



ANALYSIS OF ELEMENTARY TEACHERS' CAPABILITY IN MANAGING CLASSROOMS WITH STUDENT DIVERSITY

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Abstract

This research aims to determine the influence of classroom management skills on student activity in elementary schools. This research uses a literature study method. Data was obtained from the results of a study of several journal articles which were then processed into descriptions for the discussion. The results of this research show that classroom management has a big influence on student activity in class. A teacher who is able to manage the class well will create a classroom environment that is conducive to active children. Therefore, it is very important for teachers to master classroom management skills. A comfortable classroom environment cannot be separated from the teacher's role in managing the learning environment. Heterogeneous classroom conditions are a challenge for teachers to create a conducive and meaningful learning atmosphere. This is because each student has different characters, needs and potential that need to be developed. On the other hand, student heterogeneity, if not managed well, can be a source of various problems in the classroom. Starting from bullying, an uncontrolled learning atmosphere, even antipathy towards diversity which triggers other negative attitudes, such as discrimination and injustice. Therefore, to overcome this problem, the teacher's ability to create a classroom environment that respects diversity (multicultural) is needed. Based on this view, multicultural classroom management is very necessary. This is because multicultural classroom management is believed to be able to foster student diversity while still adhering to universal human values that are fair and support aspects of equality. Multicultural classroom management is also able to provide educational services that suit human needs, as well as respecting differences in human approaches. On this basis, this study discusses teacher strategies in managing student diversity using a multicultural classroom management approach. Multicultural classroom management needs to be developed in order to create a more humane and democratic learning atmosphere which is very much needed to foster student diversity in the classroom. Among the multicultural classroom management strategies that can be implemented are managing gender diversity, social status, ethnicity, including intelligence.

Keywords : Class management, student diversity, class management models

Introduction

Education is essentially a conscious and planned effort by adults for those who need teaching and guidance to reach maturity. As contained in Law no. 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and the skills they need, society, nation and state. National Education has objectives stated in Law no. 20 of 2003 in article 3 as follows "Education aims to develop the potential of students so that they become human beings who believe and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic citizens and responsible". One of the components of education is the presence of educators and students. According to La Susilo (in Dwi Siswoyo, 2013: 116) educators are adults who are responsible for the

development of students. According to Dwi Siswoyo (2013: 85), students are members of society who still need guidance from other people to help them develop their potential through education. In education, there are several foundations that serve as a reference for the learning process, namely philosophical foundations, pedagogical foundations, juridical foundations, and psychological foundations. Education is always closely related to psychology. Psychology is a scientific discipline that is really needed by the world of education, both in formal and non-formal institutions. Knowledge of psychology is very necessary for teachers as educators, trainers, companions, instructors and caregivers in understanding the characteristics of each child. Understanding the psychological aspects of students by teachers in educational institutions has a very significant contribution in teaching children according to students' attitudes, motivation, talents, interests and needs so that the learning process produces the desired goals. Knowledge of psychology is needed by the world of education because the world of education faces unique students, seen from the aspects of characteristics, motivation, interests, learning styles, intelligence, fantasy and other psychological intelligence. The diversity of a class needs to be a main concern for teachers. Apart from individual learning, teachers also need to carry out group learning if the psychological conditions of the children in the group are relatively similar. In the learning process in class, teachers often face students who have difficulty focusing their thinking on the lesson. Children's lack of concentration as a psychological factor experienced by students in the classroom must be known by teachers as teachers and educators in the classroom to prevent and overcome learning difficulties experienced by students in the learning process in the classroom. Apart from that, students also show an indifferent attitude towards learning which shows that there are psychological disorders in the form of low interest and motivation to learn that students have. So teachers must be able to apply methods, models, strategies and approaches that can develop students' interest and motivation to learn.

