Classroom Management in Improving the Quality of Learning in the Education Units

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This study focuses on classroom management in education units as a basis to improve the quality of learning. This process relates to the instruments used for data collection. The instrument consisted of thirty-five related to classroom management. The sample was 142 people who were spread in the education unit of Riau Province, Indonesia. Sampling was undertaken by random sampling in accordance with the readiness of the respondent. Data were analysed by substituting the respondents' results through descriptive statistics, then using the Product Moment correlation method, the contribution of indicators in realizing the success of implementing learning through ANOVA. The average demographic data of the respondents was 4.273 (very high); compile a lesson plan was 4.304 (very high); carry out learning was 4.352 (very high); assess achievement was 4.233 (very high); carry out follow-up the results of the assessment of learning achievement was 3.813 (high). Quality did not vary with a very high correlation value so that it contributed a role in building class management up to 100%.

Keywords: classroom management, learning, management, teacher, quality

INTRODUCTION

Teachers play a critical role in advancing education and learning worldwide. The progress of national education is often measured by the development of the education and learning sector, and teachers are a vital factor in achieving this development. In Indonesia, Law Number 14 of 2005 states that teachers must possess at least four key competencies: pedagogical competence, personality competence, social competence, and professional competence. These competencies are interrelated and work together to help teachers develop the necessary skills to teach effectively (Mustafa et al, 2019; Guerriero, 2013; Mustafa, Hermandra, & Zulhafizh, 2018; Lunenberg, Dengerink, & Korthagen, 2014; Kumandar, 2010). Pedagogical

competence refers to a teacher's ability to create effective lesson plans, select appropriate teaching methods, and facilitate learning. Personality competence refers to a teacher's ability to develop a positive attitude, demonstrate strong values, and display appropriate behavior towards students. Social competence refers to a teacher's ability to communicate effectively with students, parents, and colleagues. Professional competence refers to a teacher's ability to continuously improve their skills and knowledge through professional development. These four competencies are essential in building qualified teachers who can teach effectively and positively impact the education and learning sector. By possessing these competencies, teachers can develop their teaching skills and contribute to developing education and learning in their communities and beyond.

Becoming a teacher is a challenging task that requires a high level of responsibility, especially in terms of the competencies that teachers must possess (Ling et al, 2020; Suyanto, 2018). Today, teachers are expected to prepare students to be knowledgeable and skilled in order to succeed in the real world. As a result, their performance is closely monitored by school authorities such as principals and supervisors. Therefore, teachers must create effective lesson plans for learning activities, implement them during lessons, and evaluate the outcomes of those activities (Spooner, 2007; Takahashi & Yoshida, 2004).

Classroom management is a crucial aspect of teaching that aims to enhance the effectiveness of learning. It involves the teacher's ability to create an engaging and comfortable learning environment for students. Regina (2014) emphasizes that effective classroom management requires good planning skills on the part of the teacher. When learning activities are properly planned and executed, it can improve the quality of learning (Wangid, 2020; Wisetrinthong, Sirisuthi & Weangsamoot, 2012). Effective classroom management involves various strategies and techniques that can help teachers create an ideal learning environment. These may include creating a well-organized classroom layout, establishing clear rules and expectations for student behavior, providing engaging and meaningful learning activities and building positive relationships with students. By implementing these strategies, teachers can enhance their students' learning experience and create a positive learning atmosphere. The success of learning activities in each class depends on how effectively the teacher manages the classroom. Proper classroom management ensures that learning activities are carried out smoothly, and students can engage effectively in the learning process. Teachers who possess good classroom management skills can create an environment that encourages active participation, fosters positive relationships, and promotes effective learning.

David (1996) class management requires the teacher's professionalism in designing the learning procedures. In addition, the various personal readiness of teachers also influences activities that occur in class. Regina (2014) emphasizes the attractive components of curriculum, teachers as role models, students, classroom management skills, the ability to carry out learning, and those related to conflict or stress. Furthermore, Regina (2014) states that teachers need good planning, organization, and management, good presentation of teaching material, and teachers and students can interact well to improve the quality of teaching and learning. All elements as much as possible can work together to achieve common goals.

