

Analysis of Classroom Management in Learning Quality, Affective Support and Cognitive Activation at Junior High School

Mohamad Mustari¹, Ilham Muhammad²

¹ Universitas Mataram, Indonesia; mustari@unram.ac.id

² Universitas Pendidikan Indonesia, Indonesia; ilhammuhammad@upi.edu

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ABSTRACT

The objective of this study is to analyze how classroom management and learning process is carried out to achieve the quality of learning and have cognitive abilities, attitudes, character, behavior, emotions, interests, and values of individuals in realizing the goals of National Education by doing concrete movements in improving the quality of education through the quality of learning. This study used qualitative methods by collecting data through several sources such as basic data on education (*Dapodik*), with techniques for collecting and testing the credibility of data and documentation. The research sample was the 2021 education report card which shows the low quality of learning. The research was conducted using interview and document analysis techniques. The results found that there is a need for training in classroom management for junior high school-level teachers. In light of the results, the Education Authorities of Mataram City need to increase teacher competency in classroom management and other support according to the indicators in the education report card. It is suggested that Education Authorities make policies related to learning quality improvement by providing training or workshops for teachers.

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Corresponding Author:

Mohamad Mustari

Universitas Mataram, Indonesia; mustari@unram.ac.id

1. INTRODUCTION

Improving the quality of education is a demand for educational institutions, in this case, education units (Fadhli, 2017). Rapid changes in the 21st century are the conceptualization and measurement of the quality of education (Hasibuan & Prastowo, 2019). Nowadays, quality is more determined by learning outcomes and less regarding the conditions for learning. This policy shifted from quality as input to quality as an output of the government's efforts to improve the quality of education. Professional teachers are required in schools to improve the quality of learning (Nuzalifa, 2021; Wahyudi et al., 2019). Researchers agree with experts that improving the quality of learning needs support from the local government not only in the form of facilities and infrastructure but also in other forms such as increasing the competency of teachers to be more professional.

The concrete steps of the Education Authorities of Mataram City are intervention for teachers and school principals in filling out surveys related to the learning environment and character through social media such as WhatsApp group so that there is a linear perception of teachers, headmaster, and students.

Education Reports showed that the headmaster's leadership still lacks, therefore, strengthening the leadership is needed. Outstanding teachers must be evenly distributed in all schools, favorite and non-favorite schools (Gold et al., 2021). Data on the preparatory function of professional vision is important in designing and improving teacher education. The solution is by conducting a workshop and coordination meeting for the Computer-Based National Assessment (ANBK).

In light of cultural policy, quality assurance is a sustainable process that has been tried and has become a reference for Indonesian education quality (Desimaria & Sri Rahayu, 2022; Pramana et al., 2021; Suyatno et al., 2019). Thus, the quality mapping activity will always be conducted continuously, schools will also continuously fill out instruments in the School Evaluation (EDS) application for elementary and secondary education (Dikdasmen) as well as transmit/synchronize Education Quality Assurance (PMP) data to the central server throughout 2020. The quality of education can be seen from the distribution of schools at each level, which is presented in table 1 below.

Table 1. Distribution of Schools for Each District in Mataram City

Level	No.	District	Total	Send	Not Send
SMP	1	Ampanan	9	7	2
	2	Cakranegara	4	4	0
	3	Mataram	13	11	2
	4	Sandubaya	7	6	1
	5	Sekarbela	4	3	1
	6	Selaparang	9	7	2
		Total	46	38	8

Source: Education Quality Map of Mataram City 2019

Table 2. Data on the Number of Schools towards National Standards of Education (SNP) for Junior High School Level Education in Mataram City

Identity					
Education Level	Junior High School				
Area Level	Mataram City				
	2016	2017	2018	2019	2020
Number of Schools	39	40	39	34	32
Head to SNP 1	11	1	0	1	0
Head to SNP 2	3	1	0	0	2
Head to SNP 3	19	9	1	0	1
Head to SNP 4	6	29	38	26	29
SNP	0	0	0	7	0

Source: Quality report for junior high school, 2019

Based on table 2, there were no schools towards National Standards of Education (SNP) and towards SNP 1 in 2020, but there was an increase of schools towards SNP 2, 3, and 4 from the total number of Junior High Schools in 2022 of 46 schools. A Map of the quality of SNP achievements for Junior High School levels in 2020 can be seen in the following figure, including achievements and problematic indicators.

