

## CLASSROOM MANAGEMENT STRATEGY AT SDN 197/II PULAU PEKAN

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### Abstrak:

Tujuan dari penelitian ini adalah untuk mengeksplorasi guru berperan dalam memaksimalkan potensi kelas; faktor menghambat manajemen kelas; usaha guru di mengatasi masalah manajemen kelas; Dan strategi pengelolaan kelas. Studi kasus ini adalah dilaksanakan di SDN 197/II Pulau Pekan, dan menggunakan pendekatan kualitatif. Itu data dikumpulkan dari teknis dan sumber triangulasi. Hasilnya menunjukkan bahwa di kelas manajemen, guru berfungsi sebagai konselor, motivator, fasilitator, demonstrator, dan evaluator. Oleh karena itu, guru mampu menganalisis isu-isu seputar siswa, guru, serta lingkungan fisik dan sosio-emosional di kelas. Mengenai hal ini, guru berupaya menerapkan preventif dan korektif bertindak dengan melibatkan sekolah dan komite. Guru cenderung menerapkan pendekatan eklektik atau pluralistik dalam dimana dua atau lebih pendekatan diterapkan pada saat yang sama waktu. Dengan demikian, diharapkan eklektik pendekatan membantu guru meningkatkan kapasitas mereka dalam memilih pendekatan yang memungkinkan mereka untuk mengatasinya masalah yang berkaitan dengan pengelolaan kelas.

**Kata Kunci:** Strategi, Pengelolaan Kelas, Pendekatan Elektis

### Abstract:

The purpose of this study is to explore the role teachers play in maximizing classroom potential; factors hindering class management; teacher efforts in addressing classroom management issues; And classroom management strategies. This case study was conducted at SDN 197/II Pulau Pekan, and used a qualitative approach. The data was collected from technical and triangulation sources. The results show that in the management classroom, teachers function as counselors, motivators, facilitators, demonstrators, and evaluators. Therefore, teachers are able to analyze issues surrounding students, teachers, as well as the physical and socio-emotional environment in the classroom. Regarding this, teachers seek to implement preventive and corrective actions by involving schools and committees. Teachers tend to apply eclectic or pluralistic approaches in that two or more approaches are applied at the same time. Thus, it is expected that eclectic approaches help teachers improve their capacity in choosing approaches that allow them to address problems related to classroom management. .

**Keywords:** Strategy, Classroom Management, Electical Approach

### PENDAHULUAN

An effective learning process can actually foster student awareness of the importance of learning something, so that it encourages the creation of a conducive classroom atmosphere characterized by positive changes in student behavior. In line with the opinion expressed by Morgan (Minarti, 2016: 179) that learning is a change that tends to be permanent in individuals as a result of practice or experience.

However, teachers need to realize that basically every student has varied behaviors. This variation in behavior is a problem for teachers in relation to classroom management efforts. Considering that teacher activities in the classroom are not just teaching but also tied to managerial activities. This means that the problems that must be resolved by teachers are not only related to the learning process, but also related to the management of the physical environment of the classroom. These two things cannot be separated because in essence classroom managerial activities aim to create and maintain a conducive class, so that the teaching and learning process can run optimally. Classroom management carried out by teachers is key in creating a positive climate for learning and teaching activities. The classroom as an environment where learning and teaching activities take place must be managed effectively, considering that students are always in direct contact with the classroom environment every time they learn. One of the efforts that must be done by teachers is to provide an effective response to student behavior through the use of classroom management techniques, including; (1) approaching students who begin to misbehave in class; (2) signal that students who behave are constantly observed by the teacher; (3) humor while warning students to be aware of the consequences of each action; and (4) ignoring student delinquency, meaning that teachers always pay attention to their students even without having to punish every violation committed by students (Suwardi and Daryanto, 2017: 155). In addition to relating to students, classroom management is also closely related to the arrangement of the physical environment of the classroom. In accordance with the opinion expressed by Loisell, teachers need to pay attention to how the ideal classroom arrangement includes visibility, accessibility, flexibility, comfort, and beauty (Sudarwan and Daryanto, 2017: 170).

