

Vol. 3, No. 3, September 2015

p-ISSN: 2338-8617

e-ISSN: 2443-2067

Jurnal Ilmiah

# PEURADEUN

Media Kajian Ilmiah Sosial, Politik, Hukum, Agama dan Budaya



FEMINISM NATIONAL IDENTITY

*(Study on Experience of Palestinian Women in Israel and Muslim Women in India)*

Hoda Rauhana

THE PRACTICE OF DOWRY IN THE PERSPECTIVE OF HINDUISM IN INDIA

Sumona Vohra

SHIFTING PEDAGOGY AND POLITICS IN THE PRACTICE OF DIVERSITY

*(The Role of Diversity in Discourses and Practices in British Education in the Era of Neoliberalism)*

Andrew Wilkins

LEARNING MATERIALS IN CHARACTER EDUCATION

*(The Analysis of the Sociology Teaching at the Senior High School Banda Aceh, Indonesia)*

Abu Bakar & Anwar

EDUCATIVE TRADITION AND ISLAMIC SCHOOL IN INDONESIA

Charlene Tan

CLASSROOM MANAGEMENT AND THE IMPLICATIONS TO QUALITY OF LEARNING

*(A Study About Classroom Climate at Madrasah Aliyah in Aceh)*

Sulaiman

**JIP**

International Multidisciplinary Journal  
OAJI: 745/1396982282-2014/R-6.465  
ORCHID iDs: 0000-0001-8492-315X  
Thomson Reuters: RID-F-6135-2014

ISI Impact Factor Value 2014 ICR: 0.479  
Copernicus ICV 2013: 4.05  
Google Scholar Index-h3, i10: 3  
IBI Factor 2014-15: 3.26

 Copernicus Publications  
The Innovative Open Access Publisher



**SCAD Independent**  
IAO Accreditation  
4-8362/387/IAO/2014



## CLASSROOM MANAGEMENT AND THE IMPLICATIONS TO QUALITY OF LEARNING (A Study About Classroom Climate at Madrasah Aliyah in Aceh, Indonesia)<sup>1</sup>

Sulaiman<sup>2</sup>

**Received:** June 25, 2015

**Accepted:** August 19, 2015

**Published:** Sept 20, 2015

**Article Url:** <http://www.scadindependent.org>

---

### Abstract

*The aims of this study is to determine the educative rules in classroom, educational interaction in the classroom, students' mental engagement in learning, learning behavior and the strategies to build a classroom climate in creating effective learning in Madrasah Aliyah in Aceh. The method used is qualitative method. The subjects were all over the Madrasah Aliyah in Aceh. While the sampling technique in this research was done by using purposive sampling to 9 Madrasah Aliyah in Aceh. The results showed that the management of physical condition classes have not been effective, while non-physical classroom management (socio-emotional) showed effective. In addition, the ability of teachers to educational interaction in the classroom showed not optimal. Strategy to build a classroom climate in creating effective learning in Aceh At the Madrasah Aliyah influence on the quality of learning and satisfaction (climate) study.*

**Keywords:** *Classroom Management, Educational Interaction, Learning Climate*

---

---

<sup>1</sup> This study was the result of desertion research.

<sup>2</sup> The writer is Permanent Lecturer in STAI-PTIQ Banda Aceh, also active as lecturer in Tarbiyah Faculty UIN Ar-Raniry. The writer is accomplishing doctoral program in Postgraduate Program UIN Ar-Raniry Banda Aceh, concentration; Islamic Education. Email: man\_briwas@yahoo.com

## **A. Introduction**

Education that has a high quality is an expectation in order to create the Indonesian human resources who are able to compete internationally. Singgih et al (2012: 79) explains that, to achieve high quality education, must necessarily be accompanied by various elements of quality education as well. Accordingly Sudarwan (2002: 190) explains that one of the supporting aspects that lead to high quality and excellent education, namely the existence of management classroom and classroom management skill controlled by teacher (classroom management skills), so that the climate will be realized (classroom climate ) conducive as a decent place for teaching and learning process

Related to this, Sri Rahmi (2009: 42) also explains, conducive and effective learning activity must be equipped with good classroom management, especially with regard to the learning facilities are in classroom. Setting of the classroom is the first action to be taken by each teacher prior to the learning process.

Rusdi (2005: 33-37) classifies into two classroom management; the first; focus on physical thing, and second; focus on non-physical thing. Both elements must be managed optimally in order to generate a conducive atmosphere to create an optimal learning and learners' learning climate.