Table 3. National Standards of Education of Mataram City

No	National Standards of Education	Mataram City				
		2016	2017	2018	2019	2020
1	Graduate Competence Standards	5.18	5.92	6.41	6.76	6.13
2	Content Standards	4.75	5.59	6.02	6.76	5.64
3	Process Standards	5.15	6.34	6.57	6.75	5.36
4	Educational Assessment Standards	4.21	5.78	6.25	6.08	6.00
5	Educators and Educational Staffs Standards	3.41	4.17	3.68	4.62	6.19

6	Facilities & Infrastructure Standards	4.66	4.22	4.08	5.05	4.99
7	Education Management Standards	4.47	5.72	6.01	6.71	6.16
8	Financing Standards	4.11	5.45	5.81	6.43	5.48

Source: Quality report for junior high school, 2019

It can be inferred from Table 3 that the National Standards of Education of Mataram City in 2020 decreased compared to previous years.

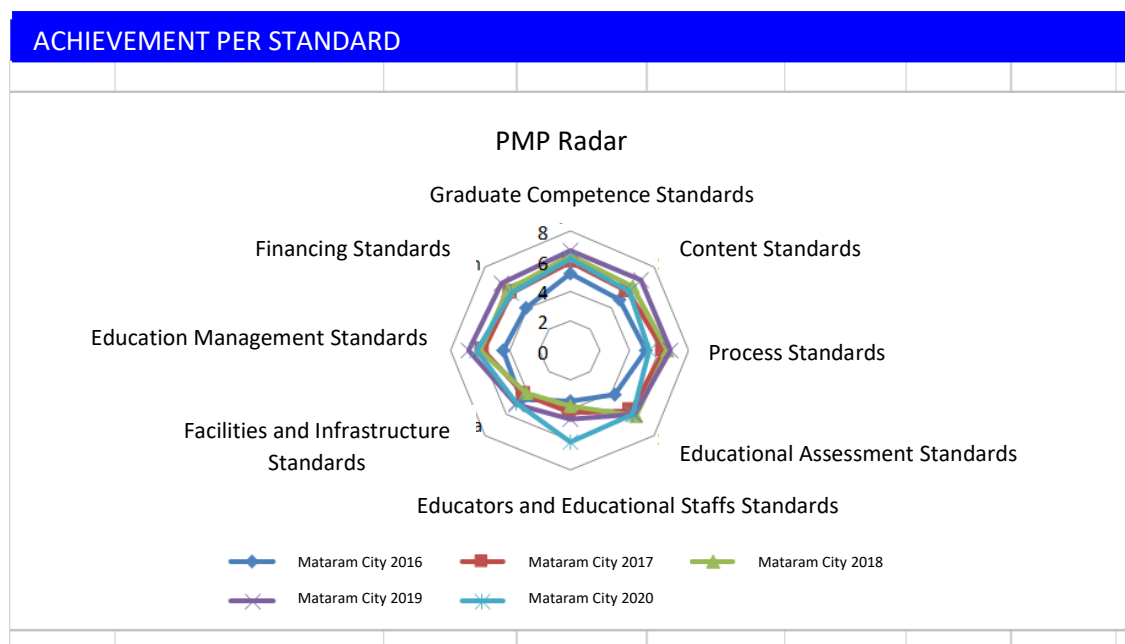


Figure 1. Achievement of National Standards of Education

Based on the data of Junior High School Quality Radar and Problem Indicators of Quality Achievements (2020), there is no five-star achievement category of the 8 (eight) SNPs. The achievement scores with the 4 (four) star category of SNP show a decrease in the achievement scores of the eight SNPs that achieve the lowest on the indicator 4.99, namely the standard of facilities and infrastructure for adequate school capacity with an achievement score of 5.12.

