

The Role Of The Teacher In Class Management

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Abstract: Teachers have an important role in creating a conducive learning atmosphere in the classroom. One important aspect of this role is the teacher's ability to manage the classroom. Classroom management includes various responsibilities, ranging from time management, arranging the physical environment of the classroom, to controlling student behavior. With good classroom management, teachers can create a structured and supportive learning atmosphere, so that the learning process runs more effectively and efficiently. This study uses a descriptive qualitative approach to understand the role of teachers in managing the classroom. This approach was chosen because the purpose of the study was to explore and describe in depth how teachers manage the classroom in the context of daily learning. The subjects of the study consisted of teachers in several elementary schools in certain areas who had at least 3 years of teaching experience. The selection of subjects was carried out using a purposive sampling technique, where researchers selected teachers who were considered to have sufficient understanding and experience in managing the classroom. The results of this study indicate that the role of teachers in managing the classroom is very significant in creating an effective and conducive learning environment. Based on the results of interviews and observations, teachers act as leaders who not only regulate the course of learning, but also manage classroom dynamics. Teachers actively keep students focused on the material being taught, while creating an interactive and cooperative atmosphere. The use of strategies such as providing clear instructions, giving appreciation to students who behave well, and using a positive disciplinary approach are the keys to good classroom management. This study shows that the role of teachers in managing the classroom is very important in creating a conducive learning environment and supporting an effective learning process. Teachers act as leaders who direct classroom dynamics through the management of discipline, time, and learning activities, by implementing various strategies to maintain student focus and engagement.

Keywords: Teacher, Class Management, Learning, Discipline, Learning Environment

Abstrak: Guru memiliki peran penting dalam menciptakan suasana belajar yang kondusif di kelas. Salah satu aspek penting dalam peran ini adalah kemampuan guru dalam manajemen kelas. Manajemen kelas mencakup berbagai tanggung jawab, mulai dari pengelolaan waktu, pengaturan lingkungan fisik kelas, hingga pengendalian perilaku siswa. Dengan manajemen kelas yang baik, guru dapat menciptakan suasana belajar yang terstruktur dan mendukung, sehingga proses pembelajaran berjalan lebih efektif dan efisien. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk memahami peran guru dalam manajemen kelas. Pendekatan ini dipilih karena tujuan penelitian adalah untuk menggali dan mendeskripsikan secara mendalam tentang bagaimana guru mengelola kelas dalam konteks pembelajaran sehari-hari. Subjek penelitian terdiri dari guru-guru di beberapa sekolah dasar di wilayah tertentu yang memiliki pengalaman mengajar minimal 3 tahun. Pemilihan subjek ini dilakukan dengan teknik purposive sampling, di mana peneliti memilih guru yang dinilai memiliki pemahaman dan pengalaman yang cukup dalam manajemen kelas. Hasil penelitian ini menunjukkan bahwa peran guru dalam manajemen kelas sangat signifikan dalam menciptakan lingkungan belajar yang efektif dan kondusif. Berdasarkan hasil wawancara dan observasi, guru

berperan sebagai pemimpin yang tidak hanya mengatur jalannya pembelajaran, tetapi juga mengelola dinamika kelas. Guru secara aktif menjaga agar siswa tetap fokus pada materi yang diajarkan, sambil menciptakan suasana yang interaktif dan kooperatif. Penggunaan strategi seperti memberikan instruksi yang jelas, memberi apresiasi kepada siswa yang berperilaku baik, serta menggunakan pendekatan disiplin yang positif adalah kunci dari manajemen kelas yang baik. Penelitian ini menunjukkan bahwa peran guru dalam memanajemen kelas sangat penting untuk menciptakan lingkungan belajar yang kondusif dan mendukung proses pembelajaran yang efektif. Guru berperan sebagai pemimpin yang mengarahkan dinamika kelas melalui pengelolaan disiplin, waktu, serta aktivitas belajar, dengan menerapkan berbagai strategi untuk menjaga fokus dan keterlibatan siswa.

Kata kunci: Guru, Manajemen Kelas, Pembelajaran, Disiplin, Lingkungan Belajar

Introduction

Teachers have an important role in creating a conducive learning atmosphere in the classroom (Jumrawarsi & Suhaili, 2021). One important aspect of this role is the teacher's ability to manage the classroom. Classroom management includes various responsibilities, ranging from time management, arranging the physical environment of the classroom, to controlling student behavior (Nugraha, 2018). With good classroom management, teachers can create a structured and supportive learning atmosphere, so that the learning process runs more effectively and efficiently (Isnanto et al., 2020).

In addition, proper classroom management also allows teachers to create positive interactions between students and teachers and between students (Mahmudah, 2018). Teachers need to facilitate open and collaborative communication, so that students feel comfortable participating actively (Maulia & Purnomo, 2023). This not only improves the quality of learning, but also builds discipline, responsibility, and mutual respect among students.

In the context of modern learning, the role of teachers as classroom managers is also growing. Teachers are required to be able to use various strategies and approaches that can motivate students and encourage their involvement (Manizar, 2015). By utilizing effective classroom management techniques, teachers can reduce distractions, increase student focus, and create a productive, creative, and harmonious learning environment (Salmiah et al., 2021).