However, in fact, based on the results of initial observations made by researchers in January 2023 at SDN 197/II Pulau Pekan, where classroom management is still one of the crucial problems that are often difficult for teachers, both beginners and experienced, to solve. Some of the obstacles that cause obstacles to effective class management include; (1) multidimensional teacher tasks that require various tasks at once so as to make it difficult for teachers to manage classes; (2) The teaching and learning process in the classroom is limited in time, so it requires teachers to think and act quickly.

Some of these obstacles result in serious problems that are often underestimated, such as a classroom atmosphere that is not conducive or the learning process that does not run effectively. According to researchers, the efforts made by teachers so far have not been optimal, thus leaving the impression that teachers are less serious in handling classroom management problems related to students and managerial matters. This is not arbitrary due to the teacher's inability to manage the class. However, teachers' understanding of classroom management still seems to be wrong because it is still often associated with classroom arrangements only. The arrangement of students in the learning process and the arrangement of the physical environment of the classroom cannot be separated from classroom management activities. In terms of student arrangements during teaching and learning activities, when violations occur,

teachers tend to use problem solving that is temporary or not curative. For example, by yelling or shouting in front of the class with the excuse of restoring the classroom atmosphere to calm and conducive. This action taken by the teacher certainly did not cause a deterrent effect on the students, and it did not even rule out the possibility that the classroom situation would be noisy again.

In addition, regarding the arrangement of the physical environment of the classroom, teachers still tend to ignore the principles of comfort and beauty. Some of the classrooms at SDN 197/II Pulau Pekan are quite spacious so that teachers can be creative and organize classrooms well. However, this is actually not used properly by teachers or homeroom teachers. The placement of cabinets, blackboards, teaching aids tables and student seating is still less proportional and less attractive. As a result, students seem uncomfortable in the classroom and often prefer to spend time outside of class. Teachers as managers or managers have a more dominant role required to have an understanding in using the right strategies to overcome various problems in class management and create a conducive and effective classroom atmosphere

## **METHOD**

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### Research Location

This research was conducted at SDN 197/II Pulau Pekan, Jalan Durian, Kel. Sungai Arang, Bungo Dani District, Bungo District, Prov. Jambi.

### Approach and Types of Research

This research was conducted with a case study approach with a qualitative type of research. Qualitative research is carried out to gain a broader and deeper understanding, the data obtained is not in the form of numbers but contains meaning about the social situation of education to be studied.

### Data and Data Sources

The source of data in research is the subject from which the data can be obtained. The data taken in this study are data obtained from participant observations, in-depth interviews with informants, with data sources consisting of:

Primary data is obtained directly from the data source through observation of the social situation in the field, namely the place where the social situation takes place, actors involved in the data collection process, and activities carried out by the data source.

Secondary data can be obtained from various pre-existing sources related to the problem to be studied. Researchers as the main instrument that will set the focus of research, choose informants as data sources, conduct data collection, assess data quality, analyze data, interpret data and make conclusions, based on what is obtained in the field. Some secondary data sources that can be used as supporting data include books as reference references, research journals, theses, documents or school archives.

### Data Collection Procedure

To obtain data about this study, researchers use the main data collection techniques in qualitative research, namely observation, interviews, and documentation.

### Data Analysis

Data analysis in qualitative research is carried out by researchers before entering the field, during the field, and after completion in the field which lasts continuously until the writing of research results. In qualitative research, data analysis is inductive based on facts found in the field and then constructed into hypotheses or theories (Sugiyono, 2015: 15). Data analysis is carried out by searching and compiling data obtained from interviews, field notes, and documentation systematically, then reducing the data collected, presenting data, drawing conclusions and verifying.