Education is a deliberate effort to develop human potential with the aim of preparing the next generation of qualified people to build this nation. UU no. The 2003 National Education System Law states that education aims to improve human quality in Article. Teachers who play an important role in teaching and learning activities have a significant impact on the quality of learning. Through appropriate training, basic training, and optional training, instructors are expert teachers whose primary responsibility is to instruct, coordinate, direct, prepare, survey, and evaluate students in youth schools. To foster an imaginative learning environment, educators must possess and develop the necessary skills. One of the eight basic teaching skills is variety. Variable skills are the fundamental abilities educators need to maintain an inviting learning environment that encourages active student participation at every stage of the learning process. Sanjaya (2014) said that teachers change learning activities so that students do not get bored and remain involved in the learning process. A teacher's job is to teach or help students understand something, not just give or transfer knowledge. However, so that students can enjoy the learning that takes place, a teacher must be able to invite them to participate. Apart from that, a teacher at school must be proficient in various teaching techniques. In general, people experience feelings of boredom or a feeling of overwork in their lives. This feeling of boredom occurs when a person is in a situation where he believes the activity is repetitive. Likewise, students will experience boredom while studying in class if the teacher is unable to change the classroom atmosphere. Students will become disinterested and will not stay in class long, so teachers must be more creative and able to handle various learning styles. Students will do their own activities and become bored if routine learning is carried out. When class is boring, the teacher will keep explaining, but the students won't pay attention, and they don't seem to care about what they're learning. Apart from that, students who show boredom will disturb their friends who are studying, which will disturb their friends and prevent them from continuing their education (Indri, 2016). Teachers must have a variety of skills in order to participate successfully in various learning processes. One of these skills is the ability to manage the classroom and provide various learning opportunities. According to Syaiful Bahri Djamarah and Aswan Zain (2006), classroom management is the teacher's ability to create well-controlled classroom conditions that support learning outcomes. The purpose of these skills is to increase learning motivation. Instead, instructors try to teach students a variety of skills to avoid boredom in class. According to E. Mulyasa in Suwarna et al., the aims of varying learning activities include reducing student boredom in class, increasing learning motivation, and reducing student boredom. 2006: 84). The teacher's management of classroom activities, interactions with students, and teaching methods are examples of this variation. For these situations the performing teacher requires variation in student development experiences.

Research Methodology

This article is a library research study using the literature review method. Literature review is a type of library research carried out by reading various books, journals and other publications related to the research topic, to produce a piece of writing relating to a particular issue (Jill Jesson, Lydia Matheson, 2011). In this study, the author examines primary documents from quality journals and books that are relevant to the research topic being studied. Data analysis uses descriptive methods so that the results can be explained in depth, detail and detail. The

analysis step begins with determining the research topic which is followed by reviewing the literature, reducing the literature to find evidence and findings, organizing the literature, reviewing the literature and drawing conclusions (Lawrence A. Machi, 2016). The focus themes of this research study include: diversity and character of students, classroom management, classroom management problems, multicultural education and its principles and values as a basis for finding classroom management strategies that respect diversity more.

Result & Discussion

Understanding classroom management

Class management is part of the teacher's activities in managing learning in the classroom. Classroom management is considered important because of its role in organizing and conditioning students during learning activities. No matter how smart the teacher is, or how good the teacher is at delivering learning material, if class conditions cannot be organized well, then the teacher will also have difficulty providing meaningful learning experiences to students. Regarding the meaning of class, Imron (2003) defines the classroom as a space or place where students learn. This room is identified with a place that is limited by four walls, and there are levels (grades). This view is in line with Nawawi's opinion who views the classroom from a narrow perspective as a room bounded by four walls, and a place where students gather to take part in learning (Nawawi, 1982). Although from another perspective, he also views the class as a small community, part of the school community. Meanwhile, if viewed from a management perspective, class management can be interpreted as an effort to organize the class with a set of plans, as well as implementation of classroom management and class control (Erwinsyah, 2017). In other literature, Mustafida (2016), argues that classroom management is a teacher's effort related to aspects of physical management (classroom) and coaching student behavior in the classroom. Therefore, classroom management is not just about aspects of classroom management, but also how to manage students in the classroom so that they can carry out learning activities well.

This is also reinforced by the opinion of Arikunto (1992) who divides the targets of classroom management into two, namely: physical arrangement (classroom, furniture, and assignments) and also student arrangement (student behavior and learning activities in class) so that class conditions remain stable, optimal for learning. On this basis, Djigic & Stojiljkovic (2011) interpret classroom management as all teacher actions aimed at building a stimulative and comprehensive learning environment. Based on these targets, it emphasizes that teachers as class managers do not just prepare learning materials, deliver learning, and evaluate the development of student learning outcomes, but are also related to the task of developing and creating, maintaining and improving the class system or organization, so that students feel at home and comfortable in the classroom so that it can build motivation to always learn. This is where the role of the teacher as classroom management becomes important to utilize and develop the potential of students. Effective classroom management requires teachers to implement dynamic lessons, reinforce positive behavior, and intervene in bad behavior early and efficiently (Gregory & Jones, 2013). Through good classroom management, it is hoped that it can support the success of the teaching and learning interaction process. This is in line with the views of Mustafida and Gafur (2019) who stated that the aim of classroom management is to maintain and develop classroom conditions, both physical and material and student behavior. Classroom management is very important for teachers, because with good management students can learn well while still paying attention to student satisfaction and needs from various aspects of their needs and development. Both intellectual, moral, social and individual character traits. As the results of research by Djigic & Stojiljkovic (2011) also show that there is a relationship between teachers' classroom management styles, classroom climate and students' school achievement.

