

Effective Classroom Management in Islamic Educational Institutions

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ABSTRACT–The purpose of this study is to provide an overview of managing the skills and creativity of Islamic educational institutions in managing teaching and learning activities that require effective control of classroom caravans as well as the quality of institutions and as an effort to improve the development of related management areas that include preventing teachers' fatigue and making students and teachers feel more secure and happy. So, this paper is intended to answer the question of how classroom management creates a set of expectations used in an organized classroom environment and includes routines, rules, and consequence. The data collected through documentation and observation was analyzed through content analysis and critical analysis which was then synchronized by cross-checking the results of observation. This research reveals that an effective classroom thinking developed through an integrative educational institution can enhance comfortable classroom ambience and create a successful class democratic process.

Keywords: *Classroom management, effective classroom, Creative*

I. INTRODUCTION

Current scientific difficulties, surfaced in scientific integration projects known as integration of science, or interconnection create complex problems with many integrative educational ideas. The aim of teaching and learning is to bring change and understanding to the learner. The process requires effective management and control of the environment and the learning process.

In this case, classroom management and control becomes a very important skill in an effective learning process which can be obtained by the teacher through training and professional experience. Various problem phenomena then In education, especially character education which has become the decision of the agreement of making education of Indonesia must display the human figure in model or model that must be imitated in accordance with the output of effective classroom management itself.[1]

Classroom management is important to allof education process because it offers students asimple learning environment, helps prevent teacher burnout and makes students and teachers feel safer and happier, it involves more than just discipline and rules. It also entails organization, routines with which students come to feel

comfortable. Ministry of Education, discipline always comes to mind at the mention of classroom management, but the crucial component of teaching is much more. Classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and consequences. Effective classroom management paves the way for the teacher to engage the students in learning.

Therefore it is recommended that a careful review of delivery methods should be undertaken before starting of every intake taking into consideration of diverse background of students. Comparisons should be made between the effectiveness of e-learning and traditional learning methods via students' assessment after each session of lecture. A thorough scrutiny on the students' satisfaction should be undertaken. It is also recommended that the institution of learning in the world of learning technology.[2]

The findings by studying the previous literature on effective teacher models during the lesson of what happened during classroom activities clarify the meaning of effective classroom management. The implications of this study indicate the need to include six new classroom management behaviors of an effective teacher. Further research is needed to help policy makers and school administrators in determining significance for training and future goals.[3]

II. METHOD

Researchers collect data through the method of documentation-observative. Then after the data collected, they were analyzed through content analysis and critical analysis and synchronized with cross-check the results of observation.

RESULT

a. What is Effective Classroom Management The classroom management which used by teachers can improve the classroom atmosphere and students' achievement be better because classroom management is considered an important part of the teaching and learning process.[4] In other word, classroom management is the process of creating a democratic community and managing successful class.[5]

Effective Teaching
Efficient Use of Time
Consistency
Fewer Behavior Problems

The main goal for classroom management is to reduce misbehavior in the classroom. Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. Transitions in particular are difficult to control when a teacher has strong management skills. The expectations for behaviors that are part of a classroom management plan give students boundaries as well as consequences.

Successful teaching often depends on the ability of the teacher to manage the classroom. Frequent occurrence of disciplinary problems in the classroom can have a considerable effect on the effectiveness of teaching and learning. Teachers are responsible for managing and monitoring student learning and therefore losing control of the classroom can be one of the most frustrating experiences for them. This chapter focuses on a detailed description of classroom management; the backbone of an effective learning environment.

Classroom management is very an essential part of the teaching and learning process. It refers to the methods, strategies and skills teachers use to maintain a classroom environment that results in a student's learning success. Classroom management is connected to a process of organizing and conducting a class that includes time management, students' involvement, student engagement, and classroom communication. Classroom management is also defined as the process of creating a democratic community and managing a successful class.

Evertson and Weinstein[6] give definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students. They describe there are five types of actions. In order to attain a high quality of classroom management, teachers must (1) develop caring, supportive relationships with and among students and (2) organize and implement instruction in ways that optimize students' access to learning. The importance of developing favorable teacher-student relationships is also expressed by Marzano et al.[7] Additionally, Evertson and Weinstein state that teachers should (3) encourage students' engagement in academic tasks, which can be done by using group management methods. Teachers must (4) promote the development of students' social skills and self-regulation. Marzano et al. refer to this as making students responsible for their behavior. Finally, Evertson and Weinstein state that teachers should be able to (5) use appropriate interventions to assist students with behavior problems. The last two actions proposed

by Evertson and Weinstein indicate that effective classroom management improves student behavior. Hence, classroom management is an ongoing interaction between teachers and their students. Brophy presents a similar definition: [8] —*Classroom management refers to actions taken to create and maintain learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)* Both definitions accentuate the importance of actions taken by the teacher to facilitate learning among the students.

