



## **TEACHER LIBRARIAN CAPABILITY IN CLASS MANAGEMENT OF THE LEARNING PROCESS IN INTEGRATED MADRASAH IBTIDAIYAH**

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### **Abstract**

The purpose of this study is to determine the librarian teacher's ability to manage the learning process in the classroom. This type of research is qualitative in the sense that it generates descriptive data in the form of written and oral words based on the behavior of the people observed. The researcher employs a purposive sampling technique to gather the necessary information. and the principal. The results showed that the fifth grade teacher at MI Terpadu Almadinah's classroom management ability in the learning process was quite good, as in the application of classroom management principles such as warmth and enthusiasm, challenge, variety, flexibility, emphasis on positive things, and inculcation of discipline. While designing the learning process and the physical environment of the classroom, it is possible to create a positive learning climate; however, there are still obstacles in terms of using media methods and completeness in the classroom.

**Keywords:** The ability of librarian teachers, class management, learning process

### **INTRODUCTION**

Learning is the process by which a teacher transmits information or knowledge to students. Certain characteristics can be found in learning as a result of this. The learning characteristics are essentially signs of the teacher's efforts to regulate dynamic elements in learning, so that they can activate students in teaching

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and learning activities, allowing the learning process to occur and learning objectives to be met.

Efforts to optimize effective learning activities necessitate teachers' involvement and role in the classroom. Teachers are expected to create a conducive learning environment and to allow students to express themselves freely, pleasantly, and enthusiastically in learning to learn and understanding the essence of what they learn. To accomplish all of this, teachers must thoroughly understand the task both inside and outside of the classroom. A teacher, as a professional, must be able to create and maintain optimal learning conditions in order to achieve teaching objectives. In other words, teachers' ability to manage classrooms is required.

According to Danim (2010: 166), class management (classroom management) is management (management), and class refers to classrooms (classroom). Management is the process of effectively using resources to achieve goals, whereas a class is defined broadly as a group of students who are receiving the same lessons from the same teacher at the same time. The teacher plays a critical role in classroom management in education. The quality of an education is influenced by a teacher's ability to deliver learning materials and manage a class effectively.

Classroom management in elementary schools is a difficult task. Aside from assisting students in understanding the material, it also attempts to make learning activities enjoyable and not boring. Teachers must be able to be creative at all times in order to make learning activities acceptable and enjoyable. Teachers do not simply sit quietly in front of students or ask them to work on questions without providing maximum guidance; as a result, a variety of creative and challenging innovations are required in the learning process. Among the many tasks of teachers in the classroom is management, which is one aspect of implementing a basic learning system. Classroom management refers to a variety of efforts to create and maintain optimal learning conditions.

The ability of the teacher to manage the classroom is the most important factor in fostering an effective and enjoyable teaching and learning environment. Furthermore, it can motivate students based on their abilities and character. Classroom

management is the process of organizing all of the resources in the classroom in order to create an effective and efficient learning environment. These resources are organized to solve various problems that arise during the learning process while also creating a conducive environment. Furthermore, the function of classroom management is very important and fundamental because the teacher includes activities in managing the classroom to design learning activities that are more fun and conducive. As a result, good classroom management will help teachers perform better in the classroom when it comes to implementing the learning process.

A conducive classroom environment can be created by good classroom management, allowing learning objectives to be met. This is consistent with Alben Ambarita's (2006: 35) belief that good classroom management can reduce distraction and boredom while increasing student involvement in learning. Classes are designed to foster positive classroom environments and allow students to act in accordance with their abilities. Furthermore, learning activities can be carried out effectively and efficiently in order to achieve predetermined goals. A good learning environment will enable students to participate in learning effectively. Meanwhile, an unfavorable learning environment will make students uncomfortable, even allowing them to deviate and cause problems in their learning. One of the challenges that teachers face is creating a good learning environment, specifically in terms of classroom management. This statement is consistent with the findings of research conducted by the Oregon Department of Education (Vern Jones & Louise Jones, 2012: 6), which discovered that novice teachers viewed issues related to classroom management as their greatest challenge. According to Moh. Suardi (2015: 33), the most common issue that teachers face when dealing with a large group of students is classroom management.<sup>5</sup>

Masalah pengelolaan kelas sebenarnya merupakan masalah klasik. Suatu kelas tidak bisa berjalan dengan baik apabila pengelolaan yang dilakukan oleh guru tanpa memperhatikan kemajuan kelas dan perkembangan siswa itu sendiri. Berbagai metode, seperti metode bermain peran, permainan, diskusi, TGT, NHT, dan sebagainya dimunculkan untuk membantu fungsi guru sebagai *manager* di dalam kelas. Namun, pada praktiknya masih banyak ditemui guru-guru yang terkesan tidak peduli dengan



pengelolaan kelas. Masih ada guru yang menjalankan fungsi sebagai mandor kelas yang hanya datang memberikan tugas tanpa memperhatikan keadaan kelas. Cara ini bukan hanya konvensional tetapi juga tidak sesuai dengan tujuan pendidikan yang ingin diraih, bahkan berakibat buruk terhadap perkembangan siswa dimasa yang akan datang.<sup>3</sup>