Lakshmi (2010) class management requires a balance between consistency and discipline. Plans that have been made and prepared as much as possible are realized to achieve targets and goals. This can be realized if planning is in accordance with conditions in the field. Conversely, if the planning is not in accordance with the conditions of the class, it can interfere with the planning that has been made. Burnett (1995) stated that a crowded learning atmosphere can cause learning activities to be not conducive so that it affects the class management that has been planned. In fact, ineffective rooms such as small, too large, or irregular can lead to ineffective relationships between teachers and students.

Arogundade and Bolarinwa (2011) in their research revealed that teacher and student who are not harmonious bad motivation, inadequate physical facilities, and the teacher's work environment is uncomfortable, it leads to classroom management to be not conducive. Other problems of class management, namely: (1) Class structure. Another issue is the class structure which means the physical setting of the classroom. The number of table chairs is not balanced with students, inadequate whiteboards, poor ventilation and lighting, inadequate classroom sizes causes the difficulties to arrange seating. (2) Instructional method. Teachers who only use one teaching method without varying the methods make boring lessons unattractive for students. (3) Lack of teacher's preparation. Many teachers do not have

comprehensive information to apply the management of student behavior problems in the classroom; instead of they use unclear ideas, it can help in problem solving. (4) Some of the other problems include absenteeism, noise, rudeness, disobedience, delinquency, truancy, restlessness, inattention, boredom, fighting (verbal and physical), sleep, tidiness, and refusal to perform tasks.

Citing the indicators put forward by Asmani (2009) and UUGD (2005), there are at least four main components with several indicators that teachers must pay attention to implement the classroom management and it aims to improve the quality of learning, namely: preparing lesson plan, implementing learning, assessing learning achievement, and carry out follow-up results of student learning achievement assessment. First, compiling a learning plan consists of: describing the learning objectives, determining the material according to predetermined competencies, organizing material according to sequence and groups, allocating time, determining appropriate learning methods, designing learning procedures, determining learning media for practicum equipment (and materials) which will be used, determine the appropriate learning resources (in the form of books, modules, computer programs and others, and determine the appropriate assessment techniques.

Second, implementing the learning consists of: opening the lesson with the appropriate method, presenting subject systematically, applying predetermined learning methods and procedures, organizing student activities in class, using learning media, practicum equipment (and materials) that have been determined, using selected learning resources (in the form of books, modules, computer programs and others), motivating students in various positive ways, interacting with students using communicative language, providing questions and feedback to identify and strengthen student's acceptance in the learning process, concluding learning , and using time effectively and efficiently.

Third, assessing learning achievement consists of: compiling questions/assessment tools in accordance with predetermined performance indicators/criteria, conducting assessments, checking answers / providing test scores for learning outcomes based on predetermined performance indicators/criteria, assessing learning outcomes based on criteria assessments that have been determined, processing the results of the assessment, analyzing the results of the assessment (based on the level of difficulty, differentiation, validity, and reliability), giving conclusion on the results of the assessment clearly and logically (for example, the interpretation of tendency on the assessment, the level of student achievement), compiling the assessment results report, and improving the problems/tools. Fourth, conducting the follow-up on the results of the assessment of student learning achievement, identifying the need for follow-up on the results of the assessment, compiling a follow-up program for the results of the assessment, carrying out follow-ups, evaluating the results of the assessment, and analysing the results of the evaluation of the follow-up program of the results of the assessment.

METHODS

The research was conducted with a descriptive method. The basic description is based on the instrument used for data collection, namely a questionnaire. The instrument consisted of thirty-five statements that teachers in the Riau Province education unit filled out. The instrument was adapted from Asmani (2009) and UUGD (2005) relating to classroom management. The instrument was made with a Likert scale consisting of five answer or response options.

The research sample was the teachers who taught in the higher level of education units, it consisted of 142 people who were spread the education unit of Riau Province, Indonesia. Sampling was undertaken by random sampling by the respondent's readiness to fill in and send their responses. Data analysis was performed by substituting the respondents' results through descriptive statistics. Furthermore, to discover the relevance and relationship of the instrument to the implementation of learning using the Product Moment correlation method, normality with chi-squared, the contribution of indicators in realizing the successful implementation of learning through ANOVA. The basis for the decision in the descriptive statistical test through the mean used the Zulhafizh standard (2020) with the following four intervals:

