student behavior. This view is "authoritative". The relationship with the teacher's job is to create and maintain order in the classroom atmosphere. The use of discipline takes precedence. Classroom management is a set of teacher activities to maximize the freedom of students. This definition is based on a "permissive" view. The relationship with the teacher's job is to maximize the realization of the freedom of students, meaning that the teacher helps students to feel free to do what they want to do. Classroom management is a set of teacher activities to develop the desired behavior of students and eliminate unwanted behavior. This third definition is based on the principles of changing behavior (behavioral modification), and views classroom management as a process of changing participant behavior. students. The teacher here functions as a student assistant in learning the expected behavior through the principle of reinforcement. Classroom management is a set of teacher activities to develop good interpersonal relationships and a positive socio-emotional classroom climate. This fourth definition views classroom management as a process of creating a positive socio-emotional climate in the classroom. This definition assumes that learning activities will develop optimally in a classroom with a positive climate, that is an atmosphere of good interpersonal relationships between teachers-students and students-students. Classroom management is a set of teacher activities to grow and maintain an effective classroom organization.

The definition of classroom management is an activity to develop the desired behavior of students and eliminate unwanted behavior, develop interpersonal relationships and a harmonious socio-emotional climate and develop and maintain an effective and productive learning organization. Nana. (2005: 12) believes that the teacher as a manager in the classroom has a very important role in managing the class, the management carried out by the teacher is divided into two main things, the management that concerns with the students' personal and physical management of the classroom itself. 1). Regarding the students, planning learning activities that can be carried out by a teacher before teaching is: a. (a). Checking study time, curriculum instructions, material resources. The goal is to know the overview of the lesson for one year, instructions in the curriculum, to get an idea of the things to be taught, b. Making a comprehensive plan for one year, c. Making an outline of the material to be taught, d. Making daily preparation of a subject subject to be taught.

Djamra, Zain. (2002: 207) adds that in the management of students, a teacher must know and master the principles of student management which include: a. Warmth and enthusiasm; for the success of learning objectives, a teacher must show a friendly, warm, intimate attitude, high enthusiasm and enthusiasm in teaching, b. Challenge; The choice of words, actions, teaching styles, materials must be challenging to increase the enthusiasm of students in facing lessons, so the role of the teacher must be creative in delivering the material, c. Variation; Use of various tools or media, learning styles and interactions to avoid burnout.

Djamra, Zaini. (2002: 228) explains that physical classroom management is directed to class managers to arrange seating, seating greatly influences students in learning, for that it needs to be considered in the arrangement. If the seats are good, not too low, rectangular, not too big, considering the student's body condition, the students will learn comfortably. Seats vary in shape and size, there is one seat that can be occupied by several people, some can only be occupied by one person. Seats should be

able to be changed in several formations at any time, therefore the seats should not be too big and heavy. How to arrange the bench plays an important role in orchestrating learning? In most classrooms, learner benches can be arranged to support the learning objectives for any given lesson. Students are given the freedom to innovate and rearrange their benches to facilitate the type of interaction required. For the students' presentation, teacher teachings, video screenings, and others. Bench rules are expected to conditioning the students to feel comfortable and focus on the lesson. What should be achieved is flexibility. Here are some options for seating arrangements: Use a semicircle for large group discussions led by a facilitator. Pull up a bench against the wall if you want to give individual assignments and clear the center of the room to instruct a small group or hold a large group discussion while sitting on the floor. If you can, replace traditional benches with folding tables and chairs to make them more flexible.

Arikunto. (2007) stated that class management includes two things, namely: (1) management concerning student (student management) and (2) physical classroom management. Physical class management in the form of classroom arrangement which includes seating arrangements (covering aspects of the student's body posture / height and low of students, students who have visual and hearing impairments), classroom arrangement (opening class windows so that good air circulation occurs), managing time and learning media, and creating classroom discipline.

### **3. Creating and Maintaining an Orderly Class Atmosphere**

The implementation of classroom management by the teacher must be considered in order to manage the class effectively and efficiently. The teacher must try to be creative in implementing classroom management activities during learning. The teacher must always remember that he is an exemplary person and is a role model for students in learning activities in class. Teachers as role models must always be ready to carry out various obligations, ranging from curriculum management containing the syllabus, teaching preparation or lesson plans, learning assessments and other assignments. Teachers must organize their classes properly, determine lesson schedules, divide tasks in learning for students, pay attention to cleanliness, and classroom order. Seating arrangements for students can be done through classroom agreement or distributed by the teacher, the needed tools placement in the classroom must be done carefully to make a comfortable classroom situation.