Creating a Multicultural Classroom Environment

The conditions of students in a class are bound to vary. Every child has various potentials and continues to develop. Children also have different characters and needs (Suteja, 2017). This is because every individual is a social creature who has a need to belong, be recognized and be accepted (Wiseman & Hunt, 2008). In the family environment, children receive different treatment, care and education. These differences in background experiences often influence the formation of children's attitudes and thought patterns (Syarifah, 2017). As empiricists believe that experience is a source of knowledge (Dale H, 2012). These student differences include diversity in ethnicity, gender, religion and the ability to comprehend in processing the information conveyed by the teacher in learning. Apart from the aspect of absorption capacity. In the class there is also a diversity of students from other aspects considering that students are complex individuals. Starting from potential, characteristics, personality, identity, talent, even awareness of learning (Aziz, Hamka Abdul, 2012). From this diversity, teachers should be able to manage it well so that positive interactions and diverse individuals can occur. So that heterogeneous students can work together well in class, accepting each other's differences which can give rise to the growth of high tolerance

values between students. Meanwhile, a multicultural class is a class that is inhabited by a variety of different characters and student backgrounds but reflects acceptance and appreciation for this diversity (Nadda, 2017). A multicultural classroom environment is characterized by a sense of mutual respect and respect for each other regardless of background and identity inherent in students (Hardy & Woodcock, 2015). Therefore, in creating a multicultural (respectful and friendly to differences) learning environment in the classroom, intensive efforts are required from the teacher. In particular, the class teacher is to organize and manage the learning environment so that the class atmosphere is pleasant for all students with different backgrounds, but still in an atmosphere that is full of openness, tolerance and family (Mustafida, Fita, Abd, 2019).

Therefore, before acting as a multicultural classroom manager, teachers must equip themselves with an understanding of classroom management concepts that respect diversity. The intended understanding is the teacher's ability to study and explore the theories of classroom management activities that are diversity friendly and inclusive or open. One of them is by applying the principles of awareness of the importance of implementing fair and equitable classroom management procedures (Parker, 2016). Of course, it is also based on humanist, pluralist and democratic values to create a multicultural learning atmosphere (Van Tartwijk et al., 2009). James S. Cangelosi (2013) also emphasized that the effectiveness of classroom management strategies in learning activities depends on how you relate to students as individuals and your understanding of the students' backgrounds. Teacher interpersonal skills are key in fostering diversity in the classroom as per Dreikurs' theory of managing student diversity (Wiseman & Hunt, 2008). In general, the multicultural classroom environment consists of a physical and psychological-social environment. A multicultural physical environment occurs when the classroom depicts an environment that respects diversity. Like there is an arrangement student furniture and seating that respects student diversity in terms of gender, age, intelligence level, ethnic diversity, race and even religion (Mustafida & Gafur, 2019). Not the other way around, the physical class is designed to prioritize the needs of one's gender, age or student preferences. Meanwhile, the psychological aspect is described through the comfort of students in the class. Comfort is related to how students can accept existing diversity, students feel enjoyed, and are well received in a class with a democratic atmosphere (Shepherd & Linn, 2017). Based on the explanation above, it can be interpreted that the psychological-social environment is related to how the atmosphere that is created in the classroom is characterized by a sense of mutual respect and appreciation for each other regardless of the background and identity inherent in the students. It is hoped that this atmosphere will be able to build a conditional learning situation because of an attitude of respect for diversity in terms of gender, age, intelligence level, ethnic, racial and even religious diversity.

