

STUDENT'S PERCEPTION OF TEACHER'S CLASSROOM MANAGEMENT

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Abstract: This study aims to know the students' perception of teachers' classroom management. This is a quantitative research study. Totalling 162, the population of this study consists of all eleventh-grade students attending High School in SMA UNIMUDA of Sorong Papua, Indonesia. Using the Krejcie Morgan table, 115 respondents were selected as the sample size. The technique of proportional random sampling is used to sample members. They are using a questionnaire to obtain information. Implementation of data collecting utilizing instruments whose validity and dependability have been examined. This study's data analysis technique employed descriptive statistical analysis techniques. Results indicated that students positively perceive teachers' classroom management in SMA UNIMUDA of Sorong Papua. Teachers' activity in creating the optimal learning environment and managing the interaction of teaching and learning was the highest perception of the students toward their teachers' classroom management.

Keywords: student perception; classroom management; teaching and learning.

1. Introduction

The teacher's position in the classroom is critical; a teacher's success in educating his students is dependent on more than just the teacher's personality and the teaching methods

used. A teacher must acquire the abilities of class management (Garet et al., 2001). These abilities can be learned, exercised, and improved (Anang et al, 2020). One of the keys to a teacher's success in instructing his students is his ability to manage the classroom (Gamlem, 2019).

Class management by the teacher is a component of pedagogical competency (Lohmann et al., 2021). A professional teacher must be able to manage a class effectively (Lazarides et al, 2020; Karim et al, 2023). Class management skills are the abilities of teachers to create and maintain optimal learning environments and return them to optimal conditions in the event of a problem, either through discipline or remedial activities (Macías, 2018; Wang et al., 2012). So far, there are still teachers who are less concerned with how to educate in the classroom. The teacher believes that if all of the information has been mastered, the skills in managing the class will emerge on their own (ohen et a, 2020; Natipulu et al, 2020). Some teachers continue to make the incorrect assumption, that classroom management skills are not completely ignored. Not all teachers are adept at classroom management (Bay, 2020). The amount of time a teacher spends educating students in class is believed to affect the teacher's ability to manage the class (Jusmin et al, 2023). Teachers who have been teaching for a lengthy period will be better equipped to manage courses than newcomers (Asmirah et al, 2023; Daga et al, 2024). Teachers who have been in the classroom for an extended period have had more experience interacting with students and are more familiar with their personalities and characteristics (Chung & Ackerman, 2015; Karim et al, 2021). As a result, teachers will have an easier time maintaining control of the class.

To achieve classroom management, teachers must be skilled at selecting a suitable strategy. According to Slater and Main, there are four techniques for classroom management (Slater & Main, 2020), which are as follows:

- 1) A behavior modification strategy or a behavior change approach
- 2) Socio-Emotional Climate Strategy, or an approach cantered on emotional climate and social ties
- 3) Group Methods approach or group process-based approach
- 4) Eclectic Approach or Elective Approach

This research aims to determine students' perceptions of classroom management carried out by teachers. For this purpose, the following questions have been sought namely students' perception of classroom management carried out by teachers and the highest perception of students towards classroom management carried out by teachers.

2. Methodology

This study is classified as quantitative research because the information gathered in this study is presented in the form of numbers, graphs, or diagrams, which are subsequently examined through the application of statistical formulas (Sugiyono, 2002). The data that needs to be acquired from the field and described is about the classroom management that High School students in SMA UNIMUDA of Sorong Papua, Indonesia are responsible for carrying out.

2.1. Participants

The population for this study consisted of 162 eleventh-grade students attending High School students in SMA UNIMUDA of Sorong Papua, Indonesia. In this research, a proportional random sampling strategy was used because the sample size was proportional to the group size, and the sample was selected at random. The sample was 115 students.

2.2. Instruments

In this study, questionnaires were employed to collect data on class management. The following class management indicators were designed in theory.

- 1) Creating the optimal learning environment
- 2) Arranging the classroom
- 3) Managing the interaction of teaching and learning

The instrument design for the class management questionnaire can be seen in Table 2.

