

Classroom management assistance for teachers of *madrasah ibtidaiyah* in gunung kidul regency special region of yogyakarta

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Abstract: A teacher is the main actor in the learning process. The main success factor of education process is in the teacher's hand. A good classroom management will influence the learning result. The fact that many teachers who have not possessed good classroom management cause less optimum learning achievement. Gunung Kidul is one of regencies located in Special Region of Yogyakarta. Gunung Kidul was selected as the assistance area because it is the most underdeveloped region of other regions in Special Region of Yogyakarta in the aspects of economy and education. Many state and private MI (Islamic Primary School) teachers still face difficulties in performing classroom management such as learning strategy, used learning media, and the evaluation implementation. This assistance is a field research, in which we utilized participatory approach or known as PAR as the study object. PAR is a collaboration. All parties who have responsibility of change action were involved in the efforts of improving their capability. PAR is a systematic learning process. PAR of a process involves all individuals in the theory of their own experiences. The assistance was done in forms of workshop and learning in the classroom with the major material including learning strategy, teaching material and Lesson Plan creation, and authentic evaluation. Teachers' capability in learning experiences increase of 15.9% after the assistance.

Keywords: classroom management, MI, assistance, Gunung Kidul

I. Introduction

A teacher is the main actor in the learning process. A good learning process cannot be separated from the teacher's role as an educator. Education does not merely burden the country, students, parents or society. It can also become the responsibility of an educator. An educator becomes the determinant factor of education process success because the process is implemented in the classroom. Recent research, as revealed by Sindhunata, indicated that until now the main factor in students' education process is held by an educator or teacher. A good classroom management will influence the learning result. Islamic school (*Madrasah*) as one of education institutions cannot be separated from their teachers' role.

Gunung Kidul is one of regencies located in Special Region of Yogyakarta. The emphasis of Gunung Kidul is important because this area is the most underdeveloped region seen from economy and education aspects. Many *Madrasah* teachers in the region who face difficulty in implementing classroom management is one of existing problems. It is proven with the low teacher's classroom management skill in learning strategy and media utilized and the implementation of teachers' learning evaluation in *Madrasah Ibtidaiyah* of Gunung Kidul Regency. Second, many teachers have not conducted Classroom Action Research because they have not understood what a good classroom management is. Third, the lack of society's interest to let their children joining *Madrasah Ibtidaiyah* is caused by the assumption that classroom management done by the teacher is not good so that the output resulted is less satisfying.

Knowing the previous fact, it is not surprising if there are many opinions and assumptions which place *Madrasah* as the second level school. It is caused by the lack of teacher's professionalism in teaching and management in the class management and institutional process do not exist. The root of problem is very complex. Islamic education dualism also appears in managerial field, especially in private institution. In general, private institution has two top managers. They are *Madrasah* and Institutional Chief. There is authority border which separates both top managers. *Madrasah* chief holds academic control while the institutional chief provides facility and infrastructure. However, in practice there is an overlapping. This problem usually becomes worse if one of the institutional managers becomes a teacher. It raises the tendency of spying impression towards the *Madrasah* chief. Besides, the *Madrasah* chief does not have power to admonish him if he does indisciplinary action.

Management practice in *Madrasah* often shows traditional management models, which are paternalistic or feudalistic. This seniority domination often interferes the development and improvement of education quality. The existence of innovative creativity of young people are sometimes understood as an attitude of respecting their seniors. This condition refers to negative and extreme end. Thus the intention of correcting senior's mistakes is regarded as *tabiat su'ul adab*.

Education management dualism also occurs in the development performed by the government that often causes jealousy. It can be seen from fund allocation, attention, managerial development, books and learning media assistance, teacher's placement until scholarship granting to continue their education is not similar to what have been received by public schools and *madrasah*. The gap between private and state *madrasah* also become unsolvable problem. The differences include some matters such as teacher's principles, facility and infrastructure, students' input quality etc. All of them have both direct and indirect effect on education quality. It occurs because Three Ministerial Joint Decree (*SKB Tiga Menteri*) has not balanced with the availability of teachers, books and other facilities from relevant department.

