TEACHER STRATEGIES IN CLASS MANAGEMENT TO IMPROVE STUDENT DISCIPLINE IN ELEMENTARY SCHOOL

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ABSTRACT

This paper aims to convey related actions that teachers can use to manage classes to increase student discipline in elementary school and improve quality in an educational institution. The method used for this work is a literature review, drawing data sources from books, magazines, news portals, and other sources of information that may support this article. The teacher's class management strategy is to always see student attitudes during the learning process. The teacher must always create a fun class situation regardless of face-to-face or online learning. Teacher class management begins with the planning, configuration, and optimization of various source and equipment sources and equipment for learning in class to create effectively and quality learning activities for students. In carrying out the learning process, the teacher must be able to control various information technology to keep learning exciting and not dull, especially in the future, where learning is carried out by blended learning. If the teacher can adequately carry out class management, it will increase student discipline.

Keywords: Teacher Strategy; Class Management; Discipline

INTRODUCTION

Education is one of the places to create a superior generation of the nation (Nuryani & Handayani, 2020). To make an excellent age, quality education is needed. Informing quality education, the government has intensified character education through the 2013 curriculum. Character education in the 2013 curriculum applied in elementary schools is carried out with a holistic education approach which is divided into several indicators; including religion, high curiosity, critical and creative thinking, honesty, logic, responsible, independence, confidence, innovation, and respect any differences of opinion (Sudarsana, 2016).

Character education will shape students' disciplined attitudes in carrying out learning activities. Student discipline is an attitude of voluntarily complying with the rules and norms (Hafidulloh et al., 2021). If student discipline is created correctly, the teaching-learning process will be more comfortable and conducive. Sieberer-Nagler (2015), in his journal, said that discipline is an action taken by teachers to enforce classroom rules and change the behavior of inappropriate students.

To support the creation of a comfortable and conducive classroom situation, the role of the teacher is needed in making the classroom atmosphere comfortable and conducive so that learning objectives can still be achieved as expected (Purnomo & Aulia, 2018). According to Levin & Nolan (2007), A study mentions that teachers can spend between 30 and 80 percent of class time just dealing with student disciplinary problems. Therefore, good classroom management is needed. According to Purnomo (2007), classroom management is a teacher's effort to create and maintain an environment that enables successful teaching. Sieberer-Nagler (2015) said that classroom management aims to make students more aware of many things in the classroom but still follow applicable regulations.

According to Mola & Kelkay (2020), if classroom management is carried out well to improve student achievement and discipline, it can also increase the quality of education. Quality of education combines input, process, and output elements of an education system that provides services to satisfy customers (students, parents, etc.). Quality education in schools is closely related to effective learning. Effective learning can be realized through good classroom management.

Before carrying out good classroom management, the teacher must understand the character of all students, and the goal is to find out and improve skills, knowledge, understanding and make it easier to manage the class (Schiefele, 2017). Skills in operating an effective type can positively affect the academic quality and student discipline behavior (Hudson et al., 2019). Teachers must have good classroom management strategies; in addition to creating a comfortable and conducive classroom atmosphere, it can also increase students' learning motivation and improve student achievement. According to Widiasworo (2018, p. 13), the teacher's class management includes planning, setting, and optimizing various sources of materials and learning facilities in the classroom to create effectively and quality learning activities for students. Effective classroom management greatly influences student behavior in class, making the learning situation comfortable (Skiba et al., 2016).

According to Schiefele (2017), the teacher must motivate the student to encourage students to carry out learning in every learning implementation. However, before the teacher motivates students, a teacher must also have motivation within himself to provide the best teaching for students. Providing student motivation is one form of classroom mastery carried out by the teacher.

To manage the classroom well, a teacher must be trained and have sufficient experience in implementing classroom management skills. There are several indicators for teachers who are trained in carrying out classroom management, including the way the teacher arranges the class, precise intonation and instructions in managing the class, the application of the material provided following the curriculum, and some rules that are made personally in managing the class so that learning runs effectively (Skiba et al., 2016). According to Skiba et al. (2016), Effective classroom management strategies are not only to discipline students but can also make students active in class and feel comfortable in a classroom environment that does not have students who misbehave.