Students actively participate in the teaching and learning process, create a welcoming classroom environment, foster positive classroom interactions, and encourage students to take responsibility for their actions. Furthermore, developing self-management skills related to good work habits, as well as developing positive social behavior, to achieve learning objectives. If the teacher is able to control the learning process in a pleasant and conducive environment to achieve teaching goals, an optimal condition can be achieved. The teacher's job is to create, improve, and maintain intelligent classroom environments. That is what assists students in measuring, developing, and maintaining the stability of the teacher's abilities, talents, interests, and energy in learning activities. Learning activities can be accomplished in both instructional and non-instructional settings. This is undeniable because the situation in the classroom does not always go as planned. As a result, the teacher is tasked with creating and maintaining conducive classroom conditions in order to foster a quality learning climate and achieve educational goals. Teacher professionalism is demonstrated not only by the ability to convey material, but also by the ability to create a conducive and pleasant classroom environment. This is consistent with Puspita's research, which states that there are several factors to consider when implementing classroom management, including the application of classroom management principles, designing the physical classroom environment, creating an effective learning climate, and being a good communicator.<sup>4</sup>

What happened at MI Terpadu Almadinah Ambon, according to the researcher's observations, was that the homeroom teacher of class V was able to make the class feel comfortable and interesting. Students help teachers design appealing classrooms, such as the

<sup>3</sup> Puspitaningrum, E. (2017). Kemampuan Guru dalam Pengelolaan Kelas di SD Negeri Minomartani 2. *BASIC EDUCATION*, 6(1), 28-39.

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shape of the seats, which are made in the shape of a U, and there is a reading corner with reading books and the Koran for literacy and character education activities. Before learning begins, students are accustomed to reciting and memorizing short letters, which is the teacher's idea to increase reading interest for students. The teacher attempts to prevent the emergence of student behavior that interferes with the learning process during the learning process.

Based on the background of the problems presented by the researchers, the researchers are interested in conducting research at MI Terpadu Almadinah on the ability of teachers to manage the classroom on the learning process.

## **RESEARCH METHOD**

This is a qualitative research as a research procedure that generates descriptive data in the form of written and spoken words from the behavior of people observed by Moleong in Minsih, Aninda Galih D. (2018: 22).<sup>5</sup> To gather the necessary data, the researcher employed a technique known as purposive sampling. This study was carried out at MI Terpadu Almadinah Ambon. This study's subjects were fifth-grade teachers as well as supporting subjects such as students and school principals.

In this study, data was gathered through observation, interviews, and documentation. This study makes use of two types of data sources: primary data sources and secondary data sources. Observations and direct interviews with classroom teachers and students at Integrated MI Almadinah during the implementation of learning in the classroom were used as primary data sources. While secondary data obtained by researchers is in the form of school documentation. Data were analyzed qualitatively, which included reducing data, presenting data, and drawing conclusions.

## **RESULT AND DISCUSSION**

Classroom management is the teacher's effort to create a conducive learning environment for students. The teacher, as the

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<sup>5</sup> Galih, Aninda, dan Minsih. (2018). *Peran Guru Dalam Pengelolaan Kelas. Profesi Pendidikan dasar*, Vol. 5, No. 1, Juli 2018.

primary key holder of learning, must be able to effectively manage the class. Teachers' roles include more than just creating lesson plans, delivering material, and assigning grades to students; they must also instill values in their students.

The researcher conducted an analysis of the teacher's classroom management ability towards the learning process in the fifth grade of MI Terpadu Almadinah, based on the principles of classroom management, designing the physical environment, creating a positive learning climate, and being a good communicator, during the observation and interview activities. So that the study's findings can be obtained, several findings related to the fifth grade MI Terpadu Almadinah teacher's ability to manage the classroom toward the learning process, namely as follows:

### **1. Principles of Classroom Management**

#### a. Vivacious and enthusiastic

Field observation activities revealed that the MI Terpadu Almadinah class teacher had a friendly and enthusiastic demeanor, which encouraged students to participate in class learning activities. The findings of this study, based on observations and interviews, concluded that the teacher had implemented the warm and enthusiastic principle. However, the teacher's variation of learning, namely lectures, is relatively monotonous. This is due to external environmental conditions affecting students' health. This finding is consistent with research from Aliyyah, R. R (2016), who claims that classroom organization is the key to developing successful learning objectives that are enjoyable.<sup>6</sup>

#### b. Challenge

Teachers' ability to challenge their students can increase their enthusiasm for learning, reducing the possibility of deviant behavior. According to the findings of the observations and interviews, the teacher provided challenges in the process of learning fiqh in the form of memorizing verses of the Koran. Figure 1.1 depicts this.