Table 1. Indicators of students' Perception of classroom management

Aspects	Indicators	Number of Items		Total of items
		Positive	Negative	
1. Creating the optimal learning environment	2. Teachers practice the principle of classroom management	1, 2, 3, 4, 5, 6, 7	43, 47	9
	3. Teachers practice the classroom management effectively	9, 11, 12, 16	44	5
	4. Teachers practice the approach of classroom management	33		1
	5. Teachers reduce disruptive behaviour	20, 34, 35		3
	6. Teachers Increase students motivation	10, 15		2
	7. Teachers foster strong interpersonal interactions in class	8, 13, 14		3
2. Arranging the classroom	1. Teachers do students' seating arrangements	36, 40, 41	42	4
	2. Teachers manage the educational media	37, 38		2
	3. Teachers use aromatherapy	17		1
	4. Teachers arrange the plant in the class	39	50	2
3. Managing the interaction of teaching and learning	1. Teachers guide students questioning skills	18	46	2
	2. Teachers give praise to the students	19	45	2
	3. Teachers do some variation of learning	21, 22		2
	4. Teachers give a clear explanation	23, 32	48	3
	5. Teachers give a good closing of teaching	24, 25, 26, 27, 28		5
	6. Teachers guide the student's conversation	29, 30		2
	7. Teachers give build a good communication in the class	31	49	2

2.3. Data analysis

This study used descriptive statistical analysis for its data analysis. Calculating the minimum value, maximum value, mean (mean), and standard deviation is the descriptive analysis technique employed in this study. These variables are utilized to generate frequency distribution tables and score classifications (Salim et al, 2024).

3. Results

Statistic Descriptive Analysis is used for analyzing data by describing collective data from each variable studied after the research was carried out so that it is easier to understand. The average student's perception of teacher's classroom management. The result of descriptive calculation data on the anxiety indicators can be seen in the table below:

Table 2. Student's perception of teacher's classroom management

No.	Perception indicators	Average	Level of Perception
1	Creating the optimal learning environment	4.3	High
2	Arranging the classroom	3.5	Medium
3	Managing the interaction of teaching and learning	4.2	High

Source: Authors findings, 2023.

From the table above it can be known that student's perceptions of the teacher's classroom management are varied in the level of interaction. Creating the optimal learning environment has the highest level of interaction with a mean of 4.3. followed by Managing the interaction of teaching and learning with an average of 4.2. Arranging the classroom was the lowest perception of the students toward the teacher's classroom management. In detail, the classroom interaction in every indicator can be seen in the following explanation.

3.1. Creating the optimal learning environment

The result of student's perception of their teachers in creating the optimal learning environment can be seen in the table below:

Table 3. Creating the optimal learning environment

No.	Statements	Always	Often	Sometimes	Never
1	Teachers practice the principle of classroom management	78.70%	11.40%	9.40%	0.50%
2	Teachers practice the classroom management effectively	64.80%	9.70%	3.90%	21.60%
3	Teachers practice the approach of classroom management	12.30%	50.40%	35.60%	1.70%
4	Teachers reduce disruptive behaviour	59.00%	5.50%	32.20%	3.00%
5	Teachers Increase students motivation	12.30%	20.40%	35.60%	31.70%
6	Teachers foster strong interpersonal interactions in class	33.00%	35.50%	31.20%	0.30%

Source: Authors findings, 2023.

Table 2 above describes the students' perception of creating the optimal learning environment conducted by the teachers. The result showed that the majority of teachers always practice the principle of classroom management, practice classroom management effectively and c reduce disruptive behavior with a percentage of more than 50%. practice the approach of classroom management was often used by the majority of teachers with 50.40%.

3.2. Arranging the classroom

The result of student's perception of teachers' activity in Arranging the classroom can be seen in the table below:

Table 4. Arranging the classroom

No.	Statements	Always	Often	Sometimes	Never
1	Teachers do students' seating arrangements	28.70%	31.40%	29.40%	10.50%
2	Teachers manage the educational media	24.80%	39.70%	13.90%	21.60%
3	Teachers use aromatherapy	12.30%	50.40%	35.60%	1.70%
4	Teachers arrange the plant in the class	49.00%	25.50%	12.20%	13.00%

Source: Authors findings, 2023.

