

Implementation of Class-Based Management in The Learning Process

Moh. Masnun¹

Abstract:

This research is backgrounded by the learning outcomes of grade III students are lacking and there needs to be more guidance, there are still students who are not fluent in reading, and there are still students who need to be guided by their parents during the learning process. So there is a need for research that aims to see the impact of classroom management in improving student learning outcomes. The objectives of this study are: 1) to determine the implementation of class management in class III MIN 8 Cirebon. 2) To find out the results of the implementation of class management towards improving student learning outcomes in class III MIN 8 Cirebon. 3) To find out what are the factors that affect the implementation of management in class III MIN 8 Cirebon. This research applies a qualitative approach. Theresearch method chosen is descriptive analytics, this research was carried out at MIN 8 Cirebon. Method information collection using observation, interviews, and documentation. Based on the results of good classroom management research proven effective in improving student learning outcomes, this is evidenced through the average score of grade III MIN 8 Cirebon students who have increased from before implementing class management well (pre-cycle) which showed a percentage of 65.15% and after implementing class management well which showed a percentage figure of 72.72%. Where the percentage figure of 72.72% is included in the percentage result. The effectiveness of the implementation of good classroom management on learning outcomes based on the category of the teacher's ability to manage the classroom.

Keywords: *Classroom Management, Learning Process Learning Outcomes*

A. Introduction

Education is one aspect that is very significant in the realm of life, the urgency of education is similar to the urgency of food needs for humans. Classroom management includes two things, namely those that concern students, and physical management (rooms, furniture, pedagogical tools). Thus, the arrangement of classroom management can be interpreted similarly to the creation of a study environment (Warsono, 2016). Specific classroom management talks about student arrangements in a classroom in study-teaching interactions. Therefore, the arrangement of classroom management can be interpreted as similar to the creation of a study environment. This means that the success or failure of achieving educational goals in terms of student success is seen as coming from classroom management (Mahmudah, 2018). The purpose of classroom management is to create a safer student study atmosphere (Wahid, Muali & Mutmainah, 2018). While a safe study atmosphere is the most meaningful requirement in the smooth teaching study process, so that together with the smooth learning process, it will affect more optimal study results. Good classroom management is one that is able to serve and help the needs of students

¹ IAIN Syekh Nurjati Cirebon, Jl Bypass Sunyaragi, Cirebon, Indonesia, mohmasnun10@gmail.com

in learning. Because of this, the characteristics and needs of students are the first thing that must be known and taken into account by the teacher as well as possible

Classroom management is any activity that is directed to create an effective and encouraging learning situation and can also motivate students to study together well adapted together with abilities learners (Amalia, 2019). Classroom management is the ability to understand to organize the activities of the learning process systematically. This ability to understand leads to the preparation of study materials, preparation of vehicles and props, arrangement of study rooms, realizing the state of the learning process and temporary arrangements so that learning occurs together well and curricular goals can be achieved (Suryana, 2012).

The learning process will always occur in different circumstances or conditions. These classroom situations must be created and developed as a means for the continuity of effective learning. This must certainly be supported by the teacher's ability to manage the classroom (Pamela, 2019).

Classroom management is a vital skill that teachers must master. Nur (2016) said that "The classroom is the most dominant means for the implementation of the learning process for school children", meaning that the level of class urgency is too vital to determine the success of student studies to an exclusive level. According to Hambali & Luthfi (2017) that each teacher will face two main problems, namely the pedagogical case and the management case. The problem of pedagogy is the business of supporting students in achieving specific goals of pedagogy immediately, for example causing learning event units (SAP), presenting materials, asking questions, and assessments. Meanwhile, case management is a way to create and maintain an atmosphere in such a way that the teaching study process can run effectively and efficiently, for example providing reinforcement, developing teacher-student interactions, causing provisions for productive group activities.