Based on the map of the quality of education, the quality of learning decrease due to the absence of the learning process planning in accordance with the provisions. It requires support from classroom management, school management, and a creative and innovative headmaster. Thus, it is not only the teachers' responsibility to improve the quality of learning. It must involve the standards of educators and educational staff, infrastructure, processes, and management. In a classroom, the teacher is an administrator (Argon, 2015; Handayani, 2016). He must carry out classroom management activities. Classroom management is a provision and procedure needed to create and maintain an environment where teaching and learning activities take place (Hidayah, 2020; Replianis, 2019). It can be interpreted as a teacher's attitude aimed at attracting normal and appropriate students' attitudes and efforts to minimize obstacles (Nugraha, 2018). Application of a widely used indicator for effective classroom management namely, by asking students to provide their subjective views of their teacher's behavior in a questionnaire (Gold et al., 2021). For effective and enjoyable learning, the teacher needs to manage the classroom well which is student-centred.

The concept of effective learning refers to the process by which individuals acquire knowledge, skills, and competencies in a manner that maximises Elena (2021) found a notable association between the diagnostic outcomes of individual subscales and the ultimate outcomes of classroom management preparedness, indicating the internal coherence of all questionnaires. In conclusion, it can be inferred that an initial psychometric evaluation of the future teacher preparedness questionnaire for classroom

management demonstrated its satisfactory utility in evaluating the dimensions identified by earlier researchers who emphasised the significance of teacher competence. According to Kiymet Selvi (2010), teacher competency has a significant role in shaping their values, behaviour, communication, aims, and practises inside educational institutions. Additionally, it contributes to the advancement of professional development and curricular studies. Therefore, the examination of teacher competency in enhancing the educational process inside schools holds significant importance. The enhancement of learning quality necessitates the presence of teacher competency in the domain of classroom management.

2. METHODS

In this study, the researcher used an observation procedure where the researcher acted as an instrument directly observe the research object to obtain optimal and in-depth results. Observation can be conducted by reviewing, supervising, and studying an object, to find valid data (Duli, 2019). The direct observation method is observation, recording objects where events occur so that the observer is with the object being investigated. In this study, the researcher used an in-depth interview instrument with several respondents by sampling and observing several junior high schools in the City of Mataram. The selection of subjects is based on the official education report card of Mataram City.

The research was conducted in October 2022 in several schools as samples including SMPN 15, SMPN 21, SMPN 23, and SMPN 7 Kota Mataram. These research results are beneficial for being relevant to exist research as a reference for predicting an upcoming event, explaining an object or event being observed, proving an unclear issue that has developed, and discovering a new finding if combined with an experiment (Johnson & Christensen, 2016).

Existing data sources must be checked first. Many things are useful by referring to existing sources (Mustari & Rahman, 2012). The results obtained from the field are as follows: According to Yusuf (Head of the Education Office of Mataram City, 2022), the education authorities' priority programs are 1. Synergy with stakeholders in seeking CSR opportunities, 2. Partnerships with Kindergarten Teacher Institutions and the Industrial World to increase teacher competence, 3. Digital transformation in developing learning.

Teachers must have managerial skills in classroom management in addition to pedagogical competence because it requires the technical matters on how students enjoy the teaching and learning process and the material provided by the teacher can be understood by students to increase the quality of learning.

3. FINDINGS AND DISCUSSION

Classroom management is an educational perspective that is the main concern of professional teachers, teachers play a major role in the development of education, especially formal education in schools. In general, learning objectives are considered to be achieved if classroom management is carried out properly in the school itself so that classroom management becomes a benchmark for achieving the objectives of learning quality efficiently and effectively.

Classroom management is an activity carried out by a teacher to produce a conducive classroom atmosphere for achieving optimal learning goals (Yusuf & Pattisahusiwa, 2020). It is defined as an effort made by a teacher to manage students in the classroom to create and maintain a conducive atmosphere, in which the comfortable classroom atmosphere motivates students to be actively involved in the teaching and learning process. It supports the success of the teaching program that has been planned. (Ambika et al., 2019; Wijayanti et al., 2021).