Ali Muhtadi (2005: 4) explains that there are several factors that must be considered in creating a high quality and conducive classroom climate to reaching achievement, students' satisfaction. These factors include:

- 1) Learning approach should be oriented on how students learn (student centered);
- 2) The teacher appreciation for the active participation of students in any learning context;
- 3) Teachers should be democratic in managing learning process;
- 4) Any problems that arise in the learning process should be discussed in dialogical;
- 5) The classroom environment should be set in a way that motivates student learning and encourage the learning process;

- 6) Provide a variety of learning resources or information related to a variety of learning resources that can be accessed or learned quickly by students.

Referring to the six factors, and see the atmosphere/ climate classroom (classroom climate) learning at Madrasah Aliyah in Aceh today seems not conducive. It is said unfavorable because the classroom management in physically is not optimal and would be a problem for learning activities. Student interaction with teachers in Madrasah Aliyah in Aceh has not been harmonized. It is because familiarity of students with teachers and educational interaction has not been established yet optimally. This relationship ideally established full familiarity between teachers and students so that teachers can get to know students from various aspects to promote the activities of learners.

Related to the issue above, it seems clear that ideally, classroom management activities must be applied optimally in the learning process at Madrasah Aliyah in Aceh to improve the quality of learning and satisfaction (climate) of learners in the classroom. This study focused on academic rules in classroom, educational interaction in the classroom, involvement of students' mental in the classroom, learning behavior in the classroom, and build a classroom climate in creating effective learning at Madrasah Aliyah in Aceh. This first-classroom management issues are expected to give us an idea about classroom management activities at Madrasah Aliyah in Aceh.

## **B. Method**

This study used a qualitative research method with a descriptive approach. The data collection technique used the technique of triangulation (combined). While the data were analyzed by inductively so that research results more emphasize the significance (meaning) than the generalization. Subjects in this study were 9 head masters and 27 teachers in the Madrasah Aliyah in Aceh that were conducted by purposive sampling. Furthermore, to obtain more complete data, the researchers also took samples of 150 students of Madrasah Aliyah in Aceh by using random sampling techniques.

### **C. Discussion and Research Result**

#### **1. Implementation of the Academic Rules in the Classroom on Madrasah Aliyah in Aceh**

Classroom management planning is the first step that must be done by teacher to bring the classroom toward warmer, challenged, and conducive. Denim in Maulana (2008: 26) explains, classroom management activities undertaken by teachers in the form of; planning, implementation and evaluation to optimize the learning process.

Based on interviews with teachers Madrasah Aliyah in Aceh, most of them provide information that teachers make rules of class planning, while another said that does not make rules by reason making classroom rule is the obligations of madrasah. Relate to classroom rules, head of Madrasah Aliyah in Aceh mostly provide information that all teachers make the rules of classroom. However, based on the observation, most of the teachers who teach at Madrasah Aliyah in Aceh does not make the rules of classroom. Ideally, the planning of the rules of classes are conducted by the teacher to optimize learning activities, create physical conditions and non-physical classroom (socio-emotional) that are effective for improving the quality and climate (satisfaction) of study in classroom.

#### **2. Educational Interaction In Classroom At Madrasah Aliyah in Aceh**

Educational interaction in classroom occurs with the two parties, with different forms of activity. Teachers act as lecturers and as managers of classroom, while students act as agents of learning. The success of teaching and learning interactions in the classroom are very depend on the skills of teachers in managing the learning process in the classroom. According to Darmadi (2012: 1-11), teaching skills are as follows; basic questioning skills, advance questioning skills, providing reinforcement skills, held a variety of situational skills, explaining skills, opening and closing lessons skills, small group discussion guiding skills, classroom management skills, and teaching small groups and individuals skills.

The ability of educational interaction in the classroom (teacher's ability to manage learning) at Madrasah Aliyah in Aceh can be seen in the table of results below.

No	Skills	Effective	Non-Effective
1	Mastery learning materials		√
2	Using varied learning methods		√
3	Using instructional media		√
4	Basic questioning skills	√	
5	Advance questioning skills		√
6	Providing reinforcement skills	√	
7	Holding a variety of situational skills	√	
8	Explaining skills	√	
9	Opening and closing the lessons skills	√	
10	Guiding learning group skills		√
11	Classroom management skills	√	

Based on the table of results above, indicate that the majority of teachers have had an effective educational interaction skills to the learning process in the classroom and while others have not shown optimal educational interaction skills.

### 3. Students' Mental (way of thinking) Involvement In Learning Class on Madrasah Aliyah in Aceh

Sanjaya (2008: 103) explains that learning is not memorizing facts or information. Learning is doing; gained particular experience in accordance with the competence to be achieved. Therefore, learning strategies should encourage mental activity. Many teachers are fooled by the attitude of learners who pretended active but on the real, they are not.

Based on information obtained from the research, indicate that the involvement of mental activity in the form of observations and responses of learners in the implementation of teaching and learning in the classroom at Madrasah Aliyah in Aceh shows have been optimal. However, the activity of thinking learners in learning is still not optimal, there are passive learners.