TABLE 1
THE INTERPRETATION OF RESEARCH MEAN SCORE

Scale		Category
Positive	Negative	
4,01—5,00	2,01—1,00	Very High
3,01—4,00	3,01—2,00	High
2,01—3,00	4,01—3,00	Low
1,00—2,00	5,00—4,00	Very Low

Furthermore, it deals with correlative decisions using a significance level that is in between +1.00 and -1.00. Sarwono (2006) divides into six levels, namely:

TABLE 2
THE INTERPRETATION OF RESEARCH SIGNIFICANCE LEVEL

Scale	Category
1	Perfect
0.75 - 0.99	Very strong
0.50 – 0.75	Strong
0.25 – 0.50	Sufficient
0.0 – 0.25	Weak
0.00	No Correlation

RESULT

Demography
The results of the analysis of the mean and standard deviation in aspects of demographic characteristics related to classroom management in improving the quality of learning in educational units (Table 3).

TABLE 3
THE INTERPRETATION OF DEMOGRAPHY CHARACTERISTICS

No.	Demography Data	Mean	SD	Category
1	Gender	4.227	0.522	Very High
2	Occupation Status	4.216	0,547	Very High
3	Tribe	4.313	0.411	Very High
4	Religion	4.373	0.424	Very High
5	Teaching Field	4.234	0.496	Very High
Mean		4.273	0.480	Very High

Data in table 3 shows that the mean on the demographic characteristics of the respondents is 4.273 and a standard deviation is 0.480. This data signifies that demographic characteristic activities can greatly

impact classroom management in improving the quality of learning in education units. In the aspect of gender, the category is very high with a mean of 4.227 on a standard deviation of 0.881; aspects of job status are categorized as very high with a mean of 4.216 on a standard deviation of 0.547; the aspect of the tribal category is very high with a mean of 4.313 at a standard deviation of 0.411; the religious aspect is categorized as very high with a mean of 4.373 on a standard deviation of 0.424; and the aspects of the teaching field are categorized as very high with a mean of 4.234 on a standard deviation of 0.496.

Compiling a Lesson Plan

The results of the analysis of the aspects of compiling a learning plan carried out by respondents can be observed through the mean and standard deviation associated with classroom management in improving the quality of learning in education units (Table 4).

TABLE 4
INTERPRETATION OF COMPILING A LESSON PLAN

Indicator	Mean	SD	Category
Describing the learning objectives coherently and in detail	4.330	0.881	Very High
Determining the material of subject in accordance with predetermined competencies	4.600	0.715	Very High
Organizing the material by the sequence and group	4.270	0.843	Very High
Allocating time effectively and efficiently	4.410	0.696	Very High
Determining the appropriate learning method	4.230	0.738	Very High
Designing the learning procedures in accordance with the competencies	4.230	0.796	Very High
Determining the media / practicum equipment (and materials) of learning to be used	3.960	0.841	High
Determining the suitable learning resources (in the form of books, modules, computer programs and others)	4.390	0.790	Very High
Determining the assessment techniques in accordance with the demands of the curriculum	4.320	0.758	Very High
Mean	4.304	0.784	Very High

The data table 4 indicates that the mean in the aspect of compiling a lesson plan by the respondent is 4.304, and the standard deviation is 0.784. This data means that compiling a lesson plan in class management improves the quality of learning in education units. The aspect of compiling a lesson plan consists of nine statements which are the focus of the respondents.

The nine statements, namely: *first,* describing the learning objectives coherently and in detail that is categorized into very high with a mean of 4.330 with a standard deviation of 0.881; *second,* determining the material by the competence that has been determined is categorized into very high with a mean of 4.600 at a standard deviation of 0.715; *third,* organizing the material by the sequences and the groups are categorized into very high with a mean of 4.270 with a standard deviation of 0.843*; fourth,* allocating time effectively and efficiently is categorized into very high with a mean of 4.410 at a standard deviation of 0.696; *fifth,* determining the learning method that is categorized into very high with a mean of 4.230 at a standard deviation of 0.738.

