

## CLASS MANAGEMENT IN INCREASING STUDENT INTERESTS

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**Abstract:** The concept of management theory aims to help a group of students in the class to build good group work to achieve learning goals as effectively and efficiently as possible. Class management is often a problem faced by teachers in learning activities, so learning objectives become a problem. To make an effort to increase student interest in learning and learning outcomes that become one of the determinants is what is done in the classroom so the class management must be a concern to be managed properly, professionally, and continuous. The discussion in this study implies to becomes an understanding in increasing student interest in learning by understanding general matters and principles of classroom management.

**Keyword:** Increasing Student, Interests, Management.

### INTRODUCTION

Interest becomes one of the references that become orientation in the development of learning of students. That in order to understand the object of material study in class, students' interests must be a gamble in efforts to develop education. To achieve the goals of education itself, the goals of national education are set out in the National Education System Law No. 20 of 2003 that education must make an effort based on awareness to actively develop one's potential and possess skills, intelligence, noble character and self-control and strengthening spiritual spirituality.

To achieve the goals of education itself, efforts need to be made to improve one of them with class management efforts. The class management composition should involve many things, one of which is the teacher, students, facilities and infrastructure as well as other supporting components. Because what influences the learning approach will be related to internal, external and learning approaches. By making these efforts the educational ideals will be achieved in the context of increasing student interest in learning.

Basically, classroom management skills are needed by teachers who teach at all age levels. This is because students need to learn to understand and follow order or structure in school. However, Another opinion stated that there are still many teachers who are less than optimal in managing the classes they support, especially in primary schools in Indonesia.<sup>1</sup>

<sup>1</sup> Helsa, dkk., "Kemampuan Manajemen Kelas Guru: Penelitian Tindakan Di Sekolah Dasar Dengan SES Rendah," *Jurnal Psikologi*, Vol. 11 No. 2017.

In the management of a class, obstacles and challenges certainly exist, and should be minimized properly. It is expected that students will more easily master the material taught by the teacher and student interest in learning increases. So in this paper with the title class management article to increase student interest in learning is expected to be able to be a scientific development and increase scientific repertoire in increasing student interest in classroom management.

## DISCUSSION

### Class Management

Management comes from the old French language which is management which means the art of implementing and managing. According to Ricky W. Griffin that management is a process of planning, organizing, coordinating and controlling resources to achieve goals effectively and efficiently. From this explanation, it can be concluded that management is a process or activity that functions with planning, organizing, actualizing, and controlling to achieve the goals of joint activities.

The definition of classroom management varies, but usually includes actions taken by the teacher to build order, involve students, or involve their collaboration. For example, working hard. definition used in the National Society for Educational Studies Year book on the topic Duke follows: "Provisions and procedures needed to build and maintain an environment where development and learning can take place". More recently, conceptualization has been broadened by describing both the complexity of the settings in which the strategies and procedures are carried out, as well as the scope of the teacher's goals in implementing management behavior.

For example, Doyle summarizes it as "Actions and strategies that teachers use to solve problems of order in the classroom". Based on Jackson's analysis of life in the classroom, he notes that the complexity of management results from several characteristics of teaching in the classroom, including multidimensionality (a variety of events and people), simultaneity (many things happen at once), closeness (fast event rates limit reflection) , uncertainty (of events and results), publicity (events often witnessed by many or all students), and history (actions and events have past and future). Jones emphasizes the comprehensive nature of class management by identifying five main features: (a). An understanding of current research and theory in classroom management and psychological and student learning needs, (b). Creation of positive teacher-student and peer relationships, (c). The use of teaching methods that facilitate optimal learning by

responding to the academic needs of each student and class group, (d). The use of organizational and group management methods that maximize on-task behavior. (e). The ability to use various counseling and behavioral methods to help students exhibit consistent or serious behavioral problems.<sup>2</sup>

Class Management is the provision of an effective learning environment covering strategies that teachers use to create positive and productive classroom experiences. Strategies to provide an effective learning environment not only prevent and respond to bad behavior but use good classroom time, create a conducive atmosphere, and free up activities that are involves the mind and imagination of students. Effective management has two main objectives:

- a. Helping students spend more time on learning and directing activities that do not fit the learning objectives.

Effective classroom management will help you maximize your learning time and your student's learning time. Another opinion described the amount of time available for various class activities in a typical 42-minute high school classroom during the school year. In fact the annual study time is only about 62 hours, which is roughly half of the school's command time for a typical class. Even though her time figures are only estimates, they show that the time available to study is far less than is available.

- b. Prevents students from developing academic and emotional problems. Well-managed classrooms not only encourage meaningful learning but also help prevent academic and emotional problems that develop.

Classrooms are well managed students stay busy with active, precise and challenging assignments, activities make students motivated to learn, and set clear rules and students must obey rules. In this class, students are less likely to develop academic and emotional problems. Conversely, in poorly managed classrooms, academic and emotional student problems are more likely to be developed. Students who have no academic motivation become less motivated and shy students become closed and even there is an update. monitor students clearly both the location of learning, desks and student work.

- c. Make subject matter that is easy to use and easily accessible to students.
- d. Make sure students can easily observe the whole class presentation.