The important elements of classroom management in achieving quality learning are (1) Managerial activities include activities to produce and maintain a conducive and fun classroom atmosphere for the optimal implementation of teaching and learning activities so that learning objectives can be achieved efficiently and effectively. (2) the teacher's position in implementing classroom management includes activities such as organizing classes, arranging student seating, arranging equipment and learning

materials and media, keeping the classroom clean, and so on. (3) The teacher's expertise in mastering and understanding classroom management and the ability to select learning methods and media that are suitable for the goals, materials, and characteristics of students supported by affective and cognitive indicators of student participants are the behavior patterns of teachers in carrying out classroom management as an effort to improve universal quality of education as well as the quality of learning.

The 2022 education report data shows several factors interplay between the quality of learning and classroom management, as well as effective support and cognitive and psychomotor activation. In general, learning is a teaching activity that is attempted in certain circumstances, so that the cognitive, affective, and psychomotor students change toward a better direction (Nuzalifa, 2021). The platform in the report provides report data on the results of the learning system assessment as a refinement of the previous quality report.

Table 4. Education Quality Report and Classroom Management

No.	Indicator	Quality	Learning	Management	Class
1	Disoriented	13	27.65%	14	29.80%
2	Inadequate	3	6.40%	3	6.40%
3	Directed	31	65.95%	-	-
4	Applied	-	-	30	63.80%
School		47		47	

Based on the data in table 4, it showed that the indicators of the quality of learning have been directed with a total presentation of 65.95%, while the junior high school education units presented reached 27.65% and 6.40% of the junior high schools were inadequate so that 55% or half of the junior high schools in Mataram City were disoriented so it needs attention to the quality of learning. Meanwhile, the Classroom Management indicator showed that 63.80% of junior high schools implement classroom management, although there were still around 36% of junior high schools that are disoriented and inadequate, the two indicators show a relation between junior high schools that have implemented classroom management and the quality of learning.

Table 5. Affective Support and Cognitive Activation Education Report

No.	Indicator	Support	Affective	Activate	Cognitive	Desc.
1	Constructive	23	48.94%	-	-	
2	Passive	8	17.00%	25	53.20%	
3	Responsive	13	27.66%	19	40.40%	
4	Inadequate	3	6.40%	3	6.40%	
School		47		47		

Based on the data table 6 above shows that the indicator of constructive and affective support was 48.94%, responsive was 27.66% and passive and inadequate was 23.40% so it can be concluded that effective support is only half of the junior high school while cognitive, activation and inadequate showed 59.60%. Overall almost 60% or more than half of junior high schools in Mataram city, their affective support, and cognitive activation are still lacking so attention is needed on indicators of learning quality and classroom management which are influenced by indicators of affective support and cognitive activation. Efforts that need to be taken into consideration by the education authorities of Mataram city are to increase teacher competence in classroom management and other support according to the indicators in the education report.

The new learning system assessment policy emphasizes the orientation towards the quality of learning and an integrated system. Education Report is used as a. The main reference for basic analysis, planning, and follow-up to improve the quality of education b. One of the platforms to see the results of the National Assessment c. Source of objective and reliable data where reports are presented automatically and integrated d. Measuring instrument for assessing the education system as a whole

for both internal and external assessments e. Measuring tools that are oriented to quality and equal distribution of learning outcomes (output).

The level of teacher attention to the personal autonomy teaching approach, besides that there is a significant positive relationship between the three criteria (or conditions) of personal autonomy and the level of teacher attention to the personal autonomy teaching approach (Heydari et al., 2022). A teacher must be able to arrange a working system according to the situation and conditions faced and be able to take advantage of new technology in the classroom. One's point of view (cognitive reasoning) is always different from the views of other people on an object. It means that the same object allows a person's point of view to be different from the others.

The affective aspects of students' attitudes and beliefs are the basis of student engagement (Imtihan et al., 2017). In addition, the affective element is often influenced by ideas generated by the 2 cognitive components, namely attitudes and beliefs, which result in a mentality that becomes persistent over time and influences students' feelings.