Method

This study uses a descriptive qualitative approach to understand the role of teachers in managing the classroom. This approach was chosen because the purpose of the study was to explore and describe in depth how teachers manage the classroom in the context of daily learning. The subjects of the study consisted of teachers in several elementary schools in certain areas who had at least 3 years of teaching experience. The selection of these subjects was carried out using a purposive sampling technique, where researchers chose teachers who were considered to have sufficient understanding and experience in managing the classroom.

Data were collected using several techniques, namely in-depth interviews, participatory observation, and documentation. Interviews were conducted directly with teachers to obtain information about the strategies they use in managing the classroom, the

challenges they face, and the impact of the classroom management they apply on the learning process. Observations were carried out by researchers being in the classroom to directly observe the actions and behavior of teachers during teaching and learning activities. Documentation such as lesson implementation plans (RPP) and other relevant notes were also collected to understand classroom management planning.

The research instruments used in data collection included interview guidelines, observation sheets, and documentation notes. The interview guidelines contained open-ended questions about how teachers manage their classes, including strategies for maintaining discipline, increasing student participation, and managing special situations such as when there are disruptions in class. Observation sheets were used to systematically record teacher actions, including interactions with students and how to manage class dynamics. This data is expected to provide a holistic picture of the role of teachers in classroom management.

Data analysis was carried out using thematic analysis techniques, where researchers first transcribed the results of interviews and observations. After that, the data was coded to identify themes or patterns that emerged, such as classroom management strategies, challenges faced, and classroom management results. The next step was to create categories based on these themes, then interpret them to draw conclusions about the role of teachers in classroom management based on existing theories.

To maintain the validity of the data, this study used triangulation techniques, namely by comparing the results of interviews, observations, and documentation. In addition, researchers also conducted member checking by reconfirming the findings with the interviewed teachers to ensure that the interpreted data was in accordance with what they intended. This is done to ensure that the data obtained is valid and reliable in describing the role of teachers in managing the class.

Results And Discussion

The results of this study indicate that the role of teachers in managing the classroom is very significant in creating an effective and conducive learning environment. Based on the results of interviews and observations, teachers act as leaders who not only regulate the course of learning, but also manage classroom dynamics. Teachers actively keep students focused on the material being taught, while creating an interactive and cooperative atmosphere. The use of strategies such as providing clear instructions, giving appreciation to students who behave well, and using a positive disciplinary approach are the keys to good classroom management (Mubarak, 2021).

In terms of discipline management, teachers use various approaches depending on student characteristics and classroom situations. Most of the teachers studied tended to use a preventive discipline approach, where they set clear classroom rules from the start and consistently enforced them. Teachers also use a proactive approach by providing instructions that motivate students to be actively involved in learning. If there is a disturbance in the classroom, teachers generally use conflict management strategies that prioritize open communication and dialogue with students. This shows that teachers focus not only on controlling behavior, but also on developing student character.

In addition, the role of teachers as learning facilitators is also evident in the way they manage learning activities. Teachers design diverse learning, such as group discussions, educational games, and presentations, to ensure that students are actively involved in the learning process. Teachers also manage time well to ensure that each learning session runs according to plan without being disturbed by irrelevant things. The teacher's ability to manage time is evident from how they manage the transition between learning activities so as not to cause confusion or decrease student motivation.

The results of this study also found that challenges in classroom management are generally related to the diverse characters of students, both in terms of social background, academic ability, and learning motivation. The interviewed teachers revealed that students with special needs or who are less disciplined often pose a challenge in maintaining a conducive classroom atmosphere. However, most teachers are able to overcome this challenge by using a differentiation strategy, namely providing different treatment according to the needs of each student without ignoring fairness in classroom management.

From the findings above, it can be concluded that the role of teachers in managing the classroom is not only related to regulating student behavior, but also involves managing various aspects of learning such as activities, time, and interactions (Pratama, 2020). Effective classroom management allows teachers to create a learning atmosphere that supports students' academic and character development (Hidayat et al., 2020). Thus, the role of teachers as leaders and facilitators in the classroom is very important to achieve optimal learning goals.

Conclusion

This study shows that the role of teachers in managing the classroom is very important to create a conducive learning environment and support an effective learning process. Teachers act as leaders who direct class dynamics through the management of discipline, time, and learning activities, by implementing various strategies to maintain student focus and engagement. The approaches used by teachers in classroom management include preventive discipline, good communication in dealing with conflicts, and differentiation of learning strategies based on student needs. Good classroom management also plays a role in building positive interactions between teachers and students, so that the classroom atmosphere becomes more cooperative and supports the academic and character development of students. Although challenges often arise, especially related to the diversity of character and background of students, teachers who have effective classroom management skills are able to overcome these obstacles with flexibility and the right strategies. Thus, it can be concluded that the role of teachers in classroom management is not only limited to regulating student behavior, but also includes managing various aspects of learning to achieve optimal results. This role is key in creating a learning atmosphere that supports student success academically and socially.

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