## **RESULTS AND DISCUSSION**

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### The Role of Teachers in Harnessing the Potential of the Classroom

The success of teachers teaching in the classroom is not enough if only equipped with knowledge about the curriculum, teaching methods, learning media, and mastery of the subject matter. In addition, teachers must understand and implement their knowledge in utilizing every potential in the classroom. Based on data found in the field where teachers have maximized their role to create and condition the classroom atmosphere in order to foster an active, creative, effective learning climate. In line with the opinion expressed by Nawawi (Hilali, 2012: 130), that classroom management can essentially be seen from the teacher's ability to utilize the potential of the class in the form of providing the widest possible opportunity for each person to carry out creative and directed activities in the learning process. If the potential of the class has been optimized, it can certainly encourage the creation of a conducive classroom atmosphere and the learning process will run smoothly as well. An effectively managed class can be seen from the learning process that runs smoothly and makes students will not feel confused, even every obstacle that exists can be overcome optimally so that all students get the same learning opportunity in the classroom (Everston and Emmer, 2011: 26).

Based on the research that has been carried out, the teaching and learning process of teachers has implemented the skills of managing classes well, including by taking a personal approach with students, guiding and facilitating student learning, and organizing and monitoring learning activities. In managing learning, teachers have carried out their duties in addition to being educators as well as guides, motivators, facilitators, demonstrators, and evaluators for students. In accordance with the role of teachers related to the teaching and learning process where teachers are not only teachers but also act as good facilitators, motivators, counsellors, and evaluators (Alfandi, 2017: 231).

#### a. Teacher as a guide

As a mentor, the teacher understands very well that learning is an effort to find and find a meaning. Thus, teachers must always try to help students to be able to understand and act in accordance with the nature of learning. Every difficulty experienced by students in the learning process is certainly closely related to the role of the teacher as a guide. Students as students who have characteristics that are not fully mature and are still the responsibility of the teacher require special attention both in their intellectual and emotional aspects.

Teaching in principle guides students in teaching and learning activities and is an effort to organize the environment in relation to students and teaching materials that cause the learning process (Usman, 2009: 6). Therefore, the efforts made by homeroom teachers both in low and high grades by preparing appropriate learning designs and utilizing various media around the

student environment are one of the implementations of the teacher's role as a guide for students. This is supported by the school by conducting training and debriefing for teachers related to classroom management that is adjusted to the current curriculum. The school works with the superintendent at the local Education Office to facilitate teachers to have an understanding of good classroom management to overcome problems and obstacles that arise in class management.

The utilization of classroom potential is marked by the efforts that have been made by teachers in carrying out learning in accordance with the learning implementation plan and by structuring the physical environment of the class so that students feel comfortable while learning in the classroom. Student comfort is the teacher's benchmark in managing the classroom, especially with regard to the physical environment of the classroom. For example, by changing the seating position of students, arranging the classroom so that it always looks neat and paying attention to the elements of beauty.

Student seating arrangements are important to create an effective learning process. Through a variety of seats that suit the learning objectives and consider the dynamic movements of teachers and students in the classroom, making students feel more comfortable so as to make it easier for them to absorb learning material well. The arrangement of student seating that is more dominant by teachers includes the shape of horseshoes or the letter U, conventional or lined and group shapes. The arrangement of the bench is in accordance with the learning objectives, namely; (1) accessibility, namely ease in reaching learning resources; (2) mobility, namely the ease of movement of students and teachers in the classroom; (3) interaction that facilitates communication between fellow students and students with teachers; and (4) variations in student activities in the classroom either individually, in groups or classically (Suwardi and Daryanto, 2017: 171).

#### b. Teachers as motivators

Students will be encouraged to learn when they have an interest in learning. Developing student learning motivation is one of the strategies that teachers must do in maximizing the classroom management process. The teacher in this case has made maximum efforts in carrying out his duties as a motivator, where the teacher is more selective in using words when responding to every behavior shown by students because the teacher realizes that each student has different characteristics. Providing motivation to students cannot be separated from how communication is established between teachers and students themselves. In general, the communication between teachers and students at SDN 197/II Pulau Pekan has gone quite well. This is marked by various efforts made by teachers in arousing students' enthusiastic attitudes towards the material learned through ice breaking activities as well as by providing reinforcement and rewards to students who show positive behavior during the learning process.