Contrary to this, although the teacher already has a strategy in classroom management, it does not fully guarantee that learning activities take place well, are comfortable, and are conducive because of the different characteristics of students so that the learning atmosphere in the classroom is not comfortable (Purnomo & Aulia, 2018). In addition to the different characteristics of students, in a situation like today that requires learning using a blended learning system, many teachers are not fully able to master technology well (Abdullah, 2018). In connection with this, of course, the learning process becomes hampered and uncomfortable. The learning process that is hampered and uncomfortable can reduce the quality of education because it can reduce students' motivation and interest in learning which will be associated with decreased student achievement (Utami, 2019).

According to a survey conducted by Berry, Petrin, Gravelle, & Farmer (2011) of 203 teache, teachers still do not fully have the skills to manage classes and deal with special inclusion students. The lack of skills in managing the classroom is caused by several things, including (a) lack of classroom management practices due to lack of teaching experience, (b) the gap between learning and reality about classroom management, (c) class size that makes it difficult for teachers to pay attention to all students, (d) active students Because of this, and it is often difficult for teachers who lack class management ability to take responsibility for the situation (Berry et al., 2011).

METHOD

The method used in this study is a qualitative study using the library research method. Meleong (2007) said that the primary source of qualitative research is words, and the rest is data. However, in this study, all of them used data. Literature research is all stages of collecting, reading, and writing library materials while processing various research materials used as reference materials in the compilation of this study (Supriyadi, 2017).

According to Zed (2008, p. 4), In research using library studies, four main characteristics need to be considered by the authors, including First, researchers deal directly with numerical data or manuscripts and do not go directly to the field to research. Second, library data is "ready for use" because the researcher directly deals with the data

source. Third, the data in the library is, in principle, secondary data, in which case the researcher receives the data from a second party rather than the original data from the field. Fourth, the data state of this library is not constrained by space and time.

Because of the above, the data collection carried out in this study came from books, journals, and all electronic documents and other data sources or information related to the subject of this study.

RESULTS AND DISCUSSION

Classroom management is the teacher's primary task that must be done(Pamela et al., 2019). The teacher's strategy is practical, comfortable, and fun classroom management to foster student discipline attitudes related to classroom management indicators. The indicator focused on in this research is that teachers are less than optimal in using technology-based facilities in classroom learning (Mirzajani et al., 2016).
Indicators of students' contribution to dynamic behavior in participating in learning according to Sari & Hadijah (2017) that is:
1.   Good attention while studying (Tu'u, 2004).
2.   Student Attendance.
3.   Full participation.
4.   Keeping to schedule/time (Arikunto, 1990).

Indicators to see student discipline behavior in the context of participating in learning according to Sari & Hadijah (2017), that is:
1.   Student self-discipline when studying in class (Tu'u, 2004).
2.   Comply with applicable regulations (Arikunto, 1990).
3.   Courtesy.

Wiseman & Hunt (2008) in his book says that there are four ways that teachers can do to discipline students, namely:
1.   Show students what they should do.
2.   Give students ownership of as many problems as they can handle.
3.   Give students choices to solve problems.
4.   Leaving students with their dignity intact.

Before the COVID-19 pandemic, learning in urban areas had used technology a lot. Furthermore, the emergence of the covid-19 pandemic forced all schools to carry out online learning (Richard L. Daft, 2016). Of course, this makes teachers have to master technology to continue to carry out learning well. During online learning, it turns out that many teachers are not optimal in using technology to carry out learning. This is following the statement of the Ministry of Education and Culture (Kemendikbud) in the daily news Liputan6.com (2021) that 60% of teachers in Indonesia still have limitations in using ICT.