In general, *madrasah* is originated from Arabic which means a place to study or classical education system in which the teaching learning process using review materials of religious and general science occur within. According to Malik Fadjar, generally *Madrasah* is defined as public schools characterized with Islam principles that become a part of all national education systems. In three Ministerial Joint Decree, it is mentioned that *madrasah* is an educational institution which makes Islam religion lesson as the basic lesson given at least 30% beside general lessons.

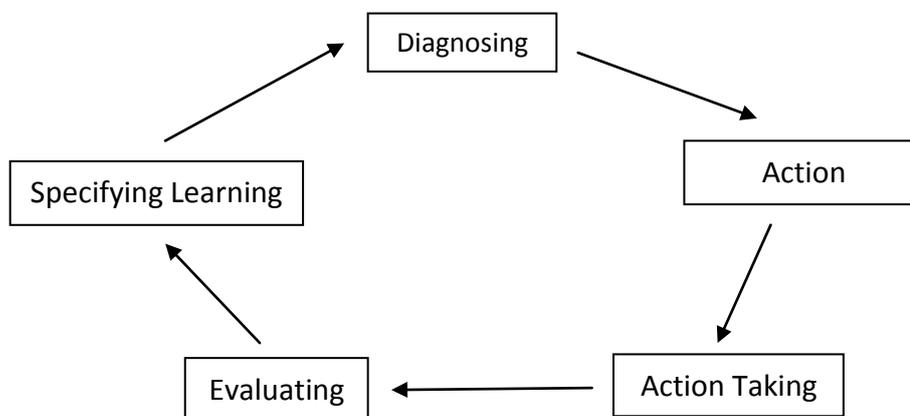
Eventhough this community service does not have intention to solve the problems mentioned previously, the root of problems should be improved and it can only be done in policy holder level. This social community is not intended to find a problem or result, but an applied research which applies a solution perspective that can be offered towards *madrasah* teachers in Gunung Kidul Regency. The reasons behind this assistance are, *first*, the existence of *Madrasah Ibtidaiyah* teachers in the process of teaching learning activity has strategic role for non-dischotomous scientific transformation process. *Second*, until nowadays *Madrasah Ibtidaiyah* teachers are less confidence because they feel that they have not been professional, especially in pedagogy. *Third*, the lack of teacher's knowledge on good classroom management causes monotonous learning process. Fourth, the lack of interest is created by *Madrasah Ibtidaiyah* so that it becomes an institution with less interest for students and society in general. As the result of primary research that was conducted by us on all *Madrasah Ibtidaiyah* in Wonosari on February 2nd to March 10th, 2015 is said as less maximum.

II. Discussion

The assistance is an implementation of a field research in which participatory approach is used to understand the study object. Theoretically, principles of Participatory Action Research (PAR) should be understood previously. Among them are, *first*, PAR should be put as one approach to improve social practices by changing it and learn from the effect caused by it. *Second*, as a whole it is a pure participation that will build a continous spiral since the planning, action in form of implementation of the plan, observation (evaluation of planning implementation), reflection (experience theory). *Third*, PAR is a collaboration. Every individual who has responsibility on change action involved in the efforts of improving their ability. *Fourth*, PAR is the process of systematic learning, critical intelligence use of discussing their action and develop it so that their social action will influence social change. *Fifth*, PAR of a process which involves all people in the theorization of their own experiences.

Therefore, the centre of this assistance implementation is to define a problem or implement information in the problem into action as solution of problem that has been defined. Participation Action Research is "a research done by, with and for people", not "a research towards people". PAR is participative in the meaning that it is a condition required in which people play a key role within and has relevant information on social system (community) under the review and that they participate in the planning and the implementation of the action plan is based on the research result.

Systematically, the steps of PAR implementation can be drawn in a circle pattern as follows:



The process above is translated into the following activities:

No	Activity Schedule	Activity Type	Person in charge/ Source
1	October 7 th , 2015	FGD 1 (coordination with religion ministry and GK staff)	M. Agung Rokhimawan
2	October 17 th , 2015	Workshop of learning strategy	Endang Sulistyowati Maemonah
3	October 24 th , 2015	Workshop of teaching material creation	Fitri Yuliatwati M. Agung Rokhimawan
4	October 27 th , 2015	FGD 2 (with <i>madrasah</i> chief and teachers)	Maemonah
5	October 31 st , 2015	Workshop of Authentic Evaluation	Maemonah Fitri Yuliatwati
6	November 7 th , 2015	Workshop of Lesson Plan making	M. Agung Rokhimawan Endang Sulistyowati
7	November 14 th , 2015	Real teaching	Team
8	November 21 st , 2015	FGD of Real teaching result	Team
9	December 5 th , 2015	FGD 3 (with the <i>madrasah</i> chief and teachers)	Maemonah