In addition, teachers also encourage a sense of care in students by getting used to sharing and helping friends who are experiencing difficulties. Teachers also teach students to take responsibility, namely by selectively accepting various reasons from students, giving students time to complete assignments, giving homework, giving assignments with time limits, and giving responsibility to each class device to be able to carry out the tasks assigned to them.

On the other hand, teachers try to develop positive relationships with students by serving students as well as possible, paying attention to students, being students' friends, and holding variations by inviting students to play while learning when students feel bored and bored during

learning. As a motivator, teachers have shown that they are able to create a learning atmosphere that is warm, fun, uplifting, and instills confidence in students by providing equal opportunities for each student to express his opinion and appreciate students' courage more than whether or not the opinion is correct. The use of nonverbal communication is also often done by teachers when there are students who dare to come forward and succeed in answering questions by giving applause or thumbs up as a form of teacher appreciation to students who dare to express their opinions. As stated by Ayuni (Puspitaningrum, 2017: 32) that how to maintain a positive atmosphere by providing reinforcement for positive student behavior.

In addition, in the teaching and learning process, teachers usually give gifts, praise, reprimand or give advice to students. This action is an intrinsic form of motivation, where the teacher tries to encourage students to always follow the learning process effectively. Thus, teachers will find it easier to control the classroom situation to keep it conducive, because students are more interested in getting rewards than getting warnings or punishments.

c. Teacher as facilitator

As facilitators, teachers have been able to strive for learning resources that are useful for the learning process and can support the achievement of goals and teaching and learning processes. The ability of teachers to use media and teaching aids certainly has a positive impact on the process of receiving material by students. A good facilitator teacher has tried to provide teaching aids and media that attract students' attention so as to make it easier for students to understand the material being taught. Various media that have been used by teachers include utilizing the environment around the school, using technology such as in focus and media that have been available in the classroom. This is in accordance with the opinion expressed by Bakhtiar (Suda, 2016: 5) that learning should not be fixated on one media but can use various media. That is, in every learning it would be better to use various media or use media that are conducive to the material learned by students.

A study by the Encyclopedia of Educational Research (Suda, 2016: 6) states that learning media is very useful for students to reduce verbalism, increase attention and interest in learning, stimulate students to ask questions, and provide meaningful learning experiences for students. The use of media is also one of the tools that make it easier for teachers to transfer knowledge (transfer of knowledge). Not only that, by utilizing media teachers are easier to organize subject matter, so that the presentation of subject matter can be done systematically and more structured. Thus students will become enthusiastic and feel at home following the lesson, thus having a positive impact on changing student attitudes to avoid negative behavior that can trigger violations of the rules set in class.

On the other hand, Dash and Dash (Helsa and Hendriyati, 2017: 102) suggest that teachers who are friendly, enthusiastic, have a lot of knowledge, experience, and act as leaders and facilitators of learning in the classroom tend to be preferred by students and easier for teachers to organize their classes, maintain discipline, and encourage students to learn. The results showed that homeroom teachers, especially in grades I and VI, had these characteristics. Observational findings show that teachers in this case homeroom teachers have displayed friendly, enthusiastic, and happy behavior to discuss with their students, so that the students also seem interested in them. In addition, teachers also seem to have closeness with their students, which is characterized by warm interactions that are established in class by often inviting

students to talk personally and often joking with students. Some students were also found to be willing to tell their homeroom teacher about their difficulties or problems.

d. Teacher as demonstrator

Through his role as a demonstrator, the teacher always masters the subject matter he will teach and tries to develop it in the sense of improving his ability in terms of the knowledge he has. One of the efforts that has been made by the school is by carrying out workshop activities as a form of training for teachers at SDN 197/II Pulau Pekan in collaboration with the local Education Office. Teachers are individuals who are required to be skilled in providing information in the form of presenting material to students (Usman, 2009: 9). As demonstrators, teachers at SDN 197/II Pulau Pekan have been able to help the development of students to be able to accept, understand and master the knowledge learned at school. Therefore, teachers need to know and understand the level of individual needs of students by presenting learning as precisely as possible (Kompri, 2015: 257).

