

## Teacher Skills In Managing Class

Muhammad Rizki Andika

Sekolah Tinggi Agama Islam Dirundeng Meulaboh

### ABSTRACT

**Keywords:**

*Class Management,  
Teacher Competence,  
Teacher Skill,*

The role of the teacher is very important in education, considering that the teacher's function as a facilitator and manager has the responsibility to plan, organize, and supervise teaching and learning activities. Teachers are the most influential component in the creation of quality educational processes and outcomes. Teacher competence in managing the classroom can create a good and fun learning climate for students. Researchers are interested in conducting research on "Implementation of Teacher Competencies in Managing Classes at MIN 8 West Aceh". This study uses a method or type of qualitative descriptive research, aimed at explaining or describing the competence of MIN 8 Aceh Barat teachers in managing the classroom. Then the techniques used to collect research data are observation, interviews, and documentation. After the data is collected, the next step is data analysis techniques, with data reduction, data presentation and drawing conclusions. Based on the results of the study, the MIN 8 Aceh Barat teacher has excellent competence in managing the class, competence in class management includes seating arrangements for students that are tailored to their needs, decorating the room with the installation of students' work so that the atmosphere is more comfortable, the use of learning strategies varied, as well as using learning media that is adapted to the material. The results of this study are expected to be able to provide understanding to prospective teachers and become an evaluation for teachers that the implementation of teacher competence in classroom management is very important.



**ARTICLE HISTORY**


*Received: 31-03-2022*

*Accepted: 30-06-2022*

© 2022 Muhammad Rizki Andika

Under The License CC-BY SA 4.0

CONTACT: ✉ [andhika@staindirundeng.ac.id](mailto:andhika@staindirundeng.ac.id)

 <https://doi.org/10.47766/tharwah.v2i1.538>

## INTRODUCTION

Education is a bridge of knowledge that becomes a forum for comprehensive knowledge sources for consumption by educators. Education is non-negotiable, because an advanced society is a society that has the capability of civility, culture, diversity, and education by the demands of society regionally, nationally, and globally (Al-Jayyousi, 2016; Simola et al., 2017). Education in Islam assumes that humans are born in a state of nature (with innate potential) with this potential, humans can develop actively and interactively with their environment and, with the help of educators or teachers on purpose to become Muslim human beings who can become caliphs and serve the community (Ilham, 2021; Umar & Siregar, 2022).

The role of the teacher is critical in this education, considering that the teacher's function as a facilitator and manager is responsible for planning, organizing, and supervising teaching and learning activities. In formal education in schools, teachers are an essential component in improving the quality of education (Bashori et al., 2022). This is because teachers are at the forefront of implementing education. In other words, the teacher is the component that has the most influence on the creation of quality educational processes and outcomes. Thus, any improvement efforts made to improve education will not make a significant contribution without the support of creative, professional, and competent teachers (Farrelly & Kongebro, 2019; Prasetyo et al., 2022).

Considering the magnitude of the teacher's role and very important, it is necessary to have a teacher with high qualifications, competence, and dedication in carrying out his professional duties. (Kunandar, 2008, hal. 55). The teaching profession is a very noble job, the teacher is not only teaching but also as a motivator and facilitator in the learning and teaching process.

Teachers are expected to be able to create conducive learning so that students can receive excellent and complete learning to produce students who can develop their potential. In other words, professional teachers have creative power and competence in carrying out educational and teaching tasks.

Teacher competence is a set of mastery of abilities that must be in the teacher to realize his performance appropriately and effectively, one of which is managing the class (Preston, 2017). Lead to an effective teaching and learning process is much influenced by the ability and skills of teachers in managing the classroom (Bear, 2020). As can be understood that education is organizing student activities in a broad sense. The function of the teacher is not only limited to conveying information or transferring knowledge but also as a facilitator so that the teaching and learning process runs smoothly. Essential teaching skills are used to overcome Indonesian education's low quality and quality. The ability and skills of teachers in managing the classroom can create a good and fun learning climate for students. Based on the background of the problems that the researchers have put forward, the researchers are interested in researching "Teacher Skills in Managing Classrooms".

