

Management Class in Lampung Elementary Nature School in Lampung

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Abstract: *Management class in lampung elementary nature school in lampung, the principal and the teachers carry out class management in order to create a conductive class. Purpose: This study is to analyze and describe: class planning, class organization, class implementation and class control in Alam Lampung Elementary School. Method: used in this research is a qualitative method with a phenomenological design plan. Data collection techniques used in-depth interviews, participant observation and document study. Sources of data from this study amounted to 7 people with key informants as educators and informants for the principal, staff, and students. Results: the results of the study consisted of (1) class planning in Natural Elementary Schools tailored to the learning needs and the number of students in the class. (2) class organization arranges learning support objects in the classroom, such as seats, air circulation, lighting, learning media, blackboards, cabinets, etc. (3) the implementation of the class provides direction to students to learn actively and focus on the implementation of learning. (4) class control determines what is done, and how to control the class when the learning is running. Suggestion: suggestions for schools are to provide facilities and infrastructure that support the class planning process, class organizing, class implementation, and class control so that it can be carried out properly and optimally. Suggestions for future researchers Future researchers can use different objects, in order to expand the population so that they can find different results.*

Keywords: Classroom management, elementary school, natural school.

I. INTRODUCTION

Education is guidance given to a person so that he develops optimally. So that education has a very decisive role for individual development. The main purpose of education in general is to provide an environment that allows students to develop their talents and abilities optimally, so that they can manifest themselves and function fully, according to their own needs and the needs of society (Tafsir, 1992).

Regarding the success of students, teachers have a very important role, especially in the learning process. Therefore, a teacher is required to be able to manage the class well, where the class is a place where learning interactions take place, so that the learning objectives to be achieved will be accomplished. With good classroom management, students will get services according to their needs and achieve maximum educational outcomes effectively and efficiently.

The ability to manage the class is often called the ability to master the class in the sense that a teacher must be able to

control the behavior of his students so that they are actively involved in the learning process. So it will not be perfect if a teacher who masters the material or teaching material but can't create interesting learning activities by being able to manage students and also the facilities in the classroom.

With the existing competition in the world of education today, it certainly requires schools to compete to produce output, in this case students who have competitiveness, so that many schools are emerging with various designs, for example schools with integrated Islamic (IT) backgrounds, full day school, national or even international standard. Of the various forms of this school, of course, have different school management, and of course the existing teachers have different strategies in class management. While those who are not satisfied with formal education tend to choose alternative education, namely schools with different forms and learning methods from formal school. The forms of alternative schools themselves vary, from the category of children with special needs (ABK) or those previously known as disabled children, home schooling or studying at home, to nature-based alternative schools that can expand into nature.

School nature is one of the schools that combines and develops intellectual, emotional, spiritual aspects as well as various life skills of students from an early age, because education starts from pre-school, namely from early childhood, kindergarten and elementary levels. applying learning patterns in the open world to train the cognitive, affective and psychomotor aspects of students with a liberating school, exploring children's creativity and thinking with the fun learning method (where children feel always fun without feeling the child is learning subject matter).

With the wealth and natural scenery around that is still beautiful, with resources teaching power that supports the learning process and adequate facilities, providing a fresh learning environment. The learning atmosphere is applied with the hut model so that children can learn while enjoying the beauty of nature, with learning carried out inside and outside the classroom.

Based on the above discussion, there are four research questions that guide this writing.

1. How is classroom planning in learning at SD Alam Lampung?

2. How is class organization in learning at SD Alam Lampung?
3. How is the classroom implementation in learning at SD Alam Lampung?
4. How is classroom control in learning at SD Alam Lampung?

II. LITERATURE REVIEW

Management as a process of planning, organizing, coordinating, and controlling resources to achieve goals effectively and efficiently. Effective means that goals can be achieved according to planning, while efficient means that existing tasks are carried out correctly, organized, and on schedule (Sukarna, 2011).

Management is defined as ways of managing an institution so that the institution is efficient and effective. Efficient category institution if the investment is suitable and provides profit as expected. An institution is called effective if the management of the institution uses the right principles so that its activities can achieve the planned goals (Tilaar, 2009). Management is a process that deals with the entire human endeavor with the help of other humans and using other sources, using efficient and effective methods to achieve predetermined goals (Hamalik, 2013).

