

## CLASSROOM MANAGEMENT APPROACHES FOR MANAGEMENT STUDENTS IN LEARNING PROCESS

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**Abstract.** This research aims to describe various classroom management approaches and the steps to implement them in the classroom. This research uses a literature study research method by processing primary data sourced from various reference articles and books. The results of this study are related to the understanding of the classroom management approach which is a teacher's perspective on classroom management activities to make the class more effective. The types of approaches include the authoritarian approach, intimidating approach, permissive approach, behavior change approach, and cookbook approach. From these various approaches, researchers suggest that educators use various classroom management approaches according to their needs and not only use one classroom management approach.

**Keywords.** Learning Approach; Classroom Management; Learning Process

**Abstrak.** Penelitian ini bertujuan untuk menguraikan berbagai pendekatan manajemen kelas serta langkah-langkah mengimplementasikannya di kelas. Penelitian ini menggunakan metode riset studi kepustakaan dengan cara mengolah data-data primer yang bersumber dari berbagai referensi artikel dan buku. Adapun hasil penelitian ini yakni terkait pengertian pendekatan manajemen kelas yang merupakan cara pandang seorang guru dalam kegiatan pengelolaan kelas untuk menjadikan kelas lebih efektif. Adapun jenis pendekatan diantaranya pendekatan otoriter, pendekatan intimidatif, pendekatan permissif, pendekatan perubahan perilaku, serta pendekatan buku masak. Dari berbagai pendekatan tersebut, peneliti menyarankan agar pendidik menggunakan berbagai pendekatan manajemen kelas sesuai dengan kebutuhannya dan tidak hanya menggunakan satu pendekatan manajemen kelas.

**Kata Kunci.** Pendekatan Pembelajaran; Manajemen Kelas; Proses Pembelajaran

### A. INTRODUCTION.

The role of a teacher regarding classroom management certainly has urgency, especially in creating a pleasant learning atmosphere (Sopian 2019) . This happens because, in principle, teachers hold two very urgent roles at once, namely the teaching process and the class management process (Asmara and Nindianti 2019) . The problem of the teaching process in the classroom has relevance to efforts to help students achieve learning goals, while management problems are related to efforts to create and maintain conditions in such a way that the learning process can take place effectively and efficiently to achieve learning goals (Ningsih 2019) .

Class management according to Rasmi Djabba in her book is all efforts directed at creating an effective and enjoyable teaching and learning atmosphere and can motivate students to study well according to their abilities. Thus, effective classroom management will support the teacher's success in the teaching and learning process in the classroom. Weber. W. A. defines classroom management as a "complex teaching behavior of teacher efficient instruction" which implies that all efforts are directed at creating an effective and enjoyable learning atmosphere and motivating students to do well. Meanwhile, Cucun himself defines classroom management as everything that is

directed at creating an effective and enjoyable teaching and learning atmosphere and can motivate students to learn well according to their abilities or it can be said that classroom management is a conscious effort to organize teaching and learning process activities regularly.

In the classroom the teacher not only provides teaching, but the teacher must also be able to manage the class (Wijayanti and Praheto 2020). Class management activities are intended to create and maintain the atmosphere and conditions in the class. Class management is directed at organizing and directing affairs in the classroom. Classroom management is defined as an activity that involves all the rules and maintenance of the classroom environment so that educational goals can be achieved in a good and structured manner (Faruqi 2018).

According to research by Hidayat, Jahari, and Shyfa (2020), classroom management can improve the learning process. This shows that the teacher knows the types of classroom approaches. However, this research only focuses on 1 type of classroom management approach and does not fully discuss various classroom management approaches. In this research, various classroom management approaches are explained and the stages of their implementation are also given.

Other research explaining various classroom management approaches was also presented by Nurmalasari (2019). This research only focuses on the basic theories of the classroom management approach and does not explain the stages of implementation. It is hoped that the implementation stages will broaden readers' insight and be able to choose relevant classroom management approaches.

Another research that also explains various classroom approaches was also presented by Yumnah (2018). Yumnah's findings only explain general theories of classroom management and do not describe the strategy and process of implementing this approach. Meanwhile, the researcher describes the stages of the classroom management approach. This is because teachers or prospective teachers understand the classroom management approach.

Teachers are required to understand the framework of reference for approaches in classroom management (Tabroni and Qutbiyah 2022). However, beforehand the teacher must be sure that the approach he chooses can handle the case at hand. It is hoped that this approach will enable teachers to further increase students' learning motivation so that students can be successful in their learning (Wati and Trihantoyo 2020). Thus, successful classroom management requires an approach to increase student learning motivation in the classroom. Based on the problems that have been described, the author compiled the work "Classroom Management Approach".