## **METHODS**

This type of research is descriptive research with a qualitative approach. According to Moleong (Moleong, 2012, hal. 6) qualitative research is qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects such as behavior, perception, motivation, action, holistically, and by way of description in the form of words and language, in a special context that is natural and natural. using various natural methods. This research was conducted in class III MIN 8 Aceh Barat in March 2022 with 187 students divided into 6 groups.

In this study, researchers used two types of data, namely primary data and secondary data. The primary data sources used were observations and interviews. While the secondary data sources in this study are documents that exist in schools such as lesson plans and other supporting documents related to the research. The form of the data in this study is in the form of a narrative that explains the skills of the teacher in managing the classroom. The source of data in this study is the management of learning carried out by the teacher.

## **RESULT AND DISCUSSION**

Management is a translation of "management" which comes from the word "to manage" which means to regulate, implement, manage, control and treat. Then the word "management" was absorbed into Indonesian into "management" which means "management" namely as a process of coordinating and integrating work activities effectively and efficiently (Mariana, 2010, hal. 16). Hamiseno explained that management is the substance of managing, which is defined as an action that starts from compiling data, planning, organizing, implementing to monitoring and evaluating (Hamiseno, 1986, hal. 8) Management can produce and improve something that will be managed next.

Class connotes a physical space that is usually used for teaching and learning activities. Although the word "class" is not always used for a place of learning. In schools there are classes of a certain size that are used for teaching and learning activities. According to Hamalik (Hamalik, 1987, hal. 311) The class is a group of people who carry out learning activities together, who receive instruction from the teacher. More in Suharsimi Arikunto, a class is a group of students who at the same time receive the same lesson from the same teacher.

With this definition, there are three requirements to be called a class, namely:

- (1) A group of children, although at the same time together receive lessons, but if it is not the same lesson from the same teacher, the name is not class;
- (2) A group of children who receive the same lesson at the same time, but from a different teacher, whose name is also not a class;
- (3) The same group of children receive the same lesson from the same teacher, but if the lessons are given alternately, the name is also not a class. (Arikunto, 1990, hal. 67).

While the definition of class management according to Usman (Usman, 2006, hal. 97) is the skill of the teacher to create and maintain optimal learning conditions and restore it if there is a disturbance in the teaching and learning process. According to Toenlio (Toenlio, 1991, hal. 16), Classroom management is the teacher's effort to create and maintain conditions that allow learning management activities to occur smoothly to achieve learning objectives.

According to Made Pidarta in Djamarah (Djamarah, 2010, hal. 172) said, classroom management is the process of selecting and using appropriate tools for classroom problems and situations. This means the teacher is tasked with creating, repairing, and maintaining a class system/organization. So that students can utilize their abilities, talents, and energy on individual tasks. Therefore, the class has a specific role and function in supporting the success of the interactive educative process. To provide encouragement and stimulation for students to learn, the class must be managed as well as possible by the teacher.

Based on the above definition, it can be concluded that classroom management is a variety of ways or efforts made by teachers such as creating, improving, and maintaining situations, organizations and all facilities and

infrastructure used or supporting the learning process so that the learning process experienced by students can run effectively. In managing this class, the teacher has an important role because it is the teacher who must design a class management process that can make students able to utilize and develop their talents or potential.

A conducive classroom condition is a requirement for an effective learning process to occur (Andhika & Wahyuni, 2020) Therefore, teachers need to master classroom management to create comfortable and pleasant classroom conditions. The result of the researcher's observation is that the teacher arranges the classroom well, by arranging the seating and classroom decorations so that the atmosphere becomes as comfortable as the students. The teacher also notices that students' views are not blocked and can pay attention clearly when the teacher explains the lesson.

Almost all classroom arrangements in class III at MIN 8 Aceh Barat are not arranged in traditional or conventional forms, for example, student desks are not only arranged in rows facing the blackboard. In class III-b the spatial arrangement is in the form of a liter U formation, while in class III-a and III-c it is arranged in groups. Then in class III-d the spatial arrangement is in the form of a peripheral formation, and the rest of the class III-e and III-f are still in the traditional form.

The student's sitting position will be changed at any time if needed, while the form of the classroom arrangement will be changed every month. This allows students to interact well and exchange ideas with their classmates. So that students do not feel awkward or embarrassed in expressing themselves when following the learning process.

