

THE TEACHER BELIEF IN THE CLASSROOM MANAGEMENT DURING PANDEMIC COVID 19

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ABSTRAK

Pandemi mengubah semua cara mengajar dimana pertemuan tatap muka berubah menjadi online. Semua perubahan ini juga mempengaruhi cara guru mengelola kelas mereka. Penelitian ini bertujuan untuk mengetahui keyakinan guru dalam pengelolaan kelas. Penelitian ini merupakan penelitian kualitatif. Subjek penelitian ini adalah seorang guru bahasa Inggris di SMPN 2 Kulisusu. Pengumpulan data penelitian menggunakan 2 cara yaitu observasi dan wawancara. Analisis data dalam penelitian ini didasarkan pada teori Miles, Huberman & Saldana yang menerapkan 3 tahapan dalam menganalisis data, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Berdasarkan data hasil observasi dan wawancara, penelitian ini menemukan bahwa kepercayaan guru terhadap pengelolaan kelas diperoleh dari pengalaman mengajar, pengalaman mengikuti pelatihan di luar sekolah, dan aktivitas siswa di dalam kelas. Dari semua faktor yang paling dominan mempengaruhi keyakinan guru adalah pengalaman dalam mengajar.

Kata kunci: keyakinan guru, manajemen kelas dan pengalaman mengajar

ABSTRACT

The pandemic is changing all the ways of teaching where face-to-face meetings are turning online. All of these changes also affect the way teachers manage their classrooms. This study aims to determine teachers' beliefs in classroom management. This research is a qualitative research. The subject of this research is an English teacher at SMPN 2 Kulisusu. Research data collection uses 2 ways, namely observation and interviews. Data analysis in this study is based on the theory of Miles, Huberman & Saldana which applies 3 stages in analyzing data, namely data reduction, data presentation, and drawing conclusions. Based on data from observations and interviews, this study found that teacher belief in classroom management was obtained from teaching experience, experience participating in training outside of school, and student activities in class. Of all the factors that most dominantly influence teachers' beliefs is experience in teaching.

Keywords: teacher's beliefs, classroom management and teaching experiences

INTRODUCTION

Classroom management refers to the activities that a teacher engages in order to create a learning environment that promotes maximum learning. Moore (1989) explains that the fundamental aspects of classroom management are leadership and efficiency in creating a classroom climate that is conducive to learning. Meanwhile, according to Akhiar&Shamsina (2013), classroom

management is the terminology used by teachers to describe the process of ensuring the smooth learning process in the classroom. In the world of education, a teacher is a major player in increasing student intelligence.

According to Fauziati (2015), teacher beliefs play an important role in classroom practice because what teachers do in class reflects what they believe. Teacher beliefs influence what teachers will say and do in teaching practice. Previous researchers, (Faidah, Fauziati, &Suparno, 2019) have conducted research on teacher beliefs in teaching English based on multiple intelligences for young students, the results showed that there are two main factors shape the teachers' beliefs on multiple intelligences based English teaching. Those main factors were the internal factors and the external factors. Those factors give important contribution in shaping the teachers beliefs when implements the multiple intelligences based English teaching in the classroom practice.

Wahyuni (2016), the perceptions of teachers of classroom management as a critical aspect of teaching, as well as the process that teachers must deal with in the classroom with their students, were investigated. The central tenet of this issue is how teachers maintain a sense of balance when implementing strategies such as firmness, preparedness, flexibility, and enjoyment of teaching, while also taking into account the method and management itself, as well as the needs of the students.

Meanwhile (Nugroho&Mutiaraningrum, 2020) have also conducted research on teachers 'beliefs and practices regarding digital English learning, drawing on data from the written reflections and semi-structured interviews, the findings revealed that these EFL teachers were well equipped with the importance and objective of teaching English by means of digital devices, but appeared hesitant and lacked of preparation in their teaching practices. The semi-structured interview further depicted that their unconfident and lack of preparation was not only a result of inadequate training but also of limited resources and digital facilitation.

The results of observations at SMPN 2 Kulicus show that teacher trust in classroom management is obtained from a direct approach, which gives students the freedom to ask and answer questions in class or outside the classroom. besides that the teacher can control the class well, this is evidenced at the time of the author's initial observations, during the learning process the teacher always gives explanations to students who do not understand the material being explained. In the teaching process the teacher is always firm and always ready if there is a problem in the classroom. Although the teacher is always the teacher always gives freedom to students to ask and answer questions in class, the teacher always emphasizes the students to always be polite and courteous to the teacher and other students. Based on the preceding explanation, the purpose of this study is to ascertain teachers' beliefs in class management.

METHOD

This research is a qualitative design and participant of the study is an English teacher at SMPN 2 Kulicus who is the only teacher who is actively teaching because the teaching partner is taking a 3 month marital leave. Teacher experience teaching for 11 years has attended 5 times training outside of school. The

instruments used in this research are observation and interview. The interview questions were adapted from Rasyid (2008), with a total of 6 questions to be asked of the teacher. Researchers analyzed the data using the concept of Miles, Huberman & Saldana (2014), as follows: data reduction, data display, and conclusion.

