



## ANALYSIS OF ELEMENTARY SCHOOL TEACHERS' ABILITY IN MANAGING CLASSES WITH STUDENT DIVERSITY

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### Abstract

A comfortable classroom environment cannot be separated from the teacher's role in managing its learning environment. Heterogeneous classroom conditions are a challenge for teachers to create a conducive and meaningful learning atmosphere. This matters because every student has different characters, needs and potential, each of which needs to be developed. On the other hand, the heterogeneity of students if it is not managed properly it can be a source of various problems in the class. Analysis of elementary school teachers' abilities in managing classes with diverse students aims to achieve teacher competence in dealing with various student backgrounds. This research aims to analyze the ability of elementary school (SD) teachers to manage classes with a diversity of students. This research uses a literature review analysis method with teachers from several elementary schools as the subject. Data is collected through observation and documentation. The results show that although teachers have an understanding of the importance of inclusive classroom management, many teachers have difficulty implementing effective strategies. This research emphasizes the need for further training to improve teachers' abilities in managing diverse classes.

**Keywords :** Elementary school teacher abilities, classroom management, student diversity

### Introduction

Educational process is a process by which on purpose implemented for to make smart nation. This is confirmed by law for realize atmosphere learning and learning process so that participants educate in a way active develop potential himself for own religious spiritual power, control self, personality, intelligence, morals noble, and skills required themselves, society and nation. Students own right for actualize self optimally in aspect intelligence intellectual, spiritual, social and kinetic (Ministry of National Education , 2010: 3). One of the component main supporting the success of the educational process, namely teachers. Teachers become spearhead of implementation education so that teachers must capable create and maintain condition optimal learning in reach objective teaching through management good class. In fact, it is problem the most difficult thing that teachers face, namely in matter management class. Syaiful Bahri Djamarah (2005: 173) said that problems faced by teachers, good beginner or those who have experienced is management class. This is in accordance with results study conducted by the oregon department of education (Vern Jones & Louise Jones, 2012:6) which found that the novice teacher look at related issues with manage class as challenge the biggest they. There are still many elementary schools available students naughty and difficult set up because various factors, for example factor from family or environment. Management class is a efforts made by the guarantor answer activity learn how to teach or that helps with the intention to be achieved optimal conditions so that can implemented activity study as expected where management class that a efforts made by the guarantor answer activity study teach or teacher skills for create and maintain condition optimal learning and returning it when happen disturbance in the learning process teaching contained in [journal.universitassuryadarma.ac.id](http://journal.universitassuryadarma.ac.id).

Management class is one of the task educators who do not once abandoned. Task educator in the class part big is to learn student with provide condition optimal learning . Conditions optimal learning can achieved if the teacher is able arrange participant education and facilities teaching as well as control it in pleasant atmosphere for reach objective learning. Settings related with delivery message teaching (instructional), or can also be related with provision condition learning ( management) class). If the settings condition can done optimally, of course just will cause disturbance to study teaching. Management effective class is prerequisite absolute for the learning process occurs effective teaching. Other things also come into play. determine success educator in manage class is ability educator in prevent the emergence behavior in demand participant annoying education the way activity study teach as well as condition physique place study teaching and skills educator in manage. In the context of Education, Management effective class is one of factor key success of the learning process in schools base. This diversity covers difference background behind social, cultural and abilities study students who can affect the learning process. Diversity student in matter background background, ability, and style study become challenge alone for teachers in create environment conducive learning. Diversity students in class the more complex, but not yet lots research that is special to study teacher's ability in manage class in context said. This research aiming for fill in emptiness the with analyze in a way deep school teacher ability base in dealing with and managing diversity students in class. Research this results expected can give a better picture clear about practices best in management diverse classes, as well as identify challenges and obstacles faced by teachers in the context.

### Research Methodology

This article is study study library research using literature review method . Literature review is type study bibliography conducted with read various books, journals and other related publications with Topic research , for produce one related writing with issue certain (Jill Jesson, Lydia Matheson, 2011). In the study this, writer to study primary documents from journals and books relevant quality with topic research that was reviewed . Data analysis using method descriptive so that the result can explained in a way in-depth, detailed , and detailed. Analysis steps started with determination topic continued research with review literature, reduction literature for find evidence and findings, organizing literature, literature review and retrieval conclusion (Lawrence A. Machi, 2016).

### Result & Discussion

Management class is part from teacher activities in manage classroom learning. Management class considered important because his role in organizing and conditioning student during activity learning going on. As smart as whatever teacher, or as great as whatever the teacher in convey material learning, if condition class no can organized with well, then the teacher will also difficulty give experience meaningful learning to students. Related meaning class. Imron (2003) defines class as room or place student study. This room identified with a restricted place four wall, and there is grade. View this in harmony with Nawawi 's opinion class from corner view narrow as a room bounded by four walls, and places gathering student for follow learning (Nawawi, 1982). Although from corner another look , he also looked class as public small part from public school. While that, if seen from corner view management, management class can interpreted as effort for arrange class with a set planning, as well as implementation management spaces class, and control class ( Erwinsyah , 2017). In the literature another opinion, Mustafida (2016), is that management class is related teacher efforts with aspect management physical (space) class) and coaching behavior students in class. Therefore that, management class no just about aspects management room class, but also how manage students in class so that can carry out activity learning with good. This is also reinforced with opinion Arikunto (1992) who divides target management class includes two, namely : settings physical ( space) classes, furniture, and assignments ) as well as the arrangement students ( behavior and activities) Study students in class) so that conditions class remain optimal for Study . On the basis of that's it Djigic & Stojiljkovic (2011) interpret management class as all teacher's purposeful actions For build environment stimulating and comprehensive learning.