As stated by Mr. Gamal, class management is essential, because if the class conditions are dirty, students' views are blocked, the class conditions are dark or lack light, and so on, it will result in students who initially had an interest in taking lessons to lose interest in learning. Likewise, regarding the student's

sitting position, I often change the student's seatmate. I do this to avoid students getting disturbed by their classmates.

In addition, changing the formation of the classroom can provide a different atmosphere and avoid boredom for students.



U-Shape Class Formation



Group Form Class Formation

Classroom management is not only limited to arranging classrooms with varied seats. Decorating the walls of the classroom to create the beauty of the space, as well as a medium for creativity and student skills. Decorating the room is done by the teacher by involving students in its implementation. Decorations can be in the form of student crafts that are produced independently and in groups. Installing the work of students, of course, they can learn, find information and be inspired. Based on the observations made by the researchers, the installation of students' works on the walls of the classroom in addition to making the class look beautiful, also raises the enthusiasm of students to learn.

Karnaidi's statement "decorating the classroom with the installation of student work aims to train students to organize in groups, be creative with their work independently and be responsible for maintaining it together. This activity also aims to encourage students to be more daring in creating works, and to be able to appreciate the work of others." Installation of students' work can make students creative, innovative and encourage students to continue to improve learning achievement.

In the learning process, the teacher always prepares lesson plans as a reference in the implementation of learning. RPP is made for learning activities during one semester so that it is more structured, supported by strategies and media that are adapted to the material, so as to create effective learning. The statement from Mrs. Darmawati "using one teaching strategy will make students bored, so in teaching several variations of teaching strategies must be applied such as teaching strategies for discussion, group work, lectures, questions and answers, assignments, and other learning strategies that we will be in accordance with the material to be taught.



Likewise with the use of media, sometimes using a projector to display material in the form of short videos, bias also image media in the introduction of makharijul hijaiyah letters, or card media packaged in games"

## **CONCLUSION**

Based on the results of research and discussion regarding teacher skills in managing class III at MIN 8 Aceh Barat for the 2021/2022 academic year, it can be concluded as follows:

- (1) Class III teachers at MIN 8 Aceh Barat organize classrooms with various variations of seating arrangements that are changed every month, and student seating positions are made heterogeneous which can be changed at any time if needed.
- (2) Class III teachers at MIN 8 Aceh Barat decorate the classroom walls with various decorations made by students, in addition to creating comfortable and beautiful classes, also fostering creativity and inspiration for students, as well as training students to be organized, creative, responsible, dare to be creative and appreciate work others.
- (3) Third grade teachers at MIN 8 Aceh Barat always prepare lesson plans as a reference in learning, so that the learning process is well structured and effective.
- (4) Class III teachers at MIN 8 Aceh Barat have good competence in using learning strategies and media that are adapted to the subject matter, so that students do not get bored in following the learning process.

**REFERENCE**

- Andhika, M. R., & Wahyuni, C. N. (2020). Kreativitas Guru Dalam Menumbuhkan Minat Belajar Siswa Di MIN 8 Aceh Barat. *Jurnal Eduscience (JES)*, 28-33.
- Arikunto, S. (1990). *Manajemen Pengajaran secara Manusiawi*. Jakarta: Rineka Cipta.
- Djamarah, S. B. (2010). *Guru dan Anak Didik Dalam Interaksi Edukatif*. Jakarta: Rineka Cipta.
- Hamalik, O. (1987). *Pendekatan Baru Strategi Belajar Mengajar Berdasarkan CBSA*. Bandung: Sinar Baru.
- Hamiseno, W. (1986). *Pengelolaan Kelas dan Siswa, Cet. IV*. Jakarta: PT. Raja Grafindo Persada.
- Kunandar. (2008). *Guru Profesional; Implimentasi Kurikulum Tingkat Satuan Pendidikan dan Sukses dalam Sertifikasi Guru*. Jakarta: PT Rosda Karya.
- Mariana, R. (2010). *Pengelolaan Lingkungan Belajar*. Jakarta: Kencana.
- Moleong, L. J. (2012). *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosdakarya offset.
- Toenlio, A. (1991). *Teori dan Praktek Pengelolaan Kelas*. Surabaya: Usaha Nasional.
- Usman, M. U. (2006). *Menjadi Guru Profesional*. Bandung: PT. Remaja Rosdakarya.
- Razali, R. (2020). Perilaku konsumen: Hedonisme dalam perspektif Islam. *Jurnal Ekonomi Syariah, Akuntansi Dan Perbankan (JESKaPe)*, 4(1), 115-124.
- Razali, R., Febriansyah, S., & Hilmi, H. (2020). Pemikiran Ekonomi Al-Maududi Dalam Perspektif Post-Modernism. *Ekonis: Jurnal Ekonomi dan Bisnis*, 22(1).
- Razali, R., Syahputra, A., & Ulfah, A. K. (2021). Industri Halal di Aceh: Strategi dan Perkembangan. *Jurnal Al-Qardh*, 6(1), 17-29.