### 4. Learning Behavior in the Classroom at the Madrasah Aliyah in Aceh

Implementation of learning in the classroom is a manifestation of the interaction of the learning process. Teachers and learners in the

learning process have different roles so that each of them has a different behavior in the classroom. According Borich in Yacob (2007: 208), the good teaching behavior in teaching and learning process in the classroom can be characterized by their ability to master the subject matter, the ability of delivery the course material, classroom management skills, discipline, enthusiasm, caring, and hospitality teacher to students.

The results of the study that were found in the field, showed that the teachers in Madrasah Aliyah in Aceh have effective teaching behavior. The seriousness of teaching behavior is showed by teachers in teaching by doing the following activities:

- a. Preparing lesson plans, teaching materials and learning needs.
- b. Teaching on time
- c. Comply with the applicable rules of classroom.
- d. Creating a classroom climate that is conducive to learning.
- e. Motivate learners.
- f. Giving attention to learners.

Studying behavior is associated with the behavior displayed learners in learning activities. Tohirin (2006: 83), describe the behavior of effective learning is accompanied by appropriate teacher behavior, then the learning process is expected to create the learners who have the characteristic; independent person, effective learners, and productive worker.

The diversity of the characters of learners certainly can cause learning problems in relation to the studying behavior of learners in the classroom. Therefore, teachers should be able to control and manage the various behaviors of learners optimally, so it does not interfere with teaching and learning process in the classroom.

The diversity of learners' learning behavior in the classroom may be; disruptive behavior, the behavior of learners are shy, the behavior of learners hurt, droll behaviors, and behaviors like interruptions. Based on the findings, students who studied at Madrasah Aliyah in Aceh occasionally show disruptive behavior, such as arriving late, and influence friends to make a joke in the classroom. In addition, it is also a fraction of learners showing shy behavior. While the behavior of droll and interruptions in the classroom is not

showed by learners in the classroom. To avoid and realize the effective learning behavior, the teachers enforce the rules of class. Furthermore, to realize the right learning behavior in the classroom, teachers are also building a positive classroom climate by using strategies; communication, collaboration in the classroom, rule models (*uswatun hasanah*), and the class rules. The strategy used is shown to create a classroom climate and to build appropriate learning behavior of the learners in the learning process at Madrasah Aliyah in Aceh.

##### 5. Climate Classroom Building Strategies in Creating Effective Learning and Implications to the Quality of Learning in Madrasah Aliyah in Aceh

A conducive classroom climate, according Rohiyat (2008: 67), is a prerequisite for the implementation of effective teaching and learning process. Classroom climate is the situation and condition of optimal class and its relationship to the implementation of effective learning in the classroom and learning satisfaction. Classroom climate is characterized by optimal interaction in the learning process in the classroom; interaction between teachers and learners, learners with learners, as well as learning resources contained in the learning environment.

Build a classroom climate in creating effective learning cannot be done partially or with one dimension only, but should be holistic or comprehensive. Based on the information collected that the strategy of building a classroom climate in creating effective learning at Madrasah Aliyah in Aceh, conducted with eight dimensions, namely; 1) to develop the professionalism of teachers; 2) engagement of learners; 3) motivation to learn; 4) cooperative learning model; 5) establish communication; 6) KKM; and 7) improving the quality of learning and student satisfaction. The strategies generally implied on the quality of teaching and learning satisfaction of students in Madrasah Aliyah in Aceh.

Information gathered through interviews with teachers in Madrasah Aliyah in Aceh showed that the quality of learning can be realized with optimal class management, the skills of teachers in classroom management can improve the quality of learning by indicators; the conducive classroom climate, the involvement of students in learning, and effective learning services. The results of the questionnaire scores also indicated that management class influence for

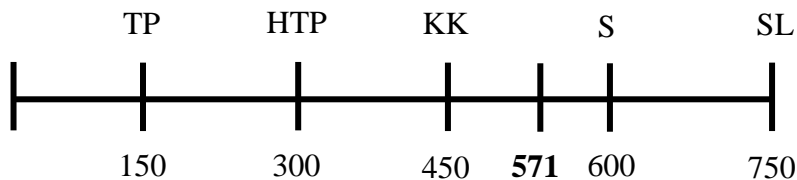


the quality of teaching at Madrasah Aliyah in Aceh, as well as the score of the questionnaire below.