Furthermore, *sixth*, designing learning procedures following the competencies is categorized into very high category with a mean of 4.230 at a standard deviation of 0.796; *seventh,* determining the media /

practicum equipment (and materials) of learning to be used is in the high category with a mean of 3.960 at a standard deviation of 0.841; *eighth,* determining the appropriate learning resources (in the form of books, modules, computer programs and the like) is categorized into very high with a mean of 4.390 with a standard deviation of 0.790; and *ninth,* determining the assessment technique following the demands of the curriculum is categorized into very high with a mean of 4.320 at a standard deviation of 0.758. These data provide information that eight statements are in very high category and one statement is in high category.

Implementing the Learning

The results of the analysis of the aspects of implementing learning relate to method, material, media, motivation, interaction processes and so on. The respondents can be observed through the mean and standard deviation related to classroom management in improving the quality of learning in education units (Table 5).

TABLE 5
INTERPRETATION OF IMPLEMENTING THE LEARNING

Indicator	Mean	SD	Category
Opening the lesson with the appropriate method	4.360	0.728	Very High
Presenting the material of subject in a systematically and representatively	4.270	0.800	Very High
Applying methods and learning procedures that have been determined	4.150	0.727	Very High
Organizing the activities of student in class with the principle of balance and convenience	4.410	0.686	Very High
Using learning media, practicum equipment (and materials) that have been determined	3.900	0.828	High
Using the selected learning resources (in the form of books, modules, computer programs and so on)	4.390	0.714	Very High
Motivating the students in many positive ways	4.600	0.664	Very High
Interacting with students using communicative language	4.580	0.676	Very High
Providing the questions and feedback to find out and strengthen the student's acceptance in the learning process	4.470	0.649	Very High
Giving conclusion in the learning	4.370	0.739	Very High
Using time effectively and efficiently.	4.370	0.701	Very High
Mean	4.352	0.719	Very High

Data table 5 illustrates that eleven statements point to the aspects of implementing learning. The eleven statements are: first, opening the lesson with the suitable method which is included in the very high category with a mean of 4.360 at a standard deviation of 0.728; second, presenting subject matter in a systematic and representative manner and in a very high category with a mean of 4.270 at a standard deviation of 0.800; third, applying predetermined learning methods and procedures which are included in the very high category with a mean of 4.150 at a standard deviation of 0.727, fourth, regulating student activities in class

through the principle of balance and comfort in the very high category with a mean of 4.410 at a standard deviation of 0.686.

Fifth, using learning media, practicum equipment (and materials) that have been determined and included in the high category with a mean of 3,900 at a standard deviation of 0.828; sixth, using the learning resources that have been selected (in the form of books, modules, computer programs and the like) in the very high category with a mean of 4.390 at a standard deviation of 0.714; seventh, motivating students in various positive ways which fall into the very high category with a mean of 4.600 at a standard deviation of 0.664; eighth, interacting with students using communicative language and categorized as very high with a mean of 4.580 at a standard deviation of 0.676.

Ninth, providing questions and feedback aimed at identifying and strengthening student acceptance in the learning process in the very high category with a mean of 4.470 at a standard deviation of 0.649; tenth, concludes that learning is categorized as very high with a mean of 4.370 at a standard deviation of 0.739; and eleventh, using time effectively and efficiently in the very high category with a mean of 4.370 at a standard deviation of 0.701. These data explain that overall aspect of learning implementation in classroom management to improve the quality of learning in educational units show very high standards with a mean of 4.352 at a standard deviation of 0.719.

Assessing Learning Achievement

The results of the learning achievement assessment analysis by respondents can be observed through the mean and standard deviation associated with classroom management. Management management aims to improve the quality of learning in educational units. The results obtained are as follows:

TABLE 7
INTERPRETATION ASSESSING LEARNING ACHIEVEMENT

Indicator	Mean	SD	Category
Compile questions / assessment tools in accordance with predetermined indicators and performance criteria	4.360	0.747	Very High
Carry out an open principle assessment	4.370	0.740	Very High
Check answers and provide test scores for learning outcomes based on predetermined performance indicators / criteria	4.410	0.706	Very High
Assess learning outcomes based on predetermined assessment criteria	4.460	0.721	Very High
Process the results of the assessment with objective and fair principles	4.560	0.709	Very High
Analyze the results of the assessment (based on the level of difficulty, ability to distinguish, validity, and reliability)	3.920	0.879	High
Summarize the results of the assessment in a clear and logical ways (e.g. interpretation of trends in assessment results, student achievement levels)	3.940	0.889	High
Prepare a complete assessment report	4.140	0.904	Very High
Revise ineffective questions / devices	3.940	0.832	High
Mean	4.233	0.792	Very High