- Nasution, M. S., & Razali, R. (2021). Zakat Dan Keadilan Sosial: Analisis Terhadap Kitab Al-Amwal Karangan Abu Ubaid. *AT-TIJARAH: Jurnal Penelitian Keuangan dan Perbankan Syariah*, 3(1), 13-24.
- Razali, R., Febriansyah, S., & Darni, S. (2019). Revitalisasi Zakat Produktif Dan Wakaf Produktif Sebagai Pengentas Kemiskinan. *J-ISCAN: Journal of Islamic Accounting Research*, 1(2), 97-106.
- Razali, R. (2021). Akselerasi Daya Beli Masyarakat Terhadap Produk Halal Melalui E-Commerce di Provinsi Aceh. *Jurnal Iqtisaduna*, 7(2), 115-126.
- Nasution, M. S., Ulfah, A. K., & Razali, R. (2022). Analysis of Student Understanding Department of Sharia Accounting Faculty of Economics and Islamic Business IAIN Lhokseumawe on the Basic Concepts of Accounting. *Budapest International Research and Critics Institute (BIRCI-Journal): Humanities and Social Sciences*, 5(1), 686-695.
- Razali, R. (2021). Islamic Economy And Small Medium Enterprises: A Case Study In Indonesia. *Sarwah: Journal Of Islamic Civilization And Thought*, 19(1).
- Razali, R. (2021). Muslim Labor: Income and Hours Of Work in West Sumatera. *Enrichment: Journal of Management*, 12(1), 718-721.
- Nasution, M. S., & Razali, R. Zakat Dan Keadilan Sosial: Analisis Terhadap Kitab Al-Amwal Karangan Abu Ubaid Zakah And Social Justice: Analysis Of The Kitab Al-Amwal By Abu Ubaid.
- Al-Jayyousi, O. R. (2016). *Islam and Sustainable Development: New Worldviews*. Routledge.
- Bashori, B., Novebri, N., & Salabi, A. S. (2022). Budaya Pesantren: Pengembangan Pembelajaran Turats. *Al Mabhats: Jurnal Penelitian Sosial Agama*, 7(1), 67–83. <https://doi.org/10.47766/almabhats.v7i1.911>
- Bear, G. G. (2020). *Improving School Climate*. Routledge. <https://doi.org/10.4324/9781351170482>
- Farrelly, L., & Kongebro, S. (2019). *Defining Contemporary Professionalism* (A.

Jones & R. Hyde (Eds.). RIBA Publishing.  
<https://doi.org/10.4324/9780429347856>

Ilham, M. (2021). Principal Strategies for Developing an Organizational Culture in Education Management. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 12(2), 173–182. <https://doi.org/10.47766/itqan.v12i2.194>

Prasetyo, M. A. M., Ilham, M., & Asvio, N. (2022). Lecturer Professionalism in Improving The Effectiveness of Higher Education Institutions. *INTERNATIONAL JOURNAL OF EDUCATIONAL REVIEW*, 4(1), 140–153. <https://doi.org/10.33369/ijer.v4i1.22406>

Preston, J. (2017). *Competence Based Education and Training (CBET) and the End of Human Learning: the Existential threat of competency*. Springer.

Simola, H., Kauko, J., Varjo, J., Kalalahti, M., & Sahlstrom, F. (2017). *Dynamics in Education Politics*. Routledge. <https://doi.org/10.4324/9780203068793>

Umar, M. A., & Siregar, F. A. (2022). Intergrasi Ilmu: Basis Filosofis Hukum dan Implikasinya terhadap Filsafat Pendidikan. *Al Mabhats: Jurnal Penelitian Sosial Agama*, 7(1), 33–50. <https://doi.org/10.47766/almabhats.v7i1.1042>