e. Teacher as evaluator

In the learning process, teachers are required to be a good evaluator. This is so that teachers are able to find out whether the objectives or learning indicators formulated have been achieved or not. Evaluation activities are one way teachers assess the extent to which the effectiveness of learning takes place in the classroom. So if there are still obstacles or problems, the next step is to take corrective and curative actions so that these obstacles will not recur. One of the efforts made by teachers both in class I and grade IV is to give structured and unstructured assignments to students. The assessment carried out by the teacher is not only on the aspect of knowledge, but also an assessment is carried out on aspects of student attitudes and skills. Various types of exercises given by teachers are intended so that students are able to improve their abilities and knowledge about the material taught, so that learning in the classroom will be more meaningful.

### Inhibiting Factors of the Classroom Management Process

Classroom management is one of the crucial problems that is still difficult for teachers to solve, including at SDN 197/II Pulau Pekan. Problems that arise usually come from student, teacher, and environmental factors. First, one of the obstacles related to student factors is the variation in student behavior itself.

a. Student Factors

Problems that are often caused by students include disorderly behavior in the learning process, difficulty focusing students, tendency to violate the rules that apply in class and learning difficulties. Variations in student behavior are caused by diverse student backgrounds both in terms of economy, family, and social environment.

b. Teacher Factors

The factor that comes from the teacher is one of the crucial things. Teachers as managers are required to always be maximal in managing the class. However, it is undeniable that there are still some problems related to the teacher himself. This is the impact of the teacher's multi-dimensional duties where in addition to having to be a teacher, teachers are also required to carry out other things outside their main duties. Such as when teachers are unable to attend due to personal problems, official duties, or administrative duties. Coupled with various activities that must be carried out by teachers simultaneously in the classroom. As stated in Law of the Republic

of Indonesia No. 14 of 2005, where the duties of teachers include educating, teaching, guiding, directing, training, assessing, and evaluating students (Suprihatiningrum, 2014: 30).

c. Environmental factors

At the level of education in elementary schools, student learning success largely depends on the teacher's efforts in facilitating students during the learning process. Teachers directly influence how students learn, what they learn, how much students learn, and patterns of interaction in the classroom and with the wider environment. This is where the teacher's ability to manage or manage his class becomes important. Henley (Helsa and Hendriyati, 2017: 90) states that classroom management is an important teaching ability for teachers, because it can reduce distractions in the classroom and create a learning environment to support students' intellectual and emotional development.

The physical environment in which learning is learned has an important influence on learning outcomes. A favorable and minimally qualified physical environment will support an increase in the intensity of the learning process and positively affect the achievement of learning objectives. In arranging the classroom, the teacher must adjust the seating position of students so as not to squeeze and need to consider student comfort. As the principles of class management proposed by Loisel, namely visibility, accessibility, flexibility, comfort, and beauty (Suwardi and Daryanto, 2017: 170). In this case, teachers have tried to synergize between the physical environment and the socio-emotional environment of the class to create a conducive classroom climate, because basically the classroom is a means of interacting between students and students and teachers. Therefore, teachers need to optimize classroom resources that are human and non-human in order to realize an efficient learning process (Danim, 2010: 89).

Efforts to Overcome Problems in Classroom Management

Classroom management is carried out to create and maintain optimal classroom conditions so that the learning process can take place effectively. The strategies carried out by teachers in managing classes are basically in order to encourage and develop individual and classical responsibility in behaving according to discipline, realizing the needs and differences of individual students, and providing effective responses to student behavior. The teacher's attitude in appreciating the positive behavior shown by students by providing verbal and non-verbal reinforcement as well as in the form of rewards, can encourage students to always develop this positive attitude. This is an effort by teachers to provide an effective response to student behavior. Teachers must interpret every student's weakness to spur themselves to find and develop whatever potential exists in students into a great advantage (Mubarrok, 2017: 23). Therefore, teachers make every effort to solve various problems related to classroom management by taking preventive, corrective and curative actions, and taking cooperative actions with the school and the committee.

a. Take preventive or preventive measures

Precautions are taken before any deviations so as not to interfere with teaching and learning activities in the classroom. Teachers can identify deviant student behavior both individual and group, or even intentional deviation (Suwardi and Daryanto, 2017: 144). This is characterized by the teacher's efforts to instill awareness in students to avoid bad attitudes such as laziness, discouragement, irritability, and easily pressured by established regulations. Teachers also often show an attitude of paying attention to the needs and desires of students, creating an atmosphere of mutual understanding, and instilling mutual respect and respect between others.