Nugraha (2018) classroom management includes two things, namely those concerning students, and physical management (rooms, furniture , pedagogy tools). Thus , the arrangement of class management can be interpreted similarly to the creation of a study environment (Warsono, 2016), or that specific class management talks about the arrangement of students in a classroom in a study-teaching interaction. Student management is the structuring and arrangement of activities related to the student, from the student's entry to the student's exit from a school. Student management is not only recording student information but includes a broader aspect, namely being able to support child development efforts through the educational process in school. Suraja (2019) shows that facilities are everything that can facilitate and launch a business application. The facilities here are the vehicles and infrastructure needed in doing or facilitating a busy life.

Classroom management arrangements can be interpreted similarly together with the creation of a study environment. This means that the success or failure of achieving educational goals in terms of student success is seen as coming from classroom management (Asmara & Nindianti , 2019). In practice, a teacher often encounters problems in his classroom. To create a safe classroom situation during learning, the teacher must first be aware of the goals that are being fulfilled so that the class becomes safe.

Every time there is a class increase, of course, the class teacher changes. Based on observations that have been carried out by researchers at MIN 8 Cirebon, the study results of grade III students before the change of class teacher showed good results but there are still a myriad of students who stated that the results of the study were not enough and that there was

more guidance. This states that the previous class teacher did not master enough in the management of class management, because in the learning process in schools both teachers and students, certainly expect so as to achieve the best possible results. Teachers expect students to be successful in learning, and students expect teachers to be able to teach well together, so that they get satisfactory study results.

Adjusted together with observations in class III MIN 8 Cirebon, more than one problem was found, including: 1) There is not enough understanding of teachers in the management of classroom management. 2) More available of one student who has not been fluent in reading. 3) The results of student studies before the change of class teacher showed that some students were at a growth level were not enough. 4) Still available students who was accompanied by his parents as the learning process progressed.

To overcome this problem, of course, the class teacher must know very well about the good and valid management of class management starting from the arrangement of student sitting areas, student discipline, arrangement of classroom facilities in order to support the implementation of good classroom management, the creation of a safe and appropriate study environment and others. As with previous research that is relevant to it, mentioning that Managing the classroom is one of the roles that a teacher performs in the learning process , that is, to create an optimal study atmosphere and neutralize the atmosphere except for walking disturbances in the classroom during the teaching study process (Yumnah, 2018).

As the results of student studies are still incalculable, the teacher must re-evaluate all students in total, evaluating the extent of students' understanding. Regarding each lesson is not limited to the theme lesson, after the teacher evaluates the results of student studies, the teacher is able to explain more deeply and repeatedly to materials that students have not mastered. It must be known that themes are the main subjects that are used at one time, it is too possible to have cooperation between one lesson and another. For example, Indonesian lessons along with mathematics lessons, the merging of subjects is commonly known along with theme subjects. Therefore, this theme lesson is almost always available every day as a subject for MI / SD students, especially students in grades 1 -3.

In relation to this, the results of the studies studied in this study are the results of Thematic cognitive studies covering three strata, namely science (C1), understanding (C2), and deployment (C3). According to Hamalik (2007) the results of the study are as a change in behavior towards a person that can be observed and measured in the form of knowledge, attitudes and skills. Change can be interpreted as the occurrence of improvements and better development coming from before and which is not obvious so knowing.

On the other hand, Abdurrahman (2003) explained that the results of the study are the abilities obtained by children after through study activities, according to him, also children who succeed in the study are successful in achieving learning goals or instructional goals (Sulistyo, 2016). It can be concluded from the above understanding that the results of the study are the abilities obtained by individuals in the condition of knowing and without coercion after the study process runs to achieve goals learning or instructional objectives. Learning success is also based on students' beliefs in solving obstacles (Udin, Maufur & Riyanto, 2020).

In the learning process , teachers also measure the process and the results are in the form of numbers that reflect the achievements and processes or results of the study. Meanwhile, Prasetya (2012) Measurement is comparing something that is measured together with the measuring instrument and then applying numbers according to an exclusive provision platform.