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<sup>6</sup> Aliyyah, R. R., & Abdurakhman, O. (2016). Pengelolaan Kelas Rendah di SD Amaliah Ciawi Bogor. *Jurnal Sosial Humaniora*, 7(2), 81-95.



Figure 1.1: Activities for Memorization

The image above depicts a challenge issued by a fifth-grade teacher to students in the form of memorizing the Al-Quran as a means of improving students' character.

c. Varies

Teaching and learning activities in the classroom, as well as variations in teacher teaching styles, are required to avoid boredom and boredom. Teachers require variations in their teaching styles, such as variations in voice intonation, limb movements, facial expressions, positions in the classroom, and the use of teaching methods and media. The observations show that the teacher has not been effective in implementing learning variations. This condition is evidenced by the teacher's low intonation, the use of the lecture method, and the teacher's continued focus on explaining the material in front of the class, as well as the use of the lecture method, which causes the atmosphere in the class to be more dominant to the teacher. Figure 1.2 shows an example.



Figure 1.2: Activities for Learning

The image above depicts a learning activity carried out by the teacher in the form of delivering material via the lecture method, in which the teacher is more dominant in the delivery of the material.

d. Flexibility

In the context of classroom management, flexibility refers to the ability of teachers to change their teaching methods in response to the needs of their students and the conditions of the classroom in order to prevent possible learning disorders in students and to create a conducive and effective teaching and learning environment. During the observation activity, it was discovered that the teacher's teaching was in accordance with the students' conditions and situations.

e. The emphasis is on the positive.

Positive reinforcement, specifically the emphasis placed by teachers on positive student behavior. The emphasis on positive things has been implemented by the teacher through positive reinforcement in the learning process.

f. Developing self-discipline

The ultimate goal of classroom management activities is to teach students self-discipline in order to create a conducive learning environment in the classroom. Teachers must be able to serve as role models for students by demonstrating positive behavior in the classroom, at school, and in the community. In this condition, the teacher has instilled self-discipline; the teacher arrives on time for class, dresses politely, does not wear excessive jewelry, and speaks politely.



Figure 1.3: Interviewing activities



The researchers concluded that fifth-grade teachers used self-discipline despite learning activities during the COVID-19 pandemic based on the results of teacher and principal interviews, observations, and documentation. This is accomplished by dressing neatly and politely, arriving on time, and always arriving at the office prior to the start of class.

## **2. Creating Learning Activities**

Before beginning the lesson, the teacher designs what kind of learning activities will be carried out, what models will be used, and what strategies are appropriate to be used based on the results of observations and interviews conducted in class V MI Terpadu Almadinah. The assessment used is an authentic assessment that includes an attitude assessment, a knowledge assessment, and a skills assessment.

Based on my observations, before beginning the lesson, the teacher always checks to see if each student has brought the Al-Quran, because before beginning the lesson, the teacher familiarizes the students with reciting the Koran for about 5 minutes. When they begin the lesson, students are instructed to read a prayer before beginning to study, and they are also instructed to prepare study equipment on their respective tables.

Before beginning a lesson, the teacher always creates a lesson plan, known as RPP. RPPs are created for one semester of learning activities in order to be more structured and supported by strategies and media in order to form effective learning. When implementing learning in the classroom, the fifth grade teacher employs learning resources from books.

## **3. Creating the Physical Environment for the Class**

Even with simple classroom conditions, classrooms are made as comfortable as possible, beginning with seating arrangements and class decorations. The seating is arranged in the shape of the letter U. Seats are rotated on a regular basis. The teacher creates the class decorations, and students gradually assist. Each table is given a pedestal to make it look more aesthetically pleasing. Image 1.4 shows this.



Figure 1.4: Table and chair arrangement

The picture above is a formation of the letter U, with tables and chairs arranged in the shape of the letter U. The teacher's seat is located at the end of the letter U, with the middle space left blank, allowing for direct interaction between teachers and students.

#### **4 . *Creating a Positive Learning Environment***

The management style of the teacher's classroom management in class V MI Terpadu Almadinah's management style is authoritarian, democratic, and socio-emotional. This is because the teacher allows students to express their opinions and involves them in learning activities, and there is a good rapport between students and teachers.