<b>Total score for 32 Learners answered SL</b>	<b>= 32 x 5 = 160</b>
<b>Total score for 61 Learners answered S</b>	<b>= 61 x 4 = 244</b>
<b>Total score for 54 learners answered KK</b>	<b>= 54 x 3 = 162</b>
<b>Total score for 2 learners answered HTP</b>	<b>= 2 x 2 = 4</b>
<b>Total score for 1 learners answered TP</b>	<b>= 1 x 1 = 1</b>
<b>Total score</b>	<b>= 571</b>

Ideal total score (criterion) for all items =  $5 \times 150 = 750$  (if all learners answer SL conducive classroom management can improve the quality of learning). Total score questionnaire obtained from learners 571. So based on these data, the management class that is conducive to improve the quality of learning =  $(571 : 750) \times 100\% = 76\%$  of the expectation (100%).

In the continuum can be described as follows:



Based on data obtained from 150 students, the average 571 lies in the area often conducive classroom management can improve the quality of learning. It means the situation of a conducive classroom that is created through classroom management activities can improve the quality and satisfaction of learners at Madrasah Aliyah in Aceh. However, based on information obtained from the head of Madrasah Aliyah in Aceh related to the skill of teachers to classroom management at Madrasah Aliyah in Aceh shows it is not optimal yet, it means there are teachers who do not have skills in classroom management activities.

#### **D. Conclusion**

Educational interaction in the classroom at Madrasah Aliyah in Aceh, refer to the aspect of the teacher's ability to manage learning in the

classroom, some teachers in Madrasah Aliyah in Aceh has had effective skills, but there are also some teachers who do not have effective skills yet. In addition, classroom management practices and skills of teachers to the classroom management at Madrasah Aliyah in Aceh implicate to the quality of learning and satisfaction (climate) study of students in the class, though as a whole has not been optimal. However, the general climate of the classroom with the management being very conducive.

### **Blibiography**

- Carolyn M. Evertson dan Edmund T. Emmer (2011). *Manajemen Kelas Untuk Guru Sekolah Dasar*, Edisi. VIII. Cet. I. Jakarta: Kencana Prenada Media Group.
- Danim, Sudarwan (2002). *Inovasi Pendidikan Dalam Upaya Peningkatan Profesionalisme Tenaga Kependidikan*. Cet. I, Bandung: Pustaka Setia.
- Darmadi, Hamid (2012). *Kemampuan Dasar Mengajar*. Cet. III. Bandung: Alfabeta.
- Faisol, Amir (2007). Pengembangan Potensi (Sumber Daya) Manusia Menuju Masyarakat Madani Dalam Semangat Otonomi Daerah. *Jurnal. Inovatif*, Vol. 6. No. 12, Edisi Juli-Desember.
- Manurung, Maulana (2008). *Hubungan Antara Motif Berprestasi, Pengetahuan Manajemen Kelas Dan Intensitas Mengikuti Pelatihan Dengan Kinerja Guru Matematika SMP Negeri Kota Medan*. (Penelitian Tesis). Medan: Program Pascasarjana Universitas Negeri Medan.
- Muhtadi, Ali (2005). Menciptakan Iklim Kelas (Classroom Climate) Yang Kondusif Dan Berkualitas dalam Proses Pembelajaran. *Majalah Ilmiah Pembelajaran*. Oktober 2005.
- Mukhlizar, Rusdi (2005). *Manajemen Kelas Studi Kasus Pelaksanaan Kelas Guru-Guru SMP 20 Medan Kec. Medan Merelan*. Medan: Tesis Program Pascasarjana Universitas Negeri Medan.
- Mularsih, Heni (2010). Strategi Pembelajaran, Tipe Kepribadian Dan Hasil Belajar Bahasa Indonesia Pada Siswa Sekolah Menengah Pertama. *Jurnal. Makara, Sosial Humaniora*. Volume. 14. 1. Juli.
- Rahmi, Sri (2009). Manajemen Kelas Dalam Lembaga Pendidikan Islam. *Jurnal. Progresif*. Volume 1. Number 1. Juli.

- Rohiyat (2008). *Manajemen Sekolah*. Cet. I, Bandung: Refika Aditama.
- Sanjaya, Wina (2008). *Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi*. Cet. III, Jakarta: Prenada Media Group.
- Saputro, Singgih Tego, dkk. (2012). Pengaruh Disiplin Belajar Dan Lingkungan Teman Sebaya Terhadap Prestasi Belajar Mahasiswa Program Studi Pendidikan Akuntansi Angkatan 2009 Fakultas Ekonomi Universitas Negeri Yogyakarta. *Jurnal Pendidikan Akuntansi Indosnesia*, Vol. X, No. 1.
- Tohirin (2006). *Pembelajaran Pendidikan Agama Islam*. Cet. I, Jakarta: PT RajaGrafindo Persada.
- Yacob, Fakhri (2007). Benang Merah Perilaku Mengajar Guru. *Jurnal. Edukasi Media Komunikasi STKIP Al-Washliyah*. Vol. III. No. 2. Juli-Desember 2007.