Carefully designed classroom management allows teachers and students to learn and work in pleasant situations. Classroom management that has been designed will prevent class or students from conflict, teachers can develop their abilities so that there is an efficient relationship with students. A pleasant and disciplined classroom atmosphere is needed to encourage students' enthusiasm for learning. Teacher creativity can help achieving the learning goals. The ideas expressed in the classroom management design will create and maintain an orderly class atmosphere. An orderly situation can be supported by the following activities: Praying before learning, reminding of the discipline of learning, the volume and intonation of the teacher's voice and the way the teacher speaks.

Regarding praying before studying, the Indonesian nation is a nation that has Pancasila as the basis, which is the one and only God as it is the foundation of the Republic of Indonesia in the first precepts. For students, it must become a habit to carry out worship in their religion ways with the guidance of parents and teachers. Students can learn more about their religions by learning to pray, going to the mosque or prayer room, learning fasting, learning to pray in prayer and understanding its meaning, understanding the meaning of prayer, students are getting used to maintain cleanliness, safety, comfort and order in school.

## **Methodology**

This research is a qualitative descriptive study which describes systematically the facts and characteristics of the object or subject being studied appropriately. Subjects of this research consists of four teachers teaching different subjects covering teaching materials, such as *RPS* and *SAP*, the principal as the person in charge of all activities in the school, supporting facilities for learning, how the teacher creates and maintains an orderly classroom atmosphere. In collecting the data, observation, interview and documentation techniques were used. The object of this research is the implementation of classroom management at Madrasah Aliyah Negeri Rejang Lebong. The subjects consist of the principal and 4 teachers. Nasution. (2005: 87) mentions that qualitative research goes through the following stages: orientation, exploration, member-checking, observations results and interviews collected from the beginning of collecting the data were immediately analyzed, outlined in the form of a report. This research uses the concept of qualitative analysis introduced by Miles and Huberman. (1994: 10).

The data analysis approach used in this research is phenomenological with two steps. The first step, "epoche", is to suspend or refrain from all positive decisions. In this case, it suspends decision making, so that what is found can be revealed its essential meaning. Soelaiman (1987: 153) according to Creswell said that the phenomenological approach postpones all judgments about natural attitudes until a certain basis is found. This delay is usually called an epoche (period of time). The epoche concept is to distinguish the data area (subject) from the researcher's interpretation. The concept of epoche becomes the center where the researcher compiles and classifies initial assumptions about phenomena in order to understand what the subject says.

## **Result and Discussion**

Implementation of classroom Management in learning activities at MAN Rejang Lebong where the subject consists of the principal and four teachers is described as follows.

### **Creating and Maintaining an Orderly Classroom Atmosphere**

The teacher creates and maintains an orderly classroom atmosphere through setting up students' duty roster where those who are in duty should prepare the classroom equipments as soon as they arrive at school while the others preparing for reading Al-Qur'an for some verses. After finishing reading Al-Qur'an, the students are going to do Dhuha prayer. After that, all students should go to their own classrooms and sit on their chairs. When the teacher comes into the classroom, the classroom capten lead his classmates to greet the teacher and then start the lesson with prayer read from Al-Qur'an surah Thaaha verse 25-28. After that, the teacher is going to continue giving lessons.

The interview with Biology teacher, Tuti, on Wednesday December 10, 2019 indicated that the teachers' understanding regarding various kinds of classroom management was still lacking and some didn't even know it at all, they only focused on what they had to teach by implementing K.13 in line with Permendikbud 2016 including National Education Standards (SPN). In line with the results of observations and interviews which was conducted, the results of the analysis on the subject of Henedi on Wednesday at 09.wib on 18 December 2019 in his office revealed that what was described before, that the teacher and students were told to pray whenever they start or end the lesson, was true.