Before there is a violation of the rules in the classroom, one of the most effective efforts is to carry out apperception activities at the beginning of the learning process. The teacher takes the initiative to go through apperception activities before presenting the material, with a view to focusing the attention of the students. The act of reprimanding student behavior that has the potential to cause noise in the classroom is also often done by teachers to prevent uncondusive classroom situations.

Furthermore, in addition to teachers also provide an understanding of the importance of discipline. This is so that students can have individual control (self-control) in themselves, but still under the supervision of the teacher, for example, clarify things that students do not understand about behavior and its consequences and affirm the rules that apply in the classroom (Sunhaji, 2014: 43). Instilling discipline in students is carried out by teachers by instilling awareness of attitudes consistent with time, being firm with students who lack discipline, and providing direct examples related to behavior in accordance with existing norms. Assertiveness is indeed needed by teachers in order to be able to deal with any deviant behavior carried out by students. In line with John W. Santrock's opinion that a firm attitude is the best way to handle existing conflicts (Puspitaningrum, 2017: 274). Good and Brophy also suggest that discipline problems are indeed included in the teacher's duty as a manager in the classroom.

b. Take corrective action

In accordance with one of the components of the control function in class management, namely taking corrective actions when there are deviations that are not in line with class objectives (Karwati and Priansa, 2014: 17). Next is to take curative action or cure deviant behavior that has already occurred. This is done by the teacher to maintain the classroom situation to remain conducive accordingly and minimize the possibility of re-occurrence of violations of applicable rules. As stated by Rohani (Afifaturrohman, 2011: 7) that by maximizing classroom management, it is hoped that every teacher can manage the teaching and learning process more effectively, because favorable conditions in the classroom are the main prerequisite for an effective teaching and learning process.

Teachers take corrective action by finding out the cause of violations and providing consequences for negative behavior displayed by students through educational punishment, thus deterring students and preventing other students from repeating the act. In addition to providing consequences in the form of punishment, teachers also seek to provide assistance to students by guiding and directing students to always implement rules in class and supervise the development of student behavior through progress books. This is an effective step as a form of healing action for cases that have already occurred so that each student still feels always under the teacher's supervision and assessment. At certain times, teachers also try to take corrective actions against student behavior that continues to cause interference and is difficult to direct. Teachers often diagnose the cause of student behavior, sometimes even teachers ask directly to students who show apathetic behavior in the learning process. After knowing the causative factors of the student's behavior, then the teacher immediately diverted the classroom atmosphere to be more fun with learning activities while playing.

c. Cooperate with the school and the committee

Basically, the success of a classroom management process cannot be separated from the role of the school or the committee in this case, including parents. As the role of the school committee is as; (1) advisory agency; (2) supporting agencies; (3) controlling agency; and

mediators or communication liaisons between the community and the government (Kompri, 2015: 92).

Through positive communication and synergizing all functions of related parties, it will ease the burden on teachers in solving every obstacle that exists. The committee and school people are always involved in handling problems related to classroom management, by maximizing the role of parents in guiding and accompanying students. As a characteristic as a good organizer, of course, will not make decisions without involving others (Mursel and Nasution, 2008: 9).

### Classroom Management Strategy

Strategy is a strategy or method used to achieve certain goals. According to Rosyada, classroom management strategies can be interpreted as patterns or strategies that are deliberately carried out by teachers in creating and maintaining classroom conditions to remain conducive, which encourages the learning process to run optimally according to the learning objectives that have been set (Makinudin, 2017: 14). With the right strategy, teachers can minimize the possibility of student behavior that can interfere with teaching and learning activities in the classroom. Classroom actions carried out by teachers will be more effective if the teacher himself is able to identify the problems faced appropriately.