Determine the position of the teacher and students when the presentation takes place. To find out the effectiveness of students, teachers can see from the location of

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<sup>2</sup> E.T, Emmer & Stough, L.M, "Manajemen Kelas: Bagian Penting Dari Psikologi Pendidikan, Dengan Implikasi Untuk Pendidikan Guru," *Jurnal Pendidikan Psikologi*, 36, (2), 2011. p. 103-112.

students' chairs or desks in various parts of the room. The arrangement style (class) is based on the type of learning activities to be carried out by the class teacher such as assignments, experiments and etc as well as consideration of the number of students both individually and in groups so that it can support the achievement of learning objectives. Another opinion suggest that when managing the physical layout of the class, educators must continue to consider visibility, accessibility, flexibility, comfort and aesthetics.

The basic principles in managing class are outlined by Everston & Emmer namely:

a). Reducing density in crowded areas. The work area of student groups, desks, bookshelves that can cause disturbances so as much as possible to be separated from each other and easily accessible. b). Make sure to easily see all students. In class management it is important.<sup>3</sup>

Classroom management is an effort to maintain the stability of the teaching and learning process and create an effective and efficient learning atmosphere so that it can become an effort to increase student interest in learning. According to Sanjaya Class management is a teacher's skill in creating and maintaining optimal learning conditions and returning them when things happen that can disrupt the learning atmosphere.<sup>4</sup>

From the explanation above, class management is concluded as a teacher's effort to organize and manage classroom governance, curriculum planning, structuring procedures and learning resources, monitoring student progress and anticipating problems in the classroom itself so that learning outcomes are achieved.

Nissim points out that the 21st century requires the design of a special learning environment that facilitates the acquisition of skills that the education system wants to develop among its students as part of their preparation for real life in a dynamic, fast-changing and uncertain environment. So it is important to be based on an innovative learning environment because it has a significant influence on student motivation, in addition to that the innovative environment reinforced with technology supporting pedagogy will also influence creativity and involvement in the learning process and improve achievement.

In formal learning the management of the classroom learning environment is carried out with procedures and rules carefully assessed to support the learning process by considering variations in class views, learning materials and media and learning resources

<sup>3</sup> *Ibid.*

<sup>4</sup> Wina Sanjaya, *Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi*, (Jakarta: Kencana, 2011). p. 45.

so that the teacher plays an important role in accommodating learning needs. Each teacher must have different ideas and designs both personal ideas, experiences of interaction with students and ideas from other teachers. Management of the learning environment is carried out in stages and is interrelated between planning management (done before learning), management of implementation (during learning activities) and evaluation management (carried out after learning activities).

Diversity in the classroom is a necessity for teachers to be sensitive and identify the state of a class, each individual child has diversity, socio-cultural and different backgrounds such as children's individual intelligence, the level of family economic income, religion, language, even ethnicity or ethnicity so class management in diversity is considered important and challenging to do by the teacher.<sup>5</sup>

### **Interest in Learning**

Success in learning is influenced by several factors, one of which is interest in learning, that if interest increases, learning outcomes will increase so that learning objectives are achieved. Interest in learning comes from two words namely interest and learning, to understand the definition of interest in learning must first understand the definition of interest and definition of learning.

In language Purwanto said that interest is the tendency of a high heart towards something. Interest tends to be relatively sedentary in humans and interest has a very strong influence on each person's activities, because with one's interest in doing everything that interests him. So conversely without any interest then any form of one's activities will not be carried out because interest is an impulse.<sup>6</sup>

In term that interest is a condition that occurs when someone sees the characteristics or meanings of a situation that is associated with their own desires or needs. <sup>7</sup>Basically interest can be expressed through a statement, that students prefer one thing to another. And can also be manifested through participation in an activity. A student who has an interest in a particular object, then someone's attention will tend to have more attention to the object and vice versa.

Interest is something that is obtained in the sense that interest is not something that is born by every student. Interest in something is learned and influences further learning and influences the acceptance of new interests. For this reason, interest in something is the

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<sup>5</sup> N.S. Degeng, *Teori Pembelajaran 2: Terapan*. (Malang: Universitas Terbuka, 2006), p. 6.

<sup>6</sup> Ngalim Poerwanto, *Psikologi Pendidikan*, (Bandung, Remaja Rosdakarya. 2010), p. 43

<sup>7</sup> A.M. Sudirman, *Interaksi dan Motivasi Belajar Mengajar*, (Jakarta, Rajawali. 2001), p. 28.

result of learning and supports further learning. Interest is generally a learning process that helps understand the learning process.<sup>8</sup>

According to Uno that interest is as a motive that causes individuals to actively deal with something that interests them. Interest is the tendencies of the soul that stays in the direction of something that is valuable to people. Interest is a source of desire to get something desired. Interest in learning and attention to lessons determine the speed of understanding of the lessons held. Interest is a characteristic of a person's ability to respond and focus the mind on a situation.