Discipline enforcement by complying the school rules in Rejang Lebong MAN to discipline students is strictly applied. If the students disobey the rules, some following sanctions will be given: (1) those who have score 0-6 will be coached by the on duty teacher / subject teacher. (2), those who have score -10 will be coached 1 and 2 by the classroom teacher. (3), those who have score 11-20, their parents will get first call to come to school from the classroom teacher first (4), those who have score 21-

30 their parents will get second call from the classroom teacher to come to school (5) those who have score 31-40 will get 3 day suspension by the classroom teacher known by the parents (6) those who have score of 41-50 will get 1<sup>st</sup> and 2<sup>nd</sup> coaches from schools councilors (7) those who have score 51-60 their parents will get first call to come to school by school councilor (8) those who have score 61-70 their parents will get second call to come to school by school councilor (9) those who have score 71-90 will be called by the vice principal (10) those who have score 91-100 Madrasah will be given strict sanctions from the principal.

Physical management of the classroom where the learning is located will have an important effect on the results of learning actions. A physical environment that is favorable and meets the minimum requirements will support the intensity of the learning process of students and have a positive influence on the achievement of teaching goals. The creation of an exciting learning atmosphere requires attention to classroom management. The arrangement and arrangement of the classroom allows students to sit in groups and makes it easier for teachers to move to help students.

### **Maximizing the Students' Freedom of Expression in Learning Activities**

Providing the opportunity to express opinions, the teacher gives freedom to students to maximize freedom in learning in line with the interviews results with the subject, Henedi, on Wednesday, at 09.00 WIB on December 18, 2019. There are three indicators, those are creating a dynamic learning atmosphere both inside and outside the classroom where Class conditions can be optimal in learning. Teachers' skills related to the creation and maintenance of learning conditions are responsiveness, sharing of attention, and focusing group attention. Outside the classroom, students are free to choose positive extracurricular activities such as sports that they like.

After several processes of collecting data from various sources or objects, the researcher follows the mechanisms and procedures in writing scientific papers and carefully written discussion is as follows:

### **Creating and Maintaining an Orderly Class Atmosphere**

Praying before studying and cleaning and arranging class activities for the comfort during learning activities are habituation that educates the culture of prayer and work culture that they will feel and this is an experience that will leave an impression on students regarding to knowledge, attitudes, and invaluable life skills, thus creating and maintaining an orderly classroom atmosphere through prayer and work implies more than standard management. The text of the prayer that students usually read before learning is Al-quran surah Thaaha verses 25-28. Cultivating the habits of students to pray and discipline is in line with what stated by the Ministry of Education and Culture, and in line with several theories in chapter two Unicef, UNM. (2013: 28) that is get used to starting with reading prayers and memorizing short letters according to class level. Moral messages are conveyed through short stories, planned activities for the day, in some schools this kind of activity is known as a 'morning meeting' or 'morning briefing'. Taught when arriving, this initial activity is expected to instill the value of *taqwa* for students, politeness, discipline so that students will feel embarrassed when they arrive late. Taught to shake hands, greet, smile, greetings, be polite and sympathetic, so that students feel comfortable and feel cared for. The expected attitude can continuously become the students characters until they graduate from Madrasah Aliyah Negeri Rejang Lebong.

There are two indicators in maintaining order in the classroom atmosphere, namely: Praying before learning has been done by all teachers, but the deeper meaning put forward by the Ministry of Education and Culture is expected to instill the value of *taqwa* for students, politeness, discipline values so that students feel embarrassed when they arrive late. Taught to shake hands, greet, smile, greetings, be polite and sympathetic, so that students feel a comfortable touch. From the observation, it was found that

this condition have been seen in most of the students at Madrasah Aliyah Negeri Rejang Lebong. In accordance with the theory presented by Kamaruzaman in Suyanto. (2001) discipline is something that has been agreed upon and binds a group of people or institutions in an effort to achieve a goal in life together. Order can also be interpreted as an order that has the aim of making structurally and systematically order of a process that is carried out in school.

Adiwimarta (2000) in Prayoga said that discipline is a series of forms of regulations that must be obeyed and implemented by the community. This opinion emphasizes that discipline is an obligation for society to carry out without exception. Meichati. (1980) mentioned discipline is a regulation that is binding on a person or group, aiming to create security, peace, that person or a group of people. In this opinion, it also states that the purpose of the order itself is to maintain security in society. Sugiono. (2003) said discipline is a reference or guideline, rules and provisions made to regulate. Sugono emphasized that discipline exists to control every person's behavior or actions in society. With someone who regulates humans, human life will be orderly and peaceful. Kamaruzaman in Suyanto. (2001) said that order is something that has been agreed upon and binds a group of people or institutions in an effort to achieve a goal in life together.