Saifuddin (2020), defines measurement as the support of numbers against attributes derived from objects, people or events that are worked on to show disparities in numbers. To establish a number in a measurement, it must be a measuring instrument called together with the instrument.

It can be concluded that the measurement of study results is an activity or effort carried out to compare something that is measured together with a measuring instrument called an instrument. The instrument used to measure the results of students' studies of cognitive aspects is the test. From the teacher's side, the teaching action ends with the process of assessing the results of the study. While coming from the student side, the result of the study is the end of pedagogy comes from the peak of the study process.

Based on the problem, the study of this research is related to: 1) to know the implementation of class management in class III MIN 8 Cirebon. 2) To understand the implementation results come from class management on improvement the results of student studies in class III MIN 8 Cirebon. 3) To understand what are the factors that influence the implementation of management in class III MIN 8 Cirebon.

B. Methods

This research uses a qualitative approach alongside descriptive analytical research types. It is done by taking the steps of interview, observation and documentation. Data analysis uses data reduction, data display, and impacts conclusions and reports. In this study, researchers act as observers, and at the same time as knowledge collectors. This research was carried out at MIN 8 Cirebon. In this study, the main data is to obtain data immediately, observe and record events or moments through observation, interviews and also secondary documentation and knowledge, namely information obtained from journals, certificate books, and the internet.

C. Findings and Discussion

Research Results

1. Implementation of classroom management in class III MIN 8 Cirebon

The primary busyness in classroom management is divided into two vital points, the first is student management and the second is classroom management or classroom facility arrangements. Derived from the two things of management busyness, there are more detailed parts that I have mastered by teachers as explained by Novan (2013), including:

a. Creating the right learning climate

When the process of busy learning occurs in class III MIN 8 Cirebon, it is not true that one of the teacher's principles in managing classes is explained by Moh. Uzer Usman (2006) teachers and students seem to interact together warmly and intimately, the enthusiasm of students in the busy learning is also very visible. In terms of the familiarity of teachers and students of class III MIN 8 Cirebon is really familiar, when there is a commotion in the classroom, the teacher of class III MIN 8 Cirebon has a way so that the classroom situation can focus as described by Djamarah inside (Euis Karwati and Donni Juni Priansa, 2014) The flexibility of pedagogy is able to withstand the emergence of disturbances like the clamor of students, not attention, not doing tasks and so on. When the commotion occurs, the class III teacher will do a silent clapping or together with the ice breaking method which is usually in the form of singing. Teachers of class III MIN 8 Cirebon in the learning process also always wear different learning media that are tailored together with the theme so that students do not feel tired in their studies. Moreover, in terms of instilling self-discipline, class III MIN 8 Cirebon teachers always familiarize students

to be orderly when the learning process is running, just like not eating during the learning process, carrying out pickets together regularly, etc.

b. Arranging the study room

To facilitate this relationship process, it is necessary to arrange classrooms, as explained by Novan Ardy Wiyani (2013) that classroom arrangements can be interpreted as taking care of and arranging all the study vehicles contained in the classroom by the teacher. Various study vehicles are available in the classroom such as tables and chairs, whiteboards, erasers, rulers, attendance boards, bookshelves, and so on.

The researcher found that for the arrangement of the students' seating area, the teacher of grade III MIN 8 Cirebon applied a format that had been generic, namely along with the format of columns and rows. The number of chairs and tables is adjusted with individuals in class III MIN 8 Cirebon, usually the teacher of class III MIN 8 Cirebon will change the seating area arrangement twice in one semester. This is done in order to create a new classroom situation so that students are not for, the change of sitting area by the teacher of class III MIN 8 Cirebon is also about the growth of student studies. For the placement of the whiteboard of the teacher of class III MIN 8 Cirebon in its placement like the general, namely in front of the class next to the teacher's desk for the installation of the blackboard, for placement the class organigram and picket schedule are located in front of the class next to the blackboard the shape is similar to the whiteboard in the form of a board but smaller. For the placement of the reading corner located at the back of the class which aims to store all styles of reading books in the form of fairy tale books or storybooks for support children's reading fluency and foster children's interest in reading from an early age. As for the installation of educational media in the form of pictures and posters, teachers attach to the side of the classroom wall so that all students can see it together by understanding.

c. Manage teaching and learning interactions

In the relationship of teaching studies, teachers and students must be active. Active in the sense of attitude, mentality, and deeds. To create effective teaching study relationships, at least teachers must master and practice a variety of basic teaching skills.