In fact, a virtuous person is very different from someone who is not virtuous in almost all of his actions, behavior, traits, and personality. It means that affective factors greatly influence the formation of individual differences. The affective aspects are broadly described as follows: 1) Receiving or observing sensitivity to the presence of certain indications and stimuli; 2) Responding, reacting to certain stimuli or indications, 3) Appreciating, including the interpretation that a thing, indication, or behavior has a certain price or value; 4) Organizing values, including organizing values into a value system, compiling these values and determining the application of the dominant values; 4) Character, a condition in which the values of a value system that are believed to have penetrated the person. Such a person can be categorized as a person whose morals are approaching perfection.

The cognitive aspects can be broadly described as follows: 1) Recognizing, and re-identifying universal and distinctive things, methods, processes, patterns, structures, and features; 2) Understanding; 3) Applying, Expertise in using abstractions in concrete situations; 4) Analyzing, elaborating something into elements, parts or components so that the structure or hierarchy of ideas is clear, or the connection between the various ideas expressed in communication is clear, namely synthesizing, the skill to combine elements or parts to form a complete and evaluative totality, the skill to determine the value/price of material as well as communication procedures for certain purposes.

The aspects of psychomotor skills can be broadly described as follows: 1) Sensing, psychomotor skill activities that are tested with sense organs; 2) Being alert, managing self-readiness when ones have not taken any action to achieve a goal; 3) Playing a role in a guided manner, carrying out actions by following certain procedures; 4) Playing a mechanical role, play a role in exploring standard procedures; 5) Playing a complex role, play a technological role supported by competence.

The experts' views regarding teachers are highlighted in relation to increasing competence but on the other hand, teachers must have sensitivity to classroom situations where the class is a place for interaction between students and teachers so that teachers must master situations and conditions and must have affective, cognitive and psychomotor aspects in classroom learning activities so that students can learn in a comfortable and fun way.

Efforts that need to be taken by the education authorities of Mataram city are to increase teacher competence in class management and other support according to the indicators in the education report. According to Hafriani (2019), there are four aspects of teacher competence, namely professional, pedagogic, social, and personal competence from collaboration with peer teachers. Professional learning communities have the potential to promote teacher professional development (Admiraal et al., 2021) for example, they find that their knowledge expands in terms of teaching techniques and methods, effective lesson planning and execution, and their motivation to teach and share resources with others also increased. In short, mentoring through lesson study is very useful for increasing teacher competence.

Teacher competence is strongly required in the learning process in the classroom, there is a need for provision on how to manage an effective and fun class, and providing class leadership material by

holding workshops for best practices in class management is very necessary. The research results of Dahlan, M. et al. (2022) concluded that there is a positive and significant influence of classroom management on student learning outcomes. Classroom management is a system that must be mastered by teachers for a more effective teaching and learning process.

4. CONCLUSION

The concept of classroom management shows the action that a teacher must implement in managing students in class by carrying out systematic activities to produce and maintain a conducive and fun classroom atmosphere. So that it can support teaching programs that have been planned, and can increase and maintain student learning motivation so that students are always actively involved in learning activities. It means that classroom management can improve the quality of learning because there is affective and cognitive support in an atmosphere where the value systems that are believed to have been embedded in a person's personality increase. The complex pattern of teacher behavior is shown by various activities carried out as an effort to be able to create and maintain an enjoyable learning environment so that students can improve their skills, evaluate their potential to determine the value of a material, and improve communication procedures for certain goals.

This study concluded that the weakness of learning quality is caused by the teachers' insufficient knowledge of classroom management in the learning process so the quality of learning has an unfavorable impact on students resulting in students' weak cognitive abilities, attitudes, character, behavior, emotions, interests, and values. In realizing the goal of increasing the quality of learning, researchers suggest that schools and local governments need to collaborate in making policies, namely encouraging and supporting teachers to improve classroom management competence or classroom leadership to increase the quality of education. The activities that need to be carried out are workshops or teacher capacity-building training.

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