

TEACHER CLASS MANAGEMENT ABILITY IN IMPROVING SCHOOL QUALITY

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ABSTRACT

The purpose of this study was to determine the ability of teachers in managing the classroom to improve quality. This study uses a qualitative approach. Data collection techniques are: interviews, observations, and documentation studies. Data analysis techniques with data reduction, displaying data, drawing conclusions and verification. The subjects of this study were 1 principal and 15 BP2IP teachers at Malahayati School Aceh. Based on the results of the study, it is known that: the leadership of the principal and the ability of teacher class management in improving the quality of BP2IP Malahayati Aceh's schools has been going well, although not optimally. There are still shortcomings that must be corrected by the BP2IP Malahayati Aceh School Teacher.

Keywords: Classroom Management Ability, School Quality

1. Introduction

Humans grow and develop as a whole person if supported by an established degree of education. In all stages of the educational process, learning problems are the main thing, because a person's knowledge, skills, and attitudes are formed and developed through the stages of development of the learning process. The Indonesian nation is a developing country, the Indonesian people also want to align themselves with other nations in the world in all positive fields.

The government's efforts began with planning a five-year development program known as Repelita, and each lamp focused on a particular field. Education makes a very big contribution to the progress of a nation, and is a vehicle for translating constitutional messages as well as a means of building the nation's character (Mulyasa, 2004: 4). An intelligent society will give the nuances of an intelligent life as well, and will progressively form independence.

The Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System contained in Chapter 2 Article 4 concerning the purpose of education states that National Education aims to educate the nation's life and develop Indonesian people as a whole, namely humans who believe and fear God Almighty and noble character, have knowledge and skills, physical and spiritual health, a strong

and independent personality and have a sense of responsibility in social and national life (Trianto, 2010:1).

Education is an effort made by someone to guide, foster and direct humans in a better direction than before. The development of human abilities in receiving various kinds of knowledge requires a learning process that is carried out to the maximum extent possible, in the entire ongoing educational process. Learning problems are the most basic, because a person's knowledge, skills, and attitudes are formed and developed through the learning process carried out.

The implementation of a lesson will find various kinds of problems, both student problems, methodological problems, and also academic problems. All these problems certainly have direct or indirect implications for the achievement of learning outcomes, so a teacher is required to have various tips or strategies in dealing with these problems.

This larger scope will encourage teachers to be more active and continue to increase their knowledge of the science they will teach. The teacher's role in schools is not only limited to the learning process, but the teacher's role is related to teacher competence, that the teacher has eight other roles which of course are related to the learning process itself, including the teacher's role is to diagnose student behavior, teacher make

learning implementation plans (RPP), teachers carry out the learning process, teachers as school administrators, teachers as communicators, teachers are able to develop self-skills, teachers can develop children's potential, teachers as demonstrators, teachers as class managers and teachers as curriculum developers in school.

In relation to the function and role of the teacher to develop the potential of children, namely the teacher as a demonstrator and the teacher as a class manager, the teacher must know very well the potential of students. Because of that potential, teachers prepare activity strategies that are synergistic with the potential of students. The problem of education is that the learning process with a skills approach and contextual learning is still largely unrealized in the sense that the teacher's role in learning is still too dominant so that it does not provide opportunities for the field of study to develop creative thinking, logical objectives, and lack of complete individual learning.

The implementation of a lesson will find various problems, both from student problems, methodological problems, and also academic problems. All of these problems have direct or indirect implications for the achievement of learning outcomes, so a teacher is required to have various tips or strategies to deal with these problems. The efforts made are efforts to create conducive, optimal and fun learning conditions so that the learning process runs effectively and efficiently, so that learning objectives can be achieved optimally.

Based on the problems above, the research problems are: The ability of teacher class management in improving school quality.

Giving a definition of management appears several opinions. According to the definition developed by Manullang (1988:3), management is the art and science of planning, organizing, compiling employees, giving orders and supervising human and resources to achieve predetermined goals. Soewarno (2002:20) provides a definition of management as a process that distinguishes planning, organizing, mobilizing work implementation and supervision by utilizing science and art to complete the goals that have been set.

Terry (2009:1) defines management as a process or work step, which involves the guidance or direction of a group of people towards organizational or real purposes. While Degenars focuses more on the definition of management on the guidance of group activities and also on the use

of human resources in achieving goals. Management by Degenars is defined as a process related to the guidance of group activities and based on clear goals that must be achieved by using energy sources (Soewarno, 2002:19).