## **B. RESEARCH METHODS**

The method presented in this article uses library research with a qualitative approach, namely a data collection method by investigating and studying theories from various publications related to research. Nazir in Syafitri (2020) revealed that library research is a data collection technique by conducting a review study of books, literature, notes, and reports related to the existing subject matter. Bibliographic sources come from books, journals, magazines, research results (theses and dissertations), and other appropriate sources (internet, newspapers, etc.) (Yufarika 2023). According to Zed in, studying library science includes four stages: preparing the necessary documents, preparing work folders, managing time, and reading or taking notes on research materials. This research method organizes and shapes ideas about organizational behavior and culture in education. Data collection techniques in library research can take the form of documentation, namely looking for information about things or variables in the form of notes, books, articles or papers, journals, etc. The research aids used can be in the form of checklists for

classifying research materials, making charts/maps, and formatting research notes. (Sari and Asmendri 2020).

## C. RESULTS AND DISCUSSION

### Classroom Management Approach

The approach is an element that educators need to master before preparing learning plans. According to language, the approach comes from the word "near" which means short, not far, almost, familiar, and approaching (Salam 2019). Meanwhile, in terms of terms, the approach is axiomatic and states a stance, philosophy, belief, or paradigm regarding the subject matter (Karim 2018). So, it can be said that approach is a person's way of looking at an object. Meanwhile, according to Faizal Djabidi, an approach is an activity or method carried out to produce something desired by the goals and intentions (Kurni and Susanto 2018).

The approach to classroom management is defined as a teacher's perspective on classroom management activities (Erwinsyah 2017). This perspective then becomes a guide for a teacher in managing the classroom. The classroom management approach is an activity in the teaching and learning process that runs by the rules and norms carried out by teaching staff toward quality, competent, and professional learning (Akbar 2021).

Based on this theory, of course, teachers are required to understand their students from various social, economic, ethnic, racial, and psychological aspects as a means of taking a more intense and selective approach as a source of information for teachers to manage the classroom towards effective and efficient learning (Erwinsyah 2017). This effective and efficient learning can foster student learning motivation. In line with the growth of student learning motivation, classroom management can run effectively and support teacher success in the teaching and learning process in the classroom.

### Types of Classroom Management Approaches

Various approaches to classroom management can be studied through various sources. Efforts to organize learning focus on the teacher's efforts to regulate and organize according to the teacher's perception of students, in other words, this approach is chosen based on the teacher's orientation and the achievement of curriculum targets that must be completed, this approach includes:

#### a. Power/Authoritarian Approach

An authoritarian approach is an approach that places teachers in the role of creating and maintaining order in the classroom by using control strategies (Ihsan 2023). Authoritarian teachers act in the interests of students by implementing strict discipline. If problems arise that damage class order or discipline, an approach is needed. The Implementation of the Authoritarian Approach is,

##### 1) Planning of Authoritarian Approach

In the first stage, teachers can plan from this authoritarian approach by managing learning content that can be implemented authoritatively. At this stage, teachers develop lesson plans with an authoritarian approach through a system of coercion and instructions on the lesson plan. The purpose of preparing lesson plans with an authoritarian approach is so that teachers during the learning implementation process have the direction to students in the form of instructions and cooperation in the learning process. At the planning stage, the teacher also makes several rules that will be used during implementation.

## 2) Implementation of the Authoritarian Approach

At the implementation stage, teachers carry out learning by providing rules and restrictions for students. orders and prohibitions can be implemented based on generalizing certain classroom management problems (Nur 2016) . A teacher in carrying out commands and prohibitions is reactive, but his reach is only limited to problems that arise at any time. This emphasis and mastery places a lot of emphasis on the teacher, a lot of ordering, ordering and even scolding (Yasa 2018) . If in dealing with classroom management problems using a mastery and emphasis approach, it allows students to remain silent, and orderly because they are afraid and depressed. Punishment appears in various forms of behavior, including punishment with violence, prohibitions, and even expulsion, forcing students to apologize to someone in front of other students, forcing them with certain instructions or other threats (Ihsan 2023)

## 3) Evaluation of Authoritarian Approaches

In the evaluation process of the authoritarian approach, it is easier for teachers to measure attitudes because the authoritarian approach makes it easier to measure student discipline (Chen, Dong, and Zhou 1997) . Based on the Planning and Evaluation, this classroom management approach also has some problems. The problems are, intolerance, and made students not comfortable in the class because this approach lacks humanity (Tauber 2007) . Because the problems caused by the authoritarian approach far outweigh the benefits, teachers are not encouraged to use the authoritarian approach because it is considered rigid and will cause problems in the learning process and the relationship between teachers and students will arise.