According to Karawati; Donni Juni Priansa (2014) Teacher skills in the teaching study process include: skills to access and close lessons, explaining skills, questioning skills, giving skills reinforcement, the skill of guiding small group discussions.

When carrying out the research, researchers achieved that the teacher of class III MIN 8 Cirebon did not immediately start a busy study but there were some things that must be done first as described by Euis Karawati & Donni Juni Priansa (2014) Lesson connected skills are businesses or activities that are done by teachers in learning activities to create preconditions for learners so that they are mentally nor his attention was focused on what he was going to learn.

At the beginning of the activity, the teacher of class III MIN 8 Cirebon checked the readiness of the room, tools and learning media. Followed by checking the attendance of students and the readiness of children in the study. After that, invite students. Only after that, the teacher asked about the previous learning material and asked about the residential work regarding the previous subject matter.

For the core activities of the class III MIN 8 Cirebon teacher explaining the material along with the official, polite and knowing language, considering that the students of class III MIN 8 Cirebon are original citizens of Cirebon, the teacher also wears the language of the place so that more than one student understands and is more aware of the subject matter presented by the teacher. This is like what is explained by Euis Karawati & Donni Juni Priansa (2014) "In

explaining, it should be given together using language that is lightly understood and understood by students, avoid the use of complex words and not it must be."

In giving additional questions, the class III teacher prefers to rambang but before choosing rambang the teacher adds questions to all class students first. The class teacher prefers to spread out in a rambang manner because while the class teacher gives additional assignments to students there is more than one student who is not even concentrating but playing alone. This method is chosen so that students are able to re-concentrate while participating in the busy teaching studies in the classroom.

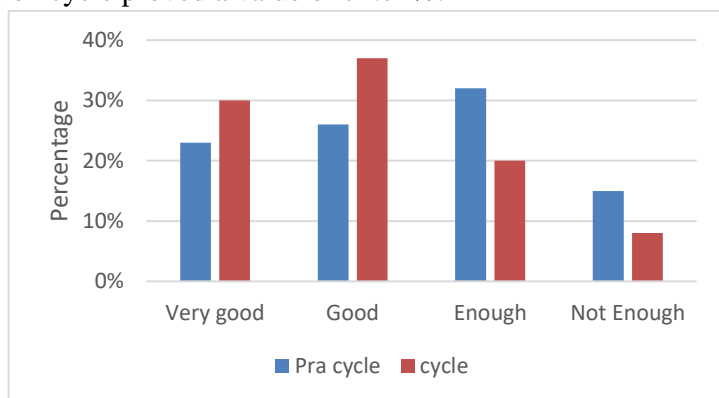
Meanwhile, in guiding small group and large group discussions in group protection, it will be selected by the teacher of class III MIN 8 Cirebon together with the same as the average between smart students and students who not quite understanding of the material. Class III MIN 8 Cirebon teachers always guide their students when carrying out group discussions.

And to end the learning activities of class III MIN 8 Cirebon teachers gave additional enrichment questions and gave additional follow-up activities, namely together with the help of residential work to the students to know how understanding students are on the material presented by the class teacher. It can be concluded that, the teacher of class III MIN 8 Cirebon in carrying out the teaching study relationship has sufficed the basic teaching skills as revealed by Euis Karawati & Donni June Priansa (2014).