From the above opinion it can be concluded that interest is a characteristic of the ability to focus the full attention of the will in a situation that depends on talent and the environment. With an interest in something that happens can make someone pay attention and understand what they see. One of the drivers of learning success is interest, especially high interest. Interest does not arise by itself but many factors affect the emergence of interest. There are several factors that can affect student interest in learning, namely: 1. Motives, 2. Attention, 3. Subject material and teacher attitudes.<sup>9</sup>

Learning is a process of interaction between teachers and students. The essence of learning is to deliver students to find new meanings of science. Learning is not only a static thing, but a concept that develops in accordance with the demands of the needs of educational outcomes related to the progress of science and technology inherent in the manifestation of the development of the quality of human resources. To realize this, good classroom management and a conducive learning environment are needed, so that effective, efficient and enjoyable learning can be realized.

A good classroom management system is needed to create harmonization and interaction patterns between teachers and students, while the availability of facilities and infrastructure is absolutely necessary, to create a conducive learning climate. Classroom management involves not only managing student behavior but also managing learning.

Ideally, both go hand in hand, students who are involved in learning tasks are less likely to develop behavioral problems. The method for managing activities in the learning environment, carrying out learning activities and other learning concepts, with efforts to optimize time in such a way that the creation of a productive environment, in order to suppress behavioral problems and other disturbances is the concept of classroom management.

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<sup>8</sup> Slameto, *Belajar dan Faktor-faktor Yang Mempengaruhinya*, (Jakarta: Rineka Putra, 2010), p. 37.

<sup>9</sup> Robert E. Slavin, *Psikologi Pendidikan. Teori dan Praktek*. Edisi Kedelapan, (Jakarta: Indeks. 2009). p. 32.

A learning process will be meaningful when it starts with thinking the way students learn and the way the teacher teaches and ignores everything beyond that. For this reason, students must have wider learning opportunities so that the effectiveness of classroom management is maintained. Manage classrooms, explore management skills, selected which lead to the arts in teaching and enjoyment in learning, but skills have not been developed sufficiently.

A fact that reminds that the quality of teaching cannot be judged solely on the basis of the appearance of the room, the physical environment can be arranged in instructional programs, things that must be understood that what is put into the classroom must have instructional goals. Management classrooms involve not only managing student behavior but also managing learning.

Ideally, both go hand in hand, students who are involved in learning tasks are less likely to develop behavioral problems. Recently the class response system has been used as part of class management. The system usually consists of each of the following: a set of networks, low-cost handheld devices (which can be as simple as buttons), a computer used as a center to collect student responses and a class display showing questions asked and a collection of student responses.<sup>10</sup>

Each of these components has a role in line with the teacher who asks questions to students. All answers are presented on the screen throughout the class in the form of responses, usually as a histogram. Many studies show that this relatively simple system can be an effective classroom management tool. Common results include an increase in student involvement, teacher awareness of student knowledge, and students understanding content issues.

The importance of this class management in view Seifert & Sutton is based on various things; First, various things will continue in the classroom simultaneously when students appear to be carrying out assignments so that each student needs different information, instructions, encouragement. Second, the teacher cannot predict everything that happens in the classroom so that unplanned learning can lead to efficient learning time.

Third, students form opinions and perceptions about learning, with various perceptions causing student responses to increase. Fourth, it will more broadly challenge the teacher that the presence of students will provide an opportunity for teachers to work hard to motivate students to learn interesting and fun. According to Huang that among the current problems in education is the classroom environment in which students are taught,

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<sup>10</sup> H. Baharun, "Desentralisasi dan Implikasinya Terhadap Pengembangan Sistem Pendidikan Islam." *Jurnal At-Tajdid*, 2012, 1(2).

some types of classes make it too easy to teach with instructional knowledge from teacher to student that makes it awkward in the learning process. In that classrooms have been referred to as an experimental laboratory for children because there they spend years in school so it is important to consider the role of classroom management and discipline as important dynamics in student experience and success.

## CONCLUSIONS

Teachers have a very large contribution to the success of learning in school. The teacher is very instrumental in helping the development of students to realize their life goals optimally. In the classroom the teacher carries out two main activities namely teaching activities and classroom management activities. Teaching activities are essentially the process of organizing, organizing the environment around students. All components of teaching which include objectives, learning materials, teaching-learning activities, methods, tools and resources, as well as evaluation are performed optimally in order to achieve the stated teaching objectives before teaching is carried out.

The success of a teacher teaching in class is not enough if only armed with knowledge about the curriculum, teaching methods, teaching media, and insights about the material that will be delivered to students. In addition, teachers must master classroom management tips. Teachers should be able to create and maintain favorable classroom conditions for students so that an active, creative, effective, and enjoyable learning climate grows.

Class management is not only in the form of class arrangements, physical facilities and routines. Class management activities are intended to create and maintain class conditions and conditions. So the teaching and learning process can take place effectively and efficiently. In order for the learning process to run smoothly, the class needs to have clear rules and procedures. Without clear rules and procedures, misunderstanding can lead to chaos.

For this reason, the teacher's personality as an adult can be a model as well as a learning guide and facilitator reflected in the learning atmosphere or climate created in the classroom. Both of these aspects, in turn, will be able to accumulate students' potentials to further enhance their capacity and capabilities.

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