With the assistance program in form of empowerment above, *Madrasah Ibtidaiyah* in Regency of Gunung Kidul is expected that : (1) Teachers of *Madrasah Ibtidaiyah* in Gunung Kidul have skill of managing classroom well in the learning, (2) Teachers of *Madrasah Ibtidaiyah* have skill in planning and developing teaching material well, (3) Teachers of *Madrasah Ibtidaiyah* area able to design and make an appropriate learning media. (4) Teachers of *Madrasah Ibtidaiyah* are able to select and execute appropriate learning strategy, (5) Teachers of *Madrasah Ibtidaiyah* are able to execute authentic learning evaluation.

Strategy utilized to reach the expected target is by doing a set of workshops and discussion and practicing directly in *Madrasah Ibtidaiyah* which becomes the object of assistance. The training and activities covered : (1) Training of Compiling and Planning teaching material for teachers in *Madrasah Ibtidaiyah* who become the subject of assistance; (2) Learning strategy training which is appropriate with the Curriculum 2013; (3) Training of compiling authentic learning evaluation; (4) Training and classroom management in form of micro teaching; (5) Assistance in the execution of direct learning process.

At the same time, it should be underlined that classroom management can be said as successful if students are able to perform their task effectively without wasting time. Each student will finish their task as soon as possible. It will make students to work as effective as possible.

Classroom management is a factor that can create and maintain effective classroom atmosphere and condition. The creation of effective classroom atmosphere has big impact on the effective teaching-learning process. Since there is no time wasted, students are able to study optimally.

The same thing was proposed by Everston (1976) that effective teaching demands teacher's ability to implement diagnostic, teaching, managerial, therapy skill elements and form attitude in the context and special to other specific needs. This situation asserts that the skill in management field, in this case is classroom management, becomes one of an effective teachers. Almost all surveys on teacher's effectiveness reported that classroom management skill has primary position and the urgency in determining the success of learning process. It is measured by the effectivity of learning.

The Assistance Implementation

The systematic efforts executed in order to improve classroom management was focussed on what should be done by the teacher and in the context of interaction between teacher and students in class. Before the assistance was started, the service team observed to see the learning process done by teacher in the class and analyze what components of learning process that should be revised. Beside, the team also did a dialogue through Forum Group Discussion (FGD) attended by companion team, *madrasah* chief, teachers, *madrasah* supervisor, religion ministry chief and *madrasah* field chief of Religion Ministry of Gunung Kidul (Kasi DIKMAD). Of the result of the dialog, it was revealed some problems faced by the teachers, among them are:

First, the teachers find difficulty in selecting the appropriate learning strategy. Moreover if it is connected to scientific learning approach in Curriculum 2013. *Second*, teaching material in form of BSE that has been provided by the government sometimes is not relevant with the class and school environment context. Therefore, the teachers need a teaching material which is appropriate with class and *madrasah* context. *Third*, teachers find difficulty in selecting the scoring method and how authentic scoring is done. Their difficulties are particularly on the affective and psychomotor aspects. *Fourth*, teachers find difficulty in arranging a good Lesson Plan which is appropriate with Curriculum 2013.

The problems are relevant with the result obtained by the team during the learning observation in the class. Furthermore, the team did the assistance as a solution of existing problem. The first assistance was classroom management workshop with the implementation as follow:

The event was conducted at 12.30 P.M. after the teachers finished teaching. In order to facilitate the implementation, we chose the location which was not too far for each teacher. Basement of Al Ikhlas Mosque, Wonosari, Gunung Kidul. This workshop was done in 9 meetings, and in the 7th meeting, peerteaching was

conducted to see the improvement of teachers' skill after joining the workshop. After that, FGD was conducted to discuss how teaching was done by the teachers in peerteaching.