Developing a Multicultural Classroom Management Strategy

The learning atmosphere is closely related to the environmental climate in which learning is carried out. This environment can be interpreted as anything that can be used to support learning activities. An environment formed by a culture that does not respect diversity usually often triggers feelings of unfriendliness, discrimination and negative prejudice (stereotypes) towards different cultures around it. Through multicultural classroom management, it is hoped that various negative prejudices between friends, discriminatory attitudes and attitudes of "looking down on" other people who have different cultures are expected. For example, the belief that one's culture is natural and correct, while other people's culture is something strange, and they tend to think that their culture is the best, which gives rise to excessive pride in their own culture (Barliana, M. Syaom, 2008). Based on this phenomenon, understanding the culture between individuals and groups in the classroom is very necessary. As James S. Cangelosi (2013) stated that teachers' understanding of cultural diversity will provide positive opportunities for teachers to develop and motivate students to become involved in learning activities in the classroom on a massive scale. He further said that this is where the importance of using multicultural classroom management strategies. as a way or action carried out by teachers in managing a classroom environment that respects diversity (James S. Cangelosi, 2013). Another important aspect that is no less than the strategies above in managing diversity in the classroom is building inclusive relationships and good communication. The way teachers talk and communicate with students greatly influences student behavior and interactions in the classroom. Good communication produces a climate conducive to quality learning because students are willing to work together and show positive discipline (Hue & Li, 2008). This strategy needs to be carried out by teachers in order to create a learning environment that understands each other, accepts each other and respects the differences of both individuals and groups in the class.

The teacher is someone who plays the main role in the learning process. Apart from that, the teacher also has the role of class manager. In this case, the teacher has the task of managing the class as a good learning environment, namely a class environment that encourages students to be enthusiastic and active in the class. The classroom environment in question is a classroom environment that is orderly, safe, calm, and conducive to

learning. Apart from that, classroom management also includes administrative planning, organizing, organizing, implementing and supervising activities for all classes (Yanti, 2015). Classroom management is the effort made by teachers in creating and maintain and develop motivation to learn to achieve predetermined goals. Classroom management is briefly translated as a process of organizing or managing the space where teaching and learning activities are carried out. However, before implementing classroom management in the teaching and learning process, we need to plan Firstly, classroom management is not just about technical and strategic matters but also involves personal factors, both from students and from teachers as implementers of classroom management . Class management itself is more emphasized on how to manage existing individuals. The class management stage always starts from the planning, implementation, evaluation and supervision stages as well as factors that support and hinder the implementation of class management. The teacher's role in implementing classroom management planning in the teaching and learning process includes a) Determining what, when and how to implement the plan, b) Limiting targets and determining work implementation to achieve maximum results through the target setting process, c) Developing alternatives action, d) Collecting and analyzing information and e) Preparing and communicating plans and decisions That way, teachers are expected to be able to manage the class and this can make it easier for students to learn. In its implementation, teachers must master the skills and methods in creating a good learning atmosphere. The skills that must be mastered are skills related to learning conditions, including the condition of the study room, facilities and conditions of students. Furthermore, in implementing classroom management, teachers need to use various approaches that will greatly influence student behavior, characteristics, character and nature of students, and the classroom situation when a student commits deviations. Several approaches that can be taken in classroom management, namely:

1. Don'ts and Don'ts Approach

The prohibition and recommendation approach is an approach to classroom management that is carried out by providing regulations that prohibit students from doing something that pollutes the teaching and learning process.

2. Punishment or Threat Approach

Namely classroom management activities carried out by carrying out punishments or threats. This activity can take the form of a teacher's action of punishing students with violence, prohibiting or expelling students from certain activities.

3. Diversion or ignorance approach

Namely classroom management activities carried out by diverting attention or activities that completely allow deviant student behavior

4. Behavioral reinforcement approach

This approach is carried out based on the view that if a student commits deviant behavior it may be due to two things, namely that the student has learned the best behavior and the student knows the behavior he is carrying out.

According to Supriyanto, class management is divided into two, namely physical and non-physical class management. The physical ones include the management of study rooms and classroom equipment as well as the management of students. Meanwhile, non-physical management takes the form of learning planning and interaction, both between students and students and between teachers and students.

1. Physical management

Physical classroom management is related to the management or organization of the classroom which is a room bounded by walls, where students gather to learn everything given by the teacher in the hope that the teaching and learning process will take place effectively and efficiently. This physical classroom management includes the provision of classroom layout regulations such as ventilation and lighting arrangements, student seating, teaching tools, arranging beauty and cleanliness of the classroom, etc. as class inventory. Student management is related to providing stimulus in order to raise students' motivation to be able to play an active role and be involved in the education and learning process at school. The implementation of student management can take the form of behavior, an atmosphere that is regulated or created by the teacher by guiding students to take an active role in the full education and learning process.