From all of views about classroom management above, it can be concluded that classroom management is the teacher's activities in the classroom to create and maintain the students activities in the class so the teaching efficiently and the purpose of the study can be achieved. Effective classroom management is important to minimize students misbehavior, to get viewer discussion in classroom improve students' motivation.

- A. The Main Areas of Classroom Management The teacher must create an interesting learning so that students and teachers can enjoy the learning process comfortably.[9] In this case, a teacher is required to determine areas in effective classroom management.[10] Here, will be explained the main areas of classroom management.

Grouping and seating

Arranging the layout of the study room can provide new nuances, make learning more interesting, reduce stress in the classroom and facilitate learning. The teacher should consider the seating position, grouping and classroom atmosphere as it is very difficult for students to sit for long periods. It's important to give some movement on a specified time scale, like every five minutes so that students and teachers do not feel bored even drowsy. The seating position is very influential in learning. In general, the students' seating position is lined up against teachers. This position limits the interaction between teachers and students and is very tedious.

There are a number of approaches to seating arrangements in the classroom. Harmer suggested the following types of seating:[11]

Orderly rows: when the students sit in rows in the classroom, there are obvious advantages. Orderly rows imply teachers working with the whole class. Some activities are especially suited to this kind of organization: explaining a grammar point, watching a video, using a board etc.
Circles and horseshoe: In a horseshoe, the teacher will probably be at the open

end of arrangement since that may well be where the board, overhead projector or tape recorder is situated. In a circle, the teacher's position—where the board is situated—is less dominating.

Separate tables: When students sit in small groups at individual tables, the atmosphere in the class is much less hierarchical than in the other arrangements. However, this arrangement is not without its own problems. Primarily, students may not always want to be with the same colleagues, indeed their preferences may change over time. Secondly, it makes —whole-class teaching more difficult, since the students are more diffuse and separated (pp. 19-20).

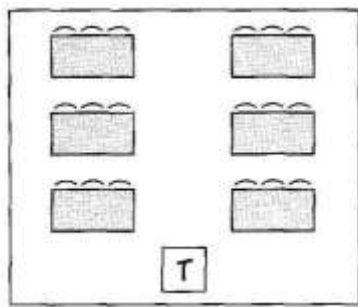


Figure 1. Traditional row-based seating plan.

There are some seating plan which can apply in effective classroom management:

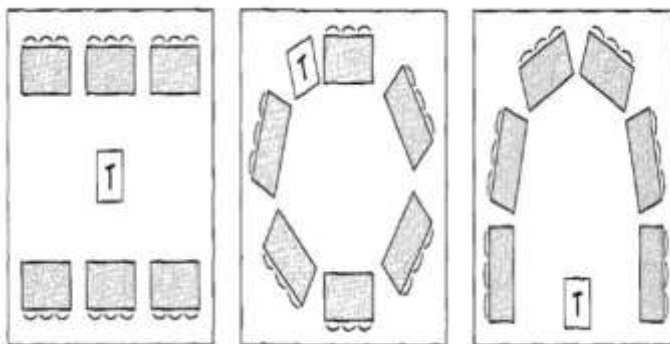


Figure 3. Alternative seating plans.

Changing classroom settings provides many advantages and helps students work with different people..

b. Giving instructions and monitoring

Giving the right instructions is very influential in the success of classroom management. Students should be able to understand what, how and why a teacher in giving instructions. To make effective instruction is very important in getting students' attention, such as giving applause, raising their voices, greeting, and so on. In

giving instruction, teachers should use short sentences, not long-winded and use demonstration instructions. On the other hand, before the Monitor On the other hand, before beginning learning, a teacher should be able to ensure students' readiness (monitoring).

Lemlech suggested three monitoring functions that affect classroom management:[12]

Checking students' understanding of assignment instructions and of work-in-progress.