Class management is the activities that are pursued by a teacher to create a class situation that is conducive to achieving maximum learning goals (Horne, 1980). This activity is an effort that is deliberately made by the teacher so that learning can run effectively so that it allows students to develop the maximum possible abilities and shape cultured behavior.

Furthermore (Arikunto, 2012) Definition of Classroom Management is an effort made by the person in charge of learning activities or those who help with the intention of achieving optimal conditions, so that learning activities can be carried out as expected.

In line with the definition of class management above class management is all efforts directed to create an effective and enjoyable learning atmosphere and can motivate students to learn well according to their abilities. (Sunaengsih, 2017).

Class management is an effort to optimize the potential of existing classes to support the educational interaction process to achieve learning objectives (Uripin 2018). Class management is an effort on the part of the teacher to organize class life starting from planning the curriculum, structuring procedures and learning resources, setting the environment to maximize efficiency, monitoring student progress, and anticipating problems that may arise (Darling-Hammond, 1994).

Based on the descriptions and opinions above, it can be concluded that classroom management is a process or effort made by an educator to systematically organize and organize

classroom management to create and create dynamic and conducive classroom conditions in order to create learning.

Nature school is a school with the concept of education based on nature or the environment. As a nature-based school, it certainly has many differences from formal schools in general, but it is still positive as an effort to foster independence from an early age, opening children's awareness to develop the widest possible creativity. Sekolah Alam is a school with an educational concept based on the universe. Thus the essence of the purpose of education is to help students grow into human character. Being a human being who is not only able to take advantage of what is available in nature, but also able to love and care for the natural environment. (Kholiq, 2008).

Learning in nature will instinctively create an atmosphere of "fun", without pressure and far from boredom. Thus, awareness will grow in children that 'learning is fun' and school is synonymous with joy. However, no matter how good the concept is, the results will not be perfect without a qualified and dedicated teacher. Maintaining quality and dedication can only be done if the teacher has a clear vision of education and understands the basic principle that each child is a unique individual. To achieve all of this, Sekolah Alam places the welfare of teachers as top priority.

III. METHOD

This study used a qualitative approach with case study design. According to Sugiyono (2010: 14), qualitative research can be interpreted as a research method based on the philosophy of positivism, used to research populations / samples, sampling techniques are carried out randomly, data collection through research instruments, qualitative / statistical data analysis with the aim of testing the hypothesis that has been applied.

This research was conducted at SD Alam Lampung. The determination of the informants in this study was carried out by using purposive sampling technique so that the data obtained from the informants were in accordance with the needs and objectives of the study. Data collection techniques in this study were carried out in three ways, namely interviews, observation and documentation.

Data analysis in this study used the data analysis method according to Miles and Huberman (2014). In qualitative data analysis, there are four activities that occur simultaneously, namely: Data Collection, Data Reduction, Data Presentation, and Conclusion Drawing / Verification.

Checking the validity of data is that every situation must be able to demonstrate the correct value, providing a basis for making the consistency of the procedure and the neutrality of the findings and decisions (Sugiyono, 2010: 329). Data validity checking can be done in several ways, following the division of four aspects of validity or quality, namely credibility, transferability, dependability, and confirmability.

IV. RESULTS AND DISCUSSION

The research used in this research is qualitative with a phenomenological design. This qualitative research is research that intends to understand the phenomena experienced by the research subjects. Researchers also believe that with a natural approach, this research will produce richer information. Researchers desire to understand social situations in depth, find patterns, hypotheses and theories.

For more details, it can be seen from the results of the interview as follows: arranging facilities according to the size of the room, the number of students, and the lighting and air settings for the classroom according to the size of the class room, so that students carry out learning effectively. (17 June 2020).

V. FINDINGS

Based on the results of research from various data from in-depth interviews, participant observation and document studies that have been carried out from all informant sources about classroom management at Alam Lampung elementary school, the findings presented in this section are based on the presentation of data obtained from the field formulated based on data interpretation. On the basis of the research focus and data exposure previously presented, the following findings were produced: class planning in the learning process, class organization in the learning process, class implementation in the learning process and class control in learning, in order to create a conducive class.

VI. CONCLUSION

Based on the results of research on classroom management in Alam Lampung elementary school, it can be concluded that class planning in the learning process, class organization in the learning process, class implementation in the learning process and class control in learning, in order to create a conducive class.

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