In the workshop of learning strategy, teachers were given examples of active learning strategy. Then they were asked to practice it and implement the strategy in the classroom learning. After that, they were trained to make teaching material in form of student worksheets which were adjusted to the material and strategy that would be chosen by them during the peerteaching. They were asked to make a set of learning such as authentic evaluation instrument and Lesson Plan.

III.Assistance Result

As what had been explained previously, before the assistance was done, the team observed the classroom to see how learning process done by the teacher. The result was obtained as follow:

Table 1. Instrument utilized to measure the learning implementation

Madrasah Name	:	_____
Address	:	_____
Regency/City	:	_____
Teacher's name	:	_____
Lesson/Theme	:	_____
Class	:	_____
Day/Date	:	_____

Instruction : Please give v sign on the option column

No.	Component	Options	Instrument	Score
1	Using Lesson Plan		1 Bringing Lesson Plan in learning activity	
			2 Determining learning objective as the activity transactional target.	
			3 Socializing study result indicator	
			4 Presenting the material as planned.	
			5 Applying learning strategy as planned.	
2	Using various learning sources		1 Having minimum standard for teacher's learning source.	
			2 Determining minimum standard of students' learning source.	
			3 Using various learning sources	
			4 Using Communication Information Technology based learning source.	
			5 Using learning source which uses foreign language	
3	Doing introductory activity		1 Taking note of students who are absent.	
			2 Greeting to make the classroom atmosphere relax.	
			3 Ensuring that all classroom resources are ready to study.	
			4 Conveying the aim and target of learning.	
			5 Starting the learning by relating previous material to other learning material.	
4	Presenting the material concept as the Lesson Plan		1 Determining minimal completeness standard.	
			2 Referring to the material included in the Lesson Plan.	
			3 Processing learning material creatively	
			4 Presenting material to improve theory mastering and practice it.	
			5 Evaluating students' competence as the Lesson Plan concept.	
5	Using the concept with clear and systematic		1 Showing material framework which enables students to comprehend it..	

	language.		2	Conveying the material using efficient language,	
			3	Using a language which is appropriate with students' characteristics.	
			4	Teacher's voice is heard clearly by all students.	
			5	Are able to explain the material sourced from foreign language.	
6	Using visual aid		1	Using visual aid as needed.	
			2	The visual aid using involves students.	
			3	Using the visual aid efficiently.	
			4	Using simple visual aid.	
			5	Using visual aid helps students to comprehend and apply the concept.	
7	Empowering information technology.		1	Using Communication Information Technology to administer the learning planning.	
			2	Using Communication Information Technology in various teachers' learning sources.	
			3	Using technology as students' learning source.	
			4	Empowering technology as task analysis instrument.	
			5	Using Communication Information Technology as supporting of students' learning evaluation result..	
8	Using foreign language in the learning.		1	Using foreign language in learning introduction.	
			2	Using foreign language as classroom language.	
			3	Using bilingual strategy to explain the material.	
			4	Writing foreign language is required for the explanation to students.	
			5	Using foreign language as introductory language in the learning activity.	
9	Building students' learning experience.		1	Building critical thinking.	
			2	Building new thinking.	
			3	Creating a new learning product.	
			4	Developing a spirit to formulate new concept.	
			5	Challenging multi intelligences.	
10	Students are active		1	Responding teacher's statement positively	
			2	Questioning	
			3	Answering questions	
			4	Proposing ideas.	
			5	Finishing tasks.	
11	Students are interactive		1	Paying attention to friend's statement.	
			2	Perfecting friend's ideas.	
			3	Showing the power of friend's mind.	
			4	Approving friend's opinion.	
			5	Refusing a friend's statement politely.	
12	Doing process assessment		1	Teacher has document of process assessment	
			2	Teacher has plan of process assessment implementation.	
			3	Teacher determines assessment standard.	
			4	Teacher writes the process assessment result.	

13	Building fun class atmosphere.	5	Teacher uses process assessment result.
		1	Learning activity is interspersed with students' jokes.
		2	Teacher jokes with students.
		3	Students are able to finish their tasks competitively.
		4	Atmosphere shows the spirit to create the best result.
		5	Respecting the ideas which are proposed.