2. Thematic learning outcomes of grade III MIN 8 Cirebon students

The results of the study are a benchmark used by the teacher to understand the extent of students' understanding of the material taught, the results of the study are also useful as material for teacher assessment. The results of studies that are considered capable of being seen come from indicators of the cognitive realm, affective realm, and psychomotor realm. As explained by According to Hamalik (2007) the results of the study are as a change in behavior towards a person that can be observed and measured in the form of science, attitude and skills.

For this study, the results of the study were assessed by the teacher in total after carrying out tests and observations. After getting the growth of student study results entirely from class III MIN 8 Cirebon teachers, it can be seen the percentage of students' average scores and the effectiveness of class management in Study activities, the growth of student study results in class III MIN 8 Cirebon has increased from pre-cycle implementation and implementation cycles. against pre-cycle implementation show the average value of student study results 65.15% and against implementation cycle proved a value of 72.72%.



Graph 1 Learning outcomes of grade III MIN 8 Cirebon students

Together with the results of the average percentage of students in total is 72.72 Prosen proves that class III MIN 8 Cirebon is included in the effective category. This shows that good classroom management can increase student study results. It is proven together with the ability of class III MIN 8 Cirebon teachers who can implement joint class management both so that they are effective in improving the study results of class III MIN 8 Cirebon students. As explained by Ramadhani (2020) who said that "A pedagogy will be called happening and succeeding well, when it can change the learner's self in a broad sense and can also foster the enlightenment of students for study, so that the experience gained by students during the teaching study process can be felt immediately for their personal growth".

3. Factors affecting the implementation of class-based management

a. Fisik environment

As explained by Djamarah in karwati (2014) A favorable physical environment and sufficient minimum requirements helps increase the intensity of the learning process and has a positive effect on the achievement of pedagogical goals. As a class manager, teachers are also obliged to arrange classroom rides and infrastructure to help implement good classroom management, vehicles and infrastructure that are adjusted together with the standards of permendiknas No. 24 of 2007 such as classrooms, teacher tables and chairs, student tables and chairs, cabinets, display rooms, whiteboards, garbage areas, ventilation, sinks, etc. While carrying out observations in class III MIN 8 Cirebon, the atmosphere of the physical environment in the form of classes is quite good and very worthy of being a study room. classrooms in class III MIN 8 Cirebon are also equipped with rides and infrastructure that are quite complete and have sufficient standards of rides and infrastructure according to the decree of the Minister of Education No. 24 of 2007.

b. Socio-Emotional Conditions

i) Teacher attitude

As explained by Djamarah in karwati (2014) The attitude of teachers in facing students who violate school decisions should continue to be patient, and continue to be friendly along with a belief that the behavior of students will be able to be improved. While carrying out observations in class III MIN 8 Cirebon, there was one student who was crying and then Mrs. Rini's attitude as a class teacher was adequately patient in dealing with her, along with getting close to the student asking what was the problem that caused her to cry and trying to calm the student together patiently. But when there is a child who violates the class rules, he can act together firmly.

ii) Good relationship coaching

As explained by Karwati (2014) Together with the creation of good teacher-student interactions. It is hoped that students will always be happy, full of passion and enthusiasm, be optimistic, realistic in the study activities they are currently doing. As explained above, creating the right study environment is not true, one is building warmth to students based on observations in class III MIN 8 Cirebon, it can be concluded that the way teachers communicate together with students together with how to approach each student immediately, because of that students feel legitimately cared for and tend to be obedient and also not feel afraid of the teacher. When carrying out observations in class III MIN 8 Cirebon, researchers witnessed that students were too familiar with the class teacher, especially when it was time to rest, there were still students who asked for additional schedules for reading studies and when in the office sometimes there were grade III students who approached the class teacher to tell stories, because basically children were really happy telling stories.

iii) Organizational conditions

Djamarah in karwati (2014) that in terms of organizational atmosphere factors that change class management are divided into two groups, namely: internal factors and external factors, internal factors of students about together with the disparity in the nature of each individual, towards this the kudu class teacher understands that each individual together is accurate because each student in class III MIN 8 Cirebon has different individual factors as well as fitness factors, body stigma, intelligence, attention, interests, talents, motives and being able to also factor in fatigue while the external factors of learners are related along with the case of the conditions of the study environment, a good study environment is a safe study environment. Placement of students, for the placement of students, teachers of class III MIN 8 Cirebon use a seating area arrangement that will change twice every one semester. The grouping of students, the number of students in class III MIN 8 Cirebon is 35 students with 2 students who have transfer status, the total number is available 33 students, the number of students in the class will color the class dynamics. The more abundant the number of students in the classroom, it will tend to be easier for conflicts to arise that trigger discomfort, and vice versa.