The data presented in Table 7 shows that nine statements point to the aspects of assessing learning achievement. The nine statements consist of: first, compiling the questions/assessment tools according to the indicators and performance criteria that have been determined in the very high category with a mean of 4.360 at a standard deviation of 0.747; second, to assess with an open principle and very high category with a mean of 4.370 with a standard deviation of 0.740; third, check the answers and provide a test score of learning outcomes based on predetermined performance indicators/criteria and are categorized as very high with a mean of 4.410 with a standard deviation of 0.706; fourth, assessing learning outcomes based on predetermined assessment criteria in the very high category with a mean of 4.460 at a standard deviation of 0.721; fifth, processing the results of the assessment with an objective and fair principles which are categorized as very high with a mean of 4.560 at a standard deviation of 0.709;

Sixth, to analyze the results of the assessment (based on the level of difficulty, distinguishing power, validity, and reliability) in the high category with a mean 3.920 with a standard deviation of 0.879; seventh, concluding the results of the assessment clearly and logically (for example, the interpretation of the tendency of the assessment results, the level of student achievement) in the high category with a mean of 3.940 with a standard deviation of 0.889; eighth, compile a complete assessment report with very high categories with a mean of 4.140 at a standard deviation of 0.904; and ninth, revising the questions/devices that are less effective in the high category with a mean of 3.940 at a standard deviation of 0.832. Based on all statements relating to assessing learning achievement as a classroom management concept that aims to improve the quality of learning in educational units, the standards shown are very high ,with a mean of 4.233 with a standard deviation of 0.792. This explains that the average respondent has his own way of assessing learning achievement to improve the quality of learning.

The Follow-up Implementation on the Learning Achievement Assessment Results

The analysis results in the follow-up of the results of learning achievement assessment in carrying out learning activities can be observed based on the mean and standard deviation associated with classroom management in improving the quality of learning in educational units. The results obtained are as follows:

TABLE 8
INTERPRETATION OF FOLLOW-UP IMPLEMENTATION ON THE LEARNING ACHIEVEMENT ASSESSMENT RESULTS

Indicator	Mean	SD	Category
Identify the need for follow-up assessment results	3.820	0.886	High
Develop a follow-up program for the assessment results	3.770	0.848	High
Carry out a follow-up to the results of the assessment made	3.820	0.856	High
Evaluate the assessment results based on the assessment analysis	3.910	0.850	High
Analyze the results of the evaluation follow-up program from the assessment results	3.810	0.858	High
Identify the need for follow-up assessment results	3.750	0.879	High
Mean	3.813	0.863	High

The data from the table above explains that six statements point to managerial aspects. The six statements, namely: identifying the need for follow-up on the high category assessment results with a mean of 3.820 at a standard deviation of 0.886; compile a follow-up program for the high category assessment results with a mean of 3.770 at a standard deviation of 0.848; carry out follow-up assessment results made in high category with a mean of 3.820 at a standard deviation of 0.856; evaluating the results of the

assessment based on the results of the high category assessment analysis with a mean of 3.910 at a standard deviation of 0.850; analyzing the results of the evaluation of the follow-up program of the high category assessment results with a mean of 3.810 with a standard deviation of 0.858; and identify the need for follow-up assessment results in the high category with a mean of 3.750 with a standard deviation of 0.879. Classroom management in improving the learning quality in the education unit as a whole in the aspect of carrying out the follow-up of the high-standard learning achievement assessment has a mean value of 3.813 at a standard deviation of 0.863.

Correlation and Independence

The results of the correlation analysis on the observation indicators of classroom management in improving learning quality in educational units are as follows:

TABLE 9
CORRELATION OF CLASS MANAGEMENT OBSERVATION INDICATORS

No.	Observation Indicator	Product Moment Correlation	Category
1	Compile a lesson plan	0.927**	Very strong
2	Learning implementation	0.930**	Very strong
3	Assessing learning achievement	0.935**	Very strong
4	Carry out a follow-up on the results of the learning achievement assessment	0.807**	Very strong

From the data in table 9 it can be seen that teacher loyalty in class management in the aspect of compiling a lesson plan has a very strong position, where the correlation of Product Moment is 0.927**; implementing learning has a very strong position with a Product Moment correlation of 0.930**; assessing learning achievement has a very strong position with a Product Moment correlation of 0.935**; and carrying out the follow-up of the results of the learning achievement assessment also has a very strong position with a Product Moment correlation of 0.807**. Based on these data, all data can be concluded that it has a very high correlation to be used as a measure of classroom management in improving the quality of learning in educational units.