Verifying short- and long-term accomplishments

Checking upon student behavior. c. Timing

Another important classroom-management tool and a crucial skill for teachers is effective time management. According to Scott and Ytreberg in Scrivener, teachers need to remember to keep activities around 5 and 10 minutes long for ages 5–7, and 10 to 15 minutes long for ages 8–10.

Authority and setting rules

A teacher must have authority in learning. Such authority will be obtained through respect. A teacher will be respected by his/her students when they are on time, ready for lessons, they will do what did they say, treat students consistently and fairly, do not try to let personal feelings about each student affect how they treat them as members group, do not ignore the problem, never pretend they are unable or ready to do and never lose patience. Teacher authority can be applied through rules that are easily understood and managed by the teacher. The rules should also be based on moral, personal, legal, safety and education considerations.

Holding and improving students' attention

As explained above, teachers should not start learning or assignment before getting student attention. How to get the attention of students can be done with several steps, including gain attention of all students, motivate interest, teach (model, demonstrate) concept, in order to maintain students' attention, teacher ought to structure the lesson into short sessions, provide follow by task assignment, monitor on-task behavior and evaluate and provide feedback. The most important aspect of maintaining students' attention is motivating the students.

Voice and gestures

Two kinds of messages are transmitted to students when the teacher is speaking. Whilst the voice transfers as verbal

messages, gestures represent specific body movements. When teaching, a teacher should be able to ensure that all students can hear his voice. Therefore, a teacher should be able to maintain the voice of his voice, tone and speech speed. To sum up, both voice and gestures are beneficial tools of communication between teachers and students. They should not be separated and their role in assisting teachers in classroom management should not be underestimated. Praise and motivation

Many teachers often use praise as a form of positive reinforcement for appropriate behavior and as a motivational tool. When getting praise and motivation, students will be more concentrated and eager to learn even if only praise for the little things they did. Genuine, spontaneous and specific praise encourages positive self-esteem and acceptance of both self and among other students in the classroom.[13]

B. Effective Classroom Management Strategies

Classroom management strategies are tools that the teachers can use to assist create such an environment, ranging from activities to improve teacher-student relationships to rules to regulate student behavior.[14] Only when the efforts of management fail should teachers have to resort to reactive, controlling strategies. Therefore, it is important to distinguish between preventive and reactive classroom management strategies. That is, there is a difference between strategies used to prevent behavior problems and strategies used to respond to problem behavior.[15] For example, the establishment of rules and procedures and favorable teacher-student relationships are considered preventive strategies, whereas disciplinary interventions such as giving warnings or punishments are considered reactive strategies. Although it is generally assumed that preventive strategies are more effective than reactive strategies, reactive strategies are sometimes needed to reduce disruptive or other undesired student behavior

when preventive strategies do not work.[16]

A separate group of CMS are group contingencies, which represent various reinforcement strategies aimed at improving student behavior or performance. These include preventive and reactive strategies.[17] These group contingencies can be classified into three types independent, interdependent, and dependent group contingencies. Independent group contingencies refer to reinforcement interventions that apply the same assessment criteria and reinforcements to

each child (e.g., all children should pass the same swimming test before they get a diploma). Dependent group contingencies, on the other hand, refer to interventions that require a single student (or a few students) to reach a designated criterion in order for the whole group to receive reinforcement(e.g., when a student attains a 100 percent score on a test, the teacher will hand out sweets to the entire class). Interdependent group contingencies require the whole student group to reach a designated criterion in order to receive reinforcement (e.g., group members need to collaborate on a team project and the entire team receives a grade for their end product).

After we known the classroom management strategies and then how to manage the class and how to manage the problems? No teacher wants to have poor discipline in their classrooms. Therefore, having good classroom discipline involves a number of steps teachers should follow when behavior problems occur.

According to Harmer, standards of behavior and penalties for bad behavior have to be explained to students from the first day at school. In many cases it is crucial to recognize the warning signs of disruption and to act immediately since —unchecked behavior may grow to be a larger problem. Moreover, when the behavior problem occurs it is important to —find out what the problem isl.[18]

In the following subchapters some typical problem situations that teachers have to deal with during their teaching will be discussed in detail:

Lack of motivation

Motivation is supposedly the backbone of any classroom. Therefore, when students are motivated, teachers have the opportunity to perform their job well. Nevertheless, behavioral problems are often connected to a lack of motivation and it sometimes takes a lot of energy for teachers to motivate their students.