Discussion

Implementation of classroom management in class III MIN 8 Cirebon

The main activities in classroom management are divided into two important points, the first is the management of learners and the second is the management of classes or the arrangement of classroom facilities. Of the two management activities, there are more detailed parts that must be mastered by the teacher as explained by Novan (2013), including:

Creating the right learning climate

In creating the right study climate as stated by Mujiyah (1999) that a safe study environment is designed and pursued by teachers deliberately in order to avoid circumstances that harm students.

Arranging the study room.

The study room can also be called a class, in the classroom there must be interaction between students and teachers, or students with students. Because the classroom is a social environment for students.

Manage teaching and learning interactions

In the relationship of teaching studies, teachers and learners need to be active. Active in the sense of attitude, mentality, and deeds. To create effective teaching study relationships, at least teachers master and practice a variety of basic teaching skills.

According to Karawati (2014) Teacher skills in the teaching study process include: skills to connect and close lessons, explaining skills, questioning skills, strengthening skills, skills to guide small group discussions.

Thematic learning outcomes of grade III MIN 8 Cirebon students

Learning outcomes are a benchmark used by teachers to find out the extent of students' understanding of the material being taught, learning outcomes are also useful as teacher evaluation material. The learning outcomes assessed can be seen from indicators of the cognitive realm, affective realm, and psychomotor realm.

Factors affecting the implementation of class management

Physical environment

As already explained by Djamarah in karwati (Euis Karwati and Donni Juni Priansa, 2014, p. 184) A favorable physical environment and meeting the minimum requirements help increase

the intensity of the learning process and has a positive effect on the achievement of pedagogical goals. As a class manager, teachers must also arrange classroom vehicles and infrastructure to support the implementation of good classroom management, vehicles and infrastructure that are adjusted together with the standards of the national education regulation. No. 24 th 2007 like classrooms, teacher desks and chairs, student tables and chairs, cabinets, display rooms, whiteboards, garbage areas, ventilation , sinks , etc. While running observations in class III MIN 8 Cirebon

The situation of the physical environment in the form of adequate classes is good and too worthy to be used as a study room. classrooms in class III MIN 8 Cirebon are also equipped together with rides and infrastructure that are quite complete and have sufficient standards of rides and infrastructure according to the regulation of the Minister of Education No. 24 Annual 2007.

Socio-emotional sphere

As explained by Djamarah in karwati (Euis Karwati and Donni Juni Priansa, 2014,) The teacher's attitude in dealing with students who violate school rules should remain patient, and remain friendly with a belief that the behavior of students will be corrected. When making observations in class III MIN 8 Cirebon, one of the students was crying, then Mrs. Rini's attitude as the class teacher was quite patient in responding to her, by approaching the students asking what was the problem that made her cry and trying to calm the student patiently. But when a child violates class rules, he can act decisively.

Good relationship coaching

As explained by Djamarah in karwati (Euis Karwati and Donni Juni Priansa, 2014) Together with the creation of good teacher-student interactions. It is hoped that students will always be happy, full of passion and enthusiasm, be optimistic, realistic in the study activities they are doing. As already explained above about creating the right study environment, one of them is to build warmth to students based on observations in class III MIN 8 Cirebon able to It is concluded that the way the teacher communicates together with the students together with the way of an immediate approach to each student, because of which the student becomes comfortable being cared for and tends to Obey and also not feel afraid of the teacher.