Based on the assessment instrument above, there are 13 items assessed. Each item has maximum score of 5. Thus the maximum score obtained by teacher is 65. Then the score is changed into score 100 with the following formulation:

$$\text{Score} = \frac{\text{Score obtained}}{65} \times 100$$

Score obtained by each teacher before the assistance is as follow:

Table 2. Score obtained before the assistance

No	Name	Madrasah	Score
1	Moh Haryanto, S.Pd.I	MI YAPPI Randukuning	76
2	Puji Astuti, S.Pd	MI YAPPI Randukuning	78
3	Marjani, S.Pd.I	MI YAPPI Baleharjo	74
4	Suminem, S.Pd.I	MI YAPPI Baleharjo	77
5	Arie Budi Maryanti, S.Pd.I	MI Darul Qur'an	75
6	Sri Rahayu, S.Pd.SD	MI Darul Qur'an	73
7	Aris Susanto, S.Pd	MIN Wonosari	76
8	Umi Suryani, S.Pd.I	MIN Wonosari	78
9	Wawan Budiarto, S.Pd.I	MI Ma'arif Mulo	76
10	Suparmi, S.Pd.I	MI Ma'arif Mulo	74
11	Suhartanto, S.Pd	MI YAPPI Bansari	73
12	Siti Syarofah, S.Pd	MI YAPPI Bansari	74
13	Dian Kuncarawati	MI Assalam	72
14	Dayu Kirana Estiwening, S.Pd.SD	MI Assalam	76

Thus, the average score obtained is:

$$\text{Average} = \frac{1052}{14} = 75.14$$

The observation result indicates that average teachers have not used an appropriate learning media, some of them (8 of 14 teachers) even do not use learning media besides blackboard/ whiteboard, BSE (Electronic School Book) books and Students' Sheet bought from agents. Evaluation done by teachers is only assessment in cognitive aspect by giving score on the questions which are done by students.

After the assistance, the score obtained is as follows:

Table 3. Score obtained after the assistance

No	Name	Madrasah	Score
1	Moh Haryanto, S.Pd.I	MI YAPPI Randukuning	89
2	Puji Astuti, S.Pd	MI YAPPI Randukuning	87
3	Marjani, S.Pd.I	MI YAPPI Baleharjo	88
4	Suminem, S.Pd.I	MI YAPPI Baleharjo	86
5	Arie Budi Maryanti, S.Pd.I	MI Darul Qur'an	90
6	Sri Rahayu, S.Pd.SD	MI Darul Qur'an	89
7	Aris Susanto, S.Pd	MIN Wonosari	82
8	Umi Suryani, S.Pd.I	MIN Wonosari	83
9	Wawan Budiarto, S.Pd.I	MI Ma'arif Mulo	85
10	Suparmi, S.Pd.I	MI Ma'arif Mulo	87
11	Suhartanto, S.Pd	MI YAPPI Bansari	88
12	Siti Syarofah, S.Pd	MI YAPPI Bansari	90
13	Dian Kuncarawati	MI Assalam	87
14	Dayu Kirana Estiwening, S.Pd.SD	MI Assalam	88

Thus the average score obtained is:

$$\text{Average} = \frac{1219}{14} = 87.07$$

After the assistance, there is score increase of 11.93 or 15.9%. Based on the observation result, the learning process has experienced increase. 100% of the teachers use learning media and teaching material in form of simple KLPD made by them. The evaluation done also includes affective, psychomotor and cognitive aspects. The appropriateness between Lesson Plan and learning implementation in the classroom is relative good. The weakness is on the time allocation which is not appropriate so that they are in hurry in the end of learning.

There is an interesting thing that the way MIN teachers (in this case is MIN Wonosari) teach is less good than private MI teachers. The assumption that MIN teachers are certified and have good input make them lack of challenges. Meanwhile, private MI teachers should teach with a vengeance because they have worse input compared to it that goes to MIN and Primary School or State Primary School.

IV. Conclusion

Many teachers still have weakness in classroom management. The assistance is conducted in order to help MI teachers to improve their classroom management, in this case the learning strategy improvement, teaching material and Lesson Plan making, and authentic evaluation. The assistance result done is seen from teacher's implementation in classroom learning. Based on the observation result done before and after the assistance, there is an improvement in the learning process, which is 15.9%

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