FINDING AND DISCUSSION

FINDING

The results showed that researchers found about teacher belief in the classroom management. There are the development of classroom management beliefs, changes in beliefs and teaching resources, changes in beliefs and method, and changes in belief and language. They are displayed are following:

Development of classroom management beliefs

Based on the results of the interviews, the researchers found that there are three ways teachers develop belief in classroom management.

Teaching experience; The first way is the teaching experience gained by the teacher herself for 11 years of teaching. As in quote: "Learning from experience from the beginning of teaching I was very nervous and did not know what method or strategy would be suitable for students because I was a new person in the environment so I only relied on experiences outside of school. I don't know which strategy is suitable to be applied in the class so over time I can understand the character of the students, the appropriate method to be applied, and what strategies I should apply. All of that I learned from my 11 years of teaching experience".

The Experience of participating in the training; The second ways is that teachers have conducted training 5 times to improve their teaching skills. As in quote: *"During the training, the knowledge that I got was very much so from that experience I applied it in my classroom management."*

Student activities in class; The third way is that the teacher's belief will develop when he sees and observes student activities in class to be used as evaluation material in managing the class. As in quote: *"During the teaching process I see and analyze how the progress of the students is if the progress of the students is good then my class management is good too."*

Changes in Beliefs and Teaching Resources

Teachers believe that using textbooks as teaching resources can already develop students' knowledge. As is quote: *"The media I use is only printed books. I think using printed books is good for junior high school level. This is because the knowledge of the students I teach is still very standard because during elementary school they did not get English lessons so they started learning English when they were in junior high school. So, to start teaching students whose knowledge is still basic with printed books is already effective because it contains the material being taught and sample questions as well as conversational conversations that will train students in conversation."*

Changes in Beliefs and Method

Teachers believe that using the lecture method and creating study groups can improve students' knowledge and skills. As in quote: *"The methods I use is the lecture method and cooperative script method. I apply the lecture method by*

explaining the material first. After that, give students the opportunity to ask questions if there is something they don't understand. Then, for the cooperative script method, I divide the group if there is material that contains examples of conversations in the book. For example, there are three people in the conversation and I will divide the groups according to the number of people having conversations in the book. After dividing it, I will appoint each group to come forward and present the conversation in front of the class using English. By using English, they will get used to speaking in English."

Changes in belief and Language

The teacher believes that using the dominant Indonesian language can increase the knowledge of students at the junior high school level whose knowledge is still very basic. As in quote: *"In my opinion, it is more effective to use Indonesian as a dominant language than to use full English because the students are also Indonesian, there are still some who don't understand, let alone want to be explained in English, so I prefer to use Indonesian".*

DISCUSSION

Based on field findings about teacher beliefs in classroom management, researchers found about teacher belief in the classroom management such as: 1) The development of classroom management beliefs. Experienced teachers can be seen from the various trainings that have been followed and have maturity in teaching. Wukir (2013: 90) says that "experience is training and development obtained from previous work that is required as a qualification for the position. 2) Changes in beliefs and teaching resources. In this study, the teacher believed that using textbooks could increase students' knowledge. Abdul Majid (2008:170) revealed that learning resources are defined as information presented and stored in various forms of media, which can help students in learning, as an embodiment of curriculum. The form is not limited whether in the form of a mold, video, software, or a combination of these forms that can be used by students and teachers. 3) Changes in beliefs and method. Warsita (2008: 273) various kinds of learning methods include: lecture method, programmed learning method, demonstration method, imitation method, discussion method, drill/practicum method and others. In this study, the teacher used the lecture method and cooperative script method when teaching. The lecture method is a way of delivering lesson material with oral communication. In the opinion of MuhibbinSyah (2002: 205), the notion of the lecture method is a way of teaching by presenting information orally to students or students. Learning by using the lecture method is a way of teaching and learning where the material is presented by the teacher in a monologue so that the conversation is one-way. 4) Changes in belief and language. The teacher believes that the dominant use of Indonesian is more effective at the junior high school level where knowledge is still basic. Felicia (2001:1) language is a tool used for daily communication, both spoken and written language.

CONCLUSION

The purpose of this research, especially are to get information about the belief of teacher beliefs on classroom management. Based on the findings and discussion of this research, researchers found that teachers' beliefs in classroom

management consisted of: the development of management beliefs, changes in beliefs and teaching resources, changes in beliefs and methods, and changes in beliefs and language. researchers concludes that the teacher's belief in classroom management is obtained from the experience of the teacher teaching, the experience of participating in the training, and the activities of the students in the classroom. Based on the conclusions described above, there are limitations obtained in carrying out this research, namely this study only examined one English teacher because at the time the researcher conducted the study the other English teacher partners were taking marriage leave. So that the data obtained on a small scale would be better if researching more than one subject.

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