Discipline as a rule in society has an important purpose. In general, the order created has the main objective so that all members of the community know what their duties are, the examples of rights and obligations and carry out them well so that all behavior and actions cannot be detrimental, disturbing or even violating existing regulations. The main principle of school discipline is that it is required, recommended and there are things that should not be done in association with the example of the community. The establishment of order must be accompanied by sanctions or punishments for those who break it because without any sanctions they have nothing to fear. Providing punishment as a last option must consider the impact of the violations committed. So that the punishment given can provide a deterrent effect for the perpetrator. The rules is made with the following objectives:

1. To create security, peace in the environment
2. To let individuals know their responsibilities, rights and obligations.
3. To let individuals know the things that are allowed and not to be done

The researcher concludes that praying before and after learning is one part of the most effective system that must be implemented by teachers and students to instill a sense of religion and increase students' faith and devotion to religion and beliefs and part of the formation of disciplinary character of the students.

### **Reminding the Learning Discipline**

One indicator that the teacher does not get tired of reminding students to always maintain school order is as described below. The teacher has warned students to not being naughty, following the lessons well, not chatting and doing other activities, so they can learn well. The teacher explains that there is no written learning order, so it becomes the teacher's responsibility to monitor the students' activities during the lesson and usually the learning process run smoothly until the end of the lesson. Apart from the above explanation, teacher also makes a duty roster for students and instructs students who are in duty should prepare the classroom equipments as soon as they arrive at school while the others preparing for reading Al-Qur'an for some verses. After finishing reading Al-Qur'an, the students are going to do Dhuha prayer. After that, all students should go to their own classrooms and sit on their chairs. When the teacher comes into the classroom, the classroom capten lead his classmates to greet the teacher and then start the lesson with prayer read from Al-Qur'an surah Thaaha verse 25-28. After that, the teacher is going to continue giving lessons. It becomes a must that teachers in educational activities have a purpose, without

a purpose someone will be swayed in his life. The goal is the target to be achieved and also a guide for someone in carrying out activities in line with the theory below.

Regarding the rules of learning, Vernon, Louise (1998: 241) mentions *"Developing classroom behavior standards or rules. We have some concern about using the term rule. The term suggests a compliance orientation to classroom management while, as presented throughout this book, we believe that the goal of education and the need of students are better served by working with students to create a sense of shared community. Therefore, it might be more effective to replace the word rules with words such as behavioral standards or norms."*

The establishment of order must be accompanied by sanctions or penalties for those who disobey them. Providing punishment as a last option must consider the impact of the violations committed. So that the punishment given can provide a deterrent effect for the perpetrator. The rules are made with the following objectives: to create security, peace in the environment, to let individuals know their responsibilities, rights and obligations, to let individuals know the things that are allowed and not to be done. The conclusion is that discipline is a rule that must exist together with its sanctions in an organization, including in educational institutions in this case, especially Madrasah Aliyah Nenegri Rejang Lebong so that all of the organization's programs can run, synergize with every other component that is used as a guideline.