Based on target said, emphasizing that the teacher as manager class no just prepare material learning, conveying learning, and evaluating development results study student only, but also related with task build and create, maintain as well as repair system or organization class, so that participant educate feel at home and comfortable inside class so that can build motivation for always learn. This is where the role of teachers as management class become important for to utilize and develop potential participant educate. Management effective class requires teachers to implement dynamic lessons, strengthening behavior positive, and intervene behavior bad since early and efficient (Gregory & Jones, 2013). Through management good class, expected can support success of the interaction process study teaching. This is in harmony with view Mustafida and Gafur (2019) stated that

objective management class for maintain and foster condition class good in nature physical-material and also behavior students . Management class very much important for teachers, because with good management student can study with good with still pay attention to satisfaction and needs participant educate from various aspect needs and development . Both intellectual, moral, social and also character properties individual . As results study Djigic & Stojiljkovic (2011) also showed that existence connection between style management teacher class, with climate class and achievement school students. The following example implementation management class in manage diversity participant educate at school elementary school (SD).

#### *Manage Gender Diversity in the Classroom*

In general, in every class consists of from different genders, namely men and women. There are differences type sex that's it cause difference different tendencies, developments, and needs between child man and child women. In education gender inclusion, women and men the same in get right education and not can differentiated (Junaidi, 2017). For manage gender diversity in the classroom, teachers can do with understand tendencies from both genders are different, for made into as base manage classes that are based on gender equality so that children with difference type sex the can accommodated by teachers not there are those who are exiled or treated no fair. As for the strategies that can be used among others with organization democratic and equitable education as well as no discriminatory. Through gender socialization in class can ensure that student woman made aware will its equal existence with men, on the other hand student man aware that they own equal degree with woman in front public. As Yaqin (2005) said that principle gender equality is a basic strategy in build attitude gender sensitive in schools. Example management class based on gender can carried out by teachers through two types management. First, through management physical ; with manage room class along with attributes in it that are gender friendly, not describe tendency towards one gender types. Gender management in class can also done through award to work student without look at type gender, namely all have the opportunity for display work best ( Mustafida & Gafur, 2019). For to build behavior gender sensitive in children can done with to plant values equality rights and anti - discrimination with method give example attitude fair and unfair discrimination towards a particular gender, as well as increase attitude sensitive to gender issues (Yaqin, 2005).

#### *Manage Diversity of Social Status in Class*

General social status based on three category namely work , ideology and lineage. For respond to matter said, then the management strategy class that can what the teacher does is with give awareness and growing awareness critical to to phenomenon equality (egalitarianism) and grow attitude care social without see background behind social status children (Kang et al., 2019). Like put position heterogeneous student seating from status and class social child. Share group Study or discussion class with diversity of social status child. This is done for avoid emergence groups or gang " with predicate certain "which is based on prestige like prestige, and dignity and authority within society (Ritzer, 1991). Apart from through management teacher's seat must also be still give awareness to participant educate about diversity . Awareness can done through planting values diversity with apply activity learning and management a class that values diversity cultural. So that through values diversity obtained student can life with attitude high tolerance to various form diversity of social status from friends and people in their environment.

#### *Manage Diversity Ethnicity in the Classroom*

Diversity ethnicity in class if no managed with good so can cause emergence prejudices negative like stereotypes and discrimination. If left unchecked, views this can damage connection good personal and also group. Among examples of strategies that can be developed by teachers in manage diversity ethnicity is make group study cross ethnicity. That is, in share group in class as much as possible possible consists of from student with ethnicity different like child Arab ethnicity combined with child from Javanese, Madurese and other ethnic groups. This strategy need done for strive for bring students to experience direct interaction in diversity ethnicity. For example with share group study group picket class consisting of from student diverse ethnicity. Modification diversity group this can also done with accommodate at a time diversity Good ethnic gender and culture. In addition in manage class that values ethnicity and attributes its culture can done with interaction intercultural (i.e. through communication between culture). This way acknowledged can affect the communication process we are at the level awareness or ignorance on group culture (norms and culture) (Mustafida & Gafur, 2019).

### *Manage Diversity Intelligence Students in Class*

Difference abilities and tendencies possessed student related close with attitude and behavior students in class in learning. Diversity this caused by factor experience students, such as stimulation development and also environment (Wulandari et al., 2017). Every children also have different abilities, both from aspect cognitive, affective and also psychomotor. In processing information too children in class there are fast learners, middle learners and slow learners. From the diversity ability child the in apply management multicultural class requires there is " appreciation " for diversity ability child. This is based on opinion that every child is unique and special. Therefore, to develop potential they need existence assistance , guidance and direction from the teacher in order to be able to develop all over potential optimally.

### **Conclusion**

Teacher as manager class own roles and responsibilities answer for organize and foster class to stay conducive from time to time. Condition plural and heterogeneous classes demand existence effort organizing class that can accommodate all diversity students. Therefore, before act as manager class, teachers need equip self with understanding to concepts management respectful class to diversity. With understanding said, the basic capital for create environment or climate class that values diversity (multicultural). Management strategy class multicultural need implemented in order to create environment conducive and friendly learning will differences. Through management multicultural class this is it skills for develop self, work together with other people who support to diversity and justice social can developed.

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