The results of the Anova analysis obtained on the observation variable on the implementation and activities of classroom management in improving the learning quality in education unit are as follows:

TABLE 10
ANOVA SCORE ON THE CLASSROOM MANAGEMENT

	Independent Variable	df	SS	F	Sig.
	Compile a lesson plan	1	29.854	8.679	0.000
	Learning implementation	1	22.740	7.702	0.000
Type of Variable	Assessing learning achievement	1	31.408	11.347	0.000
	Carry out follow-up on the results of learning achievement assessment	1	84.588	4.974	0.000

The data above shows a one-way ANOVA which is used to determine the differences and similarities of classroom management in improving the quality of learning. It was found that there was no difference across data, with a significance of not more than 0.005. The data consists of the following aspects: compiling a lesson plan (F = 8.679, sig = 0.000 <0.05); learning implementation (F = 7.702, sig = 0.000 <0,05); assessing learning achievement (F = 11.347, sig = 0.000 <0.05); and carry out follow-up on the

results of learning achievement assessment (F = 4.974, sig = 0.000 <0.05. All variables that become the basis of observation can be used in classroom management, which aims to improve the quality of learning.

TABLE 11
THE ROLE PRICE OF OVERALL VARIABLES

Subject	Price		
	r_{xy}	r_{xy}^2	Sig.
PK towards MP (r_{xy})	1.000[a]	1.000	0.000[a]

The data from table 11 shows the variable role of all variables related to classroom management in improving the quality of learning. The value of r squared for the output is known to be 1.000, which indicates that all variables can play a role 100% to improve the quality of learning. This can be achieved if the teachers are really serious in applying classroom management techniques according to the observation indicators.

DISCUSSION

In this context, the professional level of a teacher in carrying out learning activities cannot be done casually or without basis, but they must also understand and understand the technical implementation and needs (Syamsinar & Jabu, 2015; Mupa & Chinooneka, 2015; Rubio, 2010). Being a professional is a requirement so that one's learning can run effectively and clearly achieve the learning objectives (Killen 2006; Stronge et al., 2004; Gibbs, 2002). Shepherd's research (2013); Derakhshan and Shirmohammadli (2010) argue that the ability and skills of teachers technically and practically in the implementation of learning impact the quality of learning and its outcomes. This is very important for teachers to understand when carrying out their learning tasks.

The understanding and ability of teachers to carry out learning is something special for their students (Zulhafizh, 2020; Zulhafizh & Permatasari, 2020; Ganbarzehi, 2014). Every student who learns expects the experience and information they get from teaching and learning activities. The whole set of designed and managed activities are important parts that cannot be separated from the experience that students get. Nassaji (2012) and Lightbown (2000) remind that teachers must know what needs to be done and do not need to remember that mistakes in action can negatively impact or affect learning. These adverse effects can be minimized by equipping oneself with pedagogical and professional skills. Dangara (2016); Adebayo (2001) adds that it is important to organize administration as a documentation of learning evaluation. This method is used as material and the basis for reflective action on the learning activities that have been carried out.

Learning management activities continue to develop in line with the demands of global needs. Teachers must race against time to make themselves learners. Various methods, techniques, approaches, and learning models really need to be studied by teachers. However, this is not enough where the creative power of the teacher is also very necessary to produce new things in learning. Clarke (2007) argues that teachers must be able to develop planning, implementation, assessment, and evaluation of learning to realize better and creative learning. Apandi and Raman (2020) explain that various offers in learning must be realized so that teachers can provide positive things for the progress and success of students. Yew and Jambulingam (2017) explain the creativity of learning strategies as actions that can stimulate and improve the quality of teaching and learning. Research records show that the ability to manage the class in improving the quality of learning is very important with a percentage of up to 100%.