Based on the results of research at SDN 197/II Pulau Pekan, it can be seen that teachers have been able to master strategies in classroom management which are characterized by the teacher's ability to determine which is the right approach to be used in solving every problem that arises in the process of classroom management, both in low and high grades.

The classroom management approach consists of power, threat, prescriptionbook, teaching, behavior change, socio-emotional, group work, and elective or pluralistic approaches (Karwati and Priansa, 2014: 11). The approach used by teachers at SDN 197/II Pulau Pekan varies greatly. However, based on data findings in the field, where there are only 6 prominent approaches that teachers often use, including authoritarian approaches, threats, teaching, behavior change, socio-emotional, and group work. Some of these approaches are often used by teachers at the same time, even teachers do more than one approach at once in overcoming problems that arise in the learning process. The approaches in classroom management that are often used by teachers at SDN 197/II Pulau Pekan include:

#### a. Power Approach

In learning activities, the discipline factor is the main force to be able to create a conducive learning atmosphere, therefore teachers need to emphasize the importance of students to obey the rules that have been made before. Usually teachers have made agreements with students regarding the necessity to obey the rules and sanction violations of these rules, as applied by teachers in class I among others; (1) put the student's assigned work at home on the teacher's desk; (2) organize and reorganize the classroom facilities used, sit politely while studying; (3) sanction assignments for students who are late for class when recess ends; (4) sanction students by confiscating their seats when they are unable to sit in an orderly manner. The same is done by teachers in class IV, where sanctions for students who violate order in the classroom are usually in the form of picking up garbage and cleaning the classroom environment, standing in a seat or standing in front of the class. These various regulations are like rulers who must be obeyed. Therefore, here the teacher takes a good approach to students through this rule, and not based on his own will.

#### b. Threat Approach

The threat approach is carried out by teachers so far it is still within a reasonable level and is tried not to hurt the feelings of students. Teachers give threats such as suspension of grades, assignment of additional assignments, and provide other tasks that are educational in nature for students. Several times teachers also often make subtle insinuations to students who are reluctant to obey the rules. But teachers realize that threats in the form of excessive intimidation, such as taunting, comparing, hitting and coercing should be avoided. Because such threats have the potential to hurt students' feelings and cause students to act more repressively in the classroom.

#### c. Teaching Approach

Teachers have made efforts to make careful learning planning in learning by paying attention to the suitability of the material with the media and methods used and considering the appropriate time allocation in each learning process. Thus, it can be interpreted that teachers always avoid the habit of teaching as it is, especially without careful planning. Learning that is carried out systematically can certainly make students avoid boredom, because they can follow the lessons gradually. Conversely, students will get bored easily if they do not understand the learning flow delivered by the teacher, so the material they learn tends to be confusing.

#### d. Behavior Change Approach

Through this approach, teachers try to develop class programs and atmospheres that can stimulate the realization of a learning process that allows students to realize good behavior according to the norms that apply in school. In this case, the teacher provides stimulation to good or positive student behavior should be with praise or rewards that cause feelings of pleasure or satisfaction. However, if students show poor behavior in carrying out the class program, the teacher gives sanctions or punishments that will have a deterrent effect.

#### e. Socio-emotional approach

In the process of classroom management, teachers try to encourage students to be able and willing to realize relationships between people with understanding, mutual respect and mutual respect. In addition, teachers have maximized their role in the classroom by being willing to listen to opinions, suggestions, ideas, from students as well as input from fellow teachers and parents in order to optimize the process of managing classes in the school.

#### f. Group Work Approach

In this case, the teacher is in the form of maintaining the learning group to become an effective and productive group in teaching and learning activities. Based on this, teachers form and activate students to be able to work together in groups by arranging seating positions that are tailored to the characteristics and needs of each individual student. This is done so that all students can cooperate with friends in their groups well without significant obstacles. These activities are carried out by teachers, among others, by creating study groups in the classroom and placing students with more abilities in academics as peer tutors who are tasked with helping friends who have difficulty understanding the material in the group.