### **b. Intimidation/Threatening Approach**

The bullying approach is an emphasis on an approach that views classroom management as a process of controlling student behavior. forms of intimidation such as harsh punishment, coercion, threats, and blaming. An intimidation approach is useful in certain situations by using harsh reprimands. The teacher's role here is to lead students to behave according to the teacher's wishes so that they feel afraid of breaking them. An intimidation approach is useful in certain situations by using harsh reprimands (Allen 2010) . A strict reprimand is an order given in certain situations to immediately stop deviant student behavior. Despite this approach's widespread and beneficial benefits, there has been much criticism of it.

The use of this approach is only temporary problem-solving and only treats the symptoms of the problem, not the problem itself. The weakness that arises from implementing this approach is the growth of hostile attitudes and the destruction of relationships between teachers and students. The implementation stages of the intimidating approach are:

#### 1) Planning

In the initial stages, the teacher will usually carry out the intimidation stage if necessary. This application will usually be carried out in classes or only on students who have problems, then the teacher will apply pressure or intimidation to those concerned with the problem. The main aim is none other than to provide punishment to the perpetrator.

2) Implementation

After planning or choosing the right technique, the teacher will apply various methods that have been prepared previously to take action against problematic students (AP Utami 2020) . These activities are carried out at certain moments and not all the time (Supiani, Muryati, and Saefulloh 2020) . If it is implemented all the time, the relationship between teachers, parents, and students will become strained.

3) Evaluation

In the evaluation process, teachers must of course introspect on the activities they have carried out and be accountable for their activities (Dwi Septiany 2022) . This is because students from an intimidating approach often receive criticism for not being humane enough (Isnanto, Ilham, and Lakita 2020) . Therefore, as a teacher, you should not use an intimidating approach because it lacks a humanistic attitude and can damage the relationship between teachers, parents, and students.

**c. Permissive Approach**

Permissive approach management here is defined as a process to help students feel free to do something anytime and anywhere. The teacher's role is to increase student freedom (Indrawati 2014) . Teacher intervention should be as minimal as possible and teachers should also act as a driver to develop students' full potential. The role of this approach is in direct conflict with the intimidation approach. The essence of the approach lies in the teacher's role in maximizing students' freedom, helping students feel free to do what they want (Umar and Hendra 2020) . The permissive approach has few advocates.

This approach does not realize that schools and classes are social systems that have social institutions. Many opinions say that a permissive approach in its pure form is not productive when applied in school and classroom situations or environments. Students should have the opportunity to psychologically assume safe risks, organize school activities according to their scope, develop self-leadership skills, and take responsibility for themselves. The implementation stages of the permissive approach include:

1) Planning

In the planning process, teachers only prepare learning plans, without designing the type of learning approach (IM Jannah 2017) . It could be that the teacher does not pay attention to classroom management approach activities (M. Jannah, Dewi, and Oktaviyanti 2021) . So, in the implementation process, the teacher just has to carry out the learning process.

2) Implementation

In implementation activities, teachers tend to provide freedom in the learning process in class. This is because the classroom management approach used is also permissive. The impact of a permissive approach to the implementation process is that students become too free and students feel the lack of teacher support and guidance.

3) Evaluation

A permissive approach needs to be taken by every teacher to monitor student work (Sulistia 2020) . Providing complete freedom without control can make students act as they please (asma fadhilah Hanifah, Aisyah, and Karyawati

2021) . Therefore, it is important to balance freedom with structure and clear direction so that students can learn and develop optimally.

#### **d. Behavior Change Approach**

Behavior can be interpreted as an individual's response or reaction to stimuli or the environment (Azis 2018) . This behavior can be positive or negative. So it can be said that there are times when students are positive (by what the teacher expects), and there are times when they are negative (not by what the teacher expects). Positive student behavior can of course create a conducive class, but if students are negative it can create various disturbances in the implementation of teaching and learning activities in the classroom, this is what makes students lack motivation to learn because they have negative characteristics. This is what requires teachers as class managers to reduce, minimize, and even eliminate negative behavior so that students can have the motivation to learn (Tri 2022) .

