Teachers' Classroom Management in SMK Telkom 2 Medan

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Abstract

This study was aimed to investigate teachers' classroom management in teaching learning process. The research was done in SMK Telkom 2 Medan. The period of observing the teachers' classroom management was a week. The research's participants of this study were the teachers in SMK Telkom 2 Medan. The instruments used in this research was observation. Based on the data analysis in the research, researcher found that the classroom management used by the teachers in SMK Telkom 2 were the exact moment of the lesson in which the teacher starts teaching, the locations of special needs students during the class period, use of rewards-punishment for special needs students and other students, use of individualized care for special needs students and the degree of effective use of classroom period.

Keywords: *Teacher, classroom management*

INTRODUCTION

A narrow view of classroom management sees it primarily as discipline and management of student misbehavior. However, successful teaching requires more than controlling student behavior. According to Evertson and Harris (1999) in Yildiz (2017), "the meaning of the term classroom management has changed from describing discipline practices and behavioral interventions to serving as a more holistic descriptor of teachers' actions in orchestrating supportive learning environments and building community" (p. 60). Brophy (1999) in Yildiz (2017) echoed those sentiments when he stated that "the most successful teachers approach management as a process of establishing and maintaining effective learning environments" (p. 44). Finally, Larrivee (2005) in Yildiz (2017) noted that "classroom management is a critical ingredient in the three-way mix of effective teaching strategies, which includes meaningful content, powerful teaching strategies, and an organizational structure to support productive learning" (p. vi). Successful teachers employ strategies "for establishing rules and procedures, organizing groups, monitoring and pacing classroom events, and reacting to misbehavior" (Borko & Putnam, 1995, p. 41) Yildiz (2017), and, when done well, it "looks seamless, even invisible" (Randolph & Evertson, 1995, p. 17). Despite an understanding that classroom management is a complex set of skills that includes much more than being able to influence and control student behavior, there remains an overall impression that classroom management is primarily about 'discipline.'

A successful classroom management is the requirement of teacher awareness. In Barbetta et al.'s (2005) article, the authors provide examples of twelve classroom management mistakes often made by teachers, bringing awareness to the role teachers play in classroom management success or failure. They also include suggestions of replacements for these common teaching mistakes. One of the mistakes listed is Violating the Principles of Good Classroom Rules. Instead, they suggest teachers should follow the Guidelines for Classroom Rules. This includes having four to six classroom rules which are simple, specific, clear and measurable. The rules should be posted, stated positively, introduced through role play, and reviewed periodically. Consistency in carrying out consequences when rules are not followed is mandatory for rules to hold value. Verbal praise should also be provided for additional reinforcement. Another teacher mistake listed is Inconsistent Expectations and Consequences. Instead, Barbetta et al. suggests teachers Have Clear Expectations That Are Enforced and Reinforced Consistently. Rules serve no purpose if they are not understood or are not going to be enforced and reinforced. An additional mistake the authors list is When an Approach Isn't Working, Try Harder which refers to teachers making loud, disapproving statements, increasing negative consequences or removing more privileges. This actually increases negativity and scars the student teacher relationship, leaving students feeling defeated. Instead, Barbetta et al. suggest to try another Way. When an approach isn't working, try another way, such as verbal redirecting, proximity control, changing the academic tasks or providing additional cues/prompts. These more positive approaches are more effective and simpler to use. As teachers, we need to be consistent, yet flexible. The research shows that some of the most challenging students, such as students with severe emotional and behavioral problems, often need the most reinforcement, yet they often receive the least. This is another example of teacher awareness opening the door for prevention. Prevention is accomplished by focusing on teaching desired behaviors, having flexibility and working together. Prevention is monumental because it can lead to the elimination of negative classroom behavior (2005) in Hut (2015).

Research Method

This research was conducted by using descriptive research. Descriptive research is designed to obtained information concerning the current status of phenomena. It is directed toward determining the nature of a situation as it exists at the time of study. There is no administration or control of a treatment as it found in experimental research. The aim is to describe what exists with respect to variables or conditions in a situation (Ary et all :2010:160).

This research was conducted in SMK Telkom 2 Medan. This school is located at Jalan Halat Medan. The writer choses this school because there had been never the same research conducted in this school. The population of this study was the English teachers in SMK Telkom 2 Medan. Instrument is used to collect the data. In this research, the writer used direct observation. The writer observed the learning process in the classroom. The writer observed the classroom management used in classroom interaction.

Conclusion

Based on the observation done by the researcher, it was found that the classroom done by the teacher in SMK Telkom 2 were the exact moment of the lesson in which the teacher starts teaching, the locations of special needs students during the class

period, use of rewards-punishment for special needs students and other students, use of individualized care for special needs students and the degree of effective use of classroom period

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