#### g. Electical or Pluralistic Approach

Based on these six approaches that are often done, it is stated that teachers do not only take one approach in dealing with problems related to classroom management. It can be seen that teachers are more inclined to use an elective approach by emphasizing student potential, as well as the creativity and initiative of the teacher himself in choosing the right approach according

to the situation faced in the classroom. The eclectic approach is also called the pluralistic approach, namely classroom management by utilizing various approaches in order to maintain effective and efficient learning conditions (Karwati and Priansa, 2014: 15). This can be seen from how teachers solve every existing classroom management problem by combining various classroom management approaches. This eclectic or pluralistic approach is the main strategy carried out by teachers in resolving obstacles that arise in the process of classroom management both from student, teacher and physical and socioemotional environmental factors.

The use of this approach can be seen from the way teachers apply discipline in the classroom through teacher actions in combining the power approach, threat approach and behavior change approach. Teachers often emphasize the importance of obeying every rule in the classroom and making agreements with students regarding sanctions for violation of those rules. For example, in class I, the teacher makes an agreement with students to be disciplined and must sit neatly. If there is a student who violates, then his seat must be handed over at the front of the class. At the same time, teachers also give additional assignments or make subtle insinuations to students who are reluctant to obey the rules. In addition to providing a deterrent effect to students who show behavior that is not in accordance with the rules, teachers also stimulate positive behavior shown by students by giving gifts or praise, thus encouraging other students to avoid deviant behavior and not in accordance with existing rules.

Similarly, the power approach, the teaching approach and the group work approach are often used by teachers at the same time. Through the power approach, teachers can foster student discipline with various kinds of rules that are imposed and must be obeyed by students. Meanwhile, through the threat approach, it can shape the character and sense of responsibility of students carried out by teachers by providing understanding and awareness to students of the importance of carrying out their respective duties and functions. Similarly, the group work approach, where teachers can instill social values in each individual student through teaching and learning activities carried out with friends in the group. Teachers can instill empathy in students to be able to help their friends who have difficulty in understanding the material explained by the teacher by becoming peer tutors in the group.

The classroom management approach at SDN 197/II Pulau Pekan is not only focused on one or two approaches. Teachers have the opportunity to be creative and free to combine all six approaches at once when faced with situations that require them to use these approaches. Thus, teachers will be wiser in determining what approaches will be used to create a conducive learning climate. As Weber argues, this eclectic approach is carried out by combining all the best aspects of various classroom management approaches to create a meaningful whole, which is psychologically judged correct by the teacher and is a source of selection of certain management behaviors that are appropriate to the situation (Mahendra, 2017: 17). The ability of teachers to choose and determine classroom management strategies depends heavily on the ability of the teacher himself to analyze existing problems both related to students, teachers and the physical environment of the classroom. Therefore, the thing that needs to be mastered by a teacher in applying an eclectic approach is to master the potential classroom management approach to be applied in the classroom, and responsively choose an approach according to the conditions faced.

## **CONCLUSION**

Based on the results of research and discussion, it shows that the classroom management strategy at SDN 197/II Pulau Pekan has been seen and worked well. This is characterized by the teacher's efforts in utilizing the potential of the classroom through its role as a guide, motivator, facilitator, demonstrator, and evaluator, so that the teacher is able to analyze every problem of classroom management, both concerning students, teachers and the physical environment and socio-emotional environment.

In accordance with the conclusions above, there are several things that become suggestions for the school, especially for teachers or homeroom teachers. It is the hope of researchers that this suggestion can be accepted and as a follow-up that will be carried out by the school related to the research that has been carried out, including:

1. It is expected for teachers, especially to be able to increase their creativity in implementing appropriate classroom management strategies so as to create a conducive classroom atmosphere.
2. Through good classroom management strategies, students are expected to be able to obey every rule that applies in the classroom and still maintain an orderly and conducive classroom situation. The school is expected to further improve good relations with the committee, related to the programs implemented by the school.

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