The behavior change approach can be interpreted as a teacher's perspective which states that negative student behavior must be changed to create conducive classroom conditions. Behavior change is defined as a process to change student behavior in the classroom. The teacher's role here is to develop good student behavior and prevent bad behavior (Kurni and Susanto 2018) .

In this approach, to be able to foster desired student behavior, a teacher as a class manager is required to provide positive reinforcement or provide positive encouragement as punishment, and teachers are required to provide negative reinforcement, namely eliminating punishment or negative stimuli (Sa'diyah , Sholikhudin, and Sholihun 2020) . Furthermore, to reduce undesirable behavior, teachers are required to use punishment or provide negative stimuli, and eliminate or cancel awards. The implementation of the behavior approach is

##### **1) Planning**

Firstly, the teacher must make planning around a learning plan that focuses on student changes (Dharmayanty 2019) . At the planning stage, the teacher arranges the tools according to learning outcomes and emphasizes aspects that will be improved, especially student behavior (Melfitara 2024) . In planning, the teacher emphasizes the attitude aspect in each activity. For example, an attitude of independence, an attitude of cooperation, a religious attitude, etc. Usually, the emphasis on this aspect is placed on religious or civics subjects because these two subjects intersect about handling students' character. (Melfitara 2024) . After preparing the plan, the teacher also creates an assessment rubric related to the aspects of the attitude that will be measured (Hajaroh and Adawiyah 2018) . This is based on a behavior change approach.

##### **2) Implement**

At the implementation stage, the teacher carries out his activities according to the plans prepared. In the learning process, teachers emphasize aspects of attitudes that will be improved by the teacher to produce students who have better character or attitudes than their previous attitudes (Philip 2022) . This process certainly requires habituation, so that students do not only change their character or change their attitude in one day but can change their attitude continuously until it becomes a habit (Rahman, Kencana, and NurFaizah 2020).

3) Evaluate

At the evaluation stage, the teacher will measure this attitude based on student habits. This activity aims to see changes in student behavior (Sidik 2021) . If changes have occurred in a better direction, then the teacher is said to be successful in the learning process and has complied with the classroom management approach in changing behavior (Umar and Hendra 2020) . This approach is suitable for use in the learning process, especially in changing negative aspects into positive aspects (Mawati, Hanafiah, and Arifudin 2023) .

**e. Recipe/Cookbook Approach**

The cookbook approach is an approach in the form of recommendations containing a list of things a teacher should do or not do when facing various types of classroom management problems without thinking much more (Afni and Jumrah 2019) . This recipe (cookbook) approach is carried out by providing a list that can describe what teachers should and should not do in reaction to all problems or situations that occur in the classroom (Zahroh 2015) . The list describes step by step what the teacher must do. The teacher's role is simply to follow the instructions as written in the recipe. There are several ways in the implementation process in the classroom.

1) Planning

At the planning stage, teachers can look at some guidelines first on classroom management. Having a guide that the teacher pays attention to actually provides insight to the teacher before implementing it in the learning process (Rahayu and Jannah 2023) . Also at the planning stage, teachers can rearrange the stages in the book or literature into a learning design to make it easier for teachers in the implementation process (Lestarinigrum and Wijaya 2019) .

2) Implementation

At the implementation stage, teachers use guidelines in books or literature. The existing guides are just a quick and practical way to manage the classroom (Djabba 2019) . The existence of these guidelines makes it easier for teachers to handle problems faced by students in learning activities in class, but these guidelines make it more monotonous for teachers during the learning process in class. (Ghozali 2019) .

3) Evaluation

At the evaluation stage, the teacher reflects on his learning activities after using the cookbook approach. The cookbook approach can be implemented easily by teachers, but sometimes it creates a monotonous atmosphere. Therefore, it is hoped that teachers will be able to minimize the shortcomings of this recipe book approach which is textual to make it more contextual and enjoyable.

**D. CONCLUSION**

Based on the findings, the approach to classroom management is defined as a teacher's perspective on classroom management activities. This perspective then becomes a guide for a teacher in managing the classroom. The classroom management approach is an activity in the teaching and learning process that runs by the rules and norms carried out by teaching staff towards quality, competent, and professional learning. Many approaches can be used by teachers during the learning process, starting from the authoritarian approach, intimidation, permissive approach, behavior change approach, and cookbook approach. From several findings, researchers

suggest that educators use various approaches according to their needs and not just use one classroom management approach.

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