When making observations in class III MIN 8 Cirebon, researchers learned that students are really familiar with the class teacher, especially when it is time to rest, there are still students who ask for a schedule additional reading studies and when in the office sometimes there are grade III students who approach the class teacher to tell stories, because basically children are too happy to tell stories . 3) Organizational Situation As explained by Djamarah in karwati (Euis Karwati and Donni Juni Priansa, 2014) that in terms of organizational atmosphere factors that affect Class management is divided into two groups, namely: internal factors of students and external factors of students, the personality of students along with their own distinctive characteristics, resulting in learners being different from other learners individually. This individual disparity is seen as coming from an aspect, namely biological, intellectual, and psychological disparities while the external factors of the learners about being together With the problem of the study environment situation, a good study environment is a safe study environment. Placement of students, for the placement of students, the teacher of class III MIN 8 Cirebon wears a seating area arrangement that will change twice every one semester. The grouping of students, the number of students in class III MIN 8 Cirebon is 35 students along with 2 students who have transfer status , the total number Available 33 students, the number of

learners in the class will color the dynamics of the class. The greater the number of learners in the class, the lighter the emergence of conflicts that trigger discomfort, and vice versa.

D. Conclusion

Based on research that has been carried out by researchers, it is concluded that: 1) The implementation of classroom management in class III MIN 8 Cirebon is carried out properly by class III MIN 8 Cirebon teachers. Starting from changing the sitting area twice during one semester, the completeness of classroom vehicles and infrastructure, bringing the impact of class rules, display rooms and reading corners for students, and as a class teacher, Rini's mother already has the abilities that must be possessed by the class teacher in managing the class internally and externally together. 2) Good classroom management has proven effective in improving student study results, this is evidenced by the average score of grade III MIN 8 Cirebon students who have increased from before implementing good joint class management (Pra daur) which proves a dosing figure of 65.15% and after implementing class management together well which shows a percentage figure of 72.72%. Where the percentage figure of 72.72% is included in the effective category in the standard of kadar results. 3) The factors that change classroom management in class III MIN 8 Cirebon include: a) Physical environment b) Socio-emotional state: Teacher attitude, good interaction coaching. c) Organizational atmosphere: Internal factors of learners, External factors of learners.

References

- Abdurrahman, M. (2003). Pendidikan bagi anak berkesulitan belajar.
- Amalia, H. (2019). Penerapan Manajemen Kelas Sebagai Upaya Meningkatkan Efektivitas Pembelajaran Pendidikan Agama Islam. *At-Tajdid: Jurnal Ilmu Tarbiyah*, 8(1), 150-173. Retrieved from <https://ejournal.isimupacitan.ac.id/index.php/tajdid/article/view/160>
- Ardy, W. N. (2013). Manajemen kelas. *Yogyakarta: Ar-Ruzz Media*, 143.
- Asmara, Y., & Nindianti, D. S. (2019). Urgensi Manajemen Kelas untuk Mencapai Tujuan Pembelajaran. *Sindang: Jurnal Pendidikan Sejarah dan Kajian Sejarah*, 1(1), 12-24. <https://doi.org/10.31540/sdg.v1i1.192>
- Hamalik, O. (2007). *Proses Belajar Mengajar*. Jakarta: PT. Bumi Aksara.
- Hambali, M., & Luthfi, M. (2017). Manajemen kompetensi guru dalam meningkatkan daya saing. *Journal of Management in Education*, 2(1), 10-19. <https://doi.org/10.24090/jk.v6i1.1696>
- Karwati, E & Priansa, D.J. (2014). *Manajemen Kelas*. Bandung: alfabeta. CV.
- Mahmudah, M. (2018). Pengelolaan kelas: Upaya mengukur keberhasilan proses pembelajaran. *Jurnal Kependidikan*, 6(1), 53-70.
- Nugraha, M. (2018). Manajemen kelas dalam meningkatkan proses pembelajaran. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 4(01), 27-44. <https://doi.org/10.32678/tarbawi.v4i01.1769>
- Nugraha, M. (2018). Manajemen kelas dalam meningkatkan proses pembelajaran. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 4(01), 27-44. <https://doi.org/10.32678/tarbawi.v4i01.1769>
- Nur, S. (2016). Pengaruh Pengelolaan Kelas Terhadap Minat Belajar PKn Pada Peserta Didik Di SMA I Polewali. *Papatudzu: Media Pendidikan dan Sosial Kemasyarakatan*, 8(1), 62-81. <http://dx.doi.org/10.35329/fkip.v8i1.23>
- Pamela, I. S., Chan, F., Fauzia, V., Susanti, E. P., Frimals, A., & Rahmat, O. (2019). Keterampilan guru dalam mengelola kelas. *Edustream: Jurnal Pendidikan Dasar*, 3(2), 23-30. <https://doi.org/10.26740/eds.v3n2.p23-30>
- Prasetya, T. I. (2012). Meningkatkan keterampilan menyusun instrumen hasil belajar berbasis modul interaktif bagi guru-guru IPA SMP N Kota Magelang. *Journal of Research and Educational*