The percentage of teachers who use little or no ICT can be seen on a map that has adopted the system used by the United Nations Educational, Scientific, and Cultural Organization (UNESCO). Namely, there are four levels, and level one is ICT literacy, or

Technology, Information, Communication literacy. According to Plt. Data Center and Information Technology Ministry of Education and Culture, Gogot Suharwoto in the daily news Fajar Indonesia Network (2020) said that based on the ministry of Education and Culture mapping results of 28 thousand teachers, only 46% of those who mastered level 1 passed. For level 2, only 14% of teachers passed. This is because most teachers only know power points as a medium for learning.

One of the media used during the implementation of online learning is video conference Zoom or Google Meet. In using Zoom/Gmeet, many teachers do not control their students one by one because of the large number of students who join. This makes the learning atmosphere not conducive and chaotic, especially in dealing with students in elementary school. They cannot focus for 12-30 minutes (Kasih, 2020). The unpleasant atmosphere when teaching with Zoom/Gmeet caused several problems, such as turning off all cameras when students asked, not answering when there was an absence, and no students with names. This proves that teachers can still not manage the classroom in various situations fully. To reduce this, the government has provided much training for teachers to manage classes well through teacher movers and various seminars or webinars. If the teacher can manage the class well, it will create student discipline related to increasing motivation, interest in learning, and student achievement in school. The teacher's way to create an active and disciplined class is to apply learning according to the applicable curriculum (Pamela et al., 2019). If the learning situation in the classroom is fun, it will later be able to improve the quality of education to produce quality products for students.

In addition to the use of ICT, effective classroom management also depends on comfortable classrooms and motivating students. Indicators of a comfortable classroom include relative humidity of the room, air ventilation, appropriate table, and chair arrangements, and good lighting conditions (Vilcekova et al., 2017). The teacher's motivation also influences student behavior when learning takes place. The motivation given is praise for what the students have done as a form of appreciation (Saat et al., 2020).
Several studies say that good classroom management will improve academic achievement, increase motivation, and create student discipline: Korpershoek, Harms, de Boer, van Kuijk, & Doolaard (2016). Mitchell, Hirn, & Lewis (2017); Mola & Kelkay (2020) Saat et al.,(2020), Schiefele (2017), Saputro & Pardiman (2012) and much more.

Strategies in effective, evidence-based classroom management to improve student academic achievement and discipline according to Mitchell, Hirn, & Lewis (2017), namely:

Table 1 Strategies Classroom Management

No.	Strategy	Action
1.	**Physical layout**	Class arrangements are appropriate, orderly, arranged in such a way as to provide comfort for students and teachers.
2.	**Hope**	The teacher widely exemplifies how students should behave because the teacher is a role model.
3.	**Routine**	Teachers must provide learning following the applicable curriculum.
4.	**Praise behavior**	The teacher gives praise and motivation to students to increase their learning motivation.
5.	**Active surveillance**	The teacher monitors and pays attention to all activities carried out by students in the class.
6.	**Opportunity to respond**	The teacher asks and involves students to be asked for their opinions to make students active in class.
7.	**Reminder about behavior**	The teacher makes rules in the classroom for all students to obey.
8.	**Consistent response**	The teacher carries out class routines well and provides corrections and advice if there are students who misbehave.

Class management objectives, according to Sardiman (2004:25), namely:

1. Recognize the context and conditions of the classroom as a learning environment and learning group so that students can develop their abilities to the fullest.
2. Remove various obstacles that may prevent the implementation of teaching-learning interactions.
3. To provide and place educational spaces and furnishings supporting and enabling students to learn according to their social, emotional, and intellectual classroom environment.
4. Education and leadership according to the socio-economic conditions of culture and its characteristics.
5. The purpose of classroom management, according to Sudirman (Djamarah 2006:170), is essentially contained in the goals of education. Classroom management aims to provide an environment in which students can learn and work.

CONCLUSION

When managing a classroom, teachers must have a good strategy for creating a comfortable and supportive classroom environment where learning is fun and students are disciplined in the learning process. Teachers also need to pay attention to student attitudes so that students can focus on the learning process. If students already see what is out of focus, teachers can provide an icebreaker to restore students' focus on learning.

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