Table 3 above describes students' perception of the teachers' classroom management on activity in Arranging the classroom. The results are varied. More than 30% of teachers often do students' seating arrangements, manage the educational media, and use aromatherapy. 49% of teachers always arrange the plant in the class

3.3. Managing the interaction of teaching and learning

The result of student's perception of teachers' activity in managing the interaction of teaching and learning can be seen in the table below:

Table 4. Managing the interaction of teaching and learning

No.	Statements	Always	Often	Sometimes	Never
1	Teachers guide students questioning skills	68.70%	11.40%	19.40%	0.50%
2	Teachers give praise to the students	53.80%	9.70%	14.90%	21.60%
3	Teachers do some variations of learning	52.30%	40.40%	5.60%	1.70%
4	Teachers give a clear explanation	43.20%	5.50%	32.20%	19.10%
5	Teachers give a good closing of teaching	2.20%	16.90%	39.40%	41.50%
6	Teachers guide the student's conversation	1.80%	8.70%	63.90%	25.60%
7	Teachers give build a good communication in the class	10.30%	10.40%	55.60%	23.70%

Source: Authors findings, 2023.

Table 4 above discusses the students' perception of teachers' activity in managing the interaction of teaching and learning. It can be seen that the majority of teachers always guide students questioning skills with 68,70%. More than 40% of teachers always give praise to the students, do some variation of learning, and give a clear explanation. 41.50% of them never give a good closing of teaching

Discussion

Classroom management's overall goal is to supply and utilize classroom facilities for various teaching and learning activities to produce positive outcomes (Bahtiar et al, 2021; Abduh et al, 2024). The goal of classroom management, according to Mora is for every child in the class to work in an organized manner so that instructional goals can be met successfully and efficiently.

The objective of classroom management is to provide facilities for various student learning activities in the classroom's social, emotional, and intellectual environment (Lazarides et al., 2020; Iskandar et al, 2023). The facilities given enable students to study and work, as well as provide a social environment that promotes satisfaction, discipline, intellectual, emotional, and attitudinal growth, and student appreciation (Thi & Nguyen, 2021).

Students' perceptions of classroom management skills by teachers are students' processes of comprehending and attributing meaning to classroom management abilities by teachers as seen or captured things (Rustamaji, 2020; Sucianti et al, 2022). There are two components to classroom management skills: the ability to create and sustain ideal learning environments, and the ability to restore optimal learning conditions (Valente et al., 2020). A person's perception of the same object or stimulus may result in varied information depending on his or her comprehension capacity (Hasniati et al, 2023).

The background of the teacher will affect the appearance of the teacher and each student's assessment of the teacher's classroom management skills (Korpershoek et al., 2016). Academic credentials will impact teachers' professionalism in class management. The teacher must be qualified to meet the academic requirements for their respective disciplines. If this requirement cannot be met, the teacher will struggle to learn the topic and comprehend competency standards.

Certification of teachers is the process of issuing certifications to educators. Good and effective classroom management is attainable for teachers who already possess a teaching certificate (Wolff et al., 2021; Pahmi et al, 2022). Students' opinions of a teacher's classroom management will be enhanced by effective and optimal classroom management.

Teaching students over a longer period will enhance the teacher's class management skills (Slater & Main, 2020; Wahyuni et al, 2022). Long-tenured instructors will be able to handle their classes more effectively than those who are new to the profession. Each instructor's length of service differs and varies. This change in length of instruction will alter students' evaluations of the teacher's class management abilities. Participation in training by teachers can boost their knowledge. Participating in training can enhance teachers' skills in their respective fields. Training will also affect a teacher's classroom management abilities.

Conclusions

The result found that students positively perceive teachers' classroom management in SMA UNIMUDA of Sorong Papua. Teachers' activity in creating the optimal learning environment and managing the interaction of teaching and learning was the highest perception of the students toward their teachers' classroom management

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