- Research Evaluation, 1(2).* Retrieved from <https://journal.unnes.ac.id/sju/index.php/jere/article/view/873>
- Priansa, E. K., & Juni, D. (2014). *Manajemen Kelas (Classroom Management)*. Bandung: Alfabeta.
- Ramadhani, R., Masrul, M., Nofriansyah, D., Abi Hamid, M., Sudarsana, I. K., Sahri, S., ... & Suhelayanti, S. (2020). *Belajar dan pembelajaran: konsep dan pengembangan*. Yayasan Kita Menulis.
- Saifuddin, A. (2020). *Penyusunan skala psikologi*. Prenada Media.
- Sulistyo, I. (2016). Peningkatan motivasi belajar dengan menerapkan Model Pembelajaran Kooperatif TGT pada Pelajaran PKN. *Jurnal Studi Sosial/Journal of Social Studies, 4(1)*. Retrieved from <http://jurnal.fkip.unila.ac.id/index.php/JSS/article/view/10963>
- Suraja, Y. (2019). Pengelolaan Rekam Medis Pada Fasilitas Pelayanan Kesehatan. *Jurnal Administrasi Dan Kesehatan, 4(1)*, 62-71. <https://doi.org/10.36914/jak.v4i1.191>
- Suryana, E. (2012). Manajemen Kelas Berkarakteristik Siswa. *Edukasi Islami: Jurnal Pendidikan Islam, 1(02)*. <http://dx.doi.org/10.30868/ei.v1i02.21>
- Udin, T., Maufur, S., & Riyanto, O. R. (2022). Student's Self-Efficacy and Perceptions of Online Learning on the Use Learning Management System. *Journal of Education Technology, 6(1)*. <https://doi.org/10.23887/jet.v6i1.41884>
- Usman, M. U. (2006). Menjadi guru profesional.
- Wahid, A. H., Muali, C., & Mutmainnah, M. (2018). Manajemen Kelas Dalam Menciptakan Suasana Belajar Yang Kondusif; Upaya Peningkatan Prestasi Belajar Siswa. *Al-Fikrah: Jurnal Manajemen Pendidikan, 5(2)*, 179-194. <http://dx.doi.org/10.31958/jaf.v5i2.1106>
- Warsono, S. (2016). Pengelolaan kelas dalam meningkatkan belajar siswa. *Manajer Pendidikan: Jurnal Ilmiah Manajemen Pendidikan Program Pascasarjana, 10(5)*. <https://doi.org/10.33369/mapen.v10i5.1298>
- Yumnah, S. (2018). Strategi dan pendekatan pengelolaan kelas dalam pembelajaran. *Pancawahana: Jurnal Studi Islam, 13(1)*, 18-26. Retrieved from <http://ejournal.kopertais4.or.id/tapalkuda/index.php/pwahana/article/view/3196>