#### **5. *Using the Rules***

Based on the findings of the study, the fifth grade teacher at MI Terpadu Almadinah established mutually agreed-upon and followed rules. This was in accordance with the opinion of Asep Jihad and Suyanto (2013: 97), who made several suggestions so that the rules could be agreed upon by students collectively, namely by making the rules as minimal and clear as possible.

In the classroom, the rules that have been mutually agreed upon must be followed. The researcher conducted interviews to determine the teacher's strategy for enforcing the rules, and it was discovered that the fifth grade teacher's strategy was to punish or advise students who violated the rules.

The findings of the teacher interviews were bolstered by the opinions of students who stated that the rules were clear, that students were punished or advised if they violated the rules, and that the rules were enforced in accordance with mutual agreement. This demonstrates that the teachers' strategies were implemented in the classroom. Other information was obtained from the principal, who stated that enforcing rules in the classroom and at school was usually done through punishment or advice, that regulations were made based on mutual agreement, and that regulations had to be clear. This can teach students not to break the ground rules that have been established together.

## **6. Inviting Students to Collaborate**

### **1. Establish Positive Relationships with Students**

The study's findings revealed how to develop positive relationships with students by serving students as well as possible, paying attention to students, and interacting with teachers and students so that they can become friends and invite students to play while learning.

### **2. Sharing and transporting**

Responsibilities According to the study's findings, the method used by teachers to teach students to share with one another is to provide positive direction to students through advice and motivation. Furthermore, each teacher teaches students to accept responsibility. This is consistent with Umm Hany Almasitoh's (2012) research, which encourages students to share and be responsible for one another, namely, do not accept the reasons students make mistakes and give students time to accept responsibility.

### **3. Recognizing and Rewarding Appropriate Behavior**

Based on the findings of the study, the teacher has given students who have misbehaved advice and sanctions. The provision of advice and sanctions has significant consequences that the teacher must consider in order to encourage obedient behavior in students who misbehave. Praise is the most effective way to reward students who behave well.

## **7. Creating a Positive Psychological Environment**

Creating an effective climate change for students is critical for making students feel comfortable participating in learning activities and achieving the planned learning objectives.

According to the findings of the study, the fifth grade teacher of MI Terpadu Almadinah creates an effective psychological climate for students by making learning activities fun, arranging seats in such a way and neatly, and creating a class atmosphere that respects and shares each other. Furthermore, not scolding students for no apparent reason, and communicating to students the moral value of learning at school.

## **8. Be an Effective Communicator**

### **1. Speaking Skills**

According to the study's findings, teachers were effective at using their speaking skills in the classroom. This was demonstrated when teachers engaged in extensive communication with students.

### **2. Listening Skills**

It will be easier to manage the classroom effectively if both the teacher and the students have good skills. This is consistent with Alrochmah, N. (2013), who states that students who are not good at listening will struggle to understand the learning material and may fail.<sup>7</sup>

The study's findings revealed that the discovery of how to take turns reading by assigning students at random and asking unexpected questions about the material that had been delivered. Students' listening skills can improve and they can focus more on participating in learning activities if they use the method described above.

### **3. Communication through nonverbal means.**

Nonverbal communication is simply a movement of the limbs to emphasize a message. Nonverbal communication can be seen when blending with another person, such as movements, facial expressions, eye movements, or voice characteristics. Improving

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<sup>7</sup> Alrochmah, N. (2013). *Penerapan Metode Hypnoteaching Berbasis Pemecahan Masalah dalam Pembelajaran Menyimak Informasi* (Doctoral dissertation, Universitas Pendidikan Indonesia).



speaking, listening, and nonverbal communication skills can all help you become a better communicator (Puspitaningrum, E, 2017).

The nonverbal communication discovered in this study includes the use of nonverbal communication when students dare to come forward and successfully answer questions, and the teacher applauds and gives a thumbs up. Furthermore, when the teacher asks students to be quiet by using facial expressions and eye movements, as well as stroking the students' hair to show affection for the students.



## **CONCLUSION**

Based on the findings of a study on the ability of teachers to manage classrooms during the learning process at MI Terpadu Almadinah, the following conclusions can be drawn:

- a. Overall, the fifth grade teacher's classroom management process in teaching went very well.
- b. The fifth grade teacher is able to apply classroom management principles such as being warm and enthusiastic enough, challenging students, providing variety and flexibility, emphasizing positive things, and cultivating self-discipline. Teachers are still very ineffective for the principle of making variations in the use of learning methods and media, which is one of the six principles that have been implemented quite well.
- c. Class V teachers can design learning activities, design the physical environment of the class, such as the arrangement of classroom seating styles, and create a positive learning climate, but there are still barriers in terms of using methods and media.

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