According to Labbaika (2011:1) known as 5M, namely man, money, materials, machines and methods. Furthermore Alhasyimi (2008: 2) states "to achieve predetermined objectives of management necessary tools means(tools). Tools are a condition of an effort to achieve the specified results. These tools are known as 6M, namely men, money, materials, machines, methods and markets". Hasibuan said "tools are known as 6M, namely man, money, materials, machines, methods, and markets". (Syukai, 2009:1).

According to Emerson in Phiffner and Presthus (1960) "Management has five elements (5M), namely: M's, Money, Materials, Machines and Methods". Terry in his book Principles of Management says, "there are six main resources of management, namely: men and women, materials, machines, methods, money, markets". (Revanz, 2011:1).

So it can be concluded that planning, organizing, mobilizing and controlling management will run well if in its implementation there are quality human resources, sufficient money or funds and materials, supporting machines and drivers and methods that are in accordance with the program to be run. , as well as marketing the results and goods that have been produced, the plans drawn up and the goals to be achieved. Each of these elements has different characteristics. Management will not be able to run well without all these elements.

The rapid development of management science in accordance with the accumulation and development of the times, gave rise to various opinions about the function of management. One opinion is that expressed by Terry. The management function known by the acronym POAC Soewarno (2002: 25), namely: (1) Planning(Planning),(2) Organizing(Organizing),(3) Mobilization(Actuating),(4) Control(Controlling).

According to Soebandono (2009: 2), the management function can be interpreted as any activity that will be carried out by a manager in his managerial activities. So that the managerial activities carried out by the manager can be said to be a management process activity. The process starts from planning to providing supervision over the implementation of the plan. The supervision carried out aims to determine whether or not the

implementation of the previously prepared plan is effective, so that the stated objectives can be achieved properly.

management is a strategy for ensuring physical and psychological safety in the classroom, techniques for changing student misbehavior and for teaching self-discipline, methods for ensuring orderly progress during the school day, and instructional techniques that contribute to positive student behavior. According to Rusydie (2011: 18) two important things must be considered to explore classroom management from an educator as follows: 1). An educator's decision must be based on the educator's own philosophical beliefs, and 2). Classroom management strategies must be connected with the existence of instructional practices.

Classroom management is the teacher's skill to create and maintain optimal learning conditions and restore them if there is a disturbance in the teaching and learning process (Djamarah, 2002: 194). In other words, they are activities to create and maintain optimal conditions for the teaching and learning process to occur. This includes, for example: stopping the behavior of students who deviate from class attention, giving prizes for the punctuality of completing assignments by students, or establishing productive group norms (Djamarah, 2002:195).

An optimal learning condition can be achieved if the teacher is able to manage students and teaching facilities and control them in a pleasant atmosphere to achieve teaching goals. According to Mulyasa (2009:2), class management comes from two words, namely management and class. Management comes from the English word management, which is also translated into management, meaning the process of using resources effectively to achieve goals. Every teacher enters the classroom, then at that time he also faces two main problems, namely teaching problems and management problems (Djamarah, 2002:195).

Based on the opinions expressed by the experts above, it can be explained that teaching problems must be overcome by teaching methods, and management problems must be overcome by management methods. Quality as an indicator to see productivity and is closely related to management problems or management in schools. This can be related to the statement "quality failure in an organization is caused by management weaknesses". (Gaffar, 1994:3 in Rohiat). Schools as institutions of an organization in improving quality must look at all aspects of school

components. So that all components of the school are responsible for their respective duties and functions. Mclaugkin (1995:31-32) in Rohiat explains " Total quality is total in three senses: it covers every process, every job, and every person." Quality national education is directed at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

2. Research methods

This study used approach qualitative descriptive. and the subject of this research is the school teacher of BP2IP Malahayati Aceh. Data collection techniques that will be used in carrying out this research are: Observation and Interview. The data analysis technique used is the procedure proposed by Sugiyono (2010), namely: The first stage is data reduction, then data display, and the third is drawing conclusions and verifying data.