Besides the teacher's ability in terms of classroom management, this must also be followed by knowledge to support these activities. For example, that not every time the material to be given to students is supported by learning resources. Thus, the teacher can facilitate these learning activities through the

insights they have. Mustafa and Zulhafizh (2019); Govindasamy (2001) explains that teachers must upgrade and develop various information to have broad insights. Teachers can easily transfer information even when learning resources are not available if they are knowledgeable. If the certainty of the mastery of information has obstacles, then the learning achievement efforts may also be disrupted. It would be better to always be able to explain student expectations in learning. Mustafa and Zulhafizh (2019) said that teachers are believed to provide information and instructions when students do not know and cannot solve the problem. Sammons et al. (2016) added that teachers are inspirational figures so that their roles can strengthen students' emotional participation in learning activities.

A teacher needs to think about various things needed in learning, including the media. Media can help or facilitate learning activities (Mustafa et al., 2019). In addition, learning media can make it easier for teachers to present real information. What is no less important than the role of the media is that it can encourage the effectiveness of learning outcomes (Mustafa et al, 2019). For example, when the teacher explains the process of fertilization or pollination, the process is not sufficient if it is only conveyed through stories, but it will be more effective if it is communicated or broadcast through a projector. Students can observe and understand all processes that occur during fertilization or pollination through these media. Media use needs to be supported by the abilities and skills of teachers in operating it. Mustafa and Zulhafizh (2019) explain that indifferent media use can damage the learning atmosphere. Teachers can choose learning support media according to their capacities and skills.

In addition to managing methods, materials, and media, Asmani (2009) also explains that success in learning is supported by the ability of teachers to adjust class balance. This balance can be related to adjusting the layout, seating position and position, and lighting. Class conditions that are not balanced with learning needs can hinder learning activities. Cheawjindakarn (2012) states that class balance will greatly help the activities carried out, especially when interacting, feedback, or supporting or motivating actions during learning. Tanoto Foundation (2019) explains that placing this balance can be done by applying the MIA principles (mobility, interaction, and access). MIA is a method teachers must consider when designing learning places. Through this principle, the mobilization, interaction, and access process of teachers and students will not be disturbed or hampered. The process that is formed can strengthen the transformation of information and experiences to students in participating in learning activities.

During the implementation of the learning process, the activities carried out by the teacher are limited by time. Each subject has a variety of time required where teachers need to have good time management. Teachers need to take advantage of the available time as much as possible considering the effectiveness of learning time is very important to note. Therefore, before learning is carried out, a teacher must plan the time needed for each learning activity to be carried out. This time planning is the basis for mapping the space for teachers and students in learning. With this plan, the teacher can manage activities properly to achieve learning goals. Merritt (2016) and Foltynek and Motycka (2008) explain that time planning is a substantive action that aims for teachers to choose effective strategies, design lessons, prepare materials, and collaborate. Teachers who do not plan time will have difficulty maximizing the achievement of learning objectives (McGoey et al., 2014; Provasnik & Dorman, 2005).

Regarding time management, teachers can play their role optimally and measurably. Thus, the quality and expectations of learning can be achieved. The ability and skills of teachers in carrying out classroom management tasks are a means of realizing productive learning. To realize these expectations, teachers must equip themselves optimally, both pedagogically and professionally. Teacher failure is the answer to student failure in learning. Mustafa and Zulhafizh (2017) suggest that teachers can avoid learning failures by matching abilities and skills. Appropriateness of abilities and skills is not enough with just a document issued by the institution; but must be followed by lifelong learning activities as a strategy to improve the quality of classroom management and realize quality learning.

CONCLUSION

Classroom management that is carried out properly and appropriately can support the success of learning up to 100%. Teacher creativity is very much needed in this case. The teacher's success in classroom

management is a form of responsibility that aims to make students succeed in achieving what is expected from the learning process. The failure of teachers to implement classroom management can make learning activities fail. Class management ability is not the only aspect that can be used to measure a teacher's achievement; but a teacher's achievement also includes being able to deliver students and even schools for achievement. An increase in teacher and student achievement as an expectation of the goal of national education makes the quality of teachers in classroom management must be maximized. This can be done through increasing empirical experience. Appropriateness of abilities and skills is not sufficiently proven by just a document issued by an institution, but must also be followed by lifelong learning activities.

ACKNOWLEDGMENTS

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