### **Arranging the Physical Atmosphere of the School**

There are three indicators of arranging the physical atmosphere of the school so that learning process feels comfortable. Physical management of the classroom has an important effect on the results of learning actions. A physical environment that is favorable and meets the minimum requirements will support the intensity of the learning process of students and have a positive influence on the achievement of teaching goals. The creation of an exciting learning atmosphere requires attention to classroom management. The arrangement of the classroom allows children to sit in groups and makes it easier for teachers to move to help students. The physical conditions of the classroom used by students in learning concerns on the following points: Light or rays from outside must be able to enter the classroom so that it is bright, it must not be gloomy because it will reduce the enthusiasm of students in learning. But also not too bright because it will also dazzle the eyes of students. A representative classroom is that the air always feels fresh by always opening the window so that air and sunlight can enter the room. In addition, air conditioning or fan can be provided if the room feels hot. Every student easily listens to the teacher who speaks and the students can see the teacher clearly. Physically Classroom management can be directed to: positioning the seat which will greatly affect students in learning; it needs to be considered in its arrangement. If the arrangement is good, not too low, rectangular or too big, adjusted to the condition of the students' body, the students will learn comfortably. The shapes and sizes of seats usually vary, there is one seat that can be occupied by several people, some can only accommodate one person. Adjusted seats to existing conditions should be able to change their formation at any time, therefore the seats should not be too big and heavy. How to organize a bench has an important role in the management of organizing learning. In most classrooms, learner benches can be arranged to support learning objectives for any given lesson. Students are given the freedom to innovate and rearrange their seats to facilitate the type of interaction required, for the students presentation, teacher teachings, video screenings, and others. Bench rules are expected to condition students to feel comfortable and help them stay focused. What should be achieved is flexibility. Regulation of the Minister of Education of the Republic of Indonesia Number 41 of 2007 concerning Process Standards for Primary and Secondary Education Units in part III.A regarding the implementation of the learning process number 4 describes classroom management point A that is the teacher arranges the seats according to the characteristics students and subjects, as well as learning activities to be carried out. Teachers respect students regardless of religious background, ethnicity, gender, and socioeconomic status.

Creating and maintaining classroom order can be done by inviting students to pray together according to their respective religions and beliefs, and obey the rules that have been made by the school, and students sit in chairs that have been prepared calmly and comfortably. Kamaruzaman in Suyanto. (2001) said that discipline is something that has been agreed upon and binds a group of people or institutions in an effort to achieve a goal in life together. Order can also be interpreted as an order that has the aim of making structurally and systematically order of a process that is carried out in school. The researcher concludes that praying before and after learning is one part of the most effective system that must be implemented by teachers and students to instill a sense of religion and increase students' faith and devotion to religion and beliefs and part of the formation of disciplinary character of the students.

### **The Teacher Creates Discipline in Carrying Out the Learning Process**

Effective classroom management is an absolute requirement for the creation of an effective teaching and learning process and can achieve high achievement learning goals. Therefore the importance of classroom management is to create a conducive classroom atmosphere in order to improve the quality of learning. Classroom management is the duty and responsibility of the teacher by empowering all the potential that exists in the classroom for the continuity of the learning process. This means that every teacher is required to professionally manage the classroom so that the creation of a conducive classroom atmosphere to support the optimal learning process. These all requires the teacher's ability to know, understand, and apply an approach that is considered effective in creating a conducive classroom atmosphere. A person's failure in disciplining students to achieve learning goals is directly related to the inability of the teacher to manage the class. For this reason, teachers' ability to manage classroom is a very important teacher's competencies.

In Madrasah Aliyah Negeri Rejang Lebong Regency, Teachers have tried to discipline the students through classroom management and students have shown high quality of disciplines. In line with this, Vernon, Louise. (1998) mentions several factors to increase the learners' acceptance in following classroom rules. First, students need to be involved in developing behaviors that apply in class. Second, the rules must be clearly stated. Learners have difficulty responding to glittering generalizations such as "behave right." Third, while it is important to clearly state expectations of behavior, it is important to develop it step by step. Fourth, students must clearly show their acceptance of the behavior agreed by the class. Fifth, because the behavior set in school conflicts with the experiences of the learners outside of school, it is important that the behavior of learners is monitored and discussed frequently to ensure that it is consistent with the classroom. Finally, students will be more likely to behave according to the rules if they know that the rules are accepted by the closest people, such as their parents and peers.

### **Conclusion**

Teachers create and maintain the orderly classroom atmosphere in several ways. First the teacher invites students to pray together according to their religions and beliefs before learning. Second, the teacher warns students not to be naughty by suggesting them to follow the lessons well, not chatting, not doing other activities and warning students to obey the rules that have been made by the school, and students sit in the chairs that have been prepared. Third, the teacher adjusts the voice volume and intonation in teaching, use soft and polite voice depends on the existing situation. Fourth, the teacher use good and correct Indonesian language when delivering the lessons. The teacher can maximize the students' freedom of expression in learning through giving freedom to students to develop their potential by providing opportunities to express opinions. The teacher can also provide a fair opportunity for students to ask questions about learning material that has not been understood. Future research is expected to reveal the impact of classroom management on learning achievement in schools.



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