Harmer claims that —nothing motivates like successl. Battaglia adds that teachers should let their students know that they believe in their success. Moreover, they should encourage their students' curiosity and attention. Therefore, it is vital to prepare inviting and challenging lessons so that —the students are interested in finding out what comes nextl. Battaglia suggests spending some time getting to know each student to gain insight into their strengths and interests since the extent of motivation may differ for each student.[19]

2). Lack of respect and rudeness

A good relationship between teacher and student is very important for the success learning process in the class. Many teachers will probably agree that classrooms today are

very different places to what they were twenty years ago, and students, even young learners, seem to no longer respect their teachers as in the past.

Lack of respect and rudeness often go hand in hand. If rudeness appears in the classroom, Lemlech suggests dealing —with the student causing the problem without expressing personal anger. When teachers react out of anger and lose their temper, they only gain disrespect.[20] Linsin (2009) suggests a few steps when dealing with a confrontational student:

Do not take disrespect personally. Stay calm. Do not raise your voice. Do not lose your temper. Pause. Maintain eye contact with the student and wait. End the misbehavior as quickly as possible before the situation escalates. Move on. Just continue on with what you were doing.

Teachers should be aware of disrespect and rudeness since they might be one of the roots of bullying.[21]

Attention seeking student

There are a variety of causes why most of students interrupt teachers' instructions or class discussions. These causes —include the student's need to seek attention and appreciation. Other causes come from a variety of sources, including extreme competitiveness, nervousness, insecurity, or impulsiveness. Some children feel that misbehaving is the best way to get the teacher's attention. They do all sorts of things to attract attention; they are loud, ask unnecessary questions, respond negatively to the teacher's authority, bully other children so the teacher is forced to give them additional time and attention (Atkins, 2012).

Wright points out that teachers should deliver positive attention if the student is not busy seeking attention and suggests the following ideas of positive attention:

Pat the student on the shoulder

Make eye contact and smile at the student

Check in with the student about how he or she is progressing with an assignment

Call on the student in class (when you are reasonably sure that he or she knows the answer!)

Pass the student a note with a cheerful comment, specific praise, or compliment

Give brief, specific praise about the student's work or behavior (e.g., "I really like to see how carefully you are drawing that map, Joanna!")

Give the student a few words of encouragement

Invite the student to summarize for the group the main points of a classroom discussion

Converse briefly with the student

Select the student to carry out a classroom task (e.g., passing out papers) that he or she likes (2012).

To sum up, a variety of techniques is needed to be successful in the classroom management and teachers have to check constantly that what they are doing is really working. Moreover, it is essential for teachers to understand the learners' characteristics, interests and needs in order to develop and maintain discipline in the class.

Creating Effective Classroom Management

As the teacher, we should know how to create effective classroom management. To create effective classroom management, the teachers must do the steps below.[22]

Have rules. It is important to have basic set of rules for student to follow. These regulations will help maintain classroom management and discipline.

Have expectation. If your students know what you want from them, they are more likely to exhibit the type of behavior you want.

Make students aware of the rules. Make sure that the students are aware of the rules and the consequences.

Be firm and consistent. When you make your rules to manage your classroom, make sure that they are realistic and void of any inconsistencies.

Be professional. An effectively managed classroom is conducted with professionalism and adequate structure.

Keep the class interested.

Practice fairness. As a teacher you need to be fair and make sure that you.

Practice humor. Creating a positive environment where there is laughter and happiness is the key into keep students interested and engage in their work.

Do not threaten. Threatening student can weaken a teacher's credibility in a classroom.

Lead by example. If you are regularly late, then you are setting a bad example for your students.

Give students opportunities. By student's opportunities to act in the class, shows them — you have confidence in their abilities, they will feel like the overall management and flow of the classroom is up to them to uphold as well.[23]

IV. CONCLUSION

Effective classroom management is the teacher's activities in the classroom to create and maintain the students activities in the class so the teaching efficiently and the purpose of the study can be achieved. Effective classroom management has main areas, there are grouping and seating, giving instruction and monitoring, timing, authority and setting rules, holding and improving students' attention, voice and gestures and the last is praise and motivation. Classroom management is the teacher's activities in the classroom to create and maintain the students activities in the class so the teaching efficiently and the purpose of the study can be achieved. After understand the main areas and strategies of classroom management, there are how to create effective classroom management based on have rule, have expectation, make students aware of the rules, be firm and consistent, be professional, keep the class interested, practice fairness, practice humor, do not threaten, led by example and also give students opportunities.

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