3. Results and Discussion

results Based on the results of research obtained through interviews, questionnaires, observations and documentation studies on: Teacher Class Management Ability in Improving the Quality of BP2IP Malahayati Aceh Schools, the data can be described as follows: Planning implemented by BP2IP Malahayati Aceh School Teachers begins with the program preparation process such as preparing lesson plans, syllabus, semester programs, annual programs, schedules for teaching and learning activities and student assessment books that are well and correctly arranged according to the curriculum. The organization carried out by the BP2IP Malahayati Aceh School Teacher has carried out the organizing function to the maximum as stated in the previously prepared learning tools, this can be seen by the clear details of tasks and authorities, and the implementation of student learning activities from the beginning to the start of the students being lined up. not facing the sun, attendance, praying, and apperception, core activities such as organizing and dividing students into several groups, adjusting the number of facilities and infrastructure to the number of students, and closing such as taking attendance again, providing input on learning activities. The movement carried out by the BP2IP Malahayati Aceh School Teacher has made students to be active in carrying out every subject matter that will be taught. Carrying out subject activities in

accordance with the direction of the BP2IP Malahayati Aceh School Teacher, such as arranging several groups with activities taking turns and taking turns so that students do not stand for long and just stay silent. The supervision carried out by the BP2IP Malahayati Aceh School Teacher from the beginning of the lesson to the end of the lesson has been going well, so that the learning objectives are achieved. Supervision of students is carried out as a whole, such as attendance at the beginning and at the end of the lesson, the teacher is not far from the field where students carry out learning activities.

The results of the research and analysis of data collected from interviews, questionnaires, observations, and documentation studies, it is known that the Teacher's Class Management Ability in Improving School Quality BP2IP Malahayati Aceh has tried to carry out the class management process in accordance with its functions although it is still not perfect where there are still shortcomings. as well as the obstacles it faces, this can be seen in the teacher's activities in carrying out classroom management, including the views and opinions of some people who think they are not very useful for students. Although the teacher has tried to carry out his management function well with the planning and objectives to be obtained, there are still obstacles in carrying out management functions.

Class Management Ability of Teachers in Improving School Quality BP2IP Malahayati Aceh still has problems with classroom management. This has a negative impact on the subject in the perception of the subject teacher. According to Hodggestsn (1994:35) reveals the organization of an activity to create goals by a group of people, carried out by dividing tasks, responsibilities and authority among them, determining who is the leader and led, and interacting actively with each other. Supervision is also important in management activities because with good supervision it is a guarantee that the goals set in the plan will be achieved. Supervision activities can take the form of inspections, checks, and efforts to prevent errors that may occur, so that if there is a deviation or deviation, corrective efforts can be taken.

Based on the description above, it is clear that the Teacher Class Management Ability in Improving School Quality BP2IP Malahayati Aceh has carried out a series of management processes and functions, starting from the planning, organizing, mobilizing and supervising processes although there are still some

shortcomings which are something that is natural. The management process needs to be improved so that it can become a capital in improving the quality and quality of Teacher Class Management Capability in Improving the Quality of BP2IP Malahayati Aceh Schools.

4. Conclusion

Based on the results of interviews, observations, and documentation studies, several conclusions can be drawn from the ability of teacher class management to improve school quality, which can be concluded, namely: Class management, namely planning carried out by school teachers starting with the process of preparing programs such as preparing lesson plans, syllabus, semester programs, annual program, schedule of teaching and learning activities and student assessment books that are well and correctly arranged according to the curriculum. Class management, namely the organization carried out by the school teacher has carried out the organizing function to the fullest as stated in the previously prepared learning tools, this can be seen in the clear details of tasks and authorities, and the implementation of student learning activities from the beginning to the start of the students being lined up. not facing the sun, attendance, praying, and apperception, core activities such as organizing and dividing students into several groups, adjusting the number of facilities and infrastructure to the number of students, and closing such as taking attendance again, providing input on learning activities. Class management, namely the mobilization carried out by school teachers, has made students active in carrying out each subject matter to be taught. Carrying out subject activities in accordance with the direction of the BP2IP Malahayati Aceh School Teacher, such as arranging several groups with activities taking turns and taking turns so that students do not stand for long and just stay silent. Class management, namely supervision carried out by school teachers from the beginning of learning to the end of learning has been going well, so that learning objectives are achieved. Supervision of students is carried out as a whole, such as attendance at the beginning and at the end of the lesson, the teacher is not far from the field where students carry out learning activities.

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