2. Non-physical management

Non-physical management focuses on aspects of student interaction with other students, teacher interaction with students, and the atmosphere of the classroom environment from the beginning of learning to the end of learning. Principles in managing the classroom include warmth in the learning process, use of words, teacher actions that increase students' passion for learning, use of tools, media and varied teacher learning styles, teacher flexibility in changing teaching strategies can create an effective learning climate. ,

emphasis on positive things for students, and instilling discipline in students so that they are always orderly in the classroom (Hendriana, 2018).

In implementing classroom management, there are several strategies that can be implemented to improve students' learning abilities, such as:

1. Creating an optimal classroom atmosphere or condition
Where a teacher must be able to create an atmosphere or conditions from conditions of educational interaction by means of creating new conditions which will certainly benefit the teaching and learning process where students can be enthusiastic in their learning.
2. Trying to stop deviant student behavior
A teacher can carry out problem identification activities by trying to understand and investigate deviations in student behavior that disrupt the smooth learning process.
3. Creating classroom discipline
Fostering class discipline or preventing disciplinary violations can be done by creating class rules.
4. Creating harmony between teachers and students
The harmonious relationship between teachers and students has an effect on classroom management, especially in increasing the effectiveness of teaching and learning. The relationship between teachers and students is said to be good if there is openness, responsiveness and interdependence between one another.

The implementation of classroom management is carried out using existing methods or approaches and strategies, so that the implementation of classroom management can run smoothly.

a) Designing classes

The activity carried out by the teacher before the learning process takes place is designing the classroom, so that the student's seating layout can be seen well. The results of designing classes in teaching and learning activities can be categorized as good. The teacher must be able to condition the class and students as much as possible so that a family atmosphere can be created with the students, the teacher must also be able to create a pleasant, safe and comfortable atmosphere in the classroom and there is no distance from the students in guiding and coaching. In this atmosphere, classroom management can be carried out well. A pleasant learning atmosphere can encourage high interest in learning. One of the problems in creating a learning climate is discipline (Sahertian, 2000:145-146). Thus it can be understood that classroom management can provide a good contribution to teaching and learning activities in the classroom.

b) Organizing the Class

The results of classroom management for the aspect of organizing the class in teaching and learning activities refer more to the teacher's skills in managing the class or organizing the classroom. Teacher skills relate to: 1) skills related to the creation and maintenance of learning conditions. 2) skills related to optimal learning charts. These skills must be understood in class management so that class organization can run well.

Based on the explanation above, it can be seen that classroom management has a great influence on student activity. Good classroom management that meets the principles can encourage students to be active in the classroom. In the aspect of student activity, physical and non-physical classroom management needs to be carefully considered. Complete facilities in the classroom will support students to be active and gain experience from learning. The teacher's behavior in the classroom will also greatly influence student activity in the classroom. Teachers who can create a conducive classroom atmosphere, focus attention on all students, give students opportunities to interact with their friends or with the teacher, and use variety in learning can increase student activity in the classroom. Therefore, it is very important for a teacher to master classroom management teaching skills.

Conclusion

Classroom management is one of the 8 teaching skills that teachers must master. Class management can also be interpreted as the teacher's efforts to keep the class in optimal condition, so that disruptions in the teaching and learning process can be minimized. However, it needs to be understood that there are 4 stages in classroom management, namely planning, implementation, evaluation and supervision. Classroom management is essentially attached to the implementation of learning. This means that to support good and optimal learning, good classroom management is needed. In its implementation, teachers as facilitators and directors in the classroom must understand that the characteristics of children are different, therefore the model/method used when managing the class must be adapted to the characteristics of the students. Then, to carry out classroom management, teachers can use several approaches, namely; 1) Prohibition and Recommendation Approach, 2) Punishment or Threat Approach, 3) Diversion or Ignorance Approach, and 4) Behavior Strengthening Approach. And of course, the

approach taken cannot be separated from the teacher's understanding of the diversity of children's characteristics. Apart from that, there are four strategies to improve students' learning abilities, namely; 1) Creating an optimal classroom atmosphere or conditions, 2) Trying to stop deviant student behavior, 3) Creating class discipline, and 4) Creating harmony between teachers and students. Teachers who can create a conducive, focused classroom atmosphere paying attention to all students, giving students opportunities to interact with their friends or with the teacher, and using variations in learning can increase student activity in the classroom. Therefore, it is very important for a teacher to master classroom management teaching skills.

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